



Dear colleague,

I hope that you arrived home safely and you found all your family members well. For me, it was all right.

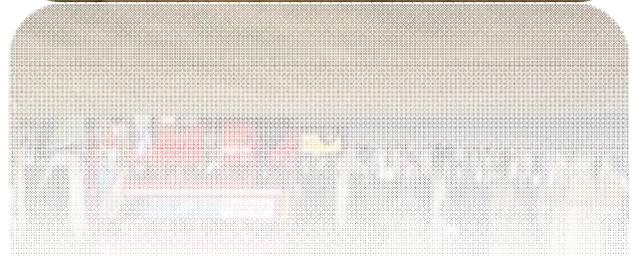
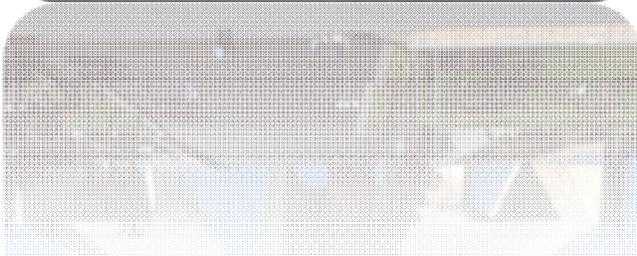
Concerning the report, I did my best to cover the most important points and to make it as simple as possible for you as well as our colleagues who did not attend the training days. I also tried to make it as practical as possible in a way to make you benefit from it. The suggested answers are not included in this report in a way to make you try first, but be sure that you will have them later.

Finally, if you have any comment or suggestion, be sure that you are welcome.

*Your faithfully,
Gacem Elhadj
Djelfa*

The Anglo-Algerian Cooperation

Training Teachers



Preface

On March 22nd, 2009, the British Council in Algeria organized five training days for the Algerian teachers of English aiming at strengthening the relation between the two countries and to improve teachers' teaching background. The meeting took place at Hassiba Ben Bouali Secondary School in Algiers. There were three trainers: Jancis Macgrady (Scottish), Paul Harvey (British) and Eileen Murphy (Irish). They focused on the following points:

1 - Classroom language	04
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Classroom language

1 -EFL teaching Terminology

***-Learners are asked to write the correct term next to its definition. The terms are:**

Learning training, Students' centered activities, Modeling, Choral drilling, open pairs, supported learning environment, finger highlighting, High frequency lexis, Realia, Learning strategies, Reflection, Highlighting, Learning training, facilitator, concept check, Instruction check, Elicit, Monitoring.

<p>.....1.....is the role of the teacher when the students are actively involved in the task. Teachers do this to see / hear how students are coping with the task. Often it involves walking around to listen to students' conversations .</p>	<p>.....8..... refers to real objects. For example, a teacher can bring in a banana, an apple, an orange to teach fruit.</p>	<p>When the teacher is a15.....s/he sets up activities that have been designed to help students practice language. The teacher "makes it easier" for learning to take place.</p>
<p>..... 2.....are words that occur often in discourse(and, therefore, important to students to get to know).</p>	<p>.....9is a way of motivating and keeping the pupils involved. Instead of telling students something ,you can ask them a question give them definition or example to make them say it instead of you.</p>	<p>.....16.....is where two students exchange language across the classroom with the other students listening.</p>
<p>.....3.....are short(yes / no) questions you ask to make sure you students have understood your instructions.</p>	<p>Asking10.....is a useful strategy for checking students' understanding of language.</p>	<p>.....17.....is teaching learners how best to learn. It includes encouraging them to think how they record vocabulary and how to continue their learning outside the classroom.</p>
<p>.....4.....is where the use of your fingers as a visual way of highlighting language. For example, syllabus in a word or contractions</p>	<p>.....11..... describes a classroom where the students feel comfortable and motivated. It is a place where they feel they can get Help when they need it – from the teacher or their peers.</p>	<p>.....18..... are activities where all the students are actively engaged and the focus is off the teacher.</p>
<p>.....5..... is where all the students repeat something at the same time. This can help them with the pronunciation of a word or longer stretch of language.</p>	<p>.....12.....is where you ask a student to repeat something. this can help them in the pronunciation of a word or a sentence.</p>	<p>.....14..... these account s for how learners accumulate new L2 rule sand how they activate the existing ones. They can conscious or subconscious. These contrast with communication strategies and production strategies, which account for how the learners use their rule system, rather than how they acquire them.</p>
<p>.....6.....is what teachers do when they want the students to notice something interesting about a word or sentence. It might be the pronunciation of a word, spelling, etc. Teachers often use the blackboard for this.</p>	<p>.....13.....refers to the teacher's ability to analyze areas for personal development and investigate ways for self-improvement.</p>	
<p>.....7.....are expressions learned as wholes and employed on specific occasions.</p>		

*- Learners have to work individually then in pairs.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
.....

*- Learners are asked to find other teaching terminologies.

2- Appropriate classroom language:

*- Learners are given statements made by teachers. They are asked to read them and decide whether they are appropriate or not. If inappropriate, they have to say why and try to adapt them. The statements are:

- 1- Said to a class of Year Four students: " Names!"
- 2- Said to an elementary learner:
" I believe that your hard work has really produced results. Congratulations!"
- 3- Said to a teenage intermediate student: " You clever boy. Your mummy will be pleased with your mark."
- 4- Said to a group of Year Two students:"While it is possible to use the past tense here, it is much more common to use the present simple instead."
- 5- Said to a poor achiever who has just produced a good piece of work:
"Yes...nice. Make sure they are all alike that in future."
- 6- Said to a group of teenage intermediate students:
" Could you get into groups and check your answers all together."
- 7- Said to a group of beginners: " For goodness sake, just get into groups and do the writing."
- 8- Said to a Year Four students: "Colour the pictures for home activity and write the names of the objects under each picture, Ok?"
- 9- Said to a Year One student:" This work is awful...Careless and poor quality. Do it again."
- 10-Said to a shy teenage student:" Ok. Stand up and sing us the song."

*- To make it easy, learners are asked to read and answer the following questions.

- 1- Is the speaker(sentence1) polite or impolite?
- 2- Is sentence(2) appropriate for an elementary student?
- 3- Is the word "mummy" appropriate for a teenage student?
- 4-Is this sentence (4) easy or difficult for Year Two students? Notice the use of " While".
- 5-Is it possible for that poor achiever to understand what is said?
- 6- Is the speaker(sentence6) polite or impolite?
- 7-Is the speaker angry or calm? Is it encouraging to speak in this way?
- 8-Is it easy or difficult? Is it appropriate for Year Four students?
- 9- Is it encouraging ?
- 10-Can a shy teenage student do that? Is it appropriate for his personality to tell him that?

*- To confirm, learners are asked to match each sentence with the reason why being inappropriate:

- | | |
|-------------------------------|------------|
| a- Appropriate to age | sentence 1 |
| b- More encouraging | sentence 2 |
| c- Appropriate to personality | sentence3 |
| d- Graded | sentence5 |
| e- More constructive | sentence6 |
| f- Polite | sentence10 |

The classroom language should be: , ,
..... , , and

*-Learners are asked to find other inappropriate classroom expressions. They have to say why Then they have to adapt them

Inappropriate expression	Why?	Adapt

3- Sequencing instructions:

*- Learners are divided into three groups then they are given nine instructions in disorder. Each group is given three instructions that are sequential when ordered: the first group is given the first three instruction in disorder, the second group is given the second three instruction in disorder and the third group is given the last three instruction in disorder. Then, learners within each group are given numbers (You're one, you're two and you're three). After that, the one(s) should be together, the two(s) should be together and the three(s) should be together. Each learner gives his new group the order of the instructions they were given. Finally, learners are required to find the correct order of the whole (nine) instructions.

NB. I adapted this activity because I noticed that it was difficult for the trainees to do it.

The instructions are:

A	B	C
Now, let 's see what you know about the system in Algeria.	Get into groups of four and write down anything you can remember about the system in the USA. (The students get into groups and try to remember as much as possible about the US system.)	S/He writes all the ideas from the group on this piece of paper.
Here an example of what I mean: Teacher chooses an example from one group and demonstrates on the chalk board.	Today, we are going to write about the differences between schools in Algeria and schools in the USA.	In your group, choose one person to be a secretary.
Now, in the same groups look at what you wrote about the US. If things are different in Algeria, Write the difference underneath.	How much do you remember about the American system? Let see..	Ok. Is that clear? Has anyone got any questions about what you need to do?

- *- Learners are asked to find the aim of the activity. Here are some clues:
 - a- Is it possible to give the instructions in the order they were before? Why?
 - b- What if you don't sequence you instructions?
 - c- So, is it important to sequence your instructions?
 - *-Learners are asked to read the instructions and decide whether they are in order or in disorder.
 - a- After that, go to page 20 and check.
 - b- Listen to your teacher.
 - c- Does it makes sense?
 - d- Now, with your partner, try to write the text from your notes.
 - e- Write the words you understand and ...
 - f- Then, read your text to the rest of the class.
 - g- leave blanks for words you don't understand or miss.
- Would you go to Year Two course book (page 9) and check?

*- Learners are asked to write the instructions for any teaching game they know.

Example: "Famous People" game

4- Giving instructions:

- *- Aiming at activating their background knowledge and eliciting some ideas from their teaching experience, learners are asked why some students have problems with instructions. They have to work individually, in pair then in groups.
- *-Learner are given the following instructions. They are asked to read and find the reason why students have problems with them.



Ok, every body, would you, Maria, sit down. What you have to do is to take this sheet of paper that I'm handing out now and keep it secret, and some of you are A, it's written on the top, and some are labeled B. Ok, can you see that? Don't show your paper to anyone then you have to describe to your partner, sit face to face, could you move your chairs around and what's on your paper so that your partner can find out what's different, and you must agree, then when you find something you draw it on your paper. Ok. Do you understand?

- *- To elicit the remark, learners are asked to read and choose the right answer each time:
 - a- Have you understood what is meant?
 - b- Can you say why?
 - c-The teacher's instructions are (clear / not clear).
 - d- The teacher's instructions are (simple / difficult).
 - e-The teacher uses (short / long) sentences.
 - f- The teacher's instructions are in(order / in disorder).
 - g- The teacher's instructions are (pre- planned / not planned at all).
 - h-The teacher (explains / demonstrates).
 - i-The teacher checks understanding by saying: (What's on your paper?/Do you understand?)
- How should instructions be like?

Instructions should be(1)..... ,(2)..... , sequential (3) ,(4)..... , using short sentences (5). The teacher should(6),use gestures (7)and understanding(8).

*- For practice, learners are given some instructions and asked to find the problem with each. They have to simplify each instruction using a less confusing language. Learners have to work individually then in groups.

Now, please read the dialogue and then look at the questions and you have to try and work out something from reading the passage- It's on one of the questions - then you refer back to the passage.

1

It's the unit on food and drinks, somewhere it's near the middle, page101,102 or something, can you find that? Have you got it, no ,not that one the next unit, and take a look at the picture, listen and fill in the table with items she boughtOh, and the amount of money she paid ,too.

2

If I were to ask you for your opinion on the wearing of animal skins, what do you think you might say in reply?

3

Would you like to tell everyone the answer you were thinking of again because I don't think they heard it when you spoke so quietly and I'm sure we'd all be interested in hearing it if you could please?

4

That's not exactly right, in fact it's not right. You really would have to use a continuous form here, because you are describing what birds are doing – Do you see? Now look at the second passage and change all the tenses so that it sounds ok... like a story

5

*- For more practice, the learners are asked to adapt some instructions on their course books.

The following table shows the instructions that are to be adapted are:

Year One	Ex (C) p69	/	Ex (a) p110
Year Two	Ex (4) p11	/	Ex (1) p61 / Ex (02) p106
Year Three	Ex (2) p24	/	Ex (1) p45 / Ex (1) p138
Year Four	Ex (1) p34	/	Ex (1-3) p79 / Ex (1) p151

*- For further reading, the learners are directed to the following website:

www.go4english.com

Teaching Receptive Skills

1- Structuring a receptive skills lesson:

*- To get the structure of a receptive skills lesson, learners are asked to listen to Djeha's story: "Bad is better than Worse". (Year Two – page 102)

stages	content	aims
Stage	- Ask the students to draw a house. -Ask them to draw a man and woman in the house. - Ask them to draw six babies in the house. -Ask them to draw grand parents in the house. - Ask them to draw six hens in the house. -Ask them to draw a goat in the house. → How do you find this house? → What does the picture bring to your mind?	To introduce vocabulary To make them predict
Stage	-Ask the students to listen and answer the following questions: *-Is it a story or a news article? *_ -Ask them to listen again and check. -Ask them to write the following question: (dictation) *- Why did the man go to see Djeha? *- Why were things terrible in the house? *- Why did Djeha tell the man to buy and sell? *- Why was he happy at the end? -Ask them to listen and answer the questions. Ask them to work individually first then to share their answers.	skimming Check /evaluation Spelling Scanning Think /share
Stage	-Ask the students to get the moral expressed in the story.	Deduction

*- As they finish, learners are asked about the structure of the listening lesson.

Here are some clues:

- How many stages are there?
- Describe each stage.
- What about a reading lesson? Is it the same?
- What is the model for a receptive skills lesson?
- Would go to page and check?

*-For practice, learners are given some activities to be classified in the right column according to the stage they belong to.

- | | |
|--|--|
| 1 - Drawing or colouring a picture
2- creating a time line of a story
3- correcting a summary
4- Ticking off items in the list.
5 - arranging pictures in order.
6 - labeling maps or diagrams.
7- interviewing a character.
8- ordering a jumbled text.
9- selecting a title for the text
10 - predicting from ...first or last line visuals, a key word or the title. | 11- deducing meaning from context by matching items in the text with their definitions.
12- predicting the order in which picture from the story will appear.
13- True /false statements
14- Comprehension questions
15- brainstorming related to vocabulary
16- casting film star to act the different characters
17- writing the diary of one of the characters
18- changing the end of the story |
|--|--|

Pre-	While -	Post -

*- For more practice, learners are asked to match each activity with the right stage:

a-Write about him /her.

b- Find in the text words that are opposite in meaning to ...

Pre-reading

c-look at this photo.

d- Are the following statements true or false?

e- Who is you favorite star?

f- What do you know about him?

While reading

g- What do the underlined words refer to?

h- Underline all the verbs in the text and give the infinitive of each.

i- Read and check your answers.

j- Complete the table with dates according to the text.

Post reading

k-Do you know this person?

*- Learners are asked to prepare a receptive skill lesson helped by the following questions:

a- What competency (ies) could I develop using this document?

b- What pre – reading activities could I do?

Do I need to pre teach vocab?

c- Does the book give intensive or extensive while reading tasks?

If not, how can I provide them?

d- Does the book give tasks that develop the target competencies?

If not, how can I provide them?

e- What post activity will I do?

As a home activity, learners are asked to prepare the following lessons:

*- Year Two: - Reading (page 13)

- Listening (page 55 /56)

*- Year Four - Reading (page 32)

- listening (page 79)

*- Or any other lesson from your course book.

2- A model for a receptive skills lesson:

Pre-(reading / listening):

- set scene
- prediction
- pre – teach vocabulary required for task completion

While- (reading / listening):

- set extensive task
- *- Read / Listen
- *- Discuss answers in pairs or small groups
- *- Class feedback
- Set intensive task
- *- Read / Listen
- *- Discuss answers in pairs or small groups
- *- Class feedback

Post- (reading / Listening)

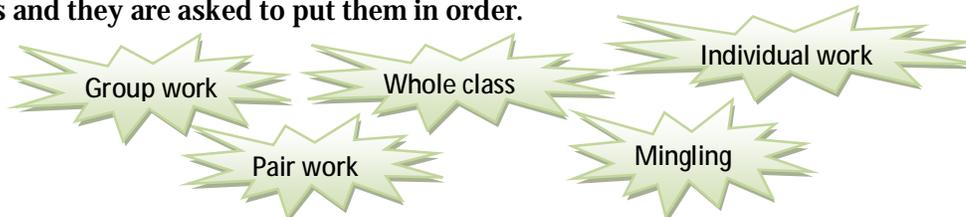
- Set text related task: role play , discussion , parallel writing

*- Learners are asked to write all what they know about intensive reading / extensive reading / " top-down" processing / "bottom-up" processing. Then, they have to work in small groups and discuss the above terms. Finally, they are asked to go to page(15) and check.

Grouping Students

1- Interaction Patterns:

- *- Learners are asked to play the "Get in line" Game that is to join the month in which they were born. The aim of this activity is to get the students into groups according to their date of birth, age, height, weight, the first letter in their names, the colour of clothes, etc. Then, they are asked to go to page (9) and try to find the main points in that article: the use of Arabic in the English classroom. They have to work individually first. Then, they work with their partners. After that, they work in small groups. Later, they have to walk and talk, always discussing the main points. Finally, they report their answers which are to be written on the chalk board.
 → In addition to its content, the activity above is a warming up to prepare the students for the coming phase.
- *- Learners are asked to analyze the previous task. To facilitate the task, learners are given the key words and they are asked to put them in order.



- *- To have the definition of each interaction pattern, learners are asked to match terms in (A) with definitions in (B): (They have to work individually, in pairs then in groups)

A	B
Working individually	1-Two learners work together on a task.
Open pair work	2- A pair of the learners does the activity in front of the class: giving feedbacks, a presentations , etc.
Closed pair work	3- Learners walk around the classroom and talk to a specified number of classmates.
Group work	4-Teacher tends to lead and elicit answers from individual learners.
Mingling	5- Three or more learners work together to complete tasks or carry out discussions.
Whole class activities	6- Learners do something alone, eg, completing an exercise.
Open class activities	7- teachers and learners are involved in the activity , eg, discussion, feedback, brainstorming.

(suggested answers page)

- *- Learners are divided into five groups. Each group is given one of the interaction patterns and asked to write the advantages and the disadvantages of each. Then, learners – within each group – are numbered from one to five (You're 1, you're 2, you're 3, you're 4 and you're 5). After that, the (1)s are together, the (2)s are together, (3)s are together, the (4)s are together and the (5)s are together. By the end, the newly formed group will include all the interaction patterns. The learners will exchange ideas about them all. Another way, Learners are divided into five groups. Each group is given one of the interaction patterns and asked to write the advantages and the disadvantages of each large papers (A3) and stick them on the wall . There will be information Gallery and the learners have to read the posters and take notes.
(suggested answers page)

2- Seating arrangements:

- *-Learners are asked to look at the picture (page19) and answer the following questions:
- What does the picture show?
 - How many tables are there?
 - How many chairs?
 - How many learners are suggested to learn in this classroom?
 - How do you find this classroom?
 - What do we call alike classrooms?
 - What about your classroom?
 - What are the advantages and the disadvantages of alike classrooms?

(suggested answers page)

3- Difficulties and solutions (pair and group work):

- *-Learners are divided into seven groups. Each group is given one of seven difficulties and asked to suggest some solutions for each. Then, learners – within each group – are numbered from one to seven (You're 1, you're 2, you're 3, you're 4 , you're 5 , you're 6 and you're 7). After that, learners having the same number should go together. By the end, the newly formed group will include all difficulties with some suggestions for each. The learners will exchange ideas about them all. The aim of this activity is to elicit some ideas from the trainees' teaching experiences.

Difficulties	Solutions
1-Certain learners dominate the others	
2-Learners are resistant because of leaning mistakes.	
3-Some learners are shy or not confident about speaking.	
4-The learners are of mixed abilities	
5-Learners speak Arabic / French.	
6- The class becomes very noisy.	
7- Learners are not used to working together so they think it is not the right way to do things.	

- *- Learners are asked to read the following suggestions and classify them in the tables above. They have work individually then in groups.

Be sensitive to pairings and groupings. Vary them – strong learners don't always appreciate working with weaker ones. Provide more support to weaker learners. Do a needs analyzes and set homework to deal with weaknesses. Do mingles so that language is repeated and all learners can get the opportunity to work...

A

Introduce pair and group work gradually. Explain that they will improve their learning by doing things together. Give the aim of each activity. Gather feedback from them afterwards on what they got out of it.

B

Think about the possible reasons for this. Are they more capable than the others? Do they get bored quickly? Is it simply a personal characteristic? Assign them a task, e.g. group secretary, group leader, etc. If they finish the task they have been assigned before the others give them an extra task.

C

Give them support – make sure they have the language they need. Don't force them to speak till they are ready. Pair them with others. Give them time to prepare what they will say.

D

If the noise is In English, this is because the learners are using the language and developing their skills and understanding. Noise is natural in a language classroom and shows the learners are interacting and engaged. Monitor to make sure the class doesn't become too noisy.

E

Tell the learners that mistakes are a natural part in learning. During pair and group work, monitor and collect mistakes to go over in class....

F

Prepare the learners so that they will have sufficient language to do activities. Do not make the language they need too high-level. Distinguish between the use of the mother tongue to focus on learning and the use of mother tongue to talk about thing that are connected to the lesson.If learners are explaining a language point, discussing meaning, this is quiet natural. However, at higher levels, you might encourage learners to use more English.

G

(suggested answers page)

- *- Learners are asked to think of other difficulties and discuss them with their colleagues.

4- Kinds of pair and group work activities:

A- Simulation and Role-plays:

In a simulation, the students are themselves. They are given a task like buying something or planning a holiday.

In role-play, they are given names and characters different from their own.

e.g. You're a doctor, Jane, and you're the patient, Tom.

B-Discussion and problem solving:

Learners are given a problem to solve. The activities are designed to stimulate real discussions.

It is a useful way to introduce and practice language for agreeing or disagreeing and giving opinions.

e.g. Internet is a double edged sword. Are you for or against?

C-Information transfer:

The learners are asked to complete. There are two types:

a- One has all the information and the others have to ask to complete.

b- One has part of the information and the other has the other part. Each asks about the missing information to complete.

5- Micro – teaching:

*- Learners are asked to peer teach the given activities. They have to consider the following questions:

- Which type of activity is it?
- What is the appropriate interaction pattern?
- What will exactly the students need to do?
- What instructions will you need to use?

The activities are:

Year One	Page 104		
Year Two	Page 21 (Last section)	Page39	Page 51
Year Three	Page 36/37		
Year Four	Page 42	Page121	Page 152

2- Checking learners' understanding:

- Concept questions:

- *- Learners are asked to find the difference between a " landlord", "tenant" and " lodger". They have to read the definition of each and answer the concept questions.

word	definition	Concept questions
a landlord	is the person who owns a house. Someone else lives in the house and pays money to the owner of the house. This money can be paid weekly or monthly and is called a rent.	- Does the landlord pay the rent? -Does he receive the rent? -Does he live in the house? -Who lives in the house? -Does he live alone?
a tenant	A person who pays rent to the landlord for the use of a building, land, etc.	- Does the tenant own the house/land? - Does he pay the rent? -Does he live in the house? -Does he live alone?
a lodger	A person who pays to live in (part of) someone's house.	- Does the lodger own the house/land? - Does he pay the rent? -Who lives in the house? -Does he live alone?

- Have you got the meaning of each?
- What makes you know the difference between them?
- What's the importance of concept questions?

- *- Learners are asked to prepare concept questions to help learners understand the meaning of the following sentences and phrases:

- e.g. **A** - Columbus discovered America.
- Did Graham Bell discover America?
 - Did Alexander Fleming discover America?
 - Did Columbus discover America?

E- I used to swim a lot.

-

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B- She must have gone out.

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-

C- Jane went to London.

-

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D- You don't have to smoke inside.

-

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-

- *- Learners are asked to think of sentences of phrase in their course books and try to prepare some concept questions to make the students understand the meaning of each.

Teaching Large Classes

- *- Learner are asked to write all what they know about the following word " Large classes". Then, they have to work in pairs and discuss that points.
- *- Learners are divided into small groups. Each group is given a small paper containing one of the problems in teaching large classes and asked to write the difficulties related to each on the same sheet. Then, each group passes its paper to the group next to it to write some suggestion solutions for the already written difficulties. After that, each group restores its paper and reads the suggested solutions. Finally, each group sticks the paper on the wall. Here are some of large class teaching problems:

- 1 . Making yourself heard
2. Remembering students names
3. Moving students into pairs and groups
4. Having contact with all the student
5. Providing handouts and sheets for all the students.
6. Giving instructions to the whole class
7. Regaining students' attention after a noisy activity.
8. Writing on the board.
9. Drilling language items.
10. Maintaining visual contact with all the pupils.

NB. The aim of this activity is to set the scene (a pre-task)and to elicit as many as possible teaching difficulties and solutions.

- *- Learners are asked to watch the video and find what Nick does to overcome the problems above. Nick is teaching a large class (45 students) in China. He aims at developing speaking skills in the context of job interview. There is no video thus learners are given Nick's lesson plan. They have to read it and try to do the task.

What Nick does	Teaching problem	Solution
<p>Pre-listening:</p> <ul style="list-style-type: none"> *-The T checks the home activity: the application letter. *-He briefly refers back to the previous lesson. He writes Mr. Lee and some headlines next to the name and asks the learners to tell him about what they still remember about each. *-He uses gestures to introduce some unknown words 		
<p>While- listening:</p> <ul style="list-style-type: none"> *-The T gives the learner sitting at the front handouts and asks him to take one and pass the rest. Then, he asks the learners to listen to the interview and fill in the gaps. *-The T makes the lls listen for more than seven times. *- He uses drawings to introduce some unknown words like King. *-He asks the lls sitting next each other to share then report their answers. *-He makes the lls repeat some words and structures Stressing on lls pronunciation. *-He gives the synonym of the word(cope) to make them find the meaning. *-He draws a grid and asks the learners sitting next each other to play the role of a company manager and an applicant. They have to interview their colleagues using the points in the grid. *-He asks managers to write four(04)question they will 		

<p>ask the applicants about.</p> <ul style="list-style-type: none"> *-He shows the time devoted for the activity. *-He chooses two pairs to play the roles in front of their colleagues. *-He calls the learners by names because their names are written on small sheets on the table. 		
<p>Post- listening:</p> <ul style="list-style-type: none"> *-He asks managers to give their decision about the interviewed people. They have to justify. 		

*-Learners are asked to match each problem with what Nick does to solve it:

1-I have no clear context	A- He congratulates the pairs.
2- I have no possible model	B- He monitors without any interruption.
3- What language can I use?	C- He asked them to work in pairs.
4- I have no guidelines to structure the role play.	D- He gave them three minutes.
5- I have no time to do the task.	E- He gave them the grid in addition the script.
6-Who to perform with?	F- He asks the LLs to prepare 4 questions.
7-The teachers always interrupts us.	G- He gave them handouts.
8-How well did I perform?	H- He reminds of the previous lesson.

*- The trainees are asked to write down their teaching problems, the most challenging ones, and discuss them with their colleagues or consult the trainees:

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Jancis Mcgrady	

Teaching Mixes Abilities Classes

*- Learners are asked to read what is said by the following teachers and try to help each. They have to work individually then in pairs and / or groups.

Teacher 1

I have faster learners and slower learners in my class. What can I do?

Teacher 4

Some students have already done the grammar activity while the others are still working. What can I do?

Teacher 2

Some students have already answered the reading comprehension questions while the others are still working. What can I do?

Teacher 5

My pupils are doing an activity related to vocabulary. Some students have already done the activity while the others are still working. What can I do?

Teacher 3

My pupils are doing pair work. Some students have already finished while the others are still working. What can I do?

*- Working individually then in groups, learners are asked to read and match the problems above with the suggested solutions:

- Let the fast finishers do it again in different mood e.g. sounding happy, sad, angry, etc.
- Let the fast finishers do it again using different settings.
- Ask them to transcribe parts of it.

1

- Give fast finishers a spelling test.
- Let them do a pronunciation activity e.g. give the number of syllables, stress placement then check in the dictionary.

2

- Let them write some more questions about the text.
- Let them do another task which asks them to react to the text.
- Let them draw a picture to go with the text.
- Let them supply a different ending.
- Let them transform the text into a dialogue.
- Let them find the synonym and / or the opposite of some words.

3

- Let fast finishers write some more simple examples using the lesson's targets.
- Let them practice saying sentences (to practice pronunciation)

4

- Give the learners one basic activity but with different tasks graded at varying levels of difficulty: give slow learners an easy task and the stronger ones a more challenging task.

6

Try to find a balance and clear strategies for ensuring that stronger students are not held back or challenged insufficiently, and the weaker ones are not left behind. In other words, you have to try and cater simultaneously for the different learning speeds in the class.

5

Teacher 1	Solution 1
Teacher 2	Solution 2
Teacher 3	Solution 3
Teacher 4	Solution 4
Teacher 5	Solution 5
	Solution 6

*- Learners are given examples about how to grade a task.

A- Dictation:

	Low-level learners	Mid-level learners	High-level learners
Step1	Given a text with a limited number of gaps and they are given three words to choose one of them.	Given a text with some gaps.	Given a blank piece of paper / or a text but with many gaps.
Step2	Asked to listen and choose the correct word.	Asked to listen and fill in the gaps.	Asked to listen and write the text.
Step3	Regrouped to have mixed abilities groups.		
Step4	Invited to check		

B- Listening:

*-Learners are asked to listen and complete the table below:

Model	Price	Colour	Opinion
1-			
2-			
3-			
4-			
5-			

✓ Low-level learners:

They are asked to do just number one (1).

✓ Mid-level learners:

They are asked to do number one (1), two (2), three (3) .

✓ High-level learners:

They are asked to do them all (1,2,3,4 and 5) .

Tape script

Well, on our show tonight we are looking at personal stereos for under £5000. First, there is the boots PSX 20. Now, this really excellent value for just £7.99. It looks wonderful...bright pink and green. Then, we have the Philips Moving Sound AQ6404. A nice personal stereo at just £27.99. though we didn't like the colour much. We also looked at two personal stereos from Sanyo – the MGP310D at £29.99 and the MGR78 which costs £27.99. The more expensive model has better sound, but neither of these is great value. Then of course there is the Sony Walkman and here you are really paying for the name – £49.99. Expensive! But the best value of all the machines we tested was the Panasonic RQ535V. A really great machine and excellent value at £34.99.

Adapting The course book

*- The trainees are asked to read the following comments from teachers about the course book and decide whether they agree with some of them. They can give theirs.

<p><i>Many topics in my course book don't interest my class. What can I do?</i></p>	<p><i>All the units in my course book have the same format. This is very boring . Help!</i></p>	<p><i>The dialogues are very unnatural, they only practice grammar points. Please, help!</i></p>
Teacher1	Teacher2	Teacher3
<p><i>The illustrations and texts don't relate to my learners' culture. Help!</i></p>	<p><i>The speaking activities don't relate to the real world. What can I do?</i></p>	<p><i>The reading texts are out-of-date. Can you give me your advice?</i></p>
Teacher4	Teacher5	Teacher6
<p><i>The listening and the reading tasks are too difficult. Help!</i></p>		
Teacher7	You	

*- The learners are divided into seven groups. Each group writes some suggestions to help one of the teachers above. Then, the learners within each group are numbered from one to seven . After that, the learners with the same number are asked to go together. Within each newly formed group, there will be seven members with suggestions for the seven teachers.

*- Learners are given suggestions for the previous problems. Working in individually then in groups, they have to read each and complete the table below:

<p style="text-align: center;">A</p> <p>1- Change the sequence in which things appear in the unit. If the units begin with a grammar presentation followed by exercises then a speaking activity, convert to a task -based learning approach. Use the speaking activity as the task. Alternatively, give learners the grammar structure and ask them to pool whatever knowledge they have, then use the presentation to check their assumption.</p> <p>2- Substitute presentations by using " realia" flashcards, vocabulary cards, etc. Ask learners to work in groups to produce their own exercises and tasks.</p>	<p style="text-align: center;">B</p> <p>1- Substitute with every day situations your learners will be familiar with.</p> <p>2- Make learners' language more authentic by providing them with words and phrases for continuing conversations beyond (Yes I do, No I don't, etc) to promote real communication.</p> <p>3- Ask learners to relate course book contexts to their own experience.</p>
<p style="text-align: center;">C</p> <p>1- Find illustrations from magazines which learners can relate to.</p> <p>2- Use the texts and illustrations for cultural comparison.</p> <p>3- Find alternative texts on the internet and the British Council Teaching English sites.</p> <p>4- Ask learners to write their own texts.</p> <p>5- Ask learners to make illustrations.</p>	<p style="text-align: center;">D</p> <p>1- Provide "props" which help learners, e.g, pre-teach difficult vocabulary.</p> <p>2- Re-write exercises, e.g, comprehension tasks with easier questions.</p> <p>3- Tell learners what the topic of the material is and ask them to predict what the content and vocabulary will be.</p> <p>4- Break texts up: Jigsaw listening / reading.</p>

<p style="text-align: center;">E</p> <ol style="list-style-type: none"> 1- Initiate a class / school magazine where learners produce texts for classmates to read. 2- Have a story – writing competitions, where stories will be read and judged by classmates. 3- Asks the learners to write something that interests them . They then give to a partner to work out accompanying tasks. Completed tasks are then used in class. 4- The internet is a good source of free reading materials. In addition to the British Council Learn English sites. These sites have good variety http://www.topics-mag.com/back/issues.htm http://nonstopenglish.com/reading/ http://www.graded reading.pwp.blueyonder.co.uk/ 	<p style="text-align: center;">F</p> <p>Ask class to make selections from the topics in the course book. Different topics will interest different learners. Then ask learners to present reasons for their choices and agree on the final selection.</p> <p>Elicit from class suggestions of topics to cover. For homework, they find and bring information to class.</p> <p>Use unpopular topics as springboards into discussion work, expressing why they don't like / aren't interested in this topic.</p> <p>Make topics appealing by providing accompanying tasks which your class enjoy.</p>
<p style="text-align: center;">G</p> <ol style="list-style-type: none"> 1- Introduce characteristics of natural speech such as <i>hmm, er , etc.</i> 2- Ask learners to rewrite the dialogues then record them. 3- Record a couple of colleagues, giving them the context but no script. 4- Ask learners to guess answers before listening. 5- Make alterations in the tape script, learners then listen to find the differences. 6- The British Council learn English website is a good source of listening material for different age groups. http://www.britishcouncil.org/learnenglish/central 	<p>Write your suggestions about any of them</p>

Ideas for adapting activities

First Year (page 96)

The existing way	The suggested way				
<p>1-Read about the English schools.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>In Britain, people start school at the age of five and leave it when they are sixteen. They go to public schools or comprehensive schools.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>The British pupils often wear uniforms. Some pupils wear other clothes. They pay 50p to help the poor.</p> </div> <p>2- Compare the British schools with yours.</p>	<p>1- Learners are asked to read the sentences on the walls about schools in Algeria and the UK and classify them in the table:</p> <table border="1" style="margin: 5px auto;"> <tr> <td style="text-align: center;">Schools in Algeria</td> <td style="text-align: center;">Schools in The UK</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <p>2- Read the sentences for a while then turn your papers over and try to remember as much as you can.</p> <p>3- Discuss with your partner some of the differences between schools in Algeria and schools in the UK.</p>	Schools in Algeria	Schools in The UK		
Schools in Algeria	Schools in The UK				

First Year (page 31)

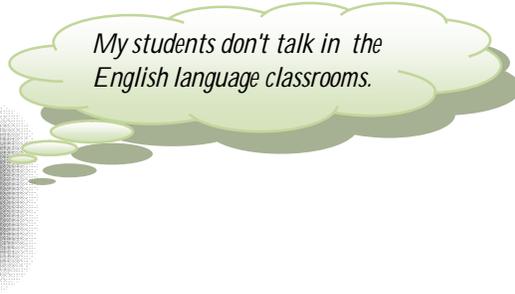
The existing way	The suggested way
<p>1- Listen and repeat. 2- Role play: work in pairs. Ask and answer. 3- Greet your partner.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Sally: Hello! I'm Sally. What's your name? Olga: Hi, Sally. My name's Olga. Sally: Nice to meet you, Olga. Olga: Glad to meet you , Sally.</p> </div>	<p>1- The teacher writes the text on the board and asks the students to read it aloud. 2- The teacher rubs some words and asks the students to read it again. 3- The teacher rubs other words and asks the students to repeat. 4- The teacher carries on doing so till the text is wholly rubbed and the students will have mastered the text.</p>

Second Year (page 13)

The existing way	The suggested way
<p>1- Look at the photo and read the title. Who is the article about? 2- Who sent the letter to the fan club? 3- Look the words up in the dictionary and write their definitions in your exercise book. (Words are given) 4- Now, translate them into your language. 5- Questions to elicit a grammar rule.</p>	<p>1- As a pre-reading activity, the students are asked to read the sentences (about the text they will read later) and decide whether they are true or false / to choose the right answer each time / competition between the students. They will have a reason for reading (reading for purpose). Example: *- Read the following sentences and write true or false. a- Britney was born in Florida. b- She is a singer. c- She was born in 1980. d- Etc *- Choose the right answer each time: a- Britney was born in - Florida - Louisiana - New York b- etc</p> <p>2- For the while reading, the students are asked to read and check your answers.</p>

Teaching Speaking

*- Working individually then in groups, Learners are asked to write suggestions / reasons for the following problem.



suggestions

- a-
- b-
- c-
- d-
- e-

*- Learners are given some suggestions to read them then decide whether they agree or disagree with them.

- a. Lack of vocabulary
- b. Lack of confidence
- c. Lack of knowledge / experience
- d. Lack of exposure
- e. Lack of encouragement
- f. Don't realize how much English they know
- g. Teacher doesn't insist on English being used in the classroom

*- Learners are invited to play the "Arguing Game": first, they are asked to classify the speaking problems above from more important to less important. They have to work individually. Then, they have to work in pairs and agree about the five most important speaking problems. After that, they have to work in groups and agree about the two most important ones. Finally, they have to report and they should be ready to argue if anyone of the other groups disagrees.

1- Criteria for Good Speaking Class:

*-Learners are given criteria for good speaking class (column A) and the explanation why it is Important (column B). They are asked to match each criteria in (A) with the corresponding explanation in (B).

A-Criteria for good speaking class	B- Reasons why
1- The teacher ... <ul style="list-style-type: none"> • should insist on learners speaking English in the class. • should accept answers tactfully, even if they are wrong. • Needs to pick language he chooses carefully. 	a- Derision increases hang-ups b- Everyone is in the same boat c- Practice makes perfect
2- The learners ... <ul style="list-style-type: none"> • Need to be tolerant of each other. • Should not laugh at each other. • Should make an effort to speak English. 	a- Decreases confidence if you know that every utterance will be corrected. b- Mutual respect – rudeness is unnecessary. c- Increases confidence. d- Student-student correction takes focus off the teacher.
3- The atmosphere ... <ul style="list-style-type: none"> • Should be relaxed • Should encourage everyone to participate. 	a- So that interaction encouraged b- To keep attention / prevent boredom c- To increase involvement.

<p>4- Correction ...</p> <ul style="list-style-type: none"> • It is not necessary to correct every mistake. • The teacher should not correct rudely. • Learners can correct each other. 	<p>a- If the learners feel relaxed they will feel ready to participate...</p> <p>b- They feel they are in a safe environment where they can experiment / make mistakes without being laughed at.</p>
<p>5- Activities...</p> <ul style="list-style-type: none"> • Should have lots of pair and group work. • Should include interesting topics. • Should be varied. 	<p>a- The learners get a lot of practice language input from each other.</p> <p>c- Learners are not put off giving answers and confidence is retained.</p> <p>d- Effective grading of language helps students to understand.</p>

2- Speaking Activities:

*- Working individually the in pair, learners are asked to write all what they know about the following words: *Drama , ranking , jigsaw activity , guessing game , problem-solving , role – play , information gap , projects , presentations , discussion.*

*-Working individually the in pairs, the learners are asked to match each speaking activity with its definition.

<p style="text-align: center;">A</p> <p><i>Students work in small groups. Student A is given the name of a famous person. The other students have to discover the identity Of student A by asking yes/no questions.</i></p>	<p style="text-align: center;">B</p> <p><i>Students work in groups with series of statements on a topic they have read about. Together they have to try and agree about each statement.</i></p>	<p style="text-align: center;">C</p> <p><i>The students prepare a radio news programme. They have to access to newspapers and they appoint an editor who is responsible for coordinating the preparation of the stories for broadcast. The programme is finally recorded onto tape.</i></p>
<p style="text-align: center;">D</p> <p><i>Students work in groups. Student A is given a strange story and an explanation of the background. Student A tells the rest of the group the story. The other students In the group ask questions to try to discover the story.</i></p>	<p style="text-align: center;">E</p> <p><i>Each student is asked to prepare a talk for three minutes on a hobby of theirs. They can't read from the prepared text.</i></p>	<p style="text-align: center;">F</p> <p><i>Students perform dialogues in a variety of different ways. They may also write short plays, using language they have recently learnt.</i></p>
<p style="text-align: center;">G</p> <p><i>The students are given a possible list of adjectives describing personality. In groups, they must agree on the three most important characteristics of a friend / a teacher / a souse.</i></p>	<p style="text-align: center;">H</p> <p><i>Students work in groups of four. Each student has a different section of an original text. Without showing the material to each other, they have to decide the correct order of the sections.</i></p>	<p style="text-align: center;">I</p> <p><i>The class has been studying illness and medicines. Students work in pairs. B is a patient who goes to the doctor with a health problem. A plays the role of a doctor, listens to B's symptoms and advises him / her.</i></p>

J
Students work in pairs or groups to share information in order to complete a task.

*- Working individually the in groups, the learners are given some speaking competencies for middle school students and asked to find the appropriate speaking activity (from the list above) to teach each.

Speaking competency	Appropriate speaking activity
1- can use original and simple sentences to start and maintain short ... conversation...on the range of familiar topics	
2- Ask questions about self, community, past experience and basic ...needs.	
3- Can use simple sentences with frequently used expressions in short exchanges on everyday, personal topics ... ask and answer questions about plans, suggestions and opinions.	
4- can tell a short story.	
5- can make a short, loosely connected informative presentation about a familiar or rehearsed subject.	
6- can make short rehearsed presentation on a topic pertinent to everyday life.	
7- talk about a famous person.	
8- talk about common illnesses	
9- can deduce the content of the text helped by a title, a picture, etc.	
10- can give his / her opinion.	
11- can talk about future plans.	
12- can talk about likes and dislikes.	
13- can give an end for a story.	
14- act out conversation they have just heard.	

*- Working individually the in groups, learners are asked to find other speaking competencies and give the appropriate speaking activity for each. (For speaking competencies, go to self- assessment or reminder in course books.)

Speaking competency	Appropriate speaking activity
1-	
2-	
3-	
4-	
5-	

3- Setting up speaking activities:

- *- The learners are asked to choose any speaking activity and show they used to teach it. They can work with their partners.

Teaching activity	Procedure

- *- The learners are asked to match each stage with its definition:

Pre -	Something to do after the students have done the speaking activity.
While -	Something to do before the students begin speaking.
Post -	Something to do when the students are speaking.

- *- The learners are given some steps to be classified in the table according to the stage they belong to:

- 1- Give the students time to prepare.
- 2- Get the students interested in the topic.
- 3- Think about how long the activity will take, the materials needed and how you will give the instructions.
- 4- Perhaps choose the best group to re-do the activity in front of the class.
- 5- Make sure the students know the aim of the activity. You can remind them of useful language (but be careful not to prescribe set phrases, or it will not be a free communication task).
- 6- Give the students feedback about their performance – who succeed in completing the task.
- 7- Monitor the students while they do the activity, but don't interrupt. They might ask you for help with language but encourage them to continue speaking so as not to break the flow of their speaking.
- 8- Think about what language the students will need to do the activity (grammatical structures, vocabulary, etc.) and any problems they might have.
- 9- Decide on the aim of the activity – What do you want your students to do and why? Remember that they must have a reason for communicating. For example, find out who in your group has the highest number of relatives.
- 10- Finally, focus on the language errors they have made.

Pre -	While -	Post -

- *- As a guided practice, each group is asked to plan the given speaking activities and – after 20 minutes – they have to teach the other groups.

Speaking activity	Course book	
Jigsaw activities	2 nd Year (page 57 / N 1)	
Information gap	1 st Year (page 72 / b)	2 nd Year (page 14 / N 2)
Guessing games	2 nd Year (page 9/ N 3)	
Presentation	2 nd Year (page 25)	1 st Year (page 148/ e)
Role play	1 st Year (page 43 / a)	
Problem solving	2 nd Year (page 61 / 1)	1 st Year (page 150 / a)

Teaching Writing

1- Writing a news report:

Level: Pre intermediate and above

Topic: Writing a news report

Objectives:

- to develop students' abilities to organize information and construct it into a text.
- to develop students' abilities to revise, redraft and improve their writing.
- to develop students' abilities to construct questions.

Source: British Council

Language forms: - The simple past: affirmative and interrogative form

1- Write up the headline.



- 2- Put the students into groups of three and ask them to predict the content of the story.
- 3- Let the students change the groups and compare what they think may have happened.
- 4- Give out a pile of about 10 or 15 slips of paper. Tell the students to write a question about the story on each slip of paper and give each one to you.
- 5- Give a task name for each member in the group:
 - a teacher: thinks of the questions
 - a writer: writes the questions
 - a runner: takes the questions to the teacher to get the answer for each.
- 6- As a teacher, write the answer in brief on the same slip of paper and give it back to the runner immediately.
- 7- stop when the students used all the slips of paper or run out of questions.
- 8- Tell the students to use the already collected information / answers to write a news report to go with the headline above.
- 9- Show them the common order for a newspaper report.

Headline → general information about event → more details
- 10- Tell them to group their information and write the report and make sure to include all the information from their questions.
- 11- As they finish, tell them to give their reports to another group.
- 12- As a teacher, give out the editor's checklist:
 - . Is the information grouped into logical paragraphs?
 - . Are the paragraphs in logical order?
 - . Is there any unnecessary information?
 - . Is any necessary information missing?
 - . Are there any parts that you can't understand?
 - . Are a lot of the same words repeated?
 - . Can more precise words be used?
 - . Is there too much repetition of linkers like and, but, etc ?
 - . Do all the verbs agree with their subjects?
 - . Have article (a / an / the) been used correctly?
 - . Have the correct verb forms been used?
 - . Is the punctuation correct?
 - . Have all the words been spelt correctly?
- 13- Ask the learners to use the checklist and write any comment or suggestion for improvement.
- 14- As they finish, tell them to give the report back to the original group who do the correction and produces the final draft.

- 15- Ask them to stick the reports on the wall and read all of them then decide which one is the best.
- 16- collect the students' slips of paper and do some error correction work.
- 17- Give the students authentic reports from internet or newspaper and tell them to compare them with theirs.
- 18- Give the students another headline and ask them to produce a report for the radio or TV.
- 19- Give the groups an authentic reports. The reports should be different. Each group should read the article and answer the other groups' questions. Then, the groups have to write articles using the already collected information.

2-Process writing approach:

*- Learners are asked to write the activities done in each stage and the purpose of each.

Stage	Activities done	Purpose
Prewriting		
Drafting		
revising		
Editing		
Publishing		

3-Process writing approach: advantages and disadvantages

*- Working individually then in pairs, learners are asked to write some advantage and disadvantages of using a Process Writing Approach.

Advantages	Disadvantages

4- Further study:

http://www.teachingenglish.org.uk/think/write/process_write.shtml

This is the BBC/British Council joint website from which today's lesson was taken. It provides useful teaching ideas for the different stages of process writing.

ELT activity

<http://www.eslcafe.com/ideas/sefer.cgi?display:913508202-12107.txt>

Writing process websites

http://www.kent.k12.ea.us/curriculum/writing/elem_writing/Bib/WritingProcess.htm

Assessment

1- What does assessment mean?

- *- The learners are asked to write down all what they know about ' assessment'.
Then, they have to share their ideas with their partners.

.....

- *- The learners are asked to complete the definition of assessment using: *parents / collecting / judgments / performance / communicate*

Assessment isinformation about the learners' in order to make on the and this clearly to Student or

2- Why do we assess students?

- *- Learners are asked to match the pairs so that they will have the main reasons of assessing students.

A

B

- To compare students with
- To measure students'
- To see if the students have met the...
- To help the students ...
- To inform students, educators, ...
- To assess the effectiveness of

- the teaching programme.
- learn.
- learning progress.
- parents of level and progress made.
- standard required.
- each other.

3- How do we assess students?

- *- The learners are asked to classify the following tasks in the table according to the way they are assessed: *BAC, role play, home work, BEM, project, monthly assessment, information gap, guessing game, tense, prepositions,*

Formally assessed	Informally assessed

A- Formal Assessment:**1- What is it?**

The students are generally assessed using formal tests.

2-What is a good test?

*- Learners are asked to fill in the gaps using the given words (on the right) to have the qualities of a good test. They have to work individually the in groups.

a- It should test what

b- It should students to learn what you want them to.

c- It should be for the students.

d- It should have, simple instructions which follow the same format as the text book and national curriculum.

e- It should be for the level of the students – not too easy , not too hard.

f- It should follow the format which is to the students from their lessons.

g- It should contain a variety of types and tests a variety of

h-It should fit well into the available in the class.

I- It should be to prepare, administer and mark.

J- It should have a clear which is clear to both teachers and students.

- 1- marking scheme
- 2- time
- 3- questions
- 4- suitable
- 5- motivating
- 6- has been taught
- 7- easy
- 8- skills
- 9- familiar
- 10- clear
- 11- encourage

3- Testing techniques:

*- Working individually them in pairs, learners are asked to read the questions below and write the question type next to each. Use one of the following question types: *jumbled paragraphs / multiple choice / jumbled dialogue / information transfer / odd- one – out / spot the mistake / matching*

1- You are lost. A stranger gives you directions. Read the directions and draw the journey That you take on the map below:

Go straight ahead till the traffic lights...turn left ...then take the next right and it's about 100 meters further on the right. just opposite the cinema.

2- Choose the best answer to fill the gap in the sentence below.

Circle the correct letter A, B, C or D.

It heavily yesterday.

A- rains B- rained C- has rained D- will rain

3- Look at the underlined sounds. Circle the word in each group which sounds different:

1. rough ough cough ough

2. hello o throw o now o though

4- There are five mistakes in the following paragraph. Underline each mistake

My friend peter is a very good foodbalist. He play football since he was about five and now he plays for Arsenal Juniors. His dream is to become a famous player like David Beckam and play for England on the World Cup. If he will work hard, I think he can do it.

5-Match words in column A with words in Column B to make a new word:

A	B
Letter	bike
Motor	cover
Hand	box
Bed	bag

6- Put the dialogue below in the right order by numbering the parts.

- | | |
|----------------------------|-------|
| Welcome to London, Ivan. | |
| Hello, Steve. | |
| No, I'm not. I'm Polish. | |
| Hi, Andria. This is Ivan. | |
| Hi, Ivan. Are you Russian? | |

B- Informal Assessment:

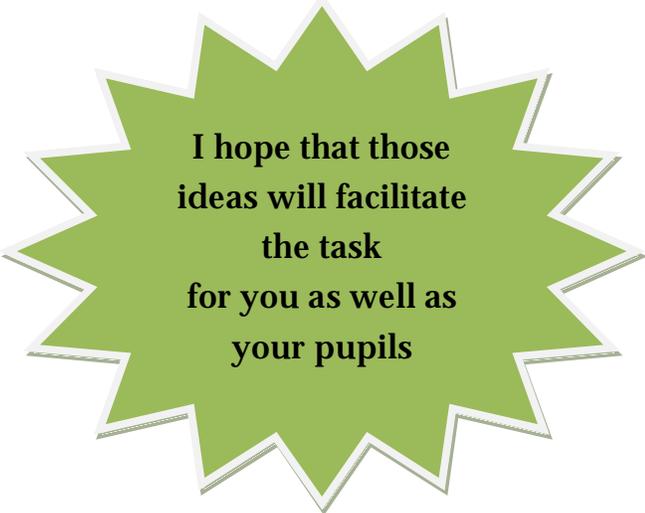
1- What is it?

It is to assess the students without formal tests.

2- How can you do that?

It can be done using:

- Observations
- Questions and answers in the learning session.
- Homework exercises (not marked)
- Observations of performance
- Projects (not marked)
- Role play
- Presentations to a group
- Learners' diaries
- Self assessment
- Counseling
-
-
-
-
-



**I hope that those
ideas will facilitate
the task
for you as well as
your pupils**

