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Motto: Tell me and I'll forget, show me and I may remember, involve me and I'll understand. (Chinese proverb)

The Instinctive 2F Method: Edutaining **Hand-out for teacher training and a recipe for success**

"Students acquire language in only one way: if the message they get from the teacher is understood. This message is now called the comprehensible input"

Krashen, S.D. 1985. The input hypothesis: Issues and implications. New York, Longman.

"Language items are presented in situations in the classroom to ensure that their meaning is clear, and then practiced as structures by means of activities of sufficient variety to sustain the interest of the learner..."

Widdowson, H.G. 1987. The teaching of English communication. In: Brumfit, C.J., Johnson eds. 1987. The Communicative Approach to Language Teaching. Oxford, Oxford University Press

1. Activate techniques, games and when to use them in the lessons

"One major motivation in modern language learning is a desire for realism. Things done in the language classroom have to relate to real life out there beyond the classroom's box-like walls."

Al-Arishi, A, Y. 1994. 'Role-play, real-play and surreal-play in the ESOL classroom' in: ELT Journal48/4:337

"It is important to encourage students from the start to become sensitive to the way in which our built-in views of our own roles and those of others are defined and clarified through language. Throughout the day our roles are constantly shifting. At one moment we find ourselves in superior position ; at another we may find ourselves at the receiving end."

Maley, Alan; Duff, Alan.1990. Drama Techniques in Language Learning. Cambridge, Cambridge Univ. Press

Categories of activate techniques:

- A, Guided role-plays
- B, Free-talk role-plays
- C, Creative presentation and writing

Categories of games:

- A, Competitive
- B, Cooperative



- C, Lightning rod

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun"

Types of games:

Puzzle, charade, pelmanism (memo), drawing game, taboo game, category game, carousel, flash image, slow reveal, cline, noughts and crosses, tic-tac-toe, grid game, Kaali goddess game, matching, board game, reordering, jeopardy, domino, betting game, Catalan, Intercity, information gaps, bingo, chain stories, etc.

2. The main corpus of the lessons

“Language teachers have two different sets of content to teach: the grammar of the foreign language and the topics which serve to carry the specific items of grammar. These are the learning content (demo grammar) and the carrier content (focus topic).”

Medgyes, Peter. 1995. The non-native teacher. London, MacMillan Publishers.

A, How to teach focus topics

-What is the most important thing to do?

-We need to have a lexical set which we aim to teach during the lesson. An unspiced but still effective and 2f way of teaching the lexis is through visuals.

1st step: teacher presents the word with a visual

2nd step: Teacher has students pronounce it

3rd step: Teacher has students ask a question with the word; thus throwing it into application.

What aspects should we look at when teaching a new word?

-meaning, use, word grammar, pronunciation, spelling, register

B, How to teach grammar by demonstrating and visualizing

Scott Thornbury states that “A perfect example of a simulated product is McDonald’s Chicken McNugget. The executives at McDonald’s have determined that the authentic chicken, with its skin, gristle and bones, is simply not the kind of product that McDonald’s ought to be selling; hence the creation of the Chicken McNugget which can be seen as inauthentic, as a simulacrum. There is no “real” or even “original” Chicken McNugget; they are, and can only be, simulacra. (p. 10) To quote from the text of my talk: “Much of what is taught as pedagogic grammar is of equally doubtful authenticity. The skin, gristle and bones of language have been removed such that grammar exists independently of other aspects of language such as vocabulary and phonology). Moreover, the findings of corpus linguistics in particular suggest that pedagogic grammars only loosely reflect authentic language use and that “some relatively common linguistic constructions are overlooked, while some relatively rare constructions receive considerable attention. An enthusiasm for compartmentalization, inherited from grammars of classical languages, has given rise to the elaborate architecture of the so-called tense system – including such **grammar McNuggets** as the future-in-the-past, and the past perfect continuous, not to mention the conditionals, first, second and third – features of the language that have little or no linguistic, let alone psychological, reality. While attempts have been made to restore authenticity to grammar, such attempts have generally fallen on deaf ears. If some more recent course-books are anything to go by, grammar syllabuses are becoming less innovative and even more derivative”.

Thornbury, Scott. downloaded from http://www.thornburyscott.com/st_3.htm

“Explaining grammar is not English teaching... it is language appreciation and bears boredom”

Alexander, L. 1994. 'Grammar in the Classroom' In: Bower, R; ed. 1994. Applied Linguistics and Language Teaching. London, British Council

“Grammar teaching is not so much knowledge transmission as it is skill development”

Larsen-Freeman, D. 1991. 'Teaching Grammar' In: Celce-Murcia, M. ed. 1991. TESOL and TEFL. Budapest, Akadémia Kiadó

“In our eagerness to get our students to communicate, we frequently try to sweep grammar under the carpet... Grammar is being taught again not despite but because of the communicative revolution.”

Brumfit, Ch; Bowers, R. eds. 1994. Applied Linguistics and English Language Teaching. London, MacMillan

Passive	Present Perfect
Present tenses	Past tenses
Future tenses	Verb+ing or +to do
Phrasal verbs	Reflexives
If sentences	Sense verbs
Modals	Other grammar parts of English

3. Tools and vehicles for teaching: Pictures, realia, authentic material

A,

Our main vehicle to transfer the messages (the comprehensible input) is through pictures. Let us support the view of the overwhelming power of visuals.

“It is important to have as wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. The resources must include pictures. Pictures contribute to interest, motivation and a special reference point or stimulus.”

Wright, A. 1993. Pictures for Language Learning. Cambridge: Cambridge University Press

“Compared to L1 learners' rich learning environment. L2 learners may only have a classroom, a teacher, and books, with access to video, audio limited or nonexistent for many. All teachers have access to pictures, however and these can be a quick and easy way to bring other places and other people to class.”

Chan, Simon. 2009. 'Picture this!' In: Modern English Teacher 2009 Vol 17: 40

“Besides verbal explanations, it is a usual methodology to apply pictures for the teaching of new words. Huge advantage of these is that not even the minimal linguistic knowledge is necessary.”

Joachim, László. 2009. 'The methodology of teaching vocabulary' In: Modern Nyelvoktatás. 2009. 12: 26

B, Realia: *Mirror, postcards, photos, business cards, tickets, food, etc.*

C, Using authentic material

According to Gebhard (1996), authentic materials can be classified into three categories.

α. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

µAuthentic Visual Materials: slides, photographs, paintings, children' artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

∞Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Gebhard, J.G. 1996. TEFL: A Teacher Self-development and Methodology. Ann arbor: The University of Michigan Press.

4. Fundamental concepts of teaching

“Constantly motionless teachers can bore students, whilst teachers who are constantly in motion can turn their students into tennis-match spectators. Most successful teachers move around the classroom to some extent”

Harmer, J. 1998. How to Teach English. London, Longman

A

Listening, speaking, reading, writing	More demonstration, less explanation
STT>TTT	Demo grammar
Pre-teaching	Lesson planning
Visualizing	Using proper tools
Being energetic	Being practical
Being innovative	Being playful
Giving ‘fresh air’ of teaching for students	Exclusive use of target language

B, The 3 Ps and the three Fs

Presentation	Form
Performance	Function
Practice	Phonology

“A good presentation should be clear, efficient, lively, interesting, appropriate and productive.”

Harmer, Jeremy. 1991. Teaching and Learning Grammar. London, Longman

C, The roles of a teacher

“ The need for surprise and variety within a fifty-minute lesson is also overwhelming. If in a ninety minute lesson there are a number of different tasks with a selection of different tricks, the students are much more likely to remain interested.”

Harmer, J. 1998. How to Teach English. London, Longman

Manager, organizer, prompter, elicitor, assessor, participant, resource

Formalists are those who explain grammar and love structures and Activists are teachers who believe in teaching applicable language

Medgyes, P. 1995. The non-native teacher. London, MacMillan Publishers

-What roles should the 2f teacher take?

- **Activist, manager, organizer, prompter, participant and resource.**

Formalist? Absolutely Not

D, Error correction

“Error correction has to be done with the tact. The teacher has to measure what is appropriate for a particular student in a particular situation.”

Harmer, J. 1998. How to Teach English. London, Longman

“Making mistakes in language use is not only normal, but necessary to language learning.”

Edge, J 1989. Mistakes and Correction. London, Longman

Self-correction	Peer correction	Teacher correction
yes	Possible but with moderateness	DEC (delayed): No
		NEC (negative) :Noooo
		EEC (echo): Yes

E, Classroom management

Seating order: circle or U-shape (horseshoe)

Setting up tasks: clear aim

Calling students: randomly and always one specific student

Moving students: kinesthetics is highly important

Encouraging students: highly motivating (See Dörnyei and Csizér quote)

Praising students: very essential but make sure you do not over-praise.

Homework correction: The best way is to take the homework sheets from the learners and correct it outside the classroom and give it back to them the following session.

5. Where to get access to material

A, 2F2Giga

Systemized collection of material suited for 2f teachers

Thékes, I. ed. 2010. 2F 2Giga. 2f Iskola Publishing

Special thanks to Ágnes Básti, Cristina Boruga, Ildikó Darányi, Tamás Zettisch,

B, Currently suggested websites (30/10/2010)

www.matton.com	www.fotosearch.com
http://picasaweb.google.com/tomzettisch	www.teflclips.net
www.esl-flashcards.com	www.mes-english.com
www.bogglesworldesl.com	www.breakingnewsenglish.com
http://www.miguelmllop.com/index.php	www.esl-galaxy.com
www.teflgames.com	www.esiflow.com
www.puzzlemaker.com	www.englishclub.net
www.esl-lab.com	www.bbc.co.uk/worldservice
www.education-guardian.co.uk/tefl	www.letslets.com/teach_english.php
www.partnersinrhyme.com The best site for downloading sounds	a4esl.org/podcast The best register of listening text as of 2010.

http://www.factmonster.com/	http://marks-english-school.com/games.html It is rather an online ESL game site but on the basis of this you can plan your own fun activities in your classroom. Please, check it out.
http://www.usingenglish.com/ It is basically a modern collage of grammar tests. It is great for you BME-exam students.	http://www.esldiscussions.com/

6. Motivating students and getting them to continue

Ten Commandments for Motivating Language Learners

1. Set a personal example with your own behavior.
2. Create a pleasant and relaxed atmosphere in the class.
3. Present the task properly.
4. Develop a good relationship with the learners.
5. Increase the learner's self-confidence.
6. Make language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' self-orientedness.
10. Familiarize the learners with target language culture.

Dörnyei, Z., Csizér, K. 1999. Ten Commandments for Motivating Language Learners. Language Teaching Research

7. Lesson planning for Level 1 and Level 2

1st-5th minute: Revision and Warm-up stage

5th-10th minute: Tune-up stage (Prompts, general questions)

10th-25th minute: Focus Topic and Demo Grammar stage

25th minute-30th minute: Spice-up the lesson activity stage

30th minute-40th minute: Activate stage

40th minute-44th minute: Reading, books, exercises from course-books stage

44th minute-45th minute: Cool-down stage

8. The instinctive method in the TEFL canon

"A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning" (Nunan, 2003). Yet, given the diversity of learning

contexts and of learner styles, the concept of a “single set of procedures” seems obsolete. What has replaced “method”? Or, what “sets of beliefs” might inform the “post-method condition”?

<http://www.teachingenglish.org.uk/think/articles/methods-post-method-metodos>

“What is a method?”

What is it, after all, that defines a method? In their *Dictionary of Language Teaching and Applied Linguistics* (2002), Richards and Schmidt make the reasonable claim that ‘different methods of language teaching... result from different views of:

- a. the nature of language
- b. the nature of second language learning
- c. goals and objectives in teaching
- d. the type of syllabus to use
- e. the role of teachers, learners, instructional materials
- f. the activities, techniques and procedures to use’

Bell, David. Method and Post-method. Atóre they really so incompatible?” IN TESOL Quarterly 2003. Vol 37

The greatest advantage of the instinctive method besides approaching TEFL in a communicative way is that it takes the positive aspects of all the methods; thus becoming an eclectic method applied with visual and kinaesthetic techniques. Now we are looking at what parts are integrated into the range of the instinctive method from the different approaches

<u>Comprehension-based approaches</u>	<u>Production-based approaches</u>	<u>Humanistic approaches</u>
Total physical response (Asher)	Silent way (Gattegno)	Suggestopedia (Lozanov)
The natural approach (Terrell)	Sheltered initiation lang. learning (Bar-Lev)	Counseling-learning community lang. learning (Curan)
Delayed oral response (Postovsky)	Task based learning (Allwright)	
The lexical approach (Lewis)	The direct way (Berlitz)	
	Audio-lingualism (Skinner)	

Blair, Robert W. 1991. Innovative Approaches. In: Celce-Murcia, M., ed. 1991. TESOL AND TEFL. Budapest, Akadémiai Kiadó

In Western Europe and USA the dominant method is ESA (Engage, Study, Activate), basically a lesson plan-based method. However, we can accept the engage and the activate attribute of it, in a 2f instinctive lesson Study should not be laid emphasis on, and it should especially not be carried out with worksheet-centered pair-working.

9. Interaction (Teacher-student)

“Thinking time usually comes up in teachers’ room with a negative meaning, being the time that students sit there in thought before they find themselves able to say something about the topic they have been given. This can be uncomfortable for the listener, especially if they come from a culture where silence is less tolerated.”

Case, Alex quoted from <http://edition.tefl.net/idea/teaching/students-pausing>

A lot of TEFL professionals (Harmer, Thornbury, Case, Kaufmann) argue for the constant use of pair-work and group-work. Pair-working and group-working have their pros, however in the 2F school gap of silence or thinking time is not advocated. Pair-work, while teacher is monitoring, has the danger of students losing stimulus. Since students are stimulus-hungry and they expect a lot from the 2f teacher, it is best advisable to do activities involving group-work with the teacher being involved. Giving too much hinking time is not advised in a 2F classroom.

10. Level 1 (16 lessons, book package)

11. Presentation of the multimedia CDs

Turn to the 'multimedia' page

12. Level 2 (16 lessons, book package)

13. Lesson planning for higher levels

1st- 10th minute: Revision and Warm-up stage

10th-15th minute: Tune-up stage (Prompts, general questions)

15th-50th minute: Focus Topic and Demo Grammar stage

50th -60th minute: Spice-up the lesson activity stage

60th -75th minute: Activate stage

75th e-85th minute: Reading, books, exercises from course-books stage

85th -90th minute: Cool-down stage

14. Level 3 (16 lessons, book package)

15. Levels 4,5,6,7,8 (lessons, book packages)

16. Presentation of how a level 4,5,6,7,8 lesson should be taught

A, High level lesson when teacher adapts the coursebook

Example: Level 6, Unit 11. focus topic: Sell, media, adverts; demo grammar: relative clauses

Kay, Sue; Jones, Vaughan eds. 2001. Inside Out Upper Int. London, MacMillan

B, High level lesson when teacher omits the coursebook

17. Suggested focus topics for higher levels with natural companions

“Advanced students know a lot of English. Gone are the days when students could observe their progress almost daily. Sometimes, it may seem to them, they don’t improve that much or that fast anymore. We often call this the plateau effect.”

Harmer, J. 1998. How to Teach English. London, Longman

Focus topic (carrier content)	Demo grammar (learning content)
Describing people	Adjectives, nouns formed from adjectives
Social issues	Comparatives: the more...the more
Travelling and holidays	Future Perfect
Celebrations	Verbs+ing, verbs+to do
Different cultures in the world	Participle clauses
Environment	2 nd and third type of conditionals
Ages and stages in our lives	Past perfect
Jobs and working	Factitive
Science	Elliptic if sentences
Illnesses	Modals
Services	Adjective, verb+preps
Arts and entertainment	Sense verbs+ bare inf. or gerund
Media	Reported Speech
Extreme sports	Superlatives
Daily routine	Be used to, get used to
Everyday problems	In spite of the fact and other conjunctions
Parties	Requests: could, would...
City vs Country	Relative clauses
Rituals	Phrasal verbs
Telecommunications	Both, either, neither

18. Coping with reading material, coping with listening material

See 'teaching receptive skills' page

19. Testing

Level tests (placement tests)	Progress test
Mock exam (BME Hungary)	BME state exam (Hungary)
Course-ending exam	Recommended tutorials with individual students

Syllabi

Level 1

Lesson 1	To be, ABC, saying hi
Lesson 2	To be, adjectives
Lesson 3	Body parts, <i>this, these...</i> , my, your, his...
Lesson 4	Where?, prepositions of state
Lesson 5	Present Cont., why
Lesson 6	Numbers, calendar, parts of the day, when?
Lesson 7	For, from, to, with, me, you, him... , jobs
Lesson 8	Whose?, Progress test
Lesson 9	Mini-intros, time
Lesson 10	Can, cannot, colors
Lesson 11	How many, how much
Lesson 12	Parts of the house, family, <i>have got</i>
Lesson 13	Simple Present, always, never
Lesson 14	Simple Present, vehicles, days of the week
Lesson 15	Simple Past, lend, borrow

Lesson 16	Do, Don't
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Level 2

	1 st part(Mrs. Brown): Focus topic, demo grammar	2 nd part: Applied language
Lesson 1	Want, would like, how about	Invitations
Lesson 2	Prepositions of movement	Directions
Lesson 3	Clothes, simple Pr. Vs Present Cont.	Describing people
Lesson 4	Comparatives	Opinions
Lesson 5	Going to	Travel
Lesson 6	Simple Past	Airport
Lesson 7	Shopping, quantities of products	Asking favors
Lesson 8	Adverbs	Saying sorry
Lesson 9	Indefinite pronouns	Suggestions
Lesson 10	Bring, take, carry, get	Complaining in a restaurant
Lesson 11	Will/shall	Offering, requests
Lesson 12	Have to, must, should	Advice
Lesson 13	Pres perfect S, C	Warnings
Lesson 14	Pres Perf. C, may	I suppose, I doubt
Lesson 15	Past Cont.	Past regrets

Lesson 16	Love and hate, could	Could (2 meanings)
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Level 3

Focus Topic	Demo grammar
1. English Speaking Countries	Prepositions, <i>Free choice of grammar from the Lev 2 corpus for revision</i>
2. Family, Love, Daily routine	Present Simple, Cont.
3. Housing, Division of tasks	Past, Simple, Cont., used to
4. Meals and eating	Present Perfect, Countable, Uncountable nouns
5. Jobs, working	Modals
6. Shops and Shopping	Comparatives
7. Illnesses	If sentences (1 st , 2 nd type)
8. Restaurants	Revision
9. Travelling, vehicles and holidays	Future tenses (will, going to)
10. Environment, weather, pets	If sentences (1 st , 2 nd type, 3 rd type)
11. Education	Pronouns, both...and, either...or, neither...nor, so, such
12. Media	Present Perfect, Past Simple
13. Science	Passive
14. Sports	Relative pronouns
15. Entertainment	Question tags

16. Public holidays and celebrations	Asking and forming questions, Revision
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LEVEL 2 UNITS FROM BOOKS
(no more grammar book from 06/2010)

LESSONS	UNITS (GRAMMAR)	UNITS (VOCABULARY)
1	35, 5, 6, 7	
2	99-104	18 (14)
3	1~8	23, 30-32, 37
4	(59-61) 63, 86-89	
5	26-27	36, 41, 50
6	10-12, 24	12, 14, 35, 56
7	65-67, 110-111	43
8	84-85	19
9	77-78	39-40, 56
10	90-91	8-9, 51-53
11	28-29	12, 33
12	32-34	59
13	15-20, 94	
14	30	
15	13-14	57
16	31	34

Units in the Level 3 Supplementary books corresponding to the chapters of the syllabus

Vocab Book	Grammar Book
1 46	103-108
2 51,52	3-8
3 53-56	10-14, 36
4 63-64	17, 83
5 69-72	29-34
6 62	87-90
7 59-60	99-100
8 64	Revision
9 67-68, 89-92	25-28
10 65-66,88	99-100
11 82-83	81-82, 42
12 78-81	10-20
13 ***** no unit for science	21-22
14 74-75	101-102
15 76-77	*****no unit for tags
16 91-92	44-49

“As a new delivery medium, IVD should accommodate media based objectives, while taking language learning theories and pedagogy into account. The following is a list of possible instructional objectives in an IVD language learning lesson.


- Develop reading comprehension skills with the help of viewing video.
- Develop active use of the language by learning to imitate speech acts.
- Develop speaking skills in English by imitating pronunciation, stress, and intonation as well as extra linguistic components.
- Bring the learner as close as possible to a real conversational situation, and provide the learner with enough tools so that he or she can understand the conversation.
- Expose the learner to the culture of the language.
- Encourage students to become active listeners, guessers, predictors, and risk takers.”

Hsien-Chi, L. 2009. Practical consideration for multimedia use in EFL classrooms’ downloaded from https://calico.org/html/article_572.pdf

Level 1 and Level 2 system with the multimedia software

This is the procedure of teaching Level 1 and Level 2 classes taking a classical **Monday-Wednesday** group as an example. If it is a group of two halves (6-6 students) then the groups swap teacher and computer after 45 minutes applying the following system: **Half A starts** the Monday lesson with the **teacher** while **Half B** is at the **computers**; Half A of students will start Wednesday at the computer while Half B starts with the teacher.


Monday

1st-45 th minute	 <p>Computer part <small>u10858212 fotosearch.com</small></p>
Task	<p>Before the lesson in class :</p> <p>Words</p> <p>word games</p>




45th-90th th minute	<p>Teacher (communication)</p>  <p>omo0016 www.fotosearch.com</p>
Subject matter	1 st part of the lesson

Wednesday

1 st -45th minute	 <p>Teacher (communication)</p> <p>omo0016 www.fotosearch.com</p>
Subject matter	2 nd part of the lesson



45 th -90 th minute	 <p>u10858212 fotosearch.com</p>
Task	<p>Computer part</p> <p>After the lesson in class:</p> <p>unscramble</p> <p>spoken exercises</p> <p>fill-in</p>

“Incremental coursebooks like garlic, gypsy violins, sparking plugs are all right in their place...The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy just to sit back and operate the system, secure in the belief that the wise coursebook writers knew what was good for us. Unfortunately this is rarely the case.” (Swan 1994: 93)

Swan M. 1994. The textbook: Bridge or Wall? In: Bower, R; ed. 1994. Applied Linguistics and Language Teaching. London, British Council



BOOK PACKAGES

“The teacher can omit, replace, adapt or add to the coursebook”

Grant, Neville. 1987. Making the Most of your Textbook. London, Longman

-What is the best way to go about it for a 2f teacher?

Level 1 breakthrough

- 16 ENVELOPES, FOLDER
- 2 CDs (audio), HEAD-SET
- BUSTA WORDS 1'LIVELLO
- CD WORDS (audio)
- CD SCRAMBLE (audio)

Level 2 waystage

- 16 ENVELOPES, FOLDER
- – 2 CDs (audio), HEAD-SET
- ENGLISH VOCABULARY IN USE (elementary)
- CD WORDS (audio), CD SCRAMBLE (audio)

Level 3: threshold

- 16 ENVELOPES, FOLDER
- 2 Audio Cds, head set
- ENGLISH VOCABULARY IN USE (pre-int., intermediate)
- **+ ESSENTIAL GRAMMAR IN USE WITH MULTIMEDIA CD-ROM, RAY MURPHY, CAMBRIDGE UNIV. PRESS – red***

Level 4: basic proficiency

- SUE KAY & VAUGHAN JONES INSIDE OUT STUDENT'S BOOK + WORK BOOK(– INTERMEDIATE–
Orange)
- **ENGLISH GRAMMAR IN USE (intermediate)**

➤ CAMBRIDGE LEARNER'S DICTIONARY WITH Multimedia CD ROM

Level 5: advanced proficiency

- ENGLISH VOCABULARY IN USE (upper-intermediate)
- SUE KAY & VAUGHAN JONES INSIDE OUT STUDENT'S BOOK + WORK BOOK (Audio CD) – INTERMEDIATE – *blue*
- Treasure Box

Level 6: expert proficiency

English Vocab in Use-Advanced-grey
Upp-Int Inside out, Treasure box

Other essential memos

Minimal reading: We do not do text-based vocab teaching. Reading always comes after the teacher's presentation and students' performance. Reading is an important skill but since we are a communicative school, the speaking skill is highly favored out of the four skills.

More demo, less explanation: teaching words and expressions can be done through pictures, acting out, drawing, realia and games. Explaining one word can be acceptable but it should come as a last resort; in case you don't have or cannot use the above-mentioned tools

Lang. exam (Hungary): if you have students that want to take the language exam, make sure you satisfy their needs. Give them exam-specific homework that they should do at home and give it to you, which you eventually correct at home.

Student-orientedness: if a student of yours has missed a lesson, you have to call them.

Make-up: make-up lessons should be taught at a separate time or as a prolongation of the lesson. You can have make-up lesson for the whole group as revision or for individual students. A make-up lesson should not be shorter than 40 minutes.

Testing: At midterm have the students write the progress test; as the final part of the course students will take a final test (written, standardized test and an oral test)

Parents: if you have teenage students, keep in touch with the parents every two weeks in order for you to give them account of their children's progress



Positioning: Students should always sit in a round circle and never in a single file, so please arrive 10-15 minutes prior to the lesson, so you can rearrange the classroom and get technically prepared for the class. The teacher should stand most of the time.

A brand-new seating position idea is the V-form table arrangement. It gives more moving space and approach for the teacher. You might as well try it 😊

Main steps of the course the education department is in charge of



1: Level testing: done by the head-teachers

2 Creating the time-table and setting the starting dates of the course, which are done by the head-teachers

3 Opening session and 2nd session: Head teacher introduces the teacher

4 The course consisting of 36-39 sessions + 8 make-up lessons (Hungary)

5 At mid-term: progress test (prior to reference lesson)

6 At mid-term: reference lesson

7 Sign-up (answer) session: students can do 'prenotation'

8 Course-ending exam: standardized written tests and an oral exam

Teaching receptive skills

"Why do we assign slots in lesson plans, timetables and coursebooks to the teaching of reading? And why do such slots often consist of activities designed to practise the "sub-skills" of reading, especially skimming and scanning, but also predicting, selecting, inferring etc? Don't our students know how to read already? Have they never skimmed and scanned in their own language? Are they from Mars?"

Thornbury, Scott. 1998. *Beyond the Sentence*. London, MacMillan Publishing

"Reading is useful for other purposes too: any exposure to English is a good thing for language students. At the very last some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting, engaging acquisition is likely to be even more successful."

Harmer, J. 1998. *How to Teach English*. London, Longman

"It is essential that teachers have a knowledge of the reading process. This knowledge will provide the guidelines for the development of literacy instruction. These guidelines, then, can be used to develop classrooms where learners are actively involved in literacy activities that have meaning and application to the real world."

Haverson, Wayne W. 1991. *Adult Literacy Training*. In: Celce-Murcia, M. ed. 1991. *TESOL and TEFL*. Budapest, Akadémiai Kiadó

TAVI: text as a vehicle for information

TALO: text as a linguistic object

TASP: text as springboard for production



Reading skills

Pre-reading phase:

-pre-teaching vocab with pictures, realia, etc.

In-the-midst reading phase

Students take random turn as they read the text

Post-reading phase

Some simple ideas

- true or false questions
- questions related to the text
- gap-filling tests concerning the text proper
- reordering with pictures



Listening skills

“Listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister: speaking. For most people, being able to claim knowledge of a second language means being able to speak and write in that language. Listening and reading are therefore secondary skills -- means to other ends, rather than ends in themselves... Two views of listening have dominated language pedagogy over the last twenty years. These are bottom up processing view and top-down interpretation view. The bottom-up assumes that listening is a process of decoding sounds; the top-down suggests that the listener actively constructs the original meaning of the speaker. “

Nunan, David. 1997. Listening in Language Learning. The Language Teacher Online

Pre-listening phase:

-pre-teaching vocab with pictures, realia, etc.

In-the-midst listening phase:

They listen to the CD, podcast or youtube material

Post-listening phase: See *post-reading phase*

Where do we find listening material?

1. Inside Out course-books (ask your head-teacher for it)
2. Inside out workbook CD at the back of the book
3. Podcast on the net (see suggested websites)
4. youtube videos downloadable on www.savevid.com

When do we use listening?

1. Very rarely can it be a warm-up stage activity
2. It can often replace the reading stage
3. Listening can sometimes serve as spice-up the lesson stage activity.

Lesson planning

"For students, evidence of a plan shows them that the teacher has devoted time thinking about the class. It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect."

Harmer, Jeremy. 1998. *How to Teach English*. London, Longman

Here you will see a sample lesson plan and a blank lesson plan. Bear in mind that being flexible is a huge advantage of a lesson plan.

Teacher: Jerry Thekes	Date and Time: 06/06/2010
Class level: C (pre-int)	Expected No. of students: 6
Teaching aids: pictures, flashcards, realia, role-play cards, blue-tack, marker pens	Lesson duration: 90 minutes
Lesson: Level 3, Lesson 13	Focus topic: science; demo grammar: passive voice

Learner objectives: to be able to comfortably use new vocabulary related to science and to absorb passive	Teacher aims: Teaching passive in a demonstrated way
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Anticipated problems for students: To comprehend the structure of passive and why it is used	Anticipated problems and mistakes of teacher: Over-explaining the use of passive, teaching passive with too many tenses up to the point that learners get
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	discouraged
Solutions: Visualize the grammar point	Solutions: Make sure I teach grammar playfully and with fun and to involve each and every student

Procedure	Phase	Timing	Interaction (Teacher, student)
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<p><i>Warm-up activity:</i> I revise media vocab (the previous topic) with a flip puzzle game. As students flip the parts of the puzzle, they will progressively get the picture of an old radio</p> <p><i>I lead in the learners.</i> As the radio was an invention by Marconi, this image gives the class a signpost to the next topic: science and inventions. I ask my students to list some inventions and I ask some prompt questions such as "What do you think the most important invention has been the past 20 years?", Why was the telephone a great invention, etc.</p> <p>I teach new <i>vocab</i> with pictures (the frame for the amount of words is on the last page of the 2f book). Some of the words that need to be taught are: appliance, gadget, portable, remote controlled, <i>space related words, inventions, etc.</i></p> <p>I make sure that once I have presented the word, I have the students use it right away.</p> <p>The As a reinforcement activity, I put these inventions on a table in the classroom and I give out slips of papers with words on them. Students have to match the words with the pictures</p> <p>I use pictures of inventions such as: car, radio, sewing machine, vulcanized tire, etc. I also use portable realia like <i>cell phone, electric calculator</i> instead of just pics. Then I hand them out to the students. I also open up a box containing names of inventors such as Edward Teller, Bell, etc. Students have to match the inventions with the inventor. However, this is not a quiz class, so if they seem not to know them, I help them right away.</p> <p><i>Kaali goddess game:</i> I have each student stand behind me. On my chest the card "invented" is stuck. One student stands behind me with the invention in his right hand and the inventor in his left hand. We read out the visual sentence: "The lightning rod was invented by Franklin"</p> <p><i>The three-floor game:</i> I have a cross-section of a three-storey house. I cut up the three forms of irreg. verbs: choose, chose, chose</p> <p>Students have to place the inf. Form on the first floor and call it Mr. Choose, Mr. Chose goes onto the second floor (2nd form) and Mr. Chose goes onto the third floor (third form)</p>	Warm-up	5 m	T-S
	Tune-up	10 m	T-S
	Focus topic	10 m	T-S S-S
	Demo grammar	10 m	T-S
	Demo grammar	10 m	S-S

<p>I show them pictures downloaded from <i>mes-english.com</i>. In all these images, passive actions are seen. “The man is scratched by the cat” The boy is hugged by her mum”, etc. After presentation (only using present simple and pres. Perfect sentences), I show the pics to students who have to produce sentences. I help out just by giving the verb</p>	<p>Demo grammar</p>	<p>10 m</p>	<p>T-S</p>
<p>We listen to the Queen song entitled <i>Radio Gaga</i>. We do the gap-filling exercise with that.</p>	<p>Spice up the lesson</p>	<p>5 m</p>	<p>T-S</p>
<p>I give out <i>role-play cards</i>. There are two sets. One is that of inventor, the other one is that of reporters. ‘Reporter’ students interview ‘inventor’ students. I hardly intervene because at this stage fluency is the most important factor.</p>	<p>Role-play</p>	<p>15 m</p>	<p>S-S</p>
<p>We open <i>the envelope</i> at Lesson 13. Students take turn in reading the text. We also read the structures. I give them homework on page 100, ex 2. I also give homework from the English Vocab in Use book: U 81 ex 3 (Internet and computers)</p>	<p>Books, reading, practice stage</p>	<p>10 m</p>	<p>T-S</p>
<p>We revise the vocab and passive that we have covered this lesson. <i>Memo game</i> is applied for the vocab revision</p>	<p>Cool-down part</p>	<p>5</p>	<p>T-S</p>

Sample lesson plan format

Teacher:	Date and Time:
Class level:	Expected No. of students:
Teaching aids:	Lesson duration:

Lesson:	Focus topic: ; demo grammar:
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Learner objectives:	Teacher aims:
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Anticipated problems for students:		Anticipated problems and mistakes of teacher:	
Solutions:		Solutions:	
Procedure	Phase	Timing	Interaction

Lesson evaluation format

Teacher:	Observer:
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Date:	Place:
Level:	Lesson:

Aspects		Grades (1 - 10)	Comments
Direction and right track of the lesson (right lesson planning)			
Timing, timing of lesson stages, exercises			
Quantity and quality of material used			
Entertainment value, lesson atmosphere			
Dynamics and kinesthetics			
Classroom management	Proper teacher roles		
	Error correction		
	Grouping, moving students		
	Interaction with students		
	T talking time – S talking time		
	Board usage		
	Usage of prepared materials		
	Balanced S-S interaction		
	Motivating Ss		
	Handling differences		
	Ability to adapt changes		
Value of the activate stage			
Proper language suited to students' level			
Handling arising problems			
Overall impression			
Suggestions:			

12 TEFL BOOK YOU MUST READ BEFORE YOU DIE

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- Thornbury, Scott 2006 **An A-Z in ELT (Methodology)**. London, MacMillan
- Pinker, Stephen 1999 **The Language Instinct**. New York, Penguin
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