تحليل

تحليل المرحلة الرابعة

Republic of Iraq

Ministry of Education

General Directorate of Curricula

Text - book

Analysis at the Primary Stage

Teachers Training Institutes

Department of English Language

Fifth Year

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Teachers Training Institutes

Department of English Language

Fifth Year

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الموقع الرسمي للمديرية العامة للمناهج

على شبكة الانترنت

المركز التقني لأعمال ما قبل الطباعة

Introduction

Our country is in an urgent need for our powers ,thougl and assistance.Faithful ,sincere and good men should do th best to achieve fruitful results, which our country needs bad

To study as a student at university is quite different fr teaching pupils in the classroom.A certain student might successful as a student at college (institute),but he may not successful in his teaching career when he becomes a teacl

The teacher should put in mind that what makes hin successful one is not only his knowledge ,but also the plan follows and the skill he uses to make his pupils have a g mastery of the language he is teaching..

Teaching is a matter of experience ,therefore it is a g opinion if the teacher has the chance to listen to or read o teachers' experiences in order to be qualified for the task wl is his and only his.It is a very important mission to have in h the future of the new generation.

This book has been specially written for students of Teacl Training Institutes-Department of English Language-Fifth Y It comprises four chapters.The material it contains shoul sufficient to occupy the class-periods (hours) of the prescr time-table.In other words, each of the four chapters shoul covered in three weeks.

Chapter One will equip the students with «The Struc

of the Books at the Primary Stage» dealing with :The English Programme,Basic Assumptions,Books and Materials of the New series «Iraq Opportunities»: Third Primary,Fourth Primary,Fifth Primary and Sixth Primary.

Chapter Two is intended primarily for «Teaching and Learning»covering the following: The Communicative Approach,The Total Physical Response Method,Learning Styles,The Learner's Roles,The Teacher's Roles,Classroom Management and Homework.

Chapter Three will deal with «Teacher Planning and Lesson Planning» talking about :Teacher Planning,Lesson Planning, ,Planning a Sample Unit,Mapping the Lesson Plan and Assessment.

Chapter Four involves «Teaching of Language Activities» dealing with:Teaching Listening,Teaching Speaking,Teaching Reading ,Teaching Writing,Teaching Literature ,Teaching Aids,Native Language and/or Foreign Language,and How to Teach an English Language Class.

We hope that such a book will provide our students with the necessary information to be armed with when teaching inside the classroom in the near future.

Chapter One

The Structure of the Books at the Primary Stage

The English Programme : A Historical Survey

English language has been taught in all levels of educa since the establishment of the Iraqi government in 1921.Diffe text-books have been applied in Iraqi schools following vari approaches and methods of teaching such as :the gram translation method ,the direct method,the reading method the situational method.

The English text-books used in Iraqi schools before 196 the primary and the intermediate schools entitled»Englis Iraq» (Books 1 to 5).The five books follow the same approac that of the «Oxford English Books»developed in the late 19 and 1950's.They are vocabulary centered and they man a clear bias towards the direct method,i.e., the teachin language skills through reading.

In 1973 a new series following the aural-oral approach been produced and applied and this series is entitled « English Course for Iraq» (NECI) beginning with the fifth prir grade till the sixth preparatory grade.In 2002 another s

entitled «Al-Rafidain English Course for Iraq» (RECI) has been applied in the primary stage (fifth and sixth grades).Unfortunately there is a gap between the primary stage following the total physical response method and the coomunicative approach and the secondary stage following the aural-oral approach.

The question whether to start the teaching of English earlier than the fifth primary or whether to cancel the teaching of English in the primary school cannot be answered without experimental data.It is too important a matter to be decided arbitrarily..

A study of the effects of early instruction in English was conducted for the purpose of comparing the achievement of third-grade pupils with that of fifth-grade pupils in English.The factors related to teacher,material,sex,method as well as socio-economic factors were controlled .The study revealed that «third graders have achieved significantly higher mean scores than fifth graders.»Instruction in English should start two or three years earlier in the programme,i.e.,English should start around third year primary.This should be coupled with serious attention to teacher-training in English.

After 2003 the ministry of education decided to apply a new strategy in curriculum reform and English language is one of the subjects included in such a strategy.So, a new series entitled

«Iraq Opportunities» following the communicative approach has been applied in Iraqi schools in the academic year (2008-2009) beginning with the third primary.The new series has the following books and materials for every grade:

1.Pupil's Book

2.Activity Book

3.Teacher's Book (Guide)

4.Flash Cards

5.Wall charts

6.CDs

As for the number of hours for English language in the time-table,they are as follows :

1.Third and Fourth Primary :(3) three hours per week.

2.Fifth and Sixth Primary:(4) four hours per week.

Basic Assumptions

1.The average number of teaching hours per one academic year is (90) for the third and fourth primary and (120) for the fifth and sixth primary.

2. The teaching of English starts in the third year in all primary schools.

3. The syllabus should be applied experimentally in all schools in Iraq after being modified and practically applied (Al-Muthana Pilot Project).

4. The majority of those actually teaching English should be trained in the handling of the new materials in programmes especially prepared for this purpose.
5. The preparation of the text-books that incorporate the new materials should be done on the basis of the modern scientific principles and up-dated methods and techniques of teaching English as a foreign language.

Iraq Opportunities –Third Primary – Book 1

-Books and Materials

-Components:

Pupil's Book and Activity Book

Teacher's Book

-Materials

Audio materials (CD cassette) all recorded material,songs,rhymes (tapescripts found in the Teacher's Book)

Flash Cards (60)

Wall Charts (8) : Classroom objects,Actions,Animals,Clothe, Colours,Food,My Family , and Numbers.

Topics: Introductions (unit 1), Classroom objects (unit 2),Colours (all),Family (unit 3), Animals (unit 5,6,7), Numbers (unit 5,6,11,12),Clothes (unit 6,7,8) , Food (9,12), Likes and Dislikes (unit 10),Age (unit 13), Actions (unit 14).

Structure :

Pupil's Book : Total of 14 units (3 reviews),Review unit after every three units.Each unit has six lessons.

Activity Book : presents a range of activities such as drawing , matching , tracing and copying.Activities correspond to the material in the Pupil's Book .The first page of each unit provides practice for the first two pages of the Pupil's Book.The second page of each unit provides practice for the second two pages of the Pupil's Book.

Teacher's Book : contains step by step, easy –to-follow instructions for each lesson and useful notes on the effective use of teaching aids.

Approach: The Total Physical Response Method (TPR).It has the following principles :

1.Pupils respond physically to verbal instruction.

2.Pupils slowly absorb language till they are ready to use it (the silent period).

3.Pupils respond to the teacher's use props to teach ,e.g., flashcards,wall charts,realia,actions.

4.Pupils are encouraged to act out situations and dialogues.

5.The change from teacher-centered to learner-centered teaching.

6.The change of teacher's role from «authority» figure to guide,helper,facilitator,...etc.

Objectives of Book 1

Pupils should realize that «learning can be fun».Pupils will be able to:

1.follow simple instructions

2.understand short stories and situations through pictures

3.understand simple situations on a cassette

4.talk about themselves

5.ask simple questions

6.have basic conversations

7.develop motor skills and hand-eye co-ordination for writing left-to-right

8.count,play games and sing songs

9.interact communicatively in games and creative tasks

10.have motivation,high self-esteem, a low level of anxiety,and a feeling of involvement and engagement.

Iraq Opportunities – Fourth Primary – Book 2

-Books and Materials

-Components :

Pupil's Book: The focus at this stage is on the two skills of listening and speaking although pre-reading and pre-writing activities are introduced through the Activity Book.

Activity Book : presents a range of stimulating activities from drawing to matching , tracing and copying.

Teacher's Book : contains step by step ,easy to follow instructions for each lesson and useful notes on the effective use of teaching aids.

-Materials :

Audio material (CD cassette) contains recorded material of all the dialogues in the Pupil's Book and all the songs.

Flashcards : has sets of objects ,numbers,alphabet and character flashcards.

Wall Charts : are eight course wall charts covering the topics (Colours,Family,Home,Food,Numbers,Animals,Clothes,The Body)-each with a list of associated vocabulary.

Structure :

Pupil's Book : (72) pages ,(table of contents 2 pages +24 units; every fifth unit is a revision unit).Rubrics are illustrated in a large black print at the top of each exercise.Words printed in blue in speech bubbles provide the text of the class cassette.

Activity Book : (72) pages ,(table of contents 2 pages +24 units).Full alphabet is introduced in unit 24.Each teaching unit consists of three pages and generally cover the work of the previous four units.Each page in the Pupil's Book –in addition to the corresponding page in the Activity Book – represents one

lesson.There are three lessons in each unit covering one week of English class-periods.

Teacher's Book :The Teacher's Book contains : an introduction to the course material ,summaries of the aims and content, teaching resources needed for each lesson, notes about useful techniques and learning activities , and suggestions for the use of teaching aids.

Aims of Book 2

Iraq Opportunities –Fourth Primary aims to :

1. teach pupils to communicate effectively using simple English
2. set the groundwork for successful language learning in the future
3. stimulate the learner's interest in learning English and to develop confidence through a range of enjoyable activities, including games and songs.

Iraq Opportunities- Fifth Primary - Book 3

-Books and Materials

-Components:

Pupil's Book: (25) units – Twenty teaching units and five revision units.Each teaching unit is three pages (three lessons in a unit);each revision unit is two pages.

Activity Book: contains a range of graded activities that reinforce the language introduced in the Pupil's Book.

Teacher's Book: contains a scope and sequence chart with a summary of the new vocabulary and structures , and five sample tests and a photocopiable assessment.

Materials :

Audio material (CD cassette) contains recorded material of all the dialogues in the Pupil's Book and all the songs.

Flashcards : are in three categories ;picture word and number flashcards.

Wall Charts: are eight course wall charts.They cover:colours ,Food,Numbers,Transport,Times and Days of the Week, At Home,The Body and Places.

Aims of Book 3

1. teach pupils to communicate effectively using simple English
2. set the groundwork for successful language learning in the future
3. stimulate the learner's interest in learning English and to develop confidence through a range of enjoyable activities ,including games and songs.

Iraq Opportunities – Sixth Primary - Book 4

-Books and Materials:

-Components:

Pupil's Book : consists of (25) units (Twenty teaching units and five revision units) and five literary texts: A lyric , The Bee Dance , The Rich Earth , Hassan and the Candle , Pedro the Fisherman.

Activity Book : contains a range of graded activities that reinforce the language introduced in the Pupil's Book.

Teacher's Book :contains a scope and sequence chart with topics, language focus (vocabulary and structures), and functions and learning activities. In addition to a general introduction to the course: aims, components, teaching approaches and classroom management techniques.

Materials :

Audio material (CD cassette) contains recorded material of all dialogues in the Pupil's Book and all the songs.

Flashcards : (120)cards are to be used throughout the course.

Wall Charts : there are (8) eight wall charts covering the topics of :School,Sports, Activities,Places,Holidays,Seasons,The Weather,Jobs,Adjectives,Animals.

Aims of Book 4

1. teach pupils to communicate effectively using simple English
2. set the groundwork for successful language learning in the future
3. stimulate the learner's interest in learning English and to develop confidence through a range of enjoyable activities ,including games and songs.
4. Provide the learners with an experience in testing to give them the ability to pass the mid-year and final exams..
5. Stimulate the learners interest in reading and testing the literary works, like a lyric and short stories.
6. Provide the learners with well - formed structures to enrich the learners grammatical rules indirectly.

Chapter Two

Teaching and Learning

Language teaching is a collective term which is used to denote all educational theory and practice concerned with instruction in both the native language and the foreign language. Different approaches to the teaching of foreign languages have been applied all over the world in the last century.Some of these approaches have been based on contrastive linguistic analysis and some have been worked out perhaps with little or no attention to linguistic principles.

The Communicative Approach

Three linguistic phenomena lie behind the appearance of the communicative language teaching approach :

1. work on ESP (English for Specific Purposes) in the 1960s,
2. the notional and functional categories developed by David Wilkins,
3. and developments in Discourse Analysis.

The communicative approach emphasizes the idea that the goal of language learning is to acquire communicative competence.Teaching materials with this new approach often:

1. teach the language needed to express and understand different kinds of functions ,such as requesting,describing,

expressing likes and dislikes,etc.

2. are based on a notional syllabus or some other communicatively organized syllabus.
3. emphasise the processes of communication, such as using language appropriately in different types of situations in order to perform different kinds of tasks, e.g.,to solve a problem (puzzles), to get information and for social interaction with other people.

Language, as viewed by this approach, is a system for the expression of meaning and its main job is to create and maintain social relations between people.

The purpose of language teaching should enable the learners to obtain:

1.communicative competence

2.linguistic competence

The first accounts for the rules of use, i.e., the extralinguistic factors governing the use of language such as: setting (place and time), purpose , mode , field , participants and their relationships,etc.Whereas the second is concerned with the capacity to produce grammatical rules,lexis,cohesive items, etc.

The instructional materials which are the input for the communicative tasks can be derived from a wide range of sources such as: picture stories,newspaper texts,business cards,shopping lists,postcards,family

trees, train time-tables,weather forecasts,drawings,letters,reports,poems and plays,etc.Exposing the learners to authentic materials is of great importance because they represent the reality in which we are preparing our learners to communicate.

The communicative method adopts a three-fold stages of learning procedure :

1. The pre-task stage: The learners are prepared (warmed up) to deal with the task.Matters such as the purpose of the task and the learners' roles are explained.Moreover, new vocabulary or new language items which the learners will need when they handle the task are also explained at this stage.
2. The task stage: The learners deal with the task (in pairs or in small groups) while the teacher is going around the groups , guiding and helping them when help is needed.
3. The post-task stage: The teacher checks and evaluates the outcome then assigns further work to the learners as homework.

The techniques used in this method should enable the learners to listen and respond to the spoken language and communicate efficiently, and some of these techniques are: role - play , dialogues , language games , scrambled sentences, picture –strip story,listening to stories, problem-solving task, jigsaw, slides, etc.

The Total Physical Response Method

The total physical response method (TPR) is now a household name among teachers of foreign languages all over the world.It is widely acclaimed as a highly effective method at beginning levels, and a standard requirement in the instruction of young learners.It is also admired as a method due to its inherent simplicity, making it accessible to a wide range of teachers and learning environments.

In the 1960s, James Asher began experimenting with a method he called Total Physical Response.It became well-known in the 1970s.In this method , items are presented in the foreign language as orders, commands,and instructions requiring a physical response from the learner (e.g.,opening a window or standing up).This is thought to lead to more meaningful and effective learning.It can be summarized as follows:

1. Pupils respond physically to verbal instructions.
2. Pupils slowly absorb language till they are ready to use it (the silent period).
3. Pupils respond to the teacher's use of props to teach (flashcards,wall charts,realia,actions).
4. Pupils are encouraged to act out situations and dialoges.

The method drew on several other insights in addition to the trace theory of memory,according to which memory is stimulated and increased when it is closely associated with motor activity.

The method owes a lot to some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various physical responses such as smiling, reaching, grabbing,looking,etc.- well before learners begin to use language orally. It also focuses on the idea that learning should be as fun and stress - free as possible, and that it should become dynamic through the use of accompanying physical activity. Asher also had a lot to say about right-brained learning(the part of the brain that deals with the motor activity), believing it should precede «language processing» element covered by the leftbrain.

The techniques used in this method enable pupils to listen and respond to the spoken target language commands of their teacher.The main techniques of this method (TPR) are:

1. Using commands to direct behavior: The commands are given to let pupils perform an action which makes the meaning of the command clear.
2. Role reversal: Pupils start to command their classmates to perform some actions then they will speak when they are ready.
3. Action sequence: Sometimes, the teacher gives three connected commands (e.g., he tells the pupils to point to the door, walk to the door and touch the door).

Learning Styles

Learning styles are simply different approaches or ways pupils have or use to learn.An effective teacher reflects on the dominant learning styles of his pupils and adapts his teaching to the needs of the different pupils .There are three main learning styles:

Style One: Visual Learning

1. Learn best through seeing.
2. Pupils need to see the teacher's body language and facial expressions to fully understand the content of the lesson.
3. They may think in pictures and learn best from diagrams, illustrated text-books , videos, overhead transparencies, flipcharts and handouts.

Style Two : Auditory Learning

1. Learn best through listening.
2. This includes: lectures,discussions, talking things through, listening to what others have to say, interpreting the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances.

Style Three: Tactile / Kinaesthetic Learning

1. Learn best through moving , doing and touching .
2. This requires a hands-on approach.
3. Pupils enjoy actively exploring the physical world around them.

4. They may find it hard to sit still for long periods and become distracted

The Learner's Roles

The learner has the central role in the TPR method .He can listen and perform the commands physically and he can monitor and evaluate his own progress .Moreover, the effective learner has :high self-esteem motivation, a low level of anxiety, a feeling of involvement and engagement.As a result of the TPR method pupils will be able to:

1. Follow simple instructions in English.
2. Understand short stories and situations through pictures.
3. Understand simple situations by listening to audio material.
4. Talk about themselves.
5. Ask simple questions in English.
6. Have basic conversations with other pupils.
7. Begin to write using English script.
8. Count ,play games and sing songs in English.
9. Interact communicatively while performing games and creative tasks Thus, we can sum up such roles as follows: a participant in the activities,a negotiator within the group, a language user , and a knowledge – seeker learner.

The Teacher's Roles

The teacher gives instructions and selects supporting materials for his classroom.He can direct the classroom interaction and turn-taking and initiate the learner's interaction with others. Teachers encourage speaking abilities to develop in the learners.Therefore, an effective teacher :

1. makes lessons interesting so that pupils do not fall asleep.
2. has his own personality and does not hide it from his pupils.
3. has a lot of knowledge and not only of his subject.
4. is an entertainer in the positive sense.
5. builds a good relationship with his pupils.
6. has good classroom management.
7. uses Arabic only sparingly.
8. cares more about his pupils' learning than about his teaching.

Accordingly, the teacher's roles can be summarized as follows :controller,organizer,participant,prompter,resource,observer, and assessor.

Classroom Management

One of the main roles of the teacher inside the classroom is to manage,control,organize and observe his class.Pupil grouping is very necessary within the TPR method :

A) Lockstep

All the pupils are working with the teacher.The pupils work as one group and the teacher acts as controller and assessor.All the pupils are concentrating and the teacher can be sure that everyone can hear what is said, and the teacher is considered a good language model.

B) Pair-work and Group-work

We adopt pair-work and group-work activities where pupils interact naturally.These activities also increase the learners' motivation.Besides,learners can benefit from each other's skills and from strategies which will increase their interest in learning. Learners are also given the opportunity to work individually ,as is sometimes necessary in real life situations.

B.1)Pair-work :

-Two pupils work together to complete the task.

- Pair-work is extremely important because it gives pupils time to practice the language they have been taught.

-This is the pupils' chance to communicate in English.

-Always make sure that all pupils understand the activity and what is expected of them.

-Tell pupils to work with the person to their left,their right,directly in front of or directly behind them.

-Vary the instruction so that the pupils do not always work with the same partner.

-Sometimes it may be worth getting less able pupils to work with

stronger ones, so that the stronger ones can help the weaker ones.

B.2) Group-work:

- Try to divide the class into equal-sized groups.
- You can give the groups English names, such as colours.
- This will help pupils remember the word and feel a sense of belonging to that group.
- As with pair-work, do not always allow the same pupils to work together.
- With a large class of enthusiastic pupils, it is very important to keep order,especially when pupils are encouraged to play games and complete active tasks.
- Always ensure that noise is at an acceptable level:creative noise is fine,but disruptive noise should be discouraged.
- If the noise gets too loud, have a pre-agreed hand signal which shows the learners that you want them to quieten down, or raise your finger to your mouth and say «Quiet» gently. Alternatively, you might put your hands over your ears.
- Keep the level of your own voice down too;if you start to shout ,so will the pupils.

Homework

As the issue of homework assignment is debatable, we suggest that teachers assign homework only when needed to provide additional practice ,and not necessarily on a daily

basis.So,teachers should:

- ensure that pupils have the necessary concepts and skills to accomplish assignments given.
- review the assignment before giving it to pupils,and anticipate difficulties.
- make sure that the instructions are clear.
- always correct homework and give feedback.

In conclusion, the teacher's aim is that all the pupils will make as much progress as possible.But how do pupils make progress?

- Pupils learn when they think.
- Pupils learn when they are motivated.
- Pupils learn when they are successful.

Why do pupils fail to make progress?

- Pupils do not think if the task seems too difficult.
- Every failure reduces confidence and motivation.

If we give the pupils the same tasks, some will succeed and some will fail.The pupils who succeed will learn and make progress, but those who fail will neither learn nor make progress. When pupils are challenged, they learn. Challenging pupils at a cognitive level is important.This means involving them in activities which are just above their current level of thinking- their level of ability.Most activities in «Iraq Opportunities» combine cognitive and linguistic levels of challenges, which make them suitable for mixed level and ability classes.

Chapter Three

Teacher Planning and Lesson Planning

Teacher Planning

Planning includes all the instructional decisions teachers make prior to their actual teaching.The process has to consider the following: content, learning activities ,learner motivation , grouping of pupils, projects, grading practices and classroom management.The following variables influence teacher planning:

1. The teacher is the most significant variable.This includes his beliefs about the school and what pupils learn, his capacities to help pupils, and his understanding of the content.
2. The learners' development and prior knowledge strongly influence the teacher's instructional decisions.Attention span,for example, is closely related to age; a six-year-old pupil may have an attention span of only five minutes in a listening activity.Pupil motivation occurs at the general and lesson-specific levels; successful past learning experiences make pupils confident, alert and eager for a new learning. Lesson-specific motivation can be increased in many ways ;teachers can plan to capitalize on pupils' interests, design activities that arouse pupils'curiosity and design lessons that actively involve pupils.

3. Content influences planning in such a way that if the teacher is teaching a concept, he will need to gather positive and negative examples;if he is teaching a skill, he will need to find a number of tasks for pupils to practice ; if he is teaching integrated knowledge, he will need to organize them in a meaningful way.
4. The teaching context includes state guidelines, school policy and leadership.The teacher has to be familiar with the standards for teaching English as a foreign language set by the ministry of education.Leadership refers to the teacher's autonomy and initiative in designing and implementing their instructional plans and activities.
5. Materials and resources such as text-books are valuable resources for the teacher.»Iraq Opportunities» provides rich content and activities on pupils' interests and needs.
6. Time is a good frame of reference for the teacher .Teachers will spend much of their time gathering and arranging the physical materials to be used in the activities.

Lesson Planning

Lesson planning is considered one of the essential parts in teaching especially in teaching English as a foreign language. The teacher should use lesson planning to organize his work inside the classroom.It will help him to derive the most utility out of the materials he is teaching.The lesson plan integrates the

teacher's ingenuity ,the text (material) and the special needs of the class.The teacher can ensure economical and efficient teaching and inspire confidence in his pupils by preparing his lesson plans carefully.

Lesson plans guide the teacher to teach activities in the Pupil's Book,Activity Book and other suggestions relative to teaching such books.Every lesson plan starts with a list of objectives :key language ,new vocabulary and lesson topic, reference to extra material, flashcards, wall charts, additional resources, photocopiable pages, etc.

Planning a Sample Unit

Let us take a sample unit from Book (1)-Third Primary – and see how to go over it:

Unit One –Book (1) –Third Primary

The Pupil's Book consists of (14) units with clearly numbered activities .Each unit covers six lessons and follows a basic design:

- Lesson 1 of the Pupil's Book consists of a short story presened in four story frames.
- Lesson 2 of the Pupil's Book brings together and builds on the material introduced in Lesson 1. Lesson 2 has a similar format to Lesson 1 in which pupils are asked to listen to a story ,dialogue or situation using similar language in a new context.As part of the on-going revision, pupils will revise the

material of Lesson 1 before they begin Lesson 2.

- Lesson 3 is the first page of the Activity Book for the corresponding unit.This practices the language from the Pupil's Book.
- Lesson 4 is a project.Pupils are asked to make ,draw or create something which they can later use to practice their language skills.
- Lesson 5 is typically a game or fun task which lets the pupils practice the language.
- Lesson 6 is the second page of the Activity Book for the corresponding unit .This practices the language from the Pupil's Book..

A Sample Lesson Plan for Lesson 2 – Unit 1

The teacher should prepare himself well before teaching any lesson .How to prepare for teaching Lesson 2 of Unit 1:

1. Before class, write the Lesson 2 «break down»: the aims structures, functions ,vocabulary ,and topic on the board. (You can find this information in the Teacher's Book for every Lesson).
2. The pupils should understand what to do in class so that they will not be lost and so that your lesson will be more effective.
3. .Lesson 2 is divided into four parts; Revision 1, Game, Revision 2 and singing a song. Teachers can divide the class time accordingly.

Greeting and Revision 1:

-Lesson 2 in the Teacher's Book gives the break-down of the lesson.Explain the «structure» part to your pupils.

-The first teaching activity is «Revision 1» and tells the teacher to greet the pupils with «Hello» and then revise the material from Lesson 1.

Greeting:

1. Greet the class in English saying «Hello».Annunciate well, opening your mouth wide and saying the word slowly.
2. Repeat «Hello» two or three times. Be sure to walk around the room, looking at the pupils.
3. Say «Hello» again ,but normally, like when a person says hello to someone who understands English.
4. Now ,ask the pupils to say «Hello» together as a class.You can choose some pupils to say «Hello».

Revision 1:

5. Revise the material they learned from Lesson 1, Say «I am .....(name).».
6. Go round the room and choose some pupils to say «I am ....(name).». Give suggestions for better pronunciation.
7. Look for pupils who seem to need help.You can give them special attention at this point.

Game :

The Teacher's Book then suggests a game to play in class.It is called the chain game and it practices introductions.

8. Play the chain game : A pupil to the person next to him says «Hello,I am .....(name).»That person says «Hello» and then turns to the person next to him and does the same.
9. The number of pupils who can do this will depend on the time. At least five pupils should do this .(If you started with pupils in the front of the class in the previous class session,you can start with pupils in the middle of the class.You want to get all the pupils involved ,and you want to be able to assess all the pupils).

Revision 2:

The Teacher's Book then suggests «Revision 2» that reviews the names of the Book characters from Lesson 1.

Revision 3 :

10. Ask the pupils if they remember the names of the characters in the book.
11. Remind the pupils of the names of any character they did not remember.
12. Use the flashcards. Hold up the cards and ask the pupils to say the names of the characters.
13. Repeat the names with the whole class to practice pronunciation.

14. While holding up the flashcards of the characters ,say the name of the character and walk to a pupil and ask him to point to the character.

15. Do this with all the characters.

Singing a Song:

For the last activity of the lesson,the Teacher's Book suggests that the pupils learn to sing a song .

16. Explain in English that the pupils will learn a fun song in English.

17. Repeat this in Arabic , so the pupils will understand.

18. Say this a gain in English to help the pupils develop «an ear for English».

19. Point to the script on the Pupil's Book and say the rubric :Sing.

20. Ask pupils if they can tell you the order of the characters in the song.

21.Play the cassette once.

22.Then play the cassette ,stopping after the first line of the script.Then say the script.

23. Repeat step (20)for each line of the script.

24. Then play the cassette again and encourage the pupils to sing along.

25. Play the cassette as many times as is needed for the pupils to sing along.

Mapping the Lesson Plan

Unit .....

Lesson .....

Pupil's Book : Page .....

Activity Book : Page .....

Teacher's Book : Page .....

Aims .....

Scope and Sequence :

- Topic .....
- Language Focus .....
- Function and Language Activities .....

Lesson Notes :

- Warm-Up (Introduction) : .....
- Presentation .....
- Practice .....
- Evaluation .....
- Closure .....

Long- term Unit and Lesson Planning

The cognitive planning is used to guide teachers' thinking regardless of whether long-term unit or daily lessons are being prepared as shown in the following :

- Time Frame in Instructional Planning
- Long-term Planning (year long)
- Unit Planning (xx weeks)

Lesson Planning (daily)

Long-term Planning:

1. adapts the curriculum to fit the teacher's knowledge and priorities.
2. helps the teacher focus on the structure and content of new curricula.
3. develops a practical schedule for instruction.

Unit Planning :

1. converts the general framework into interconnected lessons.
2. amounts to planning daily lessons that relate to a general topic.

Daily Lesson Planning :

1. focuses teachers' efforts on a specific day and class.
2. may vary in shape according to topic and teacher's experience.

Examining a Sample Unit :

Unit Three –Book 3 – Fifth Primary

Aims :

- To teach the plural demonstrative:»these»
- To teach the plural personal pronoun: «they»
- To teach «Wh-question: What is this ?»

Structures :

- Wh-questions : What is this ?
- Plural personal pronoun :they.
- Plural demonstrative adjective :these.

Functions :

- Asking questions.

Topic :

- Animals.

Writing :

- Matching sentences with pictures.

Resources :

- Pupil's Book : Page 11.

Exercise 1 : Listen and Read.

Exercise 2 : Play .....

Assessment

Teachers should observe the pupils' progress during each class period.The teacher may write brief notes about every pupil after every class period. When classes are large, it is possible that not all pupils will participate orally in every class period.However, teachers can observe pupils' body language and facial expressions to be sure that if they understand the lesson .Besides, teachers can use revision units as part of the pupils' assessment .Teachers should tolerate errors and correct the major ones only.

Evaluation and testing are carried out by designing oral and written tests.Such tests should measure how far we reached our objectives (comprehension , speaking and writing).Oral tests should measure oral comprehension and speech fluency whereas written tests should measure efficiency in written comprehension (reading and writing).These tests have to rely on qualitative and quantitive modes of assessment .

The next step is to decide how we are going to test.We could employ some integrative tasks, especially for productive skills like speaking and writing. For the receptive skills and for testing language, we could use some discrete item tasks.The following are some of these formats:

A) Reading and Listening:

Table-completion , short answer questions,listing ,multiple choice ,True/False , diagrams , maps , pictures , etc.

B) Writing:

Guided writing , summary , punctuation , dictation, etc.

C) Speaking:

Free interviews , picture description , role-play , oral presentation,etc.

D) Language:

Gap-fill, cloze blank ,translation, table-completion, sentence transformation,etc.

To conclude ,we can mention a general Lesson plan guide for the teacher to follow :

1. Find out what pupils already know about the topic.If correct, reinforce this before beginning the lesson.
2. Emphasise depth of learning rather than breadth.
3. Stress understanding rather than memorization of knowledge.
4. Provide opportunities for development of various skills.
5. Provide flexibility so that lessons can be reconfigured to meet specific goals.
6. Place lessons in appropriate learning environment.
7. Create opportunities for the transference of knowledge to other situations.
8. Include both formative and summative tests that are in line with teaching practices.

Chapter Four

Teaching of Language Activities

Methodology is understood to mean «methods» in a general sense, and in some cases it is even equated to specific teaching «techniques».It does (or should) in fact mean and involve much more than that .Technique,in general, means any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

Teaching Listening

Listening is the most common communicative activity in daily life .It is believed that we listen twice as much as we speak, four times more than we read, and five times more than we write.Hence, listening skills are vital for teachers of English language.

Listening is also important for obtaining comprehensible input that is necessary for language development.Listening and speaking are often taught together,but beginners should be given more listening than speaking practice.The following principles should be taken into account when teaching listening:

- Listening should receive primary attention in the early stage of instruction.

- Teachers should maximize the use of material that is relevant to pupils' real life.
- Teachers should maximize the use of authentic language.
- Teachers should always ask pupils to listen with a purpose and allow them to show their comprehension in a task.

Good listening task can be divided into three stages:

1. Before listening: Teachers should prepare learners by introducing the topic and finding out what they already know about it.A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then teachers should provide any necessary background information and new vocabulary they will need for the listening activity.
2. During listening: Teachers should be specific about what pupils need to listen for.They can listen for selective details or general content ,or for an emotional tone such as happiness, surprise or anger.If they are not marking answers or otherwise responding while listening , teachers should tell them ahead of time what will be required afterwards.
3. After listening: Teachers should finish with an activity to extend the topic and help pupils remember new vocabulary. This could be a discussion group , craft project , writing task, game, etc.

There are many types of listening activities that teachers can choose from,some of which do not require learners to produce language in response and some that do.The latter are more difficult , learners can be asked to respond physically to a command,(for example, «Please open the door,»), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map or fill in a chart as they listen .It is more difficult to repeat back what was heard,take notes, make an outline or answer comprehension questions.To add more challenge, learners can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model, or participate in a real-time conversation.

Teaching Speaking

Speaking is one of the main goals of teaching a foreign language and it is regarded as a means of language learning and acquisition; the output hypothesis claims that the act of producing language (speaking or writing) constitutes part of the process of foreign language learning.So,the teacher should bear in mind the following principles when teaching speaking :

-Teachers should help pupils overcome their initial reluctance to speak.They should be encouraging to provide opportunity and start from something simple.

-Teachers should help pupils see the relevance of the speaking task.

- Teachers should provide appropriate feedback.
-Teachers should combine speaking with listening and reading.

Teachers should follow these stages in teaching a speaking task :

1.Pre-task: The teacher introduces the topic and gives the pupils clear instructions on what they will have at the task stage and might help the pupils to recall some language that may be useful for the task.
2. Task: The pupils complete the task in pairs or in groups using the language resources that they have as the teacher monitors and offers encouragement.
3. Planning :Pupils prepare a short oral report to tell the class what happened during their task.They then practice what they are going to say in their groups.Meanwhile, the teacher is available for the pupils to ask for advice to clear up any language questions they may have.
4. Reporting :Pupils then report back to the class orally .The teacher chooses the order in which pupils will present their reports and may give the pupils some quick feedback on the content.At this stage the teacher may also play a recording of others doing the same task for the pupils to compare.
5. Analysis :The teacher then highlights relevant parts of the text of the recording for the pupils to analyse .The teacher

may ask the pupils to notice interesting features of the text. The teacher can also highlight the language that the pupils used during the report phase for analysis.

6. Practice: Finally, the teacher selects language areas to practice based on the needs of the pupils and what has emerged from the task and report phases .The pupils then do practice activities to increase their confidence and make a note of useful language.

Teaching Reading

Teaching reading at the primary stage is very necessary to enable pupils to recognize the English letter forms (capital and small) in their script forms and to recognize and read single words, sentences and short paregraphs. Moreover, teaching reading will develop the skill of silent reading materials.Pupils should be trained to read well and fast.In teaching reading , the teacher can follow these stages:

1. The teacher asks his pupils to follow him in their books while reading .He may make his pupils listen to the reading of the material.
2. He allows his pupils to read silently,then he may ask some pupils to read after him.
3. He may ask individual pupils to read aloud.

Teaching Writing (Hand writing)

Learning to write from left to right is difficult for many pupils at the very beginning, and they require ample practice to master this skill.The «Trace the line» exercises in the Activity Book-Fourth Primary, present left to right practice as an important element in the handwriting development of pupils.

Handwriting requires the use of fine motor skills.Ask pupils to draw vertical lines, circles, triangles and rectangles.After shapes, you can begin teaching lower-case letters.Pupils should use a pencil at the very beginning to feel comfortable.

Before pupils learn to read words ,they should see how letters of the alphabet are placed.There is a space between every two letters, not a large space but enough to indicate that it is being reserved.Printing practice helps the pupils match the letters in printed materials.Learning cursive is helpful for speed.

Learning handwriting is not a creative exercise.It is all about copying the right shapes to form words and eventually, sentences.Leave the creativity to compositions.When writing compositions, do not focus on both content and handwriting. Allow pupils to hand in a paper that is «almost right» with regards to handwriting technique when you are grading for content.

Teachers and pupils who are using «Iraq Opportunities» will be familiar with examples of poems ,songs ,and stories from their own rich history ,language and culture .The new series of «Iraq Opportunities» from third primary to sixth primary , includes short ,illustrated stories involving the main characters at the beginning of each unit, so ideas such as narrative,characterization , theme and setting will already be known to pupils, even if they have never come across these terms in English lessons.

In addition, Iraq Opportunities, fifth primary, Pupil's Book, includes at the end , a short story.This is intended to be read informally by the pupils, with the guidance of their teacher.

In sixth primary, pupils are a little more grown up and mature,and so are exposed to a wide variety of literature in English.

The reasons for reading literature in general and English literature in particular are:

1. Literature broadens our horizons, allowing us to travel in our imagination to distant times and places and experience different ways of living than our own.
2. Literature can give us pleasure.
3. Literature can provide a moral lesson ,guiding our behavior in our own lives and teaching us how to develop for better and best.

Teaching Aids

Teaching aids such as wall charts,flashcards, drawings, pictures, recordings, films ,etc. are very necessary for the teacher to do his job more effectively and realize the objectives of the Books.They stimulate pupils, arouse their interest and make learning more lively and interesting.Moreover, teaching aids encourage participation on the part of the pupils by creating real-life situations in the classroom.They save time and effort in the teaching process.

Teaching aids should be related to the material the teacher is going to teach, discuss or revise.The teacher should know when and how to use such aids inside the classroom.

The teacher should motivate his pupils and prepare them for such teaching aids by telling them what they are about and how they are used inside the classroom.

Native Language and/or Foreign Language

In foreign language learning, pupils usually have no enough chances of using the foreign language outside the classroom. So, teachers should make up for this by using English as much as possible in the classroom and help their pupils use it through contextualization of language material.

The amount of foreign and native language use is decided by the type of language material the teacher is involved in and the stage he has arrived at in the process of teaching.The native

language can be used in explaining some vocabulary items whose meanings are difficult to demonstrate by using teaching aids or by acting.Moreover, the explanation of grammatical points and directions in the native language saves time and effort especially at the early stages of learning.

How to Teach an English Language Class

Teachers of English as a foreign language generally need specialized licences or certificates endorsements to teach English language pupils,but knowing how to teach such a class involves more than just a special licence. Understanding appropriate strategies and how to apply them to pupils help teachers be more effective so their pupils can become confidently bilingual .So, effective teachers will :

1. create supportive environment with a classroom that honours pupils' cultures.
2. be a role model for effective reading and writing.
3. minimise translation assistance to encourage pupils to learn English more effectively.
4. make classroom activities relevant to pupils' lives.
5. use abundant visual aids to reinforce written and spoken words.
6. adjust the pacing of their instruction to meet pupils' needs and proficiency.
7. encourage peer tutoring to allow pupils to interact and share tips with one another.

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