THE TRAINING MODULES GUIDE

UNDER THE THEME

“Towards a More Effective and Productive Teaching-learning Environment”

THE TEAM MEMBERS (In alphabetical order):

1. AKKOUCH Mohammed (TEAM COORDINATOR)°
2. AIT ALI Ayoub
3. BENOUQI Noureddine
4. ESSOBTI Abderrazak
5. TAHIR Fatima

2009
Table of Contents

Introduction to the Present training Guide 3

Module I: Teaching Methodology 8

Unit one: Developing Speaking 9

Unit two: Reading Comprehension: Ins and Outs 31

Unit three: Teaching Grammar 52

Unit four: Teaching Vocabulary 68

Unit five: Teaching Language Functions 84

Module II: Textbook Evaluation and Adaptation 121

Bibliography 141

Appendix 143
Introduction to this Training Guide

Background
The present guide falls within the framework of a set of training projects organised by the Moroccan Ministry of Education, Higher Education and Training and Scientific Research, through the Central Unit of Staff Training and the English Language Coordination for the benefit of Moroccan Middle-school and Secondary-qualifying teachers. This guide is concerned with two modules: Teaching Methodology and Textbook. While working on the modules the team members maintained focus on both the theoretical and practical aspects of the present manual. The intent is to bridge the gap between theory and practice.

The theoretical part takes the form of mini courses. The aim is to provide the participants with relevant theoretical background information about the topics in terms of concept defining, general underlying principles, theoretical insights etc. The objective is to get the participants to activate and use their teaching experience about the target contents and pave the way for the practical dimension of the training course.

The practical side – which is expected to be given the lion’s share- suggests a wide range of tasks and activities intended to involve the trainees in individual, pair and / or group work projects. The intention is to create opportunities for teachers to apply the theoretical acquisition in more practical tasks and activities, reflect, analyze, discuss and come up with their own tasks and activities and thus reinforce their teaching skills,
techniques, strategies and expertise in the target modules. This aim will be achieved through inviting the trainees to be involved in future projects.

This training guide is based on the most recent trends in English Language Teaching and in the textbook use. Attempts have been made to have access to a number of education periodicals and journals, references books and online references. The goal was to compile a reference support based on a wide range of resources. Additionally, professional experience and expertise of both the guide compilers, inspectors and teachers were also taken for consideration. Thus, part of this manual is based on case studies taken from real life situations in the classroom, inspectors' reports and difficulties voiced by teachers in pedagogical meetings, forums, conferences or elsewhere.

**The Present Guide Contents**

The present manual consists of two modules. Each module consists of a set of units. These are outlined as follows:

Module 1: Teaching Methodology

1. Unit 1: Developing Speaking
2. Unit 2: Reading Comprehension: Ins and Outs
3. Unit 3: Teaching Grammar
4. Unit 4: Teaching Vocabulary
5. Unit 5: Teaching Language Functions

Module 2: Textbook

**The Modules Goals**
In general terms, the present manual aims at training the target participants on how to teach English more effectively, create an effective and productive learning environment and use the textbook more successfully. More specifically, it seeks to:

I. expose the participants to the latest trends in teaching English effectively and productively, with special reference to teaching speaking skill, reading skill, grammar and structures, functions and vocabulary;
II. create opportunities for them to reflect on their existing approaches, methods, techniques and strategies;
III. give the participants a set of insights as to how to use the officially used textbooks effectively for more benefit and higher productivity;
IV. and involve them in a set of projects for evaluation intents.

The target Participants
The training target all English language teachers at the Secondary-qualifying level, operating within the 16 academies of education and training across Morocco. These will be officially invited to benefit from and contribute to the success of the expected training.

The Training Methodology
The training methodology will be varied so as to respond, as far as possible, to all teachers’ needs and styles and is expected to:

I. use ice-breakers (short light activities) at the beginning of major sessions to ensure the active involvement of the participants;
II. build on the participants’ prior professional knowledge, experience and expertise in the area of language teaching and textbook use in general;

III. maintain focus on the production dimension i.e. the lion’s share will be devoted to involving the participants in tasks and activities and production of relevant material;

IV. target cooperative learning. In other terms, the target workshop tasks and activities are to be done by the participants in pairs / groups and will be discussed in plenary sessions;

V. involve Interactive mini courses. These are used to provide the participants with relevant theoretical framework and pave the way for the suggested tasks and target projects;

VI. use daily evaluations or journals by the participants. This gives the trainers the opportunity to obtain immediate feedback and suggestions from the participants on the day-to-day training for future reflection, analysis and consideration.

NB. Teachers should be asked beforehand to bring their own textbooks during the training sessions.

The Time allotted to the whole Training

Please note that each trainee should receive a 30-hour training, which involves two separate but complementary sessions:

a) Session 1: 3 days (18 hours in all with an average of 6 hours a day be devoted to training on both modules);

b) Session 2: 2 days (12 hours in all with an average of 6 hours a day for discussion and evaluation of the trainees’ projects).
and it is entirely up to each Academy of Education and Training to decide on the training schedule and venues.

**Conclusion**

The present training guide can be viewed as the official guide and the main document for both trainers and the target trainees at the local, regional and national levels. However, it should be noted that this guide should not be seen as a fixed reference nor should it be followed rigorously or rigidly by the trainers. Rather, the content as well as the suggested tasks of each unit can be adapted, backed up with relevant additional material and modified when necessary to suit the target trainees in terms of thematic and linguistic background knowledge.
MODULE ONE: ELT METHODOLOGY

1. Unit 1: Developing Speaking (180 minutes)
2. Unit 2: Reading Comprehension: Ins and Outs (180 minutes)
3. Unit 3: Teaching Grammar (180 minutes)
4. Unit 4: Teaching Vocabulary (180 minutes)
5. Unit 5: Teaching Language Functions
6. (120 minutes)
MODULE ONE: ELT METHODOLOGY
UNIT ONE: DEVELOPING SPEAKING

Module Description

Worksheets

Trainer Guide
Module description

Rationale

• Developing students’ competency in speaking is a major goal of teaching English in Morocco as it is elsewhere;
• Speaking is an essential component of language competence;
• Speaking is the most useful skill for global communication.

Purpose of the training

• The overall aim is to sensitize teachers to the importance of promoting fluency, and giving students ample communication opportunities to acquire the oral skills they’ll need in real life.
• The purpose is to offer ideas and strategies and encourage practitioners to integrate the teaching and reinforcement of oral communication skills into their regular instruction.

Expected outcomes

• Get teachers to know a variety of oral task types.
• Encourage them to propose to their students oral tasks and activities to consolidate the studied language elements. (Language-focused practice).
• Encourage them to propose to their students oral tasks and activities to develop their oral competence. (fluency-focused practice)

Specific Objectives of Training

By the end of the module, teachers should be able to:
• Differentiate between mechanical, meaningful and communicative activities
• Distinguish language focused oral activities from fluency focused oral tasks.
• Use oral communicative and interactive tasks to promote speaking
• Know the two oral communication modes: interpersonal and presentational.
• be aware of the contrived nature of most of classroom practice so as to propose authentic material and aim for authentic practice as much as possible.
• be able to build on topical content.
• be able to design and use a variety of oral tasks.
• Be aware of assessment issues.
• Reflect on the raised issues and plan action.
• Take away a number of activities to use with the learners.

Workshop Process

Teachers will work in pairs, in small groups and in plenary to:

• accomplish tasks;
• go through the same process they're supposed to teach to their students;
• reflect on major issues raised by the tasks;
• participate actively by expanding the proposed teaching material, adjusting it to the target level if necessary;
• suggest ideas, alternative tasks and variants that can motivate the students and improve their oral proficiency.

Evaluation

• Trainer will get feedback from the whole group of participants after each task.
• To evaluate the intake, teachers will carry out a project in which they will put into practice some of the insights gained from the module.

Time allotted to the Unit: 180 minutes
Worksheets

1. Lead in

Work in pairs, discuss with a partner, then all together:

1. Who should speak more in the classroom, teacher or students? Why?
2. How often do you do oral activities?
3. What kind of speaking activities do you deal with?
4. Why is it important to develop speaking skills?

Work in pairs. Complete the list of task types used to practise speaking. Then work in groups of four. Compare your lists, which ones are rarely or never used (keep a list of these for later use). Discuss why not.

1. Role play/simulation,
2. information gap,
3. commands TPR,

2. Mechanical Vs meaningful oral practice.

Work in small groups. Study the following practice activities, decide which one is mechanical and which one is meaningful. What makes the difference?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a stranger. Ask about places in the town.</td>
<td>You are a stranger. Ask about places in the town.</td>
</tr>
<tr>
<td>- a café</td>
<td>- you want to see a film</td>
</tr>
<tr>
<td>-Is there a café near here?</td>
<td>-Is there a cinema near here?</td>
</tr>
<tr>
<td>a. A grocer's shop</td>
<td>a. You want to buy some fruit</td>
</tr>
<tr>
<td>b. A cinema</td>
<td>b. You want to post a letter</td>
</tr>
</tbody>
</table>
We can make practice more meaningful by:

- allowing students to contribute something to the conversation.

- giving the learner the opportunity to talk about his /her life experiences. (personalisation)

*Work in pairs to accomplish the following tasks. Redesign this activity to make it meaningful.*

<table>
<thead>
<tr>
<th>Where are you going?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m going to the station</td>
</tr>
<tr>
<td>a. Cinema</td>
</tr>
<tr>
<td>b. Zoo</td>
</tr>
<tr>
<td>c. river</td>
</tr>
</tbody>
</table>

**3. Form focused practice**

To practise the present perfect:

Your cousin’s parents have gone away for a few days leaving your friend in charge of the house and family. Call your cousin and check that he/she has remembered to do everything.

(do the shopping, water the plants ...) You ask questions like,
Have you done the shopping?

1. Work in pairs. Expand the task and suggest more clues.

Work in pairs. Take turns to ask each other questions starting with the words given.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td></td>
</tr>
</tbody>
</table>

2. Work in small groups. Which competency is targeted here? Modify the task to improve it. (give clues)

Here’s a guessing game.

Students work in groups. A student picks a cue card with an activity. The others must guess what by asking him questions based on a given model.

For example: (to practice the simple past)

SA: Guess what I did at six o’clock last night.

SB: Did you visit your sister?

SA: No, I didn’t

SC: Did you go to the cinema? Etc

3. Work in groups. Elaborate a variation of the game. You can give cue cards with clues.
4. Fluency focused practice

The characteristics of fluency activities…

<table>
<thead>
<tr>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use: real life like</td>
</tr>
<tr>
<td>Language for skill</td>
</tr>
<tr>
<td>Attempts at communication are judged by performance</td>
</tr>
<tr>
<td>Attention is given to meaning</td>
</tr>
<tr>
<td>Correction is generally delayed unless a breakdown happens</td>
</tr>
<tr>
<td>Communication is the objective</td>
</tr>
</tbody>
</table>

Work in pairs. What type of tasks are the following? Which input can the teacher give to students to help them focus on fluency. (work on one task only)

a. Fire

Step 1: The teacher describes the situation to the class:

“A fire has broken out where you live. You have a few minutes to grab five of your belongings and rescue them. Which five things would you take? Remember you have to carry them all.”

Step 2: Each student writes down up to five things to rescue from the fire.

Step 3: Some students read out their lists and explain why they would take these things. The others should ask questions like “what about ...? Why wouldn’t you take ...?”
b. Group holiday

Step 1: The class is divided into groups. Each student receives a handout containing 4-5 suggestions for a two week holiday (e.g. brochures/leaflets from travel agencies). Each group now has to find the one holiday that they would like to have together. They should reach a decision and find arguments for their choice.

Step 2: Each group describes the holiday they have chosen and outlines the reasons for this choice. The other groups may ask questions and comment.

5. Using tasks to teach speaking

*Work in pairs. Look at the definitions of a task, then go back to activity b in the previous task and modify it to make it a task.*

a. What’s a task?

A task is an activity or action carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to an instruction and performing a command, may be referred to as tasks. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Richards, Platt and Weber 1986: 289)

...any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. ... (Breen 1987: 23)

b. Communicative tasks

For a task to be communicative it has to meet the following four conditions: (Pica et al, 1998)
1. Each interactant holds a different portion of information which must be exchanged and manipulated in order to reach the task outcome.

2. Both interactants are required to request and supply this information to each other.

3. Interactants have the same or convergent goals.

4. Only one acceptable outcome is possible from their attempts to meet this goal.

**In groups, discuss the modifications to bring to the following task to make it communicative.**

| Answer your partner’s questions about his or her dream house.
Focus p. 47 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where is your dream house?</td>
</tr>
<tr>
<td>2. How many rooms are there in your dream house?</td>
</tr>
<tr>
<td>3. What are they?</td>
</tr>
<tr>
<td>4. Why do you like your dream house?</td>
</tr>
</tbody>
</table>

**c. Interactive tasks**

Developing oral communicative conversations depends on finding ways to improve performance without hindering the independent structuring of a conversation. Teachers should provide support, but students should take responsibility for keeping their own conversation going.

*Keeping this in mind, elaborate an interactive task in which students ask for and provide information about their family tree.*

**5. Speaking: Interpersonal and Presentational Communication Modes**

**Communication standard**
Match the communication modes to their definitions:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Presentational</td>
<td>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
</tr>
<tr>
<td>b. Interpretive</td>
<td>Students understand and interpret written and spoken language on a variety of topics.</td>
</tr>
<tr>
<td>c. Interpersonal</td>
<td>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
</tr>
</tbody>
</table>

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language.

Communication modes: Key characteristics

<table>
<thead>
<tr>
<th>Interpersonal Mode</th>
<th>Presentational Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-way communication</td>
<td>One-way communication</td>
</tr>
<tr>
<td>spontaneity</td>
<td>Rehearsed performance</td>
</tr>
<tr>
<td>Negotiation of meaning</td>
<td>Focus on form</td>
</tr>
</tbody>
</table>

Work in groups. Place the following task types in the appropriate column according to their communication mode.

Interviews, information gap, picture-based activities, role play, surveys, storytelling, short presentations.

| Interpersonal/conversational | Presentational |
Work in groups of three. Devise a speaking task with an interactional or a presentational goal.

6. Making worksheets

Here’s a worksheet that can be used for oral practice of favourites:

<table>
<thead>
<tr>
<th>What’s your favourite ...</th>
<th>... colour?</th>
<th>... radio programme?</th>
</tr>
</thead>
<tbody>
<tr>
<td>... song?</td>
<td></td>
<td>... topic of conversation</td>
</tr>
<tr>
<td>... sport?</td>
<td></td>
<td>... way of relaxing?</td>
</tr>
<tr>
<td>... dish?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask your partner these questions. Write his/her answers on a piece of paper. Then tell the class what you found out.

Work in groups. Discuss the advantages of using a worksheet instead of prompts on the blackboard or simply orally, then report to the rest

7. Giving talks/ presentations:
Many students may have to give talks in their future studies or jobs. You can help students prepare for this task by eliciting and teaching key bits of language. For example, you can discuss the language of introducing, listing, exemplifying, and concluding (which should be useful for all manner of talks). Discourage students who try to write the presentation and simply read it in class by getting them to write notes (instead of prose). Such notes would contain sections, points, and examples, but no complete sentences.

1. Let’s save our environment! This is the title of a project (Ticket To English, year 1, SB p. 65)
2. A festival to visit (Gateway, year 1, SB p. 78)

**Work in groups. Prepare a work sheet stating the procedure the students should follow to give an oral presentation as an outcome of one of the above projects.**

**8. Exploiting topical content**

Oral activities should be devised to consolidate the language elements that are covered in class especially as language exercises fit logically into the topic of the day. For instance the study of the simple present can be followed by oral activities that allow the learner to exploit the structure to communicate about daily routines, hobbies, leisure activities etc. Even a vocabulary lesson can lend itself to a follow up oral activity. In fact, to move from language focus to speaking can be very smooth and well accepted by the students who appreciate the transition from input to output especially within the frame of personalization – conveying meaningful information while talking about self- and localization- use the places they live in as a reference point- (Harmer, 1983). Thus accuracy and fluency are naturally
combined. Additional input contributes to the enriching of the experience, especially if it provides for real-life situations and language use.

This bottom-up view of teaching speaking consists in considering the encountered discrete elements as building blocks of the language to be used to construct larger components namely the skills and competencies.

These are sample tasks derived from 1st year textbooks to illustrate bottom–up activities.

1. **Work in pairs. Complete the table by suggesting tasks and activities for oral work.**

<table>
<thead>
<tr>
<th>Unit n°</th>
<th>Grammar/vocabulary</th>
<th>Speaking activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The simple past (Education)</td>
<td>Q/A about past schooling and school records</td>
</tr>
<tr>
<td></td>
<td>Vocabulary related to society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary related to leisure</td>
<td>Interview/</td>
</tr>
<tr>
<td></td>
<td>Conditional II</td>
<td>What do you think I would do if ….</td>
</tr>
</tbody>
</table>

2. **To which theme does the following task relate? Which input can be given to students to help them communicate effectively?**

In pairs, write a dialogue and act it out with your partner. Play the roles of a doctor and a patient. The doctor asks questions to elicit information about the patient who describes his/ her health problems. The patient also asks questions to find out what is wrong with him.
9. Picture–based tasks

One way to make use of pictures in a speaking activity is to give students just one picture and have them describe what is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Here are two pictures that show two different shopping places. Work in groups. Suggest a speaking task based on them (one or both). State the objective and procedure for the task.
10. Using drama to promote speaking

Work in groups. Look at this piece of drama then devise an oral activity to exploit it.

The root of all evil

A. What’s the matter?
B. Look what I’ve found!
   A. Money! How much is there?
   B. Looks like more than 400 quid! Hang on while I count it. (counts)
      £480!
   A. Where did you find it?
   B. Just outside in the street. (moves towards the door)
   A. Where are you going?
   B. To the police station. I’m going to hand it in.
A. (snatches the money) Wait, you can’t do that! You should keep it!
B. But it’s not mine ... someone may be looking for it right now. (tries to take the money back) Here, give it back. I found it! (they tussle over the money)
C. (enters) What’s going on? (A and B stop. A still has the money.)
   Where did you get that?
A. (pointing at B) He/She found it! Just outside!
B. What are you going to do with it?
A. Keep it. Spend it.
B. Take it to the police station. (together)
C. I know, why don’t we share it? Let’s go out for a meal.
A. Yes, let’s buy some new clothes and go to a smart restaurant.
D. We can’t do that! It isn’t ours! Give it back. (snatches back the money) I’m taking it to the police station! (A and C rush to stop him. D comes in.)
E. What’s going on? (A, B and C stop fighting) Where did you get that?
A. (pointing at B) He/She found it! Just outside!
D. What are you going to do with it?
B. Take it to the police station.
A. Keep it. Spend it! (together)
A. Go out for an expensive meal! Buy new clothes.
B. Hey, you can’t keep it. It isn’t yours. Let me have it for a minute.
   (takes the money and moves towards the door).

A. B (together) Where are you going?
D. To see if anyone’s come back to look for it.


A. I’m going to see what he’s doing. (goes out. pause. returns, upset).
   He’s gone!
   D’s gone! He’s nowhere to be seen! He’s taken the money! He’s taken the money!
11. Assessing spoken interaction

1. Consider the following statement by Weir (1993: 34) and draw practical implications from it on how to evaluate students’ speaking proficiency.

“To test whether learners can speak, it is necessary to get them to take part in spoken language activities. We are no longer interested in testing whether they merely know how to assemble sentences in the abstract. We want them to perform relevant tasks and adapt their speech to the circumstances, making decisions under time pressure, implementing them fluently, and making any necessary adjustments as unexpected problems arise.”

A. Work in pairs. Look at the following oral assessment grid, can you assess your students’ oral production in terms of its grammaticality, appropriacy, logic and sequence, and communication strategies?

B. Grammaticality
   1. Were the utterances grammatically correct?

B. Appropriacy
   2. Was the topic of conversation appropriate?
   3. Was the level of formality appropriate?

C. Logic and sequence
   1. Was the interaction logical?
   2. The interaction sequenced normally?

D. Strategies
   1. Were verbal strategies used to compensate for potential communication breakdowns?
   2. Were non-verbal strategies used to compensate for potential communication breakdowns?

12. Reflection and action plan

1. Complete the following sentences
   i. One thing that I found useful today is ...
   ii. One thing that I have to study /read about more is ...
2. Select two task types you would like to try with your students. (see lead in) and fill in the chart.

<table>
<thead>
<tr>
<th>Task type</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Do I target fluency or accuracy?</td>
<td></td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>What materials or aids do I need?</td>
<td></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>In which unit? At which stage?</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>How will I know I have been successful?</td>
<td></td>
</tr>
</tbody>
</table>

### Trainer Guide

**Plan summary**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Explain training outcomes to participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Lead in</strong></td>
<td>Discussion on current practices and the necessity to improve them.</td>
</tr>
<tr>
<td></td>
<td>Affective factors - Teachers need to provide a classroom atmosphere that would encourage students to talk no matter how broken and incomprehensible the spoken language is.</td>
</tr>
<tr>
<td></td>
<td>Importance of knowing the possible task types and how to make use of them to promote speaking.</td>
</tr>
</tbody>
</table>
### Follow up activities that integrate skills and provide practice in speaking
- Guided conversation,
- Basic interviews,
- Information gap,
- Picture-based activities,
- Interactive activities,
- Role play and simulation,
- Surveys, questionnaires
- Physical actions TPR,
- Short presentations,
- Drama,
- Scenarios,
- Games,
- Opinion gap activities,
- Problem solving activities.
- Discourse Chain

Elicit task types that are rarely or never used by teachers and encourage participants to include them in their projects.

<table>
<thead>
<tr>
<th>2. Meaningful Vs mechanical activities</th>
<th>Participants compare and draw conclusions. They should be able to recognise each type. Discuss when mechanical practice can be useful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Form-focused practice</td>
<td>Both accuracy and fluency need emphasis in the classroom. At the initial stages of language learning, form-focused practice is predominant but fluency should not be neglected. Ensure that participants are clear about what’s involved in fluency work.</td>
</tr>
<tr>
<td>5. Fluency-focused practice</td>
<td>Participants should learn how to construct a variety of tasks recognise their nature or type. The distinctive feature of a task is that it has an</td>
</tr>
</tbody>
</table>
which the teacher should explain to the students.

<table>
<thead>
<tr>
<th>7. Speaking: Interperson Presentational Communication Mode</th>
<th>For pedagogical purposes, only two of the three modes are considered, but teachers should know that the interpretive mode is also very important and that the normal and effective procedure is to integrate the three. Listen or read then speak, speak then write...</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Making worksheets</td>
<td></td>
</tr>
<tr>
<td>9. Giving talks/presentations</td>
<td></td>
</tr>
<tr>
<td>10. Exploiting topical content</td>
<td>Explanations given with tasks.</td>
</tr>
<tr>
<td>11. Picture–based tasks</td>
<td>This task is meant to give them a feel about using pictures as a basis for oral activities. It’s a versatile pedagogical tool that can suit all levels. Prepare and elicit variations.</td>
</tr>
<tr>
<td>12. Drama</td>
<td>The use of drama triggers student motivation and breaks class monotony. Drama activities may be used for fluency or accuracy work.</td>
</tr>
<tr>
<td>13. Assessing speaking skills</td>
<td>Issues to raise and discuss are objectivity, reliability, feedback, feasibility, criterion-based assessment Vs norm-based assessment.</td>
</tr>
<tr>
<td>14. Reflection and action plan</td>
<td>Participants should prepare at least two worksheets featuring tasks not commonly used, and try them out in class if possible. Participants should be urged to use IT resources and IT based tasks.</td>
</tr>
</tbody>
</table>

Be ready to help teachers out in case of ambiguity or lack of clarity of Instructions Participants should be fully aware of the numerous resources offered by the internet

Appendix
A Checklist for Task Designers

The following criteria are worth considering when designing speaking tasks.

1. Simulating "Real" Conversation
   Teachers should be aware of the contrived nature of most of classroom practice so as to propose authentic conversations and aim for authentic practice.

2. Exchanging
   An interactive task should require students to exchange information, opinions, attitudes, but not for its own sake. There should be a real purpose; each participant should need to find something out from the others in order to complete the task.

3. Checking Understanding
   The task should require the participants to make sure they fully understand what the others tell them and to make themselves fully understood to the others. In this way, students will need to adjust to each other's contributions.

4. Improvising
   The task should require both predictable and unpredictable communication. Real conversation always involves unpredictability so an ability to improvise needs to be practised.

5. Equal Opportunity
   Ideally, learners should have equal access to important features of turn-taking and should be able to initiate, negotiate and follow up other participants' contributions.

6. Mixed-Ability
   Design activities at different levels of complexity that allow both weak and strong students to work at their own level and pace.

7. Models
   Models of performance can be provided by making recordings of tasks using competent speakers of the language (not necessarily native speakers). These can be used for listening activities that focus on skills such as turn-taking or pronunciation, and language that students themselves can use.

8. Time Constraints
   Reasonable time constraints should be imposed. To extend the limited class time, students should be encouraged to prepare and rehearse conversations at home after the preparation stage.

9. Outcomes
   Interactive activities should have outcomes or results. Adopting a skills integration approach would allow for the consolidation of oral outcomes through writing or a different oral task. E.g. (a) group spokesperson(s) could report back to the class.
10. Language Practice
Oral interaction can be preceded by practice of vocabulary and structures that are necessary to understand and produce the target conversation. This practice can be based on a reading or listening activity. Students can also be given intensive practice in language functions such as giving advice, expressing opinions, asking different kinds of questions.

Simple and Re-Usable
As far as possible, tasks should be designed so that they are simple and self-explanatory. They should be modifiable and re-used, possibly even with the same class for revision or assessment.
MODULE ONE: ELT METHODOLOGY
UNIT TWO: READING COMPREHENSION: INS AND OUTS
Module description

Rationale

Students have different Learning styles. These differences in learning get intensified and represent a special challenge when it comes to reading. So many students get bogged throughout the reading process by words. To become fluent, students must not only decode words automatically; they must also learn how to construct meaning and bring in their prior knowledge to interact with the text.

Purpose of the training

In this training, we will cover specific instructional techniques for remediating the skill deficits that lead to poor comprehension. More specifically, the unit:

- addresses issues pertaining to reading
- defines key concepts
- provides background relating to teaching reading
- suggests some tasks in connection with promoting reading skills and strategies
- addresses types of questions that promote thinking

Expected outcomes

At the end of this module, participants should make students able to:
- decode meaning based on their thematic and linguistic knowledge
- read meaningfully and bring in their background knowledge to interact with the reading material
- use different reading sub-skills (scanning, skimming) successfully

**Training mode**

- Mini-course
- Workshop (task-based):
  - Task 1: understanding mechanisms involved in reading (John was on his way to school)
  - Task 2: The role of images and pictures for better comprehension
  - Task 3: efficient vs. inefficient reading
  - Task 4: Types of elicitation techniques in reading comprehension

**Time allotted: 180 minutes**
UNIT 1: READING COMPREHENSION: INS AND OUTS

Introduction:

Key concepts:
- Scanning;
- Skimming;
- Bottom-up approach;
- Top down approach
- Interactive reading;
- Schema theory

Reading Purpose and Reading Comprehension

Reading is an activity with a purpose.
- enhance knowledge of the language
- gain information
- verify existing knowledge,
- critique a writer's ideas
- enjoy reading (poetry).

The purpose(s) for reading guide the reader's selection of texts and determine the appropriate approach to reading comprehension.

A person in a particular restaurant wondering whether he can afford to eat there needs to comprehend the pricing information provided on the menu, but does not necessarily have to recognize the name of every single appetizer listed.
A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details.

However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research indicates that good readers are the ones who

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function

**Reading as a Process**

Reading is an interactive process occurring between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Different aspects come into play so that the reader can figure out the meaning. These aspects span reader knowledge, skills, and strategies; these include
- **Linguistic competence: What to say**
  
  - the linguistic competence refers to the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are arranged into sentences

- **Discourse competence: How to say it**
  
  - This refers to the knowledge of discourse markers and how they connect parts of the text to one another to make a cohesive text.

- **Sociolinguistic competence: When to say it**
  
  - This refers to the knowledge about different types of texts and their usual structure and content

- **Strategic competence: How to understand when you can’t understand**
  
  - the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

**Scanning & skimming**
**Skimming** is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

**Scanning** is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.
Schema theory:

A schema (pl. schemata), in psychology and cognitive science, is a mental structure that represents some aspect of the world. Schemata were initially introduced into psychology and education through the work of the British psychologist Sir Frederic Bartlett (1886–1969){{Bartlett, 1932}}. This learning theory views organized knowledge as an elaborate network of abstract mental structures which represent one's understanding of the world. Schema theory was developed by the educational psychologist R. C. Anderson. The term schema was used by Jean Piaget in 1926, so it was not an entirely new concept. Anderson, however, expanded the meaning.

ACHOURA

HALOWEEN

READING SKILLS TO DEVELOP

To make the best of the reading passages, readers have to observe a number of requirements. They should

- learn to make reading a habit by reading more to become a more fluent reader.
- learn to read with a purpose by focusing on main ideas and supporting facts.
- learn to scan, to look for specific information.
- learn to skim, to get a quick and general overview of the passage.
- learn to use SQ3R technique.
- **Survey.** Read the first and the last lines and pick up the key words in a few seconds.

- **Question.** Have a specific goal for reading and ask themselves questions like *who* did *what, when where,* and *why.*

- **Read.** With questions in mind, they read to find specific information more actively and efficiently.

- **Review and recall.** Skim the passage again to pick up the missing details and remind themselves of important information.

  - learn to recognize the **type of question** asked.
  
  - read the **questions first.**
  
  - focus on the **opening sentences** to get the main idea.
Workshop process

- **Warm up**: State the purpose of the workshop.
- **Do/feel it**: Participants go through the same process as learners.
- **Reflect on it**: State/list main issues raised by the task.
- **Expand it**: Relate issues to other knowledge/documents.....etc
- **Conceptualise**: Discuss the feasibility of the suggested framework.
- **Experiment**: Participants actively practise the new suggested methodology/techniques.
- **Evaluate intake**: Evaluation of the intake compared with the initial state.
- **Evaluate workshop**: Evaluation of the workshop process.
  - **Task 1** : understanding mechanisms involved in reading (John was on his way to school)

**Text 1: Responding to reader's hypotheses**

John was on his way to school.... He was worried his math class..... The students are usually fidgety and make so much noise..... Last time, he had hard time controlling the class..... The teacher had left him in charge of the class...... After all, that’s not the job of a janitor.

*When we take each sentence separately, some new expectations are raised and hypotheses are put forward to be confirmed or disconfirmed by the next sentence.*

**Text 2: Decoding words**
The European Commission has just announced an agreement whereby English will be the official language of the European Union rather than German, which was the other possibility.

As part of the negotiations, the British Government conceded that English spelling had some room for improvement and has accepted a 5-year phase-in plan that would become known as "Euro-English".

In the first year, "s" will replace the soft "c". Certainly, this will make the sivil servants jump with joy. The hard "c" will be dropped in favour of "k". This should klear up konfusion, and keyboards kan have one less letter. There will be growing publik enthusiasm in the sekond year when the troublesome "ph" will be replaced with "f". This will make words like fotograf 20% shorter.

In the 3rd year, publik akseptanse of the new spelling kan be expekted to reach the stage where! More komplikated changes are possible.

Governments will enkourage the removal of double letters which have always ben a deterent to akurate speling.

Also, al wil agre that the horibl mes of the silent "e" in the languag is disgrasful and it should go away.

By the 4th yer people wil be reseptiv to steps such as Replasing "th" with "z" and "w" with "v".

During ze fifz yer, ze unesesary "o" kan be dropd from words kontaining "ou" and after ziz fifz yer, ve vil hav a reil sensi bl riten styl.
Zer vil be no mor trubl or difikultis and evrivun vil find it ezi tu understand ech oza. Ze drem of a united urop vil finali kum tru. Und efter ze fifz yer, ve vil al be speking German like zey vunted in ze forst plas.

**Text 3: Reading and the role of images:**

Oxford and Cambridge have now decided to remove the ords CAN'T and IMPOSSIBLE from their dictionary

Jessica Cox, 25, a girl born without arms, stands inside an aircraft. The girl from Tucson, Arizona got the Sport Pilot certificate lately and became the first pilot licensed to fly using only her feet.
Jessica Cox of Tucson was born without arms, but that has only stopped her from doing one thing: using the word "can't."

Her latest flight into the seemingly impossible is becoming the first pilot licensed to fly using only her feet.
With one foot manning the controls and the other delicately guiding the steering column, Cox, 25, soared to achieve a Sport Pilot certificate. Her certificate qualifies her to fly a light-sport aircraft to altitudes of 10,000 feet.

"She's a good pilot. She's rock solid," said Parrish Traweek, 42, the flying instructor at San Manuel's Ray Blair Airport.
Parrish Traweek runs PC Aircraft Maintenance and Flight Services and has trained many pilots, some of whom didn't come close to Cox's abilities.

"When she came up here driving a car," Traweek recalled, "I knew she'd have no problem flying a plane."
Doctors never learned why she was born without arms, but she figured out early on that she didn't want to use prosthetic devices.

So, the next time you are ready to tell yourself, "I can't possibly..." remember this amazing young woman and change your vocabulary.

Additional tasks:

- Task 2: efficient vs inefficient reading

(Trainers notes: Ur : Pp 62-93)

<table>
<thead>
<tr>
<th></th>
<th>Efficient</th>
<th>Inefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Language</strong></td>
<td>The text language comprehensible to the learners.</td>
<td>The language is too difficult.</td>
</tr>
<tr>
<td><strong>2. Content</strong></td>
<td>The context is accessible to the learners: they know enough about it to be able to apply their own knowledge and learners’</td>
<td>The text is too difficult and the context is too far removed from the learners’ knowledge and learners’</td>
</tr>
<tr>
<td></td>
<td>background knowledge.</td>
<td>experience.</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>3. Speed</td>
<td>The reading progresses fairly fast: mainly the reader has ‘automatized’ recognition of common combinations, and does not waste time working out each word or group of words anew.</td>
<td>The reading is slow: the reader does not have large ‘vocabulary’ of automatically recognized items.</td>
</tr>
<tr>
<td>4. Attention</td>
<td>The reader concentrates on the significant bits and skills the rest; may even skip parts s/he knows to be insignificant.</td>
<td>The reader pays the same amount of attention to all parts of the text.</td>
</tr>
<tr>
<td>5. Incomprehensible vocabulary</td>
<td>The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without it; uses a dictionary only when these strategies are insufficient.</td>
<td>The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.</td>
</tr>
<tr>
<td>6. Prediction</td>
<td>The reader thinks ahead, hypothesizes, predicts</td>
<td>The reader does not think ahead, deals with the text as it comes.</td>
</tr>
<tr>
<td>7. Background information</td>
<td>The reader has and uses background information to help understand the text.</td>
<td>The reader does not have or use background information.</td>
</tr>
<tr>
<td>8. Motivation</td>
<td>The reader is motivated to read: by interesting content or challenging task.</td>
<td>The reader has no particular interest in reading.</td>
</tr>
<tr>
<td>9. Purpose</td>
<td>The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.</td>
<td>The reader has no clear purpose other than to obey the teacher’s instruction.</td>
</tr>
<tr>
<td>10. Strategies</td>
<td>The reader uses different strategies for different kinds of reading.</td>
<td>The reader uses the same strategy for all texts.</td>
</tr>
</tbody>
</table>


- Task 3: Types of elicitation techniques in reading comprehension (e.g. questions and answers, True / false + justification, multiple choice, gap-filling and completion, cloze, transformation, etc..;)

**TYPES OF MOST FREQUENTLY ASKED QUESTIONS**

- Main Idea question
e.g. what is the main idea of the passage?


e.g. According to the passage, which statement is true?

. Factual question. Negative.

e.g. The author discusses all of the following EXCEPT...

. Inference question. Specific application.

e.g. Which of the following does the author imply?

. Inference question. General application.

e.g. Which of the following is most likely to be true?

. Analogy question.

e.g. Doing « something » is analogous to which of the following?

. Written expression question.

e.g. The word « this » in line..... refers to........

. Organization question.

e.g. Which of the following details does the author use to support his opinion ?

. Follow-on question.

e.g. In the next paragraph, the author will most likely mention.....

. Viewpoint question.

e.g. what is the general tone of the passage ?
Reading from the perspective of testing:

- Six reading comprehension question types:
  - Common type 1. Main idea or primary purpose
  - Common type 2. Explicit detail
  - Common type 3. Inference
  - Common type 4. Purpose-of-details
  - Common type 5. Author’s tone or attitude
  - Common type 6. Application

- Eight favorite- wrong answer types:
  - 1- Distort the author’s position or information in the passage.
  - 2- Inappropriate response to question.
  - 3- Unwarranted or unsupported inference.
  - 4- Contrary response.
  - 5- Confused response.
  - 6- Too narrow in scope.
  - 7- Too broad in scope.
  - 8- Inappropriate or extraneous information.

**Question Type 1. Main Idea or Primary Purpose**

This type tests your ability to recognize the central idea of a passage or to determine the author’s purpose. Main idea and primary-purpose question are typically worded as follows:

- The author’s aim the passage is to
- The author is primarily concerned with
- Which of the following is the best title for the passage?
- Which of the following questions does passage answer?
**Question Type 2. Explicit Detail**

This type tests your ability to recall explicit information in the passage. Explicit-detail questions are typically worded as follows:

. Each of the following is mentioned in the passage except:
  . The passage includes all of the following as examples or ... except:
  . According to the passage, all of the following are true except:
  . The author mentions ... as examples of

This type tests your ability to go beyond the author’s explicit statements and determine what the statements imply.

Inference questions are typically worded as follows:

. The author implies that
  . It can be inferred from lines x-x that
  . In discussing ... the author suggests which of the following?
  . Which of the following does the passage imply?

**Question Type 4. Purpose-of Details**

This type tests your ability to recognize the function of specific information stated in the passage. Purpose-of-detail questions are typically worded as follows:

. The author discusses... in order to
  . The reason the author mentioned ... was to
  . The author quotes... in the passage is to
  . The function of ... in the passage is to

**Question Type 5. Author’s Tone or Attitude**

This type tests your ability to sense how the author feels about the subject of the passage.

Attitude-recognition question are typically worded as follows:

. The author would most likely agree with which of the following?
. Which of the following best describes the author's attitude toward...

. The author's tone in the passage can best be described as

. The author's presentation is best characterized as

**Question Type 6. Application**

This type tests your ability to apply the author's ideas to new situations. Application-of-ideas questions are typically worded as follows:

. Which of the following statements would be most likely to begin the next paragraph after the passage?

. Given the information in the passage how would the author likely respond to...

. It is most likely that in the paragraph immediately preceding this passage the author discussed

. The passage would be most likely to appear in...
UNIT THREE : TEACHING GRAMMAR

Module Description

Worksheets

Trainer Guide
Module description

Rationale

According to the standards-based approach, ‘grammar is a vital part of language that needs to be taken care of... and that... any grammar learning activity should demonstrate means necessary to achieve the 5Cs and learner autonomy’ (English Guidelines, 2007:37). Therefore, any grammar approach should go beyond students’ mastery of various language structures that are often unrelated to any other communicative activity.

Purpose of the training

The purpose of this training module is to highlight the role of grammar in promoting students' communicative language proficiency by developing their grammatical standards to carry out their communicative purposes.

Expected outcomes

At the end of this module participants should be able to:

- Understand the role of grammar within the standards-based instruction.
- Help students recognize a pattern and use it for their communicative purposes.
- Relate teaching grammar points with real-life contexts.
- Be aware that students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.
Error correction is not always the teacher’s immediate objective.

Specific objectives of the training

- Deal with grammatical competence simply as a component of communicative language proficiency and not the ultimate standard to be achieved.
- Teach grammar for communication’s sake and not for its own sake.
- Identify ways of structuring a grammar lesson for a communicative purpose (see Grammar approach in the Guidelines 2007).

Time allotted: 190 minutes

Workshop process

- **Warm up:** State the purpose of the workshop.
- **Do/feel it:** Participants go through the same process as learners.
Reflect on it: State/list main issues raised by the task.

Expand it: Relate issues to other knowledge/documents.....etc

Conceptualise: Discuss the feasibility of the suggested framework.

Experiment: Participants actively practise the new suggested methodology/techniques.

Evaluate intake: Evaluation of the intake compared with the initial state.

Evaluate workshop: Evaluation of the workshop process.

Trainer Guide

TASK 1: Pre-communicative & communicative activities:
A. Pre-communicative activities:

- Equip learners with structures needed for real communication.
- Focus more on form than on meaning (controlled)

B. Communicative activities: Relevance of Grammar Instruction

- Deal with rules for real communication (from less controlled to free)
- Do not focus on error correction at the expense of communication and confidence building.

Task:

A. In pairs or small groups, list examples of pre-communicative & communicative activities:

<table>
<thead>
<tr>
<th>Pre-communicative activities</th>
<th>communicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>................................</td>
<td>................................</td>
</tr>
<tr>
<td>................................</td>
<td>................................</td>
</tr>
<tr>
<td>................................</td>
<td>................................</td>
</tr>
<tr>
<td>................................</td>
<td>................................</td>
</tr>
<tr>
<td>................................</td>
<td>................................</td>
</tr>
</tbody>
</table>
B. In pairs or small groups, select some grammar points and state the situations in which they might be used, then suggest the tasks to teach them communicatively.

<table>
<thead>
<tr>
<th>Grammar point</th>
<th>Situation</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK 2: Error correction**

In pairs or small groups, analyse these exchanges and identify the role of the teacher.

**Exchange A:**

*Student* (greeting teacher): I *buy* a new computer yesterday!

*Teacher*: You *bought* a new computer yesterday. Remember, the past tense of *buy* is *bought*.

**Exchange B:**


**Student** (greeting teacher): I *buy* a new computer yesterday!

**Teacher:** You *bought* a new computer? That's exciting! What kind?

**TASK 3:** *Using grammar points to carry out communicative purposes.*

In pairs or small groups, perform the task and identify its communicative features, then improve it if necessary.

**Reviewing WH questions and responses about travel and writing an interview**

<table>
<thead>
<tr>
<th><strong>LET'S FIND OUT! -- Travel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewer/Interviewee:</strong></td>
</tr>
<tr>
<td>Where</td>
</tr>
<tr>
<td>Who</td>
</tr>
<tr>
<td>When</td>
</tr>
<tr>
<td>Why</td>
</tr>
<tr>
<td>What</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**A. Make as many questions as possible.**

1. ___________________________________? ____________________________
2. ___________________________________? ____________________________
3. __________________________? __________________________
4. __________________________? __________________________
5. __________________________? __________________________
6. ..... etc....

B. Write a short report to your teacher of the interview results.

……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
………………

TASK 4:  Consciousness raising (deliberate observation and noticing)

*Trainer uses Guidelines to conduct this task*

“...any grammar learning activity should demonstrate means necessary to achieve the 5Cs and learner autonomy.”(P. 37)

Select an activity from the textbook and identify its rationale and the procedures followed:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rationale</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Project: Teachers select a grammar point from the textbook and use the following framework and the Guidelines (2007) to plan a twenty-minute grammar lesson.

Planning a grammar lesson

- Topic of the lesson (from TB).
- Identify grammar points to be introduced or reviewed (from TB).
- Identify specific communicative tasks to be completed by students.
- Identify learning strategies to be introduced or reviewed in connection with the lesson.
Create statement standards for the linguistic content, communicative tasks, and learning strategies that state what students should know and be able to do.
**TASK 1: Pre-communicative & communicative activities:**

A. In pairs or small groups, list examples of pre-communicative & communicative activities:

<table>
<thead>
<tr>
<th>Pre-communicative activities</th>
<th>Communicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>..................................................</td>
<td>..........................................................</td>
</tr>
<tr>
<td>..................................................</td>
<td>..........................................................</td>
</tr>
<tr>
<td>..................................................</td>
<td>..........................................................</td>
</tr>
<tr>
<td>..................................................</td>
<td>..........................................................</td>
</tr>
<tr>
<td>..................................................</td>
<td>..........................................................</td>
</tr>
<tr>
<td>..................................................</td>
<td>..........................................................</td>
</tr>
<tr>
<td>..................................................</td>
<td>..........................................................</td>
</tr>
</tbody>
</table>

B. In pairs or small groups, select some grammar points and state the situations in which they might be used, then suggest the tasks to teach them communicatively.
**TASK 2: Error correction**

In pairs or small groups, analyse these exchanges and identify the role of the teacher.

**Exchange A:**

*Student* (greeting teacher): I *buy* a new computer yesterday!

*Teacher*: You *bought* a new computer yesterday. Remember, the past tense of buy is bought.

**Exchange B:**
**Student** (greeting teacher): I *buy* a new computer yesterday!

**Teacher:** You *bought* a new computer? That's exciting! What kind?

---

**TASK 3:** *Using grammar points to carry out communicative purposes*

In pairs or small groups, perform the task and identify its communicative features, then improve it if necessary.

Reviewing WH questions and responses about travel and writing an interview

<table>
<thead>
<tr>
<th>LET'S FIND OUT! -- Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewer/Interviewee:</strong></td>
</tr>
<tr>
<td><strong>Where</strong></td>
</tr>
<tr>
<td><strong>Who</strong></td>
</tr>
<tr>
<td><strong>When</strong></td>
</tr>
<tr>
<td><strong>Why</strong></td>
</tr>
<tr>
<td><strong>What</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
was your best trip?

A. Make as many questions as possible.

1. ______________? ______________
2. ______________? ______________
3. ______________? ______________
4. ______________? ______________
5. ______________? ______________
6. ______________? ______________

B. Write a short report to your teacher of the interview results.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

TASK 4: Consciousness raising (deliberate observation and noticing)

Select an activity from the textbook and identify its rationale and the procedures followed:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rationale</th>
<th>Procedures</th>
</tr>
</thead>
</table>

65
Project: Teachers select a grammar point from the textbook and use the following framework and the Guidelines (2007) to plan a twenty-minute grammar lesson.

Planning a grammar lesson

- Topic of the lesson (from TB).
- Identify grammar points to be introduced or reviewed (from TB).
- Identify specific communicative tasks to be completed by students.
- Identify learning strategies to be introduced or reviewed in connection with the lesson.
- Create statement standards for the linguistic content, communicative tasks, and learning strategies that state what students should know and be able to do.
Rationale
In the Moroccan educational context, studies on communication strategy use have shown that a major problem facing the foreign language learner of English is to acquire a sufficiently large vocabulary to be able to communicate effectively. These studies have also corroborated the crucial connection between vocabulary and communication in writing, which has been emphasised repeatedly by relevant literature. Levelt (1989 in Harley, 1995: 1) has identified vocabulary as ‘driving’ speech production. This is certainly true, given that the greatest obstacle to meaningful communication is having an insufficient number of words in the learner’s lexical repertoire or the use of inappropriate words. In order to express ourselves in a foreign language, we need words. Therefore, “Focus on communication necessarily implies increased emphasis on lexis” (Lewis, 1993: 33).

Additionally, within the framework of the competency-based approach principles and the textbooks currently used in the Moroccan educational context, the teaching of language Vocabulary is an inherent component of every unit or lesson in the day-to-day classroom practice. Hence, a pressing need is felt to give vocabulary teaching greater attention.

Purpose of the training
The intent of this training unit is to highlight the importance of teaching vocabulary in developing students’ communicative language competence by helping them to acquire vocabulary effectively and to increase their vocabulary range for communicative intents.
**Expected outcomes**

At the end of this module, the participants should be able to:

- acquire / develop their teaching skills viz. how to teach the target vocabulary effectively;
- use the appropriate method according to the nature of the target vocabulary and the context in which it will be used;
- go through the different stages effectively (Presentation, practice, production, concept checking etc.)

**Specific objectives of the unit**

The unit intends:
1. to create a platform for the participants to update their professional knowledge;
2. to expose the participants to the latest trends in terms of effective vocabulary teaching theoretically and practically;
3. to set up an environment for the participants to benefit from each other, exchanging teaching expertise and professional experiences and practices and build on them.
4. and to enable the participants to reflect on their present practices with a view to heading forward and be as far as possible in line with the standards set for effective vocabulary teaching for better results.

**Unit components:**

1. A mini course: Trainers are invited to use all kinds of elicitation techniques (brainstorming, questions etc.)
2. and a workshop (cf. procedure below)

**Time allotted: 180 minutes**

- **Mini course:** 60 minutes
- **Workshop:** 120 minutes
I. Theoretical Background

Since there is a connection between the ways we learn things and how well we remember them, one could assume that the reason for this connection is the way in which things are stored. If a word is learned effectively, it is assumed to be stored firmly in one’s memory and can be retrieved quickly and easily for use purposes. In this respect relevant literature suggests a set of practical ways as to how to teach vocabulary as effectively as possible. These are overviewed receptively below.

Brainstorming

A. Trainees should be invited to distinguish between receptive and productive vocabulary and give examples from the textbooks used;

B. They should also be invited to suggest criteria for selecting appropriate to teach in a given session (suggest passages from the textbooks).

Teaching Vocabulary: Some Practical Considerations

Basically, the teaching and learning of new vocabulary involves three main stages: the presentation stage, the practice stage and the evaluation stage.

The Presentation Stage

Relevant literature puts forward a set of ways of eliciting or presenting new vocabulary. In general, there is a consensus that new vocabulary can be
elicited or presented in a variety of ways and methods. Some of these are outlined below:

I. illustration (pictures, photographs, real objects, drawings etc.);
II. demonstration (i.e. concise definitions, examples, acting, miming etc.);
III. creation of new contexts/ situations, story lines;
IV. guessing meaning from contexts, word morphology etc;
V. the relationship between words through synonyms, antonyms, homonyms, collocations, semantic mapping etc.,
VI. the relationship between a lexical item in the foreign language and its first language dynamic equivalent i.e. translation equivalents;
VII. dictionary use for autonomous learning.

Tanner and Green (1998:11) suggest that effective presentation techniques should:

(i) not be too long;
(ii) include enough and relevant examples;
(iii) include clear/ interesting visuals;
(iv) include clear explanations;
(v) link to previously-learnt material; (vi) include interaction (with each other and with words);
(vi) be involving; (viii) include practice; (ix) be meaningful;
(vii) be interesting;
(viii) hold intention;
(ix) be memorable, dramatic, exciting;

(x) and (xiii) use or link to Ls’ [Learners’] present knowledge.

Concerning dictionary use, there are now a number of Internet, CD-Rom, and DVD-based dictionaries available in the market or on-line. Yet, “the wealth of information can be extremely daunting to some users” (Harmer, 2001). Therefore, the effective use of dictionaries requires that:

(i) learners be trained on how to find words in alphabetical order,

(ii) they need to know what the abbreviations in each entry mean;

(iii) how to look for words if they do not find them first (look for other words in the family or the collocation for example);

(iv) when to use it and when not to use it (Vince, 1998).

Worthy of note is that in the presentation of a new word, teachers could use one or more of the suggested ways. Actually, it is the nature of the target word to be presented that dictates the kind of technique(s) to be adopted. Abstract words, for example, may entail more than one way. Conversely, concrete words are relatively easier to teach and are easily assimilated by learners. During the presentation stage, the teacher should also take into consideration the learners’ linguistic and cognitive levels.

In addition, learners should also be incited to take notes of the new words. Taking notes in the classroom allows the learner to be free to structure and organise his/her growing vocabulary as does keeping a vocabulary
notebook. Good note taking habits should be encouraged. The value of these two methods is dependent on the learners’ review of the notes or the notebook. Harmer (2001) suggests that learners can, for example, (i) list words in the note book alphabetically and (ii) for each word they can write an example sentence showing the word use and meaning. The learner’s review of their notes has been seen to enhance consolidation of new words in memory (Dunkel, Mishra and Berliner, 1989). The presentation stage in vocabulary teaching and learning is important. However, vocabulary teaching and learning should not be limited to the presentation stage. The practice stage is also important

**The Practice Stage**

The next step is how we can commit the newly presented words to memory. Hence, the need to the practice stage or what is referred to as ‘consolidating strategies’. Oxford (1990) suggests the following types of consolidation strategies. These are briefly outlined as follows:

a. ‘social strategies’ which are those that enhance vocabulary learning through interaction with others;

b. ‘memory strategies’, which are seen to link new materials with previous knowledge (examples of this type of strategy are connecting a new word with a personal experience, grouping a new word with related words that the learner already knows. This can be demonstrated visually through ‘semantic maps’. Semantic mapping takes these grouped words and makes a graphic arrangement of the concepts. The more organised material is, the easier it is to learn
Associating a new word with a picture in one’s mind may also be helpful in committing a new word to memory (Schmitt, 1997). Paying attention to ‘orthological’ and phonological shape of a word is also a way of connecting these new shapes and sounds to already known ones. Thus, we can overcome the limitations of our short-term memory (Bower and Springston, 1970 in Atkinson et al. 1993);

c. ‘cognitive strategies’, which are defined as a category of strategies that use “manipulation or transformation of the target language” (Oxford, 1990: 43) (repetition, word lists and taking notes are examples of this strategy);

d. ‘metacognitive strategies’, which are strategies that involve conscious planning and evaluating the learning process.

Worthy of note in this respect is that the success of a strategy has more to do with the learner or user than with the strategy itself. A strategy is not inherently effective or ineffective. Learner variable as well as other factors were seen to affect strategy use. A good strategy for a particular learner depends on his/her age, personality type, cultural and/or educational background, cognitive maturity, beliefs etc. (Oxford, 1990). The effectiveness of a strategy correlates with “proficiency level, task, language modality, background knowledge, context of learning, target language and learner characteristics” (O’Malley and Rubin, 1994, in Schmitt, 1997: 202).

In short, the practice of newly presented words can be done in different ways. It could be done at the sentence level when students, for example,
are prompted to create new sentences using the new words. It could also be done through more creative or communicative activities like narratives, dialogues, information gaps, discussion etc. This stage is also central in committing new words to memory.

This might be achieved by using both enough and effective practice and using the target vocabulary in new contexts and situations. When a word is processed for meaning, that is, if it can fit into a sentence with effective contextualised and communicative practice, retention would be greater than when the focus is on sound and print only. In addition to the presentation and practice stages, Evaluation or concept checking is also important.

**The Evaluation Stage**

The exact meaning for words needs checking. Sometimes some words have the same form in two languages (False friends) as is the case for French and English. Yet, they have different meanings. To check the concept of ‘library’, we could ask, for example, ‘can we buy books in a library?’, ‘where can we buy books?’; ‘Do you take your suitcase with you when you go shopping?’ etc. Generally, when doing concept checking, teachers consider what words students may confuse with target new words. New words can also be checked through written exercises. In this respect, Redman, (1997) and Vince (1998), for example, suggest a set of interesting exercises related to ‘word formation’ and ‘compound words’. The exercises involve, for example, ‘gap filling’, ‘affix/prefix/suffix adding’, ‘choosing the correct word’, ‘sentence completion with the most suitable word’, ‘match the
words with the definitions’, ‘incorrect answer crossing-out’ etc., What is interesting about these activity books is that all the exercises are formed round specific themes or topics like, for example ‘The weather’, ‘People’, ‘Daily life’, ‘Food’, ‘Work’, ‘Leisure’ and ‘Entertainment’, ‘Animals and insects’, ‘Communication and technology’ etc. However, concept checking is not the final stage in the vocabulary learning process. Recycling new words is also central.

**Recycling newly taught vocabulary**

Although the presentation, practice and evaluation stages are important for vocabulary teaching and learning, theories about memory suggest that unless new words are recycled, they will soon be mislaid or forgotten (Gairns and Redman, 1986). Therefore, teachers should create opportunities in the classroom for learners to practice what they have previously learnt. Teachers should also bear in mind that this practice should be carefully spaced and learners should not be overloaded with too many words at any one time. Recycling has been noted to have the function of helping learners to store new words in memory ‘effectively’. This can, for example, be done through ‘warm up activities’, written exercises, discussion, communicative activities etc., (Hermon, 1998). The above-mentioned activities and procedure have their own merits in developing the learners’ vocabulary inventory; however, the role of reading in vocabulary learning and acquisition has also been noted.
The Role of Reading in Vocabulary Acquisition and Learning

Within the same framework, the importance of reading, mainly extensive reading (which is often for pleasure and in a leisurely way) is echoed in relevant literature (cf., among others, 1998; Schmitt and McCarthy, 1997; Harmer, 2001) as an essential complement to the explicit teaching of vocabulary.

Rott (1999, reported in Language Teaching, 2000) studied the effects of reading on the ‘incidental learning of vocabulary’. The study was concerned three parameters in terms of ‘exposure frequency’ (two to six readings, ‘retention length’ (immediate and then four weeks later) and ‘modality’ (receptive and productive). The study findings suggest that the following: (i) occurrence of incidental vocabulary acquisition was observed after two readings but the immediate effects of reading was greater after six readings and (ii) some loss of retention was observed after four weeks but half of the subjects has a significant rate of retention. Retention was also identified to be significantly high in reception. The study concludes that “provided the contexts are sufficiently rich in contextual clues, reading can have a favourable long-term effect on adult L2 vocabulary acquisition” (ibid.: 150).

The power of reading lies in “providing the repetition necessary to establish new words in the learner’s mind and in supplying the different contexts necessary to elaborate and expand the richness of knowledge about those words” (Schmitt and Carter, 2000: 4). Along the same lines, Colin (1995 in Harmer, 2001: 204) claims that if learners are reading written materials, they will
acquire “a wider passive and active vocabulary”. For Lewis (1997: 197), “most vocabulary is acquired, not taught”.

However, no matter how wide one’s lexical inventory, the inventory of words pre-requisite for effective language use is greater than which can be taught easily (Meara, 1984), hence the need to resort to compensatory strategies. Given that compensatory strategy use for communicative intent is helpful, its treatment by the teacher in the classroom needs to be done within a positive and a flexible framework.

**Effective Vocabulary Teaching: The Workshop**

**Trainer Guide:**

**Aims:** to create a platform for the participants to:

- explore the different ways of teaching vocabulary;
- reflect on their own techniques and ways of vocabulary teaching;
- and work towards more effective ways of presenting the meaning of new vocabulary.

**Materials:** copies from the textbooks currently used at the common core and 1\(^{st}\) and 2\(^{nd}\)-year Bacc levels.

**Time allotted to the workshop:** 90 minutes

**Classroom organisation:** self-selected groups of 4 to 5.

**Evaluation:** Project / lesson plan / Classroom observation

**Procedure:** some suggestions

1. State the purpose of the workshop;
2. set a time limit to the task (10 to 15) depending on the nature and complexity of the task;
3. distribute the task;
4. Invite the participants to work in groups and start with tasks one;
5. move around to give the necessary assistance;
6. invite each group reporter to present the group findings;
7. Plenary discussion;
8. and move to the next task.
9. tasks evaluation et the end of the sessions

Stage 2:

TASK 1: In groups, you are invited to address the following question.

A. While teaching a given vocabulary item, what needs to be taught?

(Trainers notes: suggestions)

- form: spelling /
- pronunciation
- word formation etc.
- collocation
- aspects of meaning (denotation, connotation, appropriateness, meaning relationships, lexical field
- others to be suggested by the trainees.

TASK 2: In groups, you are invited to:

A. think of three of the vocabulary items (more than one word) taught in the textbook(s) you use and think how the meaning of these new items would best be presented to learners and draw up a related teaching procedure.

(elicit ways of presenting the meaning of the new item)
(Trainers notes: suggestions)

- Concise definition (as in a dictionary; often a superordinate with qualifications: (a car is a vehicle....
- Detailed description (of qualifications, appearance etc)
- Examples (hyponyms)
- Illustration (pictures, realia, objects etc)
- Demonstration (acting, mimes, etc)
- Context (story, sentence in which the item occurs)
- Synonyms
- Opposite(s)/antonyms
- Translation
- Associated ideas, collocations
- Others to be suggested by the participants.

B. try to elicit and discuss the merits and limitations of each of the ways suggested above.

C. Elicit criteria for effective presentation techniques

(Trainers notes: suggestions)

effective presentation techniques should:

- not be too long
- include enough and relevant examples
- include clear / interesting visuals
- include clear but concise explanations
- link to previously-learnt material
- be involving
- include practice
- be an effective check of understanding
hold attention
be memorable
use or link to Learners’ present learner
others to be suggested by the trainees.


**TASK 3: Drawing up on your own professional experience in vocabulary teaching, you are invited to:**

A. choose one or two words from the textbook and work out an effective vocabulary related practice activity/ type: (controlled practice / meaningful practice/ guided meaningful practice/ etc.).

B. and discuss the factors that makes it effective or ineffective.

**The Project:**

The procedure:

Trainers are requested to invite the participants, preferably from the same school, to work in groups and try:

1. find out how the productive vocabulary is dealt with in the textbooks they use;

2. react and / comment on the suggested approach(es);

3. suggest a framework for teaching new vocabulary items more effectively.

4. and inform them that the project product will be discussed and evaluated during the second session.

NB. Let me remind you that each trainee should receive a 30-hour training, which involves two separate sessions:
a) Session 1: 18 hours be devoted to training on both modules

b) Session 2: 12 hours for discussion and evaluation of the trainees’ projects

MODULE ONE: ELT METHODOLOGY
UNIT FIVE: TEACHING LANGUAGE FUNCTIONS
Module description

Rationale

The adherence to Communicative Language Teaching within the Standards-Based instruction approach has nowadays become common practice in teaching English in Morocco both at the level of syllabus design and teaching methodology. Therefore, the teaching of language functions constitutes an integral part of every unit or lesson in the day-to-day classroom practice. As it is stated in the English Guidelines (2007:34) ‘Language functions emphasize ‘interpersonal communication’ - a prerequisite in the standards-based approach to TEFL- which motivates learners to express basic and universal communicative functions of language’.

It is common place now that languages are learned so that people can communicate with each other. Therefore, most language practitioners are aware that communication involves more than the knowledge of the structure of language and that linguistic competence is only one component within learners’ communicative competence. It is true that the EFL context in Morocco might represent a major constraint in ensuring the acquisition of a high degree of functional competence; nevertheless, simply being aware of the relationship between form and function in English contributes, to a large extent, to the development of learners ‘language proficiency competence’ (Bachman 1987/1990).

Purpose of the training
The purpose of this training module is to highlight the role of teaching language functions in promoting students' communicative language proficiency by developing their interpersonal skills to be able to carry out their communicative purposes.

**Expected outcomes**

At the end of this module participants should be able to make their students:

- Aware that there is no one-to-one relationship between form and function.
- Match the appropriate linguistic form with the intended function.
- Respect the degree of formality/informality in using functions.
- Avoid transferring linguistic patterns of L1/L2 to the target language.
- Use functions in conversations and not in isolation through matching exercises only.

**Specific objectives of the training**

One of the goals of ELT in Morocco is to develop students' communicative competence. This training module aims at developing learners’ functional standards by raising their awareness to the relationship between form and function; that is, between the way a particular function is carried out and the intended message. The module also aims at sensitising students that communication errors are as important as linguistic errors.

**Workshop process**
**Warm up:** State the purpose of the workshop.

**Do/feel it:** Participants go through the same process as learners.

**Reflect on it:** State/list main issues raised by the task.

**Expand it:** Relate issues to other knowledge/documents.....etc

**Conceptualise:** Discuss the feasibility of the suggested framework.

**Experiment:** Participants actively practise the new suggested methodology/techniques.

**Evaluate intake:** Evaluation of the intake compared with the initial state.

**Evaluate workshop:** Evaluation of the workshop process.
TASK 1: Mismatch between form & function

In pairs or small groups, study the following functions and try to determine the relationship between form and function:

a) What is the form of each sentence/utterance?

b) What is the intended function?

“Why don’t you read it?”

a. Question

b. Suggestion

“Could I possibly use your phone?”

a. Question

b. Request

“Oh dear!”

a. Exclamation

b. Sympathy

“May I sit here?”

a. Question
b. Permission

**Implication:**

Raise students’ awareness that there is no one-to-one relationship between the linguistic form and the target function (e.g. an interrogative does not always issue a question).

**TASK 2: Pragmatic error/failure**

**A. In pairs or small groups, study the following situations in light of the questions below.**

**Situation 1:** The speaker (a teacher) is telling the hearer (a student) how to get to a restaurant from the hearer’s home station.

*Speaker to hearer:* “Please take the western exit and turn right. Please go under the railway bridge.”

- Which function (speech act) does Situation 1 express? *(Giving Directions)*
- Who benefits from the act? *(Student)*
- What is the form of the intended function? *(Imperative)*
- What is the intended function? *(Request)*

**B. In pairs or small groups, list most common errors made by students to carry out language functions.**
Implications:

- Raise students’ awareness that ‘please’ is used to carry out the function of requesting, not giving directions.
- Students should be able to recognize the range of forms used for a particular function.

**TASK 3:** Transfer from Moroccan Arabic/French

**Situation 2:** At school

You are running in the hall. Your favourite teacher is walking towards you. You do not see her and knock her down on the floor.

You: *“Excuse me teacher. I didn’t see you. I’m so sorry again.”*

- Which function (speech act) does Situation 2 intend to express?
  
  (Apologizing)

- Which linguistic forms are used to carry out the act?
  
  (Excuse me – so sorry)

- Are they appropriate?

  (‘Excuse me’ is inappropriate)

B. In pairs or small groups, specify a context of use (situation – interlocutors – event) in which a particular function should be used.
**Implications**

- Transfer of linguistic expressions from /Moroccan Arabic/French (e.g. please, excuse me) is likely to cause pragmatic failure/error.

- Provide students with enough context to be able to use the target function appropriately.

**TASK 4:** Select a function from the textbook and discuss the procedures followed to teach it.

<table>
<thead>
<tr>
<th>Function</th>
<th>Interactants</th>
<th>Relationship</th>
<th>Event</th>
<th>Forms used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project:** *Planning a functional lesson.*

A. Discuss the following framework for planning a functional lesson.
Introducing the target function:

- Teacher raises students’ awareness to the importance of learning how to do things with language to develop one aspect of language standard, which is what learners should be able to do.

- Teacher raises students’ awareness that there is no one-to-one relationship between form and function (the linguistic pattern used to carry out the intended message); that is an interrogative is not always a question. It may be introducing people such as “How do you do?” or an invitation like “would you like to have a cup of tea?”...etc.

- Introduce cultural contexts in which a particular function can be used (the comparison between the way a function is performed in students’ own culture and in the target culture may be useful to avoid pragmatic interference/transfer).

- Introduce various forms (expressions) for the same function with reference to degrees of formality and informality.
Adopt an integrative functional approach by relating the teaching of language functions to the components of the unit of the lesson (language skills, vocabulary, and culture).

**Practising the target function:**

Focus on target standards (i.e. *what students should know & be able to do*)

- **Receptive practice:**
  - Exploit listening materials to identify the target functional standard.
  - Provide students with formal/informal fixed expressions or conversational routines that are commonly used in everyday communication.
  - Match form with the intended message.
  - Identify role relationship between participants in dialogues.
  - Elicit from students appropriate forms according to appropriate contexts.
  - Identify the target function from the intonation of the speaker.

- **Productive practice:**
  - *Role play:* role playing provides an excellent way for students to practise the functional standard (*what students should know and*
be able to do). Specification of the relationship between participants in a speech event is a prerequisite.

- **Discourse completion tasks**: students are asked either to initiate an act or respond to an initiation or reinforce the act (accepting or rejecting). For example:

  The teacher describes the situation and assigns roles.

  A (complains)  

  B (apologises)  

  A (accepts or rejects the apology)  

- **Cultural comparison**:

  The teacher makes use of the cultural component of the unit to foster further practice of the functions that are likely to be used in that section.

- **Picture description (vignettes)**:

  Students are asked to complete the bubbles to initiate acts or respond to initiations or reinforce acts.
**Expanding the use of the target function**

- **Interviews:**

Students can move from more structured (controlled) interviews to less controlled ones. Interviews are an opportunity to experiment with various functions as a review or recycling activity.

- **Discussions:**

All the speaking activities suggested in the textbooks lend themselves to practising a variety of communicative functions to help achieve the standards related to learners’ oral ability.

**Evaluating the target function:**

It is assumed that communicative functions ought to be evaluated the way they are taught in the classroom; yet the exam constraints (limited only to reading & writing) do not allow much for the evaluation of language standards related to learners’ pragmatic competence. Nevertheless, *continuous*
assessment is an appropriate way of evaluating students’ functional competence using the same methodology for teaching functions as suggested above.

B. Discuss the following sample lesson in light of the framework above and the Guidelines (2007) and then plan a twenty-minute lesson.

**Functional Unit: Apologising**

**Standards:**

- Students will be able to identify and carry out apologies appropriately.
- Students will be aware of cultural differences in carrying out apologies.

**Materials: Hand-outs**

**Steps of the lesson**

**Introducing the target function**

**Activity 1: Brainstorming**
To raise students’ awareness about cultural differences in carrying out this function, the teacher may ask students to think of ways of apologising in Arabic.

<table>
<thead>
<tr>
<th>Ways of apologising</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ..........................</td>
<td>- ..........................</td>
</tr>
<tr>
<td>- ..........................</td>
<td>- ..........................</td>
</tr>
<tr>
<td>- ..........................</td>
<td>- ..........................</td>
</tr>
</tbody>
</table>

➢ Students work in pairs and decide on the task.

➢ Students are encouraged to come up with ways of apologising in Arabic, but are asked to provide the situation in English.

➢ Teacher writes on BB different forms of apologising in English:

<table>
<thead>
<tr>
<th>I’m sorry to be...</th>
<th>This is the basic apology form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sorry to do...</td>
<td></td>
</tr>
<tr>
<td>I’m sorry to have done...</td>
<td></td>
</tr>
<tr>
<td>Apology Expression</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>I’m really sorry</td>
<td>This is a slightly stronger apology because of the use of intensifiers: really, very, and terribly.</td>
</tr>
<tr>
<td>I’m very sorry</td>
<td></td>
</tr>
<tr>
<td>I’m terribly sorry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apology Expression</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do apologise</td>
<td>This is an assertive form of apology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apology Expression</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m afraid</td>
<td>This is used regularly after apology phrases, and as a preliminary phrase for announcing bad news</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apology Expression</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hope you don’t mind my –ing.../having done or I hope you didn’t Mind my – ing...</td>
<td>This is a week form of apology when we intend to do something without checking with the other person first – which perhaps we should have done.</td>
</tr>
</tbody>
</table>

- Teacher and students compare the target language and Arabic exponents.

**Activity 2: Reading**

- Pre-teaching: bump into sb
Students read the following snippet and answer the pre-reading question to draw their attention to the purpose of apologising in everyday communication:

Why do we need to apologise?

**Reading text**

All of us need to apologise from time to time, for no matter how careful we are, things do go wrong and arrangements break down. The British use apology forms very frequently, even apologising to the person who has bumped into them, and most definitely before giving someone bad news. Obviously, the type of apology we use will depend on how serious the matter is for which we have to apologise.

Students answer pre-reading question and relate it to brainstorming activity.

**Activity 3: Listening**

- Teacher reads out the following exchanges or plays tape.
- Students listen and answer the following pre-listening questions:
  - Where and when do you think exchange 1 take place?
How well does Linda know Janet? (a) quite well, (b) only a little, (c) they have never met before. What makes say so?

Teacher may wish to add more comprehension questions after reading.

Exchange 1

Linda: Hello, Janet Davidson? I’m sorry to be late. I’m afraid I was called to the phone just as I was going to leave.

Janet: That’s perfectly all right. I’m glad you could come. You don’t know Simon Rogers, do you? I hope you don’t mind us having started before you got here.

Linda: Oh no! Not at all.

Exchange 2

Brian: Excuse me. Is that your car?

Richard: Yes...
Brian: Do you think you could possibly move it forward a bit? I need to go out, and I’m afraid you haven’t left me enough room.

Richard: I’m terribly sorry. I do apologise. I’ll move it at once.

Brian: Thank you very much. I’m sorry to disturb you.

Richard: Oh, not at all. I’m sorry to have boxed you in.

Same procedure: Pre-listening questions:

- Where do you think Brian and Richard are?
- What has Richard done that he needs to apologise for?

Practising the target function

Activity 4: Pair work

- Students listen and identify various forms of apology.

Activity 5: Matching exercise

- Students match forms of apology in the bubbles with the corresponding appropriate situations (see Green and Hilton, 1985:ex.2, Unit 10)
Expanding the target function

Activity 6: Role-play

➤ Students simulate real life-like situations based on the previous activity.

Activity 7: Writing

SS exchange emails complaining about each other's mistakes/misbehaviours.
Worksheets

TASK 1: Mismatch between form & function

In pairs or small groups, study the following functions and try to determine the relationship between form and function:

a) What is the form of each sentence/utterance?

b) What is the intended function?

“Why don’t you read it?”

a. ............................................................

b. ............................................................

“Could I possibly use your phone?”

a. ............................................................

b. ............................................................

“Oh dear!”

a. ............................................................

b. ............................................................

“May I sit here?”

a. ............................................................

b. ............................................................
Implication:

Raise students’ awareness that there is no one-to-one relationship between the linguistic form and the target function (e.g. an interrogative does not always issue a question).

Task 2: Pragmatic error/failure

A. In pairs or small groups, study the following situations in light of the questions below.

Situation 1: The speaker (a teacher) is telling the hearer (a student) how to get to a restaurant from the hearer’s home station.

Speaker to hearer: “Please take the western exit and turn right. Please go under the railway bridge.”

- Which function (speech act) does Situation 1 express? (Giving directions)
- Who benefits from the act? (Student)
- What is the form of the intended function? (Imperative)
- What is the intended function? (Request)
- Is the form used appropriate?

B. In pairs or small groups, list most common errors made by students to carry out language functions.

Implications

- Raise students’ awareness that ‘please’ is used to carry out the function of requesting, not giving directions.
Students should be able to recognize the range of forms used for a particular function.

**TASK 3:** Transfer from Moroccan Arabic/French

**Situation 2:** At school

You are running in the hall. Your favourite teacher is walking towards you. You do not see her and knock her down on the floor.

**You:** "**Excuse me teacher. I didn’t see you. I’m so sorry again.**”

(Uttered by a 2nd year University student)

- **Which function (speech act) does Situation 2 intend to express?**
  (Apologizing)
- **Which linguistic forms are used to carry out the act?**
  (Excuse me – so sorry)
- **Are they appropriate?**
  (‘Excuse me’ is inappropriate)

**B. In pairs or small groups, specify a context of use (situation – interlocutors – event) in which a particular function should be used.**

**Implications**

- Transfer of linguistic expressions from /Moroccan Arabic/French (e.g. please, excuse me) is likely to cause pragmatic failure/error.
- Provide students with enough context to be able to use the target function appropriately.
**TASK 4:** Select a function from the textbook and discuss the procedures followed to teach it.

<table>
<thead>
<tr>
<th>Function</th>
<th>Interactants</th>
<th>Relationship</th>
<th>Event</th>
<th>Forms used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project:** *Planning a functional lesson.*

A. Discuss the following framework for planning a functional lesson.

*Introducing the target function:*
Teacher raises students’ awareness to the importance of learning how to do things with language to develop one aspect of language standard, which is *what learners should be able to do*.

Teacher raises students’ awareness that there is no one-to-one relationship between form and function (*the linguistic pattern used to carry out the intended message*); that is an interrogative is not always a question. It may be introducing people such as

“How do you do?” or an invitation like “*would you like to have a cup of tea?”*...etc.

Introduce cultural contexts in which a particular function can be used (*the comparison between the way a function is performed in students’ own culture and in the target culture may be useful to avoid pragmatic interference/transfer*).

Introduce various forms (expressions) for the same function with reference to degrees of formality and informality.

Adopt an integrative functional approach by relating the teaching of language functions to the components of the unit of the lesson (*language skills, vocabulary, and culture*).
Practising the target function:

Focus on target standards (i.e. *what students should know & be able to do*)

- **Receptive practice:**
  - Exploit listening materials to identify the target functional standard.
  - Provide students with formal/informal fixed expressions or conversational routines that are commonly used in every day communication.
  - Match form with the intended message.
  - Identify role relationship between participants in dialogues.
  - Elicit from students appropriate forms according to appropriate contexts.
  - Identify the target function from the intonation of the speaker.

- **Productive practice:**
  - *Role play:* role playing provides an excellent way for students to practise the functional standard (*what students should know and be able to do*). Specification of the relationship between participants in a speech event is a prerequisite.
• **Discourse completion tasks**: students are asked either to initiate an act or respond to an initiation or reinforce the act (accepting or rejecting). For example:

The teacher describes the situation and assigns roles.

A (complains) ____________________________________________

B (apologises) ____________________________________________

A (accepts or rejects the apology) __________________________

• **Cultural comparison**:

The teacher makes use of the cultural component of the unit to foster further practice of the functions that are likely to be used in that section.

• **Picture description**(vignettes):

Students are asked to complete the bubbles to initiate acts or respond to initiations or reinforce acts.

*Expanding the use of the target function*

• **Interviews**:  

107
Students can move from more structured (controlled) interviews to less controlled ones. Interviews are an opportunity to experiment with various functions as a review or recycling activity.

- **Discussions:**

  All the speaking activities suggested in the textbooks lend themselves to practising a variety of communicative functions to help achieve the standards related to learners’ oral ability.

**Evaluating the target function:**

It is assumed that communicative functions ought to be evaluated the way they are taught in the classroom; yet the exam constraints (limited only to reading & writing) do not allow much for the evaluation of language standards related to learners’ pragmatic competence. Nevertheless, *continuous assessment* is an appropriate way of evaluating students’ functional competence using the same methodology for teaching functions as suggested above.
B. Discuss the following sample lesson in light of the framework above and the Guidelines (2007) and plan a twenty-minute lesson

**Functional Unit:** Apologising

**Standards:**
- Students will be able to identify and carry out apologies appropriately.
- Students will be aware of cultural differences in carrying out apologies.

**Materials:** Hand-outs

**Steps of the lesson**

**Introducing the target function**

**Activity 1:** Brainstorming

To raise students’ awareness about cultural differences in carrying out this function, the teacher may ask students to think of ways of apologising in Arabic.

<table>
<thead>
<tr>
<th>Ways of apologising</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Students work in pairs and decide on the task.
- Students are encouraged to come up with ways of apologising in Arabic, but are asked to provide the situation in English.
- Teacher writes on BB different forms of apologising in English:

<table>
<thead>
<tr>
<th>I’m sorry to be...</th>
<th>I’m sorry to do...</th>
<th>I’m sorry to have done...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m really sorry</td>
<td>This is the basic apology form.</td>
<td>This is a slightly stronger apology because of the use of intensifiers:</td>
</tr>
<tr>
<td>I’m very sorry</td>
<td>really, very, and terribly.</td>
<td></td>
</tr>
<tr>
<td>I’m terribly sorry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I do apologise

This is an assertive form of apology

I’m afraid

This is used regularly after apology phrases, and as a preliminary phrase for announcing bad news

| I hope you don’t mind my –ing... | This is a week form of apology when we intend to do something without checking with the other person first – which perhaps we should have done |
| / having done or I hope you didn’t mind my – ing... |

➢ Teacher and students compare the target language and Arabic exponents.

Activity 2: Reading

➢ Pre-teaching: bump into sb

➢ Students read the following snippet and answer the pre-reading question to draw their attention to the purpose of apologising in everyday communication:

Why do we need to apologise?
Reading text

All of us need to apologise from time to time, for no matter how careful we are, things do go wrong and arrangements break down. The British use apology forms very frequently, even apologising to the person who has bumped into them, and most definitely before giving someone bad news. Obviously, the type of apology we use will depend on how serious the matter is for which we have to apologise.

- Students answer pre-reading question and relate it to brainstorming activity.

Activity 3: Listening

- Teacher reads out the following exchanges or plays tape.

- Students listen and answer the following pre-listening questions:
  - Where and when do you think exchange 1 take place?
  - How well does Linda know Janet? (a) quite well, (b) only a little, (c) they have never met before. What makes say so?
Teacher may wish to add more comprehension questions after reading.

**Exchange 1**

**Linda:** Hello, Janet Davidson? I’m sorry to be late. I’m afraid I was called to the phone just as I was going to leave.

**Janet:** That’s perfectly all right. I’m glad you could come. You don’t know Simon Rogers, do you? I hope you don’t mind us having started before you got here.

**Linda:** Oh no! Not at all.

**Exchange 2**

**Brian:** Excuse me. Is that your car?

**Richard:** Yes...

**Brian:** Do you think you could possibly move it forward a bit? I need to go out, and I’m afraid you haven’t left me enough room.

**Richard:** I’m terribly sorry. I do apologise. I’ll move it at once.

**Brian:** Thank you very much. I’m sorry to disturb you.

**Richard:** Oh, not at all. I’m sorry to have boxed you in.

**Same procedure:** Pre-listening questions:

- Where do you think Brian and Richard are?
- What has Richard done that he needs to apologise for?

**Practising the target function**
Activity 4: Pair work

- Students listen and identify various forms of apology.

Activity 5: Matching exercise

- Students match forms of apology in the bubbles with the corresponding appropriate situations (see Green and Hilton, 1985: ex.2, Unit 10)

Expanding the target function

Activity 6: Role-play

- Students simulate real life-like situations based on the previous activity.

Activity 7: Writing

SS exchange emails complaining about each other's mistakes/misbehaviours.
MODULE TWO: THE TEXTBOOK:

Textbook Evaluation and Adaptation

(240 minutes)
Textbook Evaluation and Adaptation

1. Rationale

With the advent of competency based education a decade ago, curriculum design and textbook writing have undergone tremendous changes in form and content in order to keep up with the requirements of the approach and best suit the purposes of the learner. There have been, I should admit, leaps in conceptualizing texts, tasks and activities which go in line with the new framework. However, an informal survey of the beliefs of the Moroccan ELT community unveiled that not all teachers were happy with the way the different materials was laid up in the textbooks, which sometimes hindered the smooth running of their lessons. Much blame was then placed on the textbook, being the most important tool teachers use to implement the curriculum.

So a closer look at how the textbooks are built and structured will help us gain insights into whether they align with the framework adopted on the one hand, and with the curriculum that emanates from it the other hand.

2. Purpose of the training

The purpose of this module on textbook evaluation and adaptation is to help English language teachers at the high school level with the vision and tools to critically deal with teaching materials in general and with the textbook they are using in particular so as they can better serve their students at all levels of learning. We therefore hope that teachers, expert and novice, will gain the necessary skills, confidence, and ability to evaluate teaching materials and adapt them to suit their own purposes, and still guide them and their learners without mandating how the guidelines (curriculum) are implemented in day-to-day instruction.

3. Expected Outcomes

After participating in the workshop, teachers will be able to critically use their textbooks to suit both the purposes of students and their own teaching styles. Among other things they will be able to:
• Match textbook claims against what really can be achieved through the tasks, activities and exercises
• Evaluate textbook claims against the requirements of the curriculum
• Evaluate the suitability and efficiency of the texts, tasks and exercises in textbook units from a competency based perspective.
• Distinguish between evaluating materials as workplans, evaluating materials in process and evaluating outcomes from materials
• Adapt materials to meet the requirements of the curriculum and the requirements of the students

4. The Target Audience

The beneficiaries are practicing teachers of English in high school with or without pre-service training experience, regardless of their academic degree.

5. The Specific Objectives of the Training

The specific objectives of the training can be specified as follows:
   I. Be able to choose teaching materials appropriate to students needs and abilities
   II. Review Competency based Education and Standards based teaching
   III. Deepen knowledge and skill in dealing with tasks and activities
   IV. Adapt task or activity to suit the requirements of the curriculum, classroom constraints and student profiles
V. Develop better insights and skill in lesson planning and execution

VI. Distinguish between materials evaluation as workplans and evaluating materials in process and evaluating outcomes form materials

VII. Develop skills in reflection, including reflection on one’s teaching (reflection-on-action) and reflection on the moment of one’s teaching (reflection-in-action)

…………

6. Workshop Process

Teachers will be provided with materials and checklists related to the previously cited areas of the workshop. These materials will be the basis for the input sessions and will provide participants with valuable reference resources throughout their teaching career.
The workshop consists of 10 tasks and activities, the purpose of which is help the participants achieve the previously cited objectives.
A METAWORKSHOP activity is scheduled towards the end of the workshop to provide the teacher trainers with input materials, the reading list, electronic references and websites articles on the issue of evaluation, and the training materials (notes on each task and all the evaluation checklists)

7. Time allotted to the module: 240 minutes

8. Evaluations

a. Participants

At the end of the training, the participants will receive attendance certificates. Participants’ evaluation may be based on their own notes file (Portfolio assessment). We suggest dividing the file under the following headings:

- Knowledge of competency based education and standards based teaching
- Tasks and activities for evaluating the skills
- Evaluating language components: grammar and vocabulary
- Project work

The ultimate goal behind adopting a portfolio is to raise teachers’ awareness as to the different issues in the pedagogical operation. This methodology will help them spot their strengths and weaknesses in different educational aspects and find ways of improving them.

b. Workshop

During the first input session, the participants will be asked to keep track of the different stages of the workshop. They will be asked, according to the KWL technique, to assess the different types of input from the workshop. At the end of the workshop, they will be provided with an evaluation checklist of the workshop content and procedures. Future enhancements will be scheduled right after.
9. The Metaworkshop

1 Kolb’s model

An exploitation of the diagram below is scheduled

2 Input materials

- A PPT presentation
- Tasks
- Input materials (authentic texts, tasks, and exercises)
- Textbooks currently used
3 Modes of Delivery

- Presentation
- Individual work
- Pair work (or) Think –pair –share
- Group work
- Plenary session

4 Planning and timing

25 minutes per task (5 - 15 – 5) or (5 - 8 – 7 – 5)

5 Evaluation of the workshop

Starting from what teachers Know, what they Want to know, and what they have Learnt, the workshop leader will be in a position to know how much input has been useful to the participants and how much she/ he still needs to provide them with in future sessions. The benefits of this methodology lie in that

- it begins with participants knowledge and ideas
- it provides reasons for learning
- it adds new information to the knowledge base
- it involves participants in learning, and
- it empowers them to create their own knowledge

To evaluate the workshop, I will...
hand in questionnaires to participants to evaluate the workshop contents and process.
check if all their queries were answered.
set projects for the future on what has not been answered.

6 The package

1 Electronic references and websites
2 Training materials
   Notes on the tasks
   Checklists
3 Articles on evaluation

7 Notes on the tasks

- Task 1
- Task 2
- Task 3
- Task 4
- Task 5
- Task 6
- Task 7
- Task 8
- Task 9
- Task 10
Textbook Evaluation and Adaptation: the workshop

1. Consider the following characteristics of adequate evaluation and underline all the key words necessary for systematic evaluation

<table>
<thead>
<tr>
<th></th>
<th>agree</th>
<th>Don’t agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Testing is only one component of the evaluation process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Evaluation is an intrinsic part of teaching and learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- It can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Ill prepared and ad-hoc evaluations are likely to be unreliable, unfair, and uninformative. They are not suitable source on which to base our educational decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Careful thought is given to make explicit what it is we are evaluating, and the criteria by which we judge whether something is &quot;very good&quot;, &quot;adequate&quot;, or &quot;inadequate&quot;. Evaluation in an educational context should be systematic and undertaken to certain guiding principles using carefully defined criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Evaluation is expensive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Task: Read the quote below circle the key words and contrast them to your definition of Adequate evaluation

« To be useful and effective, evaluation requires planning. Preparing for evaluation should be an integral part of planning each lesson or unit as well as general planning at the beginning of the school year or course. Instruction and evaluation should be considered together in order to ensure that instruction lends itself to evaluation and that the results of evaluation can direct ongoing instructional planning »

(Genesee and Upshur 1996:44)

**TASK 1: THE TEXTBOOK AS A WHOLE:**

<table>
<thead>
<tr>
<th>Group 1: In your group, reflect on the following points and state</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Type</td>
</tr>
<tr>
<td>*Intended audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2: discuss the availability and Appropriateness of the following points</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Access to the book: practicality in handling information in the book</td>
</tr>
<tr>
<td>*table of content</td>
</tr>
<tr>
<td>*index</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3: consider the following points According to your own teaching context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subdivision of the textbook.</td>
</tr>
</tbody>
</table>
Croup 4: In your group, state
* The author’s Views on language, language learning and methodology
* Is the textbook user friendly?

**Task 2: Approach Curriculum:** Evaluating the claims of effectiveness

- Below are a set of statements about curriculum design and curriculum development. In pairs, decide on their relevance to TEFL in Morocco.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Definitely Yes</th>
<th>Not sure</th>
<th>Definitely No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Curriculum materials should teach knowledge and skills necessary to achieve the ELT communicative competency,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The materials can include unvalidated or fashionable “methods,” such as multiple intelligence, learning styles, and brain-based instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 A curriculum must contain a clear description of content to be covered, how that content is to be distributed across the various year levels, and how elements of content are linked together year by year and at each competency level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 A curriculum has to spell out a comprehensive set of standards which relate to students’ knowledge and skills and attitudes towards language, the forms of language learning that are to be encouraged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 A curriculum is not supposed to make explicit to teachers how they can be sure that all the intended contents/standards have been covered.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 They show how implementation of a curriculum will be evaluated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Tasks can be used to challenge current assessment and to change teaching in areas that may not be aligned with the intended curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Performance standards can be established for students at specific year levels, and indicate how performance can be expected to change over time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- From the above statements, what are the three most important you opt for?

**Task 3: Unit claims**
Consider the different language components and skills intended to be taught through this Unit (all levels of language competencies).

<table>
<thead>
<tr>
<th>interpretive</th>
<th>presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subset of competency</td>
<td>Subset of competency</td>
</tr>
<tr>
<td>Resources needed</td>
<td>Resources needed</td>
</tr>
<tr>
<td>Target situation described</td>
<td>Target situation described</td>
</tr>
<tr>
<td>Situations for presentation</td>
<td>Situations for presentation</td>
</tr>
<tr>
<td>Situations for practice</td>
<td>Situations for practice</td>
</tr>
<tr>
<td>Situations for use</td>
<td>Situations for use</td>
</tr>
<tr>
<td>Situations of integration of all components</td>
<td>Situations of integration of all components</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>linguistic resources: Grammar</th>
<th>linguistic resources: Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look for quotes

Look for quotes

<table>
<thead>
<tr>
<th>Culture in the textbook</th>
<th>Tasks and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture influences every aspect of human development and is reflected in the education we provide to our children in terms of beliefs and practices designed to promote healthy adaptation. The growth of self-regulation is primordial especially in the early years of childhood development that cuts across all domains of behaviour.</td>
<td>Look for quotes</td>
</tr>
<tr>
<td><strong>interpersonal</strong></td>
<td><strong>Project work</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>

For each of the above components, you may consider the following:

- A Subset of competency
- Resources needed
- Target situation described
- Situations for presentation
- Situations for practice
- Situations for use
- Situations of integration of all components

Anticipate the requirements at the level of methodology. State the requirements of a competency at a specified level

**Task 4: Explore exercises, tasks and activities**

**A. How would you define the following?**
### B. Match the terms with the corresponding definition

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>It encompasses “all points of view on the nature of language, and the nature of language teaching and learning.”</td>
</tr>
<tr>
<td>B.</td>
<td>It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.”</td>
</tr>
<tr>
<td>C.</td>
<td>Different plans for presenting the language to the students in an orderly manner (e.g., pattern practice &amp; mimic-memo).</td>
</tr>
<tr>
<td>D.</td>
<td>A way of practicing what has been presented</td>
</tr>
<tr>
<td>E.</td>
<td>Specifications for the selection and organization of content as well as specification of the roles of learners, teachers, and materials</td>
</tr>
<tr>
<td>F.</td>
<td>It provides the specifications for the effective, integrated organization of the whole</td>
</tr>
<tr>
<td>G.</td>
<td>It is more of a 'synthetic' way of handling content; it presents samples of language organized into the purposes for which students need to learn a language, allowing them to find the patterns, or structures, or to make sense out of the chaos themselves.</td>
</tr>
<tr>
<td>H.</td>
<td>A way of organizing the course and materials. It is a different way of organizing and planning language teaching and learning. One may be organized according to any one of a number of possible approaches, such as structural, functional, or thematic. BOWEN et al (1985, P: 348)</td>
</tr>
</tbody>
</table>

---

1- **Approach:**

2- **Curriculum:**

3- **Syllabus:**

4- **Method:**

5- **Technique:**

6- **Task:**

7- **Exercise:**

8- **Design:**

9- **Activity:**

• A. It encompasses “all points of view on the nature of language, and the nature of language teaching and learning.”

• B. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.”

• C. Different plans for presenting the language to the students in an orderly manner (e.g., pattern practice & mimic-memo).

• D. A way of practicing what has been presented

• E. Specifications for the selection and organization of content as well as specification of the roles of learners, teachers, and materials

• F. It provides the specifications for the effective, integrated organization of the whole

• H. It is more of a 'synthetic' way of handling content; it presents samples of language organized into the purposes for which students need to learn a language, allowing them to find the patterns, or structures, or to make sense out of the chaos themselves.

• G. A way of organizing the course and materials. It is a different way of organizing and planning language teaching and learning. One may be organized according to any one of a number of possible approaches, such as structural, functional, or thematic. BOWEN et al (1985, P: 348)
Task 5: Review of CBE and task-based learning

In small groups, discuss the following questions:

Teacher’s role
  1. What’s the teacher’s role?

Student’s role
  2. How much language control do the students have?
  3. How much are students disposed to the language?
  4. How much do students participate? What about shyer and quieter students?
  5. Is it learner-centered or teacher-centered?

Methodology
  1. What is the task in this lesson?
  2. How many stages does the lesson have?
  3. What skills are involved in the lesson?
  4. Is the context of the target language artificial or natural?
  5. What teaching techniques are used in the lesson?
  6. What levels/age groups could you use this approach for?
  7. How important is the size of the class?
  8. What materials is the teacher required to use?
  9. How motivating is this approach for the students and the teacher?

Task 6: Comments and criticisms

Back to textbooks. Now, record your comments and criticisms on each of the headings above, and how the textbook at hand conceptualizes them.
**Task 7: Redesigning the task**

<table>
<thead>
<tr>
<th>Text, Task or Activity</th>
<th>to be kept and used again</th>
<th>to be put aside, modified or deleted</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may use an extra sheet

**Task 8: A different competency**

Now, proceed to the evaluation of a different competency using the checklists at hand.
**Task 9 Learner training in the textbook**

1. **Exam-Taking Strategies**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are there any Exam taking strategies in the textbook?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are students systematically introduced to such strategies?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ At the level of reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ At the level of experimentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **LEARNER TRAINING, STUDY SKILLS, LEARNER STRATEGIES & LEARNER STYLES,**

**TASK: Consider the following definitions:**

1. Tend to focus on the particular products required by a specific study context, such as passing examinations or writing a good précis ... Tend to involve learners in specific tasks or activities directly related to the requirements of their course of study.

2. Tend to provide more oppoltunites for learners to reflect on their attitudes towards themselves as learners and their personal learning preferences, as well as to experiment with different learning and practice activities in general focus on the process of learning in order to
provide Learners with wider insights into their own learning.

3. cognitive and interactional patterns which affect the ways which students perceive, remember, and think ... or... preferred or habitual patterns of mental functioning and dealing with new information.

4. specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more transferable to new situations ».

- In groups, match the corresponding definition to the appropriate concept

### 3. REFLECTION and EXPERIMENTATION in the textbook.

- Which of the following aspects does the textbook tend to promote through the Learner Autonomy (L.A) tasks and activities

<table>
<thead>
<tr>
<th>REFLECTION: Developing language/Learning awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop language awareness</td>
</tr>
<tr>
<td>• Formal properties of language (the linguistic system)</td>
</tr>
<tr>
<td>• Pragmatic properties of language</td>
</tr>
<tr>
<td>• Sociocultural aspects</td>
</tr>
</tbody>
</table>

| Develop Learning awareness                        |
| • Sense of agency (self-control, self-esteem, self-confidence) |
| • Attitudes, representations, beliefs             |
| • Preferences and styles                          |
| • Aims and priorities                             |
| • Strategies (cognitive, metacognitive, socio-affective) |
| • Tasks (focus, purpose, rationale, demands)      |
| • Instructional didactic process (objectives, activities, materials, evaluation, roles, ...) |

<table>
<thead>
<tr>
<th>EXPERIMENTATION: Experiencing learning strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discover and try out learning strategies in class</td>
</tr>
<tr>
<td>• Use learning strategies outside class</td>
</tr>
<tr>
<td>• Explore (pedagogical non-pedagogical) resource materials</td>
</tr>
</tbody>
</table>
4. REGULATION and NEGOTIATION

- Do some of the LA tasks and activities encourage the following?

<table>
<thead>
<tr>
<th>REGULATION: Regulating learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitor/evaluate attitudes, representations, beliefs</td>
</tr>
<tr>
<td>• Monitor/evaluate strategic knowledge and ability</td>
</tr>
<tr>
<td>• Assess learning outcomes and progress</td>
</tr>
<tr>
<td>• Identify learning problems or needs</td>
</tr>
<tr>
<td>• Set learning goals</td>
</tr>
<tr>
<td>• Plan their learning</td>
</tr>
<tr>
<td>• Evaluate the instructional/didactic process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGOTIATION: Co-constructing learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work in collaboration with peers</td>
</tr>
<tr>
<td>• Work in collaboration with the teacher</td>
</tr>
<tr>
<td>• Take the initiative, choose and decide</td>
</tr>
</tbody>
</table>

- In pairs, try to rank all the above strategies according to importance to your students.

Task 10: Materials as Workplans, in Process, and Output from materials

<table>
<thead>
<tr>
<th>Match the stages in A with the explanations in B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>A - Materials as workplans</td>
</tr>
<tr>
<td>B-Materials in process</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>C- Outcomes form materials</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY AND WEBSITE References

Unit one - related references

Klippel. F. Keep Talking. CUP. 1984
Nunan, D 1989 Designing Tasks For The Communicative Classroom. CUP
Richards J.C. 2008. Teaching Listening and Speaking From Theory to Practice. CUP

Chinnery, G.M. Speaking and Listening Online. ASurvey Of Internet Resources. Vol 43 nb 3 2005
English Teaching Forum
Goodmacher, G. Teaching Conversation Skills with Content Based Materials.
Klancar, N. I. Developing Speaking Skills in the Young Learners Classroom. The Internet TESL Journal

Nunan, D. Performance-Based Approaches To The Design Of ESL Instruction
  Plenary presentation, Spain TESOL, Madrid, March 2002
http://miguelbengoa.com/elt/2008/02/16/speaking-sub-skills/trackback/
Richards J. C. Teaching Speaking Theories and Methodologies.
www.professorjackrichards.com
http://iteslj.org/Techniques/Schneider-PairTaping.html
Unit Four- related references (Teaching Vocabulary)


Dunkel, Mishra and Berlinger. (1989)


Module Two-related references


5. Richards and Lockhart (1994). Reflective Teaching

APPENDIX
Introduction

Speaking is an essential component of language competence; it’s also the one that is considered as the most useful for global communication. In the Moroccan curricula, speaking is dealt with on the same footing as the other macro skills. A lesson, called communication is devoted to the teaching of speaking in every unit although it is not assessed formally. Therefore, teachers need to understand the theory and research related to the nature and construct of speaking. Awareness about what is involved when people speak and interact will help them apply the appropriate pedagogy to teach this skill.

Speaking: The construct

In 1965, in an attempt to clarify the key elements of oral expression, Mackey came up with the following definition:

Oral expression involves not only [...] the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning. (Mackey cited in Bygate 1987: 5)

However, it proved incomplete; in recent years, research findings concerning discourse analysis, conversational analysis, and corpus analysis have revealed a lot about the nature and construct of spoken discourse and have brought to light how they differ from written discourse. The distinctions are mainly concerned with discourse, syntax, production strategies and predictability. Comparing communication in written and spoken form, Brown and Yule (1983) point out that speaking is characterised by “loosely organised syntax, the use of non-specific words and phrases and the use of fillers such as ‘well’, ‘oh’ which make it less dense”. When it comes to production, Bygate (1987) asserts that due to time pressure, necessity to react on the spot, and reciprocity problems, even native speakers use compensation strategies: they self correct or improve what they say through repetition and rephrasing. They also resort to
hesitation and formulaic expressions. Collins and Hollo (2000), McCarthy and Carter (1998) remark that “conversations are negotiative, interpersonal and constantly changing”; yet a great portion of the spoken language commonly used by native speakers is in the form of reduced grammatical structures and chunks. McCarthy and O’Keefe (2002) refer to these as “prefabricated formulaic sequences learnt and stored in the memory”. Looking at what distinguishes speaking from writing, Nunan (1989) outlines the features that are specific to spoken discourse as follows:

- the clausal nature of much spoken language and the role of chunks (sense or tone groups such as ‘the other day/ I got a real surprise/ when I got a call/ from an old school friend’).
- the frequency of fixed utterances or conversational routines in spoken language (e.g. Is that right, You know what I mean).
- the interactive and negotiated nature of oral interaction involving such processes as turn-taking, feedback, and topic management.

These features interpreted as dialogue facilitators are used by interlocutors to interact in a context characterised by unpredictability.

**The two functions of speaking:**

A useful distinction is made between two basic language functions of speaking: the transactional function and the interactional function (Brown and Yule, 1983). The transactional function is primarily concerned with the completion of a task or the transfer of information (message oriented), whereas, the interactional function serves a social purpose which is to establish or reinforce social relationships (person oriented). When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on in order to create a friendly bond amongst them.

Another distinction is made by Yule between two modes of oral communication: monologue and dialogue. Monologue refers to the presentational mode or ability to give a presentation or talk to an audience, whereas, dialogue refers to the interactional mode or ability to hold a conversation with one or more interlocutors.

**Speaking sub skills**
When considering what should be developed to enable students to communicate successfully, emphasis is put on different components of the construct.

1. Nunan (1989) sees that a good grasp of the following sub-skills is critical to competency in speaking:
   a. the ability to articulate the phonological features of the language comprehensively;
   b. mastery of stress, rhythm, intonation patterns;
   c. an acceptable degree of fluency;
   d. transactional and interpersonal skills:
   e. skills in short turns and long turns;
   f. skills in the management of interaction;
   g. skills in negotiating meaning;
   h. conversational listening skills (successful conversation requires good listeners as well as good speakers);
   i. skills in knowing about and negotiating purposes for conversations;
   j. using appropriate conversational formulae and fillers.

2. Whereas Weir (1993,34) focuses on oral interaction exclusively and gives the following summary of spoken interactional sub-skills:

   **Routine skills**

   *Informational* - frequently recurring types of information structures: conventional ways of organising speech
   a. Expository: narration, description, instruction, storytelling, giving directions, explanations, presentations.
   b. Evaluative: drawing conclusions, justifications, and preferences.

   *Interactional* – typically ordered sequences of turns as in: telephone conversations, service encounters, meetings, discussions, interviews, conversations, decision making.

   **Improvisation skills**

   *Negotiation of meaning*: refers to the skill of communicating ideas clearly.

   Speaker may: check understanding, ask opinion, respond to clarification request, and check common ground.

   Listener may: indicate understanding through gesture or summarising, indicate uncertainty, use elicitation devices to get topic clarified, and express agreement / disagreement.

   **Management of interaction**:

   a. Agenda management: choose topic, develop topic, and bring it to a close, change topic.
   b. Turn taking: who speaks, when and for how long?
3. Dörnyei and Thurrell (1994) reviewed research findings from the relevant linguistic fields (discourse analysis, conversation analysis, sociolinguistics and pragmatics) and found that when it comes to conversations there are four issues to consider:
- Conversational rules and structure
- Conversational strategies
- Functions and meaning in conversations
- Social and cultural contexts.

I shall only deal with the first two issues as they hold practical implications for teaching speaking.

*Conversational rules and structure* involve the way conversations are organised and how to safeguard them from breakdown.

1. *Openings*: these follow fairly fixed patterns which students can learn and use to turn a factual exchange into an informal conversation.
2. *Turn-taking*: there are some implicit rules and signals that guide speakers in their interaction to know who speaks, when and for how long. These are not acquired automatically and need awareness-raising through overt teaching and observation of models.
3. *Interrupting*: in English, interruption is considered rude and is tolerated in limited and specific cases; such as when the listener doesn’t understand. Learners will benefit from learning the set of phrases used to make interruptions; e.g. Sorry to interrupt, may I say something...
4. *Adjacency pairs*: these are predictable pairs of utterances associated with a number of language functions or questions; e.g. inviting and accepting/refusing the invitation. A negative response is usually unexpected and tends to be more difficult to produce as it requires the speaker to use tact and be indirect.
5. *Closings*: to avoid being rude, speakers employ a sequence of pre-closing and closing formulae to signal the end of the conversation. Language learners need help with closings as they tend to close abruptly because they lack a sufficient repertoire of strategies.

*Conversational strategies* are used by learners to deal with communication breakdown, and gain a sense of confidence. Research has identified a number of strategies. Dörnyei and Thurrell consider the following as the most important:

1. *Message adjustment or avoidance*: It consists in adjusting your message to your competence.
2. *Paraphrase*: using an example or a definition to clarify the object or action when you can’t name it; e.g. something you can .................. with, a kind of ............. etc.
3. *Approximation*: using an alternative term which helps convey the meaning when we fail to come up with the right one; e.g. ship for sailing boat, buses for public transport or the use of ‘all purpose words’, such as stuff, thing, what do you call it, etc.
4. *Appeal for help*: trying to elicit the word you need from your interlocutor.
5. *Asking for repetition* using Pardon? Can you say that again?
6. *Asking for clarification*: What do you mean? What are you trying to say?
7. Interpretive summary: reformulating the interlocutor’s message to check that you understood its meaning.
8. Checking that the interlocutor has followed and understood what you said. Is that clear? Are you with me?
9. Use of fillers/hesitation devices to fill pauses, to gain time to think; Well, now; Let me see, or The thing is ...

To sum theory and research offer a number of insights to inform practice. Teachers and students may benefit from the practical implications in their endeavour to achieve oral communicative proficiency. Moreover, they should be aware of the role of culture in speaking. Successful communication requires cultural knowledge and knowledge of social conventions of the target language. Intercultural understanding is a pre-requisite of communicative competence and hence should be developed when teaching speaking.

References


Goodmacher, G. . Teaching Conversation Skills With Content Based Materials


Richards J.C. (2008). Teaching Listening and Speaking From Theory to Practice. CUP
Klancar, N. I. Developing Speaking Skills in the Young Learners Classroom. The Internet TESL Journal


Nunan, D. Performance-Based Approaches To The Design Of ESL Instruction

*Plenary presentation, Spain TESOL, Madrid, March 2002*

[http://miguelbengoa.com/elt/2008/02/16/speaking-sub-skills/trackback/](http://miguelbengoa.com/elt/2008/02/16/speaking-sub-skills/trackback/)


Richards J. C. Teaching Speaking Theories and Methodologies. www.professorjackrichards.com