

## The Anglo-Algerian Cooperation Training Teachers

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:

- \* - **Classroom language**
- \* - **Teaching receptive skills (reading and listening)**
- \* - **Teaching speaking**
- \* - **Grouping students**
- \* - **Eliciting and concept checking**
- \* - **Teaching large classes**
- \* - **Teaching mixed ability classes**
- \* - **Adapting the course book**
- \* - **Teaching writing**
- \* - **Assessment**

# 1-Classroom language

The teacher must be:

- 1-Facilitator
- 2-Monitor
- 3-Guide
- 4- Dominator

## 1 -Teaching Terminology

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

11-Learning training, 16-Students' centered activities, 14-Modeling lgge, 12-Choral drilling, 10-open pairs, 8-supported learning environment, 6-finger highlighting, 4-High frequency lexis, 2-Realia, 17-Learner strategies, 15-Teacher reflection, 13-Highlighting, Formulaic lgge, 9-facilitator, 7-concept check, 5-Instruction check, 3-Elicit, 1Monitoring.

.....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 .

.....8..... refers to real objects. For example, a teacher can bring in a banana, an apple, an orange to teach fruit.

.....9 .....is 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.

..... 2.....are words that occur often in discourse( and, therefore, important to students to get to know).

.....3.....are short(yes / no)questions you ask to make sure your students have understood your instructions.

.....4.....is where the use of your fingers as a visual way of highlighting language. For example, syllabus in a word or contractions

.....11..... describes a class room 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. When the teacher is a

.....15.....,s/he sets up activities that have been designed to help students practice language. The teacher" makes it easier" for learning to make place.

Asking.....10.....is a useful strategy for checking students' understanding of language.

.....17.....is teaching learners how best to learn. It includes encouraging them to think how they record vocabulary and hoe to continue their learning outside the classroom.

.....16.....is where two students exchange language across the classroom with the other students listening.

.....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.

.....18..... are activities where all the students are actively engaged and the focus is off the teacher.

.....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.

.....13.....refers to the teacher's ability to analyze areas for personal development and investigate ways for self improvement.

.....12.....is where you ask a student to repeat something. This can help them in the pronunciation of a word or a sentence.

.....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.

.....7.....are expressions learned as wholes and employed on specific occasions.

## **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. Yourmummy 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:

## **The classroom language should be:**

1-Appropriate to age .

2- More encouraging.

3- Appropriate to personality.

4- Graded

5- More constructive

6- Polite

## **3- Sequencing instructions:**

\*\*The teacher must select ,simplify and cohere the task given to his learners.

\*In what order these instructions should be given. ( see teacher training workshop page:5).

- a-Now, let's see.....(7).
- b-Here's an example.....(9).
- c)-Today,we are going to.....(1).
- d)He/She writes.....(5).
- e)-How much do you remember.....(2).
- f)-In your group.....(4).
- g)- Get inti groups of 4.....(3).
- h)-Ok.Is that clear.....(10).
- i)-Now,in the same groups.....(8).
- j)-students get into groups.....(6).

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

Example: "Famous People" game

#### **4- Giving instructions:**

**The instructions should be:**

\*- **Clear**

\*- **meaningful**

\*- **sequential**

\* **simple**

\*- For practice, trainees are given some instructions and asked to find the problem with each. They have to simplify each instruction using a less confusing language.( see teacher training workshop page.7).

1- Read the dialogue and answer the questions.

2-Look at the bill and how much do they cost?

-Listen to the dialogue and complete the bill.\*-

3-What do you think about the wearing of the animal skins?

4-Event in the past simple but descriptive in the present continuous.

5-Could you repeat the questions?

## **2-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)

\*- 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?

-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)

1-Why did the man go to see Djeha? .....because he faced a big problem.

2-Why were things terrible in the house? .....because there were a lot of animals and people.

3-Why did Djeha tell the man to buy and sell? .....because he wanted to show him that life was better than it is now.

4-Why was he happy at the end? -----because the situation became calm.

stage	aim
1-introduction	Activate schemata (prediction) Pre-teach Why-----because
Skimming	Understand gist
Scanning	Extracting(eliciting) specific information
Grammar follow up	Provide previous grammar knowledge(revision)

In what stage of the lesson would you use the following activities ? ( see teacher training workshop page:12).

Pre reading	While reading	Post reading
-arranging pictures in order - deducing meaning from context by matching items in the text with their definitions. - predicting the order in which picture from the story will appear. - brainstorming related to vocabulary	-Drawing or coloring a picture - Ticking off items in the list. - labeling maps or diagrams. - ordering a jumbled text. - predicting from ...first or last lines visuals, a key word or the title - True /false statements - Comprehension questions	- creating a time line of a story - correcting a summary - interviewing a character. -selecting a title for the text - casting film star to act the different characters - writing the diary of one of the characters - 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 ....

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?

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.

k-Do you know this person?

**2- A model for a receptive skills lesson:** ( see teacher training workshop page:14).

Pre reading	While reading	Post reading
- set scene - prediction - pre – teach vocabulary required for task completion	- set scene - prediction - pre – teach vocabulary required for task completion	text related task: role play , discussion , parallel writing

\*- Trainees 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.

### 3-Teaching Speaking

\*What can stop students speaking in the English classroom?

- 1- Lack of vocabulary
- 2- Lack of confidence
- 3- Lack of knowledge / experience
- 4- Teacher doesn't insist on English being used in the classroom
- 5 Lack of encouragement
- 6-talkative teacher
- 7-shyness
- 8-Don't realize how much English they know

**1- What makes a good speaking class:** ( see teacher training workshop page:59).

\*-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).

<b>A-Criteria for good speaking class</b>	<b>B- Reasons why</b>
1- The teacher... <ul style="list-style-type: none"> <li>• should insist on learners speaking English in the class.</li> <li>• should accept answers tactfully, even if they are wrong.</li> <li>• Needs to pick language he chooses carefully.</li> </ul>	a- The learners get a lot of practice language input from each other. c- Learners are not put off giving answers and confidence is retained. d- Effective grading of language helps students to understand.
2- The learners ... <ul style="list-style-type: none"> <li>• Need to be tolerant of each other.</li> <li>• Should not laugh at each other.</li> <li>• Should make an effort to speak English.</li> </ul>	a- Derision increases hang-ups b- Everyone is in the same boat c- Practice makes perfect
3- The atmosphere... <ul style="list-style-type: none"> <li>• Should be relaxed</li> <li>• Should encourage everyone to participate.</li> </ul>	a- If the learners feel relaxed they will feel ready to participate... b- They feel they are in a safe environment where they can experiment / make mistakes without being laughed at.
4- Correction... <ul style="list-style-type: none"> <li>• It is not necessary to correct every mistake.</li> <li>• The teacher should not correct rudely.</li> <li>• Learners can correct each other.</li> </ul>	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.
5- Activities...	a- So that interaction encouraged

<ul style="list-style-type: none"> <li>• Should have lots of pair and group work.</li> <li>• Should include interesting topics.</li> <li>• Should be varied.</li> </ul>	b- To keep attention / prevent boredom c- To increase involvement.
---	---

2- Speaking competencies (activities) for Middle School Students: ( see teacher training workshop page:60).

\*Trainees are asked to write all what they know about the following Terms: Drama / ranking / jigsaw activity / guessing game / problem-solving / role – play / information gap / projects , presentations / discussion.

\*- The trainees are asked to match each speaking activity with its definition.

<b>Types of speaking activities</b>	<b>description</b>
A- 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.	guessing game
B- 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.	discussion
C- 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 proramme is finally recorded onto tape.	projects
D- 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 as questions to try to discover the story.	information gap
E- Each student is asked to prepare a talk for three minutes on a hobby of theirs. They can't read from the prepared text.	presentations
F- Students perform dialogues in a variety of different ways. They may also write short plays, using language they have recently learnt.	Drama
G- 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.	ranking
H- 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.	jigsaw activity
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.	role – play
J. students work in pairs or groups to share information in order to complete a task.	problem-solving

**Which of the activities described on the previous page(60)could be used to develop each of these competencies:( see teacher training workshop page:61).**

<b>Speaking Competencies</b>	<b>Terms</b>
1- Can use simple sentences with frequently used expressions in short exchanges on everyday, personal topics ... ask and answer questions	Discussion - role – play

about plans, suggestions and opinions.	
2- Ask questions about self, community, past experience and basic ...needs	problem-solving- information gap
3- can use original and simple sentences to start and maintain short conversation...on the range of familiar topics	discussion
4- Can carry out a range of common functions( e.g: making plans, give opinions....)	ranking
5- ...ask and answer questions related to basic daily routines, self, family and home.	Discussion- role – play information gap
6- can sustain a short, unprepared description of what She/ He does and where She / He lives	presentations
7- can tell a short story.	presentations
8- can make short rehearsed presentation on a topic pertinent to everyday life.	presentations
9- can make a short, loosely connected informative presentation about a familiar or rehearsed subject.	presentations
10-Can adapt memorized phrases with limited vocabulary substitution.....	role – play- guessing game
11-Has memorized phrases and groups of a few words sufficiently well to be able to politely communicate in....everyday situations	role – play- Drama
12-Can expand memorized phrases using recombination	information gap- Drama

### 3- Setting up speaking activities:

Before you decide which kind of speaking activity to use in your class, it's important to decide if you want to focus

#### Controlled Activities

( drilling of set phrases or sentences)

#### Guided Activities

( students adapt a model dialogue)

#### Free Activities

( a communication task)

on Accuracy( precise-correctness)



- Fluency(production)

A Free Speaking Activity: :( see teacher training workshop page:62)

**B:** something to do **Before** the students begin speaking

**W:** something to do **While** the students are speaking

**A:** something to do **After** the students have done the speaking activity

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

Definition	Stage
B	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. 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. 5- Make sure the students know the aim of the activity. You can remind them

	of useful language
W	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.
A	4- Perhaps choose the best group to re-do the activity in front of the class. 6- Give the students feedback about their performance – who succeed in completing the task. 10- Finally, focus on the language errors they have made.

**Improvisation activity:** The trainer mimes and makes gestures in front of the trainees in order to guess the aim of the lesson and how to make the learners interact with (reason and cause) Why?.....because. (exchanges).

- A: Help me!                      B:Sorry.  
A:Why?                            B: I can't.  
A:Please.                            B:I said no!  
A:I'll pay you.                    B:No,I don't need it!  
A:Help me.                        B:I'm in a hurry!  
A:Please,my leg hurts.        B: Okay.  
A:Yes?                              B:Yes!  
A: Thank you.

## 4-Grouping Students

### 1- Interaction Patterns:

\*- The trainees 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.

\*- Trainees 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, trainees are asked to match terms in (A) with definitions in (B): (see teacher training workshop page:17)

A	B
1-Working individually means	6- Learners do something alone, eg, completing an exercise.
2-Open pair work	2- A pair of the learners does the activity in front of the class: giving feedbacks, a presentations , etc.
3-Closed pair work	1-Two learners work together on a task.
4-Group work	5- Three or more learners work together to complete tasks or carry out discussions.
5-Mingle activities are where	3- Learners walk around the classroom and talk to a specified number of classmates.

6-Whole class activities	7- teachers and learners are involved in the activity , eg, discussion, feedback, brainstorming.
7-Open class activities	4-Teacher tends to lead and elicit answers from individual learners.

**\*Advantages and disadvantages of grouping students:**

	<b>Advantages</b>	<b>disadvantages</b>
Working individually	-Less noise -More concentration -Self reliance -Self production	-Less production -Isolation -No communication
Group work	-Share ideas -Learner be confident -more relaxed -motivation -Learner is involved	-Weak learners rely on good ones -Too much noise - lack of concentration -Learners speak L1
Pair work	-peer teaching(the learners help each other)	-use L1 shift to an individual work -some learners dominate
Mingle	-funny -fruitful -helpful -motivating -speaking to different people	-noisy -difficult to monitor -learners speak L1
Whole class	-eliciting -make the Pps involved and motivated -make the shy Pps integrate the groups -to enrich ideas -make the Pps responsible -Pps feel more confident	-noisy - weak learners rely on good ones - some Pps shy and afraid

**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?

<b>Advantages</b>	<b>disadvantages</b>
-familiar -can work in groups of 4 Pps -easy to observe and control	-boring -crowded -mingling is difficult -always same pairs

### 3- 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.

4-Dealing with difficulties in pair and group work: :( see teacher training workshop pages: 20/21)

Difficulty	Solutions
1-Certain learners dominate the others.	C
2- learners are resistant because they worry about learning each others mistakes.	F
3-Some learners are shy or not confident about speaking.	D
4- The learners are of mixed ability.	A
5- The learners speak Arabic / French	G
6- the class becomes very noisy.	E
7- learners are not used to working together so they think it is not the right way to do things.	B

## 5-Eliciting and concept checking

### 1- Eliciting: Find out how much students know:

**Active pupils:** involve the students to participate.

**Responsibility:** the learner takes responsibility and a part.

**Self esteem:** the learners have high confident.

**STT:** the student talking time increase.

**Memorable:** the learners get less forgettable.

\*Trainees are invited to play " Backs to the Board" game. Two volunteers come and sit with their back to the board. The other learners are divided into two groups: each of them support a volunteer. The teacher writes a word or words on the chalkboard and asks the two groups to help their volunteer to guess the written word or words using mimes, gestures or by giving synonyms and opposites. The one who finds the word(s) gets the point.

Is the previous game " Backs to the Board" corresponds with ..... (b- eliciting)

a- predicting

b- eliciting

c- describing

### \*How can I elicit.....?

Through:- gestures - pictures - tell a story - mimes - say famous names

\*- Learners are asked to match each of the language items with the appropriate technique: ( p. 28)

Language	Technique
	c-Draw a picture on the board d-Show a picture - e-

1-living room	Give a definition / explanation
2-A paper handkerchief	b-Use gestures with hands, fingers or facial expressions c-Draw a picture on the board d-Show a picture
3-He met her ten years ago	a-Act out (gestures)
4-Hard – working	a-Act out (gestures) - b-Use gestures with hands, fingers or facial expressions
5-A film star	d-Show a picture - i-say famous names
6-to sip coffee	a-Act out (gestures) - b-Use gestures with hands, fingers or facial expressions
7- Fantastic	f-Say a word that means the opposite
8 -Cooker	c-Draw a picture on the board - d-Show a picture - e- Give a definition / explanation
9- Would you mind if I opened the window	a-Act out (gestures) - b-Use gestures with hands, fingers or facial expressions –g- Describe the situation
10- A civil servant	j-Say a word that means the same
11- angry	a-Act out (gestures)- b-Use gestures with hands, fingers or facial expressions c-Draw a picture on the board- f- Say a word that means the opposite
12- vegetable	c-Draw a picture on the board d-Show a picture -

\*- Trainees are asked find the best technique(s) to elicit the following words or expressions:  
tall -----banana-----thick -----quick -----dentist.

## 2- Checking learners' understanding:

### Asking Concept Questions:

\*- Trainees 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.

**a landlord** :someone who owns a house.

**a tenant**: someone who pays money (rent )to the landlord.

**a lodger**: someone who lives with land lord and pays money to him/her.

### 1-a landlord

- Does the landlord pay the rent?
- Does he receive the rent?
- Does he live alone?

### 2-a tenant

- Does the tenant own the house /land?
- Does he pay the rent?
- Does he live in the house?
- Does he live alone?

### 3-a lodger

- Does the lodger own a house/land?
- Does he pay the rent?
- 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?

\*\*\*\*\*e.g. - Columbus discovered America.

- Did Graham Bell discover America?
- Did Alexander Fleming discover America?

- Did Columbus discover America?

**\*\*Write concept questions to help learners understand the meaning of the following sentences:(page 30)**

<b>Sentence</b>	<b>Concept question</b>
1- I went to London	-Are you in London?
2- Would you mind if I opened the windows?	-Does the speaker know the listener?
3- She must have gone out.	-Is she here?
4- He should have set his alarm.	-Is he obliged to set his alarm?
5- I used to swim a lot.	-Do you swim now?
6- You don't have to smoke out.	-Is it necessary to smoke out?
7- Columbus discovered America.	-Did people know about America before?
8- Fleming invented penicillin.	-Did penicillin exist before?
9- He borrowed ten pounds from her.	-Did he take money from her?
10- She lent ten pounds to him.	-Did she take or give money?

## **6-Teaching Large Classes**

**How can you organize so many students at one time, teach them useful English, assess their progress.....and stay sane(without losing your mind)?**

- 1-Teacher personality must be a reflection.
- 2-Plan the group work using the seating plan(regular groups).
- 3-Have something ready to motivate(warming up) them.
- 4-Reward good behavior.
- 5- Use the demonstrations to involve your learners.
- 6-Economize your talking by using gesture and mimes.
- 7-Good lesson preparation helps you to dominate the class.

\*- Trainees are asked to watch the video :

Nick is teaching a large class (45 students) in China. He aims at developing speaking skills in the context of job interview. After the scene we remarked some observations:

- 1-Did the teacher (nick) use any solutions you hadn't thought of?
- 2- Is there anything you might have done differently ?

<b>EIGHT COMMON PROBLEMS</b>	<b>NICK'S SOLUTIONS</b>
1-Ss don't have a clear context to base their role-play on	Thinking about a man known before/ do you have the letter.
2-Ss don't have possible model.	Mr. Li is a model /introducing lexis
3-Ss don't know what language they can use.	I've already spoken English.
4-Ss don't have guidelines to structure their role-play.	Partnering
5-Ss don't have time to prepare what they will say.	Exchange ideas /share letters.
6-Ss don't know who to perform the role-play with.	Choosing a partner /impose names.
7- the teacher interrupts Ss while they are performing the role-play.	Not enough time.
8-Ss don't know if they have performed well or not.	Writing Qs / demonstrate.

## **7-Teaching Mixes Abilities Classes** :dealing with different levels of Students in the same class.

- What problems may occur in mixed ability classes?
- What strategies do you have for dealing with them?

**Work groupings:** Varying the way students work in the class will help meet the variety of levels in the class.

**Pair work:** You can pair strong with strong, weak with weak, or strong with weak. Perhaps in a very controlled activity, the strong with the weak will work well. In a freer activity, perhaps strong with strong will be of benefit. Variety in the pairings is the key here- and should also be sensitive to the general relationships between different students and learn to note who works well with whom.

**Group work:** These groups could be of mixed or similar ones. The weaker students will feel more able to contribute. Also, if the group is working with a set of information, divide the information between the students, forcing them to work together. You may consider dividing your class into groups by level for the whole lesson, enabling you to give a different level or number of tasks to each group.

**Whole class-mingles:**

A mingle activity involves students talking or interacting with many different members of the class in a short period of time in order to achieve a task. This means that any one student will work with students of different levels-experiencing stronger and weaker level of communication. This supports the weaker students and provides opportunities for the strong ones. The aim of these strategies is to create a positive working environment, which is all part of ensuring better learning.

\*Here is a sample dictation graded for 3 different levels

**Group 1** : ( middle ability learners)

The teacher asks the pupils to listen to paragraph and fill in the gaps.

**Group 2** : ( strong ability learners ) listen and write the paragraph.

**Group 3**: ( weaker ability learners ) listen and choose the right word.(3 words).

\*- Trainees are asked to read what is said by the following teachers and try to help each.

**1**-I have faster learners and slower learners in my class.

**What can I do?**

**2**-Some students have already done the grammar activity while the others are still working.

**What can I do?**

**3**-Some students have already answered the reading comprehension questions while the others are still working.

**What can I do?**

**4**-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?**

5-My pupils are doing pair work. Some students have already finished while the others are still working.

**What can I do?**

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

**8-Adapting The course book**

**Course books- pros and cons:** ( page 50)

Pros (+)	Cons (-)
<ul style="list-style-type: none"> <li>- Less preparation for teachers</li> <li>- Shorter text than previously</li> <li>- Better cultural references</li> <li>- Illustration are better now</li> <li>- More variety of structure</li> <li>- More varied activities</li> <li>- More student centered</li> <li>- Increased focus on writing</li> <li>- Self –check included</li> <li>- Support</li> </ul>	<ul style="list-style-type: none"> <li>-Too long</li> <li>-Over loaded files</li> <li>-Not related to their lives</li> <li>-No clear objectives</li> <li>-Lack of sequence</li> <li>-Lack of humor</li> <li>-Poor printing</li> <li>-Dull( not clear)</li> <li>-No work book</li> </ul>

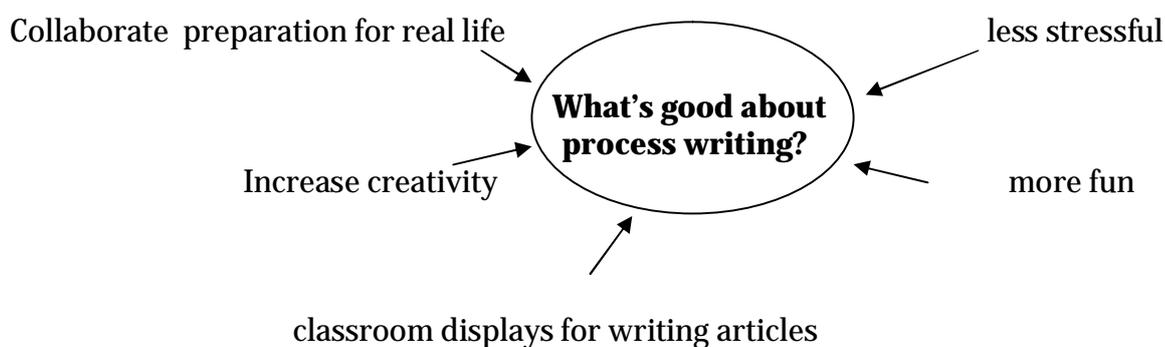
\*- Trainees are given suggestions for the previous problems. They have to read each and complete the table below: (page 52/53/54).

Problems	solutions
<p>1-Many topics in my course book don't interest my class. What can I do?</p>	<p>E-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. Elicit from class suggestions of topics to cover. For homework, they find and bring information to class. 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>2-All the units in my course book have the same format. This is very boring . Help!</p>	<p>A-Change the sequence in which things appear in the unit. If the units begin with 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. 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>3-The speaking activities don't relate to the real world. What would you advise me to do?</p>	<p>B-Substitute with every day situations your learners will be familiar with. 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. 3- Ask learners to relate course book contexts to their own experience.</p>
<p>4-The reading texts are out-of-date. Can you give me your advice?</p>	<p>D-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.</p>
<p>5-The dialogues in my text book are very unnatural, they only practice grammar points. Please, advise me.</p>	<p>G-Introduce characteristics of natural speech such as hmm, er , etc. 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.</p>
<p>6-The illustrations and texts don't relate to my learners' culture. Help!</p>	<p>C-Find illustrations from magazines which learners can relate to. 2- Use the texts and illustrations for cultural comparison. 3- Find alternative texts on the internet and the British Council Teaching English sites. 4- Ask learners to write their own texts. 5- Ask learners to make illustrations.</p>



		on weaker ss and develops team- working collaboration
revising	-Swap reports and check for language and content errors.	-Essential part of writing . -Training for future writing needs -Easier and more motivating to spot mistakes.
Editing	Return docs to original writer for changes.	-Encourage reflection on what is right /wrong and why
Publishing	-Put reports on wall and ss choose best one.	-sharing what has been written -Motivates students and develops an awareness for a specific audience.



## 10-Assessment:

- **What's an assessment?**

- It means collecting information about learners performance in order to make judgment about their learning.

### A- Formal Assessment:

- **What is it?**

- The students are generally assessed using formal tests

### B- Informal Assessment:

- **What is it?**

- It is to assess the students without formal tests

### Common mistakes:

- 1- tense(grammar)/(t)
- 2-punctuation (pc)
- 3-spelling (sp)
- 4-wrong word (ww)
- 5-word order(wo)
- 6-repetition(rp)
- 7-missing word(mw)

### -How can we deal with errors in writing? Mohamed's letter on page 74.

First of all, you must know about :

- 1-Level of the student.
- 2-cultural background.
- 3-exposure to L2.

4-syllabus fit.

**-Scale of evaluation:**

- Cohesion(how things stucked together) + coherence(C+ C)
- Vocabulary and grammar( V +G )
- Range(how much fluency)
- Task achievement( T A ): (has the ss does what you asked about)

**-Why do we assess ?**

- 1-To compare Ss with each other
- 2-To measure Ss achievement
- 3-To see if the Ss have met the standard required.
- 4-To help Ss learn
- 5-To inform the student's parents of level and progress made
- 6-To assess the effectiveness of the teaching programme

**-How do we assess students ?**

**1. formally**

BAC, role play, home work, BEM, project, monthly assessment, information gap, guessing game, tense, prepositions.

**2.informally:**

- Concept
- Role-play in class
- Home work
- Projects
- Observations

**-What makes a good test ?**

- Test what has been taught
- Encourage Ss to learn what you want them to
- Is motivating for Ss
- Suitable for the level not easy not hard
- Follows the format which is familiar to Ss
- Test variety of competencies
- Test the skill studied
- Is in a context
- Has answer key.

Dear colleagues,

I wish that the report presented will cater you by new information that help you to do the best and to cover the most important points you need in your teaching.

*" I'm waiting your comments and additions"*

***Reporter:*** KIDAR Dahmane

Slimane Amirat School -Djelfa