

揭阳职业技术学院



教案

课程： 小学英语教材教法 任课教师： 郭 敏

专业： 小学英语教育 班级： 专本协同 231、232

学期授课计划时数： 72 课时

Chapter 1	Children as Language Learners
Teaching Objective	<ol style="list-style-type: none"> 1. Understand how we learn our first language and second language.(differences and similarities) 2. Understand how children learn. (characteristics) 3. Grab how to motivate children to learn a language based on their individual differences in learning it. 4.Understand why we need to treat children as equal human beings. 5. Understand qualities of a good primary English teacher and try to be qualified. 6.Ideological and Political Education: student-oriented teaching,respecting different intelligences of children.(尊重学生个性特质，以学生为本。)
Teaching Focus	<ol style="list-style-type: none"> 1.Characteristics children have in learning languages. 2. Principles we should follow in teaching children English. 3.Children’s individual differences in learning a language. 4.How to treat children as equal human beings. 5. Qualities of a good primary English teacher.
Teaching Difficulty	<ol style="list-style-type: none"> 1.How to understand and use the theory of Multiple Intelligences to motivate children to learn English. 2. How to treat children as equal human beings.
Teaching Duration	8
Teaching Method	Task-based, brainstorming, discussion, debate,question-based lecturing, demonstration
Assignment	Choose a topic and design 8 activities according to the 8 intelligences.

Pre-learning activities

1. **Discussion:**Would you like to be a teacher in a school or a student at the college?why or why not?

Through the discussion, students will be encouraged to compare these two different roles and different duties. Thus their experience in teaching practice in primary schools will be shared with each other and their problems encountered will be highlighted and explored.And this will help teacher to find out what is going on in their internship.

2. Debate

Pro: Teaching is based on learning.

Con: Learning is based on teaching.

Through debating, students will give arguments with supporting details such as examples or experiences in teaching practice in primary schools. What they say will largely imply their basic understanding of Unit one.

While-learning activities

Question 1: What side of the debate does Unit one support?

Activity: Skimming skill practice to find the answer to the question quickly and clarify the aims of this unit.

Through skimming, students will glance the aims of the unit and draw a conclusion that this unit holds the view that teaching is based on learning. And what they are going to learn in Unit 1 will focus on

1. Understand how we learn our first language and second language.(differences and similarities)
2. Understand how children learn. (characteristics)
3. Grab how to motivate children to learn a language based on their individual differences in learning it.
4. Understand why we need to treat children as equal human beings.
5. Understand qualities of a good primary English teacher and try to be qualified.

Question 2: What are the differences and similarities between learning L1 and L2?

Activity: Through doing Task 1.2.1A, students make a comparison between learning L1 and L2.

Differences :

1. For L2 learners, the language input is limited.
2. The time spent on learning L2 is much shorter.
3. The learning context is formal and errors are often corrected.
4. Also, the development of the four skills begins almost at the same time.
5. Moreover, L2 learners often do not have the need to communicate in the target languages: therefore, there are few opportunities for pupils to interact except in the classroom and little real context for children to experiment with the language.

Similarities:

1. Rich context and input, opportunities for using the language, interaction with others, etc.

are important in learning any languages.

2. Teachers should create a nice environment and interesting activities for pupils to use the language to do things.

Question 3: How do children learn ?

Activity: Do Task 1.3.1, and talk about how to understand the characteristics about children's learning and what to do in class.

A. It's difficult for children to understand verbal instructions to begin with.

Suggestion: Keep instructions very simple and support them with body language.

B. Children's attention span is very limited.

Suggestion: Use many short and simple activities instead of long activities.

C. Children do not often have a clear purpose for learning. They learn simply because they are happy and enjoy the activity.

Suggestion: Make the learning enjoyable and pleasant.

D. Children like to do things with their hands, bodies and minds.

Suggestion: Organize some hands-on activities for children to do. Use Total physical Response (TPR) if necessary.

E. Children like to do things with achievable targets because they want to feel sure that it is not something beyond their ability.

Suggestion: Do not make tasks too difficult for children. Tasks should always have definite out-comes and repeated elements to ensure security and participation.

F. Children are imaginative, creative, and like new things and like participating in activities.

Suggestion: Give children opportunities to imagine and create, e.g. invite them to draw a monster or imagine seeing something through a telescope and tell others about it.

G. Children are not good at analyzing language rules.

Suggestion: Do not explain complicated grammar rules to children. Guide children to discover rules by themselves.

Question 4: How do children differ in learning a language?

Activity: Do Task 1.4.2A and read some extra material on P29 to understand what intelligences children have in language learning.

Multiple intelligences

1. Dr. Howard Gardner, professor of education at Harvard University, developed the theory of multiple intelligences in 1983.
2. It suggests that everyone has at least seven different intelligences and everyone is different in terms of the intelligences they have.
3. Therefore, teachers need to be aware of the differences and try to help develop each student's potentials and learn how to make good use of the theory of multiple intelligences to motivate students in learning.

4. classification

Linguistic intelligence ("word smart") 言语智力 Eg. Story telling

Logical-mathematical intelligence ("number/reasoning smart") 数理智力 Eg. Ordering

Spatial intelligence ("picture smart") 空间智力 Eg. Listening and drawing

Bodily-kinesthetic intelligence ("body smart") 形体智力 Eg. Acting

Musical intelligence ("music smart") 音乐智力 Eg. Changing lyrics

Interpersonal intelligence ("people smart") 人际交往智力 E.g. making a dialogue with a partner

Intra-personal intelligence ("self smart") 自省智力 E.g Writing diary

Naturalist intelligence ("nature smart") 自然界智力 E.g Natural diary

Question 5: How to treat children as equal human beings?

Activity: Read the extra material about the stories of different teachers on P 34-35 and discuss what to learn from these stories.

Story 1: to respect children as equal human beings through what you do to understand them and help them instead what you say to them.

Story 2: to destroy a child is to scold him/her with harsh words.

Story 3: Children are innocent and naive. They can treat others as equal human beings.

Question 6: What are the qualities of a good primary English teacher?

Activity: read the chant and do Task 1.6.3 to clarify what is a qualified English teacher like.

A Good Teacher

is kind	helps you when you are stuck.
is generous	tells you how you are doing.
.listens to you	allows you to have your say
encourages you	doesn't give up on you.
has faith in you	cares for your opinion.

keeps confidence	makes you feel clever.
likes teaching children	treats everybody equally.
likes teaching their subject	tells the truth.
takes time to explain things	is forgiving.

Post-learning activities

Students are required to make sure what they can understand well and what they can not understand during the class. And they are encouraged to raise relevant questions before the class is over. Pair work is necessary to develop students' ability to explain or communicate in a proper way.

Chapter 2	Understanding the National English Curriculum
Teaching Objective	<ol style="list-style-type: none"> 1. What are the main goals for primary English? And how do they relate to each other? 2. How is the content of the 2022 Curriculum organized? 3. What highlights can be found in the content requirements of the 2022 Curriculum for Levels 1 & 2? 4. What are suggested for teaching the Preparatory Levels 1 & 2? 5. What general teaching suggestions are specified in the 2022 Curriculum? 6. Ideological and Political Education: understand what to teach and how to foster talents(把握育人思路, 掌握育人方法, 明确育人目标。)
Teaching Focus	<ol style="list-style-type: none"> 1. What are the main goals for primary English? And how do they relate to each other? 2. How is the content of the 2022 Curriculum organized? 3. What academic achievement standards are specified for Levels 1 & 2 in the 2022 Curriculum? 4. What are suggested for teaching the Preparatory Levels 1 & 2?
Teaching Difficulty	<ol style="list-style-type: none"> 1. What are the main goals for primary English? 2. How is the content of the 2022 Curriculum organized?
Teaching Duration	8
Teaching Method	Task-based, brainstorming, discussion, debate, question-based lecturing, demonstration
Assignment	<ol style="list-style-type: none"> 1. Draw the chart of the main goals for primary English and the content of the 2022 Curriculum for primary English. 2. Design the main goals for your teaching contents.

Pre-learning activities

1. Discussion: Do you think children need offering English in Primary school or not? Why or why not.

Trough discussion, students will understand

1. it is natural and necessary for children to learn English because the world is becoming more and more a global village. Thus every world citizen is faced with the abilities to

live and communicate in this multilingual and multicultural society. Children are supposed to become prepared linguistically and attitudinal to be able to communicate with anyone in the world open-minded.

2. Children definitely have some advantages over adults in learning another language especially in acquiring good pronunciation and intonation.

3. The learning of a foreign language can help children develop their understanding of a system and a series of rules, which can make them become more smart and competent.

While-learning activities

Question 1: What are the main goals for primary English?

The 2022 Curriculum positioned itself from the perspective of a students' development focusing on core competencies. The 2022 Curriculum aims at developing students' core competencies composed of language ability, cultural awareness, thinking capacity and learning ability. The overall goals are presented around each of the four aspects of core competencies with clear target descriptions and achievable objectives.

1. Language ability development

To develop awareness of similarities and differences between the Chinese and English languages through language practice activities aimed at perceiving, experiencing, accumulating, and applying what they have learned, begin to establish a sense of the English language gradually, and increase experience of using the language for meaningful communication and exchange.

2. Cultural awareness cultivation

To learn about outstanding cultural achievements in different countries, compare cultural similarities and differences, develop cross-cultural communication ability, and form healthy and positive aesthetic tastes and correct values. To develop a deeper understanding of, and sense of identity with, Chinese culture, establish international perspectives, and build confidence in sharing culture.

3. Thinking capacity building

To develop the ability to think through learning English and to improve English learning while

building thinking capacity; to observe and understand the world and look at things from multiple dimensions, and express views supported by evidence and facts in a coherent way; to develop logical thinking, dialectical thinking, and innovative thinking, and demonstrate a degree of being quick-witted, flexible, creative, critical, and profound when they think.

4. Learning ability enhancement

To establish correct goals for English learning, keep sustained interest in English learning, and actively engage in language practice activities; listen attentively, be active in communication, and boldly try to use English in the process of learning; learn to explore things through their own initiative while be keen to collaborate with others and help each other; learn to reflect and evaluate on students' progress and adjust learning approaches as required; and learn about self-management for improving learning efficiency so that students are both passionate about learning and good at learning.



Question 2:: How do the main goals relate to each other?

Language ability:It is the ability to understand and express meaning in specific contexts by using linguistic and non-linguistic knowledge as well as a range of strategies. Improving language ability helps students enhance cultural awareness, thinking capacity, and learning ability, and develop their ability to participate in cross-cultural communication.

Cultural awareness :It consists of an understanding of Chinese and foreign cultures,

recognition and appreciation of fine cultures, and cross-cultural cognition, attitudes, and behaviors which students demonstrate in the new era. Developing cultural awareness helps students enhance their national identity and develop a sense of a global community and shared future. It also helps students learn to enhance their self-development, therefore becoming educated and responsible citizens.

Thinking capacity: It refers to students' skills employed in thinking and the quality of their thinking in terms of understanding, analyzing, inferring, judging, critiquing, and creating. Cultivating thinking capacity helps students learn to identify, analyze, and

Learning ability

Learning ability: It refers to students' awareness and ability to use and adjust English learning strategies actively, and expand English learning channels so as to increase the efficiency of English learning. Developing learning ability helps students master effective methods of English learning and develop good habits to enable life-long learning.

Activity: analyse the following goals, and classify them into the four different types.

1. Ss are able to recognize and name colors including red, yellow, green and blue through listening, speaking and reading activities, and use the sentence " I see..." to express what colors they see. (核心词汇和句型：说)
2. Ss are able to do the actions in the part of Let's do correctly and quickly according to the instructions including "show me red. show me yellow. show me green, show me blue." (练--听做)
3. Ss are able to understand /grasp the functions of plural and use it correctly in speaking and writing. (语法)
4. Ss are able to grasp the pronunciation of the single letters or bined letters "ee, e, ue, ow" and spell the words correctly. (语音---说)
5. Ss are able to do a survey to find the information about others' favorite colors by asking questions and filling the form.(问卷调查) Ss are able to make a conversation

about what colors they see in the given pictures. (对话) Ss are able to describe the body parts of their favorite cartoon characters to get his/her partner to guess who it is. (猜测) Ss are able to act the dialogue out by giving more reasons why they like the season. (角色扮演) Ss are able to discuss their favorite seasons in groups and make a report of what seasons his group members like best in front of the entire class. (讨论并做报道)(用-听说读写)

6. Ss are able to understand and grasp the meaning of Spring Festival and take it as a unique moment to express one's wish and love for their family. (感悟与内化--用于中国故事类教学)

7. 2. Ss are able to understand the meaning of Christmas Day for the west and improve their intercultural understanding and awareness. (判断---用于单纯西方文化学习)

8. Ss are able to obey the traffic rules and enhance their awareness of safety. Ss are able to develop habits of making plans for what they are going to do. Ss are able to love animals by protecting them from being fed with harmful food. (行为准则 , 道德情操 , 良好习惯 , 正确态度.....)

9. Ss are able to make clear the differences between China's Spring Festival and Christmas Day by making comparison and contrast and improve intercultural 1. Ss are able to connect what they learned and what they just have learned about numbers to expand their language network and use them freely in real scenes. (观察和归纳---主要用于有旧知识链接的新课程 production)

10. Ss are able to make clear the textual organization of the dialogue (text) and analyse or compare information in different parts. (观察归纳辨析-----用于会话课和阅读课和故事课的 presentation)

11. Ss are able to connect what they learned and what they just have learned about

numbers to expand their language network and use them freely in real scenes. (观察和归纳---主要用于有旧知识链接的新课程 production)

12. Ss are able to infer the meaning of new words and the author's intention in context to gain a thorough contextual understanding of the text. (推断-----用于阅读课、故事课的阅读中环节)

13. Ss are able to express their views on ... with confidence and put forward possible solutions to the problem/ make possible plans to ... (批判与创新-----一般是任务型活动 , 用于所有课型的 production 环节)

14. Ss are able to improve the way they pronounce the words by imitating the correct pronunciation and intonation.(适用于词汇句型课)Ss are able to improve their accuracy and fluency of the dialogue by imitating the tape or the video. (适用于会话课) (善学语音)

15. Ss are able to grasp the core words and sentences with the help of pictures , real objects and context.(适用于词汇句型课)Ss are able to understand the dialogue/text with the help of mind-map/ outline.(适用于会话课和阅读课) (善学词句)

16. Ss are able to become more interested in English learning through doing actions, singing songs , playing games , drawing(适用于词汇句型课)/dubbing, watching videos(适用于会话课) prediction based on the title and the picture,guessing the meaning of new words, reasoning for the intention of the authors(适用于阅读课) and so on. (乐学选择)

17. Ss are able to cooperate with others by taking part in classroom activities to improve their co-learning and problem-solving abilities in real scenes. (合作与探究)

Question 3: How is the content of the 2022 Curriculum organized?

2022 年版目录

一、课程性质

二、课程理念

三、课程目标

(一) 核心素养内涵

(二) 总目标

(三) 学段目标

四、课程内容

(一) 内容要求

(二) 教学提示

五、学业质量

(一) 学业质量内涵

(二) 学业质量描述

六、课程实施

(一) 教学建议

(二) 评价建议

(三) 教材编写建议

(四) 课程资源开发与利用

(五) 教学研究与教师培训

附录

1. 核心素养学段特征；2. 语音项目表；3. 词汇表；4. 语法项目表；5. 教学案例

2022 Curriculum

The 2022 Curriculum has six sections, which are: Section I, Curriculum Nature; Section II, Curriculum Rationale; Section III, Curriculum Goals; Section IV, Curriculum Contents; Section V, Academic Achievement Standards; Section VI, Suggestions for Implementation, followed by a few Appendices.

The 2022 Curriculum has an independent content section.

A new academic achievement section is added to the 2022 Curriculum providing assessment guidance to ensure the quality of teaching and learning.

A new subsection is added to the 2022 Curriculum giving suggestions on teaching research and teacher training.

Activity : discuss the following chart how each element is designed and integrate into the whole chart.

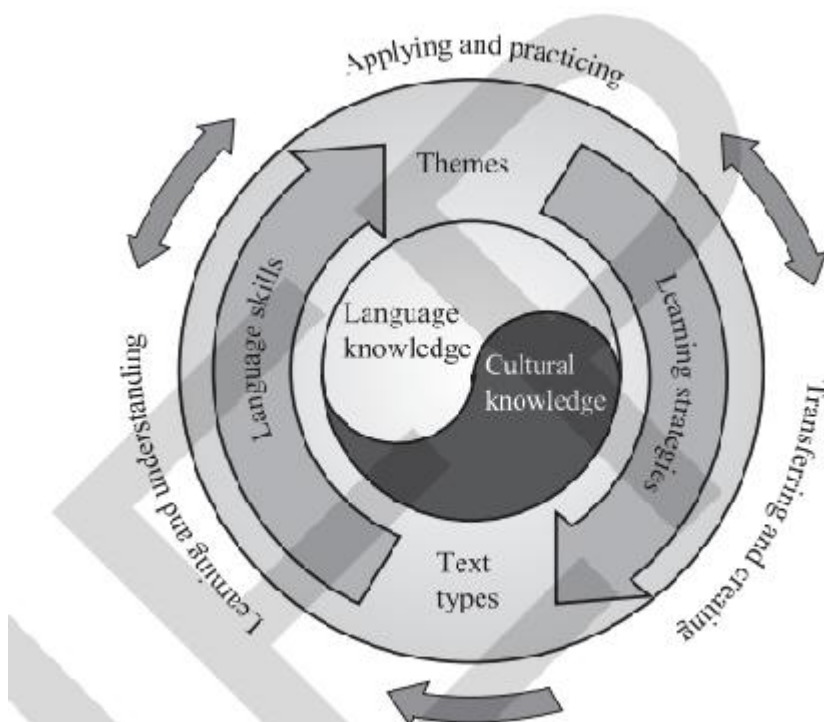


Figure 2.3.1 Content structure of the 2022 Curriculum

The content of the English curriculum consists of six elements: themes, text types, language knowledge, cultural knowledge, language skills, and learning strategies. Built around these elements are the activities through which the contents are organized and processed by the students. The design of the curriculum content aims to advance the development of students' core competencies throughout the years of compulsory education. The activities that promote content learning include three major types. They are learning and understanding, applying and practicing, and transferring and creating.

Themes. There are three broad categories of thematic contexts— man and self, man and society, man and nature. The theme of “man and self” takes the perspective of “and” and includes thematic clusters of “life and learning” and “learning to be and learning to do”. The theme of “man and society” takes the perspective of “society” and includes thematic clusters of “social services and interpersonal communication”, “literature, art, and sports”, “history, society, and culture”, and “science and technology”. The theme of “man and nature” takes the perspective of “nature” and includes the thematic clusters of “natural ecology”, “environmental protection”, “disaster prevention”, and “space exploration”. Each thematic cluster has several further sub-themes.

Text types. There are different types of text, including both continuous texts, such as dialogues, interviews, narration, exposition, argumentation, practical writing, songs, ballads, and children’s rhymes, and discontinuous texts, such as charts, diagrams, web pages, and advertisements. Text types can also refer to spoken or written multi-modal texts, such as words, recordings, videos, and digital forms.

Language knowledge refers to knowledge in pronunciation, vocabulary, grammar, discourse, and pragmatics, and serves as the foundation of language skills development.

---Specifically, phonetic knowledge is about the relationship between sounds and meaning which are inseparable, and language relies on sounds to realize its social communication function. English phonetic features include vowels, consonants, stress, units of meaning, intonation, rhythm, and so on (see Appendix II in the 2022 Curriculum).

---Vocabulary knowledge is the sum of all words and phrases in a language. Any word in the vocabulary is related to other words through a certain syntactic and semantic relationship, and it conveys information in the context.

---Grammar knowledge includes morphology and syntax knowledge (see Appendix IV in the 2022 Curriculum). Morphology concerns the morphological changes of words, such as the number and case of nouns, the tense and aspect of verbs, while syntax concerns the

structure of sentences, such as type of sentence, constituents of sentences, and word order.

--Discourse knowledge is a language unit that expresses meaning, and is the most common way people use language. In the process of using language, language users need to organize language into coherent texts with the use of discourse knowledge. Discourse knowledge is knowledge of how a text is constructed, how a text expresses meaning, and how people use texts in the process of communication.

---Pragmatic knowledge refers to knowledge that helps language users understand others accurately and express themselves appropriately in specific contexts.

Cultural knowledge covers knowledge about both material and spiritual cultures. The material cultures mainly include food, clothing, architecture, transportation, and inventions and creations in these areas. The spiritual cultures mainly include philosophy, science, history, language, literature, art, education, as well as values, moral cultivation, aesthetic taste, awareness of physical work, social conventions, and customs and traditions. Learning cultural knowledge is not limited to understanding and memorizing specific facts. Rather, it is more important to identify and judge the embedded attitudes and values.

Language skills consist of receptive and productive skills, including skills of listening, speaking, reading, viewing, writing, and integrated skills. Listening, reading, and viewing are receptive skills, while speaking and writing are productive skills. In the context of language skills, viewing skills are those of understanding meaning by making use of graphics, tables, animations, symbols, and videos in multi-modal texts. In order to understand multi-modal texts, students not only need to use traditional skills of text reading, but also need to study information from charts and tables to understand the meaning of symbols and animations. Receptive and productive skills mutually support and reinforce each other in the process of language learning.

Learning strategies refer mainly to meta-cognitive strategies, cognitive strategies, communication strategies, and affective strategies. Among these, meta-cognitive strategies are the strategies that students use to plan, monitor, evaluate, reflect on, and adjust the learning process or learning outcomes in order to develop learner autonomy. Cognitive strategies are the appropriate learning approaches, methods, and techniques students take to process linguistic information in order to improve the efficiency of

English learning. Communication strategies are the strategies adopted by students to gain more communication opportunities, maintain communication, and improve communication effectiveness. Affective strategies are the strategies used by students to regulate emotions in learning and maintain a positive learning attitude.

Attachment to the differences between 2011 curriculum and 2022 curriculum

21 世纪以来的英语课改进程中，陆续发布了不断修订和更新的英语课程标准，其中值得关注的一项是课程目标，**课程目标**已经从“**综合语言运用能力**”转向了“**英语学科核心素养**”。

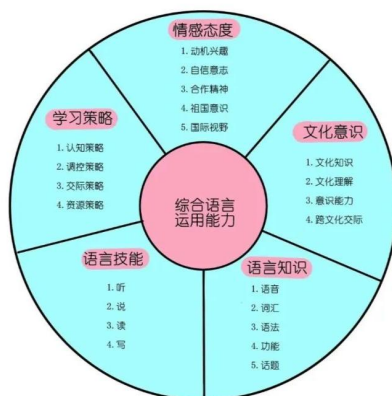
英语课程目标变化

为什么要从“综合语言运用能力”转向“英语学科核心素养”？

2001 年《全日制义务教育普通高中英语课程标准》提出“**综合语言运用能力**”的课程目标。综合语言运用能力由五个要素构成：语言技能、语言知识、学习策略、情感态度、文化意识。

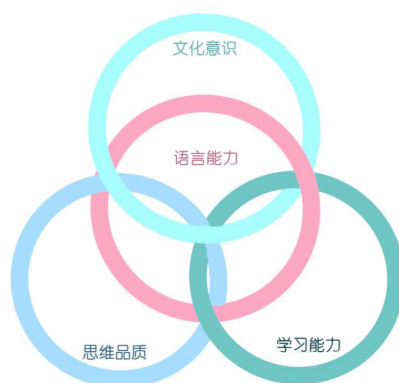
2017 年《普通高中英语课程标准（2017 年版）》提出要将课程目标由“综合语言运用能力”转向“英语核心素养”。结合 21 世纪核心素养等国内国外最新研究成果，提出由语言能力、文化意识、思维品质、学习能力四个维度构成的英语学科核心素养目标。

综合语言运用能力



缺陷：学科本位，课堂教学模式化，未提供具体操作途径，未明确各要素如何影响综合语言运用能力，思维培养缺失。

英语核心素养



四个维度关系：

语言能力-基础要素：带动并渗透文化意识、思维品质和学习能力。其定义是指在社会情境中，以听说读写等方式理解和表达意义的能力，以及在学习和使用语言过程中形成的语言意识和语感。(中华人民共和国教育部 2018a:4)

文化意识-体现价值取向：促进语言能力的进一步提升。其定义是指对中外文化的理解和对优秀文化的认同，是学生在全球化背景下表现出的跨文化认知、态度和行为取向。(中华人民共和国教育部 2018a:4)

思维品质-体现心智特征：促进语言能力的进一步提升。其定义是指在思维的逻辑性、批判性、创新性等方面表现出的能力和水平。(中华人民共和国教育部 2018a:5)

学习能力-条件保障：促进语言能力的进一步提升。其定义是指学生积极运用和主动调适英语学习策略，拓宽英语学习渠道，提升英语学习效率的意识和能力。(中华人民共和国教育部 2018a:5)

优势：将语言、文化、思维有机结合。以语言为载体，在理解和表达的实践中、在分析问题和解决问题的过程中，发展品质、形成文化理解，塑造正确人生观价值观。

examples:

知识与技能：

1. 学生能理解、初步运用 cinema 单词。
2. 学生能听懂并知晓如何应答 Shall we...? 句型。
3. 学生能进行电影交流、分享，运用 I like, I want to see... 等句型。

过程与方法：

学生能根据阅读信息，梳理、概括，并模仿表达个人的喜好。

情感态度：

学生能在交流分享中体验祖国的大好河山。

改进空间：应基于核心素养、而非传统三维目标设计，语言能力、学习能力、思维能力、文化意识的培养**不应割裂**，而是**环环相扣**的。

1. 学生梳理本课中关于描述北京和桂林景点的描述性单词、词组和句型。（语言能力，学习能力）
2. 学生通过阅读了解北京和桂林的一些景点，概括景点描写的方法、常用搭配、思维逻辑。（语言能力，思维品质，学习能力）
3. 模仿课文中景点描写方式，描述自己感兴趣的一个景点，其它同学提前推断描述内容方法等，并探讨中外景点的异同。（语言能力，学习能力，思维品质，文化意识）
4. 学生通过对祖国美丽河山的阅读、体验和讨论，培养爱国情操，并进一步总结景点的留存需要每个人的爱护。（语言能力，思维能力，文化意识）

conclusion: 设计应基于核心素养，尽量避免基于三维目标的传统式教案设计。

三维目标的教案	核心素养的教案
重理论	理论与操作并重
缺乏联系实际情境	创设真实情境
更注重语言准确性	语言表达性与准确性并重
不涉及跨文化交际	强调跨文化交际能力的培养
目标相互割裂	目标环环相扣

2. What are the differences between goals, aims and objectives?

在教案设计中，教学目标通常分为三个层级：

Teaching Goals (一级目标)：以**大纲**为出发点，可以理解为终极教育目标。

Teaching Aims (二级目标)：以**教师**为出发点，体现教师的主观教学意向。

Teaching Objectives (三级目标)：以**学生**为出发点，一般以学生为主体来描述。（例如， the students will be able to ...）

3. How to express abilities at different levels?

根据教学内容重要性的不同，教学目标要有不同层次的表述。例如：

Master / Apply：非常重要的内容

Understand / Explain：较难且只要求会理解的内容

Know / Tell: 只需要了解的内容

1. Learn the new words
 2. Learn the new phrases
 3. Learn the reading skills of ...
- 改进空间：教学目标描述未涉及学习程度

1. Master the new word of ...
2. Apply the use of new phrases ...
3. Understand the reading skills of...

4. How to express objectives instead of aims

时刻体现“学生主体”，采用学生主体的“行为动词”，而非教师主体的“教学动作”。

鼓励使用 - 学生主体的“行为动词”：Master、Restate、define、analyze、distinguish, create, classify 等。

避免使用 - 教师主体的“教学动作”：Teach、Guide 等。

Educate students to respect their grandparents. （教师主体）

参考: Student will be able to **respect** their grandparents and **understand** the reason after the end of the class. （学生主体）

Question 4: What highlights can be found in the content requirements of the 2022 Curriculum for Levels 1 & 2?

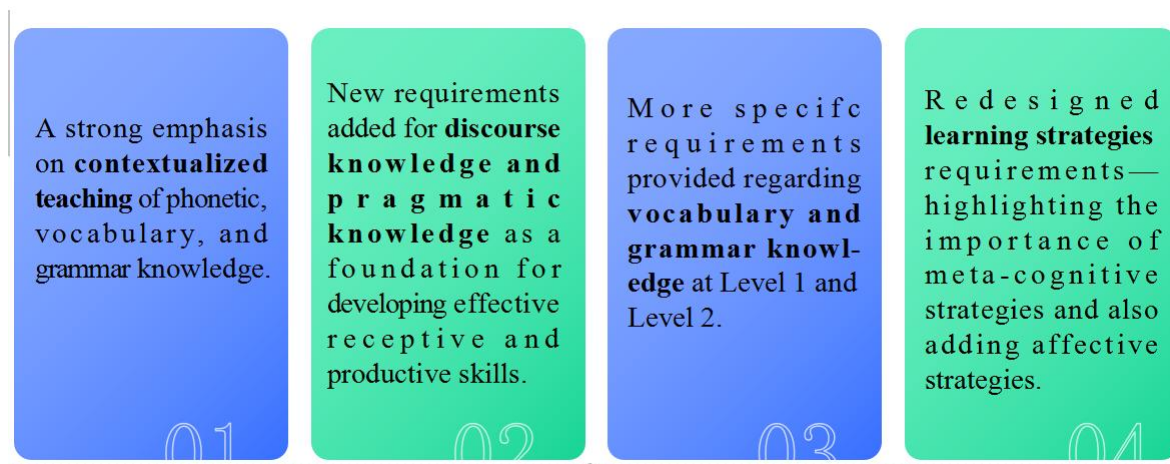


Table 2.4.2 Specific descriptions of the EAAS for Level 1 (Grades 3–4)

No.	Academic achievement descriptions
1-1	Students can understand and respond to greetings in everyday life and use the language generally appropriately.
1-2	Students can interact with others and respond to praise, apologies, and acknowledgments using polite language.
1-3	Students can understand and respond to simple instructions with the help of pictures, gestures, and so on.
1-4	Students can learn about local customs of major countries in the world through simple animations, illustrated stories, and other types of text.
1-5	Students can possess curiosity about the English language, think actively when reading simple texts such as illustrated stories and dialogs, and try to ask questions about things they do not understand.
1-6	Students can imitate the pronunciation and intonation of speakers when following short audio and video materials.
1-7	Students can use simple language to introduce basic information about themselves and familiar things (e.g. personal preferences, school life, and so on).
1-8	Students can recognize or name typical Chinese and foreign cultural symbols when reading about and seeing them.
1-9	Students can write words and sentences they have learned correctly.
1-10	Students can model examples to write simple sentences.
1-11	Students are willing to observe linguistic and cultural phenomena in life, and try to look at things from different perspectives.
1-12	Students are willing to participate in classroom activities, and learn English with peers through imitation and performance.

Table 2.4.2 Specific descriptions of the EAAS for Level 2 (Grades 5–6)

No.	Academic achievement descriptions
2-1	Students can respond to others' invitations, wishes, requests, and so on using the language appropriately.
2-2	Students can infer the opinions and attitudes of a speaker with the help of key words.
2-3	Students can obtain basic information such as people, time, place, and event when listening to or watching simple audio and video materials.
2-4	Students can learn about customs, dietary habits, and cultural traditions of major countries in the world through simple texts, and carry out an initial comparison of cultural similarities and differences.
2-5	Students can infer meaning of unknown words in a text with the help of pictures and contextual clues.
2-6	Students can sort out information about people, situations, and plots when reading texts of relevant themes, think independently, and put forward their own opinions.
2-7	Students can read aloud fluently the learned texts with clear articulation and generally correct pronunciation and intonation.
2-8	Students can communicate with others on relevant themes, express their own emotions, attitudes, and opinions, and generally achieve their communicative purpose.
2-9	Students can use simple sentences to describe specific phenomena and things related to Chinese and foreign cultures using generally coherent language.
2-10	Students can use learned words and sentence structures to tell simple and short stories with generally clear meaning.
1-12	Students are willing to participate in classroom activities, and learn English with peers through imitation and performance.

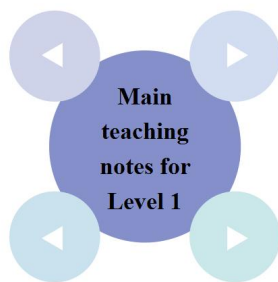
No.	Academic achievement descriptions
2-11	Students can use capital and small letters and punctuation correctly in written expression with generally correct spelling.
2-12	Students can model examples to write simple greeting cards, invitation cards, and so on using generally accurate language.
2-13	Students can describe content of pictures in simple phrases and sentences with coherent meaning and generally correct sentence structures.
2-14	Students are willing to learn about different linguistic and cultural phenomena through reading and other ways, and try to analyze problems from different perspectives.
2-15	Students can develop interest in learning English, actively participate in classroom activities, discuss relevant themes with peers, and collaborate to complete learning tasks.

Question 5: What are suggested for teaching the Preparatory Levels 1 & 2?

Learning activities	Learning requirements
Listening and doing	<ol style="list-style-type: none"> 1. Understand short classroom instructions and respond appropriately; 2. Act on words or instructions heard, such as pointing out the right pictures or objects, coloring, drawing, and doing something; 3. Understand simple, short stories with prompts of pictures and actions and respond appropriately.
Speaking and singing	<ol style="list-style-type: none"> 1. Imitate to speak English following recordings; 2. Greet each other in simple language; 3. Exchange simple personal information, such as names and ages; 4. Guess the meaning and say the word according to miming; 5. Sing learned songs and children's rhymes individually or with others; 6. Say words or phrases based on pictures; 7. Express simple feelings, such as likes and dislikes.
Playing and performing	<ol style="list-style-type: none"> 1. Play games in English as guided by the teacher and engage in simple communication with each other in the games; 2. Perform simple role-plays as guided by the teacher.
Viewing and listening	<ol style="list-style-type: none"> 1. Watch English-speaking cartoons or English teaching programs with simple language, understand the main ideas, and imitate simple lines in them; 2. Carry out in-class listening and video-watching activities of at least 20 minutes per week.

Create a relaxing, equal, harmonious, classroom environment, fostering a good teacher-student relationship and mutual respect.

As for vocabulary teaching, teachers should integrate sound, form, meaning, and use, guiding students to perceive the pronunciation of words in context. As for grammar teaching, teachers should follow

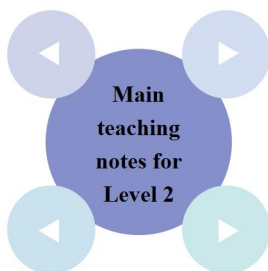


Develop good learning habits.

Language learning activities should be designed in context with clear themes supported by different text types.

Attention should be given to boost students' interest in learning English and to create opportunities for them to experience success.

Emphasis should be given to coach students in developing learning skills.



Meaningful learning materials and activities should be used to develop students' spelling ability and phonological awareness and guide them to perceive and experience the stress, units of meaning, intonation, and rhythm of English through various language practice activities.

Integrated practice activities should be deployed to promote the overall development of the students' core competencies. Teachers should follow the principle of "learning and using English go hand in hand, in-class and out-of-class learning go hand in hand, and learning of different disciplines go hand in hand".

Question 6 What general teaching suggestions are specified in the 2022 Curriculum?

1	To adhere to educating people as the foundation
2	To strengthen the integrity of unit teaching
3	To carry out indepth study of various text type in a unit
4	To organize and implement teaching by respecting the principles for English learning activities
5	To guide students to love learning and be good at learn-ing
6	To promote the integrated design and implementation of teaching, learning, and evaluation
7	To enhance efficiency in the use of IT

Post-learning activities

Students are required to make sure what they can understand well and what they can not understand during the class. And they are encouraged to raise relevant questions before the class is over. Pair work is necessary to develop students' ability to explain or communicate in a proper way.

Chapter 3	Instructional Design
Teaching Objective	<ol style="list-style-type: none"> 1. What is the definition of instructional design? 2. How to do text analysis? 3. How to do student analysis? 4. How to design lesson objectives? 5. How to design lesson activities? 6. How to do overall unit design? 7. Ideological and Political Education: foster patience, persistence and carefulness(培养耐心、恒心和细心优秀品质。)
Teaching Focus	<ol style="list-style-type: none"> 1 How to do text analysis? 2 How to do student analysis? 3 How to design lesson objectives? 4 How to design lesson activities? 5 How to do overall unit design?
Teaching Difficulty	How to do overall unit design?
Teaching Duration	8
Teaching Method	Task-based, brainstorming, discussion, debate, question-based lecturing, demonstration
Assignment	Choose a unit of primary English level 1 to practice doing overall unit design

Pre-learning activities:**Discussion: Do you think you are good at teaching design? why or why not?**

Through discussion, students give some comments on their partner's description of their teaching design in public and explore what is the difference between teaching design and instructional design.

While-learning activities:**Question 1:What's the definition of instructional design?**

An instructional design is, in fact, the planning of a lesson or a series of lessons within one unit with the purpose to support students' learning. It is very important because it can:

- (1) help the teacher become more confident in teaching.
- (2) provide a systematic outline or guide for smooth and efficient teaching.

- (3) help the teacher become more organized in teaching.
- (4) help the teacher prepare for students' individual needs.
- (5) enable the teacher to know whether he or she has achieved the lesson objectives.
- (6) help the teacher identify which part of the lesson went well or did not go well.
- (7) prove that the teacher has made a considerable amount of effort into his or her teaching.
- (8) enable the teacher to meet administrative requirements.
- (9) demonstrate the teacher's professional ethics.
- (10) prove that the teacher has taken good responsibility for students' learning.

It is composed of the follow elements:



Question 2: How to do text analysis?

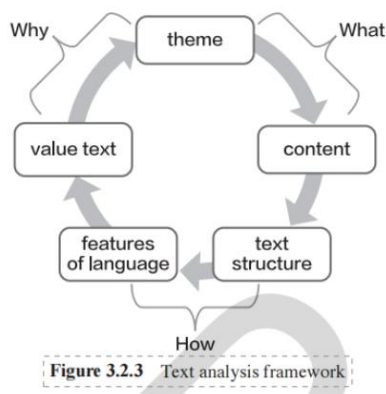
1. **Discussion:** the text Caterpillar for example to analyse the text with the help of the following questions:

- (1) What is the theme of the book?
- (2) What does the picture book specifically talk about?
- (3) How is the story organized?
- (4) How many parts can you see in the book?
- (5) What is the relationship among the parts?
- (6) What expressions are used in the book to support the theme?

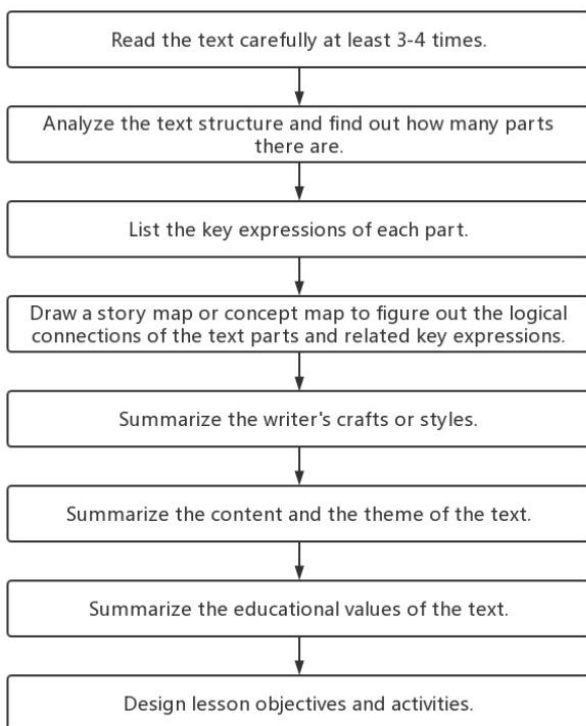
- (7) What does the writer want to express in the book?
- (8) What educational values can be explored from the story for the students?

2. What is text analysis composed of?

Specifically, a text can be analyzed from three broad dimensions and five related sub-dimensions (Figure 3.2.3): **What (theme and content), How(text structure and features of language), and Why (theme and value).**



3.How to do text analysis effectively and efficiently?



Question 3: How to do student analysis?

1. Observation and solution:

1)After reading a story, the teacher asks students to discuss what they think of the story, but nobody responds.

2)Students always make mistakes when reading the text aloud. Once they do so, the teacher will remind them and they can correct the mistakes soon. But without the teacher' s help, they tend to make the same mistakes repeatedly.

3)Students can understand the text very well but most of them often fail to retell it.

Tips to solve the problems:

1)What might the students know already? What can they do?

2)What DON' T students know? What CAN' T students do?

3)What do students want to know? What do students want to do?

4)How can teachers help students know what they want to know?

5)How can teachers help students do what they want to do?

2. Other ways:

2. Other ways of student analysis can be done using different kinds of methods:

- Using a **questionnaire**. (Although questionnaires can offer some useful information about the target students, it takes time and energy to analyze. Validity is also a problem)
- Using an **interview**. (This can provide teachers with an in-depth understanding of the students. However, how to select students for interviewing need to be carefully considered.)
- Keeping a **teacher journal**. (The content can include: the effectiveness of lesson design and possible reasons; students' behavior in class; critical incidents in classroom teaching; insights gained from reading and training workshops.)
- **Videotaping**. (It can offer teachers a vivid and direct way to analyze students and their learning outcomes.)
- **Observation**. (It offers a totally different perspective about students and the effectiveness of teachers' classroom teaching)



在学习本课之前，教师设计了前测题目，从学生兴趣、学习策略、知识背景等方面了解学生的情况。前测题目如下：

(1) 你是否喜欢“X计划”的系列故事？

- A. 特别喜欢 B. 喜欢 C. 一般 D. 不喜欢 E. 特别不喜欢

Questional Design

如果喜欢，原因是：

如果不喜欢，原因是：

(2) 你能否根据题目推测故事情节？

- A. 能 B. 不能

(3) 你能否从封面寻找故事相关信息？

- A. 能 B. 不能

(4) 你是否喜欢和老师一起观察图片讲故事？

- A. 特别喜欢 B. 喜欢 C. 一般 D. 不喜欢 E. 特别不喜欢

(5) 你是否参加过体育比赛，如跑步比赛、游泳比赛等？

- A. 是 B. 否

如果参加过，结果如何？感受如何？

(6) 你是否阅读过《龟兔赛跑》的故事（包括中文故事）？

- A. 是 B. 否

如果读过，通过《龟兔赛跑》的故事你明白了什么道理？

This questionnaire consists of 6 simple questions. Question 1 aims to find out whether students like the book series and what the possible reasons are. Questions 2-4 involve the analysis of students' prior reading skills while Question 4 involves students' interest. Questions 5-6 try to reveal students' prior experience about the topic. By analyzing the questionnaire data, the teacher comes with the following conclusion:

本节课的教学对象是我校五年级三班的学生，共计 25 名学生参与问卷调查。问卷结果表明：72% 的学生表示特别喜欢，主要原因是故事中的人物变小后可以探险；20% 的学生表示喜欢；不喜欢的学生有 8%，主要原因是有不认识的单词。可见，通过一年多的校本阅读课程“X计划”系列故事的学习，大部分学生非常喜欢“X计划”的系列故事，对于故事中 4 个小主人公的探险故事充满了好奇，学习兴趣较高。28% 的学生能根据题目推测故事内容，92% 的学生能通过封面寻找信息，84% 的学生喜欢和教师一起观察图片讲故事。可见，学生初步掌握了一定的阅读策略和阅读技能，能在教师的指导下进行师生互动，学习故事。学生在体育课和运动会上参加过跑步比赛，很多学生提到了获胜、兴奋、疲劳，可见学生对这一话题并不陌生。学生对于话题的意义、话题的相关语言结构有所了解，有利于师生互动学习故事。大部分学生表示阅读过《龟兔赛跑》的故事，很多学生提到不能像兔子一样过于骄傲，要像乌龟一样坚持到底。可见，学生能理解本课故事的意义，可以借助阅读过的中文故事推测英文词义，理解难点。

Question 4: how to design lesson objectives?

能力要素		内涵及表现指标
A 学习理解能力	A-1感知、注意	能有目的、有意识地关注主题和语境，以及与主题相关的英语语音、词法、句法等知识和现象，及其背后的本质
	A-2记忆、检索	能结合即时性情境，对存储在长时记忆中的英语语言知识进行关联和检索
	A-3提取、概括	能通过识别词语和句义，抓住英语信息，在目标范围内找到所需的信息；能在观察英语语言现象的基础上，归纳概括信息，建立关联，形成结构或语言规律
B 应用实践能力	B-1描述、阐释	能用英语表达或叙述图表、程序/步骤、相关主题（如个人生活、工作）等；能用英语阐释词汇、语句以及图表的含义和用意
	B-2分析、判断	能根据语言材料判断或用英语分析语句之间、事件之间的因果关系；能用英语结合事实和道理来判断和阐述论点。它反映出学习者具有用英语进行逻辑推理，得出合乎事理规律的能力
	B-3整合、运用	能用英语系统地组织、合并及编排语言材料所提供的语境、篇章结构、逻辑关系等信息，能从零散的信息中梳理信息间的关联，并能综合地运用语言（如写作中的衔接手段、谋篇布局等）
C 迁移创新能力	C-1推理、论证	能整合语言材料中的线索、逻辑、因果关系等多重复杂的信息，推导出未知内容，论证观点或结论，根据已知信息合理推断和论证人物关系、事件的后续发展、作者的情感态度等。能用英语表达自己的推理与结论
	C-2批判、评价	能进行批判性思维，利用理论展开论证和评判，提出令他人信服的个人见解。该能力涉及英语学习者的认知立场、情感态度、是非观念等，是多种心智和多种能力的有机聚合，是综合素质的集中体现
	C-3创造、想象	能基于已知信息发挥想象，衍生丰富、多样的创意，如创编对话、提出新的解决方案、表达个人观点和情感、为开放式故事续写结局等

For designing effective lesson objectives, more are suggested here.

1. Determine the skill type of the lesson. Common types of the lessons in primary schools include reading, listening and speaking, reading, or reading and writing lessons.
2. Determine the ultimate goal of the lesson. It is highly suggested that teachers should make clear the ultimate goal of the lesson first before going into specific lesson objectives.
3. Work out lesson objectives that serve the ultimate goal of the lesson. After determining the ultimate goal of the lesson, teachers can try a backward design.

What are the main features of good lesson objectives? Read the following lesson objectives of Caterpillar, Caterpillar. Are they well designed? Why or why not? Discuss in groups and try to list features of good lesson objectives.

Example: 在本课学习结束时，学生能够：

- (1) 根据故事中的主人公、情境，梳理毛毛虫脱险的故事情节发展脉络；
- (2) 根据故事地图，尝试使用文本中的语言简单讲述毛毛虫脱险的故事；
- (3) 根据对话和图片，分析关于毛毛虫和小鸟关系变化的细节，有感情地朗读并表演故事；
- (4) 从自然科学的角度，总结、归纳毛毛虫的成长过程；
- (5) 评价故事角色，表达自己对毛毛虫巧妙摆脱困境的看法。

Question 5: how to design lesson activities

1. Discussion:

What are some of the features of a good activity design? What activities will you design for Caterpillar, Caterpillar? Discuss in groups and write a few lesson activities next to each lesson objective. Make sure that the activities are aimed for the realization of the objectives.

Lesson objectives	Lesson activities
(1) 根据故事中的主人公、情境，梳理毛毛虫脱险的故事发展脉络	
(2) 根据故事导图，尝试使用文本中的语言简单讲述毛毛虫脱险的故事	
(3) 根据对话和图片，分析关于毛毛虫和小鸟关系变化的细节，有感情地朗读并表演	
(4) 从自然科学的角度，总结、归纳毛毛虫的成长过程	
(5) 评价故事角色，表达自己对毛毛虫巧妙摆脱困境的看法	

2. -Good lesson activity design should have the following features:

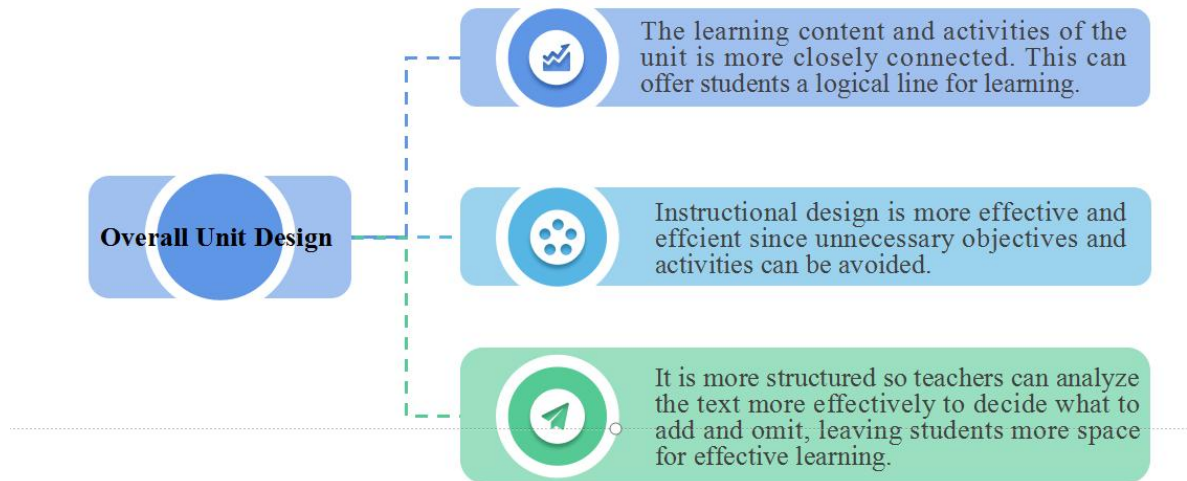
- 1 **Effective.** Lesson activities should be designed to serve lesson objectives.
- 2 **Efficient.** Lesson activities should also be efficient/ time-saving.
- 3 **Engaging.** Lesson activities should be motivating. It relies on how the teacher understands his or her students. It is not equal to interesting or fun.



Figure 3.5.1 绘本的教学过程

Question 6: how to do overall unit design?

An overall unit design refers to an instructional design based on a whole unit instead of a single text or a part of the unit. It has many advantages.



When doing overall unit design, teachers can follow the procedures below:

1. Analyze the texts in the whole unit (What, Why, How).
2. Analyze students based on the whole unit.
3. Determine the objectives and activities of the whole unit and each lesson (Objectives of the whole unit → Time and objectives of single lesson).

Post-learning activities

Students are required to make sure what they can understand well and what they can not understand during the class. And they are encouraged to raise relevant questions before the class is over. Pair work is necessary to develop students' ability to explain or communicate in a proper way.

Chapter 4	Classroom Management
Teaching Objective	<ol style="list-style-type: none"> 1. How to motivate children to learn English? 2. How to give effective classroom instructions? 3. How to ask effective questions? 4. How to set up classroom discipline? 5. What should teachers do when teaching large classes? 6. What are the different ways for student grouping? 7. How to organize a primary English lesson? 8. How to treat students' errors in the classroom? 9. Ideological and Political Education : balance strictness and kindness (培养既有原则又有仁爱之心的优秀品质)
Teaching Focus	<ol style="list-style-type: none"> 1. How to motivate children to learn English? 3. How to give effective classroom instructions? 4. How to ask effective questions? 5. How to set up classroom discipline? 6. What should teachers do when teaching large classes? 7. How to treat students' errors in the classroom?
Teaching Difficulty	<ol style="list-style-type: none"> 1. How to motivate children to learn English? 2. How to set up classroom discipline?
Teaching Duration	8
Teaching Method	Task-based, brainstorming, discussion, debate, question-based lecturing, demonstration
Assignment	Find out what you should improved in classroom management.

Pre-learnig activities:

Discussion: Do you think you are good at classroom management? why or why not?

Through discussion, students give some comments on their performance on classroom management during internship and explore some common problems in classroom management.

While-learning activities:

Question 1: What's the goal of classroom management?

Classroom management is the way teachers organize what goes on in the classroom. The goal of classroom management is **to create an atmosphere conducive to interacting in English in meaningful ways.**

Effective classroom management can be achieved when the following **six conditions** are met:

- 1) The teacher plays appropriate roles
- 2) The teacher provides clear instructions.
- 3) Suitable grouping of the students
- 4) Asking appropriate questions.
- 5) Discipline as well as harmony in the class.
- 6) Treating students errors properly.(proper error treatment)

Question 2: what are the roles of the teacher?

People have different views on teacher's roles:

1. Richards and Rodgers' viewpoint

Teacher's roles are related ultimately to assumptions about language and language learning at the level of approach.

Different approaches stipulate different roles for the teacher.

2. Teacher's roles: (Task 1)

Before class, the teacher is a planner, who plans what to teach, how to teach, and what result to achieve. After class the teacher is an evaluator, who evaluates not only how successfully he has conducted the class but also how effective the learning activities have been.

Harmer defines the teacher's roles as:

1. Controller: to control the pace so that activities run smoothly and efficiently. Appropriate control and over-control.
2. Assessor: to assess the students' work.
3. Organizer: to design and organize activities/tasks
4. Prompter: to give appropriate prompts or hints when students are not ready to answer to do the activity.
5. Participant: to participate in students' activities / communication.

6. Resource provider: to provide resource/ knowledge

Question 3: how to motivate children to learn English?

activity1 Suppose you are a pupil, how can you be motivated to like English?

1. Two kinds of motivation: intrinsic and extrinsic

intrinsic:The extent to which the individual works or strives to learn because of a desire to do so and the satisfaction experienced in this activity. learning is done for its own sake.

extrinsic: Learning is done for the sake of rewards.

Activity 2: Do Task 3.11A and B, make clear these two kinds of motivation

intrinsic

2. I like to speak English.
3. I like group competitions best.
6. I like to sing songs and play games.
7. I can sing English songs for my parents.
8. I really like my teacher. She's nice.
9. I don't like English. It's difficult.
10. I can't remember the words and often fail in my spelling tests.
11. I feel nervous when I speak English. I can't say things well.
12. I don't like my English teacher. She's very strict and rarely smiles.
13. I don't like to do my English homework,always copying and copying.

extrinsic

1. What we do in class is very interesting.
4. I've got 5 red flowers this week for my English.
14. My teacher thinks that I'm stupid and she seldom asks me to answer questions
15. I want to be praised by my teacher so I work very hard on English.

Activity 3: Do Task 3.1.2 B and discuss how to improve the way to deal with the given situations.

1) Explain

Teachers should spend more time explaining why we teach what we do, why the topic or approach or activity is important and interesting and worthwhile (how you do this with young learners needs to be discussed) .

2) Reward

Rather than criticizing unwanted behavior or answers, reward correct behavior and answers.

3) Care

Pupils will attend to teachers who appear to care about them and not just authority figures.

4) Have pupils participate

Pupils love to be needed so getting them involved in activities and problem solving exercises and even making decisions are good ways to motivate.

5) Teach inductively Create opportunities for pupils to explore so that they can have the joy of discovery.

6) Satisfy pupils 'needs

Attending to need satisfaction is a useful way to keep pupils interested and happy.

7) Make learning visual

It was recognized that memory is often connected to visual images, so use drawings, diagrams, pictures, charts, graphs, etc to gain pupils' attention.

8) Use positive emotions to enhance learning and motivation

Teachers can try to make something fun, exciting, happy, loving in their class so that pupils can learn better and the memory lasts longer.

9) Remember that energy sells

Being energetic in one's teaching is a motivating factor in itself.

III. Classroom instructions

Classroom instructions refer to the type of language teachers use to organize or guide learning.

1. English or Chinese instructions?
2. Use simple language.

3. Give clear instructions
4. Use eye contact.

IV. Student grouping

An important feature of today’s language classroom is that students do not always study as one big group. Rather, students are put into groups of different sizes.

1. The most common student grouping:

- 1) Whole class work /lockstep
- 2) pair work
- 3) group work
- 4) individual study

2. The advantages and disadvantages of the above grouping

grouping	Advantages	Disadvantages
Whole class work	All the class are concentrating; good modeling from teacher; comfortable in choral practice	Students have little chance to speak; Same speed for different students; Nervous in front of the whole class; Not enough communication;
Pair work	More chance for practice; Encouraging co-operation; Relaxing atmosphere;	Students stray away from the task; Using native language; Noise and indiscipline.
Group work	Communication in its real sense; More dynamic than pair work; promoting self-reliance;	The same as those in pair work; plus some students might dominate; Difficult to group;
Individual study	No outside pressure; Study at own speed;	Less dynamic classroom; No co-operation;

Go to task 5(P.77)

(Task 5: (1) Whole class work: the teacher goes through the instruction with the students to make sure they now what to do exactly. If possible, give some hint.

(2) Group work: students work in groups of 4 and discuss what things they should use. Reach an agreement b the end of the discussion.

(3) Whole class work: group leaders report their discussion result to whole class, justifying their decision if necessary.)

3. Further suggestions about student grouping methods.

1) When working in whole class work, the teacher should not speak too much.

2) When organizing pair work, the teacher should give the clearest instructions. If necessary, the teacher should demonstrate with one student first.

3) some possible ways to group the students:

grouping the students according to seating arrangement;

students select their own group members,(risky)

strong students and weak students are missed together.

Strong students and weak students are grouped separately to do different takes.

Group the students by drawing lots.

4) Although pair work and group work can provide students more chances for practice, individual study should not be totally neglected.

V. Discipline in the language classroom

1. What's the final goal of discipline in the language classroom?

The ultimate goal of discipline is to make more effective learning possible, but the relationship between discipline and learning is not as straight forward as it appears. (TASK 6. P78)

2. Practical hints for teachers on classroom discipline. (Task7. P80)

3. measures for in-disciplined acts and badly behaving students(by Harmer)

1) Act immediately.

2) Stop the class.

- 3) Rearrange the seats.
- 4) Change the activity.
- 5) Talk to students after class.
- 6) Create a code of behaviour.

Solutions for problem-making students:

- 1) Deal with it quietly. Don't hurt the students.
- 2) Don't take things personally. Try to address the problem rather than the students as the object.
- 3) Don't use threats

VI. Questioning in the classroom.

1. Functions of questioning:

- to focus students' attention;
- to invite thinking and imaginations;
- to check understanding,
- to stimulate recall of information,
- to challenge students,
- to assess learning.

2. Classification of question types

Close questions: close questions refer to those with only one single correct answer.

Open questions: open questions may invite many different answers.

Display questions: the answers are already known to the teacher and they are used for checking if students know the answers.

Genuine questions: used to find out new information and since they often reflect real contexts, they are therefore more communicative.

Bloom classified the questions as follows:

- 1) Knowledge; recalling facts, terms and basic concepts.

- 2) Comprehension: understanding of facts and ideas by organizing, comparing, translating, interpreting, describing, and stating the main ideas.
- 3) Application: applying acquired knowledge, facts, techniques and rules in a different context.
- 4) Analysis: identifying relationships, causes or motives, and finding evidence to support main ideas,
- 5) Synthesis: combining elements in a different way and proposing alternative solutions, creative thinking.
- 6) Evaluation: present and defend opinions by making an informed judgment about information or ideas based on a set of criteria.

VII. Dealing with errors

1. Error and mistakes

According to Brown, language mistakes and language errors are two different phenomena in language learning.

Mistake refers to a performance error that is either a random guess or a 'slip of tongue', and it is a failure performance to a known system.

Error has direct relation with the learners' language competence. Errors do not result from carelessness nor hesitation, but lack of knowledge in the target language. Language errors cannot be self-corrected no matter how much attention is given.

2. Dealing with spoken errors.

In dealing with errors and mistakes we need to be clear whether the task or activity is focusing on accuracy or fluency.

3. When to correct

If there are some common mistakes that other students might also have problems with, the teacher can take a note in his mind and try to do the correction after the student's performance.

4. How to correct.

There are different ways and techniques for correcting errors:

Direct and indirect teacher's correction, self-correction, peer correction, whole class correction.

Post-learning activities

Students are required to make sure what they can understand well and what they can not

understand during the class. And they are encouraged to raise relevant questions before the class is over. Pair work is necessary to develop students' ability to explain or communicate in a proper way.

Chapter 5	Teaching Vocabulary, Grammar and Pronunciation
Teaching Objective	<ol style="list-style-type: none"> 1. How to teach vocabulary to young learners? 2. How to teach grammar to young learners? 3. How to teach pronunciation to young learners? 4. Ideological and Political Education : foster seriousness and rigorousness (培养严谨认真的教学态度)
Teaching Focus	<ol style="list-style-type: none"> 1. How to learn a word? 2. How to present new words? 3. How to consolidate words? 4. How to develop vocabulary building strategies 5. How to present grammar? 6. How to practice grammar? 7. How to present the pronunciation 8. How to practice pronunciation?
Teaching Difficulty	<ol style="list-style-type: none"> 1. How to understand teaching vocabulary, grammar and pronunciation in context with visual aids? 2. How to understand the application of the three methods of presenting grammar?
Teaching Duration	8
Teaching Method	Task-based, brainstorming, discussion, debate, question-based lecturing, demonstration
Assignment	Write down the fun ways to teach vocabulary, grammar and pronunciation.

Teaching Vocabulary

1 Introduction

With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Remember though that the average native speaker uses around only five thousand words in everyday speech. Moreover, your students won't need to produce every word they learn, some they will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

2 What a student may need to know about an item

1) *What it means*

It is vital to get across the meaning of the item clearly and to ensure that your students have understood correctly with checking questions.

2) *The form*

Students need to know if it is a verb/a noun/an adjective etc to be able to use it effectively.

3) *How it is pronounced*

This can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced. It is very important to use the phonemic script in such cases so the sts have a clear written record of the pronunciation. Don't forget also to drill words that you think will cause pronunciation problems for your students and highlight the word stresses.

4) *How it is spelt*

This is always difficult in English for the reason mentioned above. Remember to clarify the pronunciation before showing the written form.

If it follows any unpredictable grammatical patterns

For example, man-men / information (uncountable) and if the word is followed by a particular preposition (e.g. depend on)

5) *The connotations that the item may have*

Bachelor is a neutral/positive word whereas spinster conjures a more negative image.

6) *The situations when the word is or is not used*

Is it formal/neutral/ informal? For example, spectacles/glasses/specs. Is it used mainly in speech or in writing? To sum up is usually written whereas mind you is spoken. Is it outdated? Wireless instead of radio.

7) *How the word is related to others*

For example, synonyms, antonyms, lexical sets

8) *Collocation or the way that words occur together*

You describe things 'in great detail' not 'in big detail' and to ask a question you 'raise your hand' you don't 'lift your hand'. It is important to highlight this to students to prevent mistakes in usage later.

9) *What the affixes (the prefixes and suffixes) may indicate about the meaning*

For example, substandard sub meaning under. This is particularly useful at a higher level.

Which of these areas you choose to highlight will depend on the item you are teaching and the level of your students. Now it's time to think about how we can get the meaning across.

3 Ways to present vocabulary

There are lots of ways of getting across the meaning of a lexical item.

1) Illustration

This is very useful for more concrete words (dog, rain, tall) and for visual learners. It has its limits though, not all items can be drawn.

2) Mime

This lends itself particularly well to action verbs and it can be fun and memorable.

3) Synonyms/Antonyms/Gradable items

Using the words a student already knows can be effective for getting meaning across.

4) Definition

Make sure that it is clear (maybe check in a learner dictionary before the lesson if you are not confident). Remember to ask questions to check they have understood properly.

5) Translation

If you know the students' L1, then it is fast and efficient. Remember that not every word has a direct translation..

6) Context

Think of a clear context when the word is used and either describe it to the students or give them example sentences to clarify meaning further.

Again which you choose will depend on the item you are presenting. Some are more suitable for particular words. Often a combination of techniques can be both helpful and memorable

7) Alternative ways of teaching vocabulary

(1) Give your students a few items of vocabulary and tell them to find the meaning, pronunciation and write an example sentence with the word in. They can then teach each other in groups.

(2) Prepare worksheets and ask your students to match words to definitions.

(3) Ask students to classify a group of words into different categories. For

example, a list of transport words into air/sea/land.

(4) Ask students to find new vocabulary from reading homework and teach the other students in the class.

8) Other things to consider

(1) Review the vocabulary you teach through a game or activity and encourage your students to do the same at home.

(2) Encourage autonomy in your learners. Tell them to read, watch films, listen to songs etc and note the useful words.

(3) Have a section of your board for vocabulary items that come up as you are teaching.

(4) Use different colors for the word / the phonemics / the prepositions / the part of speech.

(5) It is a good idea to teach/learn words with associated meanings together.

(6) Encourage your students to purchase a good dictionary and use class time to highlight the benefits of one.

(7) Teach your students the grammatical names for the parts of speech and the phonemic script.

(8) Always keep a good dictionary by your side in case a student asks about a word you don't know.

(9) If you don't and have never heard of the word, tell the student you will check and get back to them. Do get back to them.

(10) Give extra examples sentences to the students if they are unsure and encourage them to write the word in an example sentence (maybe for homework).

4. Ways of consolidating vocabulary

It is too often that we hear students complaint that they keep learning vocabulary and forgetting them. When students study vocabulary individually, it is rote learning whose effectiveness is seldom guaranteed, particularly when they do not fully understand the meaning of the vocabulary. But when the students study vocabulary together, say in groups, through various activities and under the teacher's supervision, vocabulary learning becomes more fun and effective. Learning is also more effective when students understand the meaning of the new vocabulary.

Below are some vocabulary consolidation activities that can be done in class.

1). **Labeling.** Students are given a picture. They are to write the names of the objects indicated in the picture. A competitive element can be introduced by making the first student to finish the winner.

2). **Spotting the differences.** Students are put into pairs. Each member of the pair receives a picture which is slightly different from his partner's. Students hide the pictures from one another and then, by a process of describing, questioning and answering, discover what the differences are.

3). **Describing and drawing.** Students are put in pairs. One student has a picture, the other a blank piece of paper and a pencil. The student having the picture must tell his partner what to draw so that the drawing ends up the same as the original picture. The student must not show the picture until the drawing is completed.

4). **Playing a game.** Students are shown a picture or a tray with many objects on it, or a series of different flash cards or magazine pictures. They have one or two minutes to memorize as many of the objects as they can. The cards, pictures, or tray are then taken away and the students have to tell what they saw, or write everything they can remember seeing, then compare their answers with the rest of the class.

5). **Using word thermometers.** These are useful for indicating different degrees in size, speed, age, distance, emotion etc. Students are given a list of words in jumbles order. They have to place these words in the correct place on the thermometer.

6). **Using word series.** Students construct the series following the example.

Cutlery: knife, fork, spoon

7). **Word bingo.** The teacher thinks of an area of language (e.g. shopping) that the students have recently learned. Students draw nine squares on a piece of paper and put nine words connected with shopping in the squares. The teacher then calls out, one at a time, words connected with shopping. If the students have the word in the square, they cross it out. The first students to cross out all the words in the square is the winner.

A different version of word bingo is that the first student who cross out a line of three words either horizontally, vertically or diagonally should shout out “Bingo” and he or she will be the winner.

8). Word association. The teacher says a key word, e.g. traveling. The students have to write down all the words they can think of connected with the traveling. They have a time limit. When time is up the person with the highest number of acceptable words is the winner.

9). Odd man out. The teacher writes a set of words on the blackboard and ask students to find the “odd man out”. For example, in the set: cheese eggs oranges, bread soap and meat, the word “soap” is the “odd man out”.

10). Synonyms and antonyms. The students are given a list of words and ask students to find pairs of words, either synonyms or antonyms.

11). Using word categories. Students put the jumbled words in the middle into the box marked with different categories.

12). Using word net-work. Students fill in the blanks in a network with words that are under the same category or sub-category.

5. Developing vocabulary building strategies

Due to the limitations of time, students cannot learn all the necessary vocabulary in the class. We need to help students develop their own vocabulary building strategies so that they can effectively acquire more vocabulary on their own.

1). Review regularly. Evidence shows that regular review helps students to maintain largest amount of recall. Look at the following figure.

2). Guess meaning from the context, especially using sentence hints for word meanings.

(1) Some sentences tell the definition for a difficult word by means of punctuation or certain help words. For example, dashes (-),parentheses (), brackets [], commas , words like that is, meaning, such as, or is called.

(2) Some sentences tell the opposite of what a new word means. From its opposite you can figure out the meaning of the word.

(3) Use your own experiences to figure out the definition of a word.

(4) Sentence before or after a sentence containing a difficult word sometimes explain the meaning of the word.

(5) Some sentences are just written to give definition of difficult words--- words readers need to know in order to understand what they are reading.

(6) Because some sentences give examples for a new word, you can build a definition.

(7) Some sentences use a word you do know to help explain a word you don't know.

3). Organize vocabulary effectively:

If information is organized and stored in a special way, e.g. related information is stored together or new information is related to previously stored information, it is more likely to be retained and easier to retrieve. So with a conscious attempt at vocabulary organization it is likely that a student's word store will increase significantly.

4). Use learned vocabulary:

Students should be encouraged to use active vocabulary items in real language use. By trying to use the words or expressions correctly and appropriately, students can get a deeper and better understanding of the meaning and the use of the vocabulary. Successful attempts at word use definitely help vocabulary consolidation.

Teaching grammar

1. The importance of grammar

English grammar is the core of English language. Without grammar English language cannot be well constructed.

There is naturally Chinese grammar in the minds of Chinese students, and it's not easy to take in the grammar of a foreign language. But this difficulty must be overcome. If you cannot solve this difficulty, the foreign language you write, though it may be understandable, will be Chinese style English.

2. The role of Grammar

1). How grammar is currently taught

Task 1

Read the statements on page 61/103 about grammar in English learning and decide if you agree with them or not.

In China grammar is taught in a traditionally teacher-centred way. Obviously there is too much teacher dominance and too little student involvement in such a

class. Often preparing such a grammar lesson means collecting all the concerned rules or ideas on a topic from various books together with copied examples, and teaching grammar simply means reading aloud to the class what has been prepared beforehand. Students are supposed to take notes for the final assessment.

For many years Chinese teachers of English have followed the traditional way of teaching grammar as the following three steps:

- to learn about the grammar rules,
- to study a few examples,
- and to do some written grammar exercises.

2).What is the place of Grammar in English teaching?

Grammar is not a separate 'subject', nor is it even a separate division of English work.

Language teaching theory has tended to emphasize on the rapid development of automatic speech habits, and the need to discourage students from thinking consciously about the underlying grammatical rules.

Advocates of the 'Oral Method', the Audio-lingual method' and the Natural Approach in their more extreme forms have assumed that language learning is an **inductive rather than a deductive** process, and that the most effective method of teaching is to provide plenty of oral and written practice, so that students learn to use the language spontaneously without the need for overt grammatical analysis.

3. Grammar presentation methods

1). Deductive method:

The deductive method relies on reasoning, analyzing and comparing. It's teaching procedure is:

- teacher's example on the board
- teacher's explanation of the rules (in student's native language)
- student's practice application of the rules.

Advantages:

- good for selected and motivate students
- save time to explain complex rules
- increase students' confidence in examination

Disadvantages:

grammar is taught isolatedly

little attention is paid to meaning

the practice is often mechanical

2). Inductive method

In the inductive method, the teacher induces the learners to realize grammar rules without any form of explicit (clear) explanation. Students will become evident to the grammar rules if they are given enough appropriate examples.

It is believed the inductive method is more effective in that students discover the grammar rules themselves while engaged in language use. This is especially true with grammatical regularities which are easily perceived, understood and applied.

3). The guided discovery method (P105)

The guided discovery method is similar to the inductive method in that the students are induced to discover rules by themselves but different in that the process of the discovery is carefully guided and assisted by the teacher and the rules are then elicited and taught explicitly.

4. Some new approaches to teaching grammar

Pennington proposes a synthesis approach to grammatical pedagogy. She emphasized that grammar teaching should be “**collocational, constructive, contextual and contrastive**”

Collocational: It means that the grammar should be built on collocational relations between individual lexical items and their subcategories.

Constructive: It means that one’s knowledge of grammar is built bit by bit, which closely model the way language is learned and used.

Contextual: It means that elements and structures are taught in relation to their context. Syntactic and lexical choices are explicitly related to pragmatic ones, and to social and cultural contexts.

Contrastive: It means that grammar involves drawing the learner’s attention to contrast the differences between the target language and other language.

5. Grammar practice

According to Ur successful practice should consists of the following factors:

Pre-learning;

Volume and repetition

Success-orientation.

Heterogeneity

Teacher assistance

Interest

1). Mechanical practice:

Mechanical practice involves activities that are aimed at form accuracy. By doing mechanical practice, the students pay repeated attention to a key element in a structure.

The form of practice: Substitution and transformation drills

2). Meaningful practice:

In meaningful practice the focus is on the production, comprehension or exchange of meaning though the students “keep an eye on” the way newly learned structures are used in the process.

3).Using prompts for practice(P112)

The prompts can be pictures, mimes, tables, charts or key words, etc.

Using picture prompts.

Using mimes or gestures as prompts

Using key phrases or key words as prompts.

6. The seven ways of teaching grammar

1). Provide a context

In order to elicit the target language, get the students really interested in, for example, a character, a situation (this process will vary according to the profile of each class). Use language that is easy for the students to understand. Make the situation clear enough for the students to hazard a guess about the target language. And do make it clear that you want the students to come up with the target language! Finally, be sure to spend enough time on the ‘tease’ – don’t jump in too early with providing the target language yourself.

Sample teacher language:

I don't earn very much money in my job. At the moment I'm renting a flat.

I'd really like to buy a flat, but I don't have enough money to do that. I know that I'm not

going to buy my own flat, but I like to dream about it anyway...so, what could I say about buying a flat, anyone?

2). Help students to say the target language

Make a point of actually asking the students to say something (rather than just listen to you)! Make it clear what the target language is (it can be confused with instructional language). Give the students enough time to _get their tongues round the target language. And make sure that you get each individual student to say the target language – in a _comprehensible way.

Sample teacher language:

So can you all repeat this after me, please? 'Have you had your hair cut?' ...Good...Now say it as many times to yourself as you like...and then tell me when you're happy...OK? Now, Tania, let me hear you say it, please.

3). Provide a written record

Make a point of putting up (on the board) the written record directly after initial oral work. Make sure that the students write the written record down (and in a particular section of their notebooks). Write legibly and big enough for all the students to see. Write as concisely as you can, and be sure to include both the target language itself, the stressed syllables (including the tonic one) and a mini _concept statement'.

Sample teacher language:

Ok, now, I'd like you to copy this down in your special 'grammar' sections of your notebooks...(the teacher then writes _The article was published last year = A journal published the article, but we don't know, or don't care, which journal it was.')

4). Personalize the target language

Always ask the students to apply the target language to their own lives. Sample teacher language:

So it's nearly the end of December now. It's nearly the New Year. Does anyone here want to make changes to their life next year?...yes, Yuko?...What are you going to do next year?

5). Help students to guess the grammar rules of the target language

Encourage the students to manipulate the new grammar (e.g. by asking them how to construct

more difficult sentences using questions, negatives, or question tags). If they are struggling to guess, provide them with assistance by referring to other (known) patterns.

Sample teacher language:

OK, so we've practiced 'I'd like...', and we know it means 'I want'...but can anyone ask me a question with 'would like'?...can anyone ask me if I'd like a cup of coffee?...No? Well, how do we ask a question with 'will'? Good!... 'Would' works in the same way...

6). Help students to understand the communicative importance of grammar

Ask students to choose between two different communicative outcomes for one piece of language. This can be done by getting students to follow certain instructions in class. Treats can be used as a tangible reward for linking grammar to a communicative effect.

Sample teacher language:

Carlos, please take these chocolates...Ok, now go to Lucia and Mohamed...now give him a chocolate...no, give him a chocolate...Good!...Now go to Anna and Markus, and give her a chocolate...Good!...And now go to Patrizia and Yuko, and give them the last chocolate...well done, Carlos!...And now here's a chocolate for you, Carlos!

7). Help students to understand the importance of grammatical accuracy

Discuss with your students the importance of making a good impression with some formal correspondence, e.g. a job application. Encourage them to edit 'roughly-tuned' texts. Sample teacher language:

Teaching pronunciation

1. The importance of teaching pronunciation

Correct pronunciation is needed for a speaker to communicate. If our pronunciation is incorrect, we will not be understood. The result will be that Chinese people will think you are speaking in a foreign language and English people will think you are speaking Chinese.

It is more important for us language teachers to have a good pronunciation. If we have not a good pronunciation, how can we enable our students to pronounce correctly?

e.g. I need some medicine for my cough.(cough[kɒf],caw[kau])

He is not a boy who is afraid of hardship and death. (with or without a pause before "who" is quite different.)

As a means of communication by word of mouth, language is used in oral speech and in reading aloud. Therefore, in order to make oneself easily understood while expressing one's own or other people's thoughts in any language, one must be able to pronounce words and sentences in that language quite correctly.

2. The role of pronunciation

1). What should be taught to the beginners, pronunciation or phonetic?

Pronunciation is more important than phonetic. Stress and intonation are as important as the sounds themselves and should be taught from the very beginning.

Whether pronunciation needs special attention or focus in language teaching depends on many factors especially learner factors.

Learners whose native language has similar sounds to English are less likely to have problems with pronunciation

Learners who have more exposure to English need less focus on pronunciation

Adult learners need more focus on pronunciation because they are more likely to substitute English sounds with sounds from their native language.

Beginning Chinese learners of English should focus on pronunciation and their ability to identify and produce English sounds themselves, because phonetic transcripts are more abstract and less meaningful.

2). When should we teach phonetic?

Phonetic rules regarding what sounds a letter or a cluster of letters should be pronounced are helpful for students to develop the ability to cope with English pronunciation and they should be introduced at a suitable stage. Beginners of English, specialty young learners, should be avoided to teach phonetic.

Stress and intonation are as important as the sounds themselves and should be taught from the very beginning.

3. The goal of teaching pronunciation

1). What's considered as a good pronunciation?

A good pronunciation means:

(1) to pronounce correctly all the speech sounds of the language and all the combinations in their proper order not only isolated words, but also in sentences;

(2) to pronounce sentences fluently at the speed required by the situation with correct stresses, linking of sounds, rhythm, pauses and intonation.

As a matter of fact, most Chinese learners of English do not have enough exposure to English to acquire native-like pronunciation.

2). Critical period hypothesis

Critical period hypothesis states that if humans do not learn a foreign language before a certain age, then due to changes such as maturation of the brain and speech organs, it becomes impossible to learn the foreign language like a native speaker.

The amount of exposure to English is another factor that determines if the students can acquire native-like English pronunciation.

Individual ability. Due to biological and physiological difference, some students are more sensitive to and better at imitating sounds than others.

3). The realistic goal of teaching Pronunciation.

As we know the ideal goal of teaching pronunciation is to acquire native-like pronunciation, however, it's not easy to acquire such pronunciation. Then what is the realistic goal of teaching pronunciation?

Consistency: The pronunciation should be smooth and natural.

Intelligibility: The pronunciation should be understandable to the listeners.

Communicative efficiency: The pronunciation should help to convey the meaning that is intended by the speaker.

4. Aspects of pronunciation

Actually pronunciation is an umbrella term covering many aspects besides sounds and phonetic symbols, such as stress, intonation, and rhythm. These aspects are not isolated from each other.

5. Practising sounds

1). Focusing on a sound

When teaching pronunciation, we need to focus on individual sounds, especially those sounds that are difficult to learn.

2) . Perception practice Distinguish sounds

Using minimal pairs: will—well,

Which order: The teacher reads each group of words in different order and the students mark the words with 1,2,3: pit-pet-bet, beard-beer-bear

Same or different: The teacher reads pairs of words and asks the students to tell if the pairs of words are the same or different: met-meet, meet meat

Odd man out: The teacher reads a group of words a time and the students identify the different words or sound.

Completion

3) . Production practice

Listen and repeat: Students repeat what the teacher says.

Fill in the blanks: Students fill in blanks in sentences with words which contain certain sounds.

Make up sentences: Students make up sentences using words containing the same sound or similar sounds the teacher gives them.

Use meaningful context: The sounds to focus on are embedded in a meaningful context.

Use pictures: practice sounds with the help of pictures.

Use tongue twisters.

6. The presentation of teaching pronunciation.

1). To introduce the sound.

The first step in actual classroom instruction is to introduce the sound, to focus the students' attention on the teaching point.

e.g. We can teach the words eat, he, she, seat, see, etc. with the help of learning A,B,C,D,E,

2). Imitation, description and comparison and contrast.

The sound system is known to be learned best through imitation of the sound patterns, description of phonological systems and comparison and contrast of different sounds.

Imitation

Students learn a new sound by listening to the teacher's modeling, following the teacher's model and trying to produce the sound in the way the teacher do. Since most of the teachers are not native speaker of English, tapes or records are very helpful for the students.

Description

For Chinese junior high students, however, mere imitation is not enough, because students at this stage have already passed their best age for imitation and they have also acquired some knowledge of the Chinese sound system and considerable ability to learn abstractly, besides, some consonants are so weak that it is very difficult for them to imitate.

e.g. [f] [v] [dz] [ts]

Comparison and contrast

Comparison and contrast have proved to be also very effective in teaching the sound system. Teachers should contrast the sound being taught with the nearby English sounds. e.g.

[A]--[e] [u]--[u:] [i]--[i:]

[p]--[b] [f]--[v] [W]--[T] [l]--[n]--[r]

Familiarization

After the students can pronounce a certain sound correctly, the teacher should provide words that contain the sound. e.g.

[i]: it ,rid. live, live, bill, fill, fist

[i:]:eat, read, leave, bean, feel, feast

Production

At this stage, the students are now learning to pronounce sounds through imitation.

Example with the words learned should be given and pronounced.

e.g. Read it, please. Please eat it.

Leave the beans here. Please sit in this seat.

7. practicing stress and intonation

1). practising stress.

There are two kinds of stress that are important in achieving good pronunciation.—word-level stress; phrase-level stress.

Three ways of showing the stress pattern:

Use gestures. Clapping hands or using arm movements

Use the voice. raise the voice to indicate stress.

Use the blackboard. Underlining them or writing them with coloured chalks

In this point, we would introduce the simplest way, only with gestures. The teacher may do any of the followings to indicate the stress patterns.

1)Thump the air when saying the stressed syllable.

"Good 'morning!"

2)Make a downward stroke(划)of the hand-marking the "beat" like orchestra ['o:kistr] conductor. e.g

Would you like to be a good student?

Of 'course I would.

3) punch the palm of his other hand

4)clap his hands. e.g. important

5)bang his hand against something, such as desk or the blackboard.

2). Practising intonation

The most successful technique for teaching intonation is imitation or mimicry. However, the use of gestures can reinforce this mimicry, that is, when the utterance requires a falling intonation, better results are sometimes achieved if the teacher raise a hand and lists it falls in imitation of the change in voice pitch.

Linear(划线) intonation marking is a memorial device in itself. Since it shows visually when a rise or fall of the voice is required.

8. Some principles of teaching pronunciation.

1).Recognition practice should precede production practice.

2).The sound to be heard and spoken should be clearly highlighted in short utterances.

3).Students should be given the opportunity to hear the same things said by more than one voice as the model.

4). The English sound can be demonstrated in contrast with other English sounds or else in contrast with sounds from native language.

Chapter 6	Teaching Language skills
Teaching Objective	<ol style="list-style-type: none"> 1. What does the development of each skill involve? 2. What are the principles of teaching language skills to children? 3. How to do the activities to achieve the goals of each skill? 4. How to integrate the four skills? 5. Ideological and Political Education: foster student-based attitude and encouraging students to perform confidently(培养以学生为本, 鼓励学生自信表现的教学态度)
Teaching Focus	<ol style="list-style-type: none"> 1. What should be involved in listening training? 2. What kinds of speaking activity can we use? 3. How should teachers correct speaking? 4. What are the proper speaking activities for the Classroom? 5. What are the strategies for developing reading skills? 6. What can kids learn while reading? 7. What are the writing activities for kids? 8. How can we integrate the Language Skills in class?
Teaching Difficulty	How can we integrate the Language Skills in class?
Teaching Duration	12
Teaching Method	Task-based, brainstorming, discussion, debate, question-based lecturing, demonstration
Assignment	Design an activity which can integrate all the skills.

1. Listen and do

1). What should be involved in listening training?

(1) Good pronunciation

If we want to improve our listening comprehension, we should start with get good pronunciation. The process of getting good pronunciation is also the process of getting good listening ability through imitation. .

Listening comprehension by pronunciation imitation. In fact, listening comprehension depends not only on the veracity of the pronunciation, but also on the proficiency of it. On the way to improve listening, veracity and proficiency are twin brothers.

While teaching the students to imitate good pronunciation, teachers should help the students master some Articulator Phonetics knowledge and understand which vocal organs are involved and how they coordinate in the articulation process, so that the students can pronounce every phonetic sound correctly.

When the students' pronunciation accuracy has come to a stage, teachers can collect some tongue twisters. For one thing, it can get them interested; for another, it can strengthen the students' acquaintance of the articulator position, so that they can improve their proficiency by sensing the rhythm of the language.

After practicing tongue twisters, 90% of my students said that they felt more confident in pronunciation and felt less pressure in speaking. Through such practical activities, not only will the students enrich their sense to spoken English, but also they can get enjoyment in learning.

2) Psychological preparation

Students' comprehension is closely connected with their psychological situation. If we want our students to get good results in listening, we should pay great attention to developing their psychological qualities. As we know, listening is a psychological process in which the listener gains information actively. Only when the information is necessary or interesting will the students concentrate on it.

3) Systematical training

When the students have a good sense of pronunciation, teachers can help them build up good listening habits with calmness and confidence. In my teaching experience, I have found the following approaches particularly effective:

a. Visual listening materials

"Visual listening materials" here means the in-class short plays that are adapted, directed and performed by students themselves and questions based on the content of the plays also designed by students. My students performed many short plays adapted from fairy tales and texts, such as: *Snow White*, *Cinderella*, *Sleeping Beauty*, *Hence and Grace*, *Three Little Pigs*, *Jack and Beanstalk*, *The Lost Necklace*, and *The Merchant of Venice*. When the students were performing and answering the questions, they show obvious desire to participate and no sign of nervousness. At the same time, while the students are designing the questions, their attention will be drawn to some important details, and develop their own strategies to treat with the listening materials. For example: When performing *Snow White*, the students designed such a question: "What did the Queen say before she talked with the Magic Mirror?" To my surprise, other students can catch the

classical sentence exactly and quickly: "Mirror, mirror on the wall, who is the fairest of us all?" Furthermore, when they are performing, the students can use and sense different language variations. And sure they can feel different people with different language styles and intonations. Such experience could be a precious potential skill while the students are taking a non-visual listening test. And sure it's a good way to reduce their anxiety.

b. Listening and drawing

This activity is designed mainly to train the students with the bottom-up process, in which we input some information and ask them to give quick feedback. For example, I gave a description of a park, where some people are playing with a cat, and some are playing "catching a boy". Due to different proficiency of their listening comprehension, students made several mistakes: "Cat" was mistaken by "kite" and a "boy" was changed to a "ball", which made the whole picture greatly different and funny. At this time, the teacher can help them find out the reason why they made the mistake in an easy atmosphere. Besides it can also help them form good listening habits --- to pay attention to the sentence pattern and the situation. In other words, the top-down process functions at the same time.

c. TPR listening mode

TPR means Total Physical Response--a methodology drawing sustenance put forward by James Asher (1988), based on the belief that a foreign language is learned most effectively in the early stages if the pressure for production is taken off the learners. This method is also applicable in the senior high school English class. We can train the students with abilities of remembering and reflection while having a non-visual listening test.

The method is easy to carry out: teachers should first make up a passage with a number of actions and things. After reading it aloud, we should ask the students to repeat the things or give quick physical response. As its extension, we can give students some time and ask them to make up a story with the things and actions. Then they should act it out. When students first take part in the practice, they often feel it difficult. But as time went by, I surprised found they improved not only their listening and memory, but also their body language, manners and improvisational reaction.

2. Listen and Speak

1). What kinds of speaking activity can we use?

Information gap : A popular kind of speaking activity involves an information gap. Students have different information and they have to solve a problem by swapping facts to bridge the information gap between them. Typical examples include situations where

four students have each seen separate pictures: by telling each other what they have seen, they are able to work out the story that the pictures

Questionnaires and surveys : Another kind of activity which provokes the kind of speaking we are considering, involves the students in conducting surveys. These can be on any subject: they can question each other about their daily lives (habits, family,) or preferences (food, films, books). Questionnaires and surveys can fit into a longer teaching sequence so that planning the questionnaire and collating the results afterwards can be valuable language-learning activities in themselves.

Discussions : Discussions provide ideal opportunities for speaking. Subjects with scope for controversy are best for discussion: roles of men and women, censorship, animal rights, patriotism, for example. Many people have plenty to say on such topics. Some of the most enjoyable classes of all are ones when unplanned discussions suddenly arise on issues that matter to the students.

Simulations and role plays: A popular way of emphasizing the rehearsal aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone quite different. We could ask them to be guests at some party and go there as different characters. We might clear the classroom so there is an open space for them to party in. They could, as themselves, pretend to be at an airport trying to check in luggage, or either as themselves or another character takes part in a television program. In all these cases the students are using language in order to participate in the activity rather than the other way round! Some students find it very comforting to use language in a simulated environment, playing the role of someone else - it allows them to experiment more freely than they ordinarily would.

2).How should teachers correct speaking?

When teachers are conducting drills or checking written homework they often correct all the mistakes they hear or see immediately they hear or see them. But if they do the same when a student is trying to speak fluently, they may throw the student off balance and make fluency impossible. It will also suggest that the teacher is more concerned with the 'how_' than with the 'what_' of what is said.

Of course there are times during speaking activities when teachers may intervene gently to help out a communication problem (though he or she should consider how important this is and whether or not it might disrupt the activity), but in general it is better for the teacher to listen to what the students are saying, intervene as little as possible, and then give feedback when the activity is finished. First they should tell students what they liked about the activity and comment on the ideas conveyed and then go on to point out

mistakes, and do some work to correct them.

3) Practical suggestions

Transferring L1 strategies

When preparing for a spoken task, make students aware of any relevant L1 strategies that might help them to perform the task successfully. For example, 'rephrasing' if someone does not understand what they mean.

Formal / informal language

Give students one or more short dialogues where one speaker is either too formal or informal. Students first identify the inappropriate language, then try to change it. Also show students how disorganized informal speech is.

Vague language

Using typescripts of informal speech focus on examples of vague language.

Different spoken text types

Draw up a list of spoken text types relevant to the level of your class. Teach the language appropriate for each text type.

Interactive listening

Develop interactive listening exercises. Face-to-face listening is the most common and the least practiced by course books. Any form of 'Live listening' (the teacher speaking to the students) is suitable. (See Try article for a more detailed outline of this)

Transactional and interactional language

Raise students' awareness by using a dialogue that contains both. It could be two friends chatting to each other (interactional) and ordering a meal (transactional).

Real interaction patterns

Understanding spoken English

After a listening exercise give students the typescript. Using part of it, students mark the stressed words, and put them into groups (tone units). You can use phone numbers to introduce the concept of tone units. The length of a tone unit depends on the type of spoken text. Compare a speech with an informal conversation. In the same lesson or subsequent listening lessons you can focus on reductions in spoken speech, for example, linking, elision and assimilation.

Preparation and rehearsal

Before a spoken task, give students some preparation and rehearsal time. Students will need guidance on how to use it. A sheet with simple guidelines is effective.

Real-life tasks

Try to use real-life tasks as part of your teaching.

4) Suggestions for the Classroom

In speaking classes students must be exposed to three key items:

(1) form-focused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth;

(2) meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes; and

(3) opportunities to improve fluency. Elements of all of the above should be present throughout a speaking program, with emphasis on form-focused instruction at the elementary levels and, as the learners' progress, on meaning-focused instruction at the higher levels. This paper will also discuss different types of errors and how to work with them to help learners.

1) Form-Focused Speaking

When learners first begin to speak in another language their speaking will need to be based on some form-focused learning. An effective way to begin is to base speaking on some useful, simple memorized phrases and sentences. These may be greetings, simple personal descriptions, and simple questions and answers. These can be practiced in *Repetition drills*. The teacher says a phrase or sentence several times and then asks the learners to repeat. Some learners can be called on to repeat individually, and then the class may repeat together. Because it is helpful to give learners quite a lot of repetition practice in beginning level courses, the teacher needs to find ways of varying repetition activities to keep the learners interested.

2) The Role of Drills

The skill of a teacher in carrying out a drill lies in learning when to vary the activity so that the learners do not become bored by it. Skilled teachers make continual, small variations so that the activity is always challenging, smooth, and interesting. The activity can be taken a step towards a more meaning-focused activity by getting the learners to choose their own words to substitute for words in the model sentence.

3) Meaning-Focused Speaking

In addition to form-focused speaking, language learners should also be exposed to and given opportunities to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication. An example of a meaning-focused activity for beginning students is *Speaking by numbers*. Each learner is given a number and a topic. The topics could include family, money, coming to school, a

color, future goals, travel, work, and so forth. The learners can think about their topics for a minute or two and then the teacher calls a number. The learner with that number then says two or three sentences about his or her particular topic. The speaker then calls a number and the learner with that number has to ask the speaker a question or two related to the topic just spoken about. When the question is answered, the questioner calls a number and the person with that number asks another question. This continues three or four times and then the speaker calls the number of a new person who will speak about the topic that she or he was given.

This is a meaning-focused speaking activity because both the speaker's and the listeners' attention is on the message being communicated.

4) Developing the Learner's Knowledge of Language Items

A problem in meaning-focused speaking activities is making sure that the activity is actually developing the learner's knowledge of language items. There are several ways of using speaking to increase the speaker's control of the language items.

5) Development of Speaking Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" and "ers." These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

3. Learn to Read

1) Strategies for Developing Reading Skills

(1) Using Reading Strategies

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

2) Reading to Learn

(1) What to learn?

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of

the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

(2) Basic steps to follow

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.

2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.

3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.

4. Check comprehension while reading and when the reading task is completed.

Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

3) Developing Reading Activities

Developing reading activities involves more than identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.

As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

(1) Construct the reading activity around a purpose that has significance for the students

Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students select appropriate reading strategies.

(2) Define the activity's instructional goal and the appropriate type of response

In addition to the main purpose for reading, an activity can also have one or more

instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text.

(3) Check the level of difficulty of the text

The factors listed below can help you judge the relative ease or difficulty of a reading text for a particular purpose and a particular group of students.

How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.

How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.

Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the content of the text, guess the meanings of unknown words, and check comprehension while reading.

Remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

4) Use pre-reading activities to prepare students for reading

- The activities you use during pre-reading may serve as preparation in several ways. During pre-reading you may:
- Assess students' background knowledge of the topic and linguistic content of the text
- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess
- Clarify any cultural information which may be necessary to comprehend the passage
- Make students aware of the type of text they will be reading and the purpose(s) for reading
- Provide opportunities for group or collaborative work and for class discussion activities

Sample pre-reading activities:

- Using the title, subtitles, and divisions within the text to predict content and

organization or sequence of information

- Looking at pictures, maps, diagrams, or graphs and their captions
- Talking about the author's background, writing style, and usual topics
- Skimming to find the theme or main idea and eliciting related prior knowledge
- Reviewing vocabulary or grammatical structures
- Reading over the comprehension questions to focus attention on finding that information while reading
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Doing guided practice with guessing meaning from context or checking comprehension while reading

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves.

5) Match while-reading activities to the purpose for reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?

When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?

When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may stop at the end of each section to review and check their predictions, restate the main idea and summarize the section. Use the comprehension questions as guides to the text, stopping to answer them as they read

(6)Using Textbook Reading Activities

Many language textbooks emphasize product (answers to comprehension questions) over process (using reading skills and strategies to understand the text), providing little or no contextual information about the reading selections or their authors, and few if any pre-reading activities. Newer textbooks may provide pre-reading activities and reading strategy guidance, but their one-size-fits-all approach may or may not be appropriate for

your students.

You can use the guidelines for developing reading activities given here as starting points for evaluating and adapting textbook reading activities. Use existing, or add your own, pre-reading activities and reading strategy practice as appropriate for your students. Don't make students do exercises simply because they are in the book; this destroys motivation. Another problem with textbook reading selections is that they have been adapted to a predetermined reading level through adjustment of vocabulary, grammar, and sentence length. This makes them more immediately approachable, but it also means that they are less authentic and do not encourage students to apply the reading strategies they will need to use outside of class. When this is the case, use the textbook reading selection as a starting point to introduce a writer or topic, and then give students choices of more challenging authentic texts to read as a follow up.

4. Learn to write

Writing Activities

1) Role-play writing

Writing can be much more motivating if you give the writer a chance to play a role. In this activity the students will have the chance to write to an imaginary romantic partner.

Preparation

Photocopy the role cards for the students

Procedure

- ◆ Draw three pictures on the board of three people (two women and one man) Sue, Jane and Paul at a party.
- ◆ Read the situation from the role play to your students to explain how they all met.
- ◆ Divide the class into four groups and tell them that it is now two weeks after the party and that the people have started to write letters to each other.
- ◆ Give out role cards to each group for them to read, or ask each group to leave the classroom one by one and show them a role card. Explain to them that they have to write a letter (they can do this alone, in pairs or in groups). Make sure that the different groups don't talk to each other.
- ◆ Give the students time to write the letter but be sure to give them a firm time limit. Remind them that they must finish the letter with the last line provided.

When they have finished the letters you can either ask them to read the letters aloud or you can re-group them (if they have written letters alone) into groups of four. The important thing is that they must read the letters in the correct order to tell the story.

When the letters have been read you can take them in to mark or you can follow this up by getting a different partner to respond to the letter so that the students keep exchanging the letters.

Variations

You can change the role to suit your learners by perhaps having two men and one woman at the party or if you follow the same format, you can set the role-play in a variety of situations (e.g. two people applying for a job).

2) Creating a framework for writing

This is a creative writing exercise in which the teacher molds the story but allows plenty of scope for the students' creative expression.

Procedure

- The students work in pairs or groups of three. The teacher dictates a part of a story and then gives instructions on how the students should continue the next part of the story in their pairs. (This usually involves adding description or dialogue).
- Once the students have added a part to the story, the teacher once again dictates the next part and asks them once again to add more.
- This process can continue for 5 or 6 paragraphs or until the students lose concentration.

You can use this procedure with any short story, but it works best when you dictate the movement of events and your students add description or dialogue. Students do generally like to decide on the end of the story themselves, so if you sense they are getting tired, just tell them to finish the story.

Follow up activities

If you have access to computers, get the students to transfer their stories onto disks. This can also be set for homework. The teacher can then edit the stories and correct the mistakes.

In a subsequent class all the stories are read by all the students. Each group will also receive their original story to compare their version with the teacher's version. All the stories should be displayed on a classroom poster.

The students record their stories onto audio cassettes. Allow the students time to practise their parts and to use sound effects. The students then all listen to all the stories. To focus your students' attention during the listening activity you can ask your them to write a few comprehension check questions for their stories.

3) A Perfect story

The present perfect is a tense that many students have problems with. Most course books provide only controlled grammar sentences where students choose the correct tense. This activity leads students into writing a short story using the past simple, present perfect simple and continuous, but in a more creative way.

Procedure

Tell the students they are going to write a short story.

Get the students to read the following questions and decide, with a partner, what the missing words are, but not answer the questions now.

Monitor well to check they understand the activity. There are no 'correct' answers, they should use their imagination.

1. What is his / her name?
2. What is _____ about them? (e.g. strange / unusual / nice...)
3. What was their --problem last year?
4. What happened?
5. Why have they become so _____ ?
6. How many _____ have they -_____ ?
7. Who have they been _____ recently?
8. What have they been _____ for the last five years?

- Now the students, working in pairs still, have to answer the questions. The answers should link the questions together to form the basis of a story.
- Next ask students to draw their characters. This is fun and brings the character to life. Students can laugh at each others drawings.
- Using the notes above, students put the story together. They can add more information if they wish but they should not make it complicated.
- Students then swap their story with another pair to edit. They read the story and underline any errors they notice, or question any word or phrase they don't understand.
- The stories are returned to their owners who make changes as necessary depending on the comments that were made by the editing pair.

By slowly guiding them through the stages the end result is their own and usually grammatically correct. Don't forget to ask students to read each others stories, they are sure to be amusing.

4) Note writing

This is an activity which is really useful for helping learners to write more fluently and can also help you to diagnose problems with your students' written work and ability to formulate questions. You can use it at the beginning or end of a class as a fun filler, or as an integral part of your lesson.

Give out a sheet of A4 paper (219mm x 297mm) to each student and ask them to watch and follow your instructions.

Hold up your paper and fold it in half. Then fold it in half again and then again. Press hard on the paper and then open it out. The folds should have divided the paper into eight rectangles. Use the fold lines to tear the page into eight rectangular pieces of paper.

If you prefer, you can already have this prepared before class, but I have found that students really enjoy doing this themselves and it does engage their interest and curiosity.

- Once they all have their eight pieces of paper, ask the students to write their names in the bottom right-hand corner of each piece.
- Next ask them to think of another person in the class and to think of a question they would like to ask them.
- Tell them to write the name of the person on the top left-hand corner and then to write the question on the piece of paper.
- Once they have done this, tell them to pass the paper to the person the question was intended for.
- Students then read any questions they got and start to write replies. Students who didn't get a question can start writing another question for someone else.
- Get the students to keep writing and answering questions until all their pieces of paper are used up.

You may in the early stages need to prompt the students to keep writing and also to make sure they are using English, but try not to interrupt ones who are busy writing or to correct anything at this stage. You may actually like to get involved yourself and start writing a few notes to your students.

This is also a good way of diagnosing problems with your students writing. You can collect up all the pieces of paper at the end and look through them for common mistakes to focus on next lesson. It is important however to respect your students privacy and anonymity as some of the communications between them could be quite personal.

This activity is one of the few that I have found that has kept my students writing silently for up to 25 minutes after which they still haven't wanted to stop. It has a similar

fascination to SMS text messaging and online chat and you could find that, with students who are familiar with those mediums, that some of the more common abbreviations creep in.

5) A creative writing activity: A dark and stormy night

This is an idea I learned when I first started teaching and still use to this day. The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary.

The activity should work at most levels above elementary, as long as your students have some knowledge of past tenses, but it works best when they also know past continuous / progressive too. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

Ask the students to draw the face of a person in the top right-hand corner of the page.

- ◆ Once they've done this ask them to give the person a name.
- ◆ Then on the top left of the page ask them to write five adjectives to describe the person's appearance.
- ◆ Next ask them to write five more adjectives to describe the person's character.
- ◆ After they've done this ask the students to write three things that the person likes doing.
- ◆ Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about.

The writing part:

- ◆ Now dictate the following sentence to your students: '**It was a dark and stormy night and**'. Stop at this point and ask them to write in the name of the person they have drawn and followed by the word '**was**'.
- ◆ Then ask the students to complete the sentence from their imagination and add one more sentence.
- ◆ Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of students now has a new character).
- ◆ The students then read through the information and the beginning of the story and then add one more sentence to it.
- ◆ Once they've done this you ask them once more to pass the paper to the next pair on their right.

Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.

Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- ◆ Once all the stories are complete there are a number of follow up options you can try.
- ◆ Put the stories up around the class and get the students to read them all and decide which is best.
- ◆ Give each pair of students a story and get them to try to find and correct errors.
- ◆ Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

This activity is fun and creative and has always worked well for me both with adults and younger students.

6) Eliciting vocabulary before writing narratives

This is an idea to help students with their writing of narratives. It gives all the students some essential (and some superfluous) vocabulary.

Before giving the students the title (or first line) of the story, play a game of word association.

- ◆ The teacher gives one word and the student on the left must say the first word s/he can think of which is associated with it.
- ◆ Then the student on her/his left says the first word which s/he can think of which is associated with the previous word.
- ◆ This can be repeated around the class a few times.
- ◆ The teacher writes all the words on the board as they appear.
- ◆ Eventually you should have 20 or 30 words on the board, the latter ones bearing no relation to the original.

Here is a typical collection: tree, forest, countryside, city, buildings, offices, work, leisure, holidays, beach, sun, moon, night, dark, black, reggae, music, piano, jazz, etc.

The teacher then gives the students the first line of the story using some of the vocabulary on the board (e.g., I'll never forget the night I went to my first reggae club while I was on holiday in a strange city.

The students (individually or in pairs) continue the story, drawing on the vocabulary on the

board for ideas.

7) Improving paragraph writing

This activity can be used with students of English and also trainee teachers. It is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text. I have tried this with my university students and they have found it useful.

- ◆ First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- ◆ Second, study these samples carefully and try to give comments on two or three problems within one
- ◆ Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments and examples. Leave the "examples" column blank. Put your comments for the chosen paragraphs in the comments column. For example, 'Wrong word - register' or 'use a conjunction here' or 'spelling' or 'poor topic sentence'...

In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students and trainee teachers to recognize their own problems with paragraph construction and to identify errors, which improves their own re-drafting skills.

It also helps them to practice the (teacher's) skill of giving comments and examples.

8) Songs and storytelling

I like using songs in the classroom as I know the students enjoy it a lot! This activity is really good and involves group work and the four main language skills. The students respond to music and write a story.

- ◆ First, choose different types of songs (rock, pop, country music.etc).
- ◆ Divide the class in groups (of 4,for example) and give each group a blank piece of paper.
- ◆ Ask them to make a cross on it dividing the paper into four equal parts. Tell them to number the parts from 1 to 4 (in this case).
- ◆ Explain that each student in the group will use one part of the paper.
- ◆ Play the CD/tape with the first song and ask student number 1 to draw something on it according either to what he/she feels or something related to the lyrics.
- ◆ Change the song and follow the same procedure with the others.
- ◆ After they finish drawing, say that they are supposed to make up a story

following the sequence of their drawings. Give them time to prepare it then ask everybody to present their story to the class. Explain that each student is going to tell his/her part of the story.

This activity can be used at all levels. The skills used are writing, speaking and reading. The grammar aim can be the present tense, present continuous or simple past. Try it! It will be great!

9) Freeze the writing - A way to make writing tasks a group activity

This activity would follow input work on writing in a particular style - for example, an informal letter inviting a friend to visit your home town for a holiday.

- ◆ Set up the context for the letter, you might do a letter layout on the board to make sure that everyone knows how to lay out an informal letter.
- ◆ Put the students in pairs or threes.
- ◆ Give them a large piece of paper and say, 'Right, everyone I want you to write your address, write the opening greeting and then stop. And you do it immediately and you do it straight onto the paper.' And they do that. Then you say, 'OK now you're going to write the letter. But as you write it, at some point you'll hear me say 'Freeze!' and when I say 'Freeze!', I mean 'Freeze', even if you're in the middle of a word - you stop writing. If you're in the middle of a sentence you stop writing.'
- ◆ The students begin to write. I check that everyone has written something before I say freeze for the first time. I try to hurry the ones along that are lagging behind a little.
- ◆ When I say 'Freeze!', I transfer each paper to the next group so that everyone's working with another piece of paper with a letter on it. I give the following instruction which is to read, correct, improve and continue. So, they work on the letter that they've received and then they continue that letter.
- ◆ A bit later I say 'Freeze!' and off we go again. Transfer letters, read, correct, improve and continue. It's always good to get the paper back to the original group just before the ending and again the same instruction - read, correct and improve and this time you say 'close'. So they bring it to a finale.

10) Helping students organize argument essays

Rosh Pillar is a South African teacher. She used action research to help her students organize their argument essays and so improve their writing. You might like to try the same solutions she used. Once Rosh had decided on the problem of her students' poor performance when writing argument essays, she investigated this problem by analyzing

her students' writing. This analysis made her think that a possible cause of the problem was that students did not know how to organize argument essays or paragraphs in such essays. She decided to try the following solutions:

- ◆ Explain the overall organization of an argument essay to students.
- ◆ Explain paragraph organization.
- ◆ Give students a list of connectives which they could use in their essays. Make sure that they understand the relationships that are implied by these connectives.
- ◆ Give students a model argument essay. Once they have read it, ask them to draw a spider-diagram of the essay in the following way:
 - ◇ Firstly, identify the thesis. Write it in a circle in the middle of a blank piece of paper.
 - ◇ Next, identify the claims or statements that are made to support this thesis. Write these around the thesis.
 - ◇ Then identify and list the details and examples which are given to support each claim/statement.
 - ◇ Finally, write relevant connectors between the thesis and the claims/statements and between the claims/statements themselves.

Give students a topic. Once they have completed pre-writing activities, like discussing the topic or reading about it, ask them to write a statement of their point of view of the topic. Then ask them to develop a spider-diagram around this statement.

Ask students to use this spider diagram to write their essay.

Rosh used the essays which the students wrote as evidence of whether her solutions had worked or not. She observed that while both the overall structure, including paragraphing, and the use of connectives indicating ordering had improved, the use of connectors indicating reason had not. This will be her problem for her next action research cycle.

Here is a summary of the main stages of action research. Can you apply this approach to your teaching?

- ◆ Identify the problem area.
- ◆ Narrow it down so that it is manageable.
- ◆ Investigate the problem.
- ◆ Think about a solution and how to implement it.
- ◆ Think about what evidence you will collect to decide whether your action is successful or not.

- ◆ Teach / act, observe and reflect

5. Integrating Skills

1) Advantages of the Integrated-Skill Approach

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real

content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

2) Integrating the Language Skills

In order to integrate the language skills in ESL/EFL instruction, teachers should consider taking these steps:

- ◆ Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- ◆ Reflect on their current approach and evaluate the extent to which the skills are integrated.
- ◆ Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- ◆ Even if a given course is labeled according to just one skill, remember that it is
- ◆ possible to integrate the other language skills through appropriate tasks.
- ◆ Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.
- ◆

Chapter 7	Practical Techniques for Teaching Young Learners
Teaching Objective	1. How to use some pictures in the classroom? 2. How to use games in the classroom? 3. Ideological and Political Education : care for students' learning emotions and be creative in designing different teaching activities(以人为本, 关注学习情绪, 创新活动设计)
Teaching Focus	1. How to choose different pictures to design different picture-based activities according to different teaching contents and different teaching types. 2. How to choose games and design proper games to help kids learn English well.
Teaching Difficulty	How to use pictures and design proper activities to develop kids' listening, speaking, reading and writing skills.
Teaching Duration	8
Teaching Method	Task-based, brainstorming, discussion, debate, question-based lecturing, demonstration
Assignment	Using the picture on P209 to teach the rhyme.

1. Use Pictures in classroom

1) Why do we use pictures?

By providing a wide range of contexts, students can meet a range of situations and experience that will equip them for real life communication. Specifically, pictures contribute to:

- a. interest and motivation
- b. a sense of the content of the language

Pictures are a source of varied classroom activities in the areas of speaking, listening, writing, vocabulary and grammar. I'll give tips on how to collect and sort suitable pictures and I'll include several sample activities. Teachers can use the activities as they are presented, or adapt them to fit their needs.

Five basic reasons:

- (1) Easy to prepare
- (2) Easy to organize
- (3) Interesting

- (4) Meaningful and authentic
- (5) Sufficient amount of language

2). How to use pictures?

(1) Preparation

Pictures are illustrations that are cut from a magazine, newspapers or other sources. They're mostly photographs, but drawings, collages, maps or other illustrations can be used for certain activities. Each picture should be at least 13 x 18 cm, but preferably about 20 x 25 cm, i.e., almost an entire magazine page. Pictures are easier to use without any printed text on them. You will only be able to use pictures with text for certain activities. If pictures do include text, the text should be in English.

(2) Collecting the pictures

Students like colorful and varied materials. Available sources for pictures are glossy magazines, TV guides, the Sunday supplements of newspapers, and so on. You can collect the pictures yourself, or ask your students to bring them in for you. Your own selections will probably focus on pictures for discussions, games, and teaching vocabulary. Students are good at getting pictures of famous people, sports and objects they like, which give you a good opportunity to learn about students' interests.

(3)Sorting the Pictures

When you have a stack of pictures, you will notice that some cutouts seem perfect for teaching vocabulary (for example, clothes, furniture) and other pictures will be appropriate for guessing games. Try to identify a structure or function that can be practiced with each picture. You should paste the pictures on letter-sized paper, and punch holes in them to keep them in a binder. You can sort them out by level or grade, by activity or by topic. Some topics are: faces, famous people, clothes, actions, sports, professions, nationalities/cultures, unusual pictures, cities, interiors, nature, etc. You can write notes on the back of the sheets.

(4)Some examples for using pictures

These are just a few examples of what can be done with pictures. As you start using pictures in new and creative ways, you will come up with many variations. Textbooks may also give you ideas for working with pictures.

1) Topic for pictures

- a. show pictures from inside the book.
- b. Ask the students to tell you as much as they can about the topic of the story.

The topic or theme may be about anything: dragons, losing something, dangerous animals, wishing for something, and so on.

2) Muddled pictures

- a. Prepare a series of picture of key moments in the story. You can photocopy and act up the pictures for each pair of children, or display them on the board, each one with a letter.
- b. Show separate pictures from the story.
- c. Ask the children to try to put them into the correct sequence. The children put the pictures or letter in the sequence they think the story will be in.
- d. They then listen to the story to see if they were correct.

3) Children's pictures

- a. Give the children a brief description of what the story is about.
- b. Ask each child or pair of children to draw a picture of a key moment or of a key character or place in the story. The pictures should not show any background setting.
- c. Put the pictures on the wall. Get the children to predict the story. Then tell it. This involves the children, helps them to predict the story, and makes them feel interested even before you before you begin.

4) Labeling a picture

This is suitable for the second or third telling. Draw a picture based on the story, or ask the children to draw one.

- a. Write key words from the story on the board before the story begins.
- b. Ask the children listen, ask them to write the words on a picture next to the relevant object or action.

The children can either draw or write on one big picture on the board, or each child does their own picture.

5) Remove the pictures

Prepare a series of pictures that tell the story. The students can draw these in a previous activity.

- a. Display all the pictures. Go through the story again, eliciting as much of it as possible from the students, using the pictures as a memory aid.
- b. The students then close their eyes and you remove one picture.
- c. The students then open their eyes and tell you which picture is missing and which part of the story it represents.

- d. The children close their eyes again. You now remove another picture and they tell you which one is missing.
- e. Gradually remove all the pictures and see if they can retell the story from memory.
You can make it easier for the students if you displace sentence strips as captions to the pictures.

6) Pass the picture and tell the story

- a. Stand in a circle with the students.
- b. Hold up a picture and briefly tell the part of the story which goes with it.
- c. Give the picture to the child on your left. Who must repeat the sentences you said.
- d. That student then passes it to her or his neighbors, who does the same thing.
- e. When the class is confident, you can have several pictures moving at the same time.

Students may not understand all the words they say because they are just copying you; however, this is a first step in articulating a phrase or sentence of the story and a sage opportunity to begin to associate meanings by holding the picture. When there are several pictures moving, then, clearly, the students must have a move discriminating grasp of the appropriate thing to say.

7) What's in the picture?

- a. Tell the Ss that the board is a canvas where a picture is to be painted. Draw a grid on the canvas.
- b. Ss copy the grid into exercise books, and in pairs label the segments by writing in the words describing location, for example, at the top left-hand corner like this.
- c. When all the pairs are ready, discuss the labels given to the space and any possible variations.
- d. Ss individually draw their pictures, filling all the spaces.
- e. The exercise now becomes a paired listen-and-draw activity, where SA describe the pictures and SB draws it. They then reverse roles.
- f. Finally, in pairs learners compare the original picture and the picture drawn from instructions. You can organize an exhibition.

This activity is a variation on the listen-and-draw technique which is very productive, as it pre-teaches the language concerning the organization of a

picture and at the same time offers an opportunity to revise vocabulary or introduce new language.

8) Pairs compare

This activity goes a little deeper than the ones before. It's useful at the start of a course, but also at other points, to allow to find out more about one another.

a. Filling grid dictation.

Give one copy of the grid below to each student. Give instructions for words or pictures to be put in each square. For example: Write the name of your favorite film in box 7; Draw your favorite food in Box 2; Write your favorite English word in Box 12; What is your dream? Draw it in box 6, what are you worried about at the moment? Put that in Box 9.etc.

You can vary the instructions depending on the age, experience, English level, etc of the class. Once they've got the idea encourage them to offer instructions, too. Go on until the grid is filled.

b. Comparison discussion

In pairs (or small group) the students can now compare what they have put in the grid. Many small discussion topics can easily grow out of this.

c. Whole class

After sufficient time for a good conversation in the pairs or groups, you may want to draw together any particularly interesting ideas or comments with the whole class.

9) Picture compositions

In pairs, one student is given picture A, one picture B. without looking at the other picture they have to find the differences.

10) Pictures from magazines or newspapers

Get Ss to tell a simple story illustrated by a sequence of pictures, as in the example on the page. Ask for volunteers to repeat the whole story from memory. Then get the learners to write the story in pairs or groups. It may be divided into three paragraphs--- the beginning, the middle and the end of the story.

The whole class can brainstorm ideas on a topic. These can be written up on the board. Working in pairs or groups, Ss can the select the most relevant ideas and organize them into a sequence and then into sections and paragraphs.

2. Use games in classroom

1) advantages of using games in the classroom

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future (1994:6).

There are many **advantages** of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

2) When to Use Games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3). Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.'

'Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate

fluency.'

3) How to Choose Games (Tyson, 2000)

- * A game must be more than just fun.
- * A game should keep all of the students involved and interested.
- * A game should encourage students to focus on the use of language rather than on the language itself.
- * A game should give students a chance to learn, practice, or review specific language material.

'In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.'

4) Some examples for using games:

(1) Picking the apples:

The teacher draws a large tree on the board and sticks many cuttings of red apples onto the tree. On the back of each apple is a question for the children to pick. An example question could be: -Spell the word train. If the children answer correctly, they can keep the apple. Otherwise they have to put the apple back on the board. The questions can be various and the apples can be replenished. The aim of the activity is to see who harvests the most apples.

(2) Jeopardy

It is a team competition. The class is divided into several teams, for example, the -Fruit team and the -Vegetable team. The children can choose their own team names. The teacher draws a table on the board with different points corresponding to different questions as shown below: Each team chooses an item and takes turns completing the task on the card. If the team picks the card, for example, card recognition, number 15, the teacher will show flash cards for the child to say the matching English words. If the child says the words correctly, their team receive 15 points; however, an incorrect answer loses the team 15 points. More difficult or challenging items get more points. Therefore, card recognition number 20, the teacher can show eight flash cards.

This game is very challenging for Ss. The teacher can design different contents and points systems. The team may win or lose more points when the children are

given more challenging activities to do. The team with the highest points scored wins the game.

(3) Climbing the ladder

Again it is a team competition. The teacher draws a ladder on the board. On the top of the ladder is a flag. Each time the team wins a point; the teacher will draw that team's symbol on the step. For example, if the apple team correctly answers a question, the teacher draws an apple on the step. The first team to the top of the ladder wins.

(4) Hunting the match picture

Make two different-colored decks of index cards, one containing pictures of classroom objects and the other containing cards with the names of the objects. Shuffle the decks separately and hand out the picture cards to one group and the names cards to another. The Ss who receive the picture cards should not show them to anyone else. Ss who receive the name cards must hunt for their matching pictures by going around the room asking picture-holders -Is it a _____?|| The Ss with the picture answers yes or no. The first one to find his match is the winner. Reshuffle and play again.

(5) Hot / cold game

Play the hot / cold game to practice prepositions of place. Hide the object somewhere in the classroom. Your Ss try to locate it by asking questions such as - Is it near the chalkboard? Is it behind the door? || If they are far away, you say - You're cold||. As they approach the object, you say -You're getting warm||. If they are very near, you say -You're hot.||

(6) Twenty Question

Twenty Questions: Play Twenty Questions. Begin with I'm thinking of someone (or someplace or something). The Ss can ask twenty yes / no questions only. Then they have to guess the answer (if they haven't done so already) or give up. The person who guesses the correct answer becomes the next leader.

(7) Word Magic

Choose a word card that learners have learned in previous ti Word magic is a co-operative and competitive game in which player score points by putting down separate letters or changing the letter order of a word on a flat board to form correct words. The three players put their packs of cards together on the board and shuffle them. When they are well shuffled, they are stacked in the center of the board.

Three players in turn draw a letter card from the stack. The first one who gets an –letter card starts. The players take turns at conjuring different words on the board, which are tested by three judges. If an improvised word is judged to be right, the recorder put it down under the name of the conjuror. The game can be ended at any time. Under the surveillance of the players, the recorder counts the words under each player’s name and gets the total scores of each. The one with the highest scores is the champion—the ultimate winner (rules :) Three players take turns to conjure different words on the board with the letter cards in their hands. The game won’t stop until one of them has run out of all the letter in his hand or none of them can make a word any more or all of them agree to end the game.

At each of his turns, each player has the right to make one new word. If she will miss a chance of gaining a point and have to wait for another turn.

When a word is conjured, the working player first says the word she is going to make. Then, as soon as the word has been put on the board, she explains it in English or gives a phrase or sentence with the word in it. Don’t show the card in normal ways. Revolve the card quickly, so that Ss have to pay all attention and make great efforts to identify the word. The one who has identify the card is winner.

(8) Horror Box

Bring a box in which there is a common thing. Choose one of student to come to the front of classroom with knowing that it is in the box. Other students know there is no horror thing in it. The student on the platform guess through touching the thing in the box while asking some questions like –Dose it bite me?||, –dose it have fur?|| or –Is it soft?||.

You can create all kinds of appropriate meaningful and flexible games and activities Games and educational activities are necessary to keep the class enjoyable and create a sense of fun; however, we must be careful the activities dose not last too long or the children become bored.

9) Magic eye

In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

Chapter 8	Assessing Learning with Children
Teaching Objective	<ol style="list-style-type: none"> 1. What is assessment? 2. How to set up targets and design assessment tasks? 3. What are the ways of assessing learning with young learners? 4. How to provide feedback? 5. How to use tests to assess how kids learn? 6. Ideological and Political Education: never give up any effort to help those who are not good at learning.(永不放弃任何一个后进生，因材施教给予帮助)
Teaching Focus	<ol style="list-style-type: none"> 1. What are the types of assessment and how do they differ? 2. What are the types of test and how do they differ? 3. What are some of the ways for teachers to give feedback to pupils? 4. What are formative assessment and summative assessment?
Teaching Difficulty	How to use quiz and tests in assessing English learning?
Teaching Duration	4
Teaching Method	Task-based, brainstorming, discussion, debate, question-based lecturing, demonstration
Assignment	Design a test. The test should focus on one of the four skills.

1. Some Kinds of Assessment

1) Practical Assessment

The final result is a negotiated decision, taking into account both externally and internally assessed teaching.

2) External Assessment

Course participants are required to teach one lesson which is observed by an external assessor. This may take place during the last week of the course using your TP class, or after the end of the course using your own class.

3) Internal Assessment

Course participants are assessed continuously during the course. More than the minimum

amount of observed teaching is provided by International House, and consequently the best lessons are considered for assessment.

4) Course Assignments

You have to do seven assignments during the course. Five of these are called Practical Teaching Assignments (PTA) and two are called Practical Written Assignments (PWA).

5) The Extended Assignment

This involves you carrying out a diagnostic test and writing up a case study of an individual learner. In both the coursework and the extended assignment, presentation and use of English are important. Care should be taken with punctuation, spelling and layout.

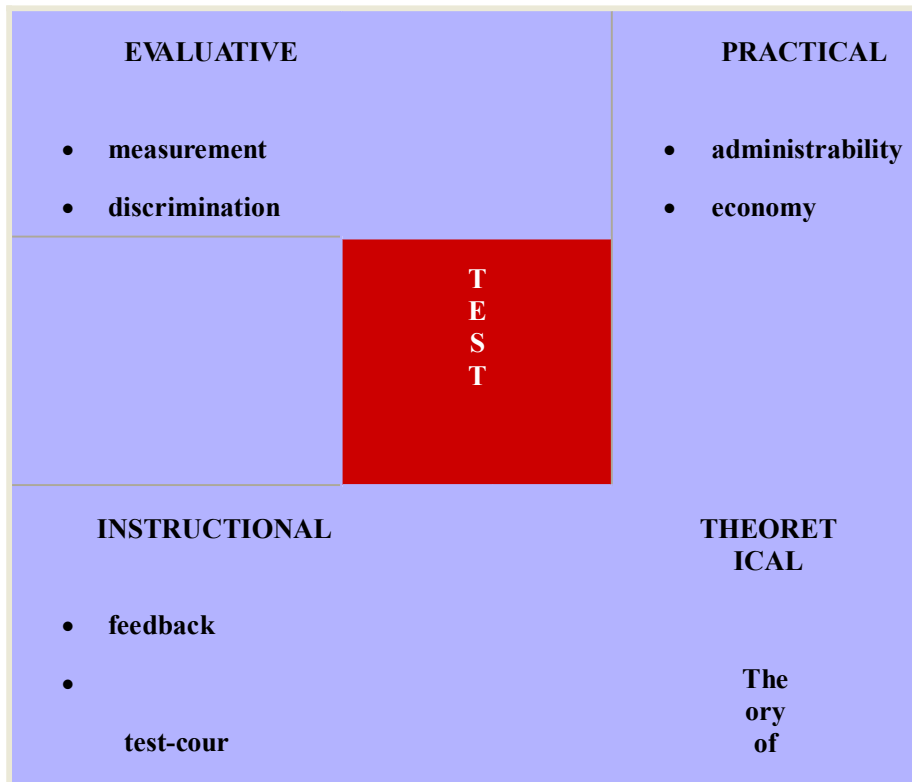
Emphasizes principles and procedures of assessment that are of primary importance to educational practitioners. Includes construction of classroom tests, observation techniques, and performance measures; integration of assessment and instruction; norm- and criterion-referenced assessment; uses of standardized tests, current issues and controversies

2. A Comparison of Three Types of Classroom Assessment

	Sizing Up	Instructional	Official
Purpose	Provide teacher with a quick perception and practical knowledge of pupil's characteristics	Plan instructional activities and monitor the progress of instruction	Carry out the bureaucratic aspects of teaching such as grading, grouping, and placing
Timing	During the first week or two of school	Daily throughout the school year	Periodically during the school year
Evidence-Gathering Method	Largely informal observation	Formal observation and pupil papers for planning; informal observation for monitoring	Formal tests, papers, reports, quizzes, and assignments
Type of Evidence Gathered	Cognitive, affective, and psychomotor	Largely cognitive and affective	Mainly cognitive

Recordkeeping	Information kept in teacher's mind; few written records	Written lesson plans; monitoring information not written down	Formal records kept in teacher's mark book or school files
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Aspects of Testing



3. Types of Tests

1) Achievement --

A measure of what has been learned from what was taught in particular course or series of courses; measures the extent of learning of material presented in a particular course, textbook, or program of instruction. Largely discrete-point in nature. Assesses progress in a particular curriculum using a specific set of course materials and a specific instructional syllabus. Measures primarily grammatical accuracy.

2) Proficiency --

A test that measures one's knowledge and/or ability in a foreign language without regard to formal study or text used. Largely integrative nature. Assesses acquired language independent of course, teacher, time, and text. Measures not only accuracy, but the appropriate use of language in context for particular purposes.

3) Hybrid --

A test in which specific lexical, grammatical, social linguistic, and discourse features treated in a curricular sequence are tested as they operate in naturalistic contexts. A blend of open-ended, or divergent, responses with specific, convergent items. Based on a limited corpus of material. Elicits specified features of the target language using naturalistic discourse in a situational format. Combines grammar and context, structure and situation.

4) Creative --

A series of test activities or tasks in which the test designer determines the structures to be used within a naturalistic context, yet allows the student to demonstrate spontaneously and autonomously the ability to use these and other structures to carry out the task successfully.

5) Pro-achievement –

Such tests elicit actual communicative use of the language (both reception and

production) within a context -- and associated limitations -- of the particular lexicon and structures

Part Three Testing Glossary

ACHIEVEMENT TESTING: a measure of what has been learned from what was taught in a particular course or series of courses; measures the extent of learning of the material presented in a particular course, textbook, or program of instruction.

APTITUDE TEST: designed to measure capability or potential, whether it is capability to succeed with an academic program, to learn a foreign language, to acquire a specific vocation, or some other capability.

CLOZE TEST: A test procedure which elicits the completion of blanks deleted from a text; requires filling in the blanks in a passage from which there have been systematic or random deletions. Usually every fifth or seventh word has been removed from the passage beginning at a randomized starting point. The word "cloze" was coined in reference to the notion of psychological "closure."

COMPUTER ADAPTIVE TESTING: a procedure using computer hardware and software to present test content to examinee in ways that allow for iterative consideration of ability demonstrated in the ongoing testing process. Items are chosen to match individual test taker ability.

CRITERION-REFERENCED TEST: assesses achievement or performance against a cut-off score that is determined as a reflection of mastery or attainment of specified objectives; evaluates individual performance in terms of some predetermined criterion for success at performing some behavior with some result under certain conditions and judged by certain standards: writing a friendly letter in the target language (the behavior), consisting of 50 words or more (the result), within 10 minutes (the condition), with no more than three morphological errors (the standard). Focus is on ability to perform tasks rather than group ranking. Covered in the textbook at the time of testing.

DIAGNOSTIC TEST: designed to provide information about the specific

strengths and weaknesses of the test taker. It is usually designed to guide remedial instruction.

DIRECT TEST: one that measures ability directly in an authentic context and format, as opposed to an indirect test that requires performance of a contrived task from which inference is drawn about the presence of the ability concerned.

DISCRETE-POINT TESTING: testing of one point at a time, i.e., only one element (e.g., negative singular past auxiliary "didn't") from one component of language (e.g., syntax) is assessed in one skill (reading), a receptive skill; a multiple-choice test of article usage.

FACE VALIDITY: a subjective impression, usually on the part of examinee, of the extent to which the test and its format fulfills the intended purpose of measurement; does the test appear to measure what it claims to measure.

FORMATIVE EVALUATION: an evaluation which is ongoing and iterative during an instructional sequence. This kind of evaluation permits midstream adaptation and improvement of the program.

FREE RESPONSE: respondents have the liberty to say or write what they choose, usually within certain parameters.

FUNCTIONAL LANGUAGE ABILITY: the ability to use target language knowledge in natural or naturalistic communicative situations.

INDIRECT TEST: a test that is contrived and/or different from the situation of interest; e.g., students are given a short-answer grammar test as an indirect measure of their actual grammatical performance in normal classroom routines or out of class. A test that fosters inference about one kind of behavior or performance through measurement of another related kind of performance.

INTEGRATIVE TEST: one that measures knowledge of a variety of language features, modes, or skills simultaneously. Testing two or more points together, usually implying the testing of a number of such points at once. An example would be a dictation, which could be used to measure listening comprehension, spelling, or general language proficiency.

OBJECTIVE TEST: a test that can be scored with reference to a scoring key and,

therefore, does not require expert judgment in the scoring process. This is unlike a subjective test that depends on impression and opinion at the time of scoring.

PERCENTAGE SCORE: equal to the number of correct items divided by the total number of items on the test, times 100. It is also expressible as 100 times the obtained score divided by the total score possible.

PROFICIENCY TEST: a measure of the linguistic knowledge that students have in a language and/or their ability to apply this knowledge functionally; measures general ability or skill, as opposed to an achievement test that measures the extent of learning of specific material presented in a particular course, textbook, or program of instruction.

QUIZ: a short measure of class material, possibly informal in nature; e.g., a quiz may just check for ability to use 10 target-language words in a sentence.

RAW SCORE: the score obtained on a test before any adjustment, transformation, weighting, or re-scaling is done. On an item-based test the raw score is usually equal to the sum of the correct items.

SKILL-GETTING ACTIVITIES: activities aimed at developing linguistic competence -- i.e., a perception of language categories, functions, and the rules relating the two; practice in producing sound segments and in formulating communication.

SKILL-USING ACTIVITIES: activities aimed at developing functional language ability -- i.e., an ability to perform in natural or naturalistic communicative situations.

SUMMATIVE EVALUATION: evaluation that comes at the conclusion of an educational program or instructional sequence.

TEST: a formal measure of skill, announced in advance and requiring a substantial amount of time to complete (i.e., an hour or more). For example, a test might include a reading passage with questions, a grammar section, and a series of words to use in sentences.

TEST ITEM: one entry or question on a test or quiz, e.g., of an item: "Write out a sentence using the word 'salubrious.'"

4. Assessment in Outcomes-Based Education:

A guide for teachers

South Africa, like many other countries, has relied almost exclusively on a system of national examinations to identify the learner who –passes, who receives a qualification, who is admitted to a university or other tertiary institution, and even who may receive a bursary. These examinations were invariably written, they usually emphasized the essay, and they depended heavily on recall. With the implementation of outcomes-based education, educational assessment has undergone a paradigm shift. The central characteristic of this shift is the moving of assessment from a judgmental role to a developmental role. The purpose of this article is to briefly consider the background leading to assessment reform, to introduce teachers to the main features of assessment within an outcomes-based approach, to highlight various assessment methods, to provide guidelines on how to implement performance-based assessment, and to briefly refer to the judging and recording of learner achievement.

1) Principles Underlying Classroom Assessment

Assessment is viewed as an integral part of the teaching-learning process. It involves collecting evidence of learning over a period of time, using a variety of assessment methods. The goals of assessment are to provide feedback on both the on-going progress and the end-product in achieving the standards. Formative (on-going) and summative (end-product) assessment are carried out using both traditional tests and alternative methods of assessment. Since both traditional and alternative methods of assessment each have their own respective advantages, they are used as complementary components in the assessment process.

The focus of assessment is on pupils' ability to apply their skills and knowledge of English to meaningful situations. The following are principles underlying classroom assessment, divided into four categories: formative and summative assessment; alternatives in assessment; assessment requirements and criteria; and the role of pupils.

2) Formative and Summative Assessment

Assessment focuses on both the on-going process and on the product.

Assessment allows for different levels of progress in pupils' language development.

Assessing attainment of the standards is carried out by collecting and recording information in a variety of ways.

3) Alternatives in Assessment

Multiple methods of assessment are applied in measuring language ability.

Feedback is based on a collection of evidence from a variety of sources.

Group processes and products are included in classroom assessment.

Assessment should include tasks, such as thematic projects, that promote pupils' involvement and reflection on learning and require pupils to use a variety of learning strategies and resources.

4) Assessment Requirements and Criteria

A wide range of opportunities for assessment is necessary.

Pupils are assessed at various stages of the learning process.

Criteria for assessment represent all areas of language ability.

The type of task and content of task to be assessed should be made clear to pupils.

Criteria for assessment are known to pupils prior to the assessment.

Criteria for assessment can be negotiated between pupils and teacher.

5) The Role of the Pupils

Pupils take an active part in the process of assessment.

Pupils learn how to set their own goals and assess their progress.

Pupils are given ample time to think about and revise working to be assessed.

There are opportunities for peer and self-assessment.

Chapter 9	Evaluating and Adapting Textbooks
Teaching Objective	<ol style="list-style-type: none"> 1. How to evaluate textbooks? 2. How to select textbooks? 3. How to use textbooks effectively? 4. How to use resources in the classroom? 5. Ideological and Political Education : in-depth analysis of texts and explore how to be good examples to students(深入研究语篇, 挖掘育人思想, 并以身作则, 示范引领)
Teaching Focus	<ol style="list-style-type: none"> 1. What factors need to be considered when choosing or adapting a textbook? 2. What are the features of good textbooks? 3. How can teachers make adaptations of textbooks? 4. What are the methods of adapting textbooks?
Teaching Difficulty	How can teachers make adaptations of textbooks?
Teaching Duration	4
Teaching Method	Task-based, brainstorming, discussion, debate, question-based lecturing, demonstration
Assignment	Choose a textbook, evaluate it according to the criteria of good textbooks.

1. Principles Underlying the Choice of Materials

Teaching materials are any resources (traditional, electronic or digital) used for language learning and teaching purposes, including course books, newspapers, recordings and videos. The following principles underlie the selection of materials.

1) **Materials selected:**

are appropriate to pupils' interests, experiences and knowledge

provide opportunities for meaningful communication

enrich pupils' general knowledge

expand pupils' world knowledge by exposing them to relevant and current events

are compatible with pupils' level of proficiency

serve as resources for projects

stimulate pupils to seek further information

are presented in a variety of text types and media and are used for different purposes

provide opportunities for contextual language use and practice

2) Principles Underlying the Choice of Content

The following principles underlie the selection of the content of materials.

is unbiased, unprejudiced, inoffensive and non-stereotypical

caters to the variety of backgrounds - religious, cultural and ethnic - and varying interests of Israeli pupils

stimulates pupils' interest in extensive reading, in the pleasures of literature and in out-of-class usefulness of English

3) Principles Underlying the Choice of Tasks

The following principles underlie the designing of tasks.

are transparent to the pupils in terms of goals and process;

focus on both the on-going process and on the product;

link to pupils' prior experience;

include opportunities for peer interaction, such as pair and group work ;

generate a variety of outcomes;

encourage divergent thinking;

encourage multiple modes of expression;

encourage problem-solving and critical thinking skills, such as analyzing, comparing, generalizing, predicting and hypothesizing at all levels of language learning development;

provide pupils with opportunities for reflection, self-evaluation and peer assessment;

encourage pupils to use English as a means for gaining information in other subject areas;

broaden pupils' horizons and motivate them to continue finding out about people, cultures, music and literature connected through English;

give real-world opportunities (or simulations) to apply or adapt new knowledge ;

combine focus on form with meaningful content;

2 Evaluating Classroom Teaching Materials

With thousands of textbooks on the market, and dozens of publishers vying for your business, the selection of appropriate classroom materials is far from a simple process. To help you make well-informed decisions, we first address some widely held myths about EFL/ESL textbooks and then discuss three key steps to guide your evaluation of materials and selection of the most appropriate textbooks for your instructional needs.

1) Textbook Evaluation and Selection

To make an informed decision about textbook selection, you should know some information about your students' needs, your instructional objectives, and your personal teaching preferences. We list a number of questions to guide you through this assessment process. Although you may not be able to find a satisfactory answer for each question, the answers you do find—as well as the additional information you gather in the process—will be of considerable benefit in evaluating and selecting materials appropriate for your teaching situation.

a. Know your students' needs

An invaluable first step in the selection of materials is to gather information about your students' language learning needs and preferences. Although you may want to collect a much wider range of information, we suggest that you begin with these four categories: (1) language background, (2) proficiency level, (3) goals, and (4) preferred approaches to learning.

Language background: previous experiences with their native language and with English

What are your students' native languages?

Can they read and write in their native language?

In what settings have they studied English (e.g., classroom, tutoring, self-study)?

Proficiency level in English

Are they beginners, or do they already know some English?

Are all students at the same level?

Are they stronger in some skills (e.g., reading and writing) and weaker in others (e.g., listening and speaking)?

Learning goals

Do they need English for reading and writing purposes, or will they use the language mostly for listening and speaking?

If they require oral communication skills, with whom will they speak English?

For example, will they use the language with other non-native English speakers, or will they use it with business executives whose native language is English?

What tasks do they want to accomplish in English? For example, will they need

the language to sell products to speakers of English, or will they need it in order to understand lectures in English?

Preferred approaches to learning

How do they learn most easily? What is their primary orientation—visual, auditory, kinesthetic, etc.? Do they favor analytical or global learning?

Are they accustomed to a more traditional, teacher-centered classroom in which most interaction is between teacher and student (not student to student), or are they more comfortable in a learner-centered classroom in which students interact

with one another in pairs and small groups?

Do they like language learning activities in which they have an opportunity to communicate freely even though they may make mistakes, or do they prefer the study of grammar and an emphasis on accuracy of speech and writing?

The answers to these questions will provide one type of information essential for choosing materials that are suitable for your particular students. For example, if you are a new teacher in a country where much of your students' previous instruction involved rote memorization of facts, you may not want to begin your teaching with a textbook that is strongly communicative or one that has little emphasis on grammar and accuracy. Frequently, a more communicative textbook will be better received after you have gained your students' trust, and after you have employed activities such as pair work and role play gradually over time.

b. Know your instructional objectives

Taking the time to clearly define your objectives—or to understand the list of objectives provided by the institution in which you teach—will greatly limit the scope of your search for the right textbooks. To do this, you should ask questions such as this:

Given my students' language background, proficiency level, learning goals, and preferred approaches to learning, what can I realistically expect them to be able to do as a result of my English instruction?

Then move from their needs to teaching objectives:

Make a list of general objectives (e.g., speak outside of class with native-English speakers) and for each, try to list two or three specific objectives (e.g., discuss everyday topics such as foods and clothing).

With a list of objectives in hand, you can narrow your textbook selection considerably. You do this by matching your objectives with the proficiency level, content focus, and activity types of a number of potential choices. You

may find, for example, that your preferred text should have a heavy emphasis on grammar. Or, you may discover that it should focus entirely on oral communication skills, including pronunciation, but have little or no emphasis on grammar.

c. Know your personal teaching preferences

The third step in the selection process is the assessment of your own teaching style and teaching preferences. To help you to think about the teaching-learning

environment that is most ideal for you, as well as your expectations of a textbook, you can begin with questions such as these:

Classroom environment: roles of teacher and students

What teacher role(s) suit your personality and teaching style? Do you prefer the role of director (one who carefully guides students in their learning exercises and activities, usually having them interact more with you than with each other), the role of facilitator (one who organizes and monitors pair work and small group work), or some combination of these roles?

The "fit" between teaching style and textbook choice

How dependent are you on the textbook content for planning your lessons? For example, do you prefer to stick to the textbook, using it as your basic syllabus? Or, do you like to vary your approach based on the content of the lesson? Are you good at adapting materials and/or creating supplemental activities?

As you examine a range of textbooks, you should look for those that accentuate your strengths while also encouraging you to develop skills in new areas. For example, if you have not taught ESL/EFL before, you may prefer to begin with a text that is more teacher-centered, allowing you to be more in control of instructional activities. Then, as you get to know your students and feel more comfortable in the classroom, you may want to adapt some of the book's activities for small group work, thus creating a more learner-centered

environment.

3) Summary: Three Key Questions

By carefully evaluating a number of textbooks in light of what you know about your students' needs, your instructional objectives, and yourself as a teacher, you will be better equipped to choose the best materials for your teaching-learning situation. For each of these three areas, we have given you a set of questions to guide your selection. However, each set can be summarized by a single key process question to ask about the textbook(s) you are considering.

How appropriate is the book for my students' language learning needs?

To what extent does the book focus on my instructional objectives?

What skills do I need in order to use the book most effectively?

Challenges in an EFL Context

Teachers looking for materials appropriate for EFL learners are likely to encounter two challenges not shared by their ESL colleagues: the availability of textbooks and the suitability of content. First, many of the materials readily available in the United States and the United Kingdom are difficult to obtain in other parts of the world. Second, some of the available textbooks may be unsuitable in an EFL context because they focus only on the language and situations of learners living in an area where English is widely spoken (e.g., vocabulary and phrases used for shopping in an American supermarket). ESL materials such as these may be inappropriate for overseas learners who have little interest in the topics presented and no opportunity to use similar language outside the classroom.

3. A Step Towards Systematic Textbook Evaluation

We would like to outline here what we perceive to be a summary of common-core characteristics of standard EFL/ESL textbooks. This is the result of an attempt to indirectly discover whether or not a consensus exists at all over what makes a good standard EFL/ESL textbook. This is in fact a

good-faith, though invidious, effort to (a) look for some theory-neutral, universal, and broad consensus-reached characteristics of EFL/ESL textbooks, and (b) draw up some guidelines for the generation as well as systematic evaluation of EFL/ESL textbooks. What we offer here based on a close scrutiny of a corpus of 10 EFL/ESL textbook reviews plus 10 EFL/ESL textbook evaluation checklists conveniently sampled. No one is really certain whether these characteristics are actually operative in all EFL/ESL textbooks. Note also that not all characteristics described here would be present and simultaneously adhered to in each and every textbook. The elements presented, we hope, may come together to make textbooks prime examples of what Brown (1993) calls "canonizing discourse." They might lead to the development of universal textbook-evaluation schemes which may be used in EFL/ESL departments to record in-house textbook assessments or, on a more modest level of optimism, to a revamped standard format for EFL/ESL textbook review.

How necessary is a textbook?

The answer to this question depends on the teachers' own teaching style, the resources available to them, the accepted standards of teaching in every language school, etc. However, there seems to exist, three options open to teachers as regards the use or non-use of a particular textbook in a language classroom:

- (1) teachers need textbooks,
- (2) they do not need them, and
- (3) they select them and supplement some other materials to perfect them.

No textbook is perfect. Therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation.

In general, EFL/ESL textbooks have brought with them a range of reactions. Responses often fluctuate between these two extremes. One position is that they are valid, useful, and labor-saving tools. The other position holds that

they are "masses of rubbish skillfully marketed" (Brimful, 1980, p.30). During the last three decades, these reactions have essentially been based on textbook evaluation checklists. And the shaky theoretical basis of such checklists and the subjectivity of judgments have often been a source of disappointment.

Satisfaction of the syllabus

- o To the teacher
 - Providing a guide book
 - Giving advice on the methodology
 - Giving theoretical orientations
 - Key to the exercises
 - Supplementary materials
- o To the student
 - Piecemeal, unit-by-unit instruction
 - Graphics (relevant, free from unnecessary details, colorful, etc.)
 - Periodic revisions
 - Workbook
 - Exercise and activities

The last 4 periods are for the final exam.

the End

Oct.11,2025

