

Department of English – 3rd Grade

General Methods of Teaching – 2nd course

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Chapter One

Definition of Basic Terms

Aim : To enable the students to know the differences among different concepts and terms related the instructional situation.

Educational tools :

1. Board

2. data – show

1. Teaching : It is the act or profession of a person who teaches something that is taught (Webster's College Dictionary,2001:1254).

- Nunan (2003:5) defines teaching as " a set of procedures which are followed by the teachers in the classroom to give systematic information ".

2. Learning : It is the process by which change in behavior , knowledge , skills , etc. , comes about through practice , instruction or experience (Richards and Schmidt,2002:298).

- Learning is the process or experience of gaining knowledge or skills. An example of learning is students understanding or remembering what they've been taught.

3. Education :It is the formal and informal process of teaching and learning used to develop a person's knowledge , skills , attitudes , understanding ,etc., in a certain area or domain (**Richards and Schmidt ,2002 : 174**) .

4. Technique : It is the implementation , which actually takes place in a classroom (Richards and Rodgers , 2001 :1 a).It is a particular trick or step used to accomplish an immediate objective . Technique must be consistent with a method and therefore in harmony with an approach as well.

5. Approach : In language teaching , it is the theory that , philosophy and principle underlying a particular set of teaching practices (Richards and Schmidt ,2002 : 29).

An approach used to describe how language is used and how people acquire their knowledge of the language .

6. Method : It is a way of teaching a language which is based on systematic principles and procedures ,i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and language learning . (Al-Rifai & Mizhir ,2012 :6).

Evaluation : Answer the following questions :

- 1. What is the difference between learning and teaching ?**
- 2. What is the difference between formal learning and informal learning ?**

Chapter Two

How to be a good teacher

Aim : To enable the students to know how to be good teachers in the future

characteristics of a good teacher :

- 1.** A teacher should make his/her lessons interesting so you don't fall asleep in them.
- 2.** A teacher must love his/her job. If he/she really enjoys his/her job that will the lessons more interesting .Teachers who look unhappy with what they are doing tend to have negative effect on their students . When you observe good teachers you will notice that , even when / if they are feeling terrible (outside the classroom) , they put on a good teacher's face when they enter the classroom .
- 3.** A good teacher should have his/her own personality and doesn't hide it from the students so that he/she is not only a teacher but a person as well – and it comes through the lessons .

Students tend to be interested in their teachers – at least at first. The ones who share their personality with their classes have better results than those who don't .

- 4.** A good teacher should have lots of knowledge , not only of his subject . Teachers should not be afraid to bring their own interests and lives into the classroom (within reason , of course) .
- 5.** A good teacher is an entertainer , but in a positive sense , not a negative sense .

Students enjoy being entertained and amused .However , a balance has to be struck between entertainment (which often gives teachers enjoyable feedback) and teaching /learning . Sometimes , the former can overwhelm the latter .

6. It is important that you can talk to the teacher when you have problems and you don't get along with the subject . Teachers must be approachable .

7. A good teacher is somebody who has affinity with the students that he/she is teaching .

Successful teachers are those people who can identify with the hopes , aspirations and difficulties of their students while they are teaching them.

8. A good teacher should try and draw out the quiet ones and control the more talkative ones .

9. A good teacher should be able to correct people without offending them .

10. A good teacher is Someone who helps rather than shouts .

Characteristics of good classroom learners :

1. A willingness to listen : good learners listen to what is going on –not just in the sense of paying attention , but also in terms of really listening to the English that is being used , soaking it up with eagerness and intelligence .

2. A willingness to experiment : many good learners are prepared to take risks , to try things out and see how it works .

3. A willingness to ask questions : although some teachers can become irritated by students who are constantly asking difficult (and sometimes irrelevant) questions , the urge to find out why is part of a successful learner's equipment . Good teachers frequently invite students to ask if they don't understand something . Good learners do this , judging when it is appropriate to do so and when it is not .

4. A willingness to think about how to learn : good learners bring or invite their own study skills when they come to a lesson (and /or when they study on their own). They think about the best way to write vocabulary in their own wordbooks , for example , the best way to read a text (slowly , translating every word ? or quickly , trying to get a general understanding ?) , the best method of drafting and re-drafting a piece of writing .

5. A willingness to accept correction : good learners are prepared to be corrected if it helps them . They are keen to get feedback from the teacher and act upon what they are told . But this only works where teachers are able to offer constructive criticism rather than castigating them for being wrong. Giving feedback involves praising students for things they do well , and offering them the ability to do things better where they were less successful . It involves teachers in judging their students' responses to correction so that they can act accordingly .

If these are good learners qualities , then it is part of a teacher's job to encourage them by creating an atmosphere which shows students that their experimentation and questions are welcome (within reason).Teachers can spend some time discussing how to learn with them , guiding them towards their own best methods of study .

Who is responsible for learning ?

In many modern language institutes , a sizeable percentage of time is given over to "self-study". Typically ,the institute will have a large room equipped with textbooks ,exercises ,tape and video recorders (with individual headphones), references books such as dictionaries , grammars etc. , fiction and non-fiction books and magazines . There will be a competent teacher on duty to offer help and advice , but the idea is that the students should go in to this "self-access "Centre and choose what they want to do based on their own interests and needs .They can decide whether they want to go to the Centre in other words , and , once there ,they can take charge ,do what they think is best , take responsibility for their own learning.

The underlying philosophy behind self-access centres is that students who are prepared to take such responsibility for their own learning (by studying in their own time , doing homework , thinking carefully about what would be best for them) Good learners ,in other words , don't wait to be taught.

Learning is a partnership between teachers and students. This message may be difficult for some students from certain educational backgrounds and cultures who have been led to believe that it is the teacher's job to provide learning .

chapter 3

Theories of Language and Language Learning

Learning and teaching

Learning is acquiring or receiving the knowledge of a subject or a skill by study , experience or instruction.

Kimble and Garnezy define learning as follows :

" **Learning** is a relatively permanent change in a behavioural tendency and is the result of reinforced practice . Learning refers to a persistent change in behaviour and is a response to a given stimulus .

Teaching is defined as showing or helping someone to learn how to do something , providing with knowledge , causing to know or to understand .

The above definition of learning shows that :

1. Learning is acquisition or getting.
2. Learning is retention of information or skill .
3. Retention implies storage systems , memory , cognitive organization .
4. Learning involves active , conscious focus on and acting upon events outside or inside the organism .
5. Learning is relatively permanent , but subject to forgetting .
6. Learning involves some form of practice , perhaps reinforced practice .

احتفاظ / القدرة على الاحتفاظ / تذكر

Retention

دائم / مستمر / باق

permanent

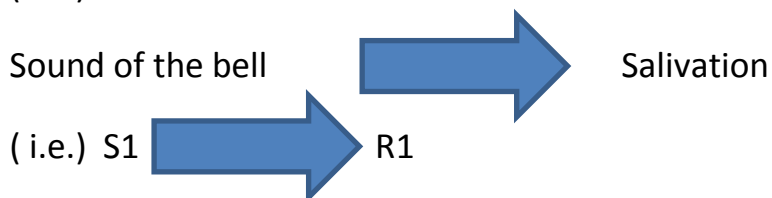
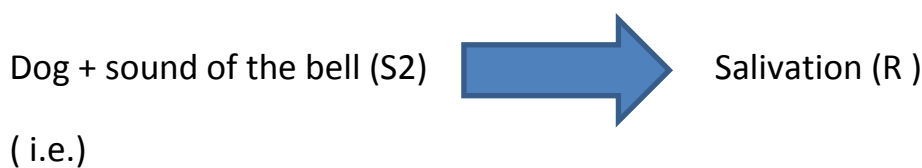
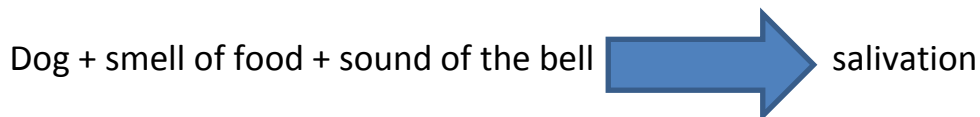
Theories of Learning

1. Classical Behaviorism

There are two basic theories that concern us as teachers of English. They are the cognitive theory and the behaviorist / associative theory . Russian psychologist , Pavlov , at the beginning of the century conducted a series of experiments in which he trained a dog to salivate to the sound of a bell through a procedure that come to be labelled as classical conditioning . For Pavlov the learning process consisted of the formation of associations between stimuli and reflexive responses . You may know that certain stimuli automatically produce specific responses (reflexes) . Sometimes , reflexes occur in response to stimuli that appear to be indirectly related to the reflex . Pavlov used the salivation response to the smell of food (an unconditioned response) .



In the classical experiment he trained a dog by repeated occurrences , to associate the sound of the bell with salivation until the dog acquired a conditioned response – salivation at the sound of the bell .



These experiments of Pavlov helped Watson coin the term "behaviourism". He adopted the classical conditioning theory as the explanation for all learning: by the process of conditioning we build an array of stimulus – response connections and more complex responses.

2. Skinner's Operant Conditioning

Skinner in 1938 published his behaviour of organisms and he thus established himself as one of the leading behaviourists in the U.S. He followed Watson. The classical conditioning of Pavlov was considered by Skinner as a highly specialized form of learning utilized mainly by animals and playing little part in human conditioning.

According to Skinner, the events or stimuli and the reinforcers that follow a response tend to strengthen behaviour or increase the probability of recurrence of that response and constitute a powerful force in the control of human behaviour. Reinforcers are far stronger than mere association of a prior stimuli with a following response, as in the classical conditioning model.

Skinner's operant conditioning made a profound impression on language pedagogy. **Skinner believed in providing an environment for learning**. Applying his operant conditioning technique, Skinner argued that it should be possible to construct a learning environment. That is, a teaching machine which can be programmed in such a way that a student can learn more in less time with less effort than through conventional classroom teaching.

Skinner described language as a system of verbal operants. A Skinnerian view of both language and language learning dominated foreign language teaching methodology for several decades, leading to "a heavy reliance in the classroom on the controlled practice of verbal operants under carefully designed schedules of reinforcement".

Skinner's treatment of learning as a sequence of stimuli and responses, reinforced by immediate confirmation of the correct response provided a formula for

language practice in the classroom and the language laboratory . Skinner formed the basic conceptualisation for the audiolingual approach .