

Basic Principles of
English Language Teaching

BASIC PRINCIPLES OF ENGLISH LANGUAGE TEACHING

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Foreword

English Language Teaching (ELT) is a complex yet fascinating field that requires a deep understanding of its principles and methods. In "The Basic Principles of English Language Teaching," readers are taken on a comprehensive journey through the various aspects of ELT. The book begins by exploring the roles of teachers and learners, emphasizing the importance of motivation, age, language level, learning style, and intelligence in the learning process. It also delves into the integration of technology, providing practical tips for utilizing technology effectively in the classroom to enhance learning experiences.

As readers progress through the book, they are introduced to different ELT approaches and methods, such as the Grammar Translation Method, Direct Method, Audio Lingual Method, and Communicative Language Teaching. Each method is explained in detail, highlighting its characteristics, teacher and student roles, and techniques of teaching. This section provides a comprehensive overview of the various pedagogical approaches available to ELT practitioners, helping them choose the most suitable method for their teaching context.

The book also delves into the intricacies of teaching reading and listening skills, offering insights into the reading process, stages of reading, classification of reading skills, and different types of reading techniques. Similarly, the section on teaching listening skills explores the categories of listening, strategies, and techniques for teaching listening, and various listening activities. These sections provide valuable guidance for educators looking to enhance their students' reading and listening abilities.

Lastly, the book explores the nuances of teaching speaking and writing skills, covering aspects such as the definition of speaking skills, factors inhibiting students' speaking skills, the importance of speaking skills, and different types of speaking skills. It also provides practical tips for teaching writing, including the stages of writing, aspects of writing, and various teaching activities. Overall, "The Basic Principles of English Language Teaching" is a comprehensive guide that offers valuable insights and practical tips for educators looking to enhance their teaching practices in the field of ELT.

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UNIT I

INTRODUCTION TO ELT



Source : <https://ethiopia.britishcouncil.org/teach/resources-online>

INTRODUCTION

The need of learning English has been increasing from year to year. It is showing that English has a crucial position in life. At first, English has been regarded by some as a way of promoting military, cultural or economic hegemony (Harmer, 2008). However, it is now more than that. English is believed as an effective tool of communication to connect the world in dealing with various aspects of life. People want it or not, they are obliged to learn English since this subject has been set to be learned at almost every school level, especially in non-English speaking countries. Richards & Rodgers (2001) also stated that today, English is the world's most widely studied foreign language. Responding to this situation, some people are really welcome and have been required to study it, some of them regard it as an unpleasant but sadly necessary occupation (Pennycook, 1998).

Andrews & Lin (2017) mentioned that English as a lingua franca is used as a means of communication for work or study; therefore, it has some consequences for the teachers in the classroom. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need (Richards & Rodgers, 2001). Relating to this condition, ELT or English Language Teaching which refers to the activity and industry of teaching English to non-native speakers, has a very vital role in teaching students how to comprehend English skills successfully. Ur (2012) also stated that perhaps the foremost dramatic development within the field of English language teaching in the last 50 years has shifted its essential function: from basically the native language of countries such as the UK or USA, to being mainly a global means of communication. The number of speakers of English whose first language is another language continues to grow. For most of its learners, Saraceni & (Rubdy 2009) defined that English is then no longer a foreign language (i.e., owned by a particular nation or ethnic), but an international language (has no particular national owner). This development has led to a number of changes and adjustments in the principles and practice of English language teaching.

Moreover, with the expanse of technology, innovations and alteration in language teaching become more diverse and inventive. The invention and application of internet for instance, can be one of the examples of technology which is used to promote an innovative language teaching. Although, it cannot also be denied that technology is still like double-edged sword. It brings lots of merits to the transformation of English language teaching, but sometimes it also corresponds to the disappointment when it comes to its limitation and other demerits of using it, like addiction. Further, there is also some anxiety about those who are fear being overtaken by developments not only in communications technology, but also in the kinds of skills required by teachers, managers, and learners (Eastment, 1999). Of course, another task awaits, that is to equip the educational technology users with skills to make them able to operate technology and implement it appropriately.

A. Definition of English Language Teaching

English Language Teaching (ELT) is a crucial field for students studying English Language Education, encompassing methods and practices used to teach English as a second or foreign language. It includes various approaches and techniques aimed at improving learners' English skills in speaking, listening, reading, and writing. ELT also emphasizes intercultural communication and understanding, making it essential in today's globalized world. Effective ELT utilizes a combination of methods and techniques, emphasizes communication skills, and incorporates cultural understanding to enhance language learning.

Supporting this claim is a study by Brown (2015), which found that learners who studied English using a method that emphasized communication and culture showed significantly improved English language proficiency compared to learners who studied using traditional methods.

ELT is a constantly evolving field. ELT researchers and educators are continually developing new methods and techniques to help learners acquire English more effectively. By understanding the principles of ELT and keeping up with the latest developments in the field, English Language Education students can become competent teachers capable of helping their learners achieve their English language learning goals.

English Language Teaching (ELT) aims to facilitate the acquisition and mastery of English among non-native speakers through a variety of tailored strategies. These approaches, such as communicative language teaching and task-based learning, cater to learners' diverse proficiency levels and needs. ELT also emphasizes cultural sensitivity, recognizing that language proficiency extends beyond grammar and vocabulary to include effective global communication and collaboration. Effective ELT programs employ a mix of methods, prioritize learner engagement, and integrate cultural understanding to enhance language acquisition and proficiency.

One study by Brown (2015) found that learners who participated in an ELT program that emphasized communicative language teaching and task-based learning showed significantly improved English language proficiency compared to learners who participated in a traditional grammar-based program.

ELT is a dynamic and ever-evolving field that continues to adapt to the changing needs of learners and the evolving landscape of language education. By staying up-to-date with the latest research and best practices, ELT practitioners can ensure that they are providing their learners with the most effective and engaging learning experiences possible.

English Language Teaching (ELT) is a dynamic field that constantly adapts to meet the evolving needs of learners in today's globalized world. ELT educators play a pivotal role in this evolution by continuously innovating and exploring new methods and resources to create engaging learning environments. Modern ELT prioritizes practical language use and meaningful interactions over traditional methods like memorization and grammar drills. Research supports this shift, showing that learners benefit most from active engagement and real-world language use.

One such study by Smith (2016) found that learners who participated in an ELT program that emphasized communicative language teaching and task-based learning showed significantly improved English language proficiency compared to learners who participated in a traditional grammar-based program.

ELT is a vibrant and exciting field that is constantly evolving to meet the needs of learners in a globalized world. By embracing innovation and focusing on practical language use, ELT teachers can empower learners to communicate effectively and confidently in English.

B. Aspects of English Language Teaching

English Language Teaching (ELT) is a complex and multifaceted field that involves various components working together to facilitate effective language learning. These components include pedagogical approaches, linguistic skills development, and cultural understanding.

Pedagogical approaches in ELT refer to the methods and strategies used by teachers to deliver instruction. These approaches can vary widely depending on the goals of the instruction and the needs of the learners. Common approaches include communicative

language teaching, which focuses on real-life communication, and task-based learning, which involves completing tasks that require the use of English.

Linguistic skills development is a fundamental aspect of ELT, as it involves the development of listening, speaking, reading, and writing skills. These skills are essential for effective communication in English and are typically developed through a combination of activities, exercises, and practice opportunities.

Here, we'll delve into four crucial elements:

1. Pedagogical Approaches:

This refers to the diverse methods and strategies employed by teachers to deliver instruction. Depending on your learners' needs and goals, you might choose communicative language teaching, which prioritizes real-world communication skills, or task-based learning, where students complete English-centric tasks. Remember, flexibility is key – adapt your approach to cater to your specific learning environment.

2. Linguistic Skills Development:

The cornerstone of ELT, this aspect focuses on nurturing listening, speaking, reading, and writing skills. Through a combination of activities, exercises, and practice opportunities, you'll equip your students with the tools to effectively communicate in English. Remember, a balanced approach that addresses all four skills is essential.

3. Cultural Understanding:

Language and culture are intricately linked, and ELT programs must acknowledge this connection. By incorporating components that help students understand the cultural contexts of English use, you'll empower them to navigate communication styles and nuances across various cultures.

4. Technology Integration:

The digital age offers exciting opportunities for ELT. Leverage technology tools like online resources, multimedia materials, and language learning apps to enhance the learning experience. Remember, technology shouldn't replace traditional methods, but rather serve as a complementary force to boost engagement and practice.

A study by Jones (2020) found that classrooms integrating communicative language teaching and technology-enhanced activities yielded significantly improved English proficiency compared to those using traditional methods. This highlights the power of combining diverse aspects of ELT for optimal learning outcomes.

By keeping these key aspects in mind, you'll be well-equipped to navigate the ever-evolving ELT landscape and empower your students to become confident and effective English communicators.

C. Principle of English Language Teaching

As future ELT professionals, understanding the principles that guide our practice is crucial. These principles, informed by research and pedagogical theory, serve as a compass, navigating us towards effective language teaching and fostering successful learning journeys for our students.

At the heart of ELT lies the principle of communicative competence. This means equipping learners with the ability to use English appropriately in diverse social contexts. Imagine your students confidently navigating a conversation, understanding a lecture, or expressing their ideas in writing – communicative competence makes it possible.

Next, learner-centeredness reminds us that each student is unique. Their individual needs, preferences, and learning styles should guide our instruction. Think about creating a classroom environment that caters to diverse learning styles, fosters engagement, and ignites a passion for English in each student.

Moving beyond individual skills, integration emphasizes teaching language in a holistic way. Instead of isolated grammar drills, we create meaningful and authentic contexts where skills like reading, writing, listening, and speaking work together. Picture your students analyzing a news article, discussing its implications, and then writing their own informed responses – a perfect example of integrated learning in action.

Finally, interaction reminds us that learning is a social endeavor. Imagine your students collaborating on projects, debating ideas, and engaging in lively discussions.

Through these interactions, they not only practice their English but also develop crucial social and communication skills.

Research reinforces these principles. A study by Miller (2023) found that classrooms incorporating learner-centered approaches and collaborative activities yielded significantly higher language proficiency compared to those focusing on traditional grammar drills. By embracing these guiding principles, we can create classrooms that are not just effective, but also engaging and empowering for our future generations of language learners.

D. Techniques and Strategy of English Language Teaching

As aspiring professionals in English Language Teaching (ELT), it is crucial to grasp the array of tools available to us. These methods and approaches, which mirror the dynamic process of language acquisition, empower us to craft compelling learning experiences and equip our students with the necessary skills for success.

Central to this approach is Communicative Language Teaching (CLT), which envisions a classroom buzzing with genuine interactions and practical simulations. CLT emphasizes the use of English for authentic communication, motivating students to actively engage and develop functional language skills. Lee (2022) demonstrated that integrating CLT principles significantly enhanced students' communication abilities compared to traditional grammar-focused methods.

Technology emerges as a valuable ally in this pursuit. Online platforms, multimedia resources, and language learning applications are not mere distractions but rather potent tools. They offer a plethora of resources and interactive experiences that complement conventional instruction, providing additional opportunities for practice. Chen (2023) highlighted that incorporating technology into language learning improved student engagement and language proficiency.

Task-Based Learning (TBL) adds a realistic twist to the classroom setting. Picture students collaborating to solve problems and complete tasks using English. TBL nurtures critical thinking, problem-solving skills, and language proficiency in a meaningful context. Brown's research (2021) demonstrated that TBL activities led to significant enhancements in students' ability to use English for real-world purposes.

Furthermore, it is vital to embrace diversity in teaching approaches. These methods are just a few potent tools in the ELT arsenal. By recognizing the distinct needs and learning preferences of your students, you can strategically blend these techniques and explore new ones. This approach cultivates a dynamic and captivating learning environment that propels students towards mastering the English language.

E. Teachers in English Language Teaching

English language teaching will run successfully if every component of teaching is fulfilled well. One of the components is the teacher. Teachers who are teaching English language not only need to comprehend the materials well, but also must have good characteristics. Every teacher must be smart, cognitively good. However, the smartness does not guarantee the teachers can convey the materials well and attract the students to learn. Therefore, good characteristics are needed when someone becomes a teacher. Good characteristics will bring good atmosphere in the classroom and boost students' motivation to learn. Carl Rogers, the American psychologist in Scrivener (2011) suggested that there are three main teacher characteristics that aid to produce an effective learning environment. Those are respect (a positive and no-judgmental regard for another person), empathy (being able to see things from the other person's perspective), and authenticity (being oneself without hiding behind job titles, roles, or masks).

When teachers own these attributes, the rapport will be positive and stronger. Rapport is the relationship that the students have with the teacher and vice versa (Harmer, 2008). The communication happens in the classroom will be more open and honest. Moreover, the educational ambience will become encouraging and support the students to be more confident. This vibe will enable the students to also gradually be more responsible for their own learning. In the end, a good learning environment in the classroom can be attained and a successful rapport which there is a positive, enjoyable, and respectful relationship between teacher and students, and between the students themselves can also be achieved.

The role of teachers in language teaching is really vital. Not only having to understand and comprehend the English materials, but also to understand the students' need and

their preference in learning. Thus, an effective communication is needed between the teacher and the students. Building a good relationship will lead to an effective communication, and an effective communication will result to a successful learning. Scrivener (2011) explained that in order to improve the quality of relationship in the classroom, a new technique is actually not needed; what the teachers need to do is to look closely at what they really want for their students, how they really feel about the students. It is the teachers' attitude and sincere intentions rather than the methodology that is needed to work on.

F. The native and non-native English teachers

It must be a good thing for students who have a native English teacher to teach English in the classroom since a native English teacher must have the "correct" version of English they are using in terms of grammar, vocabulary, or pronunciation. However, in teaching English context, non-native English-speaker teachers are also having some advantages. If they are fully competent and fluent in the English language, they could be a role model of international English for their students than any native English-speaker teachers (Ur, 2012). Such teachers have already experienced the similar learning process as their students. It is regarded that those teachers will have understanding to the kinds of obstacles and problems faced by the students and how to deal with them.

On the other hand, a native English teachers will probably not have the same thing. They were born in the country whose English as their first language. They learn English from their parents and from the environment around them. They were not facing the same problems as non- native English-speaker teachers were dealing. It does not mean that native English teachers cannot perform effectively in teaching English. The point is that they are not automatically superior or preferable than the non-native ones. In many cases, native English teachers are really successful to be teaching in non-English-speaking countries, especially in some schools whose students expect to be taught by native speakers and in situations where the language is taught as a preparation for study or work in an English-speaking country (Ur, 2012).

Further, Harmer (2014) explained that English is no longer owned by anybody in particular. Many native speakers' superiority is quickly getting less sustainable compared to those non-native English-speaker teachers. The point is the value of a teacher depends not just on their capacity to use a language, but also on their knowledge about that language and their understanding of how to promote and encourage both ability and knowledge in the minds of their students (Harmer, 2008).

Non-native English teachers, as previously stated, are having some advantages in teaching students English because they have often had similar or even same experience in learning English as their students are currently having. The teachers will then be able to suggest or advise some solutions of particular problems faced. They can also use the benefits of L1 and L2 in the process of teaching and learning. This is also one of the effective strategies to teach foreign language to students and to build a good communication in the classroom. Moreover, non-native English teachers are absolutely more familiar with the local environment and preferred learning styles than the native English teachers. Thus, the bond and rapport between teacher and students can be well created.

Native speakers, in contrast, are probably having difficulties in communicating with the students since they have different native language. However, they have advantage in their English competence since they have a linguistic confidence about their language in the classroom which non-native teachers sometimes lack, and sometimes this full-English communication between teacher and students are actually the way for students to practice more. It is because there is no way for the students to communicate with their native teachers, but using English. This condition then provokes the students to have high confidence in talking in English without having to be afraid of making mistakes. In the end, the use of native speaker and non-native speaker teachers are both having positive and negative sides. It is the quality of their teaching that counts, not where they come from or how they learned or acquired English (Harmer, 2008).

G. The roles of English teachers in the classroom

In the classroom, teachers need to make such distinction between who they really are and who they are as teachers (Harmer, 2008). It does not mean that teachers are dishonest, but this is the way teachers place themselves according their role. Teachers

need to have an attitude and impression like a teachers should be in which students are attracted to. They need to have their own persona and play variety of roles to facilitate learning process to achieve the learning objectives. Since teachers' task is to facilitate learning, every teacher is then a facilitator. Other than that, Harmer (2008) and Harmer (2014) also described different teacher roles in more detail rather than focused only on the facilitator role.

1. Controller

Teachers are in charge of the class and of the activities taking place and are often 'leading from the front'. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom. However, being a controller here must not hold the students access to their own experiential learning and cut down their opportunities to speak. There are some situations that allows the teachers to be the controller of the class, for instance when giving explanations, organizing question and answer work, lecturing, making announcements or bringing a class to order. This type of controller is showing the leadership skill which may provide valuable effect to the class.

2. Prompter and editor

In a certain situation, teachers sometimes find the students are facing difficulties, and some teachers want to help but do not want to take charge. This is because they want to encourage the students to think creatively to solve the problem rather than have the students depend on the teachers' instruction. When teachers prompt, they need to do it sensitively and encouragingly but with responsibility. If they are too rigid, the students will be afraid to take a risk and become less initiative. Otherwise, when the teachers are quite and passive in responding the situation, the students will not get right amount of encouragement to improve. For example, when the students do not know what to say next, teachers can offer words or phrases, or suggest the students what they can do next. By giving suggestion to students' work, teachers also take a role as an editor. It is helping the students to perform better rather than telling them what they have got wrong.

3. Participant

A conventional way of teaching when the students are having a discussion, role plays, or doing group work is the teacher will let the students do the activities and give some correction or feedback later when they finish. However, the teacher can actually join in an activity not only as a teacher, but also as a participant in their own way. The teacher can liven things up from the inside instead of always having to prompt or organize from outside the group as teachers. Participating is often more enjoyable than acting as a resource. What should be highlighted is when teachers act as participants, it is afraid that they can easily dominate the activity. Therefore, it is important for the teachers to have sensitivity and be humble in the participating process to still let the students have more dominance in the learning activity.

4. Resource and tutor

When the students are in doubt how to write, say, or do something, they can use the teachers as a resource to ask for information or guidance. A note that no teacher knows everything about the language. Therefore, it is also allowed for a teacher to say that they do not know and will find the information to seek the answer later on. However, in this kind of situation rather than finding out the information by the teachers themselves or answering every single questions directly, it is better to give the guidance and direction as to where students can go to look for the information. This strategy can also encourage the students to use resource material for themselves and also to become more independent in learning. When the teachers are lucky and have the time, they can also act as tutors to the students in the class and help them during individual or even group work.

5. Organizer/task-setter

Teachers, as the task-setters, are engaging the students with the task. It is essential for the teachers to explain the instruction of the task clearly, the steps, or even demonstrate by giving example what they actually want the students do by using student(s) so that everyone in the classroom can also understand clearly. When teachers become an organizer, they try to organize the feedback on the activity. It includes the students' achievement toward what they were

asked to do, the content the students produced during the activity, or the language that they used. The teachers can also organize the after-task activity such as asking the students to make a summary of what they have done during the class. These activities then will be helpful for teachers to monitor the progress of their students.

To sum up, teachers need to be able to switch between the various roles they have, and consider when it is appropriate to use one or other of them. Then, when they have decided the role, they want to perform, they need to be aware of how they carry out that role. In the end, teachers are facilitators; they are helping the students to achieve their goals, whether by coaching them, teaching them, or tutoring them (Harmer, 2014).

H. Learners in English Language Teaching

In English language teaching, students' characteristics play a crucial role in shaping the teaching approach. Factors such as age, motivation, language proficiency, and cognitive abilities vary among learners, impacting the effectiveness of teaching methods and strategies employed in the classroom. These differences necessitate a tailored approach to instruction, ensuring that the learning needs and preferences of each student are addressed appropriately.

Age is a significant factor in English language teaching, as it can influence students' cognitive development and learning preferences. Younger learners may benefit from interactive and game-based activities to keep them engaged, while adult learners may prefer more structured and goal-oriented approaches. Additionally, students' motivation levels can greatly affect their learning outcomes. Teachers must identify and cater to individual motivational factors, whether intrinsic or extrinsic, to enhance student engagement and participation in the learning process.

Another crucial factor to consider is the language proficiency level of the students. Beginners may require more guidance and support in building basic language skills, while advanced learners may benefit from more challenging tasks to enhance their proficiency. Additionally, students' intelligence and cognitive abilities can impact their learning styles and preferences. Teachers should vary their instructional methods to

accommodate different intelligences and learning modalities, ensuring that all students have the opportunity to succeed.

In conclusion, understanding and adapting to the diverse characteristics of students is essential in English language teaching. By recognizing the individual differences in age, motivation, language level, and intelligence, teachers can tailor their methods and strategies to create a more effective and engaging learning environment for all students. This personalized approach not only enhances learning outcomes but also fosters a positive and inclusive classroom atmosphere.

1. Motivation

Motivation cannot be denied as one of the crucial factors to be successful in learning. It is an internal drive which pushes someone to do things in order to achieve something (Harmer, 2008). Freud (1953b) believed that motivation is influenced by unconscious desires and conflicts. He proposed that much of human behavior is driven by unconscious motives and that understanding these motives is crucial for understanding motivation. A student may be motivated by the desire to excel academically, earning high grades, and gaining recognition. This means that the satisfaction of mastering a subject or achieving educational goals can be a powerful motivator.

There are commonly two types of motivations, i.e. intrinsic motivation that comes from inside and extrinsic motivation that comes from outside. Intrinsic motivation involves the doing of an activity for its inherent satisfaction rather than for any obvious external reward (Oudeyer et al., 2016). Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards (Ryan & Deci, 2000).

Extrinsic motivation involves engaging in a behavior to obtain external rewards or avoid punishments, rather than for the inherent enjoyment or satisfaction of the activity. Ryan and Deci (2000) mentioned that extrinsic motivation is a construct that relates whenever an activity is done in order to gain some separable outcome. Behavior motivated by incentives or penalties from outside sources is referred to as extrinsic motivation. The consequences may be

concrete—like financial loss or embarrassment—or they may be intangible—like social respect or shame. The basic difference between extrinsic and intrinsic motivation is that the first type of motivation originates from the outside, while the other comes from within.

Experts have described several key differences between intrinsic and extrinsic motivation (Mitchell, 2013).

Intrinsic Motivation	Extrinsic Motivation
Purpose of participation: Enjoyment in the process	Purpose of participation: Advantages attained from participating
Emotion experienced: Pleasant (enjoyment, freedom, relaxation)	Emotion experienced: Tension and pressure
Rewards: Effective rewards (enjoyment, pleasure)	Rewards: Social or material rewards
More likely to stay with a task long-term	More likely to do a necessary task of little interest
Self-motivation to take on new tasks and innovate	Increases social learning agreement
Self-motivation to take on new tasks	Increases speed to task
Slower behavioral change	Removing rewards results in motivation loss

In the context of language teaching, Teachers play a crucial role in influencing and improving students' learning motivation. A motivated student is more likely to be engaged, persistent, and successful in their academic pursuits. Several strategies can be implemented by teachers to enhance and sustain learners' motivation in learning, especially in learning English.

1. Positive and inclusive classroom environment

Teachers need to be able to foster a positive and supportive classroom atmosphere, so that students feel safe to express themselves, share their thoughts, and take risk.

2. Relevance of material

Connecting the curriculum to real-world applications and students' interests will make students easier in understanding the materials. When students see the practical relevance of what they are learning, they are more likely to be motivated to engage with the material.

3. Variety in teaching methods

Teachers are expected to implement variety of instructional strategies and teaching methods to cater to different learning styles. Incorporate activities, discussions, group work, and multimedia to keep the learning experience dynamic and engaging.

4. Realistic challenges

Assign tasks that are challenging but achievable. Striking the right balance ensures that students are neither overwhelmed nor bored, maintaining their interest and motivation.

5. Choices in assessment

Offer students some flexibility in how they demonstrate their understanding. Allowing them to choose projects, topics, or assessment formats can enhance motivation.

6. Celebrate achievement

Acknowledge and celebrate individual and collective accomplishments. Recognizing students' efforts and successes reinforces a positive learning environment.

7. Good communication and relationship

Encourage a growth mindset by praising effort and perseverance rather than solely focusing on outcomes. Help students see challenges as opportunities for learning and improvement. Being a good partner for students, always listening and understanding the students' problem will keep such good relationship between teacher and students. This can also be the key to a successful learning motivation.

2. Age

The age of the students is a main factor in our decisions about how and what to teach. People with different ages have different needs, competences, and cognitive skills (Harmer, 2008).

Age plays a significant role in cognitive development, social dynamics, and learning preferences (Lemke, 2005). Students at different ages go through distinct cognitive stages. Understanding these stages helps teachers tailor their instructional methods to match the cognitive abilities and learning styles of students at specific ages. Teachers can adapt their teaching strategies based on the cognitive abilities associated with each stage. Young children often learn best through play, storytelling, and interactive activities. Visual aids, music, and movement can enhance their understanding. Adolescents may appreciate a mix of visual, auditory, and kinesthetic learning experiences. Technology integration is often effective, as many teenagers are familiar with digital tools. While adults may prefer a variety of learning modalities, including reading, discussions, practical applications, and online resources. They often appreciate relevance and real-world connections in their learning materials.

Social and emotional development of students can also influence students' way of learning especially in the school setting. Younger students may need more guidance in developing social skills and cooperation, while older students may be more focused on peer relationships. Different age groups have varying emotional needs. Younger students may need more support in developing emotional regulation, while older students may benefit from discussions on complex social and emotional issues (Frey et al, 2019). Different age groups may have distinct learning preferences. For example, younger children may benefit from hands-on and interactive activities, while older students may prefer more independent and abstract learning approaches. As students age, they become more capable of abstract thinking. Teachers can adjust the level of abstraction and complexity of concepts based on students' cognitive readiness. Since age considerations and learning disabilities are vital when addressing individual differences, early identification and intervention for learning challenges are often more effective.

Moreover, teachers have to always be aware of the content that they want to deliver to the students. Age-appropriate content and activities are more likely to be engaging and relevant to students. Teachers should select materials that resonate with the developmental stage and interests of their students, considering the age of students in teaching is essential for tailoring instructional strategies, addressing developmental needs, and creating an optimal learning environment (Tomlinson & Matsuhara, 2017).

By recognizing the diverse characteristics and requirements of students at different ages, teachers can adapt their methods to foster effective learning and promote positive educational experiences (Stronge, 2018). Teaching adult learners and teaching young learners has many differences, but there are also a lot of shared characteristics. A competent teacher is necessary for both. Instructors should constantly give students clear instructions and use instruction-checking questions and task modeling to ensure that they comprehend. The use of several senses to perceive a deeper comprehension of English will be facilitated by the multisensory method for both adult and child learners. Feedback is needed for both. While adults are typically delighted to hear both positive and critical feedback, younger learners require more praise. For improved learning results, the instructor should design lessons and activities that are challenging.

In the end, the classroom environment ought to be lighthearted and welcoming. Every lesson needs to be carefully prepared in order to guarantee that every student continues to succeed. Teaching possesses the capability to stimulate, encourage, and test the thinking of students, regardless of the age of the learner.

3. Language Level

Commonly, students are categorized in three different levels, beginner, intermediate, and advanced. However, there are also some classifications which divide students into beginner, elementary, intermediate, advanced, and proficiency. The language level of students significantly influences their English language learning experience. Students at different proficiency levels have unique challenges, needs, and approaches to language acquisition.

Beginners may struggle with basic vocabulary, grammar structures, and pronunciation. They may find it challenging to form simple sentences and express basic ideas. Teachers need to focus on foundational skills, vocabulary building, and pronunciation. Visual aids, gestures, and interactive activities can be beneficial. While elementary-level students can form simple sentences but may struggle with more complex structures. They might have difficulty understanding native speakers and may lack confidence in communication. Therefore, building on basic skills, introducing more complex grammar structures, and providing opportunities for increased listening and speaking practice will help them.

In the level of intermediate, students may face challenges in using a wider range of vocabulary, understanding nuanced language, and expressing more complex ideas. They may still struggle with fluency. An emphasis on expanding vocabulary, refining grammatical structures, and practicing more advanced communication skills, reading and discussing longer texts can be useful for students to learn and improve their skills. In advanced and proficient level, learners may have a solid grasp of the language but may struggle with nuances, idiomatic expressions, and achieving native-like fluency. Even proficient speakers may face challenges in achieving complete cultural and idiomatic fluency. They might need ongoing exposure to maintain and enhance their language skills. Teachers need to have more exposure to the use of authentic materials, and activities that promote critical thinking and expression of complex ideas (Gilmore, 2007). Encourage participation in debates, discussions, and writing assignments.

Seeing that the students have different language level, it's crucial for educators to assess individual needs, provide differentiated instruction, and create a supportive learning environment. Incorporating a variety of materials, activities, and assessments that cater to diverse language levels can enhance the overall language learning experience.

4. Learning Style

Learning English is complex. There are a lot of components must be learned to acquire English. At least there are four main skills in learning a language, listening, reading, speaking and writing. Besides that, there are also other component when learning English, such as grammar, vocabulary, and pronunciation. Students' learning styles can significantly impact their English language learning experiences. English language learning involves various skills, including listening, speaking, reading, and writing, and students may have different preferences in how they approach these tasks.

There are a lot of categories of learning style. Here, some will be discussed.

a. Visual learners

Visual learners prefer to process information through visual aids such as charts, diagrams, and graphics. Visual learners may benefit from visual representations of vocabulary, grammar rules, and concepts. The use of flashcards, videos, and visual organizers can enhance their understanding. Written materials with clear formatting and visual elements can also be effective.

b. Auditory learners

Auditory learners learn best through listening, discussions, and verbal explanations. Auditory learners may excel in listening comprehension activities, oral discussions, and language immersion experiences. They may prefer audiobooks, podcasts, and songs to reinforce language skills. Classroom discussions, debates, and language games involving verbal communication can be engaging for them.

c. Kinesthetic or tactile learners

Kinesthetic learners learn best through hands-on activities, movement, and physical experiences. Kinesthetic learners may benefit from interactive language games, role-playing exercises, and hands-on projects. Physical activities that involve language learning, such as acting out scenarios or creating physical representations of vocabulary, can be effective for them.

d. Individual learners

Individual learners prefer working independently and may value self-directed study. Providing individual learners with opportunities for independent reading, self-study resources, and projects that allow for personal exploration can support their language learning. Online resources, language apps, and self-paced learning modules may be appealing to them.

e. Collaborative learners

Collaborative learners thrive in group settings, valuing interactions with peers. Collaborative learners may benefit from group projects, peer discussions, and language exchange activities. Partner or group activities that encourage communication and collaboration can enhance their language skills.

5. Intelligence

The term of Multiple Intelligences is not new anymore in education. Multiple Intelligences theory, proposed by Howard Gardner, suggests that individuals possess different types of intelligences, and these intelligences can influence how they learn and understand information (Davis, 2011). While Gardner originally identified seven intelligences, including linguistic intelligence, the theory has evolved to include additional intelligences.

Table 1. Types of Intelligences and Descriptions

Type of intelligence	Outstanding in ...	Likes to ...	Learns best ...
Linguistic-verbal	Reading, writing, storytelling, memorizing dates, think of words	Read, write, tell stories, speak, memorize, do jigsaw puzzles	Reading, listening to and seeing words, speaking, writing, discussing and debating
Logical-mathematical	Math, reasoning, logic, problem solving, patterns	Solve problems, question, work with numbers, experiment	Using patterns and relationships, classifying, working with the abstract
Visual-spatial	Using patterns and relationship	Design, draw, build, create, daydream,	Working with drawings and

	classifying, working with the abstract	look at drawings	colours, visualizing, seeing with the mind's eye, drawing
Bodily-kinesthetic	Athletics, dance, dramatic art, handicrafts, use of tools	Move about, touch and speak, body language	Touching, moving about, processing information through bodily sensations
Musical	Singing, recognizing sounds, remembering melodies, rhythms	Sing, hum, play an instrument, listen to music	Rhythm, melody, singing, listening to music and melodies
Interpersonal	Understanding people, leading, organizing, communicating, resolving conflicts, selling	Have friends, talk with people, get together with people	Sharing, comparing, relating, interviewing, cooperating
Intrapersonal	Self-awareness, recognizing your strengths and weaknesses, setting goals	Work alone, reflect, follow their interests	Working alone, doing projects at your own pace, giving yourself room, reflecting
Naturalistic	Understanding nature, making distinctions, identifying flora and fauna	Participate in nature, make distinctions	Working in the natural environment, exploring living beings, learning about plants and topics of nature

Understanding and recognizing the diverse intelligences of learners can help educators tailor language instruction to cater to different strengths and preferences. A varied and inclusive approach to language learning, integrating activities that appeal to multiple intelligences, can create a richer and more effective learning experience for students.

I. Integrating Technology in English Language Teaching

Technology plays a crucial role in modern education, offering various benefits that enhance teaching and learning experiences. It provides educators and students with access to a wealth of information through the internet. This facilitates research,

exploration, and the ability to stay updated on the latest developments in various fields. Interactive whiteboards, educational apps, and multimedia presentations make learning more engaging and interactive. This helps capture students' attention and encourages active participation in the learning.

Moreover, technology also facilitates communication between educators, students, and parents. Email, messaging apps, online forums, and video conferencing platforms provide efficient and instant communication, fostering collaboration and parental involvement. It cannot be denied that this current era, technology enables global collaboration and communication, allowing students to connect with peers, experts, and resources worldwide. Virtual exchange programs, online collaborations, and video conferencing break down geographical barriers and broaden students' perspectives. A wide range of multimedia resources is also provided, including videos, simulations, and interactive presentations. These resources cater to various learning styles, making complex concepts more accessible and understandable (Dori & Belcher, 2005).

Integrating technology in teaching helps students develop essential digital literacy skills (Liu, et al., 2020). As technology is prevalent in the workforce, students who are familiar with digital tools will be better prepared for future careers. Technology allows for flexible learning models, such as blended learning, where traditional classroom instruction is combined with online resources. This flexibility accommodates different learning preferences and schedules. Therefore, there is no reason for students do not learn or teachers do not provide learning materials. By integrating technology to teaching, students can express their creativity through multimedia projects, digital storytelling, and interactive presentations. This fosters innovation and allows students to showcase their understanding in diverse ways.

While the integration of technology in teaching offers numerous benefits, it's important to approach its implementation thoughtfully, considering the specific needs of students and the learning objectives. The effective use of technology requires ongoing training for educators, infrastructure support, and a commitment to addressing potential challenges to ensure its positive impact on education.

1. Dealing with the students in technological classroom

Managing a technological English classroom involves addressing both the opportunities and challenges that technology presents. With the prevalence of digital tools and resources, educators can leverage technology to enhance their teaching practices and engage students in meaningful ways. However, this also requires careful planning and management to ensure that technology is used effectively and does not become a distraction in the learning process.

One strategy for effectively managing a technological English classroom is to establish clear expectations for technology use. Educators should communicate guidelines for when and how technology should be used during class time, as well as expectations for responsible digital citizenship. By setting clear boundaries, educators can help students understand the role of technology in the learning process and minimize distractions.

Another strategy is to provide technology training for both students and teachers. Many students may be proficient in using technology for personal purposes but may require guidance on how to use it effectively for educational purposes. Similarly, educators may benefit from training on how to integrate technology into their teaching practices in a way that enhances learning outcomes. By providing training, educators can ensure that both students and teachers are equipped with the necessary skills to use technology effectively in the classroom.

2. Establish clear expectation

It is essential to establish clear guidelines and expectations regarding the use of technology in the classroom. By clearly communicating these expectations, students will understand the importance of responsible and respectful behavior when using devices. Guidelines should include proper online etiquette and the correct use of technology to enhance their learning experience. This will help create a positive and productive learning environment where students can effectively utilize technology as a tool for learning.

Furthermore, it is crucial to ensure that students understand the purpose behind integrating technology into the English curriculum. Teachers should explain how

technology can enhance their learning, providing examples of how it can be used to improve their language skills. By understanding the purpose behind integrating technology, students will be more motivated to engage with the technology and utilize it to improve their English language abilities.

Overall, clear communication of expectations and the purpose of integrating technology into the curriculum is essential for effective technology integration in the English classroom. This will help create a positive learning environment where students feel empowered to use technology responsibly and effectively to enhance their language learning.

3. Provide technology training

To ensure students are comfortable and proficient in using the technology tools and platforms integrated into the curriculum, offering training sessions or workshops is crucial. These sessions can cover a range of topics, including how to navigate online resources effectively, utilize specific apps or software relevant to the English curriculum, and troubleshoot common technological issues that may arise. By providing this training, educators can equip students with the necessary skills to engage with technology confidently and effectively.

Moreover, these training sessions can serve as an opportunity to demonstrate the relevance and benefits of using technology in the English classroom. Educators can showcase how these tools and platforms can enhance their learning experience, such as improving language skills through interactive activities or providing access to a wide range of authentic English materials. By demonstrating the practical applications of these tools, students are more likely to see the value in using technology as a learning tool.

Additionally, offering ongoing support and resources beyond the initial training sessions is essential. This can include providing access to tutorials, guides, or help desks where students can seek assistance when encountering difficulties with the technology. By offering continuous support, educators can ensure that students feel supported and empowered to utilize technology to its fullest potential in their English language learning journey.

4. Create digital citizenship lessons

To educate students about responsible and ethical technology use, it is essential to incorporate lessons on digital citizenship into the curriculum. These lessons can cover a range of topics, including online etiquette, privacy, information literacy, and the consequences of inappropriate online behavior. By discussing these topics, educators can help students develop a deeper understanding of their digital footprint and the impact of their online actions.

Furthermore, integrating lessons on digital citizenship can help students navigate the complexities of the digital world with confidence and integrity. By teaching them how to critically evaluate online information, respect the privacy of others, and engage in positive online interactions, educators can empower students to be responsible digital citizens. This not only benefits them in their current studies but also prepares them for future endeavors where digital literacy is crucial.

Additionally, incorporating lessons on digital citizenship can foster a safe and inclusive online environment for students. By promoting respect, empathy, and tolerance in online interactions, educators can help create a positive digital community where students feel supported and valued. This can contribute to a more positive and productive learning environment both online and offline.

5. Integrate engaging activities

Designing language learning activities that leverage technology can greatly enhance student engagement in the classroom. By incorporating interactive platforms, educational apps, and multimedia resources, educators can create dynamic and interesting lessons that cater to different learning styles. These tools allow students to actively participate in their learning, making the learning process more enjoyable and effective.

Furthermore, integrating gamified elements into language learning activities can significantly enhance student motivation. Gamification adds elements of competition, achievement, and reward to the learning process, making it more engaging and motivating for students. By incorporating elements such as points, badges, and leaderboards, educators can create a more immersive learning

experience that encourages students to actively participate and progress in their language learning journey.

Additionally, collaborative projects can be a powerful tool for enhancing student engagement and learning outcomes. By encouraging students to work together on projects, educators can promote teamwork, communication, and critical thinking skills. Collaborative projects also allow students to learn from each other, as they share ideas, perspectives, and knowledge, further enhancing the learning experience. By leveraging technology to facilitate collaborative projects, educators can create a more interactive and engaging learning environment that promotes student collaboration and creativity.

6. Encourage collaboration

To create a collaborative learning environment, educators can utilize a variety of online tools that facilitate group work, peer reviews, and collaborative document editing. These tools provide students with opportunities to actively engage with their peers, share ideas, and collaborate on digital projects. By encouraging students to work together in this way, educators can foster a sense of community and teamwork within the classroom.

Furthermore, incorporating collaborative learning activities can enhance students' critical thinking and problem-solving skills. When working collaboratively, students are exposed to diverse perspectives and are challenged to think creatively to solve problems. This not only deepens their understanding of the subject matter but also helps them develop important skills that are essential for success in the digital age.

Moreover, collaborative learning activities can help students develop important communication skills. By working with their peers, students learn how to effectively communicate their ideas, provide constructive feedback, and resolve conflicts. These skills are invaluable in today's interconnected world, where the ability to collaborate with others is essential for success in both academic and professional settings.

7. Provide accessible resources

Ensuring equitable access to technology is crucial in creating a fair and inclusive learning environment. Educators should consider factors such as the availability of devices, internet connectivity, and any necessary accommodations for students with special needs. By addressing these factors, educators can help ensure that all students have the resources they need to fully participate in technology-enhanced learning activities.

Moreover, providing alternatives for students who may face technological limitations is essential. This can include offering offline activities or providing access to technology during non-school hours. By offering alternative options, educators can ensure that all students, regardless of their technological capabilities, can participate in and benefit from technology-enhanced learning experiences.

Additionally, educators should regularly assess and address any barriers to equitable access to technology. This may involve collaborating with school administrators, technology specialists, and community organizations to secure additional resources or support. By continuously striving to improve access to technology, educators can create a more inclusive learning environment where all students have the opportunity to succeed.

8. Monitor and manage screen time

To maintain a healthy balance between screen time and non-digital activities, educators should set clear boundaries for when and how technology will be used in the classroom. This includes establishing guidelines for the duration and purpose of technology use, as well as incorporating regular breaks and activities that do not involve screens. By doing so, educators can help prevent digital fatigue and promote a more balanced and healthy learning environment.

Moreover, incorporating non-digital activities into the curriculum can offer students a variety of learning experiences and help them develop a range of skills. Activities such as group discussions, hands-on projects, and outdoor activities can provide valuable opportunities for students to engage with the material in different ways and enhance their learning experience. By integrating

these activities into the curriculum, educators can create a more dynamic and engaging learning environment.

Additionally, educators should be mindful of the impact of excessive screen time on students' health and well-being. Research has shown that prolonged exposure to screens can have negative effects on physical health, mental health, and cognitive development. By monitoring and limiting screen time, educators can help mitigate these risks and ensure that students are able to maintain a healthy balance between technology use and other activities.

9. Offer differentiated instruction

To provide effective differentiated instruction, educators can leverage technology to cater to students' individual needs and proficiency levels. Adaptive learning platforms can be used to personalize the learning experience, allowing students to progress at their own pace and focus on areas where they need the most support. Online assessments can also be utilized to gather data on students' progress and adjust instruction accordingly. By using these tools, educators can ensure that each student receives instruction tailored to their specific learning style and needs.

Furthermore, varied resources available online can be used to enhance differentiated instruction. Educators can provide students with access to a wide range of materials, such as interactive games, videos, and simulations, to cater to different learning preferences. By offering diverse resources, educators can engage students in meaningful ways and provide them with opportunities to explore concepts in ways that are relevant and engaging to them.

Additionally, technology can be used to facilitate communication and collaboration among students. Online platforms can be used to create virtual learning communities where students can share ideas, collaborate on projects, and provide feedback to one another. By fostering a collaborative learning environment, educators can encourage students to take ownership of their learning and develop important skills such as communication, teamwork, and critical thinking.

10. Provide timely feedback

Technology can play a pivotal role in enhancing the efficiency and effectiveness of assessment in the classroom. By utilizing online quizzes, digital assignments, and automated grading systems, educators can streamline the assessment process and provide timely feedback to students. These tools not only save time for educators but also provide valuable insights into students' progress and areas for improvement. Additionally, technology-enabled assessments can be more engaging and interactive for students, making the learning experience more dynamic and effective.

Moreover, the use of technology in assessment can support students' language development in various ways. For example, online quizzes and digital assignments can be designed to target specific language skills, such as grammar, vocabulary, and comprehension. Automated grading systems can provide immediate feedback to students, allowing them to identify and correct errors in real-time. This timely feedback can help students improve their language skills more quickly and effectively.

Furthermore, technology-enabled assessments can provide educators with valuable data that can inform their instruction. By analyzing the results of online quizzes and digital assignments, educators can gain insights into students' strengths and weaknesses, as well as their overall progress. This data-driven approach to assessment can help educators tailor their instruction to meet the individual needs of students, ultimately leading to improved learning outcomes.

11. Address technical issues promptly

In addressing technical issues promptly, educators should ensure that troubleshooting resources are readily available to students. This includes providing access to technical support personnel who can assist with resolving any problems that may arise. Educators should also encourage students to seek help if they encounter technical issues, emphasizing the importance of promptly addressing such challenges to minimize disruptions to the learning process.

Moreover, maintaining open communication is essential in addressing technical challenges effectively. Educators should establish clear channels of

communication through which students can report technical issues and receive assistance. This can include providing contact information for technical support personnel and setting up a system for submitting help requests. By maintaining open communication, educators can ensure that technical issues are addressed promptly and that students feel supported in their learning.

Additionally, educators should be proactive in addressing technical challenges by staying informed about common issues and troubleshooting techniques. This can include attending training sessions or workshops on technology use in education and staying up-to-date with the latest developments in educational technology. By being prepared and proactive, educators can minimize disruptions caused by technical issues and ensure a smooth learning experience for students.

12. Promote critical thinking

Integrating technology in education can be a powerful tool for promoting critical thinking and information literacy among students. Educators can design learning activities that require students to evaluate online sources, distinguish between reliable and unreliable information, and think critically about the content they encounter online. By incorporating these skills into technology-enhanced lessons, educators can help students develop the ability to assess information critically and make informed decisions based on evidence.

Moreover, technology can provide students with access to a wealth of information, but it is essential to teach them how to navigate this vast amount of data effectively. Educators can use technology to teach students how to evaluate the credibility of online sources, identify bias, and consider multiple perspectives on a given topic. By equipping students with these skills, educators can empower them to become discerning consumers of information and critical thinkers in the digital age.

Furthermore, integrating technology in a way that promotes critical thinking and information literacy can help students develop essential skills for success in the 21st century. In an increasingly digital and information-rich world, the ability to think critically and evaluate information effectively is more important than ever.

By integrating technology in education in a thoughtful and intentional way, educators can help students develop these skills and prepare them to navigate the complexities of the digital age.

13. Regularly evaluate and adjust

To continuously evaluate the effectiveness of technology integration in the English classroom, educators should collect feedback from students regarding their experiences with the technology. This feedback can provide valuable insights into what aspects of technology use are beneficial and what areas may need improvement. Additionally, educators should reflect on their own practices and be willing to adjust their approach based on the evolving needs of their students and the changing landscape of technology.

Moreover, educators can use various assessment tools to gauge the impact of technology integration on student learning outcomes. This can include analyzing student performance on digital assignments, quizzes, and other assessments to determine if technology use has improved student understanding and engagement. Educators can also use surveys and questionnaires to gather feedback from students about their perceptions of the effectiveness of technology integration in the classroom.

Furthermore, collaboration with colleagues and participation in professional development opportunities can help educators stay informed about best practices in technology integration. By sharing experiences and learning from others, educators can continue to improve their use of technology in the classroom and ensure that it remains effective in meeting the needs of their students.

14. Model responsible technology use

Modeling responsible technology use is crucial for educators in promoting proper online behavior and digital etiquette among students. By demonstrating how to navigate online spaces safely and respectfully, educators can teach students valuable lessons about digital citizenship. This includes showing students how to engage with others online in a respectful manner, how to protect their personal information, and how to use technology responsibly.

Furthermore, educators can use technology as a tool for their own learning and professional development. By staying informed about the latest trends and best practices in educational technology, educators can enhance their teaching methods and provide students with a more engaging and effective learning experience. This can include participating in online courses, webinars, and conferences, as well as exploring new technologies that can enhance their teaching practices.

Moreover, by incorporating technology into their own professional development, educators can set a positive example for their students. By demonstrating a willingness to learn and adapt to new technologies, educators can inspire their students to do the same. This can help create a culture of lifelong learning and technological literacy that benefits both educators and students alike.

If teachers can successfully deal with the students in technological classroom, the benefits of learning will be attained. However, it's important to strike a balance between technology and traditional teaching methods, ensuring that the use of technology aligns with educational goals and doesn't overshadow essential aspects of language learning. Effective implementation requires thoughtful planning, teacher training, and consideration of the individual needs and preferences of students.

SUMMARY

English Language Teaching (ELT) is a field focusing on teaching English as a second or foreign language, emphasizing speaking, listening, reading, and writing skills, along with intercultural communication. Effective ELT integrates various strategies, prioritizing communication skills and cultural understanding. Researchers highlight the benefits of programs emphasizing communication and culture, showing the field's continuous evolution to improve language acquisition.

ELT involves pedagogical approaches like communicative language teaching and task-based learning to tailor instruction to learners' needs and nurture linguistic skills. Cultural understanding is crucial, and technology integration enhances the learning experience. Research supports the effectiveness of integrating communicative language teaching and technology in improving English proficiency. Embracing guiding principles like communicative competence, learner-centeredness, integration, and interaction helps create engaging learning environments.

Aspiring ELT professionals should grasp effective tools and approaches, including Communicative Language Teaching (CLT), technology integration, and Task-Based Learning (TBL), to enhance communication skills and critical thinking. These approaches improve real-world English usage and create dynamic learning environments. Teachers play a vital role, requiring intelligence, respect, empathy, and authenticity to foster positive relationships, effective communication, and supportive atmospheres for successful language teaching.

Successful English language teaching relies on understanding students' needs, adapting to their characteristics, and balancing technology with traditional methods. Teachers must adapt their approaches to accommodate differences in age, motivation, proficiency levels, cognitive abilities, and learning styles. Technology integration offers benefits but requires careful implementation and management to ensure a balanced approach and effective learning outcomes.

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UNIT II

ELT APPROACHES AND METHODS



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INTRODUCTION

This part provides a brief overview of the history of language teaching methods, lays the groundwork for the investigation of contemporary approaches, and outlines the subjects we will cover when analysing these techniques. Looking at it from a historical perspective, we can also see that the problems that have motivated advancements in present methods are essentially the same problems that have motivated discussions about foreign language instruction. Changes in language teaching techniques over time have reflected recognition of shifts in the type of proficiency learners need, such as a shift towards oral proficiency rather than reading comprehension as the goal of language study. These changes have also reflected changes in theories about the nature of language and language learning. The following section reviews the linguistic foundation, teacher-student interaction, and learning theory of each approach, covering the evolution of ELT from the early Grammar Translation Method to the Communicative Approach.

A. Definition of Method and Approach

Asher and James (1982) define approaches as the pedagogies of instructors about teaching languages that can be implemented in the classroom through diverse language teaching methods. A set of strategies that educators employ and customise to instruct their pupils are known as methods. For example, if a teacher believes that mastering a language's definitions, functions, and applications is part of teaching it. As a result, the approaches will be task-oriented and focused on teaching communicative language.

A set of widely held ideas about language acquisition constitutes an approach. It is the result of our combined ideas of learning and language. Stated differently, a language-teaching strategy makes the following clear:

1. The nature of language;
2. The process by which language is learned;
3. the setting in which language learning occurs.

Moreover, a technique is used to implement a method. At the method level, a theory is put into practice. Decisions are made regarding:

1. the particular skills that will be taught (LSRW);
2. the roles that the instructor and the student play in language learning and teaching; and (c) other issues;
3. the required procedures and methods;
4. the lessons that will be taught; and
5. the presentation of the content.

It also demands the creation of a well-structured syllabus, the selection of curriculum to improve academic standards, and methods for testing pupils and evaluating instruction. It is a type of organisational structure based on the ideological precepts of an approach. This paradigm describes a strategy that clarifies how to apply both learning theory and language philosophy. Methods are the actual actions of approaches. These are concepts that have been put into practice.

B. Aspects of Method And Approach

As future ELT professionals, navigating the vast landscape of methods and approaches can feel overwhelming. But fret not! This text dives into four key aspects to equip you with a solid foundation for building effective language programs.

Firstly, method selection is crucial. Think beyond rote memorization – approaches like Communicative Language Teaching (CLT), Task-Based Learning (TBL), and the Direct Method prioritize interactive and experiential learning. Imagine your classroom buzzing with dialogues, simulations, and project-based tasks, fostering active engagement and real-world language skills. Remember, the chosen method should align with your learning objectives and cater to your diverse students' needs.

Secondly, embrace the power of diverse learning materials. Textbooks are just the beginning! Integrate authentic materials like newspapers, podcasts, and online resources to expose your students to real-world language use and cultural contexts. Think engaging documentaries, interactive websites, and captivating songs – all enriching their language proficiency and cultural awareness.

Thirdly, technology is your ally. Don't shy away from digital tools! Language learning apps, online platforms, and interactive whiteboards offer innovative ways to engage students and personalize learning. Imagine gamified vocabulary practice, collaborative online tasks, and interactive presentations – technology provides access to authentic materials and opportunities for interactive practice, boosting your students' language skills in exciting ways.

Finally, remember the power of assessment. It's not just about measuring progress – assessments inform your teaching! Formative assessments like quizzes and peer evaluations offer ongoing feedback, helping identify areas for improvement and tailoring instruction accordingly. Summative assessments like exams or projects measure overall language proficiency and achievement, providing valuable insights into your students' learning journey.

By carefully considering these four aspects – method selection, diverse materials, technology integration, and strategic assessment – you'll be well-equipped to create effective and engaging language learning experiences that empower your students to reach their full potential. Remember, the key is to be creative, adaptable, and student-

centered, and you'll see your students flourish in the exciting world of language acquisition.

C. Principle of Method And Approach

As future ELT professionals, understanding the principles that guide our practice is key. These principles, like guiding stars, illuminate the path towards effective language instruction, empowering you to create classrooms where students truly thrive.

Firstly, communicative competence takes center stage. Imagine your students confidently navigating conversations, expressing ideas, and understanding spoken and written English in real-life contexts. This is the essence of communicative competence, a principle shifting the focus from rote memorization to meaningful communication. Research by Richards (2001) found that prioritizing communicative activities significantly improved students' fluency and accuracy compared to traditional grammar-focused approaches.

Next, embrace learner-centeredness. Remember, every student brings unique needs, interests, and learning styles to your classroom. This principle emphasizes tailoring your instruction to cater to these diverse individuals. Think differentiated activities, personalized feedback, and fostering a collaborative learning environment. A study by Oxford (2011) showed that learner-centered approaches boosted student engagement and motivation, leading to better language acquisition outcomes.

Now, step into the real world with authenticity. Forget sterile textbook dialogues – bring the real world into your classroom! This principle encourages incorporating authentic materials like newspapers, podcasts, and videos, exposing students to the language and cultural nuances they'll encounter in everyday life. Research by Byram (2000) found that using authentic materials enhanced students' cultural awareness and language proficiency, making learning more meaningful and relevant.

Finally, embrace continuous learning and adaptation. The journey of ELT is never-ending. This principle encourages ongoing reflection on your teaching practices, seeking feedback, and adapting based on new insights and research. Remember, flexibility and innovation are key. A study by Borg (2003) demonstrated that teachers

who engaged in reflective practice showed significant improvement in their teaching effectiveness.

By embracing these guiding principles, you'll be well-equipped to create dynamic and engaging ELT classrooms, where every student can embark on a successful and enriching language learning journey. Remember, your passion and dedication, combined with these principles, will light the way for your students to unlock their full potential in the exciting world of language.

D. Grammar Translation Method

The grammar-translation method was the most popular and widely used technique for teaching languages between 1840 and 1940. But since Latin wasn't a commonly spoken language at the time, this method was first utilised to teach and study the language. Latin was considered a classic among linguists. The students were able to study Latin literature by learning the vocabulary and grammatical rules of the language, which they could then translate into both their first and second language. During the nineteenth century, there was a lot of criticism directed towards the grammar-translation technique since it was perceived as inadequate for the demands of language learning at the time.

As its name would suggest, this method to teaching English places a strong emphasis on translation and grammar. This is the "classical" or conventional approach to language learning, and it is still often used today for some languages. This type of education, which is favoured in some countries, aims to teach students all grammar rules so they can translate some texts. This is rather common for students who wish to study literature in-depth.

1. Characteristics

Students are taught how to translate between languages. They usually translate texts about different aspects of that community's culture that are written in the target language. Students are taught grammar deductively, which implies that they are to memorise the rules and examples before applying the ideas to further situations. They also research grammatical paradigms such as verb

conjugations. They commit vocabulary words from both their native tongues and the target language to memory.

2. Teacher and Students' Role

The roles are rather traditional. The teacher is in command in the classroom. So that they can learn what she knows, the students comply with her instructions. In the classroom, the instructor spends most of the time interacting with the students. Student initiation or student-to-student engagement are lacking.

3. Techniques of Teaching

The Grammar-Translation Method, while traditional, provides a structured approach to language teaching. By incorporating translation exercises, students not only enhance their understanding of the target language but also develop analytical skills by comparing linguistic structures between languages. This method also emphasizes reading comprehension, which is vital for language proficiency. Additionally, the method's focus on memorization helps students internalize vocabulary and grammatical rules, although it may not necessarily lead to communicative fluency.

Furthermore, the use of antonyms, synonyms, and cognates in this method can facilitate vocabulary acquisition and deepen students' understanding of word meanings in context. By engaging students in deductive rule application, the method encourages them to analyze grammar rules and apply them in sentence construction. This approach can help students develop a strong foundation in grammar, which is essential for language mastery.

However, the Grammar-Translation Method has limitations. Its emphasis on written language and translation may not adequately prepare students for real-life language use, where oral communication and comprehension are crucial. Additionally, the method's reliance on memorization and translation exercises may not appeal to all learners, particularly those who prefer more interactive and communicative learning experiences.

The Grammar-Translation Method offers several tactics that you can implement in your teaching approach:

a. Translation of a Literary Passage:

Students translate a text excerpt into their own language from the target language, focusing on vocabulary and grammatical structures.

b. Questions on Reading Comprehension:

Students answer questions in the target language based on their understanding of the reading material, relating it to their own experiences.

c. Antonyms/Synonyms:

Students search for antonyms or synonyms in the reading material, helping them understand vocabulary in context.

d. Cognates:

Students learn to recognize cognates by looking at similar spelling or sound patterns across languages, but also learn to differentiate false cognates.

e. Deductive Rules Application:

Grammar rules are explained with examples, and students are expected to apply them, with exceptions noted.

f. Fill in the Blanks:

Students fill in missing word phrases, covering gaps with new words or specific grammatical constructions.

g. Memorization:

Students memorize lists of vocabulary terms and grammar rules, including verb conjugations.

h. Writing Sentences Using Words:

Students construct sentences using new vocabulary words to demonstrate their understanding and application.

E. Direct Method

The direct method was created in response to the grammar-translation approach. Its foundation was that those learning a second or foreign language should only think in English. This method seeks to convey word meanings using actual objects, actions, or demonstrations instead of verbatim or written text translation. This approach strongly emphasises speaking a second language, engaging in debates, and critical thinking (Richards and Rodgers, 2001). Purwarno (2006) states that the goals of the direct

method are as follows: He clarified that the goal of the direct technique is to establish a link between concept and expression as well as between experience and language.

The Direct Method, which is taught to students, sounds a lot like military drills, but it was really created in France and Germany in the early 1900s to help soldiers communicate quickly in a second language. The direct method of teaching English is also known as the Natural Method. One of the main tenets of the Direct Method is that while teaching languages other than English, it only uses the language that the students are trying to learn. Oral proficiency is its main focus, and it is taught through repeated drilling. Students who study grammar inductively must try to deduce the rules from the teacher's oral explanations.

1. Characteristics

The Direct Method, which is taught to students, sounds a lot like military drills. Still, it was created in France and Germany in the early 1900s to help soldiers communicate quickly in a second language. The direct method of teaching English is also known as the Natural Method. One of the primary principles of the Direct Method is that while learning languages other than English, it only uses the language the students are trying to learn. Oral proficiency is its primary focus, taught through repeated drilling. Students who study grammar inductively must try to deduce the rules from the teacher's oral explanations. Grammar rules should never be explained clearly. Students practice their vocabulary by adding new words into whole phrases.

2. Teacher and Students' Role

As The teacher guides the class activities, the student's role is less passive than in the Grammar-Translation Method. During the teaching-learning process, there is a more significant relationship between the teacher and the students. The latter is usually teacher-directed, but both the instructor and the students have taken the initiative to start the engagement. Additionally, students converse with one another.

3. Techniques of Teaching

The Direct Method is an innovative approach to language teaching that emphasizes immersion and communication. Unlike traditional methods, which often focus on translation and memorization, the Direct Method encourages students to learn through interaction and real-life situations. This method is based on the belief that language learning should be natural and intuitive, similar to how children learn their first language. By using the target language exclusively in the classroom, students are forced to think and communicate directly in the language they are learning.

One key aspect of the Direct Method is the use of oral communication. Students are encouraged to speak in the target language from the very beginning, helping them develop their speaking skills and confidence. This method also uses a variety of techniques to engage students in conversation, such as role-playing, question-and-answer sessions, and group discussions. By practicing speaking in a supportive and interactive environment, students can quickly improve their fluency and communication skills.

Another important feature of the Direct Method is its focus on context and meaning. Instead of learning grammar rules and vocabulary in isolation, students learn them in the context of everyday situations. This helps students understand how language is used in real-life scenarios and improves their ability to communicate effectively. Additionally, the Direct Method uses visual aids, gestures, and other non-verbal cues to help students understand the meaning of words and phrases, making learning more interactive and engaging.

The Direct Method employs various tactics to enhance language learning:

a. Read out loud:

Students engage in reading aloud conversations, scenarios, or chapters in turns, followed by the teacher explaining the meaning using gestures, pictures, or real-life examples.

b. Questions and Answers:

Students are encouraged to answer questions in complete sentences in the target language, aiding in learning new vocabulary and grammar rules.

c. Getting Students to Self-correct:

Teachers prompt students to choose between their answers and alternative options, helping them learn to correct themselves. This can also be done by repeating what the student said with a pause before the error.

d. Practice in Conversation:

Teachers ask a series of questions in the target language, requiring students to understand and respond properly. This includes personal questions that follow a specific grammar pattern, encouraging students to ask each other similar questions.

e. Fill in the Blanks:

Unlike the Grammar-Translation Method, every item in this exercise is in the target language, helping students deduce the grammatical rule needed to fill in the blanks from examples and previous practice.

f. Dictation:

The teacher reads a passage three times, allowing students to write down what they hear. This method helps improve listening and writing skills.

g. Drawing a map:

Students are given a map with geographical elements and instructed to label specific features, enhancing their listening comprehension and geographical knowledge.

h. Paragraph Composition:

Students are tasked with summarizing information in their own words, promoting comprehension and expression skills.

F. Audio Lingual Method

The audiolingual method is also known as the "Army Method," because army men decided to learn the languages of their enemies after World War II began. Eventually, a completely new way for learning foreign languages was created: the audiolingual method. Language theory and behavioural psychology serve as the foundation for this strategy. The audiolingual approach was widely used in the 1950s and 60s, with an emphasis on learning the patterns and structures of common everyday conversations rather than word comprehension (Richards and Rodgers, 2001). The primary objective of the audiolingual technique is to teach speech skills, such as proper grammar,

pronunciation, and the ability to respond quickly and accurately. Oral skills are necessary for reading and writing, even though they can be taught (Richard and Rodgers, 1986).

The Audio Lingual Method, also known as the New Key Method or Army Method, is based on the behaviourist theory that learning can occur through repeated reinforcement. But, similar to what happens in the military, students who behave badly—that is, use English poorly—get bad feedback; conversely, students who use English well get positive feedback. Just like the Direct Method before it, this makes use of the target language. The Direct Method and the Audio Lingual Method differ primarily in how much emphasis is placed on instruction. While the Direct Method focuses on teaching vocabulary, the Audio Lingual Method focuses on providing exact grammar lessons.

1. Characteristics

New vocabulary and structural motifs are introduced through talks. The dialogues are acquired by repetition and emulating others. Drills such as repetition, backwards build-up, chain, substitution, transformation, and question-and-answer sessions are carried out based on the patterns in the conversation. Responses from students that are successful are rewarded with encouragement. There are no explicit grammatical rules provided; instead, the grammar is inferred from the examples. The instructor might provide cultural information or frame it within the debates. The reading and writing assignments that pupils performed earlier were taken into consideration.

2. Teacher and Students' Role

The teacher takes on the role of an orchestra conductor when it comes to overseeing the language use of the students. She bears the responsibility of providing her kids with a strong example to emulate. Students can use the teacher's example or the sample speaker cassettes she gives them as role models. They follow the teacher's directions and respond as fast as accurately as they can. There is student-to-student contact in chain exercises and when students take on different roles in chats, but the teacher guides this relationship. Typically, the teacher strikes up a conversation between pupils and adults.

3. Techniques of Teaching

The Audio-Lingual Method is a language teaching approach that emphasizes repetition and practice to develop students' speaking and listening skills. This method is based on the belief that language learning is habit formation, and by practicing the language repeatedly, students can internalize its patterns and structures. The Audio-Lingual Method often begins with the memorization of dialogues, where students learn conversational phrases and sentence structures through repetition.

One key aspect of the Audio-Lingual Method is the use of drills to reinforce language patterns and structures. These drills can take various forms, such as repetition drills, chain drills, and transformation drills. Repetition drills involve students quickly and accurately copying the teacher's actions, while chain drills involve students asking and answering questions in a sequence, creating a chain of conversation. Transformation drills require students to change sentence structures, such as turning an affirmative sentence into a negative one, to practice different language forms.

Additionally, the Audio-Lingual Method incorporates interactive activities, such as grammar games and completing dialogues, to engage students in using the language in context. These activities help students apply grammar rules and vocabulary in practical situations, promoting language fluency and comprehension. Overall, the Audio-Lingual Method provides a structured and systematic approach to language teaching, focusing on repetition and practice to develop students' language skills.

The Direct Method employs various tactics to enhance language learning:

a. Memorizing dialogue:

Students learn conversational phrases and sentence structures through imitation and repetition, often starting each session with a dialogue between two people. This method helps students internalize language patterns and improve their speaking skills.

b. Drill for backward build-up and expansion:

This exercise helps students understand and repeat lengthy sentences by breaking them down into smaller parts. It also helps students maintain natural intonation and understand the structure of the sentence.

c. Repetition Drill:

Students repeat sentences or phrases after the teacher to practice pronunciation and intonation.

d. Chain Drill:

Students ask and answer questions in a sequence, creating a chain of conversation. This drill helps students practice speaking and listening skills in a controlled setting.

e. Single-slot Substitution Drill:

Students fill in the blanks in sentences based on cues provided by the teacher. This drill helps students practice grammar and vocabulary in context.

f. Multiple-slot Substitution Drill:

Similar to the single-slot drill, but with multiple cues provided by the teacher. This drill helps students practice sentence structure and word order.

g. Transformation Drill:

Students change the form of a sentence (e.g., affirmative to negative) to practice different grammatical structures.

h. Question and response Drill:

Students practice responding to questions asked by the teacher to improve their ability to communicate in the target language.

i. Utilizing Minimum Pairs:

Students practice distinguishing between similar sounds in words to improve their pronunciation and listening skills.

j. Complete the dialogue:

Students fill in missing words in a dialogue they have learned to practice vocabulary and sentence structure.

k. Grammar Game:

Games are used to motivate students to use grammar topics in practical contexts, promoting language fluency and comprehension.

G. Total Physical Response

Using the Total Physical Response (TPR) method, students physically respond to teacher directions with their full body. Professor of psychology at San Jose State University James J. Asher developed the Total Physical Response method in the late 1960s to help students learn second languages (Richards and Rodgers, 2001).

According to Asher (1977), TPR is based on the theory that any natural language on Earth, including deaf sign language, can be learned by the human brain through a biological programme. A baby's language acquisition provides one example of this process in action. Parents and children communicate with each other verbally and physically. At a time when they are unable to speak, the child is internalising the language. This is where the code-breaking happens. After this process, the child is able to mimic and speak language. The teacher has the students repeat the process in TPR. Students follow the teacher's instructions when they are given to move. The best users of TPR are newcomers. Teaching with TPR is also used with students who have dyslexia or other related learning disabilities.

The TPR method encourages "learning by doing." Pronunciation exercises such as "Stand up," "Open your book," "Close the door," and "Walk to the window and open it" are beneficial for beginning English learners. The most important skill for TPR is auditory comprehension; everything else will follow easily.

1. Characteristics

A modelling phase precedes a lesson. The teacher gives instructions to a chosen group of students, and they cooperate to carry them out. By following the instructions independently, these same kids demonstrate that they understand the second phase's instructions. There's also the chance for onlookers to show that they understand. To help the students become more adept at understanding foreign speech, the teacher then combines various portions of the commands. The students follow these instructions, which are usually funny. Before learning to read and write instructions, the kids initially practice answering to simple spoken instructions. Students take over offering directions when they're ready to talk. After children have had a chance to speak, the activities are broadened to include games and skits.

2. Teacher and Students' Role

All student behaviour is originally under the teacher's supervision. The pupils imitate her nonverbal cues. Eventually, some students will be "ready to talk" (usually after 10–20 hours of instruction). After then, there will be a switch of roles, with some students taking the lead and leading the teacher and the other students. The teacher is conversing with some of the students as well as the full class. When the teacher talks at the start of the activity, the kids respond nonverbally. As the children become more talkative later on, the teacher responds to them only nonverbally. The students complete the duties collectively. Seeing one another helps students observe one another. But Asher thinks that in order for viewers to recall the instructions, they will eventually have to demonstrate that they can. As soon as they begin speaking, students deliver commands to each other and the teacher.

3. Techniques of Teaching

The Total Physical Response (TPR) method emphasizes the use of commands to direct behavior in language learning. This technique involves giving clear and concise instructions to students, motivating them to perform specific tasks. The teacher plays a crucial role in demonstrating the actions first, ensuring that students understand what is expected of them. By observing students' responses, the teacher can gauge their comprehension and adjust the pace of the lesson accordingly. The use of commands in TPR helps create a dynamic and engaging learning environment where students actively participate in the learning process.

Role reversal is another key aspect of the TPR method, where students take on the role of the instructor. After receiving ten to twenty hours of instruction, students may feel more comfortable speaking and giving commands. However, it is important not to rush students into speaking before they are ready. Role reversal allows students to practice using the language in a meaningful way and helps build their confidence in speaking.

Action sequences are also utilized in the TPR method to teach language in a contextualized manner. Teachers may issue a series of commands that form a sequence of actions, such as getting a pen, writing a letter, and sending it. These

action sequences help students understand the steps involved in completing a task and reinforce vocabulary and grammar in a practical context. Over time, students can learn to perform more complex action sequences, enhancing their language skills.

The Direct Method employs various tactics to enhance language learning:

a. Using Commands to Direct Behavior:

This technique involves giving clear and concise instructions to students, motivating them to perform specific tasks. The teacher demonstrates the actions first, ensuring that students understand what is expected of them. Observing students' responses helps gauge their comprehension and adjust the pace of the lesson accordingly. Commands create a dynamic and engaging learning environment where students actively participate.

b. Role Reversal:

Students take on the role of the instructor, instructing both their teacher and classmates. After receiving ten to twenty hours of instruction, students may feel more comfortable speaking and giving commands. Role reversal allows students to practice using the language in a meaningful way and build confidence in speaking.

c. Action Sequence:

Teachers issue a series of commands that form a sequence of actions, such as getting a pen, writing a letter, and sending it. These action sequences help students understand the steps involved in completing a task and reinforce vocabulary and grammar in a practical context. Over time, students can learn to perform more complex action sequences, enhancing their language skills.

H. Communicative Language Teaching

The teaching of communicative languages emerged from the period of changes in British language teaching methods that started in the late 1960s. In Britain, situational language teaching preceded communicative language teaching (CLT) in language instruction. The communicative language instruction strategy is in opposition to the audio-lingual approach, which prioritises memorisation and drilling. Encouraging pupils to speak successfully in everyday situations is the aim of communicative language

instruction. Meaning is given precedence above accuracy (Richards and Rodgers, 2001).

The purpose of this approach is to help students communicate more effectively and accurately in situations that they could face in the real world. This kind of instruction includes emphasising important behaviours such as offering, expressing gratitude, inviting, griping, and requesting guidance, to name a few.

1. Characteristics

The fundamental driving force underlying almost all acts is communication, which is what makes CLT unique. Students make extensive use of the language through communicative activities such as games, role plays, and problem solving exercises. Three things are common to truly communicative actions, according to Morrow (Johnson and Morrow 1981): feedback, a choice, and an information gap.

An information gap occurs when one person in a conversation knows something that the other does not. If I ask you, "What is today?" and you answer, "Tuesday," even though we both know it's Tuesday, then we are not really conversing. My question is known as a demonstration question, which professors use to persuade their students to demonstrate what they already know. It is not a request that you supply me knowledge that I do not already possess.

In a communication situation, the speaker has a choice about what to say and how to say it. The exchange is not communicative if the activity is tightly controlled to allow pupils to express themselves only in one way, as the speaker has no other choice. In a chain drill, for example, if a student is asked to answer a question from a neighbour in the same way that her neighbour answered a question from someone else, she is not able to choose the form and the content of her response, and authentic communication is not accomplished.

Genuine communication has a purpose. Therefore, a speaker can evaluate whether or not her objective has been achieved depending on the input she gets from her audience. If the listener is not given the opportunity to provide the speaker with this critique, the discussion is not really communicative. While using a transformation drill to formulate questions could be helpful, CLT opposes it since the speaker won't get feedback from the audience. She is

unable to determine whether her question has been understood as a consequence. Another feature of CLT is the utilisation of actual materials. It is considered beneficial to allow kids to comprehend language in its natural context.

Finally, we let them know that CLT tasks are usually completed by small groups of pupils. Interactions between a small group of students are preferred in order to maximise the amount of time allotted to each student for conversation. Despite the fact that CLT does not have a formal theory of learning, its underlying assumption seems to be that children will learn to communicate by using language that is both functional and socially acceptable.

2. Teacher and Students' Role

The instructor facilitates discussion in the classroom. Creating an environment that is likely to stimulate conversation is one of his primary responsibilities in this role. Throughout the activities, he acts as an advisor, answering questions from the children and monitoring their development. He may jot down their errors so they can be fixed at a later time when working on jobs that require greater accuracy. In other instances, he might engage in the conversation with students as a "co-communicator" (Littlewood 1981).

Students are communicators beyond all else. They aggressively bargain to be understood, even when their grasp of the target language is inadequate. Additionally, students feel more in control of their education because the teacher's role is not as crucial as it would be in a teacher-centered method.

The teacher might teach a section of the lesson. He is occasionally the activity facilitator, but he also occasionally interacts directly with the students. Sometimes he co-communicates, but most of the time he sets up situations where the students can interact with one another. There is a lot of interpersonal connection among students. They work in several groups—pairs, triads, small groups, and the entire group—to accomplish this.

3. Techniques of Teaching

Before delving into the specific techniques of Communicative Language Teaching (CLT), it's important to understand the appeal of this approach. CLT

offers a student-centered methodology that emphasizes real-life communication skills. This shift from traditional, teacher-centered methods is attractive to many educators as it promotes active student engagement and practical language use.

One key aspect of CLT is the use of authentic materials, such as newspapers or real-life documents, to expose students to genuine language in context. By interacting with these materials, students can better grasp language nuances and cultural aspects, enhancing their overall language proficiency. However, it's essential to adapt the level of authenticity to match students' proficiency levels, ensuring that the materials are both challenging and comprehensible.

Another effective technique in CLT is the use of scrambled sentences. This activity helps students understand the cohesion and coherence of language by rearranging phrases into their original order. It encourages students to think critically about language structure and improves their ability to construct coherent sentences. Additionally, incorporating language games into lessons can make learning enjoyable and effective. These games provide opportunities for students to practice communication in a fun and interactive way, fostering fluency and confidence in language use.

a. Authentic Materials:

CLT emphasizes the use of real-world materials to expose students to natural language in various contexts. This approach helps students bridge the gap between classroom learning and real-life language use. Teachers can use authentic materials such as newspaper articles or political campaign materials to provide meaningful language practice.

b. Scrambled Sentences:

This activity is designed to improve students' understanding of language cohesion and coherence. By rearranging jumbled sentences into their correct order, students learn how sentences are structured and how ideas are connected in a meaningful way. This practice helps students develop their language comprehension and production skills.

c. Language Games:

Games are an integral part of CLT as they make learning enjoyable and interactive. Games provide students with opportunities to practice communication in a relaxed environment, which can help improve fluency and confidence. These games often incorporate elements of feedback, choice, and information gap, all of which are essential for effective communication.

d. Role-Play:

Role-plays are an effective way to practice language in different social contexts and roles. CLT encourages structured role-plays where students are given specific roles and situations to act out, as well as less structured role-plays where students have more freedom to choose their responses. This technique helps students develop their speaking and listening skills in a realistic and engaging way.

I. Task-Based Language Teaching

Tasks are the main component of language learning, according to the theory behind task-based language training. The foundation of this approach is the notion that assignments should be given to students in order to develop their problem-solving abilities. These duties are connected to the linguistic structures that need to be taught. While overcoming these challenges, the students communicate and work together. This is how they acquire the language (Richards and Rodgers, 2001). The main objective of this learning technique is task completion. Assignments that are interesting and relevant are usually given by the teacher, and students are required to apply their past knowledge of the English language to finish them as best they can.

1. Characteristics

Teachers need to help pupils comprehend texts from the actual world. Instructors use illustrations, analogies from everyday life, repetition, and specific examples to help students understand the material while referencing their past knowledge. Specific language activities highlight the language used in a certain subject; for example, history and mathematics employ different languages (Schleppegrell, Achugar, and Oteiza 2004). Teachers design exercises that tackle language, topic, and the discourse structure of the material. Pupils

engage in active participation in language and subject acquisition, often through peer interaction. In addition, students receive thinking strategies to help them with their assignments. Graphic organisers are one tool that helps with this process.

2. Teacher and Students' Role

Precise language and subject learning objectives must be set by the teacher. After that, the teacher creates lessons that combine the two while providing scaffolding for the vocabulary required for the in-depth content study. It is the responsibility of the learner to actively engage with the content and the language in order to learn both. The instructor directs the learning of the students. She supports children by giving them scaffolding for their language acquisition and by encouraging them to think about the ways that language is used to transmit information. Pupils often work together to actively use the language they are learning while also understanding the content.

3. Techniques of Teaching

Task-Based Language Teaching (TBLT) is an innovative approach to language instruction that emphasizes the use of real-world communication tasks as the central focus of learning. Unlike traditional methods that often rely heavily on memorization of grammar rules and vocabulary, TBLT encourages learners to use language in meaningful ways to complete tasks. This approach is based on the belief that language is best learned through its practical use, such as giving directions or making a phone call.

One effective technique used in TBLT is Dictogloss, where students listen to a passage or a talk on a specific topic twice. After the first listening, they focus on grasping the main idea, while during the second listening, they listen for details and take notes. This technique helps students practice their listening skills, note-taking abilities, as well as their ability to summarize and reconstruct information, which are essential skills for effective communication.

Graphic organizers are also commonly used in TBLT to help students organize and remember new information visually. These organizers, such as webs, tables, and diagrams, help students see the connections between words and ideas, which aids in comprehension and retention of academic texts. By using graphic

organizers, students not only improve their understanding of the content but also enhance their ability to summarize and discuss what they have learned.

a. Immersive Language Use:

Students are immersed in the target language environment, with the instructor using only the target language in class. This approach aims to create a natural language learning experience similar to how children learn their first language.

b. Vocabulary through Context:

Vocabulary is taught in context, using pictures, objects, or demonstrations to help students understand the meaning of words without resorting to translation. This method encourages students to think in the target language.

c. Grammar through Inductive Learning:

Grammar rules are taught implicitly through examples and inductive reasoning, rather than through explicit instruction. Students are encouraged to infer grammar rules from the language they encounter.

d. Speaking Practice:

Emphasis is placed on speaking and oral practice from the beginning. Students engage in conversations, role-plays, and other speaking activities to develop their speaking skills and confidence.

e. Error Correction:

Errors are corrected immediately and in a way that does not interrupt the flow of communication. This helps students learn from their mistakes and improve their language skills.

f. Use of Visual Aids:

Visual aids such as pictures, gestures, and real-life objects are used to support comprehension and reinforce vocabulary and grammar concepts.

g. No Translation:

Translation is avoided as much as possible, as the Direct Method aims to create a direct association between the target language and its meaning, rather than relying on translation to the native language.

SUMMARY

Approaches in language teaching distinguish pedagogical ideologies from specific classroom strategies or methods. While approaches embody theories about language acquisition, methods operationalize these theories into instructional practices, guiding what to teach, how to teach it, and how to assess learning outcomes. For instance, task-oriented approaches, like Communicative Language Teaching (CLT) or Task-Based Learning (TBL), prioritize interactive and experiential learning to meet diverse student needs. These methods emphasize communicative competence, learner-centered instruction, authentic materials, and continuous adaptation to enhance language acquisition effectively.

Among historical language teaching methods, the Grammar-Translation Method, prominent from 1840 to 1940, focused on translation and grammar memorization, while the Direct Method, emerging in the early 1900s, stressed oral proficiency through immersion and contextual learning. The Audio-Lingual Method, popular in the 1950s and 60s, emphasized repetition and practice to develop speaking and listening skills, contrasting with the Total Physical Response (TPR) method, which leveraged physical responses to teacher commands to mimic natural language acquisition. Contemporary approaches like CLT prioritize meaningful communication, while TBL emphasizes task-oriented learning to develop problem-solving skills, with both methods incorporating interactive activities, authentic materials, and technology to enhance language proficiency effectively.

Effective language instruction incorporates principles like communicative competence, learner-centeredness, authenticity, and continuous learning and adaptation. By promoting meaningful communication, tailoring instruction to individual needs, integrating real-world materials, and fostering ongoing reflection and innovation, educators can create dynamic and engaging language classrooms that empower students to excel in their language learning journey. These principles guide the design of language programs and the selection of instructional techniques to create effective learning environments that cater to diverse learner needs and promote language acquisition effectively.

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UNIT III

HOW TO TEACH READING



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INTRODUCTION

Reading is the most important skill that the students must be mastered. Reading is also very possible to acquire to be success in the school and the future life. Because of reading can increase the student critical thinking, creative and spiritual. Moreover, reading very emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding interpreting and comprehending written material.

A. Definition of Reading

Many experts define the meaning of reading in some ways because reading is a complex process. This is the variety of definition. According to Richard (2010), reading is useful for language acquisition. Whereas according to Mckay (2009), reading is both process and product. It means that the process or reading involves the interaction

between the reader and the text. The product of reading is reading comprehension or internal construction of meaning; there has been understanding. Then, according to Grabe (2009) stated that reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns and match comprehension output to reader goals.

Furthermore Richard (2010) stated that effective reading involves complex processes with specific context including proficiency level, age, motivation, and reading process such as content mastery, general language development or the improvement of specific reading skill. Based on the definition of some expert above it can be concluded that reading is actually an activity dealing with words in a text.

According to Caldwell (2011) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is achieved when the reader successfully extracts the useful knowledge from a text and constructs it into a new understanding. Comprehension is not a single total process. The reader activity including a variety of simultaneous processes. Comprehension is constructing meaning from the printed material. It is an interactive process that requires using prior knowledge in combination with the printed material. Reading comprehension can improve by teaching students to assess their own comprehension activity and test comprehension using a question.

As future educators, understanding the intricacies of reading in English Language Teaching (ELT) is crucial. It's more than just deciphering words; it's a journey to unlock meaning, build fluency, and cultivate critical thinking.

Imagine your students: effortlessly gliding through texts, grasping key ideas, and making connections to their world. This is the magic of reading in ELT. It goes beyond decoding – it involves comprehending, analyzing, and synthesizing information, engaging their minds in a multi-layered dance with language.

Research by Nation (2013) highlights the importance of fluency. Imagine your students confidently navigating texts, not stumbling over every word. Fluency empowers them

to focus on meaning, unlocking the true message within the text. Extensive reading practice, diverse texts, and efficient information extraction strategies like skimming and scanning are key tools in your arsenal.

But reading isn't just about understanding the text; it's a gateway to critical thinking and language acquisition. A study by Alderson (2000) emphasizes this connection. By delving into varied texts, students enrich their vocabulary, refine their grammar, and gain a deeper understanding of how language works. Reading becomes a springboard for language growth, exposing them to authentic language in a meaningful context.

Remember, your role as an educator is to guide this journey. Create engaging reading experiences, encourage critical reflection, and celebrate every step forward. By embracing the power of reading in ELT, you empower your students to become confident, critical thinkers, and lifelong language learners.

B. Aspects of Reading

As future ELT professionals, understanding the facets of reading is key. It's more than just deciphering letters – it's about unlocking meaning, building fluency, and sparking critical thinking. Imagine your students confidently navigating texts, extracting information, and analyzing messages – that's the power of reading in ELT.

First, let's crack the code. **Decoding**, the ability to convert written symbols into sounds and meaning, is the foundation. Research by Ehri (2000) emphasizes its importance, showing that strong decoding skills accelerate reading fluency and comprehension. Think engaging activities like phonics games and sight word recognition drills to equip your students with this crucial skill.

But reading isn't just about sounds; it's about sense. **Comprehension** takes center stage, allowing students to grasp the text's essence, key ideas, and details. A study by Kintsch (1998) highlights this, showing that effective comprehension leads to deeper learning and engagement with the text. Create discussions, encourage inferences, and guide students to ask critical questions – these are the keys to unlocking meaning.

Beyond basic understanding, reading empowers us to **strategize**. Skimming and scanning, for instance, help us quickly extract specific information, like dates or main points. Research by Brown et al. (2009) demonstrates the impact of these strategies, showing they improve reading efficiency, especially for lengthy texts. Equip your students with these tools to navigate complex information with confidence.

Reading isn't confined to the classroom walls; it's a lifelong journey. **Extensive reading**, engaging with a variety of texts outside of class, is crucial. Research by Krashen (2004) emphasizes its power, showing it promotes vocabulary growth and fluency development. Encourage your students to explore fiction, news articles, or online blogs – let them discover the joy of reading and its impact on their language skills.

Remember, your role is to guide this exploration. Foster a love for reading, provide diverse texts, and celebrate their progress. By embracing the multifaceted nature of reading in ELT, you empower your students to become lifelong learners, critical thinkers, and confident communicators in the fascinating world of words.

C. Principle Of Reading Skills

Reading skills are foundational to English Language Teaching (ELT), as they enable learners to comprehend written texts and extract information effectively. These skills are not limited to recognizing and decoding words, but also involve understanding the text's meaning, structure, and purpose.

First, let's explore pre-reading skills. These skills prepare learners for reading by activating prior knowledge, predicting content, and setting a purpose. Research by Yang & McNamara (2016) shows that pre-reading activities can significantly enhance comprehension and engagement. By activating prior knowledge, learners can make connections between the text and their own experiences, facilitating understanding. Predicting content helps learners focus their attention and identify key information. Setting a purpose provides a framework for reading and guides learners' focus.

Next, we move on to basic reading skills. These skills include decoding, fluency, and vocabulary. Decoding is the ability to recognize and pronounce words accurately. Fluency refers to reading smoothly and with expression. Vocabulary involves understanding the meaning of words and phrases. Studies by Stanovich & Stanovich (1998) and Cunningham & Stanovich (1998) emphasize the importance of these skills, highlighting their impact on reading comprehension and overall language development. Finally, higher-order reading skills are essential for critical thinking and deep understanding. These skills include comprehension, analysis, and evaluation. Comprehension involves understanding the text's main ideas, supporting details, and implicit messages. Analysis involves dissecting the text's structure, language, and literary elements. Evaluation involves critically assessing the text's content, quality, and significance. Research by Paris & Winograd (2005) demonstrates how these skills empower readers to engage with complex texts, develop independent thinking, and become lifelong learners.

By mastering these essential reading skills, learners can unlock the full potential of ELT. They will be able to read and comprehend a wide range of texts, from simple

instructions to complex academic articles. They will also be able to think critically about the information they read, evaluate its credibility, and use it to support their own ideas.

D. Techniques and Strategy Of Reading Skills

Imagine yourself embarking on a reading adventure: navigating a text, unlocking its meaning, and engaging in critical analysis. This captivating journey is fueled by a multitude of reading skills, each playing a vital role.

First, let's prime the pump with pre-reading skills. Think of them as mental maps, helping you activate prior knowledge, predict what the text might hold, and set a clear purpose for your reading. Research by Yang & McNamara (2016) shows that strong pre-reading skills can significantly enhance comprehension and engagement. So, before diving in, activate your knowledge base, make predictions, and set a goal – you'll be surprised how much smoother your reading journey becomes!

Now, we move on to the foundational tools: basic reading skills. Think of them as the building blocks. Decoding, the ability to sound out words and recognize letter-sound relationships, lays the groundwork. Fluency, reading smoothly and expressively, adds pace and rhythm. Finally, vocabulary, understanding the meaning of words and phrases, unlocks the text's true potential. Studies like Stanovich & Stanovich (1998) underscore the importance of these skills, highlighting their impact on reading comprehension and overall language development.

But the journey doesn't end there! Higher-order reading skills take center stage. Here, we move beyond basic understanding and delve into deeper analysis and evaluation. Comprehension, grasping the text's main ideas, supporting details, and hidden messages, forms the core. Analysis, dissecting the text's structure, language, and literary elements, offers a closer look under the hood. Finally, evaluation involves critical thinking – assessing the text's content, quality, and significance. Research by Paris & Winograd (2005) emphasizes the power of these skills, demonstrating how they empower readers to engage with complex texts, develop independent thinking, and become lifelong learners.

By mastering these crucial reading skills, you'll transform from a passive reader into an active explorer, navigating the world of words with confidence and critical thinking. So,

embark on your reading adventure – remember, the skills you acquire will unlock endless possibilities and empower you to become a true master of the written word!

The different types of reading skills are:

1. Decoding

Decoding, an essential reading skill, involves sounding out familiar words that children have heard but not yet seen written. It serves as a foundational step in the reading process, laying the groundwork for other advanced reading skills. Phonemic awareness, a crucial early language skill, plays a significant role in decoding. It encompasses the ability to hear and manipulate various sounds to form words, and children develop this awareness as they learn about syllables, words, and phonemes.

The process of decoding relies heavily on phonemic awareness, as it enables children to recognize and manipulate sounds within words. This skill is honed through activities that help children identify and differentiate between sounds, such as rhyming games and syllable segmentation. By mastering phonemic awareness, children become better equipped to decode unfamiliar words and improve their overall reading proficiency.

Overall, decoding and phonemic awareness are fundamental components of early reading development. These skills not only help children decipher new words but also enhance their comprehension and fluency. Teachers and parents can support the development of these skills through engaging activities and practices that focus on phonemic awareness and decoding strategies.

2. Phonics

Phonics is the skill that allows individuals to understand the relationship between sounds and the letters that represent them. It is a crucial aspect of reading, as it involves translating the sounds in words into written symbols. This process, known as decoding, is essential for recognizing and understanding written language. In addition to decoding, phonics also plays a role in encoding, where individuals translate sounds into written words, aiding in spelling and writing.

In the context of reading, phonics enables children to decode unfamiliar words by breaking them down into individual sounds and then matching these sounds to corresponding letters or letter combinations. This skill is fundamental for both reading and spelling, as it helps children understand how letters represent sounds in words. By mastering phonics, children can improve their reading fluency and comprehension, as well as their spelling abilities. Phonics instruction often begins with basic letter-sound correspondence and progresses to more complex phonics patterns and rules.

In conclusion, phonics is a key component of reading and spelling development. It provides children with the tools to decode and encode words, leading to improved reading fluency, comprehension, and spelling skills. Phonics instruction should be systematic and explicit, starting with basic letter-sound relationships and gradually progressing to more advanced phonics concepts.

3. Vocabulary

A strong vocabulary is crucial for academic achievement, serving as a cornerstone for comprehension and language proficiency. This skill involves not only knowing the meanings of words but also understanding how they are used in different contexts. The depth of a child's vocabulary directly impacts their ability to comprehend and analyze written texts effectively.

A broad vocabulary enhances reading skills by enabling children to grasp the nuances of language and infer meanings from context. As children encounter new words and concepts, their vocabulary expands, enriching their reading experiences. Additionally, a robust vocabulary aids in communication, writing, and critical thinking, contributing to overall academic success.

In conclusion, a well-developed vocabulary is essential for academic growth and reading comprehension. It enables children to engage more deeply with texts, extract meaning from complex passages, and express themselves effectively. Educators and parents play a crucial role in nurturing vocabulary development by exposing children to diverse reading materials and encouraging them to explore new words and concepts.

4. Fluency

Fluency in reading encompasses the capacity to read aloud smoothly, accurately, and swiftly, all while comprehending the text. This skill is pivotal for effective reading comprehension, as fluent readers can navigate texts with ease, maintaining a steady pace, appropriate intonation, and minimal errors.

Achieving fluency involves more than just reading quickly; it also entails understanding and interpreting the text while maintaining a natural flow. Fluent readers can decipher unfamiliar words and phrases, using context clues and prior knowledge to enhance their understanding. This skill is crucial for academic success, as it allows readers to engage deeply with various types of texts, from simple narratives to complex academic materials.

In essence, fluency is a multifaceted skill that requires a combination of accuracy, speed, and comprehension. Developing fluency takes practice and exposure to a wide range of texts, allowing readers to build their skills and confidence over time.

5. Sentence Construction & Cohesion

Sentence construction and cohesion, often viewed as writing skills, are equally crucial for effective reading. The ability to connect ideas within and between sentences, known as cohesion, plays a vital role in enhancing reading comprehension. Cohesive texts are easier to understand as they flow logically, guiding readers from one idea to the next seamlessly.

Understanding sentence construction and cohesion aids readers in making sense of complex texts. It allows them to follow the author's train of thought and grasp the relationships between different concepts presented in the text. Additionally, recognizing cohesive devices such as pronouns, conjunctions, and transitional phrases helps readers navigate the text more efficiently, improving overall comprehension.

In conclusion, while sentence construction and cohesion are often associated with writing, they are equally essential for proficient reading. By understanding how sentences are constructed and how ideas are connected, readers can

enhance their comprehension skills, making them more adept at understanding and interpreting a wide range of texts.

6. Reading Comprehension

Understanding the text is crucial, whether it's a storybook or an informational book. In fiction, readers immerse themselves in the characters' experiences, fostering empathy and embarking on exciting adventures. In non-fiction, readers acquire new knowledge, expanding their understanding of various subjects. Developing reading comprehension is a multifaceted process that demands dedication and consistent practice.

Comprehending texts involves more than just deciphering words; it requires readers to engage with the content actively. In narratives, readers connect emotionally with the characters, visualizing scenes and events in their minds. On the other hand, in informational texts, readers extract facts and concepts, deepening their understanding of the world around them. This active engagement with the text enhances comprehension and critical thinking skills.

In conclusion, mastering reading comprehension involves more than just decoding words; it requires readers to actively engage with the text, whether it's fiction or non-fiction. By immersing themselves in the content, readers develop empathy, expand their knowledge, and refine their understanding of various topics, ultimately becoming more proficient and insightful readers.

7. Reasoning & Background Knowledge

This skill enables children to utilize their background knowledge to draw inferences and reach conclusions. Readers often connect what they read with their existing knowledge. They can also infer information that is not explicitly stated in the text, reading between the lines to extract deeper meanings.

Drawing inferences and making conclusions is a vital aspect of reading comprehension. It involves using context clues, prior knowledge, and critical thinking to understand the text fully. By making connections and inferring information, readers can engage more deeply with the text, enhancing their overall comprehension and analytical skills.

In summary, the ability to draw inferences and make conclusions while reading is essential for understanding complex texts. By connecting their background knowledge with the information in the text, readers can uncover deeper meanings and enhance their overall comprehension skills.

8. Working Memory & Attention

These abilities, while interconnected, are distinct and fall within the realm of executive function capabilities. During reading, attention enables children to absorb information from the text, while working memory aids in retaining that information. This process facilitates comprehension and the construction of knowledge based on the material being read.

Executive function skills play a crucial role in the reading process, as they enable children to effectively navigate and comprehend textual information. Attention allows for focused engagement with the text, while working memory supports the storage and processing of information, fostering deeper understanding and learning. By honing these skills, children can enhance their reading comprehension and overall cognitive development.

E. The Reading Process

The reading process is a “constructive process of creating meaning that involves the reader, the text, and the purpose within social and cultural contexts. The goal is comprehension, understanding the text and being able to use it for the intended purpose.” (Tompkins, 2014, p. 39). There are five components to the reading process including: phonemic awareness and phonics, word identification, fluency, vocabulary, and comprehension.

1. Phonemic Awareness and Phonics

Knowledge of the phonological system is essential for reading, as it helps students recognize that words are composed of various sounds. Phonological Awareness refers to the ability to understand the sounds that make up words. It involves recognizing the different sounds in spoken language and understanding how they work together to form words.

Phonemic Awareness is a specific type of phonological awareness that focuses on individual phonemes, which are the smallest units of sound in a language that

can change meaning. Unlike phonological awareness, which deals with a broader understanding of sound in words, phonemic awareness specifically targets the ability to manipulate and differentiate individual phonemes within words.

For example, in the word "cat," the sounds /k/, /æ/, and /t/ are phonemes. Phonemic awareness involves being able to identify and manipulate these individual sounds, such as by recognizing that replacing the /k/ sound with a /b/ sound changes the word from "cat" to "bat."

Overall, phonemic awareness is a crucial skill for developing reading and spelling abilities, as it helps students understand the relationship between sounds and letters in written language.

2. Word Identification

Students employ various strategies to decode words when reading, with the goal of understanding their meaning and pronunciation. One common strategy is phonic analysis, which involves using knowledge of letter-sound relationships to sound out unfamiliar words. By recognizing the sounds that each letter or letter combination represents, students can decode words accurately.

Another strategy is analogies, where students use familiar words to decode unfamiliar ones. By identifying similarities between known words and unknown words, students can infer the pronunciation and meaning of the new word. This strategy relies on the understanding of word patterns and structures.

Syllabic analysis is another useful strategy, particularly for longer or multisyllabic words. By breaking down words into smaller syllables, students can decode the word more easily, focusing on one part at a time. This strategy is especially helpful for students who struggle with decoding longer words.

Morphemic analysis involves using knowledge of word parts, such as prefixes, suffixes, and root words, to decode unfamiliar words. By breaking down words into meaningful parts, students can infer the meaning and pronunciation of the word. This strategy is particularly useful for understanding the meanings of complex or unfamiliar words.

3. Fluency

Fluency in reading is the ability to read text quickly and smoothly, with proper expression. Fluent readers can recognize words automatically, without having to sound them out letter by letter. This automaticity allows them to focus more on understanding the meaning of the text, rather than struggling with decoding each word.

Achieving fluency is an important goal in reading instruction because it enables students to read more efficiently and comprehend text better. When students are fluent readers, they can read with better pace and intonation, which enhances their overall reading experience. Fluent readers also tend to enjoy reading more, as it becomes a smoother and more enjoyable process.

One way to develop fluency is through repeated reading, where students read the same text multiple times. This practice helps students become more familiar with the text, allowing them to read it more quickly and accurately with each repetition. Another strategy is to provide students with opportunities for oral reading, where they can practice reading aloud in a supportive environment.

Overall, fluency is an important aspect of reading development that contributes to improved comprehension and enjoyment of reading. By helping students become fluent readers, educators can support their overall literacy development and academic success.

4. Vocabulary

Vocabulary plays a crucial role in the reading process, as it is essential for students to understand the meaning of words in order to comprehend the message conveyed in a text. Without a strong vocabulary, students may struggle to grasp the intended meaning of the text, making it difficult for them to understand and interpret the information presented.

In addition to understanding the literal meaning of words, students must also be able to recognize figurative uses of language, such as metaphors, similes, and idioms. These figurative expressions can add depth and nuance to a text, but they can also be challenging for students to understand if they are not familiar with the underlying meanings.

Furthermore, students need to be able to relate new vocabulary words to their previous knowledge and experiences. Making connections between new words and familiar concepts can help students remember and understand new vocabulary more effectively. By building on their existing knowledge, students can expand their vocabulary and enhance their overall reading comprehension skills.

Overall, vocabulary development is a key component of reading instruction, as it enables students to understand and interpret the meaning of texts more effectively. By focusing on vocabulary acquisition, educators can help students improve their reading comprehension and become more proficient readers.

5. Comprehension

The process of constructing meaning in reading involves the interaction between the author's text and the reader's background knowledge. Readers use their prior knowledge and experiences to make sense of the text, creating a deeper understanding of the material. This process is not passive but requires active engagement from the reader, who must constantly relate the text to their own knowledge and experiences.

Additionally, the purpose of reading plays a crucial role in the construction of meaning. Different reading purposes, such as reading for information, reading for entertainment, or reading to analyze a text, can influence how readers approach and interpret the material. Readers may use different strategies and draw on different aspects of their background knowledge depending on their reading purpose.

Overall, the process of constructing meaning in reading is dynamic and multifaceted, involving the integration of the author's text with the reader's background knowledge and reading purpose. By actively engaging with the text and drawing on their own experiences, readers can construct meaning that is meaningful and relevant to them.

F. Stages Of Reading Process

The reading process can be broken down into several stages, each of which plays a critical role in how we understand and interpret text. The first stage is pre-reading,

where readers prepare themselves for the text by activating their prior knowledge and setting specific goals for reading. This stage helps readers establish a framework for understanding the text and can improve comprehension.

The second stage is during-reading, where readers actually read the text. During this stage, readers actively engage with the text, making connections, asking questions, and monitoring their comprehension. This stage is where the bulk of the reading process occurs, as readers work to understand the meaning of the text and extract relevant information.

The final stage is post-reading, where readers reflect on and evaluate their understanding of the text. In this stage, readers may summarize the main ideas, make connections to their own experiences, or analyze the text in more depth. This stage helps readers solidify their understanding of the text and can lead to deeper insights and understanding.

There are 5 stages of reading process proposed by Tompkins (2008).

1. Stage 1: Prereading

Before diving into the actual reading, the prereading stage is crucial. During this stage, readers activate or build their background knowledge and related vocabulary. This step helps prepare them to better understand the text. Thinking about the genre of the text is also important, as it sets expectations for the reader. Additionally, readers should set specific purposes for reading, whether it's to gather information, analyze the text, or simply enjoy a story. Introducing key academic vocabulary words beforehand can help readers grasp the main ideas of the text more effectively. Finally, making predictions based on the title, headings, and images can help readers anticipate what the text might be about and prepare them for what lies ahead.

In the next step, readers move on to the during-reading stage. Here, they actively engage with the text, applying the strategies they've learned. They make connections between the text and their own experiences, ask questions to deepen their understanding, and monitor their comprehension. This stage is where the main reading process takes place, as readers work to extract meaning from the text and understand its main ideas and details. By actively engaging

with the text, readers are able to improve their comprehension and retain information more effectively.

Finally, after finishing the text, readers enter the post-reading stage. In this stage, they reflect on and evaluate their understanding of the text. Readers may summarize the main ideas, make connections to other texts or their own experiences, or analyze the text in more depth. This stage helps solidify their understanding of the text and can lead to deeper insights and understanding. Reflecting on the text after reading also allows readers to evaluate their own reading strategies and make adjustments for future readings.

2. Stage 2: Reading

In the reading stage, readers actively engage with the text, applying the strategies they've learned. They start by reading the text carefully, paying attention to the main ideas and supporting details. As they read, readers make connections between the text and their own experiences, which helps them better understand and remember the information. They also ask questions to clarify their understanding and monitor their comprehension to ensure they are following the text's meaning.

During the reading stage, readers may encounter unfamiliar words or concepts. They use context clues and their knowledge of word parts to figure out the meaning of these words. If they are unable to determine the meaning, they may look up the word in a dictionary or use other resources to help them understand.

Overall, the reading stage is where the main process of understanding the text takes place. By actively engaging with the text and applying reading strategies, readers are able to comprehend the text more effectively and retain the information for future use.

3. Stage 3: Responding

In the responding stage of reading, readers reflect on their understanding of the text and formulate a response. This stage is crucial for deepening comprehension and critical thinking. Readers may write a summary of the text, noting the main ideas and supporting details. They may also jot down their

thoughts, questions, and reactions to the text. This process helps readers internalize the information and engage with the text on a personal level.

Furthermore, in the responding stage, readers may discuss the text with others, sharing their interpretations and insights. This can lead to a deeper understanding of the text as readers compare their responses and perspectives. Engaging in discussions about the text can also help readers clarify their thoughts and expand their understanding through different viewpoints.

Additionally, readers may respond to the text creatively, such as by writing a poem or story inspired by the text, creating artwork, or even developing a multimedia presentation. These creative responses not only demonstrate understanding but also allow readers to express their thoughts and feelings in a meaningful way. Overall, the responding stage is an integral part of the reading process, as it helps readers connect with the text on a personal level, deepen their understanding, and engage in critical thinking.

4. Stage 4: Exploring

In the exploring stage of reading, readers delve deeper into the text to enhance their understanding and appreciation. One of the key activities in this stage is to reread all or part of the text. By revisiting the text, readers can uncover new details, nuances, and connections that they may have missed during the initial reading. Rereading also helps reinforce comprehension and retention of the material.

Another important aspect of the exploring stage is learning new vocabulary words. Readers may encounter unfamiliar words during their initial reading, and this stage provides an opportunity to look up and learn the meanings of these words. Building vocabulary enhances comprehension and allows readers to engage more deeply with the text.

Furthermore, in the exploring stage, readers may participate in minilessons that focus on specific aspects of the text, such as genre, text features, or the writer's craft. These minilessons help readers develop a deeper appreciation for the text and improve their analytical and critical thinking skills. By examining the genre,

text features, and the author's writing techniques, readers gain insight into the text's structure, style, and themes.

Additionally, in the exploring stage, readers may learn more about the author of the text. By researching the author's background, other works, and influences, readers can gain a better understanding of the context in which the text was written. This deeper understanding can enrich readers' interpretation of the text and provide valuable insights into the author's intentions and message.

Lastly, readers may collect memorable quotes from the text. These quotes can serve as reminders of key themes, ideas, or passages that resonated with them. Collecting quotes allows readers to reflect on the text's impact and relevance to their own lives, fostering a deeper connection with the material. Overall, the exploring stage of reading is a crucial part of the reading process, as it allows readers to deepen their understanding, engage more fully with the text, and appreciate its richness and complexity.

5. Stage 5: Applying

In the applying stage of reading, readers take the knowledge and insights gained from the text and apply them in various ways. One way readers apply their understanding is by constructing projects based on the text. These projects can take many forms, such as writing a report, creating a presentation, or designing an artistic interpretation. By engaging in project-based activities, readers demonstrate their comprehension and creativity while exploring the text's themes and ideas in a meaningful way.

Another way readers apply their understanding is by reading related books or texts. By exploring related materials, readers can deepen their understanding of the subject matter and make connections between different texts. This practice helps readers develop a broader perspective and enhances their ability to analyze and interpret texts.

Furthermore, in the applying stage, readers use the information from the text in thematic units or interdisciplinary studies. By integrating the text's content into larger thematic units or across different subject areas, readers can see how the text relates to other topics and disciplines. This approach fosters a holistic

understanding of the text and encourages readers to make connections between different areas of knowledge.

Lastly, in the applying stage, readers reflect on their reading experience. This reflection allows readers to consider how the text has impacted them personally and intellectually. Readers may think about the themes, characters, and ideas in the text and how they relate to their own lives. This reflective practice helps readers internalize the text's messages and apply them to their own experiences and understanding of the world.

G. Different Types Of Reading Techniques

Reading techniques can vary depending on the purpose and nature of the text. One common technique is skimming, where readers quickly glance over the text to get a general idea of the content. Skimming is useful for previewing a text or quickly finding specific information. Another technique is scanning, where readers search for specific information within the text. Scanning involves moving quickly through the text, focusing on keywords or phrases to locate the desired information. Both skimming and scanning are efficient techniques for extracting information from a text without reading every word.

Another reading technique is intensive reading, where readers carefully read and analyze the text in detail. Intensive reading is often used when a thorough understanding of the text is required, such as when studying complex or academic texts. This technique involves reading slowly and attentively, focusing on comprehension and retention of information. Intensive reading helps readers grasp the nuances of the text and understand its deeper meaning.

Additionally, another technique is extensive reading, where readers read large amounts of text for pleasure or general understanding. Extensive reading is often done with materials that are slightly below the reader's current level, allowing them to read quickly and easily without needing to stop and look up every word. This technique helps improve reading fluency, vocabulary, and overall reading comprehension. Extensive

reading is particularly beneficial for language learners, as it exposes them to a wide range of language structures and vocabulary in context.

The different types of reading techniques are:

1. Skimming

Skimming, often known as gist reading, involves quickly reviewing a text to capture its main idea. Rather than reading every word, the reader concentrates on grasping the central theme or essence of the text. This approach is commonly used when reading magazines or newspapers, or when scanning a telephone directory for a specific name.

The purpose of skimming is to gain a general understanding of the content without delving into every detail. It allows readers to quickly assess whether the text is relevant to their needs or interests. Skimming is a valuable skill in situations where time is limited or when the reader is seeking specific information within a larger body of text.

2. Scanning

Scanning is a reading technique where the reader quickly moves their eyes over sentences to find specific information. This method involves identifying and disregarding irrelevant details in the text to locate the desired piece of information efficiently.

Unlike skimming, which focuses on grasping the main idea, scanning is used to locate particular facts, figures, or details within a text. It is commonly employed when searching for specific names, dates, or keywords in a document, such as when looking for a particular recipe in a cookbook or finding a specific topic in a textbook.

Scanning requires readers to have a clear idea of what they are looking for and to scan the text quickly and efficiently. It is a valuable skill in situations where specific information needs to be located promptly, such as when researching or studying.

3. Intensive Reading

Intensive reading is far more time-consuming than skimming and scanning as it needs the reader's attention to detail. It involves close reading that aims at the

accuracy of comprehension. Here, the reader has to understand the meaning of each and every word. It's reading where testing, evaluating and increasing knowledge is the primary focus. Understanding the literal meaning of what's being read is vital. Reading intensively often includes note-taking and attention to details.

In intensive reading, there's an emphasis on deconstructing sentences to understand grammar and syntax rules as well as to extricate the details of the topic. It can also involve reading comprehension testing, such as finding answers to specific questions. Some possible examples of intensive reading material are reports, contracts, news articles, blog posts and short pieces of text such as short stories.

4. Extensive reading

Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like. The students must read extensively, by which we mean much more than most students would normally do in an intensive reading approach that focuses on new grammar and vocabulary and aims at full comprehension. While this is clearly needed, in most schools it tends to comprise the bulk of time spent on reading instruction.

Students read a large volume of material, perhaps 10 times or 100 times more words than they encounter in their intensive reading. The material should be enjoyable so that students will want to read more. In order to ensure the above, a variety of material should be available so that students can choose readings that interest them. The material needs to be easy to read, so that the students are not bogged down decoding the language so that ...They can read quickly with a reasonable level of comprehension without recourse to their dictionary. Extensive reading is not intended to supplant intensive reading, but aims to reach a balance between the two. Intensive reading is traditionally done in class, although homework assignments are a frequent component. On the other hand, since there usually is not sufficient time for students to read a large volume of

material independently during class time, students should be required ideally to read outside of class.

H. Sites With Graded Reading Material For Extensive Reading

There are several websites that offer graded reading material for extensive reading, catering to learners of different proficiency levels. These sites provide a wide range of texts, from beginner to advanced levels, allowing readers to choose materials that suit their reading abilities. One popular website is Newsela, which offers news articles on a variety of topics that are adapted to different reading levels. This allows readers to engage with current events and informational texts at a level that is appropriate for them.

Another website that provides graded reading material is ReadTheory, which offers a large collection of fiction and non-fiction texts that are leveled according to the reader's proficiency. Readers can take quizzes after reading to test their comprehension and track their progress over time. Additionally, ReadTheory adapts to the reader's performance, providing texts that are challenging but still within their reach, helping them improve their reading skills gradually.

Furthermore, websites like British Council and ESL Library offer a range of graded reading materials specifically designed for English language learners. These sites provide texts with audio recordings, comprehension activities, and vocabulary exercises to support learners in their reading practice. By offering a variety of engaging and accessible texts, these websites help learners develop their reading fluency, vocabulary, and comprehension skills in a structured and supportive environment.

1. ER Central **<http://er-central.com>**

This is a complete site, with free reading and listening texts from those for absolute beginners, to a few with 8000 headwords. This is great news for teachers who are searching for texts to bridge the gap between most graded readers and texts for native speakers. Most GR series end at around 3000 headwords. Teachers can track their students' reading progress and there are optional quizzes.

It also sports a tool that allows teachers to check the less common words in the text and edit the reading down to their students' level. You simply paste your text into the tool's window, set your parameters, such as the frequency list to be used and the rough number of words your students already know, and it will flag those outside of that range. You can then re-word those sections in your original document and paste it in once again to check the results.

2. ReadTheory

<https://readtheory.org/>

ReadTheory is a free site targeted at American native speaking learners. The site is "adaptive," displaying texts to the students at whatever level the site determines them to be, and then increments their level slowly. Each short reading has a single multiple choice comprehension question. While the site does have a logging system, it is very idiosyncratic. The students actually have to invite their instructor to view their records rather than the other way round.

3. Voice of America – Learning English Videos

<https://learningenglish.voanews.com/>

While this is billed as a "video site" all of the videos are accompanied by the full transcript and downloadable audio. Difficult words are defined and in bold in the transcript. It would be quite reasonable to assign one topic of the student's choice to do prior to each class lesson. Since the emphasis here is on ER, you might ask them to read the transcript first, then watch the video, and then perhaps listen to the audio with or without the transcript. Ask your students which ordering works best for them. Since usage is not logged, you will want your students to record what they have watched, perhaps with a brief one-line comment.

4. Voice of America – Audio with transcripts

<http://www.manythings.org/k/reading.html>

The Voice of America created a series of broadcasts in "Special English" on a wide variety of topics concerning America. While these are accessible from VOA with difficulty, Charles and Larry Kelly (Nagoya, Japan) have harvested the audio and texts and presented them on their "Many Things" site in nicely categorized lists. There are individual lists for animals, health, history, people and a number

of other categories. The material is wonderful, but there is no logging of the students' accesses, so the instructor will need to create a mechanism for students to keep track of their study. Figure 8 shows just the top of a very long list of biographies further categorized by each individual's realm of activity.

5. Project Gutenberg

<http://gutenberg.org>

The late Michael Hart, founder of Project Gutenberg (in 1971) was the author of the first "On the Internet" article, in Volume 1, Issue 1 of TESL-EJ. Since then, the project has grown from around 100 texts to over 56,000 according to their current top page. The texts are in the original language, so do not meet some of the criteria for graded, usable ER texts. Nevertheless, they are copyright free, so teachers can download and adopt them at will, perhaps employing ER-Central's Text Helper tool to hunt out and simplify the difficult vocabulary.

6. Time for Kids

<https://www.timeforkids.com/>

The articles on this site, by the publishers of Time Magazine, are graded by U.S. elementary school grade levels, but each specific article has a dropdown menu with three choices of reading level, as measured in Lexiles. The current articles are free, but there is a subscription service that offers a weekly print edition and access to the entire Time Magazine archives.

SUMMARY

The importance of mastering the skill of reading is highlighted in the introduction, emphasizing its role in enhancing critical thinking, creativity, and spirituality among students. Various experts offer different definitions of reading, with Richard emphasizing its utility for language acquisition, McKay describing it as both a process and a product, and Grabe emphasizing the strategic nature of reading. Effective reading, according to Richard, involves complex processes influenced by factors such as proficiency level, age, motivation, and specific reading goals.

The subsequent section discusses the reading process, consisting of five components: phonemic awareness and phonics, word identification, fluency, vocabulary, and comprehension. Each component plays a crucial role in achieving the goal of comprehension. The stages of the reading process, as proposed by Tompkins, are outlined in detail. These stages include prereading, reading, responding, exploring, and applying, providing a comprehensive framework for approaching reading activities.

The classification of reading skills is then presented, covering decoding, phonics, vocabulary, fluency, sentence construction and cohesion, reading comprehension, reasoning and background knowledge, as well as working memory and attention. Each skill is described in terms of its significance in the reading process and its impact on overall comprehension.

The final section introduces different types of reading techniques, including skimming, scanning, intensive reading, and extensive reading. Each technique is explained along with its purpose and application in various contexts. Additionally, the text provides a list of websites with graded reading material for extensive reading, offering teachers and students valuable resources to enhance their reading skills.

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UNIT IV

HOW TO TEACH LISTENING



Source : https://eltbuzz.com/wp-content/uploads/2019/05/listening_class-600x420.jpg

INTRODUCTION

A core English skill in language teaching generates listening as the fundamental for effective communication since it holds an abundant power to create impacts that we could never imagine. Nowadays, a great deal of time that most learners spent listening has grown. They allocate half of the communication to listening. A survey from Simonds & Cooper (2011) shows that most people spend 45% of their time on listening activities.

Listening is not a simple thing as it carries the process of obtaining, constructing meaning from spoken text or non-verbal messages, and responding to them. Learners have different perspectives on various topics so listening helps them open their minds to new insights by learning and understanding spoken language based on its contexts

(Astika & Kurniawan, 2020). Moreover, listening is a complex process that requires the active participation and attention of learners to achieve the message that the speakers mean, thus, its process needs learners to consider several essential points such as decoding how to recognize information and background knowledge in spoken language, comprehending how to understand main ideas and essential information in spoken language, and note-taking on how to record information briefly and quickly for listening tasks (Jordan, 2002). Decoding in the listening process covers the recognition of boundaries of phonological units, the structure of spoken discourse, the unfamiliarity with the topic of the lecture, and the speed of speech (Renandya & Farrell, 2010).

Hughes (1991) mentions two skills involved in listening process – macro skills and micro-skills. In macro skills, to understand what someone says, a listener has to involve with listening for specific information, obtaining the gist from what is being heard or the listener should get the general idea of the information, following instructions or directions. On the other hand, in micro skill, to comprehend what someone says, a listener has to interpret intonation patterns (e.g., recognize stress and rhythm), recognition of function, and structures (interrogative of the request, imperatives e.g., sit down!), cohesive devices (e.g., such as, and, which), detect sentence constituents (e.g., subject, object, verb, preposition), recognizing discourse markers (e.g., well; oh, another thing is; now, finally.)

Based on the explanation above, English instructors can determine which teaching strategies and techniques are suitable for their listening course by considering what kind of listening they want to teach. On the other hand, it is also important for learners to stimulate both processes by doing pre-listening activities. Before listening, the teacher gives brainstorms the learners about vocabulary related to the topic. In the process, learners establish their information on their background knowledge (top-down information) as they generate vocabulary and sentences. The use of the combination of top-down and bottom-up processing is also called interactive processing (Peterson cited in Nunan, 2003).

A. Definition Of Listening

Listening is one of the key pillars in English Language Teaching (ELT). It goes beyond simply catching sounds and words; it's about understanding meaning, interpreting messages, and responding appropriately. Effective listening allows learners to engage in various communication situations, enhance their comprehension of English, and unlock the door to fluency.

Research by Rost (2002) defines listening as an active process involving three main stages: receiving, understanding, and reacting. Receiving is the initial stage where learners receive English sounds and process them phonetically. Understanding is the next stage where learners interpret the message's meaning and connect it with their prior knowledge. Reacting is the final stage where learners demonstrate their comprehension through speaking, writing, or other actions.

Listening skills are categorized into two main types: receptive listening and interactive listening. Receptive listening focuses on comprehending spoken messages, such as lectures, speeches, or news broadcasts. Interactive listening involves two-way communication exchanges, such as conversations, discussions, or negotiations.

Research by Field (2008) emphasizes that good listening skills are essential for English fluency. The ability to comprehend spoken language effectively allows learners to participate in conversations, follow instructions, and complete tasks successfully. Good listening also helps learners develop their vocabulary, grammar, and pronunciation.

In ELT, various techniques and strategies can be used to enhance listening skills. These techniques include: Pre-listening activities to activate prior knowledge and build schema, Repeated listening to improve comprehension and retention, Note-taking to aid focus and identification of key information, Discussion and question-and-answer sessions to encourage deeper understanding and critical reflection.

By developing effective listening skills, learners can unlock their potential in ELT. Good listening enables them to better understand spoken English, improve their participation in communication, and pave the way for higher language proficiency.

B. Aspects Of Listening

Listening is a complex skill that plays a crucial role in English Language Teaching (ELT). It is more than just passively hearing sounds; it involves actively processing and understanding spoken language. Effective listening allows learners to comprehend lectures, participate in conversations, and follow instructions, all of which are essential for success in ELT.

There are several key aspects of listening that are important for ELT. The first is decoding, which is the ability to recognize and understand individual sounds and words. This is a foundational skill that is essential for building listening comprehension. Research by Liberman et al. (1971) showed that decoding skills are highly correlated with reading comprehension, highlighting their importance for language learning.

The second key aspect of listening is comprehension. This involves understanding the meaning of spoken messages, including the main ideas, supporting details, and implications. Comprehension requires learners to use a variety of cognitive skills, such as working memory, attention, and critical thinking. Research by Carrol (1989) found that listening comprehension is a strong predictor of overall language proficiency, demonstrating its importance for ELT.

The third key aspect of listening is fluency. This refers to the ability to listen to and understand spoken language at a natural speed. Fluency is important for learners to be able to keep up with the pace of conversations and lectures. Research by Rost (2002) showed that fluency is positively correlated with listening comprehension, indicating that learners who can listen fluently are better able to understand what they hear.

By developing effective listening skills, learners can unlock their potential in ELT. Good listening enables them to better understand spoken English, improve their participation in communication, and pave the way for higher language proficiency.

C. Principle Of Listening

Listening is a foundational skill in English Language Teaching (ELT), playing a crucial role in language acquisition and proficiency. It involves not only hearing spoken words but also understanding their meaning, tone, and context. According to Brown (2020), listening is an active process that requires learners to focus their attention and make sense of spoken language. This principle underscores the importance of developing listening skills in ELT as a means of enhancing overall language proficiency.

One key aspect of listening in ELT is the ability to comprehend spoken language in various contexts. This includes understanding different accents, speech rates, and styles, which are essential for effective communication. Brown (2020) further emphasizes that listening involves more than just understanding words; it also requires interpreting non-verbal cues, such as body language and facial expressions, to grasp the speaker's intended message.

Moreover, listening in ELT encompasses the development of strategies for effective listening, such as predicting, inferencing, and summarizing. These strategies help learners anticipate the content of a listening passage, make educated guesses about unfamiliar words or phrases, and summarize the main ideas and details of what they have heard. By incorporating these strategies into their listening practice, learners can improve their comprehension skills and become more adept listeners.

Furthermore, listening in ELT extends beyond basic comprehension to include critical listening skills. This involves evaluating and analyzing spoken information, identifying biases or inconsistencies, and forming opinions based on evidence. Critical listening skills are particularly important in academic and professional settings, where the ability to discern meaning from spoken discourse is crucial.

In conclusion, the principle of listening in ELT emphasizes the importance of developing listening skills as part of a comprehensive language learning approach. By focusing on comprehension, strategies, and critical listening, learners can enhance their overall proficiency in English listening and become more effective communicators.

D. Categories Of Listening

Listening can be categorized into several types based on the purpose and nature of the listening task. One common category is informational listening, where the listener focuses on understanding and retaining information. This type of listening is often used in academic or professional settings, such as during lectures or presentations, where the listener needs to comprehend and remember key points.

Another category is critical listening, where the listener evaluates or analyzes the information being presented. Critical listening involves assessing the credibility of the speaker, identifying any bias or logical fallacies in their argument, and evaluating the evidence or reasoning provided. This type of listening is important for making informed decisions and forming opinions based on reliable information.

Additionally, another category is empathetic listening, where the listener focuses on understanding the speaker's emotions and perspective. Empathetic listening involves showing compassion and understanding towards the speaker, acknowledging their feelings, and providing support or validation. This type of listening is important in personal relationships and counseling settings, where empathy and understanding are essential for effective communication.

Brown (2001) mentions six categories of listening in the context of the language classroom, including reactive, intensive, responsive, selective, extensive, and interactive listening.

1. Reactive listening

Reactive listening involves actively processing the information being heard, rather than passively recording it like a tape recorder. This type of listening requires the listener to engage with the speaker, interpret the meaning of the message, and respond appropriately. In a classroom setting, reactive listening can enhance learning by encouraging students to think critically about the information being presented and to engage in meaningful interactions with their peers and teachers.

Brief choral and individual drilling focusing on pronunciation can be effective techniques for improving students' listening skills and pronunciation. Choral

drilling involves the entire class repeating words or phrases together, which can help students become more familiar with the sounds of the language and improve their pronunciation. Individual drilling allows students to practice pronunciation on their own, receiving feedback from the teacher or peers to improve their accuracy. These techniques can help students develop their listening skills and improve their overall language proficiency.

2. Intensive listening

Listening instruction often focuses on various components of language, including phonemes, words, intonation, and discourse markers, among others. By breaking down these components, instructors can help learners improve their listening comprehension and pronunciation. For example, an English language instructor may ask learners to listen to a specific sentence and identify elements such as intonation and stress. This type of focused listening activity helps learners develop their ability to recognize and reproduce the patterns of speech in the target language.

By practicing these listening skills, learners can improve their overall listening comprehension and pronunciation. They can also become more aware of the nuances of the language, such as intonation and stress, which are crucial for effective communication. Overall, focusing on these components of listening can help learners become more proficient in understanding and using the target language.

3. Responsive listening

Interactive listening requires learners to process immediate responses and deliver appropriate replies. For example, learners might listen to a short segment of language containing a greeting, question, command, clarification, or comprehension check. This type of listening is essential for developing conversational skills and the ability to engage in real-time communication. It helps learners practice understanding and responding to spoken language quickly and accurately, simulating real-life conversations and interactions.

Interactive listening activities can be particularly beneficial for language learners, as they provide opportunities to practice listening and speaking skills

simultaneously. By engaging in these activities, learners can improve their ability to comprehend and respond to spoken language in a variety of contexts. Additionally, interactive listening helps learners develop their confidence in using the target language, as they are actively participating in conversations and receiving immediate feedback on their language skills.

4. Selective listening

In the context of spoken language, learners can utilize various listening strategies to find important information efficiently. One such strategy is scanning, where learners selectively listen for specific information without processing everything they hear. This skill is particularly useful in situations where learners need to quickly locate and understand key details, such as in a lecture or conversation. By developing their scanning skills, learners can improve their ability to extract relevant information from spoken language effectively.

Scanning for information in spoken language requires learners to focus their attention on specific details, such as keywords or key phrases, while ignoring irrelevant information. This skill can help learners improve their listening comprehension and retention, as they are better able to identify and remember important information. Additionally, scanning can help learners become more efficient listeners, enabling them to quickly understand and respond to spoken language in a variety of contexts.

5. Extensive listening

Extensive listening is a listening approach that aims to develop a broad, top-down processing of spoken language. This approach focuses on gaining a global understanding of the language, such as through lectures or discussions, rather than focusing on individual words or phrases. Extensive listening helps learners improve their overall listening comprehension by exposing them to a wide range of spoken language and contexts.

To fully comprehend extensive listening materials, learners need to employ interactive skills. These skills involve actively engaging with the material, such as by asking questions, making predictions, and connecting the information to their own experiences. By using interactive skills, learners can deepen their

understanding of the material and develop their ability to comprehend spoken language in a variety of contexts. Overall, extensive listening and interactive skills work together to help learners improve their listening comprehension and become more effective listeners.

6. Interactive listening

Integrated listening involves combining listening with other English skills, such as speaking, reading, and writing, to create a comprehensive language learning experience. This approach emphasizes the importance of using listening skills in real-life situations, such as engaging in discussions, debates, conversations, role-plays, and group work. By integrating listening with other skills, learners can develop their ability to understand and respond to spoken language in a variety of contexts.

Integrated listening also helps learners improve their overall English proficiency by reinforcing vocabulary, grammar, and pronunciation skills. For example, learners may listen to a dialogue and then participate in a role-play based on the dialogue, allowing them to practice both listening and speaking skills. By integrating listening with speaking and other skills, learners can develop a more holistic understanding of the English language and become more confident and effective communicators.

These categories of listening can be synchronized with the available listening materials. They may be applied to obtain the meaning of what listeners listen to, help them to be concentrated on the content, and comprehend the meaning of the messages from the spoken texts.

E. Techniques and Strategy For Teaching Listening

A complex task of listening covers bottom-up and top-down processing (Brown, 2001; Nunan, 2002) that are beneficial to designing listening techniques and achieving listening fluency. The description of both processing is as follows:

- **Bottom-up processing**

It starts from decoding sounds for the understanding of words, phrases, sentences, and finally to whole texts in a linear pattern. Besides, Brown (2001) asserts that bottom-up processing covers sounds, words, grammatical relationships, and lexical meanings to get a message from the spoken language. In other words, bottom-up processing refers to deriving the meaning of the messages based on the incoming language data.

- **Top-down processing**

It refers to the listener actively trying to make sense of the speaker's messages using prior knowledge of what is being listened to, which may include an experience of the topic, knowledge of the content of speaking, or knowledge of previous events. Furthermore, according to Brown (2001), through top-down processing, listening is more concerned with the activation of schemata, deriving meaning, global understanding, and the interpretation of the text. On the other side, Saville and Troike (2006) state top-down processing utilizes the prior language of content, context, and culture. Content knowledge is background information about the topic that is listened to. Context language includes information learned from what has already been heard in a specific text or situation.

Meanwhile, cultural knowledge combines content and context and also an understanding of the wider social setting in which acts of listening take place.

English instructors should have proper techniques and strategies to build an enjoyable situation for learners in teaching-learning listening. The role of listening in building up language competence should be focused on techniques and strategies to provide language learning and comprehension. In teaching listening, the instructor commonly applies the technique that involves one approach only, whether bottom-up processing

or top-down processing approach. Nevertheless, they should implement a technique that involves both listening and processing.

Strategies the listener applies when listening in the digital age give an impact on the process of listening comprehension. The pedagogical strategies help learners approach and manage their listening process. There are six types of learning strategies that can be applied to listening skills – memory, cognitive, compensation, metacognitive, affective, and social strategies.

1. Memory strategies

These strategies for listening comprehension require learners to mentally link messages, enabling them to group streams of speech together and place new words into context. By linking mental messages, learners can better understand the overall meaning of a conversation or text. Additionally, learners can use sound and images to enhance their understanding of the material. These strategies help learners process spoken language more effectively, leading to improved comprehension and retention (Oxford, 1990).

Incorporating sound and images into listening comprehension activities can help learners visualize and conceptualize the content. For example, learners may listen to a dialogue while looking at a corresponding image or diagram, which can help them better understand the context and meaning of the conversation. By using sound and images in conjunction with listening activities, learners can improve their ability to comprehend and retain information, making the learning process more engaging and effective.

2. Cognitive strategies

These strategies are cognitive processes that involve comprehending and storing information in working memory or long-term memory for later retrieval. When listening, learners engage in mental activities that help them understand and remember the information they hear. These activities include paying attention to key details, making connections to prior knowledge, and actively processing the information to make it more meaningful. By employing these strategies, learners can improve their ability to comprehend and retain information from spoken language.

Working memory plays a crucial role in the listening process, as it is responsible for temporarily holding and processing information. By actively engaging with the material and using strategies to store information in working memory, learners can improve their listening comprehension and retention. Additionally, these strategies help transfer information from working memory to long-term memory, where it can be stored for later retrieval. By developing these cognitive processes, learners can enhance their overall listening skills and become more effective language learners. (Buck, 2001).

3. Compensation strategies

These strategies involve learners guessing the meaning of unfamiliar words by using contextual cues. When encountering a word they don't know, learners can look at the surrounding words or sentences to infer the meaning of the unfamiliar word. This strategy helps learners develop their vocabulary and comprehension skills by encouraging them to actively engage with the text and make educated guesses about the meaning of unfamiliar words.

By applying contextual cues, learners can improve their ability to understand written and spoken language. Contextual cues may include the overall topic of the text, the tone or mood of the passage, or the relationship between the unfamiliar word and other words in the sentence. By using these cues to guess the meaning of unfamiliar words, learners can enhance their vocabulary and reading comprehension skills, ultimately improving their overall language proficiency. (Oxford, 1990).

4. Metacognitive strategies

These strategies refer to the mental activities, whether conscious or unconscious, that serve as executive functions in managing cognitive strategies. When engaging in listening or reading activities, learners use these executive functions to plan, monitor, and evaluate their comprehension processes. These activities help learners regulate their cognitive processes, such as attention, memory, and problem-solving, to enhance their understanding and retention of information.

By employing these executive functions, learners can effectively manage their cognitive strategies to improve their language skills. For example, learners may use metacognitive strategies to monitor their understanding of a text or use cognitive strategies to actively process and organize information. These executive functions play a crucial role in language learning, as they help learners develop their ability to comprehend and produce language effectively. (Buck, 2001)

5. Affective strategies

These strategies involve learners in self-regulation techniques to enhance their listening skills. One method is deep breathing, which helps learners relax and focus during the listening process. By practicing deep breathing, learners can reduce anxiety and improve their ability to concentrate, leading to better listening comprehension. Another strategy is to regularly watch English media programs, such as movies, TV shows, or news broadcasts. By exposing themselves to authentic spoken English, learners can improve their listening skills and become more familiar with different accents, speech patterns, and vocabulary.

Self-regulation also involves establishing progress through regular practice and feedback. By watching English media programs regularly, learners can track their improvement over time and adjust their learning strategies accordingly. Additionally, seeking feedback from teachers or peers can help learners identify areas for improvement and develop targeted listening practice. By actively self-regulating their learning, learners can improve their listening skills and become more confident and proficient in understanding spoken English. (Oxford, 1990).

6. Social strategies

These strategies require learners to actively engage in the learning process by asking questions, cooperating with partners, and developing cultural understanding. Asking questions related to corrections allows learners to clarify their understanding and improve their language skills. By seeking clarification, learners can address areas of confusion and enhance their comprehension of the material. Additionally, cooperating with partners helps learners practice their

language skills in a supportive environment. Through collaboration, learners can exchange ideas, provide feedback, and improve their communication skills. Furthermore, developing cultural understanding is essential for effective language learning. By understanding the cultural context of the language, learners can better comprehend and appreciate the nuances of the language. This includes understanding cultural norms, values, and customs, which can impact how language is used and understood. By establishing a level of cultural understanding, learners can enhance their language skills and become more proficient communicators in multicultural settings. (Berne, 2004).

F. Dictation

Dictation has been considered as a valuable language learning device for teaching listening that contains a wealth of new techniques to extend the traditional language-learning activity of dictation (Davis and Rinvulcri, 2002). It is a simple technique implemented in both language teaching and language testing in which passages or oral texts are read aloud to learners presented in segments or information units, with pauses during which they have to write down what they hear as accurately as possible (Flowerdew and Miller, 2005). This process is to measure how much learners' ability to recognize and identify the spoken language. The learners are also expected to comprehend the contents of the passage or texts and recognize all the words and sentences being read. Thus, dictation is the activity of listening to a spoken language which is presented by the English instructor in segments and writing down the passage being heard.

Oller (1979) mentions 7 (seven) types of dictation as a teaching technique, as follows:

1. Standard dictation

This type of dictation involves learners listening to verbal sequences of material spoken by a teacher or played back from a recording and then writing down what they hear. The material is typically presented at a normal conversational speed, making it challenging for learners to capture the information accurately. The sequences are designed to be long enough to challenge learners' short-term memory, requiring them to listen attentively and process the information quickly.

Dictation exercises are beneficial for developing listening and writing skills, as they require learners to accurately transcribe spoken language. These exercises help learners improve their ability to understand spoken language, recognize different accents and speech patterns, and develop their spelling and punctuation skills. By practicing dictation, learners can enhance their overall language proficiency and become more confident in their ability to listen to and write in the target language.

2. Partial Dictation

This type of dictation, also known as spot dictation, differs from standard dictation in that learners are provided with either a written version of the text or a spoken one with certain portions deleted. Learners must listen to the spoken text and fill in the missing words in the written version. This exercise requires learners to pay close attention to the spoken text, as they must accurately recall and insert the missing words into the written text.

Spot dictation is a valuable exercise for developing listening and writing skills, as it requires learners to listen carefully and comprehend the spoken language in order to complete the written text accurately. This exercise helps learners improve their ability to understand spoken language, recognize grammatical structures, and develop their vocabulary. By practicing spot dictation, learners can enhance their overall language proficiency and become more adept at listening to and writing in the target language.

3. Dictation with competing noise

This type of dictation is challenging because it simulates a natural environment by adding noise to the learning materials. For example, learners might listen to a conversation in class while competing noise from another class is added in the background. This noise can make it difficult for learners to hear and understand the conversation clearly, requiring them to focus and concentrate more intently to extract the meaning from the spoken language.

The purpose of this type of dictation is to improve learners' ability to listen and comprehend spoken language in noisy environments, which is a valuable skill in real-life situations. By practicing dictation with added noise, learners can develop their listening skills and learn to filter out distractions to focus on the

important information. This exercise helps learners become more adept at understanding spoken language in challenging conditions, ultimately enhancing their overall language proficiency.

4. Dicto-Comp or dictation composition

This type of dictation involves the English instructor reading a passage or spoken text three times, after which learners are given the opportunity to write down their work. However, they can only start writing after the teacher has finished the third reading. The learners are then asked to reproduce the story from memory based on what they heard. This exercise challenges learners to listen carefully and retain information, as they must rely on their memory to accurately reproduce the spoken text.

By requiring learners to write the story from memory, this type of dictation helps improve their listening and memory skills. It encourages learners to focus on the key details of the spoken text and remember them accurately. This exercise also helps learners develop their ability to organize information and express it clearly in writing. Overall, this type of dictation is an effective way to enhance listening, memory, and writing skills in English learners.

5. Elicited imitation

This type of dictation involves learners listening to a piece of audio material, such as a passage or conversation, and then repeating or recounting what was said. This exercise helps learners improve their listening and speaking skills by requiring them to accurately reproduce the spoken language. By listening attentively and practicing pronunciation, learners can enhance their ability to understand and communicate in the target language.

Repeating or recounting the listening material also helps learners reinforce their understanding and retention of the language. It encourages them to pay close attention to the details of the spoken text and practice their speaking skills. This type of dictation is particularly beneficial for developing fluency and confidence in speaking, as learners are actively engaging with the language and practicing their pronunciation. Overall, this exercise is an effective way to improve listening and speaking skills in English learners.

6. Dictogloss

Dictogloss is an innovative variation of standard dictation used in language teaching. In dictogloss, the English instructor reads a sentence once, and then learners write down the keywords or main ideas from the sentence. After that, learners reconstruct the sentence in writing as accurately as they can, using the keywords as a guide. This exercise challenges learners to listen carefully, process the information, and reconstruct it in their own words, which helps improve their listening, comprehension, and writing skills.

Dictogloss is an effective technique for language learners as it encourages them to actively engage with the language and practice both listening and writing skills simultaneously. By reconstructing the sentence from memory, learners are able to internalize the grammatical structures and vocabulary used in the original sentence. This exercise also helps learners develop their ability to organize ideas coherently and express them accurately in writing. Overall, dictogloss is a valuable tool for language instructors to enhance their students' language proficiency.

7. Combined cloze and dictation

This type of dictation follows a procedure similar to partial dictation, but with portions omitted according to the deletion procedure of cloze. In cloze deletion, certain words are removed from a passage, and learners are required to fill in the blanks with the missing words. Similarly, in this type of dictation, learners listen to a passage where portions are omitted, and they must reconstruct the missing parts based on what they hear. This exercise challenges learners to listen attentively, process the information, and accurately reconstruct the passage.

By using the deletion procedure of cloze in dictation, learners are able to practice their listening and writing skills in a more dynamic and engaging way. This exercise helps learners improve their ability to comprehend spoken language and accurately reproduce it in writing. Additionally, it reinforces their understanding of grammar, syntax, and vocabulary by requiring them to use context clues to fill in the missing portions of the passage. Overall, this type of

dictation is a valuable tool for language learners to enhance their language proficiency.

The teaching materials of dictation cover certain single words, compound words, word phrases, and sentences that are going to be dictated by the English instructors. The teaching materials of dictation can be taken from the book provided and used them as a reference. Moreover, the English instructors have to choose suitable procedures for delivering dictation. The procedures of the dictation can be organized in two ways: (1) The materials are read in front of the class or use a tape recorder as an aid in giving the test; and (2) It is required to read the passage three times in all: first, at normal speed; then, with pauses between phrases or natural word groups so that the learners may write down what they have just heard; and finally, at normal speed once more so they can check their work.

G. Intensive Listening

Employing intensive listening in the process of teaching and learning requires English instructor to focus primarily on brief listening exercises since its focus is on form that needs learners to pay most attention to pronunciation, grammar, vocabulary, and overall meaning. Intensive listening aims to help learners to construct their groundwork for language acquisition by receiving more detailed understanding of the spoken language, transcribing certain part in the text, and guessing the meaning from the context. The stages of intensive listening practice can go through the following steps:

1. Pre-listening activity

In this listening exercise, learners are first presented with a picture or title related to the listening material. They are then asked to write down their thoughts about the provided topic, based on the visual or title cues. Additionally, learners are encouraged to make a list of any key words or phrases that they think may be important or relevant to the topic. This pre-listening activity helps learners prepare for the listening task by activating their prior knowledge and focusing their attention on key aspects of the material.

By engaging in this pre-listening activity, learners can better comprehend the listening material and anticipate what they will hear. The process of generating their own thoughts and ideas about the topic helps learners become more actively engaged in the listening process. Additionally, making a list of key words or phrases helps learners develop their listening skills by encouraging them to listen for specific information. Overall, this pre-listening activity enhances learners' listening comprehension and prepares them to effectively engage with the listening material.

2. Whilst-listening activity

In this listening practice, learners are presented with two types of tasks to complete. The first task involves skimming the spoken text to gain a general understanding of the content. This requires learners to listen to the text quickly and grasp the overall meaning without focusing on specific details. The second task requires learners to focus on a particular detail or aspect of the text, such as specific information, supporting details, or the speaker's attitude or opinion. By completing these two types of tasks, learners can improve their listening skills in different ways. Skimming the text helps learners develop their ability to understand main ideas and identify key information quickly, which is useful in real-life situations where listening time may be limited. Focusing on a particular detail helps learners practice listening for specific information, which is important for understanding detailed instructions, descriptions, or explanations. Overall, this listening practice helps learners develop their listening comprehension skills by providing opportunities to practice different listening strategies.

3. Post-listening activity

In the post-listening activity, learners are tasked with answering several follow-up questions related to the provided topic. These questions are designed to deepen their understanding of the listening material and encourage them to reflect on what they have heard. After answering the questions, learners are then asked to share their answers with a partner. This sharing activity allows learners to compare their answers, discuss any differences or similarities, and clarify any points of confusion.

By engaging in the post-listening activity, learners can consolidate their understanding of the listening material and reinforce their comprehension of the topic. The follow-up questions prompt learners to think critically about the content and apply their listening skills to respond thoughtfully. Additionally, sharing their answers with a partner encourages collaboration and communication, which are important skills in language learning. Overall, the post-listening activity helps learners further develop their listening comprehension skills and promotes active engagement with the material.

In this intensive listening, learners can do guided activities that encourage learners to focus on the basic parts of language and employ learning websites with audio components and translation or language translator application or with audio such as Duolingo, Google Translate, LyricsTraining, and others similar websites.

- **Duolingo (<https://www.duolingo.com/>)**
Duolingo is one of useful websites that can be employed to do intensive listening practice. This learning website has several features to do brief audio activities that uses a mix of audio and written activities. The activities in Duolingo encourage the learners to focus on grammar and vocabulary that they have just listened from the brief audios.
- **Google Translate (<https://translate.google.com/>)**
Google Translate is also available for iOS or Android. Through this language translator tool, learners are allowed to type in whatever phrases or sentences they want to be translated from their native language to their target language. It is also supported with translate by voice and amazing feature that allows learners to take photos of signs and have the text translated instantly. The activities in Google Translate encourage the learners to focus on structure and vocabulary since it is an automated translation tool that requires learners to be aware of errors or inaccuracies in overall meaning.
- **LyricsTraining (<https://lyricstraining.com/>)**
LyricsTraining is one of guided listening practice. It offers brief music videos with exercises or questions to test. The learners may select a difficulty level and

are asked to fill in words. The activities in LyricsTraining encourage the learners to focus on structure and vocabulary.

- **Others Learning Websites**

There are several websites that you can use to practice listening skill intensively, as follows:

- Ello (<https://www.ello.org/>)
- Randall's ESL Cyber Lab (<https://www.esl-lab.com/>)
- British Council : Listen and Watch
(<https://learnenglish.britishcouncil.org/skills/listening>)
- 6 minute English
(<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english>)

H. Extensive Listening

Extensive listening is a listening approach that emphasizes longer activities where learners must understand spoken language in real-life contexts. This approach allows learners to immerse themselves in the language and focus on understanding the overall meaning of the audio. Extensive listening also helps learners become more familiar with grammar rules, as they encounter them naturally in context. Learners can engage in extensive listening by listening to audiobooks or watching authentic media, such as movies or TV shows, which helps them comprehend the audio as a whole and improves their listening skills over time.

By engaging in extensive listening activities, learners can improve their listening comprehension skills and become more proficient in understanding spoken language. This approach allows learners to practice listening in a more relaxed and natural way, which can enhance their overall language proficiency. Additionally, extensive listening helps learners develop their ability to understand grammar in context, leading to more effective communication skills. Overall, extensive listening is an effective method for learners to improve their listening skills and develop a deeper understanding of the language.

1. Audiobooks (Audible: <https://www.audible.com/>)

Audiobooks are a valuable resource for extensive listening practice, as they require learners to focus on the overall meaning of the content. Audible is one such website that offers a wide array of audiobooks in various languages, catering to learners of all proficiency levels. Learners can choose from a diverse selection of audiobooks, ranging from classic literature to contemporary novels, as well as non-fiction titles and educational materials.

Audible's extensive collection provides learners with the opportunity to immerse themselves in the language and improve their listening skills in a convenient and accessible way. The platform offers audiobooks in a variety of genres and topics, allowing learners to select materials that align with their interests and language learning goals. Additionally, Audible's user-friendly interface and features, such as adjustable playback speed and downloadable content, make

it easy for learners to customize their listening experience and enhance their language learning journey.

2. Authentic Resources

The use of authentic resources has obtained much interest in teaching listening since educational technology provides a range of options for language teacher to choose proper resources. Exposing learners to listen to real-life speech input, experience real language use, and learn its content is important as authentic materials are often devoid of the redundancy of informal conversation or speech and can stimulate their learning motivation.

There are several resources of authentic materials that are easily accessed by the learners such as YouTube, TED Talks, and other relevant resources. These resources are still required to be manipulated properly into certain tasks for pedagogical purposes.

a. YouTube (<https://www.youtube.com/>)

YouTube is one of authentic media that can be use to watch movies, television series, song clips, Podcast, Vodcasts and other entertainment in any language learners might want to learn. The learners are only limited by search term that is at an appropriate level language. A current study (Gonulal, 2020) found that extensive listening practices by using Podcast and Vodcasts help L2 listener improve their listening skill, especially in knowledge of words and phrases.

b. TED Talks (<https://www.ted.com/>)

TED Talks are a showcase of short talk of presenting inspiring ideas from a foreign speaker or native speakers for a short period of time. They offer lectures on various topics in the field of education issues, technologies, arts, entertainments, politics, social issues, and many more. Every talk has been supplemented with a free transcript that can be download by the users. These can be used as the aid to teach listening.

Teaching procedures are adopted from Nunan (2004), Willis & Willis (2011), and Astika & Kurniawan (2020), including pre-listening activity, whilst-listening activity, and post-listening activity.

- **Pre-listening activity**

This activity aims to enhance learners' understanding of new words by providing them with sufficient background knowledge through deep learning of vocabulary. It involves presenting a word list extracted from the lecture transcript of a TED Talk to students, who then make a list or underline new words and search for their meanings using a dictionary. Additionally, students copy sentences containing new words from the transcript and find the equivalents in their first language (L1), thereby strengthening their comprehension and retention of new vocabulary.

- **Whilst-listening activity**

The steps are:

- An outline of the lecture content is provided to the students.
- Students watch the lecture videos with running texts and take a note using the provided outline. The lecture videos are played several times to help students write particular details of ideas.
- After watching video session ends, the students discuss their note in a small group, reconstruct the lecture, and summarize the information from the videos of TED Talk.

- **Post-listening activity**

Students write their evaluation of the lecture by considering some aspects such as:

- title of the lecture video from TED Talk;
- benefits of this lecture for their language skills development;
- challenges faced during listening activity;
- comment on the content of the lecture video; and
- conclusion from what they have learned from the lecture video.

Furthermore, current studies have proved that learners face various challenges in listening to TED Talks. They have problems understanding TED lectures due to English accents by speakers of different nationalities, speech

rates, and insufficient vocabulary stocks (Astika & Kurniawan, 2020). Besides, TED videos help them enhance their vocabulary, extend their academic skills, and receive new information and knowledge (Gavenila, Wulandari, & Renandya, 2021).

c. Other Relevant Resources

There is another relevant authentic listening source that can be implemented in the listening course to build learner's familiarity of native's speaking and construct the knowledge, as well as, comprehending vocabulary of certain topics, as follows:

1. Ignite Talks (<http://ignitetalks.io/>) show 5 minutes presentations and talks from the native speakers about their personal and professional passion by providing 20 slides that auto-advance every 15 seconds.
2. Famous speeches (<https://www.history.com/speeches>) present a collection of famous speech from the History Channel website.
3. Online news websites (Breaking News English: <https://breakingnewsenglish.com/> ;
VOA Learning English: <https://learningenglish.voanews.com/> ;
News in Levels: <https://www.newsinlevels.com/> ;
CNN Student News: <https://edition.cnn.com/studentnews/> ;
BBC English: <https://www.bbc.co.uk/learningenglish/> ;
ABC Behind the News: <https://www.abc.net.au/btn/> ; and many more) help learners to apply their background understanding of a news story in any language, especially in English.

SUMMARY

Listening skills are crucial in English Language Teaching (ELT), encompassing active processing and understanding of spoken language. Proficiency in listening enables learners to comprehend lectures, engage in conversations, and follow instructions, essential for success in language acquisition. Decoding, comprehension, and fluency are foundational elements of listening, requiring attention, critical thinking, and the ability to comprehend spoken messages at a natural speed. Various techniques, such as pre-listening activities and repeated listening, are employed in ELT to activate prior knowledge and improve comprehension. Effective listening skills empower learners to comprehend spoken English, participate in communication, and advance language proficiency levels.

Listening in ELT extends beyond mere sound recognition to include understanding, message interpretation, and appropriate responses. It involves decoding spoken words, understanding meaning and context, and interpreting non-verbal cues, critical for effective communication. Different types of listening, including informational, critical, and empathetic listening, enable learners to develop diverse listening strategies for various contexts. Listening techniques in ELT encompass bottom-up and top-down processing, involving decoding sounds, making sense of messages, and employing cognitive, affective, and social strategies to enhance comprehension and retention. Dictation serves as a valuable tool in ELT, employing various techniques to improve listening, memory, comprehension, speaking, and writing skills in learners.

Intensive listening in ELT focuses on brief exercises that require learners to pay close attention to pronunciation, grammar, vocabulary, and overall meaning. It aims to build a foundation for language acquisition by providing detailed understanding of spoken language and enhancing listening skills through guided activities and online resources. Extensive listening, on the other hand, involves longer activities where learners immerse themselves in the language and focus on understanding spoken language in real-life contexts. It aids in familiarizing learners with grammar rules, enhancing listening skills through activities like listening to audiobooks or watching authentic media, and employing diverse content from resources like YouTube, TED Talks, and online news websites. Overall, listening plays a critical role in ELT, enabling learners to

comprehend spoken English, participate in communication, and advance their language proficiency.

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UNIT V

HOW TO TEACH SPEAKING



Source : <https://downloadscdn6.freepik.com/58466/13/12409.jpg>

INTRODUCTION

Why it must be speaking?

Why is speaking ability important? A picture may be worth a thousand words, but if the picture is blurry or unclear, the words will undoubtedly be useful. Speech is, after all, the most efficient form of communication. As a result, speech is a crucial part of communication.

There are connections between the four language skills of speaking, reading, and writing. A well- rounded communicator must be proficient in all of the communication skills, but speaking well has several clear benefits for the speaker. These significant benefits, including the ability to inform, persuade, and direct, the ability to stand out from the competition, the ability to benefit indirectly, career advancement, and personal satisfaction, are brought about by the speaker's ability to put words together meaningfully to reflect thoughts, opinions, and feelings.

A. Definition of Speaking Skills

The development of English speaking abilities is a popular choice among English as a Foreign Language (EFL) or English as a Second Language (ESL) students. It is common for language learners to evaluate their development in terms of how much they have progressed in speaking the target language. Either teachers and textbooks use direct methods, which concentrate on certain aspects of oral contacts, such as turn-taking and topic management, or indirect methods, which provide opportunities for oral engagement through group work, task work, and other strategies.

According to Pourhosein Gilakjani (2016), human communication is challenging. Communication is necessary for people to express themselves and exchange information. Speakers use words to describe a situation to the person they are speaking with. Language is a tool that speakers employ to further their own goals. For effective communication, speakers must therefore simultaneously listen and speak (Sadiku, L. M, 2015). Speaking a lot is necessary to learn a second or foreign language. Despite its importance, speaking has been underestimated in schools and colleges for a variety of reasons, such as the emphasis on grammar and unfavorable teacher-student ratios. Speaking has not been assessed since speaking exams are time-consuming and make it impossible to assess it objectively. Both first- and second-language learners should concentrate on honing their speaking abilities. The ability to hold a conversation in a language is the most important aspect of improving speaking skills when learning a second or foreign language (Leong, L. M., & Ahmadi, S. M., 2017).

Speaking, one of the four language abilities, is the most important since those who learn a language are referred to as speakers of that language. The main objective of teaching English is to provide students the abilities they need to communicate effectively in English (Davies & Pearse, 2000). Speaking is an interactive process that combines the creation, reception, and processing of information. Speaking is the process of creating and exchanging meaning in various circumstances via the use of verbal and nonverbal symbolism. One of the most crucial abilities that must be developed in order to speak verbally. By uttering, People are able to communicate their thoughts and feelings to one another. Speaking in a foreign language is seen as a skill to develop and master.

Repetition is the only effective method for learning a new language. It is implied that speaking is a sentence that students must complete in order to have a discussion or dialogue in various classroom settings. Speaking is a highly difficult interaction ability that has the additional complexity of being exceedingly anxiety-provoking for language learners, according to Woodrow in Burn and Siegel (2018). Speaking specifically, students should always strive to develop in order to increase their enthusiasm for speaking. Speaking has led us to the conclusion that every speaking activity in the classroom has benefits of its own. It provides transactional spoken communication with a message or meaning in the form of an idea. Additionally, reciting a sentence in a dialogue that students are required to accomplish, particularly when pronouncing their own terminology and grammar.

B. Aspects of Speaking Skills

Imagine yourself confidently expressing your thoughts, ideas, and emotions in English. That's the power of speaking skills in English Language Teaching (ELT). But this ability goes beyond simply uttering words; it's a complex interplay of several key components.

First, let's delve into comprehension. Think of it as the foundation of effective communication. It involves understanding spoken messages, deciphering meaning, and formulating appropriate responses. Research by Rost (2002) highlights the crucial link between listening comprehension and speaking fluency, demonstrating that strong comprehension skills pave the way for clear and confident expression.

Next, we explore grammar. Don't think of it as a set of rigid rules, but rather as the framework that holds your speech together. Grammatical accuracy ensures your message is clear and coherent, avoiding misunderstandings. Studies by Ellis (2008) showcase the effectiveness of explicit grammar instruction in improving learners' speaking accuracy, empowering them to express themselves precisely.

Now, imagine your vocabulary as your toolbox. The more words you have at your disposal, the richer and more nuanced your expression becomes. Expanding your vocabulary, as emphasized by research from Nagy & Scott (2000), enhances both your ability to convey your own ideas and to grasp the meaning of others' speech.

Pronunciation takes center stage when it comes to intelligibility. Clear and accurate pronunciation, as stressed by Celce-Murcia et al. (2010), ensures your message reaches its intended audience. Imagine the frustration of having your brilliant ideas lost due to mispronounced words! Practicing minimal pairs, shadowing native speakers, and even tongue twisters can work wonders in refining your pronunciation.

Finally, fluency is the magic ingredient that brings it all together. Imagine speaking smoothly and effortlessly, expressing yourself without hesitations or awkward pauses. Research by Rost (2002) reveals the positive correlation between fluency and listening comprehension, suggesting that fluent speakers are better equipped to process spoken language and respond accordingly. Activities like choral speaking, timed speaking, and storytelling can help you achieve this effortless flow.

By nurturing these interconnected aspects of speaking skills, you unlock your true potential as a communicator in ELT. Remember, effective speaking is not just about conveying information; it's about connecting with others, sharing your unique perspective, and leaving a lasting impression. So, embark on your speaking journey – explore, practice, and discover the joy of expressing yourself with confidence and clarity in the fascinating world of English

C. Principle of Speaking Skills

Speaking skills are fundamental in English Language Teaching (ELT), serving as a cornerstone for effective communication. These skills encompass the ability to express oneself fluently, accurately, and coherently in spoken English. According to Smith (2019), speaking skills are crucial for language learners as they facilitate interaction and socialization in both academic and real-world contexts. Thus, it is essential for ELT professionals to prioritize the development of speaking skills in their instructional practices.

One important aspect of teaching speaking skills in ELT is providing ample opportunities for practice and feedback. Research by Johnson (2020) suggests that learners benefit greatly from frequent opportunities to speak in English and receive constructive feedback on their speaking performance. Therefore, ELT instructors should design communicative activities, such as role-plays, discussions, and

presentations, that encourage students to engage in meaningful spoken interactions and receive feedback on their language use.

Additionally, the integration of authentic materials and real-life contexts can enhance the development of speaking skills in ELT. By exposing learners to authentic spoken language in various contexts, such as movies, podcasts, and news broadcasts, instructors can help learners develop their listening comprehension and speaking fluency simultaneously (Brown, 2018). This approach not only makes learning more engaging but also provides learners with valuable exposure to the natural rhythm, intonation, and vocabulary of spoken English.

Furthermore, fostering a supportive and inclusive learning environment is essential for promoting speaking skills in ELT. Research by Garcia (2021) highlights the importance of creating a safe and encouraging atmosphere where learners feel comfortable expressing themselves and taking risks in speaking English. By building rapport with their students and establishing clear expectations for communication, instructors can create an environment that nurtures confidence and promotes active participation in speaking activities.

In conclusion, the principle of speaking skills in ELT underscores the significance of developing learners' ability to communicate effectively in spoken English. By providing opportunities for practice and feedback, integrating authentic materials and contexts, and fostering a supportive learning environment, ELT instructors can help learners cultivate their speaking skills and become confident and proficient speakers of English.

D. Techniques and Strategy of Speaking Skills

Speaking skills are paramount in English Language Teaching (ELT), serving as a gateway for learners to convey their thoughts and ideas effectively. This skill is not limited to mere verbal communication but extends to the ability to articulate thoughts coherently and engage listeners. In ELT, the focus is not only on language accuracy but also on the ability to express oneself fluently and confidently.

To cultivate speaking skills, ELT instructors employ various strategies and techniques. Role-plays and simulations are commonly used to simulate real-life communication scenarios, allowing learners to practice speaking in context. Peer feedback is another valuable strategy, providing learners with constructive criticism and encouragement

from their peers to improve their speaking abilities. Additionally, integrating technology into speaking lessons, such as video recording software and online speaking platforms, can provide learners with additional practice opportunities and feedback outside of the classroom.

There are several techniques and strategies that can be employed to enhance speaking skills in ELT :

1. Pronunciation

Pronunciation plays a crucial role in ensuring that learners' speech is clear and easily understood. It involves not only producing individual sounds accurately but also understanding and implementing correct stress and intonation patterns. To improve pronunciation, learners can engage in various activities such as practicing minimal pairs, where they differentiate between similar sounds that may be challenging for non-native speakers. Shadowing, which involves imitating a speaker immediately after hearing them, can also be beneficial. Additionally, tongue twisters can help learners develop fluency and accuracy by focusing on specific sounds or sound combinations.

Research has shown the importance of pronunciation in language learning. A study by Smith (2019) found that learners with better pronunciation skills were more likely to be perceived as fluent speakers, even if their grammar and vocabulary were less proficient. This highlights the significance of pronunciation not only in terms of intelligibility but also in terms of overall language proficiency.

Research by Celce-Murcia et al. (2010) emphasizes the importance of pronunciation for intelligibility, showing that even small errors can impede comprehension.

2. Fluency

Fluency, a key component of speaking proficiency, refers to the ability to communicate ideas smoothly and confidently without frequent pauses or hesitations. Developing fluency requires practice and exposure to various speaking activities that challenge learners to express themselves in real-time. Choral speaking, where learners repeat phrases or sentences together, can help improve rhythm and pacing. Timed speaking activities encourage learners to

speak within a set timeframe, promoting quicker thinking and response. Storytelling exercises not only enhance fluency but also encourage creativity and narrative skills.

Research supports the effectiveness of these fluency-enhancing techniques. According to a study by Johnson (2020), timed speaking activities were found to significantly improve fluency among learners of English as a second language. The study highlighted the importance of regular practice and exposure to spoken English in developing fluency. Similarly, storytelling activities were shown to be beneficial in improving fluency and overall speaking skills. These findings underscore the value of incorporating diverse and engaging activities in English language teaching to enhance fluency.

Research by Rost (2002) found that fluency is positively correlated with listening comprehension, indicating that learners who can speak fluently are better able to understand what they hear.

3. Vocabulary

Having a rich vocabulary is crucial for English language learners as it enables them to convey their thoughts accurately and eloquently. There are several effective strategies to enhance vocabulary, such as using flashcards to memorize new words, reading extensively to encounter new vocabulary in context, and maintaining a vocabulary journal to track and review learned words. According to Nagy and Scott (2000), a robust vocabulary is strongly linked to improved reading comprehension and overall language skills, highlighting the significance of vocabulary development in language learning.

Moreover, vocabulary acquisition is not just about memorizing words but also understanding their usage and nuances in different contexts. Engaging in activities that require active use of new vocabulary, such as discussions, debates, or writing exercises, can deepen learners' understanding and retention of words. Additionally, exposing learners to a wide range of authentic materials, such as books, articles, and videos, can help them encounter vocabulary in meaningful contexts, facilitating better comprehension and retention.

4. Grammar

Grammar is a cornerstone of effective communication in English language teaching, ensuring that messages are conveyed clearly and accurately. To enhance grammatical proficiency, learners can engage in various practice activities, such as grammar drills, fill-in-the-blank exercises, and error correction tasks. These activities not only reinforce grammatical rules but also provide opportunities for learners to apply them in context, thereby improving their overall language skills. Ellis (2008) suggests that explicit grammar instruction can be particularly beneficial in enhancing learners' grammatical accuracy, highlighting the importance of targeted grammar practice in language learning. Furthermore, integrating grammar instruction into meaningful and engaging contexts can enhance learners' understanding and retention of grammatical rules. By incorporating grammar practice into communicative activities, such as role-plays, debates, and storytelling, learners can see the practical relevance of grammar in real-life situations. This approach not only makes grammar more enjoyable but also reinforces its application in authentic communication.

5. Pragmatics

Pragmatics plays a crucial role in effective communication, encompassing the ability to use language appropriately in diverse social situations. This includes understanding the nuances of turn-taking, maintaining eye contact, and using suitable body language. Kasper (2001) emphasizes that pragmatic competence is vital for effective communication, particularly in intercultural interactions, where cultural differences can significantly impact how language is interpreted and understood.

Developing pragmatic skills involves more than just linguistic knowledge; it also requires an understanding of cultural norms and conventions. Learners must learn to adapt their language use based on the context and the cultural background of their interlocutors. By incorporating pragmatic instruction into language teaching, educators can help learners navigate complex social interactions and communicate more effectively in diverse settings. This approach not only enhances learners' language proficiency but also fosters a deeper appreciation and understanding of cultural diversity.

E. Factors Inhibiting Students' Speaking Skills

Sometimes, students who are learning to speak English will make mistakes with their words, phrases, or sentences. Getting pupils to talk in class can be difficult in some cases. Inhibition is one of the contributing elements to students' difficulty speaking. The most important factor in language learning is inhibition, not physical issues. Speaking exercises demand that a student be the center of attention; students who are exposed to an audience frequently experience stage fright. Students frequently avoid speaking in a foreign language in class because they fear making mistakes, being judged, looking foolish, or just being the center of attention.

The students who have inhibitions will practice speaking English with restraint. Al Nakhalah, A. M. M (2016) claims that students' inhibition to speak and fear of making mistakes are the main causes of their concern over appearing foolish in front of others. Cognitive and emotional aspects are the two fundamental contributors to inhibition. They then worry about what other people will think of them. Students that are inhibited cannot perform.

Cognitive and emotional aspects are the two fundamental contributors to inhibition. Mohseni & Ameri (2010), referenced in Humaera (2015), describe the sources of attitude issues as inhibition, including:

1. Cognitive Factors

Cognitive factors are crucial in language learning, affecting how learners acquire and use language. These factors encompass various aspects such as grammatical understanding, vocabulary development, and pronunciation skills, which are all vital for effective communication. Educators can better assist learners by grasping these factors and devising strategies to help them navigate these challenges and enhance their language proficiency. Understanding these elements is fundamental for educators to create effective teaching methods that cater to the diverse needs of language learners.

Grammatical understanding is a key cognitive factor in language learning as it forms the foundation for constructing meaningful sentences and understanding the structure of a language. Vocabulary development is another critical factor, as having a rich vocabulary enables learners to express themselves more

fluently and accurately. Pronunciation skills also play a significant role, as they affect how well learners can be understood by others. By focusing on these cognitive factors, educators can tailor their teaching methods to address the specific needs of learners, thus enhancing their overall language learning experience.

a. Incorrect Grammar

Mart., C. T. (2013) emphasized the importance of grammatical structure in language learning, stating that children need to understand the significance of language to enhance their language awareness and meaningful communication.

b. Lack of Vocabulary

Rabab'ah (2016) asserts that vocabulary development is crucial before acquiring English language skills. However, learners often struggle with vocabulary, hindering their ability to maintain discussions and communicate effectively.

c. Mispronunciation

Pronunciation comprises sound production habits used to convey meaning. Sharma, L. R. (2021) argues that it is crucial for accurate and meaningful oral communication. Incorrect pronunciation of phonemes can hinder listener comprehension.

In conclusion, cognitive factors such as grammatical understanding, vocabulary development, and pronunciation skills are essential for language learning. Educators should be aware of these factors and develop strategies to help learners overcome challenges and improve their language proficiency. By understanding and addressing these cognitive factors, educators can create a more effective and engaging learning environment for language learners.

2. Affective Factors

When it comes to language learning, various affective factors can significantly impact students' progress and success. These factors go beyond the mere technical aspects of language and delve into the psychological and emotional aspects of learning. Understanding and addressing these affective factors are crucial for educators to create a supportive and conducive learning

environment. In this regard, researchers and educators have identified several key affective factors that can influence language learning outcomes.

a. Lack of Motivation

Çağatay and Erten (2020) highlight motivation as a crucial psychological factor influencing the success of English language learners in speaking foreign languages. Both educators and researchers concur that motivation significantly impacts children's ability to learn foreign languages successfully. Motivation plays a pivotal role in student success in second language (L2) learning. Motivating students to actively participate and engage in class is essential for fostering their desire to learn (Çağatay, S., & Erten, H., 2020).

b. Shyness

Al Nakhalah (2016) emphasizes the significance of addressing students' shyness, which often hinders their performance in speaking classes. This emotional barrier can impede students' learning activities, especially in English classrooms. It is crucial to consider and address students' shyness to help them excel in their speaking performances in class.

c. Less Confidence

Muin and Aswati (2019) highlight that students often lose confidence in their speaking abilities when they realize their conversation partners cannot understand them or when they struggle to understand others. This lack of confidence is evident when students choose to remain silent while others speak. Self-confidence is identified as a significant factor influencing learning.

d. Low of Self-Esteem

Students' levels of self-esteem have an impact on their thoughts and beliefs. Students who have higher self-esteem will be more aware of their flaws and shortcomings, whereas those who have lower self-esteem won't. Self-esteem has a crucial part in learning and using a second language.

e. Language Ego

Language ego is one of the additional individual elements that influence students' second language learning and performance. One's personal

method of thinking, feeling, and acting in a second identity is developed through linguistic ego.

F. The Importance of Speaking Skills

Humans are built to speak before they learn to read and write. At any given time, vocal communication between people and language occurs significantly more frequently than written communication. The most important skill is speaking because it is necessary to carry on a conversation. Understanding pronunciation, grammar, vocabulary, fluency, and comprehension are all essential for speaking English.

In his study of language use outside of the classroom, Rivers (1981) in Leong, L. M., & Ahmadi, S. M. (2017) discovered that speaking is utilized more than twice as much as reading and writing combined. Speaking and listening are two of a learner's language tools. According to Pourhose in Gilakjani (2016), Speaking is crucial for human interaction since everyone and everywhere speaks all the time. Speaking is the primary method of oral communication for thoughts and messages.

If we want to motivate pupils to speak in English, we should actually utilize the language and invite them to follow suit.

According to Leong, L. M., & Ahmadi, S. M. (2017), In conventional classroom settings, reading and writing skills were prioritized over speaking ability. For instance, under The Grammar- Translation approach, reading and writing skills were prioritized over speaking and listening abilities. In terms of the four language abilities of hearing, speaking, reading, and writing, speaking is the most important and necessary. The integration of various linguistic skills demonstrates the value of speaking. The vocabulary, grammar, and writing skills of a learner can all be enhanced by speaking to others. Students can converse, discuss, and show examples of how various linguistic constructions might be utilized to express ideas, emotions, and narratives. Outside of the classroom, speaking is crucial. As a result, language speakers are more likely to get hired by various companies and organizations. In support of these claims, Baker and Westrup (2003) claimed that students who speak English fluently, their chances of receiving a better education, landing a decent job, and getting promoted increase.

Speaking is important for students learning English because it helps them use the language in practical situations. The ability to communicate effectively has been crucial to human achievement. Speaking ability is important, as seen in people's daily actions. Speaking is a collaborative activity that takes place in actual time. That is, people can speak eloquently and without doing a lot of conscious thought. Speaking ability permits people to construct sentences for genuine conversation; in other words, they truly enjoy using language to achieve particular goals.

G. Basic Types of Speaking Skills

Speaking skills can be broadly categorized into two basic types: transactional and interactional. Transactional speaking focuses on conveying information or completing a task, such as giving directions or ordering food. Interactional speaking, on the other hand, is more social and involves engaging in conversation, expressing opinions, and building relationships. Both types of speaking skills are important in everyday communication and are essential for effective language use.

Five basic types of speaking according to Brown (2010) include:

1. Imitative

On one end of the spectrum of speaking performance lies the ability to simply imitate a word, phrase, or sentence, representing a basic phonetic level of oral output. However, speaking performance is not solely judged on phonetic accuracy but also considers prosodic, lexical, and grammatical aspects of language. This broader criterion reflects a more comprehensive evaluation of oral language proficiency.

Beyond mere repetition, effective speaking encompasses a range of skills including intonation, stress, vocabulary usage, and grammatical accuracy. Evaluating speaking performance based on these criteria provides a more holistic assessment of an individual's language proficiency. Thus, speaking proficiency involves more than just phonetic accuracy but also the ability to use language effectively in various contexts.

2. Intensive

Creating short spoken passages to demonstrate mastery of specific grammatical, phrasal, lexical, or phonological aspects is a common practice in language learning assessment. These passages are designed to showcase the learner's understanding and application of these linguistic elements in context. Such tasks help learners practice and demonstrate their ability to use language structures accurately and appropriately. They allow learners to showcase their skills in constructing meaningful and coherent spoken expressions, which is crucial for effective communication in a second language.

Additionally, these tasks provide valuable feedback to learners and instructors, highlighting areas of strength and areas needing improvement. By engaging in these exercises, learners can refine their language skills and enhance their overall proficiency in the language.

3. Responsive

Responses in language interactions serve an interactive purpose and are often limited to short exchanges involving polite greetings, small talk, requests, and comments. These responses demonstrate a level of understanding and are an essential part of everyday communication. They can also include instructions or guidance provided in response to questions or comments from teachers or classmates. These responses are usually appropriate and demonstrate a good understanding of the topic at hand.

These types of responses play a crucial role in language learning as they allow learners to engage in meaningful interactions and practice using language in various contexts. By participating in these exchanges, learners can improve their communication skills and gain confidence in using the language. These responses also help teachers assess students' comprehension and language proficiency levels, guiding them in providing targeted support and feedback to further enhance their language learning experience.

4. Interactive

Responsive speaking is characterized by the complexity and duration of the interaction, often involving multiple participants and numerous exchanges. This type of speaking goes beyond simple interaction, as it requires a deeper level of engagement and understanding between speakers. Responsive speaking can

take different forms, such as transactional language used for conveying information or interpersonal exchanges that maintain social connections.

Transactional language serves the purpose of conveying specific information, such as giving directions or explaining a concept. It focuses on the exchange of information and is typically straightforward and to the point. On the other hand, interpersonal exchanges are more about maintaining social bonds and relationships. These exchanges involve more nuanced language use, including expressions of empathy, understanding, and politeness, to ensure smooth and respectful communication.

The distinction between responsive and interactive speaking lies in the depth and complexity of the engagement. While interactive speaking involves simple exchanges, responsive speaking requires a higher level of engagement and understanding, often involving more participants and more extended conversations. Understanding these nuances is crucial for effective communication in various social and professional settings.

5. Extensive (monologue)

Speeches, oral presentations, and storytelling exemplify extensive oral production tasks where listeners' opportunities for spoken involvement are often neglected or limited, possibly to nonverbal responses. In these tasks, the focus is primarily on the speaker, who is tasked with delivering a message or narrative to an audience. The audience, in turn, is expected to listen and comprehend the speaker's message without actively participating in the spoken interaction.

Extensive oral production tasks such as speeches and presentations typically involve one-way communication, where the speaker delivers information or a narrative to an audience without expecting immediate verbal responses. This type of communication requires the speaker to effectively convey their message using spoken language, while the audience's role is mainly to listen and understand. In some cases, the audience may be allowed to provide nonverbal responses, such as nodding or applause, but their verbal involvement is limited. These tasks differ from interactive oral production tasks, where there is a more direct and immediate exchange of spoken language between speakers and listeners. In interactive tasks, such as conversations or discussions, both parties

are actively engaged in the spoken interaction, with each participant contributing to the exchange of ideas. Extensive oral production tasks, on the other hand, are more focused on the speaker's ability to deliver a message effectively, with less emphasis on immediate listener feedback or participation.

H. The Components of Speaking Skills

Speaking skills consist of several components that contribute to effective communication. These components include pronunciation, vocabulary, grammar, fluency, and discourse management. Pronunciation refers to the ability to produce sounds correctly and clearly, ensuring that the speaker is understood. Vocabulary involves knowing and using a wide range of words and phrases to express ideas clearly. Grammar is essential for constructing sentences correctly and conveying meaning accurately. Fluency is the ability to speak smoothly and without hesitation, while discourse management refers to organizing ideas coherently and effectively in a conversation or speech.

Developing these components is crucial for improving speaking skills and becoming a proficient speaker. Practice, exposure to the language, and receiving feedback are key strategies for enhancing these components and becoming more confident and competent in speaking.

According to Vanderkevent (1990) there are three components in speaking:

1. Speaker

The speaker is the individual who produces sounds to convey messages, opinions, or emotions to the listener. Their role is crucial in communication as they are responsible for initiating and delivering the message. Without a speaker, there would be no expression of viewpoints, emotions, or thoughts, making communication impossible. The speaker's ability to articulate thoughts and convey them effectively is key to ensuring that the message is understood by the listener.

Additionally, the speaker plays a vital role in maintaining the flow and coherence of the conversation. They must organize their thoughts and ideas in a logical manner to ensure that the message is conveyed clearly. The speaker's choice of words, tone of voice, and body language all contribute to the overall

effectiveness of their communication. As such, developing effective speaking skills is essential for individuals to express themselves confidently and interact effectively with others.

2. Listener

Listeners are individuals who receive and comprehend the opinions or emotions expressed by the speaker. Their role in communication is pivotal as they actively engage with the speaker's message, interpreting its meaning and responding accordingly. Without listeners, the exchange of ideas and emotions would lack resonance and validation, prompting speakers to resort to alternative means of expression, such as writing down their thoughts.

Listeners play a crucial role in fostering effective communication by providing feedback and validation to the speaker. Their attentive presence encourages speakers to articulate their thoughts more clearly and persuasively. Additionally, listeners contribute to the dynamic nature of communication by actively participating in the exchange, asking questions, and seeking clarification when necessary.

Furthermore, listeners facilitate the process of understanding and empathy in communication. By attentively absorbing the speaker's message, listeners demonstrate empathy and respect for the speaker's viewpoint, fostering a sense of connection and mutual understanding. As such, the presence of attentive listeners enriches the communicative experience, promoting meaningful dialogue and exchange of ideas.

3. The Utterances

Utterances are the spoken words or sentences that convey the speaker's opinions or thoughts. They form the basis of communication, enabling speakers to express their ideas and feelings to listeners. Without utterances, communication would be impossible, as there would be no means of conveying information verbally. In the absence of verbal utterances, both speakers and listeners would resort to using signs or gestures to communicate their messages.

Speakers use utterances to articulate their thoughts and feelings, while listeners rely on these verbal expressions to understand and interpret the speaker's

message. Utterances are not only the building blocks of spoken language but also serve as a means of establishing rapport and connection between speakers and listeners. They play a crucial role in facilitating effective communication and ensuring that messages are conveyed accurately and comprehensively..

I. The Purpose of Speaking

Speaking serves various purposes in communication, ranging from conveying information to expressing emotions and building relationships. One of the primary purposes of speaking is to transmit information or ideas to others. Whether in a formal presentation, a classroom discussion, or a casual conversation, speakers use spoken language to share knowledge, facts, and opinions with their audience. Effective speaking involves organizing thoughts coherently, choosing appropriate words, and delivering the message clearly to ensure that it is understood by the listener.

Another important purpose of speaking is to express emotions and feelings. Through spoken language, individuals can convey their happiness, sadness, anger, excitement, and other emotions to others. Tone of voice, volume, and intonation play a crucial role in conveying emotions, allowing speakers to express themselves authentically and connect with their audience on an emotional level. Speaking also enables individuals to build and maintain relationships. By engaging in conversation, people can establish rapport, show interest in others, and develop a sense of camaraderie. Speaking skills are essential in social settings, as they allow individuals to interact effectively with others, express empathy, and build mutual understanding and trust.

According to Tarigan (1990), speaking serves three crucial goals. These are:

1. To inform

Speakers play a crucial role in conveying information and educating their audience about various topics, including their wants, needs, and thoughts. Whether in a formal setting like a lecture or an informal conversation, speakers use spoken language to share their knowledge, experiences, and perspectives with others. By communicating their wants and needs, speakers can express their desires and requirements, allowing others to understand and respond to them effectively.

Moreover, speakers use their platform to share their thoughts and ideas with the audience, presenting their opinions, beliefs, and insights on different subjects. Through effective speaking, speakers can influence and persuade others, encouraging them to consider new perspectives and viewpoints. Additionally, speakers can use their speaking skills to inspire and motivate their audience, encouraging them to take action or change their behavior based on the information presented.

In conclusion, speaking is not only about conveying information but also about educating and enlightening the audience. Speakers have the power to inform, influence, and inspire others through their words, making effective speaking a valuable skill in various aspects of life. Whether in personal relationships, professional settings, or public forums, the ability to educate others about one's wants, needs, and thoughts is essential for effective communication.

2. To entertain

Speaking and listening are integral components of communication that facilitate the exchange of information, ideas, and emotions between individuals. Speaking enables the speaker to express their emotions, whether they are happy, sad, excited, or angry, allowing them to share their feelings with others. Through spoken language, individuals can convey the tone, pitch, and intensity of their emotions, enabling listeners to understand and empathize with them.

On the other hand, listening plays a crucial role in communication by allowing the listener to understand and respond to the speaker's emotions. When a listener pays attention to a speaker's words, tone of voice, and body language, they can discern the speaker's emotional state and respond accordingly. By actively listening, the listener can provide support, comfort, or encouragement to the speaker, thus contributing to the speaker's emotional well-being.

In conclusion, speaking and listening are reciprocal processes that facilitate emotional communication between individuals. Speaking allows the speaker to express their emotions, while listening enables the listener to empathize and respond to the speaker's emotions. Together, these two skills form the foundation of effective communication, enabling individuals to connect, relate, and share their emotions with others.

3. To persuade

Persuasion is a common aspect of human interaction, and speaking plays a crucial role in convincing others to engage in specific activities or adopt certain beliefs. Whether in everyday conversations, business presentations, or political speeches, individuals often use spoken language to persuade others to take action or change their minds. By employing persuasive techniques such as logical reasoning, emotional appeals, and credibility-building, speakers can influence their audience's thoughts and behaviors.

Effective persuasion through speaking involves understanding the audience's needs, interests, and concerns, and tailoring the message accordingly. By addressing the audience's values and beliefs, speakers can make their message more relevant and compelling, increasing the likelihood of persuading them to engage in the desired activity. Additionally, using persuasive language and rhetorical devices can help speakers capture the audience's attention and create a persuasive impact.

In conclusion, speaking is a powerful tool for persuasion, allowing individuals to influence others' thoughts, beliefs, and behaviors. By understanding the audience and employing persuasive techniques, speakers can effectively convince others to engage in specific activities or adopt particular viewpoints. Persuasion through speaking is a valuable skill that can be used in various contexts to achieve desired outcomes and persuade others to take action.

J. Speaking Activities

Speaking is an extremely difficult skill to teach because it involves being able to communicate properly and successfully in a second language. As a result, it is crucial that language teachers lay a strong emphasis on teaching speaking rather than other abilities and create an environment that is conducive to meaningful conversation. Speaking, according to Richards (2008), is the process of creating and exchanging meaning in a range of circumstances through the use of verbal and nonverbal symbols. Speaking is an essential component of teaching and acquiring a second language, he continues. The activities, such as information gaps, simulations, role plays, contact assignments, jigsaw puzzles, and so on.

1. Information Gap

According to Harmer (2009), a lot of games rely on an information gap. He implies that in order to solve the puzzle, create a picture (describe and draw), arrange something (describe and arrange), or identify similarities and differences between two photographs, students must converse with their partners. The information gap, on the other hand, is a useful activity in the classroom where one person possesses knowledge that the other does not have, according to Nunan (2003a). Then, when communicating with one another, they must do it in the designated language. Activities that fill in information gaps have a variety of uses, including information gathering and problem-solving. Each student in these exercises plays a significant role since, without the partners' cooperation, the assignment cannot be finished. That is, everyone has the chance to speak the target language during information gap activities.

Applying information gap activities requires multiple steps (Littlewood, 2016).

The instructor begins by explaining the upcoming task in detail. Following this, students are instructed to collaborate in pairs or groups to complete the assignment. Each group is provided with worksheets to aid in completing the task. The teacher then leads the class in reviewing and practicing the pronunciation of relevant vocabulary terms. Next, students discuss their answers within their groups, ensuring that their responses align with their worksheets. The teacher facilitates a class discussion to consolidate the group's responses. Finally, each group presents their findings to the entire class. Utilizing information gaps in learning can be highly beneficial in various ways. Firstly, it encourages students to engage with their peers, fostering a relaxed environment that promotes active participation. Secondly, this approach is suitable for students at all academic levels, from elementary to advanced. Lastly, information gaps are valuable not only for improving productive skills but also for enhancing receptive skills in the classroom.

Furthermore, information gap might heighten the value of communication and the desire to interact with others. Due to the fact that they must provide accurate responses based on what they comprehend in order to finish the task, this strategy enables students to discuss the meaning. Therefore, in information gap

activities, the students will have a task that requires them to speak with one another. In conclusion, knowledge gaps can have a big impact on how well kids talk. The development of speaking ability is important. The studies mentioned above show that improving students' speaking abilities. Additionally, the information gap has the power to spark pupils' drive and curiosity.

2. Role Play

There are several methods for teaching speaking in language classes. The role-playing strategy is among the most well-known technique. The use of role-playing techniques gives students the chance to consider how they may act and respond in real-world situations. In fact, it is one of the methods used to directly encourage students to develop their speaking skills. Role-playing is a proven method of organizing controlled, pre-communicative language exercise in the classroom. The possibility to learn language as naturally as possible will be provided by the role-play (Littlewood : 1981).

The students will gain fluency with the aid of the role-play. Role play, according to Harmer (2007), can be utilized to improve students' overall oral fluency or to prepare them for particular situations, particularly when they are studying for a particular goal. For instance, vocational school students are instructed to practice a number of functions for booking a hotel room.

Furthermore, role play is a fun activity that does not endanger the students, according to Ladousse (2009). The students participate in such a drama because of this activity. The learner will play the part of another person under specific circumstances. It is crucial to teach the students when and how to talk in various circumstances. Naturally, when speaking, people need to be aware of the situation and the location of the conversation.

By providing more opportunities for thinking exploration rather than thought destruction, the role-play will increase self-confidence. Role play is a relatively quick and easy method to organize. Additionally, it is quite versatile, giving each individual plenty of room to express their uniqueness, initiative, and ingenuity. In addition, the role-playing practice asks students to imagine themselves in various scenarios and behave accordingly. The pupil will now practice right away

as a result. They can simulate scenarios like attending a party, dealing with customers' inquiries from travel agencies, or taking part in a public discussion over a road construction project.

Speaking subjects can be taught very well by using the role-playing method. It provides an extremely wide range of experiences that can be used in the classroom. Conversation, communication games, or humanistic exercises are just a few examples of other couple or group activities that can be used to impart vocabulary and a wide range of functions. Teachers can educate their students how to talk effectively in every setting by using the role-playing technique. This justification helps us see how adaptable the role-playing technique is. The pupils can learn from the content provided if the teacher pushes it beyond their comprehension.

Additionally, the role-playing method allows students to improve their English. It serves as an excellent practice run for real life. They can learn how to engage in a variety of contexts rather than only learning predefined sentences. For instance, the students who desire to work as hotel receptionists. It is advantageous for children to have practiced and experimented with the language they will need in the welcoming and secure setting of a classroom.

Donn Byrne claims that there are two types of role-play activities: scripted role play and unscripted role play. those mentioned in the following detail:

a. Scripted Role-play

This style entails either interpreting the dialogue from the textbook or reading the text aloud. After all, the text's primary goal is to effectively communicate the meaning of language components.

b. Unscripted Role-play

Unscripted role-play does not rely on textbooks in the same way that scripted role-play does. It is referred to as improvisation or spontaneous role play. The terminology to use and the direction the conversation should take must be decided by the students themselves.

The level of proficiency of various students in the class can be adjusted by the teacher to create procedures that are suitable for his particular class. The role-

playing activity should be straightforward, adaptable, and short on preparation time for both the teacher and the students.

On the first day of class, introduce role-playing and discuss its benefits. Then, move on to developing concepts, warming up with drama, practicing vocabulary, and miming, which can enhance children's perception of language. Next, assign roles using role cards, ensuring each student has a part and that they are grouped cross-culturally to prevent reverting to their native tongue. Rehearse in pairs or small groups, followed by in-class performances where each group has a turn. The goal of the performances is solely for language acquisition, not for performing in front of an audience. After the performances, allow students to debrief and evaluate their interactions, focusing on the effectiveness and improvement of their language production. Finally, evaluate performances, making students aware that their ability to produce words easily will affect their grade. Additionally, teachers shouldn't pressure students to take on roles they don't want to because the aim is to create the ideal environment for language learning. After a few early surprises, students typically find activities to be engaging and difficult, and they are eager to collaborate. If someone is hesitant or shy, work with them one-on-one until they are at ease and ready to participate in class activities as a group.

The primary goals and classroom procedures are the same for all of these role-playing exercises. Giving students experience for "real life" and the roles they must play outside of the classroom is one of the most crucial objectives. This gives students a glimpse into what "real life" is like while simultaneously offering extensive speech training in a relatively free and creative manner, teaching them to voice their own thoughts and giving them the chance to practice and assess their communication skills. This is a great tool for teaching students how to speak English.

3. Jigsaw Technique

The jigsaw approach of class activity organization forces students to depend on one another for success. Classes are divided into groups, and assignments are broken down into parts that the group must put together to complete the (jigsaw) puzzle. It was made by a social The cooperative learning method known as the

"jigsaw classroom" has a three-decade track record of successfully minimizing racial conflict and raising educational success rates. Each student's contribution is necessary for the creation and understanding of the final result, just like each piece of a jigsaw puzzle. Each student is significant if their individual contributions are necessary, which is exactly why this tactic works so well.

Jigsaw learning is a common strategy that is similar to passing technical groups from one to another, with the key distinction being that each learner imparts knowledge to a different student. Jigsaw is made to help learners feel more respect for both their own and other people's learning. In addition to learning the offered material, learners also contribute to and instruct their group's other members.

Using the Jigsaw technique offers several advantages. Firstly, it promotes active interaction with information, leading to deeper understanding. Secondly, it cultivates self-teaching skills among students. Thirdly, it provides an opportunity for peer teaching, requiring a deeper level of comprehension. Fourthly, it helps students become more proficient in the discipline's language and terms. Additionally, it allows every learner to contribute to the group, enhances participation, and encourages conversation and problem-solving in a group setting following individual peer teaching.

To teach speaking using the Jigsaw method, first, group students into teams of five or six with a mix of genders. Then, assign a leader from each group, typically the oldest student. Next, divide the lesson into 5-6 sections and assign each student a segment to learn, ensuring they only have access to their own section. Allow time for students to read their segment a few times without requiring memorization. Afterward, form "expert groups" where one student from each team joins others assigned to the same section to discuss and practice their presentation. Reunite the students with their teams and have each student present their segment, with the group clarifying any questions. Monitor the process and intervene if needed, and conclude with a test to reinforce the importance of the lesson. This method allows students to collaborate, analyze a topic, and share their perspectives with the class.

SUMMARY

Speaking skills are vital in English Language Teaching (ELT) for effective communication and language acquisition, often evaluated based on learners' progress in speaking the target language. Teaching methods vary, focusing on aspects like turn-taking and topic management or emphasizing oral engagement through group work and task-based activities. Despite its importance, speaking has been undervalued in education, partly due to a focus on grammar and challenges in objectively assessing speaking skills. However, speaking proficiency is crucial for learners to engage in conversations and express thoughts effectively, making it a critical aspect of language teaching.

Developing speaking skills in ELT involves providing ample practice opportunities, integrating authentic materials and contexts, and fostering a supportive learning environment. Pronunciation, fluency, vocabulary, grammar, and pragmatics are key aspects that need attention. Activities such as role-plays, discussions, and presentations encourage meaningful interactions. Integrating these strategies can help learners become confident and proficient speakers of English, enabling them to communicate effectively and confidently.

Factors inhibiting students' speaking skills in ELT include inhibition, fear of making mistakes, and lack of confidence, influenced by cognitive and emotional aspects. Strategies like role-plays, peer feedback, and integrating technology can help students overcome these barriers. Understanding the importance of speaking skills is crucial, as speaking is essential for effective communication and human interaction. Integrating speaking practice into classroom activities can enhance students' language proficiency and prepare them for real-world communication.

Speaking skills can be categorized into transactional and interactional types, with five basic types identified by Brown (2010): imitative, intensive, responsive, interactive, and extensive. These types range from phonetic accuracy to complex interactions and speeches. Developing pronunciation, vocabulary, grammar, fluency, and discourse management is essential for effective communication. Vanderkevent (1990) further breaks down speaking into components including the speaker, listener, and utterances, highlighting their roles in communication. Developing these components through practice, exposure, and feedback is essential for becoming a proficient speaker.

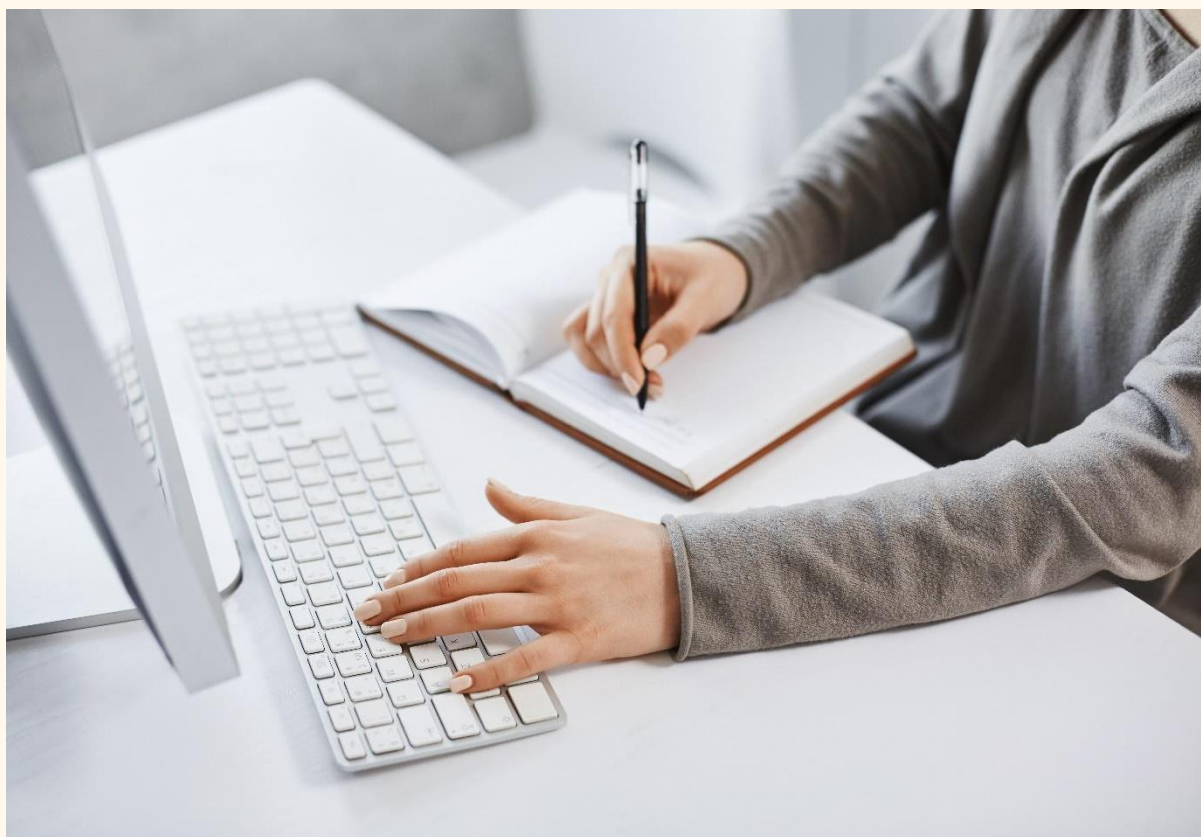
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UNIT VI

HOW TO TEACH WRITING



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INTRODUCTION

Writing is one of the important skills which have to be mastered by the students because writing can help them to think critically and deeply to build good writing. Writing is also a necessary component of education, livelihood, and functional basics in our society. By learning writing, the students will get knowledge of how to write effectively, how to express ideas, and how to share their thoughts with anyone else. According to Cole and Feng (2015: 4), Writing is a fundamental component of language. When a student writes, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Furthermore, writing is the skill that most students are least proficient in when acquiring a new language.

Based on Albeshier (2016: 11) writing is an emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (education, economy, clarity, emphasis); and so on. Troia (2014: 30) writing is a way to afford the students extended opportunities to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and confusions in written form. Because writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning beyond presentations, inquiry activities, and discussion.

A. Definition Of Writing

Writing is a fundamental aspect of communication that requires both study and practice for development. It is not an innate skill but rather one that is learned through formal education or other environmental contexts. Moreover, writing holds significant importance in academic settings, serving as a crucial tool for achieving success. Beyond merely transcribing speech into text, writing entails the purposeful selection and organization of ideas to convey specific meanings or thought processes through coherent expressions and structured paragraphs.

Teaching writing involves an interactive process between students and instructors that culminates in written output. The main goal of teaching writing is to foster linguistic, communicative, and cultural competencies (Malyuga, Litvinov, & Panicheva, 2016). Linguistic competence involves using a foreign language, such as English, to effectively express ideas and compete in a globalized world. Communicative competence is demonstrated when students articulate their thoughts and attitudes through written expression. Cultural competencies entail the ability to analyze, compare, and evaluate information in a culturally appropriate manner. These competencies can be honed through activities like journal writing, which encourage students to engage with language in meaningful ways and express themselves effectively.

Incorporating journal writing into language teaching provides students with opportunities to develop their writing skills while simultaneously enhancing their linguistic, communicative, and cultural competencies. By engaging in regular writing activities, students not only improve their language proficiency but also learn to express themselves confidently and competently in various contexts. As they reflect

on their experiences and ideas through writing, students become more adept at organizing their thoughts and articulating them effectively, thereby preparing them for academic and professional success.

B. Aspects Of Writing

Writing involves various components, including content, organization, vocabulary, language use, and mechanics. These elements are crucial for producing clear, effective, and coherent written communication. Content refers to the ideas and information presented in the writing, which should be relevant, accurate, and well-developed. Organization involves the structure and flow of the writing, ensuring that ideas are logically sequenced and easy to follow for the reader. Vocabulary selection is important for conveying meaning accurately and appropriately, using words that are precise and relevant to the topic.

Language use refers to the grammar, syntax, and style employed in the writing. It is essential to use language correctly and effectively to convey meaning clearly and engage the reader. Mechanics include spelling, punctuation, and capitalization, which are necessary for producing polished and professional-looking writing. Attention to these details enhances readability and ensures that the writing is error-free.

Overall, writing is a complex process that requires attention to multiple elements. Writers must consider content, organization, vocabulary, language use, and mechanics to produce high-quality written work. By focusing on these elements, writers can improve the clarity, coherence, and effectiveness of their writing, making it more engaging and impactful for the reader. (Jacobs, 1981 as cited in Weigle, 2002: 116). Each element of writing has its qualifications, and it will be explained in the next discussion. The explanation of each element in writing is as follows:

1. Content

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2. Organization

Organizing writing involves arranging the text in a logical and coherent manner, ensuring that each sentence and paragraph flows smoothly and is connected to the overall structure of the piece. This process requires careful consideration of the sequence of ideas and the relationship between them. A well-organized piece of writing is easy to follow and allows the reader to understand the writer's message effectively.

One important aspect of organization is the use of transitional devices, such as transitional words and phrases, to connect ideas and create smooth transitions between sentences and paragraphs. These devices help guide the reader through the text and maintain coherence. Additionally, writers must consider the overall structure of their writing, including the introduction, body, and conclusion. Each part should be clearly defined and serve a specific purpose in conveying the writer's message.

Effective organization also involves grouping related ideas together and presenting them in a logical order. This helps readers to understand the relationships between different concepts and enhances the overall clarity of the writing. By organizing their writing effectively, writers can ensure that their ideas

are presented in a coherent and compelling manner, making their writing more engaging and persuasive for the reader.

3. Language use

Language use in writing refers to the way writers construct sentences and use the components of language, including grammar, syntax, and vocabulary, to convey meaning effectively. It encompasses the overall structure and style of the writing, as well as the complexity of the sentences used.

Grammar plays a crucial role in language use, as it determines the correctness of sentence structure and the arrangement of words. Writers need to follow grammatical rules to ensure that their writing is clear, coherent, and easy to understand. Additionally, the complexity of sentences can vary depending on the writer's intended audience and the purpose of the writing.

In addition to grammar, vocabulary choice is also important in language use. Writers must select words carefully to convey their intended meaning accurately and precisely. The use of appropriate vocabulary enhances the clarity and effectiveness of the writing.

Overall, language use is a fundamental aspect of writing that encompasses grammar, syntax, and vocabulary. Writers must pay close attention to these elements to ensure that their writing is clear, coherent, and engaging for their readers.

4. Mechanic

Mechanics in writing encompass punctuation, spelling, capitalization, and legibility of handwriting. These elements are crucial as they directly impact the quality of the written work. Proper mechanics ensure that sentences are clear, readable, and convey the intended meaning accurately. Mastery of writing mechanics is essential for producing coherent and effective sentences.

The various aspects of mechanics are interconnected and influence each other. For instance, correct punctuation ensures that sentences are properly structured and easy to understand. Similarly, proper spelling and capitalization contribute to the overall clarity and professionalism of the writing. Handwriting legibility also plays a role in communication, as poorly written text can be challenging to decipher.

Students need to adhere to the rules of language, punctuation, and spelling when focusing on writing mechanics. They should also ensure that their writing is relevant to the assigned topic or task. By paying attention to these details, students can improve the overall quality of their writing and enhance their ability to effectively communicate their ideas.

In conclusion, writing mechanics play a crucial role in the clarity and readability of written work. By mastering the rules of punctuation, spelling, capitalization, and handwriting, students can ensure that their writing is clear, coherent, and appropriate for the intended audience. Understanding and applying these mechanics will help students improve their writing skills and become more effective communicators.

C. Principle Of Writing

Writing plays a pivotal role in English Language Teaching (ELT), enabling learners to convey their thoughts, ideas, and information effectively through written communication. It goes beyond mere transcription, requiring the integration of various cognitive and linguistic skills. Mastery of writing principles is crucial for success in academic and professional spheres.

Grammar forms the foundation of effective writing, ensuring clarity and avoiding ambiguity. Ellis (2008) emphasizes the importance of explicit grammar instruction in enhancing learners' grammatical accuracy, which is essential for precise and coherent expression.

Vocabulary is essential for expressive writing, allowing learners to articulate ideas with precision and nuance. Nagy & Scott (2000) highlight the strong correlation between a rich vocabulary and reading comprehension, underlining its significance for overall language proficiency.

Organizational skills are crucial for coherent and engaging writing. Clear organization aids comprehension and maintains reader interest. Flower & Hayes (1981) identify planning and organization as vital aspects of effective writing, enabling learners to structure their ideas logically.

Different writing styles cater to diverse contexts, such as academic essays, creative pieces, or business letters, each requiring a specific approach. Swales (1990) explores the genre of academic writing, emphasizing its conventions and expectations. Mastery of different styles empowers learners to communicate effectively in various settings.

Mechanical aspects, including punctuation and spelling, contribute to polished writing. Zamel (1987) underscores the importance of proofreading and editing to ensure correct mechanics, preventing comprehension issues and maintaining professionalism.

Through a comprehensive understanding of these principles and ample practice, ELT can effectively cultivate learners' writing skills. This will equip them to communicate confidently and proficiently in academic and professional settings, enabling them to achieve their objectives and excel in their future pursuits.

D. Techniques and Strategy Of Writing

Writing serves as a foundational skill in English Language Teaching (ELT), enabling learners to effectively communicate their thoughts, ideas, and information through the written word. It transcends mere transcription, requiring a multifaceted interplay of cognitive and linguistic abilities. Mastery of grammar, vocabulary, organization, style, and mechanics empowers learners to unlock their full potential as writers, positioning them for success in diverse academic and professional settings.

One pivotal technique for honing writing skills is grammar practice. This encompasses various activities such as drills, exercises, and error correction tasks aimed at refining grammatical accuracy. Research by Ellis (2008) underscores the efficacy of explicit grammar instruction in enhancing learners' command of grammar, a critical aspect for conveying meaning clearly and effectively.

Vocabulary expansion stands as another essential technique, achieved through strategies like flashcards, extensive reading, and maintaining a vocabulary journal. Nagy & Scott (2000) emphasize the strong correlation between a robust vocabulary and overall language proficiency, highlighting its pivotal role in proficient writing.

Beyond grammar and vocabulary, organization emerges as a linchpin for coherence and clarity in writing. Techniques such as employing topic sentences, outlining, and crafting clear paragraph structures aid in structuring ideas logically and ensuring a smooth flow of content. Flower & Hayes (1981) identify planning and organizing as indispensable elements of effective writing, facilitating the coherent presentation of ideas.

Writing style also exerts significant influence on communication effectiveness, with different styles tailored to specific contexts such as academic, creative, or professional writing. Swales (1990) delves into the intricacies of academic writing, elucidating its conventions and expectations. Mastery of diverse styles equips learners to adapt their writing to meet the demands of various situations.

Additionally, mechanics, encompassing punctuation and spelling, contribute to polished and professional writing. Rigorous proofreading and editing are indispensable steps to rectify errors that could impede reader comprehension and detract from the overall quality of writing. Zamel (1987) underscores the importance of mechanics, emphasizing their role in maintaining professionalism and clarity.

By integrating these techniques and strategies into ELT practices, educators can effectively cultivate learners' writing skills, enabling them to communicate confidently and proficiently across academic and professional domains. Moreover, fostering an environment that encourages purposeful writing for different audiences and purposes, coupled with constructive feedback and opportunities for reflection, further enhances learners' growth as adept writers.

E. Stages Of Writing

The writing process encompasses several stages, including pre-writing, writing, and post-writing, each with its own set of practices and techniques. Pre-writing involves brainstorming, outlining, and gathering ideas before starting to write. This stage helps writers organize their thoughts and plan the structure of their writing. During the writing stage, the actual composition takes place, with writers translating their ideas into written form. This stage involves drafting, revising, and editing to ensure clarity,

coherence, and accuracy in the written work. Finally, the post-writing stage involves reviewing the written piece, checking for errors, and making final revisions to improve the overall quality of the writing. Each stage is essential in the writing process and contributes to the development of a well-crafted piece of writing. (Wenden and Rubin, 1987; Lyons, 1987; Brown 2000)

1. Pre-Writing

The pre-writing stage is essential for organizing thoughts and initiating the process of transferring information onto paper. Writers employ various methods during this stage, such as brainstorming, outlining, topic analysis, freewriting, and planning, to generate ideas and establish a framework for their writing. Brainstorming allows individuals to approach a topic with an open mind and generate ideas freely, while freewriting helps writers access ideas they may not have been aware of initially. Planning, which involves outlining the structure and content of the writing, is another effective way to initiate the writing process.

Brainstorming, freewriting, and planning are all valuable techniques for initiating the writing process. Brainstorming encourages a free flow of ideas, while freewriting helps writers uncover hidden thoughts and concepts. Planning, on the other hand, involves creating a roadmap for the writing, outlining key points and organizing thoughts logically. These techniques provide writers with a foundation for their writing, helping them to focus their ideas and develop a coherent structure.

Planning is a crucial stage in the writing process, as it involves creating a roadmap for the writing. During this stage, writers outline the content of their writing and establish a logical structure for presenting their ideas. Planning helps writers ensure that their sentences are relevant to the topic and are logically arranged. Additionally, planning serves as a guide for writers to follow as they draft their writing, helping them stay focused and on track.

2. Drafting

After generating ideas, students proceed to the drafting stage, where they organize their thoughts and begin writing. This process can involve initially writing in their native language and later translating into English, or directly composing in English, which may present some challenges. Students often seek

feedback from peers or teachers on their drafts to improve their writing. During this stage, students focus on various aspects of writing, including grammar, spelling, vocabulary, and content, aiming to express their ideas clearly and ensure that their message resonates with readers as intended.

Revision is a crucial step in the writing process, allowing students to refine their drafts and improve clarity and coherence. During revision, students review their writing with a critical eye, making changes to enhance overall quality. This stage often involves reorganizing ideas, clarifying arguments, and strengthening the structure of the writing. Feedback from peers and teachers plays a significant role in this process, helping students identify areas for improvement and implement necessary changes.

Editing is the final stage of the writing process, focusing on correcting errors in grammar, spelling, punctuation, and vocabulary. Students carefully proofread their work to ensure that it is free from mistakes and adheres to language conventions. Editing helps students polish their writing and present a polished, professional piece of work. By paying attention to these details, students can ensure that their writing is clear, concise, and effectively communicates their ideas to the reader.

3. Revising

Revision is a critical stage in the writing process, where students utilize feedback to enhance their writing. Without feedback, students may revise their work independently, making changes based on their own assessment. Revising is an iterative process, and proficient writers often go through multiple revisions to refine their writing and achieve the desired quality. During this stage, students aim to improve clarity and coherence, ensuring that their writing effectively communicates their ideas to the reader.

During revision, students focus on ensuring that their writing is comprehensible to readers. They review their work, reread what they have written, and make changes such as rearranging sentences, adding new information, or substituting words to improve clarity. The goal is to make the writing more readable and engaging for the audience. This process involves careful consideration of the

audience's perspective and the effectiveness of the writing in conveying the intended message.

Additionally, revising allows students to refine their writing by addressing any issues related to grammar, spelling, punctuation, and vocabulary. By carefully reviewing their work, students can identify and correct errors, improving the overall quality of their writing. This attention to detail is essential for producing polished, professional writing that meets the standards of academic or professional communication.

In conclusion, revision is a fundamental aspect of the writing process that enables students to improve their writing through feedback and self-assessment. By revising their work, students can enhance clarity, coherence, and readability, ensuring that their writing effectively communicates their ideas to the reader.

F. Teaching Writing Activities

According to (Seow, 2002), teachers need to teach students systematically problem-solving skills connected with the writing process that will enable them to realise specific goals at each stage of the composing process. (Verghase, 1989) looks at these strategies as stages of teaching writing, claiming that a writing course for students at the intermediate level consists of three stages of a) controlled writing b) guided writing and c) free writing. He further makes a distinction between guided and controlled writing, in that the former concerns itself with structures, use of appropriate words, and punctuations and not with facts or ideas supplied by the teacher, while the latter is concerned with the organization of material which is given.

1. Controlled Writing Activities

Students at this level benefit from exercises that encourage them to think critically and incorporate their own ideas. However, it is important that these exercises are carefully controlled to prevent students from making excessive mistakes. This approach helps students develop their creativity and problem-solving skills while also ensuring that they are not overwhelmed by the complexity of the task.

One way to achieve this balance is to provide students with structured exercises that gradually increase in complexity. For example, students could start by completing simple sentences and then move on to more complex tasks, such as writing short paragraphs or essays. This approach allows students to build their confidence and skills gradually, reducing the likelihood of them making too many mistakes.

Another strategy is to provide students with clear guidelines and examples to follow. This helps students understand the expectations for the exercise and reduces the likelihood of them making errors. By providing students with a clear framework to work within, teachers can help students focus on generating their own ideas while also ensuring that they stay within the boundaries of the task.

Overall, it is important to strike a balance between encouraging students to think creatively and ensuring that they do not make too many mistakes. By providing students with structured exercises and clear guidelines, teachers can help students develop their critical thinking skills while also ensuring that they produce high-quality work.. According to Baker (2003), they may be as the followings:

a. Copying correct sentences:

Copying sentences help students to practice a new language and are also a good way to practice writing skill. However, copying can become repetitive and students do not have to think, so it should not be used too often.

b. Matching beginning and ending sentences:

Select a number of sentences. You can use sentences from your course book, or make them up yourself. Write one half of each sentence on the left of the blackboard and the other half of the sentence on the right of the blackboard. The students then decide which two- sentence halves go together to form a complete sentence.

- | | |
|-----------------------------|-----------------------|
| 1. I went to the shop ... | a. to ask for a favor |
| 2. I washed my clothes... | b. to buy some bread |
| 3. I walked to my friend... | c. to go to the party |

c. Substitution drills:

This activity gives the students a basic correct sentence to learn from, but they have to make some choices in order to make complete and correct sentences.

For example: show students a picture of cinema students should copy the following sentence, choosing and writing the correct word from the list.

[The other day/last night] Mum took us to the [theatre/cinema] to see a [film/play].

d. Sequencing jumbled words:

In this activity, jumbled words mean that the correct words are provided but in the wrong order. Students have to put the words in the right order.

Example: like- afternoon-the-going-I-in-swimming.

2. Guided Writing Activities

Guided writing activities offer a middle ground between controlled and free writing, providing students with more freedom while still offering specific prompts and structures to support their learning. In these activities, students are encouraged to express their ideas more independently, but within a framework that helps them stay focused and organized.

One benefit of guided writing activities is that they allow students to develop their writing skills in a more natural and authentic way. By providing specific prompts and structures, teachers can help students navigate the writing process more effectively, guiding them towards producing coherent and well-organized texts. This approach also helps students develop their ability to express themselves clearly and effectively, as they are encouraged to think critically about how to structure their ideas.

Another advantage of guided writing activities is that they can be tailored to suit students' individual needs and abilities. Teachers can provide different levels of support depending on the proficiency level of the students, allowing them to gradually increase the complexity of the tasks as students become more confident and skilled writers. This flexibility makes guided writing activities a

valuable tool for promoting student engagement and motivation in the writing process.

Overall, guided writing activities strike a balance between providing structure and promoting creativity, making them an effective way to help students develop their writing skills. By offering specific prompts and structures, teachers can support students in producing well-organized and coherent texts, while also encouraging them to express their ideas more independently.. Here are some examples:

a. Sentence Starters:

Provide students with sentence starters that follow a specific grammatical structure or vocabulary theme. They then complete the sentences with their own ideas and expressions.

b. Fill-in-the-Blanks:

Create a short passage with blanks where students need to insert words based on the context, considering grammar and vocabulary choices.

c. Responding to Questions:

Pose open-ended questions related to a specific topic or story. Students write short paragraphs or narratives in response, exploring different perspectives and possibilities.

d. Image Prompts:

Show students images or photographs that evoke emotions or stories. They use the images as inspiration to write creative pieces, descriptions, or dialogues.

e. Collaborative Writing:

Divide students into groups and provide them with a common theme or storyline. Each group contributes a sentence or paragraph, building upon each other's work to create a cohesive piece.

3. Free Writing Activities

Free writing activities are designed to stimulate creativity and encourage self-expression by allowing students to write without any restrictions on content, structure, or grammar. These activities provide students with the freedom to

explore their thoughts and ideas in a spontaneous and uninhibited manner. By removing the constraints of traditional writing tasks, free writing activities can help students develop their fluency and confidence in expressing themselves in writing.

One of the key benefits of free writing activities is that they allow students to develop their own unique voice as writers. By encouraging students to write freely and without judgment, these activities help them discover their individual writing style and develop a sense of ownership over their work. This can be particularly beneficial for students who may struggle with more structured writing tasks, as it allows them to focus on expressing their ideas without worrying about meeting specific criteria.

Another advantage of free writing activities is that they can be a valuable tool for promoting reflection and personal growth. By encouraging students to write about their thoughts, feelings, and experiences, these activities can help them gain insight into themselves and their world. This can lead to increased self-awareness and empathy, as students learn to see things from different perspectives and understand the impact of their words and actions.

Overall, free writing activities are a valuable tool for promoting creativity, self-expression, and personal growth. By providing students with the freedom to write without constraints, these activities can help them develop their writing skills in a natural and authentic way. Here are some suggestions:

a. Journaling:

Encourage students to write regularly in personal journals, reflecting on their thoughts, experiences, and feelings.

b. Timed Writing:

Set a timer for 5-10 minutes and challenge students to write continuously without stopping, regardless of grammar or content. This helps overcome writer's block and promotes spontaneous expression.

c. Stream of Consciousness:

Instruct students to write down whatever comes to mind, without editing or stopping. This exercise allows them to explore their subconscious thoughts and unlock unexpected ideas.

d. Poetry Prompts:

Provide prompts or themes related to emotions, senses, or experiences. Students use these prompts to write free verse poems expressing their unique perspectives.

e. Descriptive Writing:

Give students a specific object, place, or person to describe in detail, focusing on sensory imagery and evocative language.

Remember, these are just a few examples. You can adapt and modify these activities to fit your specific teaching goals and the needs of your students. The key is to offer a variety of writing experiences that cater to different learning styles and encourage both creativity and skill development.

SUMMARY

Writing is a learned skill crucial for effective communication, involving the purposeful selection and organization of ideas. In academic settings, it is vital for success, fostering linguistic, communicative, and cultural competencies through activities like journal writing. These activities improve language proficiency and organizational skills, preparing students for success in various contexts.

Writing comprises several components, including content, organization, vocabulary, language use, and mechanics, all crucial for clear communication. Content should be relevant and accurate, while organization ensures logical flow. Vocabulary selection must be precise, and language use correct for clarity. Mechanics, like spelling and punctuation, are necessary for readability, enhancing the overall quality of writing.

In English Language Teaching (ELT), writing is integral, enabling learners to communicate effectively. Mastering writing principles, including grammar and vocabulary, is essential. Organizational skills are crucial for coherence, and understanding different writing styles empowers learners. Attention to mechanics ensures polished writing, contributing to success in academic and professional settings.

The writing process involves pre-writing, writing, and post-writing stages, each crucial for well-crafted writing. Pre-writing methods like brainstorming and outlining organize thoughts. Drafting involves organizing ideas, often with feedback, while revision focuses on refining drafts for clarity and coherence. Editing corrects errors, ensuring polished writing. These stages help writers effectively convey their ideas to readers.

Teaching writing involves systematic strategies like controlled writing, guided writing, and free writing. Controlled writing balances creativity and error prevention through structured exercises. Guided writing offers freedom within a framework, aiding in coherent expression. Free writing encourages creativity and self-expression without constraints, fostering individual voice and personal growth. These approaches cater to various learning styles, promoting creativity and skill development in writing.

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UNIT VII

LESSON PLAN FOR ENGLISH TEACHER



Source : https://www.freepik.com/free-photo/woman-writing-planning-business-strategy_2910950.htm

INTRODUCTION

Why must an English Teacher prepare a lesson plan?

Preparing a lesson plan is essential for English teaching practices. Several reasons why it is very important will be highlighted in this chapter. Lesson plan provides structure and organization, ensuring that the teaching session follows a systematic outline. Secondly, it helps establish clear learning objectives, guiding both teachers and students towards specific educational goals.

Thirdly, effective time management is facilitated, preventing rushed or prolonged discussions. Additionally, lesson plans cater to diverse learning needs by incorporating various teaching methods. They also maximize student engagement, making the learning experience more enjoyable. Moreover, alignment with curriculum standards

ensures consistency in education. Assessments and feedback are integrated, promoting timely evaluation of student progress. The flexibility of lesson plans allows for adaptability to dynamic classroom situations. Lastly, continuous lesson plan creation and revision serve as a form of professional development, encouraging reflective teaching practices.

A. Definition of Lesson Plan

As Borich et al. (2019) argue, a meticulously crafted lesson plan serves as a crucial instructional road map for educators, outlining clear objectives, engaging activities, and effective assessments to ensure efficient attainment of educational goals within a specific learning session. It serves as a roadmap for teachers, outlining the objectives, activities, assessments, and strategies to be employed during a particular class. The main objective of a lesson plan is to offer a methodical method for teaching, guaranteeing the efficient achievement of educational objectives. Teachers use lesson plans to organize their thoughts, sequence content, and create an engaging and cohesive learning experience for students.

The importance of lesson planning lies in its ability to offer clarity and direction to the teaching process. Clear learning objectives are established at the beginning of the plan, providing a framework for both educators and learners to understand the desired outcomes. According to Tomlinson (2013), well-designed lesson plans extend beyond conventional approaches, integrating diverse instructional strategies and activities customized to meet various learning styles and requirements, thereby maximizing student engagement and achievement. Additionally, lesson plans facilitate flexibility, allowing teachers to adapt and respond to the dynamic nature of the classroom, ensuring that students receive a well-rounded education.

Continuous improvement is encouraged through reflective practice, where teachers assess the success of their lesson plans and make adjustments for future sessions. Lesson planning aligns with curriculum standards, maintaining consistency and providing a comprehensive educational experience. It also aids in time management, preventing classes from becoming rushed or prolonged.

In conclusion, a well-constructed lesson plan is an indispensable tool for educators, offering a structured, organized, and effective approach to teaching that ultimately enhances the learning experience for students.

B. Aspects of Lesson Plan

Lesson planning is a critical aspect of effective English Language Teaching (ELT), providing teachers with a roadmap to create engaging and meaningful learning experiences. It involves a careful orchestration of various elements to ensure that the instructional objectives are met and students' learning needs are addressed.

At the core of lesson planning are clear and measurable learning objectives. These objectives, as emphasized by Brown (2004), should be Specific, Measurable, Attainable, Relevant, and Time-bound (SMART). They serve as the foundation of the lesson, guiding teachers in crafting activities and assessments that align with the desired learning outcomes.

Selecting appropriate learning materials is another key consideration in lesson planning. Teachers must choose materials that are relevant to the learning objectives and engaging for students. Authentic materials, such as news articles or short stories, can be used to enhance students' understanding and motivation, as suggested by Harmer (2007).

In terms of teaching methods, diversity is key. Larsen-Freeman (2011) recommends using a variety of methods to cater to different learning styles and maintain student engagement. Lecture, discussion, and gamification can all be effective depending on the learning objectives and the nature of the content being taught.

Structuring and organizing the lesson plan is essential for ensuring a coherent and effective learning experience. The lesson plan should have a clear introduction, main activities, and conclusion. This structure helps to guide the flow of the lesson and keeps students on track with their learning goals.

Assessment of learning is another critical component of lesson planning. Teachers need to determine how they will assess student understanding and progress toward

the learning objectives. Brookhart (2011) emphasizes the importance of using diverse assessment methods to obtain a comprehensive view of student learning.

By attending to these aspects, teachers can create lesson plans that not only guide their instructional delivery but also empower students to learn effectively and achieve their learning goals. A well-crafted lesson plan sets the stage for successful learning experiences and contributes to the overall success of the ELT program.

C. Principle of Lesson Plan

Lesson planning is widely regarded as a cornerstone of effective English Language Teaching (ELT), providing educators with a structured framework to facilitate comprehensive and engaging learning experiences. At its core, lesson planning involves a meticulous alignment of instructional goals, teaching methods, learning materials, and assessment strategies to ensure that learners' needs are met and their language acquisition journey is optimized.

A fundamental principle of lesson planning is the establishment of clear and attainable learning objectives. These objectives serve as the guiding beacon for instructional design, directing teachers' efforts towards specific outcomes that are measurable and relevant to students' linguistic development. By setting clear objectives, educators can effectively chart the course of the lesson and tailor their instruction to meet the diverse needs of their learners.

In addition to defining learning objectives, effective lesson planning also entails the thoughtful selection of appropriate learning materials. Teachers must curate materials that are not only aligned with the learning objectives but also engaging, authentic, and culturally relevant. Harmer (2007) underscores the importance of utilizing authentic materials to enhance students' motivation and deepen their understanding of language in context. By incorporating diverse and culturally relevant materials, educators can create a dynamic learning environment that fosters meaningful engagement and language acquisition.

Furthermore, the principle of variety in teaching methods is integral to effective lesson planning. Larsen-Freeman (2011) advocates for the use of a variety of instructional

strategies to accommodate different learning styles and preferences. From direct instruction and guided practice to collaborative learning activities and experiential tasks, educators must employ a repertoire of teaching methods to cater to the diverse needs and preferences of their learners. By incorporating a variety of teaching methods, educators can enhance student engagement, promote active participation, and facilitate deeper learning experiences.

Structuring and organizing the lesson plan in a coherent and sequential manner is another essential principle of effective lesson planning. The lesson plan should have a clear and logical flow, with each component building upon the previous one to scaffold students' understanding and mastery of the content. A well-structured lesson plan typically includes an engaging introduction to capture students' interest, a focused instructional segment to deliver new content, guided practice activities to reinforce learning, and a reflective closure to consolidate key concepts and provide feedback.

Lastly, the principle of ongoing assessment and reflection is integral to the lesson planning process. Educators must continuously monitor student progress and understanding throughout the lesson, using formative assessment strategies to gauge learning outcomes and adjust instruction accordingly. Brookhart (2011) emphasizes the importance of employing diverse assessment methods, such as quizzes, observations, and performance tasks, to gather comprehensive data on student learning. Additionally, educators should engage in reflective practices to evaluate the effectiveness of their instructional strategies and make informed adjustments to optimize student learning outcomes. By integrating ongoing assessment and reflection into the lesson planning process, educators can cultivate a culture of continuous improvement and student-centered teaching practices.

D. Technique and Strategy of Lesson Plan

Developing effective techniques and strategies for lesson planning is crucial in English Language Teaching (ELT) as it sets the stage for successful learning experiences. One key aspect is the incorporation of diverse and engaging activities that cater to different learning styles and preferences. By integrating a variety of activities, such as group

work, discussions, and hands-on tasks, educators can create a dynamic learning environment that keeps students motivated and actively engaged.

Another important technique is the use of technology to enhance the learning experience. Integrating digital tools and resources, such as interactive whiteboards, educational apps, and online platforms, can help create more interactive and immersive learning experiences. Research by Chen (2023) has shown that technology-enhanced instruction can increase student engagement and motivation, leading to improved learning outcomes.

In addition to technology, effective lesson planning involves the strategic use of assessment and feedback. Formative assessment techniques, such as quizzes, surveys, and peer assessments, can help teachers gauge student understanding and adjust their instruction accordingly. Providing timely and constructive feedback to students can also help guide their learning and improve their performance.

Moreover, differentiation is a key strategy in lesson planning, especially in diverse classrooms. By recognizing and accommodating the varying needs, interests, and abilities of students, educators can ensure that all learners are challenged and supported appropriately. This can be achieved through the use of flexible grouping strategies, differentiated assignments, and personalized learning plans.

Finally, collaboration with colleagues and stakeholders is essential in developing effective lesson plans. By sharing ideas, resources, and best practices, educators can benefit from each other's expertise and experiences, leading to more innovative and impactful teaching practices. Additionally, involving students in the planning process can increase their engagement and ownership of their learning, making the lessons more meaningful and relevant to their needs.

In conclusion, developing effective techniques and strategies for lesson planning is essential in ELT to create engaging and meaningful learning experiences for students. By incorporating diverse activities, leveraging technology, using assessment and feedback strategically, differentiating instruction, and collaborating with colleagues and students, educators can create dynamic and effective lesson plans that cater to the diverse needs of their learners.

E. Purpose and Importance of a Lesson Plan

The significance of a lesson plan lies in its role as a comprehensive roadmap for teachers, outlining the objectives, strategies, and activities necessary for effective instruction. It serves as a blueprint for educators, helping them stay organized and focused on their teaching goals. Moreover, a well-developed lesson plan ensures that the instructional content is aligned with curriculum standards and educational objectives, enhancing the overall quality of teaching and learning.

Furthermore, a lesson plan serves as a communication tool, allowing teachers to effectively communicate their teaching intentions to students, colleagues, and administrators. It provides a clear outline of the topics to be covered, the instructional methods to be used, and the assessment strategies to be implemented. This helps create a cohesive learning environment where everyone involved is aware of the goals and expectations for the lesson.

Additionally, a lesson plan enables teachers to anticipate potential challenges and adapt their teaching strategies accordingly. By carefully planning each aspect of the lesson, teachers can identify areas that may be difficult for students and prepare alternative approaches to address these challenges. This proactive approach helps ensure that students receive a well-rounded and effective learning experience.

In conclusion, a lesson plan plays a crucial role in effective teaching and learning by providing a structured framework for instruction, facilitating communication among stakeholders, and enabling teachers to anticipate and address potential challenges. It is an essential tool that helps educators create engaging and meaningful learning experiences for their students.

1. Clarity of Learning Objectives

As Marzano (2009) asserts, clearly articulated learning objectives serve as the cornerstone of effective lesson planning. These succinct statements of intended achievements, set at the beginning, serve as a compass for teachers, directing their instructional choices and ensuring teaching is focused and purposeful. These goals specify what students should understand or accomplish by the end of the lesson. This clarity not only directs the teacher's instructional choices but also offers a clear direction for the learners to follow.

Moreover, learning objectives aid in determining the effectiveness of instruction, as they provide a measurable criterion against which student performance can be assessed. By clearly defining what students should be able to do or understand, educators can assess whether these goals have been achieved and adjust their teaching methods accordingly. This feedback loop is essential for ensuring continuous improvement in the teaching and learning process.

Furthermore, learning objectives promote student engagement and motivation by providing a clear target for learning. When students understand what is expected of them and why it is important, they are more likely to be motivated to actively participate in the learning process. This active engagement enhances learning outcomes and promotes a positive learning environment.

2. Effective Time Management

A well-designed lesson plan aids in efficient time management during class. It helps teachers allocate specific time frames for different activities, ensuring that important content is covered without the lesson feeling rushed or dragging on. This structured approach allows teachers to maintain a good pace throughout the lesson, keeping students engaged and focused.

Furthermore, a detailed lesson plan helps teachers anticipate potential challenges or difficulties that may arise during the lesson. By identifying these in advance, teachers can prepare alternative strategies or activities to address them effectively. This proactive approach can help maintain the flow of the lesson and minimize disruptions, ensuring that valuable class time is maximized.

Moreover, a well-organized lesson plan promotes flexibility in teaching. While the plan provides a framework for the lesson, it also allows for adjustments based on the students' responses and needs. Teachers can adapt the lesson in real-time to address student questions, provide additional explanations, or delve deeper into a particular topic, enhancing the overall learning experience. According to Weinstein and Jones (2016), effective lesson plans incorporate deliberate time management strategies to maintain a balanced pace, allowing for both content coverage and opportunities for student engagement and

clarification. This balanced approach optimizes learning opportunities and prevents lessons from becoming monotonous or overly demanding.

3. Catering to Diverse Learning Needs

As Tomlinson (2013) eloquently states, 'Every classroom is a melting pot of diverse learners'. Well-designed lesson plans recognize the diverse needs of students and cater to them by incorporating a range of teaching methods and activities. This approach ensures that all students, regardless of their learning styles, abilities, or language proficiency levels, can effectively access and engage with the curriculum. By providing a variety of learning experiences, teachers can create a more inclusive classroom environment where every student has the opportunity to succeed.

Inclusive lesson planning also involves considering the individual strengths and challenges of students. Teachers can use differentiated instruction techniques to tailor their lessons to accommodate diverse learning needs. This might include providing additional support for students who struggle with certain concepts, offering enrichment activities for those who need more challenge, or adapting materials for students with disabilities. By addressing the unique needs of each student, teachers can create a more equitable learning environment where everyone has the opportunity to thrive.

Additionally, effective lesson planning promotes cultural responsiveness by integrating diverse perspectives and experiences into the curriculum. This can help students see themselves reflected in the material and foster a sense of belonging in the classroom. By acknowledging and celebrating diversity, teachers can create a more inclusive and supportive learning environment for all students.

4. Maximizing Student Engagement

As cited in Marzano (2009), 'Students learn best when they are actively engaged in the learning process'. Carefully designed lesson plans place a strong emphasis on student engagement, utilizing various strategies to spark curiosity, encourage interaction, and ensure that learning is enjoyable and meaningful. These plans are crafted with tactics to captivate and sustain students' interest, enhancing the overall learning experience. Incorporating

interactive activities, multimedia resources, and real-world examples are common strategies used to enrich engagement and deepen understanding. By integrating engaging elements into lesson plans, educators create dynamic learning experiences that motivate students to participate actively in their learning. These strategies help to sustain students' interest throughout the lesson and encourage them to explore concepts more deeply. Additionally, incorporating real-world connections and multimedia resources can make learning more relevant and relatable, increasing students' motivation to learn and apply new knowledge.

5. Alignment with Curriculum Standards

Lesson plans are carefully crafted to conform with curriculum standards and educational objectives, ensuring that students receive a cohesive education that meets predetermined standards and benchmarks. This alignment guarantees uniformity and offers students a thorough understanding of the material. Additionally, aligning lesson plans with curriculum benchmarks facilitates both formative and summative assessments that accurately gauge students' progress toward achieving the established learning objectives.

By aligning lesson plans with curriculum standards and educational goals, educators can effectively structure their teaching to meet specific learning objectives. This alignment helps ensure that students receive a well-rounded education that covers essential concepts and skills. Furthermore, it allows educators to track student progress more effectively and make adjustments to instruction as needed to support student learning. As Guskey (2007) observes, 'Aligned assessments provide valuable insights into student understanding and inform instructional decisions, optimizing learning opportunities for all.'

6. Assessment and Feedback

As Wiggins and McTighe (2005) assert, 'Assessment is not an add-on; it's an integral part of effective teaching and learning'. Expertly designed lesson plans seamlessly incorporate both formative and summative assessments, serving as essential tools for teachers to continually assess student comprehension, progress, and requirements. These assessments are integrated into the plan, enabling educators to evaluate student understanding and advancement. This

approach also allows for prompt feedback, empowering students to recognize their strengths and areas needing improvement.

Moreover, these well-crafted lesson plans ensure that assessments are not only used to evaluate student performance but also to inform instructional decisions. By analyzing assessment results, teachers can adjust their teaching methods and strategies to better meet the needs of individual students or the class as a whole. This targeted approach enhances the effectiveness of the learning experience and helps students achieve their learning goals more efficiently.

Additionally, the integration of assessments into lesson plans helps create a more dynamic and engaging learning environment. Students are more likely to stay motivated and focused when they understand how their performance is being evaluated and can see their progress over time. This approach fosters a sense of accountability and ownership of learning, encouraging students to take an active role in their education.

7. Flexibility and Adaptability

Lesson plans provide a framework for instruction while remaining flexible and responsive to the changing dynamics of the classroom. They enable teachers to make spontaneous adjustments based on student reactions, unforeseen circumstances, or the necessity for more in-depth exploration of specific subjects. This adaptability ensures that teaching remains relevant and effective, catering to the unique needs and interests of each class.

Furthermore, the flexibility of lesson plans allows teachers to incorporate diverse teaching strategies and methods, ensuring that all students can engage with the material effectively. Teachers can experiment with different approaches to accommodate various learning styles and preferences, creating a more inclusive and engaging learning environment. This adaptability fosters creativity and innovation in teaching, making lessons more dynamic and stimulating for students.

Moreover, the ability to adjust lesson plans in real-time promotes a more student-centered approach to teaching. Teachers can tailor instruction to address individual student needs and interests, providing personalized learning

experiences that enhance student engagement and understanding. This flexibility also encourages teachers to reflect on their practice and continuously improve their teaching methods, ultimately benefiting student learning outcomes.. This ability to adapt based on student reactions, as observed by Guskey (2007), allows teachers to personalize instruction and cater to individual learning styles and needs. By readily adjusting the pace, activities, or content based on student comprehension, teachers foster a responsive and engaging learning environment that maximizes student participation and understanding.

8. Professional Development and Reflection

Developing and refining lesson plans serves as a valuable professional development opportunity for educators. It encourages them to reflect on their teaching strategies, evaluate the efficacy of different activities, and consider overall instructional methods. This reflective practice is crucial for enhancing teaching practices over time, leading to more effective and engaging lessons. Furthermore, the process of creating and revising lesson plans promotes a growth-oriented mindset among teachers. By continuously seeking ways to improve their instructional approaches, educators demonstrate a commitment to professional growth and development. This mindset not only benefits teachers but also has a positive impact on student learning outcomes, as it fosters a culture of excellence and continuous improvement in the classroom. Moreover, the iterative nature of lesson planning allows teachers to experiment with new ideas and strategies. They can test innovative approaches, assess their effectiveness, and incorporate successful methods into their regular practice. This cycle of experimentation and reflection not only enhances teaching skills but also keeps educators motivated and engaged in their profession. This dedication, as advocated by Fullan (2001), leads to a professional trajectory of lifelong learning and development, ensuring that teachers stay abreast of current best practices, adapt to diverse student needs, and ultimately remain effective educators throughout their careers.

9. Student Accountability:

According to Black and Wiliam (1998), "Assessment is not an add-on; it's an integral part of effective teaching and learning." This concept is highly relevant to lesson planning, as clearly outlined objectives within the plans serve as the basis for self-assessment and fostering responsible learning habits. By clearly defining what students are expected to achieve, lesson plans empower learners to assess their own progress and take ownership of their learning. This self-assessment encourages students to take responsibility for their learning outcomes and motivates them to strive for excellence.

Furthermore, incorporating clear expectations into lesson plans helps students understand the purpose and relevance of their learning. When students have a clear understanding of what is expected of them, they are more likely to engage actively in the learning process. This engagement leads to a deeper understanding of the material and enhances overall learning outcomes.

Additionally, clear expectations in lesson plans provide a framework for teachers to assess student progress and adjust instruction accordingly. By regularly reviewing student performance against the established objectives, teachers can identify areas where students may need additional support or challenge. This ongoing assessment and adjustment process ensures that instruction is tailored to meet the needs of each student, ultimately leading to improved learning outcomes.

10. Continuous Improvement

Central to successful lesson planning is the constant drive for improvement. This means that teachers should actively solicit feedback from students, reflect on their teaching practices, and embrace opportunities for professional development. Each revision of a lesson plan represents an evolution, integrating new insights and lessons learned to enhance future teaching methods.

Moreover, effective lesson planning involves a dynamic approach that responds to the evolving needs of students and the learning environment. Teachers should be open to adapting their plans based on student feedback, classroom dynamics, and emerging educational trends. This flexibility allows

for continuous improvement and ensures that lesson plans remain relevant and effective.

Additionally, embracing ongoing professional development is essential for teachers to stay current with best practices and pedagogical approaches. By participating in workshops, conferences, and collaborative learning opportunities, teachers can enhance their teaching skills and contribute to a culture of continuous improvement within their educational community. As Guskey (2022) emphasizes, "Reflective practice is the engine that drives effective teaching," and lesson plans serve as powerful vehicles for this transformative journey.

F. Component of Lesson Plan

A language teaching lesson plan generally comprises various essential elements that assist instructors in delivering instruction effectively. These components serve as a roadmap for teachers, ensuring that the lesson unfolds in a structured and coherent manner. They provide a framework for organizing instructional activities, resources, and assessments to meet the learning objectives.

First and foremost, a language teaching lesson plan typically includes clear learning objectives or goals. These objectives delineate what students are expected to accomplish by the end of the lesson and serve as a guide for planning instructional activities and assessments. By articulating specific learning outcomes, teachers can focus their efforts on facilitating meaningful learning experiences that align with students' needs and abilities.

Furthermore, a language teaching lesson plan often incorporates instructional strategies and techniques tailored to the needs of diverse learners. This may involve incorporating various teaching methods such as direct instruction, cooperative learning, or experiential learning to engage students and accommodate different learning styles. Additionally, the lesson plan may outline the sequence of activities, instructional materials, and technology tools to be used during the lesson to enhance student understanding and participation.

1. Learning Goals

Learning goals are like a star on a map for both teachers and students in English lessons. When written clearly, these goals show teachers what to teach and help students understand what they should learn. This makes everyone work together more effectively and makes learning English more fun for everyone (Marzano, 2009). A lesson plan serves as a roadmap for educators, providing a structured guide to ensure that learning objectives are clearly defined and achieved during a specific instructional period.

a. Essential Foundations

The cornerstone of a well-structured lesson plan lies in clearly defined learning objectives. These objectives serve as a roadmap, guiding both educators and students throughout the learning journey, ensuring a shared destination is in sight.

b. Guiding Clarity

Precise learning objectives offer a focused direction for the entire lesson, aligning instructional activities, assessments, and resources with desired outcomes. This clarity acts as a compass, steering the instructional process away from confusion and towards a purposeful educational experience.

c. Harmony with Standards

Effective lesson planning harmonizes learning objectives with broader curriculum standards. This alignment not only upholds educational consistency but also provides students with a comprehensive learning encounter that meets established benchmarks.

2. Differentiation and Adaptation

In English teaching, a comprehensive lesson plan integrates differentiation and adaptation strategies to accommodate diverse learning needs, promoting inclusivity within the classroom. By recognizing the varying abilities, learning styles, and preferences of students, teachers can tailor their instruction to better meet the needs of each learner. This approach not only enhances student engagement and understanding but also fosters a supportive and inclusive learning environment.

One key aspect of differentiation and adaptation in a lesson plan is the use of varied instructional strategies and materials. Teachers may employ different approaches, such as visual aids, hands-on activities, or collaborative projects, to cater to the diverse learning styles of their students. Additionally, adapting the pace and complexity of the lesson content can help ensure that all students are challenged appropriately and have the opportunity to succeed.

Furthermore, differentiation and adaptation in lesson planning extend to assessment strategies. Teachers can use a variety of assessment methods, such as formative assessments, peer evaluations, or project-based assessments, to accommodate the diverse ways in which students demonstrate their understanding. By incorporating these strategies into their lesson plans, teachers can create a more inclusive and effective learning experience for all students, regardless of their individual learning needs.

a. Building on Diversity

Inclusive Learning Objectives The foundation of effective differentiation lies in establishing inclusive learning objectives. These objectives, in the words of Tomlinson (2020), "transcend one-size-fits-all expectations," embracing the unique strengths and needs of each learner. By considering language proficiency, learning styles, and diverse backgrounds, we craft objectives that ensure all students can engage meaningfully with the curriculum.

b. Beyond Words

Varied Instructional Approaches: Lesson plans that work well in diverse classrooms go above and beyond traditional lecture formats. As noted by Bonwell and Eison (2019), incorporating "a repertoire of diverse teaching methods" sparks curiosity and facilitates deeper understanding for all learners. Visual aids, hands-on activities, collaborative tasks, and multimedia resources become gateways to knowledge, catering to a spectrum of learning styles and preferences

c. Beyond Scores

Adaptable Assessments: The true power of differentiated lesson plans lies in their assessment strategies. Gone are the days of one-size-fits-all tests. As Wiggins and McTighe (2011) advocate, effective assessments "honor the diversity of learners" by employing a variety of formats and methods.

Formative and summative assessments become opportunities for students to showcase their understanding through diverse means, ensuring a fair and inclusive evaluation process

3. Engagement Strategies

In English teaching, integrating engagement strategies into lesson plans is essential for cultivating an interactive and vibrant learning atmosphere. These strategies encompass a range of techniques aimed at captivating students' interest, encouraging active participation, and enhancing the overall enjoyment of the learning process.

Effective engagement strategies often involve incorporating diverse and stimulating activities into the lesson plan. These activities may include group discussions, hands-on projects, multimedia presentations, or interactive games that appeal to different learning styles and preferences. By providing opportunities for students to actively engage with the material, teachers can promote deeper understanding and retention of concepts.

Moreover, engagement strategies in lesson planning prioritize student involvement and autonomy. Teachers can encourage student participation by incorporating opportunities for choice and self-directed learning into their lesson plans. For example, allowing students to select topics for discussion, collaborate on projects, or share personal experiences can increase their investment in the learning process and foster a sense of ownership over their education.

Furthermore, effective engagement strategies in lesson planning extend beyond the classroom environment. Teachers can leverage technology, real-world connections, and culturally relevant content to make lessons more meaningful and relatable to students' lives outside of school. By creating connections between the curriculum and students' interests, experiences, and aspirations, teachers can enhance engagement and motivation, ultimately leading to more impactful learning outcomes.

a. Beyond the Lecture: Diverse Instructional Approaches

Engaging English lessons move away from the dullness of traditional lectures. As Brown (2022) suggests, embracing "a kaleidoscope of

instructional methods" keeps students engaged and caters to their diverse learning styles. Visual aids like infographics and captivating pictures, interactive discussions that spark critical thinking, hands-on activities that solidify understanding, and multimedia resources like short films and engaging simulations all become doors to the world of English, making the learning process accessible and appealing for all.

b. Building Together: Collaborative Learning through Groups

Learning English isn't just about individual absorption of knowledge; it's about building bridges through communication and collaboration. As Brookfield (2017) states, "Group activities are more than just a classroom technique; they are a microcosm of the real world." By placing students in collaborative groups, we create spaces for them to share ideas, contribute diverse perspectives, and learn from each other. This not only strengthens social bonds and communication skills but also fosters a supportive learning community where everyone feels valued and empowered to participate

c. Bridging the Gap: Real-World Relevance

English shouldn't just exist within the four walls of the classroom; it should be a vibrant bridge connecting students to the wider world. As Harmer (2023) argues, "When we demonstrate the real-world applications of English, we give students a compelling reason to learn." Integrating relevant news articles, showcasing engaging real-world video clips, and discussing current events through an English lens not only adds meaning and interest to the subject but also highlights the practical value of mastering this language. This helps students see the immediate relevance of their studies, motivating them to engage more deeply and connect their learning to their lives beyond the classroom.

4. Integration of Language Skills

Gone are the days of isolated grammar exercises and rote vocabulary memorization! Modern English teaching embraces a holistic approach that weaves together various skills, such as listening, speaking, reading, and writing, into a cohesive and interconnected framework. This approach recognizes that

language learning is most effective when these skills are integrated and practiced in tandem.

In this integrated approach, each language skill complements and reinforces the others, creating a more immersive and engaging learning experience. For example, students might listen to a spoken passage, engage in a discussion about it, read related texts to deepen their understanding, and then write a reflective piece to express their thoughts. By integrating these skills, students not only develop their language proficiency but also gain a deeper understanding of how these skills work together in real-world contexts.

Furthermore, this approach reflects the natural way in which language is acquired and used in everyday life. In authentic language use, listening, speaking, reading, and writing are interconnected and often occur simultaneously. By mirroring this natural language use in the classroom, teachers can create a more meaningful and effective learning experience for their students. As Harmer (2023) aptly states, "Integrated language lessons create a holistic tapestry of learning, fostering fluency and confidence in real-world communication." Let's delve into the key elements that bring this vibrant approach to life in your lesson plans.

a. Unified Learning Goals

Move beyond isolated skill checklists and craft learning objectives that celebrate the symphony of language. As Wiggins and McTighe (2011) advocate, "Effective goals transcend drill-and-kill exercises, instead focusing on the complex interplay of skills needed for meaningful communication." By weaving together diverse skills—analyzing a literary text while preparing for a discussion, for example—students not only master individual components but also develop their ability to orchestrate them into purposeful expression.

b. Multidimensional Activities

Ditch the monotony of single-skill activities and replace them with vibrant tapestries of engagement. As Bonwell and Eison (2019) suggest, "Cross-functional activities are the playground where language skills truly come alive." Imagine a lesson where students actively listen to a podcast, engage in a lively debate based on the content, and then collaboratively write a

summary of their key takeaways. By seamlessly integrating skills within interactive tasks, we build bridges between knowledge and its application, fostering a deeper understanding of how language works.

c. Language as a Living Bridge

Let's tear down the walls between the classroom and the outside world! As Brown (2022) emphasizes, "Authentic language experiences are the magic ingredients that make learning meaningful." Integrating activities that mirror real-world communication, such as simulated job interviews, engaging debates on current events, or collaborative presentations, provides students with a compelling reason to invest in their language skills. These authentic contexts bridge the gap between theory and practice, transforming language from textbook lessons into tools for navigating the world with confidence and fluency.

5. Assessment and Feedback

The traditional view of assessment as a final hurdle in the learning process is a thing of the past. In modern English teaching, assessment and feedback are seen as integral parts of the learning journey, shining a light on student progress and guiding them towards ongoing improvement. Instead of being seen as a one-time event, assessment is now viewed as a continuous process that informs teaching and learning in real time.

In this approach, assessment is used not only to measure student achievement but also to diagnose learning needs, provide timely feedback, and adjust instruction accordingly. By using assessment as a tool for learning rather than just evaluation, teachers can better support their students' progress and tailor instruction to meet their individual needs. This shift in perspective transforms assessment from a passive endpoint to an active and dynamic process that enhances student learning and growth. As Black and Wiliam (2019) emphasize, "Assessment is not an add-on; it's the beating heart of effective teaching," informing instructional decisions and fostering a responsive learning environment. Let's explore the key elements that ensure assessment serves its true purpose in the context of English language learning.

a. Clarity as a Compass: Transparent Learning Objectives and Criteria

Before any journey begins, a clear destination is crucial. Similarly, effective English lessons start with meticulously crafted learning objectives aligned with the curriculum. As Wiggins and McTighe (2011) advocate, "Clear objectives, like guiding stars, ensure everyone understands the learning targets and how their progress will be measured." This transparency extends to explicitly outlining assessment criteria, ensuring fairness and eliminating ambiguity in the evaluation process.

b. Feedback as a Lighthouse: Formative Assessment Integration

Assessment shouldn't just wait at the finish line; it should provide ongoing illumination throughout the learning experience. By integrating formative assessment strategies like quizzes, polls, class discussions, and even informal observations, teachers gain real-time insights into student understanding. As Guskey (2022) highlights, "Formative assessment becomes a powerful feedback loop, enabling both teachers and students to adjust their sails and navigate towards deeper learning." This immediate feedback empowers students to take ownership of their learning and refine their understanding, maximizing the effectiveness of instruction.

c. Diversity as a Map: Embracing Varied Assessment Methods

Similar to seasoned explorers employing an array of tools for diverse landscapes, effective English assessment thrives on varied methods. Stepping beyond traditional tests, consider incorporating captivating presentations to hone communication skills, collaborative peer evaluations to foster teamwork, and project-based tasks showcasing creativity and critical thinking. As Tomlinson (2023) suggests, a diverse assessment toolbox caters to individual learning styles and strengths, painting a more accurate and inclusive picture of each student's progress. By embracing this variety, we gain a deeper understanding of individual capabilities and cultivate a learning environment where everyone feels empowered to excel.

Remember, assessment is not just about measuring progress; it's about illuminating the path towards continuous improvement. By including these elements in your English teaching approach, you can turn assessment from a

simple checkpoint into a potent tool that enables students to navigate their learning journey with confidence and clarity.

6. Flexibility and Responsiveness

The English classroom is not a stagnant environment; it's a dynamic river where learning constantly flows and develops. In this fluid setting, adaptability and responsiveness are crucial skills that help teachers navigate and address the ever-changing needs of their students. Just as a paddle guides a boat through the twists and turns of a river, these qualities enable educators to steer their teaching methods and strategies to effectively engage and support learners.

Adaptability in the English classroom involves being flexible and open to adjusting instructional approaches based on student feedback, performance, and emerging learning trends. It requires teachers to be responsive to the diverse learning styles, backgrounds, and abilities of their students, ensuring that every individual has the opportunity to succeed. This dynamic approach not only keeps the classroom engaging and relevant but also empowers students to take ownership of their learning journey.

By fostering adaptability and responsiveness in the English classroom, educators create a dynamic and inclusive learning environment where students can thrive. This approach not only enhances the overall learning experience but also prepares students to navigate the complexities of language and communication in the real world. Let's dive into the key strategies for weaving these crucial elements into the fabric of an effective English lesson plan.

a. Learning Objectives in Motion

Imagine learning objectives not as rigid statues, but as vibrant kites soaring on the wind of adaptability. As Guskey (2022) reminds us, "Effective objectives are not set in stone; they can be adjusted based on student progress and emerging needs." This flexibility allows us to pivot based on student engagement, address unforeseen challenges, and tailor the lesson to better cater to their evolving understanding. By embracing adaptable learning objectives, we ensure our curriculum stays relevant and responsive to the unique learning rhythms of each student.

b. A Symphony of Teaching Strategies

Instead of relying on a solo melody, imagine conducting a full orchestra of teaching approaches. As Bonwell and Eison (2019) suggest, "Integrating a diverse repertoire of teaching methods keeps students engaged and caters to their individual learning styles." From visuals and interactive activities to group discussions and technology-infused learning, this breadth of options ensures all students find their own path to active engagement. By embracing diversity in content delivery, we foster an inclusive learning environment where every student feels heard, seen, and supported in their unique learning journey.

c. Assessments that Echo Learning

Think of assessments not as imposing walls blocking the path, but as responsive bridges linking understanding to action. As Black and Wiliam (2019) emphasize, "Effective assessments are not just summative checkpoints; they provide ongoing feedback that informs instruction and tailors support." By crafting assessments that respond to student needs and progress, we gain valuable insights into individual learning gaps. This responsive design allows us to adapt our approach, provide targeted support where necessary, and ensure assessments truly align with the unique learning journeys of each student.

Remember, flexibility and responsiveness are not mere tools; they are the lifeblood of effective English teaching. By integrating these elements into your lesson plans, you establish a dynamic classroom environment where learning flows freely, adjusting to the changing needs of your students and empowering them to navigate the river of knowledge with confidence and joy.

7. Reflective Practice

In the dynamic field of English language education, exceptional educators serve not only as creators of knowledge but also as astute observers, consistently honing their craft through the enlightening process of self-reflection. They actively engage in reflecting on their teaching methods, student interactions, and learning outcomes, seeking insights to enhance their instructional strategies and better meet the needs of their students. This reflective practice is not just a

professional duty but a transformative journey toward continuous improvement and excellence in teaching.

Through reflection, English language teachers delve deep into the intricacies of their teaching practice, evaluating the effectiveness of their approaches and identifying areas for growth. This introspective process allows educators to gain valuable insights into their teaching style, student engagement, and classroom dynamics, empowering them to make informed decisions and adapt their methods to better serve their students. By reflecting on their experiences and embracing new ideas, teachers can evolve into more effective and empathetic educators, creating a more engaging and impactful learning environment for their students.

Furthermore, reflective practice in English language teaching extends beyond the individual teacher, fostering a culture of collaboration and shared learning among educators. By engaging in meaningful discussions and collaborative reflection, teachers can exchange ideas, explore innovative strategies, and collectively enhance their teaching practices. This collaborative approach not only enriches the professional development of teachers but also promotes a culture of continuous learning and improvement within the broader educational community. As Brookfield (2017) aptly states, "Reflective practice isn't about self-criticism; it's about a commitment to continuous improvement, fueled by insights gleaned from our own teaching experiences." Let's delve into the three key facets of this introspective process that empowers teachers to learn, grow, and create truly impactful learning journeys for their students.

a. A Microscope on Learning

Effective reflection demands more than a cursory glance; it's a deep dive into the heart of the lesson. Teachers don their analytical caps, meticulously examining the clarity of learning objectives, the appropriateness of chosen teaching methods, and the effectiveness of implemented assessment strategies. This holistic examination encompasses both successes that ignited comprehension and challenges that may have hindered optimal understanding. As Guskey (2022) highlights, "Reflection is not just about celebrating victories; it's about identifying opportunities for growth, both for

ourselves and for our students." This honest and comprehensive appraisal forms the foundation for impactful adjustments in future lessons.

b. From Insights to Innovation

Reflection isn't a passive exercise; it's a springboard for informed action. As Brown (2023) emphasizes, "The insights gleaned from reflection become the seeds of instructional renewal." Teachers leverage these valuable learnings to refine their lesson plans, embracing innovative approaches and incorporating new instructional techniques that address previously identified shortcomings. This ongoing cycle of reflection, refinement, and implementation enhances the ability to create engaging and impactful learning experiences, ensuring that every lesson builds upon the successes of the one before.

c. Beyond the Individual Lesson

Engaging in reflection is not a fleeting exercise limited to individual lessons; its ripples reach far and wide, shaping broader instructional choices. By examining patterns and trends in student learning across various lessons, educators gain a profound grasp of diverse needs and learning styles. As Tomlinson (2023) champions, "Reflective practice empowers us to personalize our approaches to individual learners and cultivate a dynamic and responsive learning environment." This continuous loop of feedback propels teachers towards becoming more adept and adaptable educators, equipped to cater to the unique needs of each student and nurture a thriving learning community where everyone blossoms.

Remember, reflective practice isn't just a solitary act of introspection; it's a powerful tool for professional growth and a catalyst for impactful change. By including these elements in your English teaching toolkit, you initiate an ongoing journey of learning and improvement, guaranteeing that your classroom becomes a fertile ground for both your personal development and the success of your students.

8. Continuous Improvement

Successful English teaching is an ever-evolving journey marked by constant refinement, responsiveness to feedback, and adaptation to the evolving needs

of students. This commitment to improvement relies on three foundational principles: a willingness to receive and incorporate constructive feedback, a dedication to introspective self-reflection, and a culture of collaborative learning within the teaching community. By embracing these pillars, educators can cultivate a dynamic and effective teaching practice that fosters student success and continuous professional growth.

Central to effective English teaching is the recognition that improvement is an ongoing process, fueled by a receptive attitude towards feedback from students, colleagues, and mentors. By actively seeking and valuing input from various sources, educators can gain valuable insights into their teaching methods and areas for development. Moreover, this openness to feedback fosters a culture of continuous learning and improvement, where educators are empowered to adapt and refine their practices in response to evolving educational trends and student needs.

In addition to receiving feedback, effective English teaching also requires a commitment to reflective practice, where educators engage in thoughtful introspection to evaluate their teaching strategies, classroom dynamics, and student outcomes. By taking the time to critically assess their own practice, educators can identify strengths, weaknesses, and areas for growth, enabling them to make informed decisions and refine their approaches to better meet the needs of their students. This reflective process serves as a catalyst for professional growth, guiding educators on a path of continuous improvement and excellence in teaching.

a. Feedback as a Fuel for Growth

Imagine lessons not as immovable sculptures, but as malleable clay, constantly shaped and reshaped by the sculptor's attentive hand. In the art of continuous improvement, educators embrace this role of the sculptor, readily opening themselves to the constructive feedback of students, colleagues, and mentors. As Tompkins (2023) reminds us, "Feedback isn't a judgment; it's a gift that fuels our instructional evolution." With each piece of input, teachers identify areas for adjustment, refine their methods, and

ensure their lessons remain dynamic and responsive to the ever-changing needs of their students.

b. Learning with and Within

The Power of Self-Reflection: Continuous improvement flourishes not only through external feedback, but also through the fertile ground of self-reflection. As Guskey (2022) emphasizes, "The most powerful feedback often comes from within." Teachers who engage in introspective analysis, critically examining the effectiveness of their instructional strategies and reflecting on the impact of their lessons, unlock a treasure trove of insights. This introspective journey reveals personal teaching styles, strengths, and areas for development, paving the way for a proactive approach to professional growth. By regularly stepping back and taking stock, educators refine their craft, hone their skills, and ensure their lessons resonate with learners.

c. Learning Beyond the Classroom Walls

Collaborative Professional Development: The journey of continuous improvement is rarely a solitary one. As Brookfield (2017) aptly states, "Growth thrives in communities." English teachers flourish when they embrace the opportunities offered by collaborative professional development. Participating in workshops, engaging in peer observation, and actively seeking out new pedagogical trends keep educators at the forefront of their field, equipping them with a rich toolkit of engaging and effective learning experiences. This spirit of collective learning fosters a vibrant professional community where knowledge is shared, best practices are exchanged, and educators inspire and learn from one another, ultimately benefiting the students they serve.

Remember, continuous improvement is an ongoing journey, not a destination. By adopting these elements – receptiveness to feedback, self-reflection as a driver for growth, and collaborative learning – English teachers nurture a dynamic and responsive teaching approach that aligns with the changing needs of their students, ensuring that each lesson is a stride forward in the collective pursuit of excellence.

G. How to Design Lesson Plan

Designing a lesson plan for English language teaching (ELT) is a meticulous process that requires careful consideration of various factors to ensure effective learning outcomes. As educators, it is imperative to understand the principles of language acquisition, learner characteristics, and pedagogical strategies that promote language development. According to Richards and Rodgers (2001), lesson planning in ELT involves a systematic approach that encompasses setting clear objectives, selecting appropriate materials and activities, sequencing tasks logically, and assessing student progress. This comprehensive framework serves as a roadmap for teachers to navigate through the complexities of language instruction and create engaging and meaningful learning experiences for their students.

First and foremost, establishing clear learning objectives is paramount in designing a lesson plan. These objectives should be specific, measurable, achievable, relevant, and time-bound (SMART). As noted by Nunan (1991), clear objectives provide direction for both teachers and students, guiding instructional decisions and facilitating assessment. For instance, if the objective is to improve students' speaking skills, the lesson plan may include activities such as role-plays, discussions, or debates, with specific criteria for evaluating fluency, accuracy, and coherence. By articulating these objectives, teachers can align their instructional strategies with the desired learning outcomes, thereby enhancing the effectiveness of the lesson.

Furthermore, selecting appropriate materials and activities is essential for creating a stimulating learning environment. According to Harmer (2007), materials play a crucial role in facilitating language acquisition by providing input for learners and opportunities for practice. When choosing materials, teachers should consider the linguistic complexity, cultural relevance, and authenticity to ensure alignment with learners' needs and interests. Incorporating a variety of resources such as textbooks, authentic texts, multimedia, and realia can cater to diverse learning styles and preferences, thereby enhancing engagement and motivation. Additionally, integrating communicative activities such as pair work, group discussions, and problem-solving

tasks fosters interaction and collaboration among students, promoting language use in meaningful contexts.

Moreover, sequencing tasks in a logical progression is essential for promoting skill development and scaffolding learning experiences. As advocated by Nation and Macalister (2010), the sequencing of activities should follow a pedagogical rationale that considers learners' prior knowledge, cognitive abilities, and language proficiency levels. For example, a lesson on reading comprehension may begin with pre-reading activities such as activating schema and predicting content, followed by intensive reading tasks to develop comprehension skills, and culminating in post-reading activities such as summarizing, analyzing, or synthesizing information. This systematic approach allows for gradual skill development and ensures that each activity builds upon the previous ones, leading to a coherent and cohesive learning experience.

Additionally, assessing student progress is integral to the lesson planning process as it provides feedback on the effectiveness of instruction and informs instructional decisions. According to Brown (2004), assessment serves multiple purposes, including diagnosing learner needs, monitoring progress, evaluating achievement, and informing future instruction. Formative assessment techniques such as observation, questioning, and self-assessment can provide ongoing feedback to students and teachers, identifying areas of strength and areas for improvement. Likewise, summative assessment tools such as tests, quizzes, and projects can evaluate students' mastery of learning objectives and inform grading decisions. By incorporating both formative and summative assessment strategies into the lesson plan, teachers can ensure accountability and promote continuous improvement in student learning.

In conclusion, designing a lesson plan for English language teaching requires a systematic approach that encompasses setting clear objectives, selecting appropriate materials and activities, sequencing tasks logically, and assessing student progress. By following this comprehensive framework, educators can create engaging and meaningful learning experiences that promote language development and foster student success. As noted by Kumaravadivelu (2001), effective lesson planning is not merely a technical exercise but a reflective practice that requires thoughtful consideration of learners' needs, pedagogical principles, and contextual factors. Thus,

by integrating research-based strategies and pedagogical insights into their lesson plans, teachers can empower students to become proficient and confident communicators in the English language.

Example :

Activity	Objective	Materials Needed	Instructions
Vocabulary Activity	Students will expand their vocabulary related to environmental issues.	News articles, infographics, vocabulary cards	1. Read the news article about climate change. 2. Identify and define key vocabulary related to the topic.
Group Discussion	Students will improve their speaking and critical thinking skills by discussing the impact of climate change on the environment.	Discussion prompts, visual aids, group discussion guidelines	1. Divide students into small groups. 2. Discuss the assigned topic and share opinions and ideas.
Role-play Activity	Students will practice using English in real-world situations by role-playing scenarios related to environmental conservation.	Role-play scripts, props, scenario cards	1. Assign roles and scenarios to each group. 2. Role-play the given scenario, focusing on language use and fluency.

H. Lesson Plan Rubrics

Lesson plan rubrics are a crucial component in educational settings, providing a structured framework for evaluating lesson plans. These rubrics typically consist of criteria that assess various aspects of a lesson plan, such as its clarity, alignment with learning objectives, engagement strategies, differentiation, and assessment methods. They serve as a guide for both teachers and evaluators, ensuring that lesson plans are comprehensive, effective, and aligned with educational standards.

One key aspect of lesson plan rubrics is clarity, which assesses how well the lesson plan communicates its objectives, activities, and assessments. A well-organized and clearly articulated lesson plan is essential for effective teaching, as it helps teachers stay on track and ensures that students understand what is expected of them. Clarity in a lesson plan rubric may be measured by the specificity of the learning objectives, the coherence of the instructional sequence, and the transparency of assessment criteria.

Another important criterion in lesson plan rubrics is alignment with learning objectives. This involves assessing whether the lesson plan is designed to help students achieve specific learning goals. A rubric might evaluate the extent to which the activities, materials, and assessments in the lesson plan are aligned with the stated learning objectives. For example, if a lesson plan aims to improve students' writing skills, the rubric might assess the extent to which the activities in the lesson plan actually promote writing proficiency.

Engagement strategies are also commonly assessed in lesson plan rubrics. These strategies refer to the methods used to actively engage students in the learning process. Rubrics might evaluate the variety and effectiveness of engagement strategies used in the lesson plan, such as group work, hands-on activities, or multimedia presentations. The goal is to ensure that the lesson plan promotes student participation and motivation.

A rubric designed for an English teaching class might assess the lesson plan based on various criteria, including the clarity and specificity of learning objectives, alignment with educational standards, incorporation of engaging activities to promote student

participation, and the appropriateness of assessment methods for evaluating student learning and achievement.

Example :

Subject : English for Teaching

Grade Level : High School

Duration : 45 minutes

Objective:

Students will be able to identify and explain the basic components of a lesson plan.

Materials Needed:

Whiteboard and markers

Handouts with sample lesson plans

Projector (optional)

Procedure:

Introduction (5 minutes):

Greet the students and introduce the topic of the lesson: lesson planning.

Explain the importance of effective lesson planning in teaching.

Lesson Content (25 minutes):

Present the basic components of a lesson plan: objectives, materials, procedure, assessment, and reflection.

Use a sample lesson plan to illustrate each component.

Engage students in a discussion about why each component is important in lesson planning.

Activity (10 minutes):

Divide the class into groups and provide them with a simple topic (e.g., "How to Make a Sandwich") to create a mini lesson plan.

Each group should outline objectives, materials needed, procedure, assessment, and reflection for their mini lesson plan.

Closure (5 minutes):

Have each group present their mini lesson plan to the class.

Facilitate a brief discussion on the effectiveness of each plan and provide feedback.

Assessment:

Students will be assessed based on their participation in the discussion and the completion of their mini lesson plans.

This lesson plan aims to introduce students to the basic components of a lesson plan and provide them with hands-on experience in creating a simple plan. The interactive nature of the lesson encourages student engagement and allows for practical application of the concepts learned.

SUMMARY

Lesson planning is a vital tool in education, offering a structured approach that enhances learning. A well-crafted plan includes clear objectives, engaging activities, and effective assessments, providing direction and clarity for educators and learners. It integrates diverse instructional strategies to maximize student engagement and allows for flexibility in the classroom. Selecting appropriate materials and using varied teaching methods are essential. Structuring the plan with a logical flow guides the lesson, and diverse assessment methods ensure a comprehensive view of student learning. Overall, a well-constructed lesson plan is indispensable, enhancing the learning experience and contributing to program success.

In English Language Teaching (ELT), lesson planning provides a framework for comprehensive and engaging learning. Clear, attainable objectives guide design, and suitable materials enhance motivation and understanding. Variety in teaching methods accommodates diverse learning styles. Structuring lessons with a logical flow scaffolds learning, and ongoing assessment and reflection ensure improvement. Effective techniques include diverse activities, technology integration, strategic assessment, differentiation, and collaboration. By integrating these principles, educators create dynamic plans that optimize learning outcomes.

Lesson planning is a crucial roadmap, aligning with curriculum standards and promoting organized instruction. It facilitates communication, anticipates challenges, and adapts teaching strategies. Well-designed plans integrate engaging activities, cater to diverse needs, and promote cultural responsiveness. They also incorporate assessment and feedback strategies, ensuring adaptability and fostering continuous improvement. Lesson planning serves as a professional development tool, encouraging reflection and improvement in teaching practices.

A language teaching lesson plan includes clear objectives, differentiation strategies, engagement techniques, and holistic language skill integration. Assessments and feedback inform real-time teaching, and flexibility meets evolving student needs. Reflective practice and continuous improvement enhance teaching effectiveness, supported by collaboration and feedback within the teaching community.

Designing ELT lesson plans involves clear objectives, suitable materials, logical sequencing, and effective assessment. Clear objectives guide instruction, and diverse

materials and activities enhance engagement. Logical sequencing promotes skill development, and assessment informs instruction. This systematic approach creates meaningful learning experiences.

Lesson plan rubrics assess clarity, alignment, engagement, and assessment methods. Clarity ensures objectives and activities are understood. Alignment with objectives ensures goal achievement. Engagement strategies are assessed for variety and effectiveness. Rubrics guide educators to create comprehensive, effective plans, enhancing learning experiences.

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Basic Principles of English Language Teaching

“The Basic Principles of English Language Teaching” is an enlightening journey into the complex field of ELT. This comprehensive guide begins by exploring the roles of teachers and learners, emphasizing the importance of motivation, age, language level, learning style, and intelligence in the learning process. It also provides practical tips for integrating technology effectively in the classroom to enhance learning experiences. As readers progress, they are introduced to various ELT approaches and methods, each explained in detail, providing a comprehensive overview of the pedagogical approaches available to ELT practitioners.

The book further delves into the intricacies of teaching reading, listening, speaking, and writing skills. It offers valuable guidance for educators looking to enhance their students’ abilities in these areas, covering aspects such as the reading process, stages of reading, classification of reading skills, and different types of reading techniques. The section on teaching listening skills explores the categories of listening, strategies, and techniques for teaching listening, and various listening activities. Lastly, the book explores the nuances of teaching speaking and writing skills, covering aspects such as the definition of speaking skills, factors inhibiting students’ speaking skills, the importance of speaking skills, and different types of speaking skills. It also provides practical tips for teaching writing, including the stages of writing, aspects of writing, and various teaching activities. This book is an essential resource for anyone involved in English language teaching and learning.

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