

Lê Văn Sự
Giảng viên Tiếng Anh
Trường Đại học Dân Lập Lạc Hồng

ENGLISH METHODOLOGY

PHƯƠNG PHÁP GIẢNG DẠY TIẾNG ANH

- Nội dung:**
- 📖 Giáo học pháp đại cương.
 - 📖 Giáo học pháp bộ môn.
 - 📖 Soạn giáo án, bài kiểm tra.
 - 📖 Đánh giá giảng dạy.

Dành cho: 📖 Sinh viên cao đẳng, đại học, sư phạm chuyên môn ngành Anh văn.



NHÀ XUẤT BẢN VĂN HÓA THÔNG TIN

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FOREWORD

This book as well as its name has revealed what we keep in mind when writing it.

First of all it is written for the students who are studying English at colleges of pedagogy and those who will engage in the English language teaching. Therefore, what they must know about this domain comprises the following key points:

1. The history of different language teaching methods, their strong and weak points (GENERAL METHODOLOGY).
2. The insights into the ways to teach the four language skills. (SUBJECT METHODOLOGY).
3. The skills necessary for their teaching profession.

All these above points are treated in 30 lectures. Each lecture focusses on a different area of methodology and covers a wide range of teaching skills and techniques for developing LISTENING, SPEAKING, PRONUNCIATION, READING, WRITING and TRANSLATION. Besides skills to use aids and materials, to design lessons and tests, to manage classes and to evaluate teaching also find themselves in these lectures.

We hope this will be a valuable material for those interested in this field. And because this is the first time to produce a course of this type, we would be glad to welcome any suggestions for the improvement and extension of later version.

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Teachers' College
Lac Hong University
Dong Nai Province

LỜI MỞ ĐẦU

Tập sách này cũng như tựa đề của nó đã hé mở điều mà chúng tôi quan tâm lúc biên soạn.

Trước hết sách được dành cho các sinh viên đang theo học tiếng Anh tại các trường sư phạm và những ai sẽ tham gia giảng dạy tiếng Anh. Vì vậy điều họ cần nắm được về lĩnh vực này bao gồm các trọng tâm sau đây:

1. Lịch sử các phương pháp giảng dạy khác nhau, những ưu khuyết điểm của chúng. (GIÁO HỌC PHÁP ĐẠI CƯƠNG).
2. Sự hiểu biết về các phương pháp dạy 4 kỹ năng ngôn ngữ. (GIÁO HỌC PHÁP BỘ MÔN).
3. Các kỹ năng cần thiết cho nghề dạy học của họ.

Tất cả các điểm trên được đề cập đến trong 30 bài giảng. Mỗi bài tập chú vào một lãnh vực khác nhau của giáo học pháp và bao quát một phạm vi rộng các kỹ năng và kỹ xảo dạy học nhằm phát triển việc NGHE, NÓI, PHÁT ÂM, ĐỌC, VIẾT và DỊCH. Ngoài ra các kỹ năng sử dụng học cụ, tài liệu, kỹ năng soạn bài dạy, bài kiểm tra, quản lý lớp và đánh giá giảng dạy cũng xuất hiện trong các bài giảng này.

Chúng tôi hi vọng đây sẽ là một tư liệu quý đối với những ai quan tâm đến lãnh vực này. Và bởi đây là lần đầu tiên cho ra mắt giáo trình thuộc loại này, chúng tôi hoan hỉ đón nhận những đóng góp để các ấn bản sau được hoàn thiện và bổ sung thêm.

LÊ VĂN SỰ
Trưởng Cao Đẳng Sư Phạm
Đại Học Lạc Hồng
Tỉnh Đồng Nai.

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Lecture 1: IDEAS ABOUT LANGUAGE & LANGUAGE LEARNING.

The way we define language will affect the way we teach it.

1. Language is a system:

- Language is a system of grammar and vocabulary.
- Learning a language is knowing the rules of that language.
- The *Grammar Translation Method* originated from this conception.

2. Language is a habit:

- Language is a set of habits which are conditioned.
- This definition is advocated by behaviourists.
- This idea came from Skinner's Behaviourism (rat training) and Pavlov's conditioned reflex.
- According to behaviourists, the association between stimulus and response followed by reinforcement leads to the formation of the habits needed for learning a language.
- It serves as a basis for the *Audio-Lingual Method*.

3. Language is what its native speakers say:

- Language is described as it is used in everyday life, not in rooms (language of traditional grammarians).
- Its advocate is Chomsky, a structuralist.
- Structuralism lays emphasis on the deep structure and the surface structure of the language (≠ Behaviourism).
- The *Cognitive Code Theory* took root in this linguistic trend.

4. Language is a socio-cultural phenomenon:

- This is the idea of Halliday and Malinovsky.
- You can only understand language by looking closely at its culture and society.
- This leads to the *Situational Method*.

5. Child Language Acquisition:

- An infant has the capacity for learning a language thanks to the *Language Acquisition Device*.
- The development of language learning depends on the child's age or maturation of that instinctive capacity.
- When a child is about 6 years old, he reaches a period when he has acquired complete understanding of everyday utterances and complete speech habits of the language.
- The *natural or direct language teaching method* was worked out from this way of learning.

6. Second Language Acquisition

- A school child learning a second language follows the same natural sequences but the sequences are independent of his mother tongue (= first language).
- The first language has some influence on his learning but he has tendency to reduce unnecessary redundancies.

Review Questions.

1. What is meant by "Language is a system?"
2. What is "language acquisition device?"
3. Can a schoolchild learn a second language exactly the same as a child learns its mother tongue?

4. Why should the learner of a foreign language know about the culture of the people who speak that language?
5. What are some of the findings in the psychological sciences that are applicable to language teaching?

Lecture 2: SOME BASIC PRINCIPLES OF LANGUAGE TEACHING.

The teacher should take the following principles into consideration when teaching:

1. Learning is more important than teaching:

- The teacher should use different materials, methods and techniques to help the student learn effectively.
- Don't give the same things all the time.

2. Don't tell the students what they can tell you. They need the practice, not you:

- Give students opportunities to elicit the language.
- Encourage students to make guesses and to work out rules.
- Teacher should not do most of the talking.

3. Teach the students, not the book:

- Students should have priority over the text.
- Prepare supplementary exercises if necessary.
- Repeat the lessons for the sake of students' understanding when necessary.

4. Vary what you do or teach:

- You can rearrange the parts of a lesson.
- You can teach a reading text in different ways.
- Introduce alternative activities.

- Vary the techniques.

5. Make students enjoy learning:

- Give fun to the language learning.
- The more fun you give the students, the better they will learn.

6. Have students work in pairs and in groups:

- Pair and group work encourages students to share ideas and help each other.
- The teacher must give clear instructions about what to do and when to start and stop.

Review Questions.

1. What are some basic principles of language teaching?
2. What is meant by:
 - a/ Learning is more important than teaching.
 - b/ Teach the students, not the book.
 - c/ Vary what you do or teach.
 - d/ Make students enjoy learning.

Lecture 3: HISTORY OF LANGUAGE TEACHING METHODS – part 1

I. GRAMMAR TRANSLATION METHOD

A. FEATURES:

1. Emphasis on teaching grammar.
2. Language learning is considered as an intellectual activity or a mental training.
3. Memorization of facts and rules.
4. Translation from and into the target language.
5. The first language (mother-tongue) is used as the reference system.

B. CRITICISMS:

1. Little emphasis is laid on speaking and listening.
2. There is a great deal of emphasis on knowing long rules, technical grammar terms and useless sentences.
3. Grammar is taught as an end, not a means.

II. DIRECT METHOD (Gouin, Berlitz Schools) 1880-1940 's

A. FEATURES:

1. Use of the target language as means of instruction and communication in class.
2. Avoidance of the first language and translation.
3. Standard procedure is presentation of a written story, explanation, questioning, and reading aloud.
4. Stress on good pronunciation.

5. Emphasis on "here and now" (confined).
6. Grammar rules are discovered.

B. CRITICISMS:

1. It is good at the beginning.
2. How to safeguard understanding without referring to the first language.
3. It is difficult to explain abstract ideas.

III. AUDIO-LINGUALISM (Fries, Lado, Skinner) 1942-1960's.

A. FEATURES:

1. It is based on the linguistic and psychological theory of *Behaviourism*.
2. Separation of 4 skills.
3. Primacy of Listening and Speaking over Reading and Writing.
4. Use of *dialogues* for presentation.
5. Emphasis on *mimicry*, memorization and drills.
6. Use of language lab.
7. Language learning = habit formation.
8. Repetition to build up the habit has nothing to do with intellectual.
9. Language is what a native speaker says.
10. Teach the language, not about the language.
11. Idea of *contrastive analysis*. The first language is habit. The second language is also habit. There is language interference. Find out what is different or where students have problems.
12. Grammar rules are not explained.

B. CRITICISMS.

1. *Strong points:* it makes the language accessible to all kinds of people. The technique introduces choral practice.
2. *Chomsky's viewpoint:* Students can't learn only by listening. Behaviourism is a failure because there is deep and surface structure.

IV. COGNITIVE CODE THEORY (Carrol) 1965 - present:

A. FEATURES:

1. Based on Chomsky's idea.
2. Conscious acquisition of language as a meaningful system.
3. Basis in cognitive psychology and *transformational grammar*.
4. Language learning is not chiefly *habit formation*.
5. Intellectual understanding of language as a system.
6. Emphasis on *rule learning, meaningful practice, creativity* (similar to the grammar translation method but meaning is emphasized: transformational grammar.)

B. CRITICISMS:

1. Teachers find it difficult to make his teaching more lively with this method.
2. It requires a lot of creativities from the teacher to make meaningful exercises.
3. It is too intellectual and abstract, not suitable for slow students or people in large classes.

Review Questions.

1. What implication does each of the following features of the audio-lingual method have?

- a/ Primacy of L and S over R and W.
 - b/ Teach the language, not about the language.
 - c/ Emphasis on mimicry, memorization and drills.
2. What are the ultimate aims of the direct method? Can this method achieve these aims with all types of students?
 3. What, in your opinion, are the weaknesses of the Grammar Translation Method?
 4. Describe the Audio-lingual Method.
 5. Compare the Grammar Translation Method, the Direct Method with the Audio-lingual Method.
 6. Is the learning of a language, in your opinion, simply the acquisition of a set of habits?
 7. In what respect does the first language learning differ from the second/ foreign language learning?

Lecture 4: HISTORY OF LANGUAGE

TEACHING METHOD – part 2

I. SITUATIONAL METHOD (Halliday & Malinovsky)

A. FEATURES:

1. Each lesson is centered on a situation e.g. at a shop, at a restaurant.
Malinovsky: "Language is only intelligible when it is placed within its context of situation." Audio-lingual students don't relate their learning to reality.
2. Lessons are structurally graded according to their complexity. Grammar is still important.
3. Use of drills, pretures, actions, mime (teaching aids).
4. It paves the way for the *communicative approach*.

B. CRITICISMS:

1. *Strong points*: It establishes good meaningful sentences and real-life situations (selective approach).
2. What's in class is different what's in life.
3. How many situations can you teach?
4. It is difficult to grade situational grammar. The situations are often artificial. And good structures do not necessarily lead to communication.

EX: Have you got a fire?

a match?

light?

5. Knowing language is not the same as using language. *Halliday* improves this method by stating that in order to master a foreign

language, a student must learn how to form correct sentences, how to know the meaning and must have a knowledge of use.

II. FUNCTIONAL/ NOTIONAL SYLLABUS or METHOD (Wilkins, 1973).

A. FEATURES:

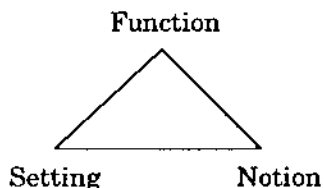
1. Contribution to *situational method*: grading situations and listing uses.
2. Focus on *the use of language*, on *speech act* which is designed by *function*, *setting* and *notion*. This will be conducive to the *communicative approach*.

Ex: Where's Dad?

(setting: at home

function: asking for information.

notion: location)



Notes: * Notions are semantico-grammatical categories (ex: future time, size, location...).

* Functions are communicative actions. (ex: greeting, giving advice...).

* Structure is a means to an end (grammar and function).

3. Special syllabuses are designed for special aims (English for engineers, travel...).
4. Language learnt can be used immediately.

B. CRITICISMS:

1. *Strength*: It is also a selective approach. Functions are chosen to suit the learner's need.
2. We can't predict which structures people use to describe a certain function.
3. No generalization, no grammar rules, no accuracy.

III. COMMUNICATIVE METHODOLOGY (Johnson, Brumfit, Widdowson, 1980).

A. FEATURES:

1. Improvement of situational and functional methods.
2. Based on research in communication and information processing.
3. The aim of language teaching is *communicative competence* (= ability to communicate) and *linguistic competence* (= ability to produce grammatically correct sentences).
4. Emphasis on speaking, on language use (not usage) and on speech act (function-notion-setting).
5. Structure is a means to an end.
6. Information gap in exercises. If we already know something, there will be no communication.

Ex: A. How old is your child now, B?

B. He's 2 years and 10 months. (stop).

He's two. A. And how many months?

B. Ten

He's three next birthday. A: When is his next birthday?

B: In two months' time.

7. Work in pairs and in groups. Making mistakes doesn't matter.

B. CRITICISMS:

1. *Strengths:* Classroom interaction: Teacher-centered, student-centered interaction. Student is the key role of the classtime.
2. Not all communication is taught. (social interaction, friendship, jokes...).
3. In practice, students often work in pairs. They fail to develop accuracy because of this principle: "Mistakes are not always a mistake. Interruption leads to loss of confidence."

Review Questions.

1. How do you understand this saying: "Language is only intelligible when it is placed within its context of situation" (Malinovsky).
2. What are the criticisms relating to the situational method? How does Halliday improve it?
3. In what ways can we say that the functional/ notional syllabus improve the situational method?
4. According to the communicative approach, what is the aim of language teaching? What does it emphasize?

Lecture 5: TEACHING LISTENING –1

This is the most difficult skill to acquire. It requires students a lot of practice.

I. TECHNIQUES FOR TEACHING LISTENING.

1. Introduce the topic beforehand, so that students are able to predict what they might hear.
2. Divide the listening into stages:
 - Students listen for main idea.
 - Students listen again for details.
3. If the listening text is long, divide it into sections, and check comprehension after each section.

II. TWO WAYS OF HELPING TO FOCUS STUDENTS' ATTENTION DURING LISTENING.

1. Give a simple listening task, e.g. a table of information for students to complete as they listen.

Ex: The trainer will talk to you about himself/ herself. Listen and write notes in the table.

Hometown	
Brothers/ sisters	
Children	
Interests	
Holidays	

2. Give one or two guiding questions before the listening; students listen and find the answers.

Ex: You will hear a text about someone's childhood. Listen and try to answer these questions:

1. Where did he stay?
2. What does he say about: the river? his bicycle? the fruit trees?

III. USING A CASSETTE RECORDER FOR INTENSIVE LISTENING.

1. Play the whole text and check general comprehension.
2. Play part of the text again, pausing after particular remarks to see if students could "catch" what was said. If necessary, rewind the cassette a little way and play the remark again.

Review Questions.

1. State the techniques you use to teach listening.
2. How can you focus students' attention during listening?
3. In what ways should we use the cassette-recorder for intensive listening?

Lecture 6: TEACHING LISTENING -2

I. Introduction

Listening comprehension is an important part of the language learning process. It is important to be able to develop the skills needed to understand what is being said, both generally and specifically. Students need to practise listening as part of their development of the four skills.

Here are some suggestions for preparing and teaching listening comprehension in your class.

II. Before The Class

Please remember that listening comprehension is used to practise vocabulary and structures already introduced. Do not introduce new items which cannot be understood from the *context* itself.

1. practise reading the text. Make sure that you understand the meaning of the text. Try to practice with correct intonation and stress. As you read try to keep 'meaning units' together:

e.g. John went for a walk in the park

(If you are reading a dialogue try to use two different voices for the two characters. Keep your voices consistent throughout the reading).

2. prepare your questions to elicit responses from the students about the text, in the pre-listening activity stage.
3. prepare a task for the students to do while they are listening to the text and a task for them to complete after they have finished listening.
4. If you are playing a tape find the right place on the tape so you can begin immediately in class.

III. In the Class

Please remember the following:

1. Do not talk to the blackboard. The blackboard will not answer! Your students can understand you better when they can see your facial expression and your lips.
2. If you are playing a cassette tape, this will be more difficult for your students to understand because there are no non-verbal cues to help them (the shape of the mouth, facial expressions, hand and body gestures.)

A/ Pre-Listening Activity

Introduce students to the general content and vocabulary of the listening comprehension. This helps to establish the context and is called PREDICTING.

For example, if you are going to ask the students to listen to a dialogue between a doctor and a patient, tell the students:

You are going to hear a conversation between a doctor and a patient.

Where are they?

What are they going to say?

B/ While-Listening Activity

1. remember: if the text is difficult you should read slowly and clearly.
2. read or play the text all the way through once. Ask the students: What did you hear?
3. read or play the text again. If it is difficult or too long, read or play it in sections such as paragraphs, giving students time to complete the task.
4. after the students have heard the text again ask them to form pairs or groups to *reproduce* as much of the text as they can remember. This will give them the chance to self-correct and help each other recall vocab and structure.

5. *some common listening tasks:*

** True/ False Sentences*

a/ Write some true/ false sentences about the text on the blackboard.

NOTE: If you write these sentences before the PREDICTING activity make sure they are covered up so that the students cannot see them.

b/ Students read the sentences before they listen to the text the second time, and while they listen they decide if the sentences are true or false.

c/ Ex: Northern textbook, Tieng Anh 10, Lesson 19

Every morning we get up at 5.30. (T)

We have breakfast at 6.30. (F)

We have lunch at 11.00. (F)

** Vocabulary Ring*

a/ Write the important vocabulary items on the blackboard for students to copy down. As they hear the words in the text they can tick/ mark/ cross them from their ring.

b/ Example:

	cows	
pigs		milked
horses		cattle
	oxen	

** Total Response (for beginners' classes)*

a/ Ask the students to make a physical response to the text if it is relevant.

b/ Ex: Doctor, I have a pain in my chest. The students point to their chests and grimace (a facial expression showing pain).

C/ After Listening (Post Listening Tasks)

a/ As mentioned before students can form pairs or groups to reconstruct (build) the listening text by

- oral discussion
- teacher questions (5 would be a maximum number)
- writing questions about the text for another group to answer.

b/ e.g (Northern textbook, Tieng Anh 10, Lesson 23)

The teacher or the students can make the questions such as:

Can Mrs Blake's son speak Vietnamese?

Does he speak Russian?

What sport does he play?

c/ e.g (The Southern textbook, English 12, Unit 3)

The teacher or the students can make the questions such as:

What is gravity?

What happens when you are in space?

Does water run downhill?

Review Questions.

1. What is the role of listening in the language learning process?
2. What should the teacher do in each of the following stages?
 - a. the pre-listening stage.
 - b. the while-listening stage.
 - c. the after-listening stage.
3. Give some common listening tasks together with illustrative examples.

Lecture 7: TEACHING LISTENING –3

I. Guiding Principles

The following guiding principles are important to keep in mind when teaching listening:

The listener is an active participant in the communicative interaction.

- The listener has a purpose for listening.
- The listener draws on background knowledge to understand and shares that knowledge with the speaker.
- The listener makes predictions or guesses about the content of the message.
- The listener uses context and non-verbal clues to guess meaning.
- The listener uses knowledge of language (e.g. vocabulary, grammar, intonation) to clarify meaning.
- The listener comprehends the message without understanding every word.

The teacher's goal is to train active listeners.

- The teacher's main purpose is to teach listening skills not to test them.
- The teacher's own language should be clear and comprehensible.
- The teacher should give learners a reason or purpose for listening.
- The teacher should encourage learners to take risks or make guesses.
- The teacher should provide learners with focused listening tasks.
- The teacher should adequately prepare learners for what they are about to hear.

- The teacher should provide learners with listening strategies (e.g. recognizing repetition and rephrasing, prediction, making use of intonation, stress, and pauses).
- The teacher should integrate the teaching of listening with other skill areas.

II. Application of theory to practice

CLASSROOM PRACTICE	UNDERLYING THEORY
<i>Overview of the listening lesson</i>	
1. The listening lesson is divided into three stages: pre-listening, while listening and post-listening.	1. Students must be adequately prepared for the listening task before listening. Once they have listened to the passage there should be follow-up tasks.
2. All three stages of the listening lesson use the same context.	2. The context helps students comprehend and reinforces learning.
3. The task for each activity is clearly set.	3. Students need a clear purpose for listening.
<i>Pre-listening stage</i>	
1. The teacher presents new vocabulary using picture cues.	1. Using pictures to present the key vocabulary can help the teacher to minimize the use of Vietnamese in the classroom.
2. S/he has the students listen to and write the new vocabulary words.	2. Having students write the words and listen again to the pronunciation reinforces the learning of new vocabulary.
3. The teacher uses a game-like activity.	3. With younger students, games are a motivational way of learning.

4. The teacher reviews grammatical patterns the students already know.	4. These are key patterns in the listening passage. Reviewing them will assist the students in their comprehension. It also serves to recycle vocabulary that occurs in the listening passage.
5. S/he presents a new grammatical pattern.	5. This pattern occurs with frequency in the listening pattern. Because it is new for the students, it is necessary to highlight it before they hear the passage. Vocabulary is recycled in this step of the lesson as well.
6. Students read sentences describing the picture.	6. This activity previews both vocabulary and structures that occur in the passage.
7. The students make predictions about things that will happen in the tape they are about to listen to.	7. Good listeners make predictions. When they listen, students can check the accuracy of their predictions. This helps them to listen in a focused way.
<i>While-listening stage</i>	
1. The teacher gives clear instructions for the listening task. Students then listen to an alternate form of the instructions on the tape as they read along in the textbook.	1. The students understand the task and are given a reason for listening.
2. The teacher plays the tape and asks students to number items in the order they hear them while looking at a picture.	2. For the first listening, the teacher should give students a simple task such as sequencing. The picture provides visual support and assists student comprehension. They are listening only for the main ideas of the passage.

3. The teacher plays the tape again. This time, students listen closely to the words and fill in missing words in a partial transcript of the passage. Vocabulary is provided.	3. Having a partial transcript helps students to better understand the rapid native-speaker on the tape. In this activity, students focus on details in the passage. Giving the students the missing words lowers their anxiety and makes them more eager to complete the activity.
<i>Post-listening stage</i>	
1. The teacher builds on the context from the listening passage.	1. Students need constant reinforcement of language skills.
2. The task relates to students' own life and experiences.	2. This helps to motivate students.
3. Students are put in pairs to perform the task.	3. Performing this task in pairs makes both students active participants in the interaction.
4. Vocabulary is provided.	4. This helps to decrease the anxiety level of the students. They will feel more free to speak in English.

Review Questions.

1. State what we should do in:
 - a. the pre-listening stage.
 - b. the while-listening stage.
 - c. the post-listening stage.
2. What theories underlie these listening activities?
3. What are the guiding principles for teaching listening?

Lecture 8: TEACHING DIALOGUES/ SPEAKING -1

I. PRESENTING THE DIALOGUE

To help students understand the dialogue, the teacher can:

1. Give the situation of the entire dialogue simply and briefly in the foreign language if possible pointing to objects or pictures and pointing to each of the figures as he tells what each one is saying.
2. Teach new words and expressions through association with pictures, real objects or gestures before saying the dialogue.
3. Give the native language equivalent, not word-for-word translation of each utterance.

Ex: What on earth are you so lazy!

Lười đâu mà lười thế!

What became Mr. Wilson?

Bây giờ ông Wilson làm gì?

4. Explain the situation briefly in the native language if it is necessary.

II. PRACTISING THE DIALOGUE.

To help the students say the dialogue with reasonable fluency, you may wish to follow this procedure.

1. Have the students listen to the dialogue 3 or 4 times. The first 2 times, stand at the board and point to each figure as he or she speaks. After that, particularly if the class is large, you may wish to stand in various parts of the room so that students can see your mouth and your gestures.

2. Say each utterance 3 or 4 times and engage the whole class in choral repetition. Model the utterance each time before you ask the class to repeat it.
3. Divide the class in half. Help each half of the class take one role in the dialogue.
4. Reverse the roles.
5. Ask a more able student to come to the front of the room to take one role of the dialogue. You will take the other. Help him by standing next to him and whispering the utterance he has to produce.
6. Follow this procedure with several individual students depending on the complexity of the dialogue.
7. Help 2 students dramatize the dialogue.
8. Help the students learn the dialogue by writing it on the blackboard, gradually erasing more and more words from each utterance and encouraging the students to reconstruct it.

Note: You can cross out the steps which are not suitable for your students.

III. DEMONSTRATION LESSON

Frank: Could you help me for a minute, Tom?

Tom: Certainly. What do you want me to do?

F: I'm going to hang up this picture. Could you hold it against the wall so that I can see how it looks?

T: Right.

F: Would you hand me the hammer and give me one of those nails?

T: Here you are.

F: There, how does it look? Have I got it straight?

T: Yes, it 's straight all right but it's upside down.

Review Questions.

1. What can the teacher do to help students understand a dialogue?
2. What are the procedures to practise a dialogue?

Lecture 9: TEACHING DIALOGUES/ SPEAKING –2

Source: Teaching English as a Foreign Language - Colin Dawson

I. Introduction

Dialogues are very good for practising oral work. They are good for pronunciation practice, particularly intonation.

II. A good dialogue should:

- be short, no more than 12-20 lines
- have only two or three speakers
- be fairly realistic in terms of situation and language.
- *not* introduce too much new material
- contain one or two new grammar points, each repeated two or three times

(Remember that sound effects can add realism and make the dialogue more interesting).

III. How to Use Dialogues

This is one method of using dialogues but there are many others.

- a) Let the class HEAR the whole dialogue before they see it written down.

You can • play a pre-recorded tape.

- read out the dialogue yourself, changing your voice for each different speaker.
- ask one of your more proficient language students to read

one character in the dialogue while you read the other.

- b) After the students have heard the dialogue once, ask a few *simple* questions about it.
- c) Play or read the dialogue again.
- d) Ask some more difficult questions.
- e) Let the students see the written dialogue.
- f) Play or read the dialogue again while the students follow it in their textbooks.
- g) Now go through the pronunciation, vocabulary and grammar that you want to teach in this lesson.
- h) Pay attention to the intonation and stress of key words and phrases.

IV. Follow-up - Some Ideas

- Let the students read the dialogue in pairs.
- Let one student read one role and the other student try to speak the other role without the book.
- Let the students make up their own similar dialogue and act it out in front of the class.

Review Questions.

1. What are the characteristics of a good dialogue?
2. How should you teach a dialogue?
3. State some follow-up activities after the dialogue teaching.

Lecture 10: TEACHING SPEAKING –3

I. Guiding Principles

The following guiding principles are important to keep in mind when teaching speaking:

- The techniques should cover the range of learner's needs from accuracy to fluency.
- Speaking activities should be motivating to learners.
- Correction of learner errors should occur during speaking activities which are accuracy-oriented not fluency oriented.
- Speaking activities should be integrated with other language skills.
- Students should be encouraged to not only answer questions but also to initiate conversation and to take risks.
- Students should be provided with speaking strategies such as negotiating meaning, asking for clarification, turn-taking etc.
- The teacher should design speaking activities which simulate real-life situations so that students can learn how to speak naturally.

II. Application of theory to practice

CLASSROOM PRACTICE	UNDERLYING THEORY
<i>Overview of the Speaking lesson</i>	
1. The speaking lesson is divided into five phases: setting the context, linguistic preparation, controlled practice, guided practice, and free practice.	1. Student must be adequately prepared for the speaking activity before they begin to speak. This includes both a description of the communicative context and linguistic preparation.

2. All five stages of the speaking lesson use the same context (e.g. buying a birthday gift).	2. The context helps students comprehend and reinforces learning. It also serves to motivate students.
3. Not every lesson must include all five phases described above. However, controlled practice must precede guided practice, and guided practice must precede free practice. In this way, students are led to communicate more freely.	3. Teachers should sequence the speaking activities so that students can participate successfully. This is best achieved by beginning with more controlled activities and then proceeding to less controlled ones. In the early stages of the speaking lesson, the focus should be more on accuracy. In later stages, the focus shifts to fluency.
<i>Setting the context</i>	
The teacher introduces the topic of birthday parties and invites students to a birthday party of one of their classmates.	The teacher motivates students by presenting a situation which is appropriate to their lives.
<i>Linguistic preparation</i>	
1. The teacher reviews topic-related vocabulary which students have learned in this lesson and in previous lessons. S/he may also present a limited number of new words and explain these to the students.	1. This helps the students to perform the speaking activity successfully.
2. S/he divides students into pairs and gives them the task of deciding which items are appropriate ones to bring to a birthday party.	2. This allows students to activate the vocabulary which they will later use in the various phases of the speaking activity.

3. The teacher presents/ reviews key grammatical patterns.	3. This also enables the student to perform the speaking activity successfully.
4. S/he asks students questions using these grammatical patterns: students answer the questions. If the teacher wishes, s/he can have the students both ask and answer the questions themselves.	4. This oral activity allows students to practice the pattern; their performance gives the teacher feedback on whether they are ready to continue with the speaking activity.
<i>Controlled practice</i>	
The teacher has students work in pairs to complete an information gap activity.	This activity provides students with controlled practice using the vocabulary and grammatical patterns they have just reviewed. The focus here is primarily on accuracy and simple sentence-level production. The students both need to communicate to find the missing information. This is similar to real-life communication.
<i>Guided practice</i>	
The teacher provides the students with a cloze conversation. They work in pairs to create their own conversations, then perform these conversations for the rest of the class members.	The structured nature of this activity encourages students to participate in a communicative exchange while at the same time giving them the necessary guidance to perform the conversation successfully. The focus is both on accuracy and fluency. Again, the focus is on simple sentence-level production.

<i>Communicative practice</i>	
This activity involves consensus reaching. Students must decide in groups which items to buy and select from the reasons given to rationalize their choices.	This activity encourages students to be creative and to take risks in a communicative exchange. The focus of this activity is primarily on fluency.

Review Questions.

1. What are the guiding principles in the teaching of speaking?
2. How many phases should a speaking lesson consist of?
3. The role of linguistic preparation in teaching speaking.
4. What is the main focus of communicative practice?

Lecture 11: TEACHING PRONUNCIATION

I. TEACHING SOUNDS

A. To help students with a difficult sound:

1. Say the sound clearly, show how it is pronounced in different words and get students to repeat them.
2. Contrast the sound with other, similar sounds.
3. Describe how the sound is produced, if you can do this easily.

B. Example:

1. Think, thank you
2. Look: tongue between your teeth. Let the air go through: Think, thank you.
3. Everyone: Think, thank you.
4. Tom, can you say it?

II. TEACHING STRESS

A. Stress:

Most English words have one stressed syllable and two or more unstressed syllables. The vowel in the unstressed syllable is usually reduced; it is pronounced as /ə/ or /ɪ/: apart, vegetable, Monday, between.

In connected speech, more vowels become reduced because complete words are unstressed: There were a lot of people at the party.

B. Ways of showing stress patterns:

1. Say the sentence, exaggerating the stressed syllable.
2. Clap your hands.

3. Write dots and dashes on the board.

C. Example:

He was late = . . .

III. TEACHING INTONATION

A. Basic Intonation patterns:

1. *Rising tune*: The voice rises on the stressed syllable. Used in yes/no questions, and to express surprise or uncertainty.
2. *Falling tune*: The voice rises earlier in the sentence, then falls on the last stressed syllable. Used for normal sentences and most wh-questions.

B. Ways of teaching intonation:

1. Mark the stressed syllable.
2. Mark places where you could divide the sentences for "back-chaining"
3. Mark rising or falling intonation.
4. Use "back chaining" to practise intonation: Ask students to repeat the sentence in sections, starting with the end and working back to the complete sentence.

C. Examples:

4→ 3→ 2→ 1→

1. How long/ have you/ been/ living here?
stress stress
2. Have you ever been to London?
3. She's wearing a green dress.
4. What are you doing?
5. I haven't seen her for years.

6. Do you mind if I open the window?
7. You can sit down if you like.

Review Questions.

1. Ways of teaching sounds.
2. Methods of teaching stress patterns.
3. Techniques to teach intonation.

Lecture 12: CONTRASTIVE ANALYSIS and FOREIGN LANGUAGE TEACHING.

I. WHAT IS CONTRASTIVE ANALYSIS?

1. Contrastive analysis is the analysis of the similarities and differences between two or more languages.

Ex: Vietnamese English

[p]

[p]

2. Here it means the analysis between the English and Vietnamese language to see what features they have in common or what differences they have by comparing their sound systems / grammatical systems / vocabularies and cultures.

II. THE ROLE OF CONTRASTIVE ANALYSIS IN FOREIGN LANGUAGE TEACHING.

1. The value of contrastive analysis has long been recognized in foreign language teaching & learning. It comes from the fact that when we learn a foreign language, we have tendency to transfer the forms and meanings and the distribution of forms and meanings of our native language to the foreign language.

Ex: [θ] ⇒ [t] or [d]

Nó rất vừa ⇒ It very fits.

Mặc dù trời mưa nhưng... ⇒ Although... but...

2. If we learn and do like this without any particular methods, we'll make many mistakes again and again. To eliminate it, we need methodology and the knowledge of similarities and differences between the two languages.

Ex:	English	Vietnamese
	<u>t</u> ime	<u>t</u> ai
	(aspirated)	(unaspirated)
	<u>S</u> he	<u>s</u> i
		(southern dialect)
	piece	not initially in the Vietnamese language (except [b])

3. If the teacher knows contrastive analysis, he can predict the difficulties of his students in learning a foreign language and his teaching will be more effective.

Ex: [tʃ] & [dʒ] do not exist in the Vietnamese language.

III. THE ROLE OF THE LEARNER'S NATIVE LANGUAGE.

1. The learner's native language plays an important and active role in the learning of a foreign language. It may facilitate or hinder the acquisition of the foreign language which depends on how much the two languages have in common.
2. Many linguists and foreign language teachers agree that if the phonological and grammatical systems of the native language are similar in forms, meanings & distributions to those of the language to be learned, they are likely to ease the learning process. But when they are different from those of the target language, they will cause serious learning problems. We can see those problems by contrasting the two languages.
3. In contrasting the two sound systems we must compare:
 - *the point of articulation*: which is the place where a sound is pronounced.

Ex:	/p/ /b/: bilabial	/f/ /v/: labio-dental.
	/t/ /d/: alveolar dental	/θ/ /ð/: interdental
	/k/ /g/: velar	

- *the manner of articulation*: the way in which a sound is produced.

Ex: /p/ /b/: stops /m/ /n/ /ŋ/: nasals.
 /f/ /v/: fricatives

- *Voicing*: voiced (with the vibration of the vocal cords) or voiceless (without vibration)
- *Distribution*: it occurs in initial, medial or final positions.

IV. SOME EXAMPLES OF SOUND CONTRASTIVE ANALYSIS

A. ENGLISH-VIETNAMESE /p/

1. Both are voiceless bilabial stops.
2. In English /p/ occurs in all positions: piece, pepper, stop. In Vietnamese it occurs finally only: Pháp. Therefore, the difficulty lies in distribution.
3. possible mistakes:
 - /p/ ⇒ /b/ because they have same manner and point of articulation and are different only in voicing: /b/ is voiced.
 - /p/ ⇒ /f/ because they are labial.
4. Way to correct: ask the students not to put the front upper teeth against the lower lip like in /f/ but to press the two lips firmly together.

B. ENGLISH-VIETNAMESE /t/

1. Both are voiceless alveolar dental stops.
2. They are different in distribution: English /t/ is aspirated in initial position: tea, two, top, ten..., aspirated after s-: stew, stop, stare. It occurs initially, medially and finally: tea, stop, twitter. Vietnamese /t/ is unaspirated: ta, tôi. /th/ aspirated occurs initially but it cannot substitute for the English /t/ because in the production of the Vietnamese /th/, the *back* of the tongue touches the alveolar ridge.

3. Correction: ask the students to use the *front* part of the tongue to touch the alveolar ridge.

C. ENGLISH - VIETNAMESE /θ/

1. Both are interdental sounds.
2. There is no Vietnamese equivalent.
3. It occurs in all positions: think, month, arithmetic.
4. possible mistakes:
 - /θ/ ⇒ /t/ /d/ or /th/ because all of them are dental sounds: /th/ is alveolar dental, /θ/ is interdental. Correction: ask the students to stick out their tongue between the front upper and lower teeth.
 - /θ/ ⇒ /f/ because both are fricative dental: /θ/ is fricative interdental, /f/ is fricative labio-dental. Correction: ask them not to put the front upper teeth against the lip like in /f/ but stick out their tongue between the front upper and lower teeth.
 - dropping it: ask them to pay attention to /θ/ and stick out their tongue at the end the word.

D. ENGLISH - VIETNAMESE /r/

1. Both are voiced apico-alveolar semi-vowels.
2. English /r/ may occur in all positions: rare, right, car. Vietnamese /r/ occurs only in initial position: ra, ri, rung.
3. possible mistakes:
 - Chinese students ⇒ /l/: voiced apico-alveolar lateral.
 - dropping it when it is in medial or final positions.
4. Way to correct: ask the students to curl the tip of the tongue slightly upward without touching the alveolar ridge.

E. ENGLISH - VIETNAMESE /s/

1. Both are voiceless apico alveolar fricative.
2. English /s/ occurs in all positions: set, tissue, less. Vietnamese /s/ occurs only initially.
3. possible: /s/ \Rightarrow /ʃ/ because both are voiceless, alveolar fricative sounds.
4. Way to correct: ask them to put the front of the tongue close to the alveolar ridge, not to put the blade of the tongue against the alveolar ridge.

F. ENGLISH - VIETNAMESE /ʃ/

1. It is voiceless alveo-palatal fricative.
2. There is no Vietnamese equivalent.
3. In English, it occurs in all positions: shirt, marsh, harshness.
4. Possible mistakes: /ʃ/ \Rightarrow /s/ because both are voiceless alveolar sounds.
5. Way to correct: put the blade (not the front) of the tongue against (not close to) the alveolar ridge. It is like the production of SẠCH SẼ in the southern dialect.

Review Questions.

1. The role of contrastive analysis in foreign language teaching. Give examples to support your argument.
2. What is contrastive analysis? Give one example.
3. If your student have difficulty in pronouncing /θ/, what will you do to help him/ her produce it correctly?

Lecture 13: TEACHING VOCABULARY

I. INTRODUCTION

Presenting new vocabulary involves:

- Showing the form of the word: how it is pronounced and spelt.
- Showing the meaning of the word clearly.
- Giving students a chance to hear how the word is used.

II. SOME WAYS OF SHOWING THE MEANING OF A WORD

1. *Using visuals:*

- *Real objects:* things in the classroom, things you can bring into the classroom, yourself and your students.
- *Pictures:* blackboard drawings, pictures from magazines, pictures you have drawn yourself before the lesson.
- *Actions, mime, facial expressions.*

2. *Giving examples* to make the meaning clear.

3. *Using the students' own language:* this is often the easiest and clearest way to show the meaning of a word, but give an example in English first so that students can hear how the word is used.

III. SOME WAYS OF INVOLVING THE CLASS AND CHECKING THAT THEY UNDERSTAND.

1. Instead of giving a direct translation of a word, give an example and then let the class guess what the word means.
2. Use the word in simple questions. This gives the class a chance to hear the word in context and react to it.

Review Questions.

1. DISCUSS: "Vocabulary learning does not take place in isolation, but in a context involving sound & grammar as well."
2. How would you put across the meaning of a new word for a student without using translation? Give examples.
3. List some ways of showing the meaning of a word to your students.

Lecture 14: TEACHING GRAMMAR –1

I. PRESENTING STRUCTURES

A. A basic procedure for presenting a structure:

1. Give one or two examples to show what the structure means.
2. Say the structure and ask students to repeat it.
3. Write an example on the board.
4. Give other situations and examples.

B. Example:

She's been waiting for an hour.

He's been waiting for half an hour.

C. To involve the class as much as possible:

1. Think of interesting situations and examples.
2. Ask questions during your presentation.
3. Get students to tell you what to write on the board.
4. Get students to give examples of the structure.

II. PRACTISING STRUCTURE

A. Types of drills:

1. *Repetition:* The teacher gives examples of a structure; students repeat them.
2. *Substitution:* The teacher gives prompts. Students give examples of the structure using the prompts.
3. *Question - Answer:* The teacher asks the students to close his books. Read out the questions and answers, and ask the students to repeat

them.

Ask the questions and the students reply.

Then the students open their books. Students read out questions in turn, and other students answer.

B. Examples:

1. Repetition:

T: Let's play football.

S: Let's play football.

T: Let's go swimming.

S: Let's go swimming etc.

2. a/ Substitution:

T: You want to play football.

S: Let's play football.

T: You want to go swimming.

S: Let's go swimming.

b/ Substitution using single word prompts:

T: Cinema.

S: Let's go to the cinema.

T: Football.

S: Let's play football.

c/ Free substitution:

Students make up their own sentences, e.g.: Let's go fishing.

3. Question - Answer:

Can you swim? Yes, I can. No, I can't.
drive a car?

ride a horse?
 speak English?
 stand on your head?
 sing?
 fly?

C. Mechanical and meaningful practice:

1. Structure practice can be either mechanical or meaningful.

a/ Mechanical practice: Students can do the practice correctly without thinking about meaning. The focus is entirely on the form of the structure.

b/ Meaningful practice: Students must think and understand what they are saying in order to do the practice.

2. Examples:

<i>Mechanical practice</i>	<i>Meaningful practice</i>
<p>* Anne likes tea but she doesn't like coffee</p> <p>a/ folk music/pop music. b/ walking/ swimming. c/ cats/ dogs...</p>	<p>* Say true sentences about yourself: I like tea or I don't like tea. What about :</p> <p>a/ coffee? b/ pop music? c/ cats?</p>
<p>* You are a stranger. Ask about places in the town.</p> <p>a café: Is there a café near here?</p> <p>a/ a grocer's shop b/ a cinema. c/ a fruit stall...</p>	<p>* You are a stranger. Ask about places in the town. You want to see a film. Is there a cinema near here?</p> <p>a/ you want to buy some fruit. b/ you want to post a letter. c/ you want to spend the night here...</p>
<p>* Where are you going?</p> <p>I'm going to the station.</p> <p>a/ cinema. b/ zoo. c/ river...</p>	<p>Where are you going?</p> <p>I'm going to the station. Why?</p> <p>Because I want to buy a train ticket.</p> <p>a/ cinema. b/ zoo. c/ river...</p>

D. Ways of involving the class in structure practice:

1. Do the practice quickly, getting responses from different students in turn.
2. In question-answer practice, get students to ask each other's questions.
3. For freer practice, give a few minutes' preparation time so that students can think of things to say.

III. MORE EXAMPLES OF DESIGNING PATTERN DRILLS:

A. Too + adj + to infinitive (1)

- *Explanation:* so and so that.
- *Substitution drill (moving-slot)*
 1. Lan was too ill to go to the movies.
 2. (the students)
 3. (tired)
 4. (to go for a walk)
 5. (Those schoolgirls)
- *Combination (or restatement)*
 1. Her voice is too soft. We can't hear it.
Her voice is too soft to hear.
 2. He was too ill. He couldn't go to school.
 3. This pair of shoes is too narrow for me. I can't wear them.
 4. This song is too long. I can't remember it.
 5. The picture is too high. She can't take it down.

B. It takes/ took sb + to infinitive.

- *Repetition:*

1. It takes me an hour to go to school everyday.
2. It took them 2 hours to do these exercises.
3. It will take him 5 minutes to correct this homework.
4. It will take him half an hour to explain this lesson.
5. It took her one day to translate this text.

- *Substitution:*

1. It takes me half an hour to go to school.
2. walk
3. ride
4. go
5. How long will it take you to learn this lesson?
2. does it
3. did it
4. would it

- *Question - Answer Drill:*

1. Does it take you 5 minutes to correct this exercise?
- Yes, it does.
2. Did it take the students 20 minutes to learn this poem by heart?
- No, it didn't.
3. Will it take her half an hour to copy the text?
- Yes, it will.
4. How long did it take them to prepare this lesson?
- It took them 2 hours to prepare this lesson.
5. How long will it take the teacher to explain the problem?
- It will take him 2 periods to explain the problem.

C. **Too + adj + to infinitive** (2)

▪ *Repetition:*

1. This problem is too hard to solve.
2. These long lessons are too difficult for lazy students to learn by heart.
3. This old teacher was too angry to talk to.
4. Ba was too ill to go to school.
5. That book is too big for the baby to carry.
6. She was too tired to do her homework.

▪ *Transformation:*

1. My father is too old to walk far.

My father is so old that he can't walk far.

2. She is too young to do this work.
3. We are too weak to lift this table.

▪ *Expansion:*

1. This book is long.

This book is too long.

_____ for me.

_____ to read.

2. This job is difficult.

This job is too difficult.

_____ for one man.

_____ to complete in a day.

D. **Present perfect tense vs Past tense.**

▪ *Explanation:*

What did you last night? I read a book.

Have you finished reading it? Yes, I have.

▪ *Repetition:*

1. Have you read that book?

- Yes, I have. I read it last week.

2. Have you done your exercise?

- Yes, I have. I did it last night.

3. Have you finished your homework?

- Yes, I have. I finished it an hour ago.

▪ *Substitution:*

1. (see - that film)

Have you seen that film?

2. (go - to Hanoi)

3. (study - your lesson)

4. (prepare - your lesson plan)

5. (return - her book)

▪ *Question - Answer drill:*

1. Has she got married?

- Yes, she has. She got married last month.

2. Have students finished their school year?

- No, they haven't. They began the school year late.

3. Haven't they begun to study English?

- No, they haven't. Last month they had to go on a labour trip.

4. Why haven't you written her a letter?

- I haven't written her a letter for a long time. We got divorced 2 years ago.

5. What has she planned to do after graduation?

- She has planned to go to Ca Mau to teach there. She already registered her name last week.

E. Verbs of perception + Ing form

▪ *Explanation:*

You can see VN. It is lying on the coast of the East Sea.

⇒ you can see VN lying on the coast of the East Sea.

▪ *Repetition:*

1. I saw the man crossing the street.
2. I saw Mr. White looking into a shop window.
3. I saw the train steaming past.
4. He noticed Ba standing near the door.

▪ *Substitution:*

1. I saw the man crossing the street.
2. bear
3. dog
4. cat
5. thief

▪ *Question - Answer:*

1. Could you smell something burning? Yes, I could.
2. Could she feel her heart beating wildly?
3. Did you see Nam studying English yesterday?

F.	would rather (not)
----	--------------------

- *Repetition:*

1. She'd rather travel by plane.
2. They'd rather go to VT by bus.
3. I'd rather ride on a bus.
4. He'd rather come back home by plane.
5. She'd rather travel by ship.

- *Substitution:*

1. Nam would rather travel by plane.
2. She ship
3. They car
4. Ba boat
5. I bus

▪ Question - Answer

1. Would they rather travel by car or by ship?
- They'd rather travel by car.
2. Would they rather go to VT by bus or by car?
- They'd rather go to VT by car.
3. Which would you rather go to, Dalat or Hue?
- I'd rather go to Dalat.
4. Which would you rather go to, the library or the cinema?
- I'd rather go to the cinema.

G. **Relative pronouns WHO - WHICH**

WHICH

▪ *Explanation:*

What do you read? We read a book.

How is it written? It is written in English.

We read a book which is written in English.

▪ *Repetition:*

1. I like the book which has pictures.
2. He likes the pen which is on the table.
3. We prefer the test which is easy.
4. We read a book which is written in English.

▪ *Combination:*

1. We read a book. It is written in English.

We read a book which is written in English.

2. We pick up the papers. They are lying on the floor.
3. I like the book. It has pictures.
4. You lent me a book. It was very interesting.

WHO

- *Explanation:* What is the girl wearing? (a blue coat).

What is she? (pupil)

The girl who is wearing a blue coat is a pupil.

▪ *Repetition:*

1. The man who is standing there is my teacher.
2. The girl who is smiling is a very good student.

3. The girl who is sitting at the desk is my sister.
4. The students who are talking miss their lessons.
5. The boy who is playing over there is Ba.

▪ *Combination:*

1. The man is standing there. The man is my teacher.

The man who is standing there is my teacher.

2. The girl is smiling. She is a very good student.
3. The students are talking. They miss their lessons.
4. The boy is playing over there. He is Ba.

H. conditions: present - unreal.

- *Explanation:* He doesn't have time. He won't play the piano.

If he had time, he would play the piano.

▪ *Repetition:*

1. If he had time, he would play the piano.
2. she she violin
3. they they guitar
4. Lan she mandolin
5. Ba he accordion

▪ *Substitution:*

1. If he had time, he would play the piano.
2. (She - violin)
3. (They - guitar)
4. (Lan - mandolin)

▪ *Question - Answer:*

1. If she had time, what would she do? (play the piano)
2. If he had time, what would he do? (read this book)
3. If Lan had time, what would she do? (make a cake)
4. If Ba had time, what would he do? (go on a picnic)

I. **Reported Speech: Affirmative Commands.**

- *Explanation:* What did the teacher tell her to do?

He told her to go to school on time.

▪ *Repetition:*

1. The teacher said to her, "Please go to school on time."

The teacher told her to go to school on time.

2. He said to me, "Keep silent."

He told me to keep silent.

3. I said to her, "Be studious."

I told her to be studious.

4. She asked him, "Copy down the lesson."

She asked him to copy down the lesson.

▪ *Simple substitution:*

1. The teacher told her to go to school on time.

2. keep silent

3. be studious.

4. try to do exercises

5. copy down the lesson

▪ *Transformation:*

1. The teacher said to her, "Please go to school on time."

The teacher told her to go to school on time.

2. He said to me, "Keep silent."
3. He said to her, "Be studious."
4. He asked me, "Try to do exercises."

K. **Reported Speech: Statements.**

- *Explanation:* What did he say? (be busy)

He said that he was busy.

▪ *Repetition:*

1. He said, "I am busy."

He said that he was busy.

2. Ba said, "I can't understand the lesson."

Ba said that he couldn't understand the lesson.

3. The teacher said, "I am happy."

The teacher said that he was happy.

4. The girl said, "I solve the problem myself."

The girl said that she solved the problem herself.

▪ *Simple substitution:*

1. He said that he understood the lesson.

2. (be happy)

3. (be busy)

4. (solve the problem)

5. (have class on Saturday)

▪ *Transformation:*

1. He said, "I am busy."

He said that he was busy.

2. Ba said, "I can't understand the lesson."
3. The teacher said, "I am happy."
4. The girl said, "I solve the problem myself."

L. **Verbs + (not) + to infinitive**

- *Explanation:* Does Ba forget to send letters?

Ba doesn't forget to but Tu does.

Verb + to + base form.

▪ *Repetition:*

1. Ba wants to see the art gallery.
2. They begin to listen to the lecture.
3. We forget to ask about the artist.
4. That man refuses to listen to the lectures.
5. Everybody decides to go back to the auditorium.

▪ *Substitution:*

1. He promises to study hard.
2. listen to the teacher.
3. do his homework.
4. learn the lessons.
5. go to school early.
6. be more obedient.

▪ *Question - Answer:*

1. What does he hope to do? (to get up early).
2. What does he want to do? (to go to bed early).
3. What do you like to have? (to have a nice room).
4. What do they have to do? (to paint the window).

Review Questions.

1. Why is this repetition drill badly designed?
 - a. Pass me the rice.
 - b. Hand her the sugar.
 - c. Give us some apples.
 - d. Pass them the dessert.
 - e. Pour him some water.
 - f. Tell us a story.
 - g. Give me some beans.
 - h. Serve them some soft drinks.
2. What are the different types of drills? Give examples.
3. What kind of drill is the one making the following pattern drill?

Mary forgot to bring	her music with	her.
John	his	him
The boys	their	them
4. Construct 3 different kinds of drills to teach a pattern of your own choice.
5. What are the basic procedures for presenting a structure?

Lecture 15: TEACHING GRAMMAR –2

Source: Teaching English as a Foreign Language - Colin Dawson.

Here are some instructions you may like to follow in the teaching of grammar to your students of English.

Remember to teach grammar in three stages as in a lesson plan:

A Presentation of new grammar

B Controlled practice of the new grammar

C Free practice of the new grammar.

I. Presentation

One of the best ways to present grammar is to follow this method.

- Choose a text or dialogue which uses the new grammar item.
- Prepare questions based on the text which use the new grammar item or which can only be answered by using the new grammar item.
- Introduce the text or dialogue in an interesting way. Elicit predictive answers from your students e.g. Who are they? Where are they? What are they doing?
- Students read or listen to the text or dialogue.
- Ask the questions you have prepared and *elicit* the answers.
- Write the questions and the correct answers on the blackboard *underlining* the new grammar.
- Name the new grammar and describe how it is formed.
- Check that the students understand the new grammar by asking more questions using the new grammar.
- If the students make mistakes using the new grammar, give some

more examples.

II. Controlled Practice

- Prepare a number of oral and/or written exercises which use the new grammar. (You may need some visual aids). You can use these exercises again at a future date for revision.
- Correct students' errors if necessary by eliciting the correct answer from another student.

III. Free Practice

- Prepare an activity in which the students will practise the new grammar without your assistance.
- Explain clearly what the students have to do.
- Ask the students to practise in pairs or small groups.
- Walk around listening and encouraging but do not correct errors or interfere in the activity.
- Stop the activity. Maybe you could finish the lesson by
 - asking two students to repeat their free practice in front of the class.
 - asking several students what they found out about their partner.

Review Questions.

1. What are the procedures we should follow when teaching grammar?
2. Point out the techniques that can be used to present grammar.
3. What should we do when giving controlled and free practice in a new grammar point?

Lecture 16: TEACHING READING –1

I. TEACHING A READING TEXT.

A. PROCEDURES FOR TEACHING READING.

1. Teacher reads the text once. Students listen.
2. Choral reading and individual practice.
3. Explain new words and difficult points.
4. Ask questions on the text to check comprehension.

B. SOME NOTES ON TEACHING READING.

1. *Introducing the text:* To help the students read and to increase their interest, you may wish to introduce the text. But do not give too much information about the text.
2. *Silent reading:* Sometimes you may let students read the text silently to themselves. They will have a chance to read at their own speed and think about the meaning of the text.
3. *Vocabulary:* You do not need to present all the new vocabulary. Encourage students to guess the meaning of unknown words as they read the text.
4. *Checking comprehension:*
 - Ask short, simple questions which will help to focus attention on the text.
 - Encourage students to give short answers to show whether they have understood the text.
 - Let students keep their books open, so that they can refer to the text to answer the questions.

II. ASKING COMPREHENSION QUESTIONS

A. QUESTION TYPES:

1. Yes/No questions:

Is she English? No, she isn't.

Did you bring some food? Yes, I did.

2. Or questions:

Is she English or German? German.

Is your room at the front or the back? At the front.

3. Wh- questions:

When did he arrive? Yesterday morning.

How many people are there here? About fifty.

Note: All these questions naturally have short answers. If your aim is to check comprehension, there is no need for students to answer with a complete sentence. To elicit a long answer naturally, ask a more general question: what did they do first? Then what happened?

B. QUESTIONING STRATEGIES:

This is a basic strategy for asking questions:

Ask first, then pause to give students time to think, then choose a student to answer. Do not always let good students answer; try to involve weaker and shyer students. Grade your questions to fit the student's ability.

Review Questions.

1. What are the procedures for teaching reading?
2. What are the common types of comprehension questions?

Lecture 17: TEACHING READING –2

I. Introduction

Reading comprehension means understanding the ideas in the text. Here are some ideas to help you assist your students with their reading comprehension.

II. Preparation

- Make sure you understand the text yourself.
- Make a list of the key vocabulary words.
- Prepare some general questions about the text. Make sure that the questions are directly related to the reading.

III. In The Class

A. Preliminary Activities - Before your students read the text.

It is important to prepare your students before they start reading.

- Tell the students to **CLOSE** their books. They should not look at the reading text.
- Find out what the students already know about the topic. This is done by **ELICITING** - getting the students to tell you what they know by asking them questions or showing them pictures, etc. We do this to prepare the students' minds for the task. You can write down any vocabulary items they say which are important for the understanding of the topic and content of the text. If the text is about Australia for example, you could even ask your students to think about the topic in Vietnamese and then to say any words they might know about the topic, e.g. kangaroo, Sydney, big country, English..... Remember to *encourage* your students when they give replies.

- Explain the *key vocabulary* (the words you think your students need to understand).
 - remember to have the list prepared before class.
 - write the words on the blackboard.
 - try to use real objects, role play, pictures and examples to explain the vocab, but use Vietnamese to explain if necessary.
- Write the questions you have prepared about the passage on the blackboard. You can ask the students to *predict* what the answers to the questions will be.

B. Reading

- Ask your students to open their books and read silently. They should write down any words or phrases they do not understand. Ask them to try and answer the questions on the board as they read. (Make sure to give the students enough time to complete this task)
- If you feel it is useful, you can now read the passage out loud to the class.

C. Post Reading Activity

1. Controlled Practice Stage

- *Elicit* answers from your students and answer any of the questions the students might have about the reading text. Ask as many students as possible for answers.
- When a student gives an answer, ask the other students: 'Is this correct?' If the answer is correct, show approval. If the answer is incorrect *elicit* again.
- Ask more comprehension questions for the students to answer in groups or in pairs.
- Ask the students to report on and explain their answers to the whole class.

- Review the new vocabulary, giving as many different examples as you can.

2. Free Practice Stage

Now your students are ready for the **FREE PRACTICE** stage of the lesson. Here are some suggestions for free practice activities.

- Let your students talk about the topic.
- Discuss the difference between what happens in Vietnam and other countries.
- Make a list of anything else the students want to know about the topic.
- Make a role play or dialogue based on the topic.
- Let your students write a short story based on the topic.

Review Questions.

1. What preparations should you make for your reading teaching?
2. Show the activities necessary for each of the following stages of reading teaching:
 - a/ pre-reading.
 - b/ while-reading.
 - c/ post-reading.

Lecture 18: TEACHING READING –3

I. Guiding Principles

Reading is a very important, maybe the most important skill for students who need English for academic purposes. The teaching of reading has often involved little more than giving students a text and requiring them to answer a series of comprehension questions when they have finished. This procedure is effective in that it can determine how much students understand the text, but it does nothing to provide them with the skills and strategies needed to become efficient and independent readers. In contemporary teaching, reading lessons should be planned in a pre-, while- and post-reading framework in order to build background knowledge, practice reading skills within the reading texts themselves, and engage in comprehensible instruction.

The following guiding principles are important to keep in mind while teaching reading.

Reading is an active skill.

- Instruction should concentrate on teaching reading strategies.
- Students should be aware of the purpose of reading.
- Students should be aware of the value and purpose of pre-, during- and post-reading activities.
- Top-down and bottom-up strategies should be used interactively so that they complement each other.

Reading is an independent activity important for individual growth.

- Students should be exposed to a variety of text types.
- Reading instruction should provide students with the ability to get access to other resources through reading.
- Reading should be input for students' other language skills.

- Extensive reading outside of intensive classroom reading is necessary to develop good reading skills.
- Instruction should include discussion of topics interesting to students.

II. Two Checklists

Checklist of criteria for choosing suitable reading passages:

- Content is relevant, enriching and interesting.
- Language is useful and authentic.
- Text is authentic.
- Length, difficulty, etc. of text make it accessible to students.
- Texts should represent a variety of genres.
- Topics should be reintroduced and expanded upon in future grade levels.
- Texts should help students develop cross-cultural awareness.

Checklist of criteria for choosing suitable reading activities:

- Students should be encouraged to do unusual activities, like planning a TV presentation, about simplified reading texts.
- Pre-reading activities should emphasize prediction strategies and top-down processes.
- While-reading activities should emphasize interpretation strategies, for example, guessing from context, making inferences and testing hypotheses.
- Bottom-up strategies should be focused on in more intense reading of the passage (not the pre-reading activities).
- Post-reading activities should provide students an opportunity to use and apply new information from the text.

III. Application of theory to practice

CLASSROOM PRACTICE	UNDERLYING THEORY
<i>Pre-reading</i>	
1. Schema activation, prediction: Teacher asks several questions related to individuals, e.g. their inherited characteristics and then introduces the key term, e.g. "heredity".	Drawing students into the text by getting them to think about what they already know about the topic (e.g. heredity) helps them prepare for the reading task.
2. Vocabulary preview: Teacher asks if there are any words which are similar to Vietnamese words. Teacher gives the Vietnamese translation for the key term.	
3. "Think and Decide" exercises.	
4. Preview:	
a) Teacher asks the students to quickly skim the text to get an idea about the actual content of the passage. Students may skim by focusing on the first and last sentence of each paragraph.	Once students can identify the main ideas in a text, it is easier for them to read for details. Getting the main idea is a top-down skill. Top-down skills are needed for good reading comprehension.
b) The students are asked to scan the text and circle the key vocabulary terms and to read the sentence containing a key word quickly.	This technique helps students develop their ability to look for key information.
<i>During reading</i>	
1. The teacher asks students to read the text in about three minutes without dictionaries.	This time-limit encourages students to read quickly without worrying about understanding every word. Students are asked not to use dictionaries in order to practice getting meaning from context.

2. The teacher asks students to do "Read and Understand".	This exercise allows students to "read" the passage a second time in order to get more information and to connect new information to old information.
<i>Post-reading</i>	
1. Students do one of the "Read and Understand"	
a) The teacher asks students to do the cloze exercise (in which they are to fill in the missing words).	This exercise relates the text to individual personal details.
b) The teacher asks students to choose the sentence.	This exercise encourages students to identify supporting detail and check comprehension.
2. The teacher asks students to choose the title and explain why they made the choice they did.	This is a communicative exercise which encourages students to support their opinions.
3. Letter writing.	This provides an opportunity for students to apply their new vocabulary to an authentic and personally relevant activity.
4. Guided paragraph.	The guided information (e.g. a chart) provides students with enough help to write in an academic format that is currently beyond their ability but which they will eventually be expected to master.

Review Questions.

1. What are the principles which govern the process of teaching reading?
2. List some criteria for choosing suitable reading passages.
3. Suggest some activities in each of the reading stages. What principles do these activities base themselves on?

Lecture 19: TEACHING WRITING -1

I. INTRODUCTION:

1. A foreign language is never really learned until a person can use it to communicate his ideas. Communication implies proficiency in both oral (listening and speaking) and writing skills (reading and writing).
2. Therefore the four phases of language learning must be well integrated with one another. Materials should be presented orally first. Written work should be in balance with other class activities.
3. Students are often given practice in writing through the following types of writing exercises.

II. TYPES OF WRITING EXERCISES

1. *Simple copying:* The students copy from the blackboard the sentences that they have practised orally or have read.
2. *Gap-filling:* Students listen to the teacher, then write out the complete sentences:

Ex: Paper ____ wood. It ____ the Chinese in ____ .

3. *Re-ordering words:* Write the sentences correctly.

Ex: We/ six o'clock/ and/ tea/ drink/ get up/ at.

Then/ the patients/ wake/ go/ and/ the wards/ we/ round.

Sometimes/ medicines/ injections/ them/ we/ or/ give.

4. *Matching exercises:*

Ex: Match the two halves, (a) and (b):

(a)

A pilot

A nurse

An engineer

A farmer

A librarian

(b)

designs machines

takes care of books

flies aeroplanes

looks after sick people

grows crops

5. Dictation:

- A dictation lesson is a teacher's tool for checking the mastery of several of the things she has taught.
- The selection dictated should contain only structures that have been studied. Write the unfamiliar words on the board.

Review Questions.

1. What are the different types of writing exercises. Give illustrative examples.
2. State the role of a dictation in the teaching of a language.

Lecture 20: TEACHING WRITING –2

I. Guiding Principles

The following guiding principles are important to keep in mind while teaching writing.

The learner is central, or humanistic principles:

- Learners should be aware of the purpose of writing.
- Learners should be made aware of the value and purpose of pre-, during and post-writing activities.
- Top-down and bottom-up strategies should be used interactively so that they complement each other. These strategies inform the production of sentence-level, paragraph-level and essay-level texts.
- Classroom activities should be set up so that students are unconsciously practicing one particular writing skill.
- The learner's knowledge, interests and feelings are important and need to be encouraged and built upon.
- Learners should be seen as the main resource both of meanings (things to talk about) and language (ways of talking).
- Learners should be free from authority, prescription, overt correctness and, according to some in the humanistic movement, the imposition of language models.
- The teacher should create a context in which the learner's expression is encouraged and respected.

II. Checklists of criteria for approach writing activities/ procedures:

- Organizing the information to be conveyed.

- Deciding on the relative prominence to be given to any particular point.
- Incorporating what one learns from listening or reading.
- Expressing complex ideas appropriately.
- Understanding and expressing cultural constraints.
- Understanding genres and taking them into account.
- Knowing and then persuading one's readers.
- Rewriting, including expressing meaning exactly and writing accurately.

III. Application of theory to practice

CLASSROOM PRACTICE	UNDERLYING THEORY
<i>Overview of the writing lesson</i>	
1. The writing lesson is divided into three stages: Pre-writing, while writing and post writing.	1. This process-oriented approach to writing gives students the guidance and encouragement they need in order to become good writers.
2. All three stages use the same context (e.g. talking about people).	2. The context helps students comprehend and reinforces the learning process.
3. The task for each activity is clearly set.	3. Students need a clear purpose for writing.
4. The lesson is based on integrated-skills activities.	4. Integrated-skills activities give students more chance to develop their communicative competence. The text may recycle items of spoken or written language and can be used as an introduction to organizing ideas in the form of a paragraph.

<i>Pre-writing stage</i>	
1. Vocabulary review	1. Pre-writing activities help students to start their papers; they involve the students in a composition topic, let them realize what might be included in their papers, help them work out rhetorical problems or review or provide useful vocabulary.
2. Discussion with incomplete information e.g. an incomplete card, guessing with the guiding questions.	2. Using the incomplete cards helps student to organize their ideas into meaningful sequences or groups of ideas. The guiding questions create a dialogue between the students and teachers as a way to respond to tentative organization patterns.
3. Skimming the reading passage.	3. Skimming the passage gives students a general idea of the content and format of the passage.
<i>While-writing stage</i>	
1. Filling in the blanks in the card with information from the reading passage.	1. This card is like a set of directions that guides students through the writing process.
2. Scanning the completed card.	2. For this type of activity the students are given model text of some kind as cues or helpful ideas.
3. Students write a similar paragraph individually.	3. This is a kind of controlled or guided writing appropriate to the elementary or post-elementary level students.

<i>Post-writing stage</i>	
1. Peer editing.	1. Peer-editing is part of the revision process. Students help one another to improve their writing. As many studies support the benefit of peer evaluation or writing in improving writing ability.
2. In pairs, students interview each other and take notes.	2. In an integrative, process approach opportunities for writing are presented in realistic contexts.
3. Students individually write a paragraph about a person they have interviewed.	3. In this way students develop writing skills initiating the style of texts they need, using the information from their notes, focusing on the organization, grammar and lexical characteristics of individual texts.

Review Questions.

1. State the guiding principles for teaching writing.
2. What should the teacher do in each stage of writing teaching?
3. By what principles are these activities governed?

Lecture 21: TEACHING TRANSLATION

I. DEFINITION

- By translation we mean the transmission of a thought to one language by means of another language. In this way translation ensures comprehension between people speaking different languages.
- In order to transmit a thought from one language into another, one must understand this thought in the language from which one is to translate it and find equivalent to express it in the other language.
- Therefore translation is a complicated process; it requires the ability to think in both languages.

II. THE ROLE AND PLACE OF TRANSLATION IN TEACHING A FOREIGN LANGUAGE

A. GENERAL:

- In foreign language teaching, translation may be used as a *means of conveying a meaning*, as a leading type of exercise for consolidating the language material; presented as only *means of checking* the student's knowledge of vocabulary, grammar and *comprehension* of what they read and learn.
- It may be applied at every stage irrespective of student's age, language experience, language material and throughout the whole process of assimilation, namely: explanation, consolidation, retention and checking.
- Practice has proved however that the constant use of translation does not ensure the necessary condition for students to recomprehension of what they read and hear. As a result, they neither speak nor read the foreign language, nor can they translate

from one language to another since translation requires the ability to think in both languages.

B. TRANSLATION AS A MEANS OF CONVEYING A MEANING

- We know that translation is used as a *means of conveying* a meaning of a group of words, or a word, a grammar form, a sentence pattern alongside with other means.
- Translation is the most *economical methods* from the point of view of time required.
- As a means of conveying the meaning, translation may be used in two ways: TRANSLATION PROPER and TRANSLATION INTERPRETATION.
- The teacher uses TRANSLATION PROPER when, for example, a new word has a more or less exact equivalent in the other language.
- The teacher uses TRANSLATION INTERPRETATION when there is something peculiar or specific about the word presented; it may be an absence of an equivalent difference in the extent of meaning or difference in usage.

C. TRANSLATION AS A MEANS OF ENSURING COMPREHENSION

- As a means of checking students' comprehension of what they read or hear alongside with other means, translation is helpful in foreign language teaching, in consolidation or retention of language materials.
- But *no translation* should be used in various drills or speech exercises which must be done within the *target language*. The teacher must do his best to create the atmosphere suitable for developing students' speaking and reading skills. It's necessary that students should follow the rule: "Learn to speak by speaking" and "read by reading". Translation *does not* provide neither the first nor the second. It *only* helps in attaining knowledge of vocabulary and grammar and it *hinders* the development of speech habits and skills

because instead of direct comprehension and expression of their thought, students fall into the *habit of translating* everything they hear or read and in this way they do not get accustomed to associating the sequence of sounds they hear with the meaning it has in the foreign language.

III. TYPES OF TRANSLATION USED IN FOREIGN LANGUAGE TEACHING

A. If we consider TRANSLATION from the point of view of the relationship between the mother-tongue and the foreign language, we distinguish the following types of translation:

1. Translation from the foreign language into the mother-tongue.
2. Translation from the mother-tongue into the foreign language.

B. If we consider TRANSLATION from the point of view of its relation to the original, we distinguish:

1. *A word-for-word translation (or literal translation)*: when all the lexical units of the foreign language are replaced by those of the mother-tongue, grammar structure being that of the foreign language. So word-for-word translation usually violates the syntax of one of the languages.
2. *Adequate translation*: which is in contrast with word-for-word translation. It transmits the thought expressed in the foreign language by means of the corresponding equivalent of the mother tongue.
3. *Free translation*: interpretation of the text in the mother-tongue that was read or heard.

C. If we consider TRANSLATION from the point of view of its procedures we distinguish:

1. Written translation.
2. Oral translation.

Both of them may be used with the aim of checking students' comprehension and their knowledge of vocabulary and grammar.

Review Questions.

1. What is meant by:

a/ Translation as a means of conveying a meaning?

b/ Translation as a means of ensuring comprehension?

2. Classify translations from the point of view of:

a/ the relationship between L1 and L2.

b/ its relation to the original.

c/ its procedures.

Lecture 22: TEACHING INTEGRATION OF SKILLS

The integration of skills in the language classroom can be defined quite simply a series of activities or tasks which use any combination of the four skills Listening (L), Speaking (S), Reading (R), Writing (W) - in a continuous and related sequence. In any given lesson, though the focus may be on one particular skill, that skill is not practiced in isolation. For example, the lesson may begin with a short speaking activity, then move into a reading activity, and be followed by a writing activity. Or it may begin with a listening activity, continue with writing activity, and end with a speaking activity. It is important to note that there is no fixed order of skills. Also, it is not necessary for each lesson contain all four skills.

I. Rationale for an integrated-skills curriculum

An integrated-skills curriculum has several advantages over an isolated skills curriculum:

- The combination of skills allows for the development of all four skills within a realistic, communicative framework.
- It provides a natural vehicle for the recycling of language.
- It provides students with suitable language input which then forms the basis for the learners' productive use of the language.
- It gives learners the opportunity to recognize the language they are learning in different contexts.
- It provides variety of activities which is motivating to learners.
- It helps to develop the students' confidence in using the language.

II. Application of theory to practice

CLASSROOM PRACTICE	UNDERLYING THEORY
<i>Overview of the lesson</i>	
1. The lesson should be divided into four phases: Warm up; Presentation; Practice; and Follow up.	1. The students must be well-prepared and provided with intensive practice so that they can acquire the language effectively.
2. All four phases of the lesson use the same context.	2. The context helps the students learn and reinforce the language presented in the lesson.
3. All the activities in these four phases aim at training the four language skills, but more emphasis is given to (a) particular skill or skills at the beginning stage.	3. The integration of the four skills support the goal of natural communication.
4. All the activities proceed from controlled practice to guided practice to free practice.	4. The teacher should sequence the activities so that the students can participate successfully.
<i>Presentation</i>	
The teacher sets a context and use different presentation techniques to present the new language.	The teacher sets the context in which the language is used to help the students understand it without explanation in the mother tongue.
<i>Controlled practice</i>	
The teacher helps student use the new language with different activities.	This controlled practice helps the students use the language learned.

<i>Follow up :</i>	
More freedom is given to the students in follow-up activities. Students are encouraged to use the new language to express their own experience and knowledge.	1. In this way students can use the new language in more realistic situations that also help them consolidate the previously learned language, get more involved in the learning process and acquire the language successfully.

Review Questions.

1. What are the advantages of an integrated skills curriculum?
2. When teaching integration of skills, how many phases should we divide the lesson into?

Lecture 23: CLASSROOM TESTS –1

I. WHY DO WE TEST?

Regular informal tests are useful because:

- they tell the teacher what students can and cannot do, and therefore how successful his or her teaching has been.
- and they tell the students how well they are processing, and give them definite goals in their learning.

II. WHAT DO WE TEST?

To comment accurately on a student's progress, we need to test his or her ability in each of the four skills (speaking, listening, reading, writing) as well as his or her knowledge of grammar and vocabulary.

III. TESTING READING AND LISTENING:

- Questions should test comprehension of the main points, and should genuinely test comprehension (so it should not be possible to guess the answers).
- They should be easy to set and to mark.
- Types of questions:
 1. *True or false?*: look at the following statements. Write T for true, F for false.
 - a. Two and two are four.
 - b. The earth is flat.
 - c. The capital of VN is HCM City.
 - d. India is a socialist country.

2. *Multiple choice.*

3. *Open-ended questions:* Give short answers to these questions:

- a. What is the capital of VN?
- b. What is the shape of the earth?

IV. TESTING GRAMMAR AND WRITING

- If we want to encourage students to improve their writing, we need to test writing skills, not just knowledge of grammar.
- It is usually easiest to give controlled writing tests; free writing tests are difficult and time-consuming to mark.
- Examples of controlled writing tests and grammar tests:
 1. Give the past tense forms of these verbs: meet, hear, go, take, come, see.
 2. What did you do before you came here today? Write 3 sentences.
 3. Write these notes as full sentences. Put the verbs into the correct form:
I/ spend/ last week/ try/ find/ job.
I/ see/ interesting/ job/ shoe factory.
 4. Fill in the gaps with suitable verbs (cloze tests):
Yesterday John _____ lunch in a restaurant. Then he _____ his friend Peter and they _____ to a football match together. When they arrived, they _____ thirsty, so they _____ some lemonade.

V. TESTING SPEAKING

We can test speaking by:

- *Continuous assessment:* The teacher gives a mark for participation over a series of lessons.
- *Short oral tests:* The teacher calls each student out in turn and tests him or her on a prepared topic. Each test lasts 30-60 seconds.

Ex: Talk about yourself and your family.

Ask the teacher some questions.

Describe your village/ town.

Talk about a friend.

Talk about your school.

Review Questions.

1. Why do we test? When do we test?
2. What would you do if you had a listening comprehension test?
3. What do you do to test your students' knowledge of grammar?

Lecture 24: CLASSROOM TESTS -2

TESTING THE FOUR SKILL AREAS AND VOCABULARY & GRAMMAR.

A. TESTING SPEAKING

1. Objectives:

Testing should include assessment of both top-down or macro skills (kỹ năng suy đoán tổng hợp) and bottom-up or micro skills (kỹ năng phân tích).

- Bottom-up skills: fluency, comprehension.
- Top-down skills: pronunciation.

2. Formats:

Most of the subskills can be easily fitted into the framework of an interview test:

- *Questions and requests for information:* Yes/No questions should be avoided; various functions can be elicited through requests of the kind, "Can you explain to me how/why...?" or "Can you tell me what you think of...?"
- *Pictures:* Candidates can be asked to assume a role in a particular situation. Role play can be carried out by two candidates with a tester as an observer, or sometimes the tester can act as a participant of the role play.
- *Interpretation:* It's not intended that candidates should be able to act as interpreters; however, interpreting tasks can test both production and comprehension in a controlled way. One of the testers acts as a monolingual speaker of the candidate's native language, the other as a monolingual speaker of the language being tested.

- *Discussion:* Discussions between candidates can be a valuable source of information.
- *Tape-recorded stimuli:* Oral ability can be tested in the language laboratory.
- *Initiation:* Candidates hear a series of sentences, each of which they have to repeat in turn.

In short, for testing of oral skills we can list three general formats, as follows:

- Interview.
- Interaction with peers.
- Response to tape-recording.

3. Criteria of a good test of oral ability

1. The test should be carefully planned.
2. Testers should give the candidate as many “fresh starts” as possible.
3. Candidates should not be discouraged from making a second attempt to express what they want to say, possibly in different words.
4. Interviewers need to be sympathetic and flexible characters, with a good command of the language themselves.
5. At least two testers should be present at the interview to obtain valid, reliable and objective scoring.
6. The tests should be carried out in a language lab or in a quiet room with good acoustics.
7. Testees should be put at their ease. Testers should avoid constantly reminding candidates that they are being assessed.
8. The purpose of the test must be clearly stated.
9. The appropriateness of contents, descriptions of criterial levels and elicitation techniques used in oral testing should be considered.

N.B: In considering criteria of a good test we find the need to mention

some techniques not recommended, e.g. prepared monologues or reading aloud.

B. TESTING READING SKILLS

1. Objectives

The objectives of a reading test may be to test the candidate on one or more of the following subskills:

1. scanning a text to locate specific information.
2. skimming a text to obtain the gist.
3. identifying stages of an argument.
4. identifying examples presented in support of an argument.
5. identifying referents of a pronoun, etc.
6. using context to glean meaning from unfamiliar words.
7. understanding relations between parts of the text by recognizing indicators in discourse, especially for the introduction, development, transitions and conclusion of ideas.

2. Formats

Multiple-choice reading tests

The multiple-choice is a pure one when it is used for evaluating reading comprehension. This is because there is no mixing of skills: both the text and the choices are in English, and both must be understood if the student is to get a high score.

Example: (all sample tests to "Mr. Jones")

MR. JONES

Mr. Jones delivers the mail in a rural community. A van cannot cope with the country tracks, so he travels from one farm to the next by bike, covering seventy-five miles in the course of a five-day week. He has been doing the same job for thirty years, since he was twenty. He

will be retiring in ten years' time.

1. By profession, Mr. Jones is

- a. a farmer b. a van driver c. a postman
d. retired e. a professional cyclist

2. His age is

- a. 20 b. 30 c. 40 d. 50 e. 60

Question-and-answer

In a reading comprehension test it is advisable to look for evidence of understanding rather than to penalize spelling or syntax errors. It would be wrong to ask the students to give the profession of Mr. Jones in the above passage, if the aim is to evaluate only comprehension. This is because the word *postman* is not in the text.

The test writer should also avoid any questions which can be answered simple by a process of matching words in the question to those of the passage.

Example:

Questions	Answers
Where does Mr. Jones deliver mail?	He delivers mail in a rural community.
When will he retire?	He will retire in ten years' time.
How long has he been doing the same job?	He has been doing the same job for 30 years.

Short factual answers

The questions given below are better. Provided that the students understand both the question and the test, they can select just the word or two needed for a short answer. Or they can make an inference that places no real demands on their own language resources.

Questions	Answers
How old is Mr. Jones?	50
How old was he when he started his job?	20
How old will he be when he retires?	60
What distance does he cover daily?	15 miles

Split sentences

These are simple to produce, and the chances of guessing correctly are very low if you have twenty or more items. The student simply writes the appropriate letter of the completion next to the number of the first half of the sentence.

Example:

Write the letter of the second half of the sentence next to the number of the first half (The first one is done for you as an example.)

1. She refused cheese	a. to watch the news
2. He went out	b. made a speech
3. Their new car	c. fitted beautifully
4. He switched on	d. to cut the hedge
5. The minister	e. refused to start
6. Her new dress	f. but took an apple

1.f 2. 3. 4. 5. 6.

Scrambled texts

Reading comprehension can also be assessed by asking learners to identify the order of scrambled sentences, taken from one paragraph which has stylistic or even markers. [insert example]

Gapped texts (also called Cloze passages)

The students have to deduce the words that have been deleted from a

passage and they cannot do this if they do not understand what they have read. The first and the last sentences are always given in full, to give the style of the passage. There are various gapped text tests.

[insert examples of purse cloze, multiple choice cloze and banked (?) cloze]

C. TESTING WRITING

1. Objectives

The objectives of testing writing should include *macro- or top-down skills* and *micro- or bottom-up skills* assessment; sentence-level skills and paragraph-level skills; and controlled writing, guided writing and freer types of writing. They include:

sentence-level skills:

- sentence combining
- sequencing of ideas
- association of ideas
- answering simple sentences

paragraph-level skills:

- paragraph organization

2. Formats

Sentence completion

The students are given some incomplete sentences and have to provide an appropriate start or finish. The sentences can be independent, for example:

- a. The man got into his car and _____.
- b. _____, but she said she'd never seen the film.

Or they can be in the form of a paragraph for example:

Complete the sentences below to make a story:

I returned early that evening, as I had agreed to meet my friend later. First _____, then took a long shower. Next _____ switched on the television. I _____ and I switched it off again. I had half an hour to kill so I _____ 7:00pm, I kissed my mother and left the house. I _____ but my friend was not yet there. The idea of waiting alone in the street was not appealing, especially as _____. So, I _____.

Picture description

The students are given a picture from a magazine or drawn on a poster with or without language cues according to the level of proficiency. The subject could be a famous person, a domestic scene, an event, a shop and so on. They have to write a paragraph or two to describe the picture.

[example to be added]

Summary writing

The students are given a reading passage and asked to write a summary of it. For example:

"Summarize the passage below in one paragraph, drawing attention to the five main points" [insert passage]

Key word essay

Key ideas are given and the students take these as the basis of their story. The cues will look like this:

yesterday, birthday
Susan, 12 years old
postman, cards
family, greetings and gifts
celebration dinner, restaurant

Half dialogues

One speaker's lines are provided. The task of the students is to write the lines of the other speakers as stimuli or responses.

Example:

Arranging a Meeting	
A. _____	?
B. I'm afraid not. I'll have lunch with a client.	
A. _____	?
B. No, not tomorrow either. How about Thursday?	
A. _____	?
B. Good. Thursday it is. What time and where?	
A. _____	?

[insert TESTING LISTENING]

D. TESTING GRAMMAR AND VOCABULARY

1. Objectives: to assess the learner's ability to use the structures or words accurately, meaningfully and appropriately.

2. Principles

- Test items should be given in communicative activities of a specific context.
- Grammar and vocabulary are tested not as static knowledge, but as used in the dynamic process of communication.
- Test items should be written in such a way that all three dimensions of language can be tested: syntax/ morphology (form), semantics (meaning) and pragmatics (use).
- A grammar component should be included in the achievement, placement and diagnostic tests of teaching institutions.

- Achievement tests should refer to teaching objectives or the syllabus should list the grammatical structures from the textbooks.
- Multiple choice tests, which are often used for grammar testing, should not be used excessively.
- Useful formats for testing grammar and vocabulary:
 1. *Paraphrasing*: by giving part of the paraphrase in order to restrict the students to the grammatical structure being tested.
 2. *Completion*: used to test a variety of structures.
 3. *Modified cloze*: used to test a part of grammatical structures.

3. Sample grammar and vocabulary test items

Multiple cloze

Students have to choose the correct answer from a number of alternatives. At the most simple level, multiple cloze can be used to test the students' grammatical knowledge.

Example:

Circle the letter of the correct answer.

1. Charles _____ to work yesterday.
 a. doesn't b. hasn't gone c. didn't go d. isn't going
2. I want to buy _____ new furniture.
 a. some b. a c. two d. something

Paraphrase

The students are required to write a sentence equivalent in meaning to one that has been given.

Example:

1. Testing past passive continuous form:
 * When we arrived, a policeman was questioning the bank clerk.

When we arrived, _____.

2. Testing present perfect with for:

* It is six years since I last saw him.

I _____ for six years.

Completion

Example:

1. Sentence completion:

Complete the sentences below so that they make sense.

a. A: Are you sure you'll be all right?

B: Don't worry, I'm _____ looking after myself.

b. Both teams were exhausted. They _____ for three hours.

2. Dialogue completion (focus on interrogative forms)

Complete the numbered sentences suitably.

Mr. Gilbert: Good morning, Mr. Cole. Please come in and sit down.
Now let me see.

(1) Which school?

Mr. Cole: Whitestone College

Mr. Gilbert: (2) And when?

Mr. Cole: In 1972, at the end of the summer term.

Modified cloze

Example:

1. Testing prepositions of place

John looked around the room. The book was still _____ the table. The cat was _____ the chair. He wondered what was _____ the book _____ the telephone.

2. Testing articles (a/an/the/no article)

In England children go to _____ from Monday through Friday. _____ school that Mary goes to is very small. She walks there each morning with _____ friend. One morning they saw _____ man throwing _____ stones and pieces of wood at a dog. _____ dog was afraid of _____ man.

3. Testing sentence linking

The council must do something to improve transport in the city,
_____ they will lose the next election.

Collocation

Example:

Match the words on the left with those on the right side as in the example.

1. a loaf of	<input type="checkbox"/> flour
2. five	<input type="checkbox"/> sugar
3. two packs of	<input type="checkbox"/> flowers
4. a role of	<input type="checkbox"/> cigarettes
5. a bottle of	<input checked="" type="checkbox"/> bread
6. a bag of	<input type="checkbox"/> kitchen paper
7. twenty	<input type="checkbox"/> books
8. a bunch of	<input type="checkbox"/> apples
9. a kilo of	<input type="checkbox"/> medicine
10. a pound of	<input type="checkbox"/> tea

Example:

Match the first of the comparative phrase in column 1 to the second part in column 2.

as pretty as	an ox
as obstinate as	gold
as white as	a picture
as strong as	a mouse
as good as	a sheet
as quiet as	a mule

Morphology:

Example: Fill in the blanks with words that have the same root as the others in the row.

Verb	Noun	Adjective
produce	creation invention	

Semantics

Example:

For each underlined word in the sentences below, write an antonym (a word that means opposite) in the blank in the second sentence.

1. Ted isn't good-looking. He's _____.
2. First, open the door. Then _____ it.

Review Questions.

1. What are the objectives of a speaking test? Give some of its formats.
2. List the objectives of a reading test.
3. What are cloze passages?
4. Give the objectives of a writing test.
5. State the principles to design a writing test.

Lecture 25: TEACHING AIDS

Teaching aids (visual or audio-visual) can be useful for the language teacher because it facilitates the process of teaching and learning: giving, creating and changing situations quickly and easily... Following are some kinds of teaching aids.

I. THE BLACKBOARD

- The aid found in most classroom is the blackboard.
- Blackboard use should be carefully planned: Stand sideways and write with your arm extended so that students can see the board. Your writing should be large enough for the whole class to see clearly etc...

II. REAL OBJECTS

Real objects can be used:

- to teach vocabulary (e.g.: a bag of sugar, a packet of tea).
- to practise a structure (e.g.: I'm going to make some tea).

III. FLASHCARDS

- Cards with simple pictures (words or numbers) can be held up by the teacher or given out to students to use in pair or groupwork.
- Flashcards can be used:
 1. to teach vocabulary (e.g.: pictures of knife, fork, spoon, plate, cup).
 2. to practise structures (e.g.: pictures of different activities to practise "Do you like writing letters? Do you like swimming?" etc)
- Making flashcards: use half a sheet of typing paper, or a piece of

card; draw the picture with a thick black pen, or cut pictures from a magazine.

IV. CHARTS

- Larger sheets of paper or card.
- The teacher can hold them up or display them on the wall or the blackboard.
- Charts can be used to show:
 1. a series of pictures that tell a story.
 2. a table of structures (e.g: verb tenses).

Review Questions.

1. How are pictures and picture charts used in a foreign language class?
2. Point out the advantages of using visual aids.

Lecture 26: SOME CLASSROOM TECHNIQUES

Following are some useful techniques the teacher can use when teaching in various kinds of classes and subjects:

1. PAIRWORK & GROUPWORK

1. Definitions:

a/ Pairwork: The teacher divides the whole class into pairs; all the pairs work at the same time.

b/ Groupwork: The teacher divides the class into small groups to work together (usually four or five students in each group).

2. Advantages of pair and groupwork:

a/ It gives students more opportunity to speak English.

b/ All the students are involved in the activity.

c/ Shy students feel more secure and are more willing to speak.

d/ It encourages students to share ideas and help each other.

3. Overcoming problems:

a/ Students' mistakes: Give preparation before the activity, and check afterwards by asking some students what they said.

b/ Controlling the class: Give clear instructions about what to do and when to start and stop. Give clearly defined tasks which do not go on too long.

4. Suitable activities for pair and groupwork:

a/ Controlled oral practice: can be done with the whole class first, then in pairs.

- b/ Reading a text:* Students read the text silently, then discuss questions in pairs.
- c/ Writing exercises:* students work in groups, deciding together what to write, one student acts as "secretary".
- d/ Free discussion:* can be done in groups. Define the discussion first, and give a clear purpose.

II. ROLEPLAY

1. Definition: In role play, students imagine a **ROLE** (e.g. a police officer, a shop assistant), a **SITUATION** (e.g. buying food, planning a party), or both. Role play should be *improvised*: students decide exactly what to say as they go along.

2. Controlled role play:

a/ Role play based on a dialogue in the textbook: After practising the dialogue, ask pairs of students in turn to improvise similar dialogues; or divide the class into pairs and let all the students improvise at the same time.

b/ Role play interview based on a text: Ask one student to take the role of a character from the text. Other students ask him or her questions.

3. Free role play:

a/ Prepared in class: Discuss with the whole class what the speakers might say, and write prompts on the board. Let all the students practise the role play in pairs first. Then ask one or two good pairs to perform the role play in front of the class.

b. Prepared at home: Divide the class into groups. Give each group a different situation and roles. Each group prepares their role play outside the class, in their own time. Groups perform their role plays in turn, on different days.

III. USING ENGLISH IN CLASS

1. General point: English can be used in teaching the lesson itself: giving examples, introducing a text, asking questions, etc. It can also be used for activities which "surround" the lesson: checking attendance, telling students where to sit, controlling the class, "chatting" to students, etc.

2. Advantages of using English in class:

- a/ Students have more practice in listening to natural spoken English.
- b/ It gives students the feeling of English as a real language used for communication, not just a language in a textbook.

3. Opportunities to use English:

a/ *"Social" language:* "chatting" in English at the beginning of the lesson. This creates an "English language" atmosphere in the class, establishes contact between teacher and students, and helps students to feel relaxed.

b/ *"Organising" language:* e.g. starting and stopping activities, getting students to do and not to do things. Much of this consists of simple instructions which are repeated lesson after lesson, and can easily be given in English.

c/ *Giving explanations:* English can be used for explaining how an activity works, or explaining a new word or grammar point. To be effective, the explanation should be as clear and simple as possible; the teacher can help students understand by using gestures, drawings on the blackboard, and repeating words in the students' own language.

IV. CORRECTING ERRORS

A. SPOKEN ERRORS:

1. When students are doing controlled practice, we are usually concerned with accuracy, so we need to correct important errors as they occur.

2. When students are involved in freer activity (e.g. discussion, role play), we want them to develop fluency; so it is better *not* to interrupt by correcting too often, but to remember common errors and deal with them afterwards.
3. Possible techniques for correcting errors:
 - a/ Give the correct form; the student repeats it.
 - b/ Indicate where the error is, but let the student correct himself or herself.
 - c/ Pass the question on to another student, then give the first student a chance to repeat the correct form.
4. To help students develop a positive attitude to errors: encourage them, focussing on what they have got right, and praise them for correct and partly correct answers, so that they feel they are making progress.

B. WRITTEN ERRORS

1. To avoid too much correction of written work, give simple writing tasks which will not lead to many mistakes and which can be corrected in class.
2. Correcting work in class:
 - a/ Go through the answers, writing on the board only if spelling is a problem.
 - b/ Let students correct their own work or exchange books and correct each other's.
 - c/ Move round the class to check what they are doing.

Review Questions.

1. What are the advantages of pair and groupwork?
2. What procedures should the teacher follow to conduct pair and group work?
3. What is role play?
4. State the advantages of using English in class.
5. Some Do's and Dont's in correcting students' errors.

Lecture 27: USING TEXTBOOKS

I. USING TEXTBOOKS

When using textbooks, the teacher should;

1. study carefully the author's introductory remarks.
2. read the whole textbook before using any part of it. If the textbook is a part of a series, examine the whole series, if possible.
3. consider good points & weak points.
4. do not use the textbook entirely as it is.
5. remember that some material in the textbook may be added to, deleted from or combined with other materials. He should not write completely new materials.

II. DIVIDING A UNIT OF WORK OR LESSON (= UNIT BREAKDOWN)

1. Study each unit carefully.
2. List all what you will teach under several categories.
3. Study the items of each category to decide:
 - * how many periods are needed to teach the whole unit. (The time for each period is 45 minutes).
 - * the gradation of the material in a logical sequence.
 - * what to review.

Example:

a/ New categories to teach pronunciation problems.

new structures.

vocabulary and culture.

practice activities including reading & writing.

homework.

b/ Nine teaching periods are needed

period 1: pronunciation and reading.

period 2: pronunciation and verbs of perception.

period 3, 4, 5...

period 9: Review.

III. AN OVERALL PLAN OF A WHOLE UNIT.

1. The aims of the lesson:

- * pronunciation practice.

- * structure.

- * reading text.

- * writing exercises.

2. Motivation (situation or approach):

- * introductory sentences.

- * story.

3. Oral presentation (oral drills):

- * Kinds of drills and activities.

- * Items of drills with cue words.

* List of difficult words and expressions, definitions and synonyms...

* Comprehension questions with answers.

4. Visual aids: list of visual aids used in connection with the presentation and practice.

5. Homework: list of exercises.

Review Questions.

1. What should a teacher do to deal with a textbook?

2. How should he deal with a unit of work and a whole unit?

Lecture 28: WHAT IF...

SOME DO'S AND DONT'S

I. THE STUDENTS

A. In a class having more than 40 students:

1. Devise a set of hand signals and gestures to elicit various types of student participation. Ex:chorus, groups, individuals.
2. Divide the class into groups and give each group a name for easy reference. (group A, B, or 1, 2)
3. Use choral repetition.
4. Train student leaders to help check homework when the correction in clear.
5. Establish routines of classroom procedures.
Ex: taking attendance; distributing & collecting materials.
6. Seat students in alphabetical order or in such a way that favours their studying.
7. Prepare a seating chart/plan.
8. Move around the room when necessary.
9. Change the students' seats in the middle of the semester.
10. Begin the chain drills at random, not in order.
11. Draw the attention of each of the students.
12. Train individual students to speak in a loud voice.

B. What if some students are able; others slow.

1. Make use of the abilities of your students:
 - * have the able students be first in hard things.

* ask the less able students to do simpler things so that there is no question of lowered morale.

2. Ask the more able students to help the less able ones.
3. Seat able students next to weaker ones.
4. Gear your lessons to the average students. Your teaching must aim at the average ones, not the good or poor students. The pace of instruction should be reasonable, not be too fast or too slow. Teachers should pay attention to the reinforcement of materials taught for the students' full understanding.
5. Differentiate your assignments. Ex: Have the able students ask questions and the less able answer them.
6. Do not expect all students to reach the same level of comprehension within the same length of time.
7. Remember that some students are slow starters, some others are late bloomers.

C. What to do if the students appear uninterested.

1. Plan lessons in which there is a great deal of variety esp. in oral practice activities to avoid boredom.
2. Ensure wide student participation.
3. Keep the pace of the lesson very brisk. Don't wait too long for the correct answer.
4. Do not correct every mistake that students make. Correct only mistakes that cause misunderstanding. Make a mental note of minor errors and correct later-on.
5. Do not strive for immediate mastery of the lesson because there still has time for reinforcement.
6. Let them enjoy their successes by announcing the test results, asking them to do something suitable to their abilities.
7. Praise or feedback them judiciously.

8. Encourage them to talk in the foreign language.
9. Use outside knowledge to reinforce the students' knowledge of the foreign language: television, programs, sport events....
10. Plan for the slow and the gifted students.
11. Be flexible in your planning: put aside the lesson you have planned and discuss the interesting occurrence.
12. Never expose the students to ridicule in the classroom.
13. Provide balance in the lesson. Rote drill or learning should give way to communication activities.
14. Have the students practise in pairs to avoid timidity.
15. Keep in mind that the students may have different motivations: integrative one (use language to fit oneself in a community), instrumental one (a means of living).

D. In case their native language is completely different from the target language.

1. Give many examples of new structures. Provide extensive and intensive practices.
2. Indicate the contrasts and the essential points in the new items.

Ex: * If I *had* time, I *would* go swimming.

(in Vietnamese: there is no sequence of tenses).

* sounds and forms: go, goes.

* position: a beautiful girl \Rightarrow 1 cô gái đẹp.

* function: He is a careful driver.

He drives carefully.

3. Introduce and reintroduce difficult items.
4. Teach vocabulary items around a centre of interest (buying food, clothing...)

5. Teach word families, prefixes, suffixes, roots.
6. Show students how to find the meaning of long words from the smaller words. Ex: *impossibly*.
7. Teach the grammatical items which may co-occur with many examples:

I prefer to go by bus.

I prefer going by bus to travelling by honda.

8. Grade the material you teach very carefully.

Ex: Teach "what do you eat at noon?" after you have taught "Do you eat at noon?"

9. Practise language items and structures with other words which serve as clues (time expressions).

Ex: * Present continuous.

I am studying now
right now
at the moment

* past tense.

I went to the movie last week
yesterday
last night.

10. Use many devices to ensure understanding. (visual aids)
11. Step up students' performance gradually.
12. Don't expect mastery or complete accuracy too soon. Practice again and again makes perfect.

E. In case some students are "discipline" problems:

1. Pay attention to some discipline problems: trouble-makers.
2. Keep the students busy with interesting work in which all participate.

3. Make few and very reasonable demands (asking a poor student to have many copybooks, for example).
4. Accept reasonable excuses once a while.
5. Excuse them from examinations when they have been absent .
6. Praise them.
7. Keep your expectations for them within their ability levels. Challenge the brighter ones.
8. Make sure they understand exactly what is expected of them. Use their native language if necessary. Give several illustrations.
9. Do not ask for a choral response to a question because you can't know which is correct.
10. Train students to keep together in choral response.
11. Do not raise your voice or continue to work when students are talking.
12. Don't penalize the wrong-doers. Reward with praise those who are attentive.
13. Plan on giving them an "unprepared day" (a day without bringing in their homework).
14. Don't ask them to bring in a long assignment when you know they are having an exam in another subject.
15. Give the "serious" discipline problems some important classroom responsibilities (changing bulletin boards...)
16. Find out why a particular student is "hard to reach" through consulting records or conversations. Try to remove or minimize the irritant.
17. Learn students' name as quickly as possible.
18. Reward students' good behaviour with good mark.
19. Give every student the feeling that he can learn.

F. In case students are at different learning levels:

1. Find out differences by giving a proficiency test, studying their records etc...
2. Group the students according to their needs (pronunciation, grammar, vocabulary...)
3. Prepare integrative activities and differential activities.
4. Plan your schedule to work with a group during a certain time.
5. Assign capable group leaders.
6. Supply appropriate materials: textbooks, tapes, cue cards...
7. Prepare charts clearly outlining group and individual responsibilities.
8. Keep accurate and detailed records of the progress made by individual students.

II. OUR COLLEAGUES

A. Teaching new students:

1. Establish types of or standards for student participation.
2. Start teaching students from what you know about them.

B. In case some teachers refuse to cooperate:

1. Try to arrange brief & informal meetings.
2. Listen to what they have to say in conferences.
3. Do not brag about your accomplishments.
4. Find something to compliment their accomplishments.
5. Offer to work with them in preparing tests, programs etc...

III. THE SCHOOL.

1. We must use the syllabus supplied by the school: Use it and prepare a variety of activities to meet the requirements, engage in extensive oral work, follow the five steps in language teaching, change the order of presentation of material if necessary.

2. The school prepares the examinations.

Review Questions.

1. What are some Do's and Dont's in a class having 40 students?
2. How can a teacher manage a class in which some students are able, others slow?
3. What is the most important solution to "discipline" problems out of the 19 guidelines of the class situations?

Lecture 29: BUILDING A LESSON PLAN & EVALUATION OF TEACHING

I. A POSSIBLE LESSON SCHEDULE

Divide the time for a forty-five-minute session:

1. *Warm-up (3 minutes):* Review or ask questions on familiar materials or something like that to motivate the students to start work.
2. *Homework correction (7 minutes)*
3. *Approach to the new material and presenting it (25 minutes):* Review related experiences, contrast them with the known structures and present the new material.
4. *Reinforcement: summary (5 minutes)*
5. *Home Assignment (5 minutes)*

II. LESSON PLAN

A. Objectives.

1. educational aim.
2. cultural aim.
3. skills: four skills for example.

B. Key points of teaching.

1. grammar or structure.
2. word study and reading comprehension.
3. word study and grammar.
4. exercise correction...

C. Teaching Aids

1. chalkboard
2. textbook
3. pictures/ charts
4. coloured chalk
5. tape-recorder.

D. Teaching method or technique.

1. audio-visual
2. aural-oral
3. direct method
4. translation
5. types of drills

E. Teaching Steps:

1. *Checking attendance:* discipline restoration, warm-up activity (3 minutes).
2. *Oral quiz:* reviewing the previous lesson. (7 minutes) - Activities and Contents.
3. *Today's lesson:* (25 minutes).
 - a/ Motivation.
 - b/ Presenting the new material:
 - * pronunciation.
 - * word study.
 - * checking students' comprehension.
4. *Reinforcement:* (5 minutes)
5. *Home Assignment:* (5 minutes)

III. EVALUATION OF TEACHING

A. THE TEACHER

1. *Neatness:*
 - hair

- clothes
- pleasing appearance

2. Poise:

- self-controlled.
- no signs of impatience and irritation.

3. Enthusiasm:

- interested in students (both good and slow students) and the lesson.
- serious but lively and helpful.
- understanding, warm, and friendly.

4. Communicative ability:

- voice: convincing, loud, clear.
- sensitive to class responses and atmosphere.

5. Punctuality:

- coming to class on time.
- taking roll call and getting organized quickly.
- beginning the lesson on time.

6. Use of gestures: are they used appropriately or not.

7. Variation of interest: varying the presentation of techniques and subject matter in an interesting fashion.

8. Command of English:

- pronunciation.
- intonation, stress, juncture, thought group, pause...
- grammar.
- word choice.
- fluency.

9. Teacher's control of class.

- discipline.
- students' interest, participation, attention & response.

B. THE LESSON

1. Preparation of the lesson:

- familiar with subject matter.
- sequence and techniques of presentation well thought.
- educational purpose.

2. Teaching techniques:

a/ Drilling technique:

- variety of drills.
- speed.
- drill: choral or individual.
- manipulative & communicative abilities.

b/ Explanation:

- clear, brief
- Vietnamese if necessary.
- suitable examples

c/ Correction technique.

- pinpointing errors
- drilling the corrected form.

3. Relevance of instruction:

- keeping the lesson from irrelevancy.
- considering practical, educational and cultural aims.

4. *Pace of instruction:* fast enough for both good and slow students or not.
5. *Use of teaching aids:*
 - Whether the teacher obtains excellent results from a well-chosen variety of appropriate teaching aids.
 - The blackboard is well-erased and appropriately used.
 - Hand-writing is clear and can be read by the whole class.
6. *Timing:* Time should be properly used.

C. OVERALL ASSESSMENT: Consider the following criteria:

1. Whether the teacher has a good command of phonic-graphic-grammar and vocabulary systems.
2. His knowledge of pedagogics and psychology.
3. Teaching techniques are well handled or not.
4. Practical, cultural and educational aims are successfully achieved or not.

Review Questions.

1. Choose a reading passage and devise a detailed lesson plan for teaching it.
2. What are the five common teaching steps?
3. Give three standards of teaching evaluation which you think vitally important.

Lecture 30: AN OUTLINE OF A READING COMPREHENSION LESSON PLAN

A rough reading comprehension lesson plan may look like this.

Date:

Class:

Title of the reading passage:

Teaching periods:

Material:

I. OBJECTIVES/ AIMS

1. *Educational theme/objective:* What we want to inspire our students: feelings, sympathy, knowledge? - specific, not general.

2. *Teaching points:*

- Word study: how many words? What are they?
- Comprehension: How many questions?
- Pronunciation practice: difficult words or new vocabulary items.
- Grammar notes:
- Skills: listening, speaking, writing, some translation.

II. THE LESSON

A. Method of teaching: audio-lingual method.

B. Teaching aids: maps, pictures, objects.

C. Key point of teaching: comprehension (only one point)

D. Teaching steps:

1. Roll call

2. Oral quiz: brief review of the previous lesson - correction of exercises.

3. Presentation of the new lesson:

* Motivation

* Oral reading

* Explanation of new words and phrases:

- words
- synonyms
- words of the same family
- examples
- questions
- grammar notes

4. Reinforcement

5. Home Assignment

III. Self-evaluation

Answer these questions after you have taught the lesson:

A. PREPARATION:

1. How useful was your lesson plan? Were you able to follow it or did you have to depart from it during the lesson?
2. What difficulties did you find in planning the lesson?
3. Now that you have taught your lesson, what changes would you make to the plan for next time.

B. YOUR TEACHING:

1. How successful was the lesson?
2. Which part of the lesson was most successful? Why?
3. Which part of the lesson was least successful? Why?
4. How did you ensure that all the students understood?
5. How much did you use the blackboard? Was it effective?
6. What other aids did you use? Were they effective?
7. Which of the four skills did you develop most?
8. How much did you use the students' own language? Should you have used more or less?
9. What aspect of the lesson gave you most difficulty? Why?
10. How was this lesson different from the one you taught before and after it?

C. THE STUDENTS

1. What activities did the students enjoy most? Why?
2. What did the students find the most difficult? Why?
3. Did any students fail to participate? If so, why was this?
4. What discipline problems were there? What caused them? How did you deal with them?
5. What advice might the students give you about the lesson?

Review Questions.

Devise a detailed lesson plan for teaching a reading lesson of your own choice:

- Work out the substitution and transformation drills to teach a structure pattern in the passage (2 items for each kind, taught in 10 minutes).

- Write motivations to approach the lesson.
- How would you put across the meaning of new words to your students?
- Work out a lesson plan outline to teach the lesson in one period. (How far in 5 steps would you go?).

THE END

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ENGLISH METHODOLOGY

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