

AXIS

Handbook for English teachers

In Peru



Indholdsfortegnelse

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Chapter 1: Introduction

This handbook has been written as an aid to English teachers at Cepromup in Villa El Salvador. It includes both some theoretical information about language learning, practical teaching ideas and the curriculum for English that is used in Villa El Salvador. In this sense, it is most relevant for people who will be teaching in Villa. However, it contains enough generally applicable information and ideas to be useful also for those of you who will be teaching in Cusco, on Taquile or in Madre de Dios.

The best way to make use of the handbook depends on how much experience of teaching you have already. If you are a teacher, or student teacher, you will probably be able to read the text in the order that it is written without finding the ideas too abstract to relate to. On the other hand, if you have never taught before and don't have a pedagogical background, you might find it easier to read the more practical chapters from chapter 5 (The curriculum) onwards first and come back to chapters 2-4 afterwards.

Chapter 2: Learning a foreign language

Communicative competence

In modern language learning, the concept of "communicative competence" is used to describe the elements that are necessary for language to be used for successful communication. The typical characteristics of communicative competence, or successful communication are the following:

- Linguistic accuracy:
 - knowledge of grammatical forms and structures (e.g. how to form the past simple tense and when it should be used)
 - knowledge of "chunks" of language (expressions, common phrases)
- Socially appropriate language:
 - knowledge of language for particular functions (e.g. buying something in a shop)
 - knowledge of which language to use in which social situations (e.g. how formal/informal)
- Use of good strategies:
 - reading/listening strategies (e.g. how to read a text in order to achieve one's aims in reading it)
 - communication strategies (e.g. how to make someone understand even if one does not know all the right words and expressions)
 - learning strategies (e.g. how to learn and remember new words and expressions)
- Psychomotor skills:
 - ability to produce the sounds necessary to pronounce the language

Successful communication is therefore not only concerned with the production of accurate language. It is also important to be able to use language that is suitable for the social situation in which one is communicating, and to be able to use strategies that help one to understand and communicate better.

We normally associate communication with the production and understanding of oral language and most of the teaching you do in Peru will probably concern oral language. However, most of the above principles can also be applied to written language.

Language learning

Over time and especially during the last 100 years, there have been many theories about how second or foreign languages are learned. Some theories (e.g. behaviourism) see language learning as a kind of habit formation, where practice makes perfect and where mistakes are seen as a kind of interference from the learner's native language. Others see learners' use of the second language as a valid kind of language in itself, where the learner makes hypotheses about the new language based on his/her knowledge of both the native and the new language and where mistakes are seen as a kind of progress. Some people say that we learn a second language by learning the grammatical structures first as a framework where we can "hang" the words later. Other people say that our learning is focussed on meaning and therefore on the learning of words and fixed expressions.

Because it is impossible to "see" or measure in an objective way how we learn languages, it is very difficult to prove that one theory is better than another. However, it seems to be possible to say that the following things are true:

- language learning makes just as much use of vocabulary and fixed expressions as it does of grammatical structures
- we seem to learn grammatical features of the foreign language in more or less the same order, regardless of our first language, but we learn at different speeds and in different ways
- language learning in the classroom is most successful when meaningful, communicative activities are combined with the learners being made aware of how different linguistic features function in context

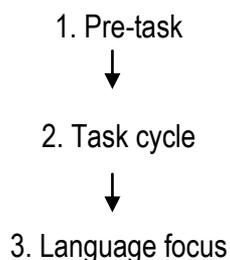
Chapter 3: Two models for teaching English as a foreign language

Task-based learning

Most older language teaching methodologies focussed on teaching grammar rules and making sure the learners produced language that was grammatically correct. Later, there was so much focus on making learning situations meaningful in their content that teachers almost forgot about teaching language. Now it is

accepted that learning situations should create genuine communication that learners feel motivated to take part in but that learners should also become aware of how language works and how it is used. In a way this is a combination of old and new thinking. Task-based learning is one example of this combination.

The task-based learning framework is a model for teaching a foreign or second language. It is structured in such a way that both meaningful communication and conscious language study can take place. A task-based language learning sequence is divided into three main phases:



The task cycle phase is the point at which the main content of the learning sequence and work with its theme take place. The role of the pre-task is to introduce learners to the topic of the sequence, the task they are to do in the task cycle and to help them focus on some of the language they will need in order to carry out the task. Its purpose is not so much to introduce new language as to remind learners of familiar language that will be useful. The language focus phase involves conscious study of linguistic features that the teacher and learners have identified as problematic during the task cycle phase. The point of this is that the language studied has not been chosen out of the blue but has already been used in the context of the task cycle – as mentioned above, research has shown that language is best learned in a meaningful context. In addition, the language focus phase offers the opportunity for different learners to work on different areas of language, thus taking account of the fact that people learn at different speeds and will therefore be at different levels regarding the aspects of language that they have previously mastered.

A basic example of a task-based sequence could be as follows:

1. Pre-task: Teacher introduces the theme “family”, e.g. by showing pictures of various family groupings.

Learners are reminded (e.g. by talking about the pictures or through other activities) of the English names for various family members (mother, father, child, brother, sister etc) and phrases such as “Do you have ...?” and “How many ... do you have?”

Teacher introduces the task: a survey of class members’ families.

2. Task cycle: Learners carry out a survey of class members' families and present one of their classmate's families to the rest of the class.
3. Language focus:
- a) The teacher has noticed that most members of the class have trouble distinguishing between "has" and "have" and therefore finds/creates an activity to revise and practise this.
 - b) The teacher has also noticed that some learners have difficulty remembering the names of family members in English and others cannot yet use "do/does" correctly in questions. He/she therefore gets learners to work on the particular aspects of language from the task that gave them most problems.

The task cycle phase is itself divided into three separate stages:

2.1 Task → 2.2 Planning → 2.3 Report

During the first stage (task), the learners do the main task they have been set by the teacher. This usually involves an activity where the most important thing is to arrive at a meaningful conclusion. The learners use whatever language they can to do the task, but it is not very important at this stage whether their language is accurate or appropriate or not. However, completing the task is not the end of the process. Research has shown that learners are more motivated to focus on the production of accurate, appropriate language if they have to use it "in public". Also, as completing the task itself probably involves a great deal of thinking about the content of what they are doing, the learners will not usually have had the time or extra brain cells to focus on the quality of their language.

The planning stage offers this opportunity. The learners plan how they will present the results of the task they have just done to the rest of the class in the best possible way; in the example above, this means that they will plan how best to present their classmate's family to the rest of the class. At this stage, they can use any resources available (dictionaries, grammar books, the teacher etc) to help them prepare. All in all, they have the time and resources to think about the language they will use to present the result of the task.

At the report stage, the learners present the results of their task to the rest of the class. Depending on the nature of the task, this might involve all groups/learners presenting something or only selected groups/learners. (For example, if the task is short and of a type where the groups are likely to have come to similar conclusions, it might be a better idea to ask only a couple of groups to avoid the process becoming boring. If, on the other hand, the task has been time-consuming for the groups to complete, they might feel insulted if they are not asked to present their results).

Going back to the sequence described above, this might involve the following:

- 2.1. Task: The learners (in pairs) carry out the survey of their classmates' families (the gathering of information).
- 2.2. Planning: Once the learners know which member(s) of the class they are going to present, they plan how to present the information they have gathered about this person in the best possible way. For example, they make sure they know the words and phrases they will need and they make any necessary visual materials – poster, chart etc
- 2.3. Report: The learners (in pairs or individually) present the family of their allocated classmate to the rest of the class. Those listening can prepare questions and, if appropriate, feedback can be given at this stage.

During the three stages of the task cycle, the teacher has the opportunity to make a note of any areas of language that need working on and make use of these in the language focus phase. Learners may also suggest areas of language to be worked on.

PPP

Task-based learning takes its starting point in the content and theme of the lesson and deals with language that arises naturally from that context. As explained earlier, this is almost always the most effective (and most interesting) way to learn new language. Occasionally, however, in particular when presenting items of language for the first time at a very basic level, it can be useful to work on the language in isolation. The PPP approach (which stands for Presentation, Practice and Production) is one way of doing this.

The PPP approach is also divided into three phases, which function as follows:

1. Presentation: The teacher introduces and explains the language (often a grammar point) that will be worked on. Examples and rules are given.
2. Practice: The learners do exercises that focus specifically on the language point in question, often traditional exercises from a grammar book or a very restricted communication activity.
3. Production: The learners carry out more open communication activities that allow for a wider use of various types of language but which are designed to produce the use of the language point that is the focus of the lesson.

The approach described here is more teacher-centred, less context-based and does not really take account of learners having different needs. However, as mentioned above, it can be useful as a way of introducing a point of language for the first time, to make sure that all learners have been exposed to it. Note that being “exposed” to it is not necessarily the same as learning it – even when

all learners have been exposed to the same input, they will most likely not have learned the same things.

The following is an example of a PPP sequence where the aim is the teaching/learning and practice of the 3rd person singular “s”

ending in the present simple tense:

1. Presentation: The teacher presents on the board a series of sentences in the present simple tense demonstrating the use of the 1st, 2nd and 3rd person singular and plural forms of the verbs used. The learners work out when the 3rd person “s” is used, and the rules are discussed in class and confirmed by the teacher.
2. Practice: The learners do gap-fill exercises in which they have to put the verbs given into sentences in the correct form of the present simple.
3. Production: Learners in pairs ask each other about their daily routines and report back to the rest of the class on their partner’s routines using the present simple tense.

Chapter 4: Language learning strategies

The previous section on models for language teaching may give the impression that the teacher is the only person in the classroom who is responsible for making sure that language-learning takes place. However, from the beginning, students should be encouraged to become actively involved in the language learning process.

This means that:

- they should be made to realise that learning English is something they do, not something the teacher does to them
- they should become aware of different possible ways of learning English
- they should learn how to set realistic short-term goals for their own language learning (e.g. select which words to learn from the day's class)
- they should learn how to evaluate a teaching sequence from the point of view of, for example, their own learning, the methods and materials used etc

As explained above, different learners have different ways of learning languages. However, learners are not always themselves aware of how they learn or of the different possible ways they might be able to learn. It is therefore a good idea to give learners opportunities to try out different strategies for language learning in order to give them techniques they can use to control and direct their own learning.

One of the areas of language learning which learners are usually able to begin taking control of relatively early is that of learning new vocabulary. Here are some strategies they might try for learning and practising

new words, phrases and expressions (depending on their language level and the resources - such as dictionaries – available):

Recording new vocabulary

1. Organise your vocabulary lists in such a way that you can use them to find words and phrases that you need, without having to spend time searching through a lot of paper. This could be a simple alphabetical system, or a system of categories such as themes (e.g. *verbs describing movement* or *words about families*), functions (e.g. *giving directions*), items of grammar (e.g. *adjectives that are followed by the preposition "at"*), Spanish words compared to English words that look the same but mean something different (e.g. *embarazada* - *embarrassed*) etc.
2. Words with very specific meanings can be recorded out of context, with a simple definition in English or a Spanish translation (e.g. *table* – *mesa*).
3. Words with less specific meanings, and which often occur in various contexts, are best recorded in the expressions in which they appear. For example, the word *example* most often appears in certain fixed or semi-fixed phrases such as *for example*, *let me give you an example*, *that was a bad example*, *to set a good/bad example* etc. The word will be easier to use correctly in the future if you try to remember it in the situations in which it occurs.
4. It can often be a good idea to use the dictionary to look up expressions containing a word that you already "know" – you might recognise the word without being able to use it accurately in the right contexts.
5. You can build up chains of expressions, using new words you find in the dictionary. For example, if you take the noun *price*, your dictionary might tell you that prices can *rise*, *fall*, *vary*, *fluctuate* etc. (i.e. the noun can be followed by various verbs. You could then take one of these verbs, e.g. *fluctuate* and investigate which other nouns can use this verb, e.g. *interest rates*, *the temperature* etc. This will give you groups of expressions using linked words.
6. Try to find alternative ways of expressing more "ordinary" words or expressions. For example, instead of the adjective *old*, you might (depending on the context you are operating in and how respectful, humorous or otherwise you are trying to be) say *elderly*, *ancient*, *doddering*, *geriatric*, *past it*, *over the hill* or *knocking at death's door* instead. Or find opposites, again according to context, e.g. the opposite of *old* is not always *young*.
7. Record different forms (word classes) of words with the same root. For example, the word *example* leads to *exemplary* and *to exemplify*. This is a way of expanding your vocabulary through familiar words.

Learning new vocabulary

1. Be realistic. If you try to learn 50 new words/expressions all at once, the chances are you will end up frustrated. Select the most useful/interesting items and limit yourself to 10 at a time.
2. Try to regularly set aside a short amount of time for learning new vocabulary or refreshing yesterday's/last week's/last month's new vocabulary. 15 minutes used constructively and regularly can add a considerable amount of new material to your repertoire.
3. Test yourself actively. For example, write definitions/translations in such a way that they can be covered (e.g. at the other side of the page, or on the next page), or leave gaps in sentences to be filled with the words you are trying to learn. This is more effective than simply reading through a list of words/expressions.
4. Use your new language. This is your responsibility. Three suggestions: try out new expressions in imaginary conversations with yourself at moments when your mind is otherwise unoccupied (waiting for/sitting on the bus, taking a shower etc.); decide on a certain group of words/expressions that you would like to make sure you use at the next English lesson; make an effort to include new language in written

assignments – experimenting creatively will usually get you further in the long run than playing safe, even if it means making more mistakes in the short term.

Another useful area to work with is communicative strategies. Communication strategies are techniques that learners/speakers of a foreign language use when they realise that their language abilities are not adequate to perform a particular function. For example, when a speaker in the middle of a conversation finds out that he/she is lacking an important word to express something he/she wants to say, he/she will need to find another way of saying or expressing it. The use of communication strategies is often automatic, but sometimes they are worth practising. Here are a couple of examples:

1. The students could practise reformulating what they want to say (e.g. by finding another word or a longer explanation/description) without resorting to Spanish or asking someone else to “rescue” them. For example, if a student wants to say “apple” but doesn’t know or can’t remember the word, he/she could start by saying “It’s a kind of fruit” and describing it.
2. They could practise using mime and body language to help them. Obviously, this is more helpful in some contexts than others, but it is usually better to make use of it rather than sitting or standing stiffly and trying to get the words to do all the work. (This is why most people find it difficult to speak a foreign language on the telephone.)

Chapter 5: The curriculum for English classes in Villa El Salvador

Introduction to the curriculum

Structure

The curriculum is divided into three levels: elementary (básico), intermediate (intermedio) and advanced (avanzado). These levels correspond to the levels used by CEPROMUP in Villa El Salvador, where each level is in turn divided into two or three further “sub-stages”. This structure has not been implemented in the same way for the teaching programs in Taquile, Cusco or Madre de Dios but the curriculum can hopefully still be used as a planning guide for teaching there.

Purpose

The curriculum aims to function as a guide and source of ideas for teachers. It should not be seen either as a complete “recipe” for teaching success or as a “straightjacket”. In other words, it does not provide a step-by-step teaching program in a pre-defined order with activity suggestions at every stage; nor does it prevent creative teachers from bringing other ideas and/or themes into their teaching. It should be used as a framework to ensure consistency and continuity in English teaching in Villa El Salvador, and to minimise the

potentially negative effects of the unavoidable fact that there are frequent changes of teachers in most classes.

Content

The curriculum has been designed in such a way that it hopes to encourage the use of communicative teaching methods and activities as described in the previous section of the handbook. Its emphasis is primarily on the development of language skills for everyday oral communication and on themes that are interesting and relevant for those involved. This does not mean that the study of, for example, grammar or writing skills is excluded but rather that these elements should be integrated into an overall communicative approach. (See the description of the model for task-based learning in the previous section for an example of how this can be done).

A quick glance through the three levels of the curriculum will reveal that the elementary level contains more specific recommendations as to the language and themes to be covered than the other levels. We would also suggest that at this level the recommendations are most likely best covered in the order in which they appear. This is because learners at this level obviously do not have the language resources with which to communicate on many different subjects and we have judged that there are certain basic language items and functions that they need to learn first. At higher levels, it is inappropriate to be quite as specific because the exact language required will depend on learners' needs and interests and the themes of study chosen. However, we have made recommendations that should be possible to integrate into many different themes and teaching/learning sequences.

At each level certain language learning and communication strategies are specified. These are to encourage learners to become aware of how they learn and use the foreign language and to gradually take more and more responsibility for their own language learning.

Curriculum: Básico level

Overall aims

That the students become increasingly able to:

- exchange with others in simple English information about themselves and their daily lives and experiences
- reflect on their aims for learning English and strategies for doing so
- reflect on the circumstances of their daily lives
- think critically in relation to the input they are exposed to in English classes

Language aims

That the students become able to:

- give basic information about themselves and their families
- ask others basic questions about themselves and their families (and understand the answers)

- name and give simple descriptions of common objects and places
- use numbers for simple language functions
- express basic likes and dislikes
- describe simple routines and past experiences
- understand (and to a certain extent use) language associated with the language classroom

Content: themes, language and functions

Introductions

Vocabulary:

- Nouns: *name, year(s)*, names of places/countries in English
- Adjective: *old*
- Interrogatory pronouns: *what, when, how*
- Personal pronouns: *I, you, he, she, it, we, they*
- Possessive pronouns: *my, your, his, her, our, their*
- Verb *to be* present simple tense: *am, is, are*
- Numbers

Functions:

- What's your name? My name is...
- What's his/her name? His/her name is...
- How old are you? I am x years old.
- How old is he/she? He/she is x years old.
- Where are you from? I am from...
- Where is he/she from? He/she is from...

etc

Family

Vocabulary:

- Nouns (including plural forms where relevant): *mother, father, brother, sister, child* etc
- Personal pronouns: *I, you, he, she, it, we, they*
- Possessive pronouns: *my, your, his, her, our, their*
- Verb *to have* present simple tense: *have, has*
- Numbers

Functions:

- Do/does you/he/she/they have brothers and sisters?
- How many brothers/sisters do/does you/he/she/they have?
- What is/are his/her/their name(s)?
- How old is/are he/she/they?

etc

Everyday objects

(can be divided into different teaching sequences according to requirements)

Vocabulary:

- Nouns: Buildings: *house, building, school, kindergarten, hospital* etc
Rooms: *classroom, office, toilet, living room, bedroom, kitchen, stairs* etc

Vehicles: *car, taxi, bus, bicycle, train, aeroplane* etc
Clothes: *T-shirt, shirt, trousers, jeans, skirt, sweater, jacket* etc
Food and drink: *water, coke, Inca cola, beer, bread, meat, fish, salad* etc
Local area: *street, football pitch, pavement, streetlight* etc (according to need)

- Adjectives: Colours: *red, green, blue, white* etc
Size: *big, small, tall, short, low, wide, narrow*
Age: *old, new, modern, old-fashioned*
Speed: *fast, slow*
- Verbs: *to be* (present simple – positive, negative and questions)
to like (present simple – positive, negative and questions)
- Numbers

Functions:

- Simple descriptions: *What colour is/are it/they? It is/They are...*
How big is/are it/they? Is/are it/they big/small?
How old is/are it/they? Is/are it/they old/new/modern?
There is/are...
etc
- Likes and dislikes: *I like/don't like + noun*
I like/don't like + ing form
I like ... best/least
(What) do you like...?
etc

Numbers

Vocabulary:

- Nouns: months, days, days of celebration (*birthday, Christmas, Easter* etc), *time, clock, watch, money* (+ names of different kinds of money) etc.
- Adjectives: *cheap, expensive, late, early* etc
- Time adverbials: *today, yesterday, tomorrow, next week/month/year, last week/month/year* etc
- Numbers (whichever are useful for the activity)

Functions:

- Age: *How old are you? How old is your sister/house/book etc?*
- Dates: *What day/date is it today? What is your birthday/Christmas etc?*
What month is...?
- Money: *How much does X cost? Is it cheap/expensive?*
- Telling the time: *What time is it? It's...*

Jobs

Vocabulary:

- Nouns: *job, work*, names of common jobs and places of work, particularly in the local area
- Adjectives: *good, bad, hard, easy, full-time, part-time, dirty, tiring* etc
- Frequency adverbials: *always, never, sometimes*
- Verbs: useful verbs for describing job activities (present simple – positive, negative and questions)
- Numbers and phrases for telling the time

Functions:

- Simple descriptions: *Is it a good/bad etc job? It is a good/bad/part-time etc job.*
- Likes and dislikes: *Do you like your job?*

- Simple job routines: *I like it (very much), I don't like it (at all).
I (don't) like it because it is good/dirty etc
I go to/leave work at (time)
I (verb) at work
I always/sometimes/never...*

Daily life in Villa El Salvador

Vocabulary:

- Nouns: names of useful activities, objects, places
- Adjectives: many as above, comparative forms
- Time and frequency adverbials: as above + *more/less often, longer, later, earlier*
- Verbs: present simple tense (positive, negative and question forms) of common verbs, past simple tense of a few verbs (both regular and irregular)
- Numbers and phrases for telling the time

Functions:

- Describing routines (e.g. whole days, parts of days, mealtimes, weekends etc)
- Likes and dislikes (as above)
- Describing past experiences and events: *What did you do at the weekend/yesterday/for your birthday?*
- Comparison of routines and experiences: *We eat later than..., I work harder than ..., I go to X more often than*

The classroom

Vocabulary:

- Nouns: *whiteboard, paper, picture, pen/pencil, table, chair, door, group, pair* etc
- Verbs: *look, listen, write, read, work, help, spell, mean, understand* etc

Functions:

- Giving instructions: *Look at the picture, Work in groups, Stand up, Sit down* etc
- Asking for help: *Please help me, How do you spell...? What does X mean? How do you say X in English? I don't understand* etc

Language learning strategies

- Development of the idea that language learning is something learners can and should take individual responsibility for
- Development of the idea that not all learners will want/need to learn exactly the same new language at exactly the same time
- Demonstration and practice of simple ways of selecting, recording and learning new words
- Development of ability to set realistic, personal linguistic goals for practising/using new language

Communication strategies

- Use of body language (mime, facial expressions etc) to aid verbal communication

Curriculum: Intermedio level

Overall aims

That the students increasingly become able to:

- exchange with others in relatively simple English information about themselves and their daily lives and experiences
- reflect on their aims for learning English and strategies for doing so
- reflect on the circumstances of their daily lives
- think critically in relation to the input they are exposed to in English classes

Language aims

That the students increasingly become able to:

- exchange everyday information about themselves and their families
- give descriptions of objects and places associated with their everyday lives and the local area
- express and give simple explanations of likes, dislikes, feelings and opinions
- describe present routines and habits
- describe simple past events, routines and experiences
- describe simple future plans and intentions
- conducting a simple conversation
- understand and use language associated with the language classroom

Content: themes, language and functions

Talking about oneself and one's family and friends

Vocabulary and grammar areas include:

- Names of family members
- Names of jobs/occupations
- Numbers
- Common verbs in present simple forms, e.g. *to be, to have, to go, to start* etc
- Common adjectives (including comparative forms) to describe age, time, opinion etc
- Personal and possessive pronouns

Functions include:

- Introducing oneself (name, age, job/occupation, place of origin etc)
- Talking about one's family and friends (name, age, job/occupation, place of origin etc)
- Daily routines at home and/or at work
- Simple descriptions and comparisons of daily activities
- Likes and dislikes in connection with daily activities

Objects and places

Vocabulary and grammar areas include:

- Buildings, rooms and furniture
- Clothes, shoes and other personal items
- Food and drink
- Vocabulary connected with street scenes and activities: *street, pavement, corner, crossroads, walk, drive, play* etc
- Landscapes and weather: *mountain, desert, jungle, river, sea, rain, snow, wind(y)* etc
- Common adjectives to describe size, colour, shape, texture, temperature, taste etc

- Common verbs in present simple, present continuous and imperative forms

Functions include:

- Describing buildings (e.g. one's own house, street etc)
- Describing common street scenes and activities (including *There is/are*, use of present continuous for current activities etc)
- Giving simple directions (Straight ahead, first/second road on the right/left, on your right/left etc)
- Describing clothes, shoes etc and one's likes and dislikes in connection with these
- Describing food and one's likes and dislikes in this connection
- Simple recipes
- Describing the Peruvian landscapes and weather

Numbers

As for Básico level

Life in Villa El Salvador

Vocabulary and grammar areas include:

- Vocabulary particularly associated with the theme selected, e.g. young people in Villa, a typical street in Villa, schools in Villa, shops in Villa, women's lives in Villa, drugs, friendship, Villa's history and development etc
- Adverbs of time, frequency, place and manner
- Common verbs in present simple and present continuous forms (including negatives and question forms)
- Common verbs in past simple tense, both regular and irregular verbs (including negatives and question forms)
- Introduction to present perfect tense and the differences in the use of the past simple and present perfect tenses
- Certain future forms, e.g. *will* (for predictions) and *going to* (for intentions)
- Language for expressing opinions: *In my opinion, I think, I (don't) agree, That's a good/bad idea* etc
- Language for expressing feelings: *I feel, It makes me feel + adjective* etc
- Phrases for structuring a conversation: *Could I say something? What do you think? Really? That sounds interesting/fun* etc
- Simple question tags: *That tastes good, doesn't it?*

Functions include:

- Describing present routines and habits (at home, at work etc)
- Imagined routines of others than themselves (e.g. a film star, sportsman, policeman etc)
- Describing past events and experiences
- Describing plans for the immediate future (e.g. next weekend)
- Describing dreams for the future
- Making simple predictions
- Expressing likes and dislikes, giving simple opinions about people, events and things, and expressing feelings
- Conducting a conversation (turn-taking and showing interest)

Classroom language

As for Básico level

Language learning strategies

- Development of independent strategies for selecting, recording and learning new vocabulary
- Encouragement of independent planning of ways of practising new language
- Development of ability to set realistic, specific, personal linguistic goals and evaluate these

Communication strategies

- Use of body language (mime, facial expressions etc) to aid verbal communication
- Use of synonyms and/or description to “talk around” an unknown word or expression

Curriculum: Avanzado level

Overall aims

That the students increasingly become able to:

- exchange with others in fluent English information about themselves and their daily lives and experiences
- exchange with others in relatively fluent English information and opinions about more abstract topics of general interest
- reflect on their aims for learning English and strategies for doing so
- reflect on the circumstances of their daily lives
- think critically in relation to the input they are exposed to in English classes

Language aims

That the students become able to:

- converse relatively spontaneously and fluently about their everyday lives and a variety of common subjects
- describe their surroundings and aspects of their city and country
- discuss more abstract topics (e.g. culture, moral issues, rights, the environment etc)
- express feelings and opinions (on both concrete and abstract topics)
- describe present routines and habits
- describe past events, routines and experiences
- describe future plans, intentions, predictions etc
- make use of more complex language (both grammar and vocabulary) in order to express themselves in a variety of ways
- understand and use language associated with the language classroom

Content: themes, language and functions

Everyday life

Vocabulary and grammar areas include:

- Words and expressions associated with family, friends, home life, interests and work
- Descriptive language (e.g. adjectives/adverbs) for everyday themes, surroundings etc
- Correct use of adjectives and adverbs

- Correct use of simple and continuous tenses of verbs in present and past tenses
- Regular and irregular verb forms (for present perfect and past simple tenses)
- Developing awareness of the use of prepositions in fixed expressions

Functions include:

- Introducing and giving information about oneself and other people
- Describing and talking about and/or making comments about common topics of interest such as the weather, food/drink, clothes, traffic/transport, sport, TV programmes, music, journeys, birthdays etc
- Describing routines, past experiences etc (as for básico and intermedio, but with greater complexity of theme and expression)
- Giving a longer presentation of an aspect of everyday life
- Making arrangements, offering or promising to do things

Important issues in Villa El Salvador

Vocabulary and grammar areas include:

- Words and expressions associated with relevant themes, e.g. schools, education, job opportunities/unemployment, entertainment for young people, drugs, crime, housing, poverty, women's lives, urban development, local democracy etc.
- Words and expressions associated with presenting an argument, expressing opinions/feelings and points for and against, showing interest, interrupting (politely), checking for understanding etc
- Words and expressions for structuring an argument orally or in writing, e.g. *firstly, secondly, finally, however, nevertheless, one the one hand ... on the other hand* etc
- Use of present, past, future and conditional verb tenses

Functions include:

- Making short presentations of (aspects of) important issues for people living in Villa El Salvador
- Asking reflective/critical questions
- Arguing for alternative points of view (including practising presenting controversial points of view and checking that the people involved understand what one has said)
- Accepting the existence of varying points of view
- Describing predictions based on present situations, thoughts and speculations
- Describing plans, intentions and dreams for the future

Peru and beyond

Vocabulary and grammar areas include:

- Similar to previous section, but with the introduction of more abstract and wide-reaching concepts and themes
- Language of benefit for describing aspects of life, history, culture, landscape, climate etc in Peru for tourists

Functions include:

- As for previous section
- Experimenting with ways of raising people's interest in aspects of life in Peru and ways of presenting information in an interesting, understandable form

Classroom language

As for Básico and Intermedio

Language learning strategies

- Development of independent strategies for selecting, recording and learning new vocabulary
- Development of independent strategies for improving linguistic accuracy
- Encouragement of independent planning of ways of practising new language
- Development of ability to set realistic, specific, personal linguistic goals and evaluate these

Communication strategies

- Use of body language (mime, facial expressions etc) to aid verbal communication
- Use of synonyms and/or description to “talk around” an unknown word or expression

Chapter 6: Getting started (1)

Before you arrive in Villa El Salvador, you will need to have an overall idea of how you intend to organise your English classes and the themes and activity types you would like to include. In order to do this successfully and to ensure continuity for the students in the classes, you will have to communicate in detail with the people who have been teaching the classes before you and you will need to use the curriculum as a planning guide.

The purpose of this chapter is to help you at the stage of overall advance planning. It aims to help you plan a teaching sequence of several weeks. In particular, it aims to help you set up goals for your teaching and think about how you will evaluate these goals. Suggestions concerning specific activities will appear in chapters 7 - 11.

Planning a longer teaching sequence

It is a challenge to plan several weeks' teaching without the help of ready-made materials. Here you can use the curriculum for the relevant level to supplement your own ideas. Each curriculum level includes the overall goals of the level concerned, suggested content themes and suggested areas of language to be covered. Neither the themes nor the language areas suggested have to be covered in the order in which they are listed, although the first items on the “básico” list are the easiest and therefore perhaps the most suitable to begin a completely new group with. The lists have not been made more specific in order to give both teachers and students the maximum flexibility in the planning of teaching sequences.

However, it would be useful to think about the following when planning your teaching:

- Try not to change themes too often. Even at beginner level, a theme such as “family” could last a week or more of lessons every day, and gives the opportunity for learners to practise the language they learn. If themes change every day, the learning situation can seem hectic, continuity can be lost and you will have a lot of hard work thinking of new themes all the time. If you are looking for variety, try to vary the activity types and ways of working instead.
- If you run a very long theme, you can also vary your teaching by including short “spots” for other activities. You could have five minutes every day for a warm-up activity, or for a song or dance, or a word game. If you do this regularly, it also creates a type of continuity. As times goes on, the students themselves (or a group of them) might be able to provide the song, word game or warm-up activity.
- Don’t worry if you decide to start on a theme that the class has already worked on before. It provides a good opportunity for the revision of vocabulary and useful expressions and, as long as you work in different ways with the theme, it will not be dull. In fact, it can be a good idea to re-introduce old themes to make sure that language does not get completely forgotten. The curriculum includes some of the same themes at different levels for this very reason – it creates a spiral effect where language and ideas are re-used and built upon in a natural way.

Setting goals for your teaching sequence

The most important part of planning is to make goals for your teaching sequence as a whole and the lessons and activities within it. Without goals, it is impossible to structure your work in a way that is convincing and profitable for your learners and it makes it difficult to evaluate the work you do. For a longer teaching sequence you will have some overall content and language-learning goals, while for individual lessons and activities you will be able to be quite specific. Sometimes you as the teacher will be solely responsible for setting goals. At other times, you will be able to involve the learners in the process. Here are some examples:

1. For a week-long sequence on the family at “básico” level you might, making use of the curriculum, have the following overall aims:

Content: (a) Learning about each other’s families
 (b) Learning about another culture

Language-learning: (a) To learn and practise the names of individual family members (*mother, father* etc)

(b) To revise and practise personal and possessive pronouns, the verbs *to be* and *to have* in the present tense and numbers

(c) To learn and practise other vocabulary associated with talking about families in Villa El Salvador and Denmark. (This vocabulary is less predictable, but will, for example, almost certainly involve words such as *sometimes, usually, always, never* etc.)

(d) To discuss and try different ways of learning new words

2. An example of a specific activity within this teaching sequence on the family could be the lesson described in chapter 3 (page 3). The goals of this lesson could be:

Content: Learning about each other's families

Language learning: (a) To revise and practise the names of family members

(b) To revise and practise asking questions with the verb *to have*

NB. It is a good idea to limit the number of goals you set yourself and your students for individual activities and lessons. A few clear goals are easier to plan for and evaluate than a whole range of different goals.

3. A longer sequence on women's lives in Villa El Salvador at advanced level might have the following overall goals:

Content: (a) Learning and exchanging experiences and opinions about women's lives in Villa

(b) Learning about and discussing women's rights, or human rights in general

(c) Learning how to conduct an interview

(d) Daring to express one's opinions and argue for them

(e) Reflection on one's own way of life

Language-learning: (a) To revise and practise the use of the present simple and past simple tenses to describe present and past routines or norms.

(b) To learn/revise and practise the use of the present continuous tense to describe developments in progress.

(c) To revise and practise the use of the future simple (*will*) for predictions.

(d) To learn/revise and practise language for expressing opinions and arguments.

(e) To learn and practise new vocabulary related to daily situations and developments in life in Villa El Salvador

(f) To continue the development of strategies for selecting, recording, learning and practising new vocabulary.

NB. The choice of a theme on women's lives will probably have been made in consultation with the learners.

This means that the above set of goals could also be an expression of the learners' own perception of their

needs. Learners will initially find it difficult to set goals, but a discussion of the possibilities will help them see the choices available and make priorities.

4. A single activity within the theme on women's lives could be the following (based on task-based learning, see chapter 3):

- Pre- task: In groups, brainstorm and write down three predictions for the ways in which women's lives in Villa might change over the next 10 years. All suggestions (from the whole class) are written up on the board.
- Task cycle: Groups discuss and decide which two predictions would change women's lives for the best and whether or not they think this will happen within the next 10 years. They prepare and present their arguments to the rest of the class. (A future task could then be to discuss how best to bring about the changes that seem to be the most popular).
- Language focus: Learners revise and practise, for example, the use of the future simple for predictions and/or start recording and learning useful new vocabulary.

The aims of this activity could be:

Content: (a) Reflecting on ways of improving women's lives in Villa

(b) Daring to express one's opinions and argue for them

Language-learning: (a) To practise use of the future simple for predictions

(b) To practise language for presenting opinions and arguments

NB. Note that in 3. and 4. language-learning aims are much less specific than they are in 1. and 2. As long as learners have very little language at their disposal, it is relatively easy to predict what they already know and what they will need. However, at advanced level, communicative teaching has more unpredictable results and, while certain needs and problems can be predicted, others can also appear unexpectedly and will need to be dealt with. In this situation, the task-based learning model is very useful because the Language Focus phase provides an opportunity to integrate any work with language problems that have appeared in the context of an activity.

Evaluation

Evaluation is a natural part of setting goals. It tells you the extent to which you have reached the goals you have already set and it influences the goals you will set for future work. Much of the day-to-day evaluation will be on an informal basis and will not necessarily require a lot of direct communication with the learners; often you will be able to assess from the learners' reactions whether or not your short-term activity goals have been

met. A good idea is to keep a daily logbook in which you note the day's goals and outcomes. This will soon give you an indication of whether or not the teaching is going as planned and you will be able to discuss possible problems with the learners and make the necessary adjustments.

It is also necessary to evaluate your teaching and your students' progress in more formal ways. Each teaching sequence should be evaluated in relation to its aims and the materials, methods and activity types used. This evaluation should be planned at the same time as you make your goals. You can carry out an evaluation yourself, but it is usually most productive to involve your students in the evaluation of both your teaching and their learning. Suggested evaluation activities:

- Teachers can keep a logbook or teaching diary with their own observations concerning students and aspects of their teaching. This can be used as a tool for evaluation both during and after a teaching sequence.
- Students can be encouraged to keep a record (in Spanish) of the language they learn, the activities they learn the most/least from, their assessment of their own and the teacher's work etc. This can also be used as an evaluation tool at any point.
- One specific aspect of a teaching sequence should be evaluated at any one time (e.g. materials used, content, types of activities, groupwork etc). Don't try to evaluate too many different things at once.
- Evaluation questions to students should be very precisely worded in order to ensure that the students actually evaluate what they have decided/been asked to evaluate.
- If students are tested on their knowledge of language that has been taught, the test should use the same approach as the teaching of that language.
- Ways of informally (i.e. not in the context of an exam) assessing students' learning include:
 1. asking students to write down/tell a partner five new words/phrases they have learned over the last week (without looking at their notes).
 2. asking students in pairs/groups to make up a conversation/role play that demonstrates new language that they have learned.
 3. asking students to select from a list which activity types have been most productive for them in learning English, and give examples of what they have learned.
 4. asking students to reflect on which strategies they use if, for example, they cannot think of an English word they need, or if they do not understand something that is said to them.

giving students a game/activity (e.g. crossword, anagrams etc) that tests their knowledge of certain words. (Obviously, this only works if students have learned the same words).

Chapter 7: Getting started (2)

However well you have planned your teaching in advance of arriving in Villa El Salvador, you still don't have a complete picture of what you will be doing. When you arrive for your first class with a particular group of learners, one of your first priorities is obviously to "break the ice" and get to know something about your students. At the same time, you will also need to assess their language level for yourself. Here are some activities you might try. They are divided into two general levels, but can of course be adapted to suit different levels. Some of the activities can also be used one after the other to help you build up an impression of your new students.

Beginner and elementary level (Básico):

- **Ball Game 1:** Bring a soft ball (or something else that can be thrown without hurting people or breaking things) to class. Stand in a circle with your students. Say your name (or "My name is...") and throw the ball to someone else in the circle. This student says his/her name (or "My name is...") and throws the ball to someone else. Continue until everyone has been included. The procedure should go reasonably quickly to remain interesting. The game is most useful if no one knows each other but, if you don't spend too much time on it, it can be a good way for you to hear all the names.
- **Ball Game 2:** This is almost the same as the previous game. This time, when you throw the ball to someone, you say that person's name – a test of how well people know each other's names.
- **Ball Game 3:** This can be used if the students are not complete beginners. The technique is the same as either ball game 1 or 2, but this time, instead of using names, use information about the students, e.g. age, favourite food/colour/music/film star, numbers of brothers and sisters etc. Again, it should go quite fast in order not to get boring.
- **Newspaper Game:** Everyone stands in a circle, with one person (M) in the middle holding a rolled-up newspaper. Someone starts by saying the name of someone else (S1) in the circle. M has to tap S1 on the head with the newspaper before S1 manages to say someone else's (S2) name. S2 then also has to say someone else's name quickly before M can react and tap him/her on the head. If M succeeds in tapping someone on the head before that person has said a new person's name, then that person has to take M's place in the middle of the circle. A noisy and energetic game (more difficult than it sounds) that works best in a small group.
- **Introduce your partner:** Get your students to sit in pairs and give them some time to decide which three things they would like to tell you about each other (at a simple level: age, family information, where they live etc). They then introduce each other to you – the others can add information if they like. You can then give them similar information about yourself or get them to ask you questions.

Intermediate and advanced level

The above activities can all also be used at intermediate and advanced level, but here are some additional suggestions that require a higher language level:

- Students individually write down an agreed number of sentences (for example, 3 – 5) about themselves, but without writing their names on the paper. The papers are numbered and hung on the walls of the classroom. Students walk round looking at the papers and try to guess who is who. The activity ends with a class discussion in which students explain the reasons for their guesses and establish whether or not their guesses were correct. In this way, you as the new teacher learn something from the students' existing knowledge of each other.
- Students individually think of three pieces of information about themselves. At least one of the pieces of information should be untrue, but they have to think of a story to make it sound plausible. Students circulate and ask about each other's pieces of information, trying to guess which are true and which are false. However, they don't reveal their guesses at this stage. After a certain amount of time (e.g. 15 minutes, depending on how many students there are in the class), the class discusses the information they have found about each other and what they think is true and false. Again, they are finding out new information about each other and you learn something about them from this.
- Three adjectives: On a piece of paper each student writes down three adjectives which he feels describe himself. The papers are collected. The teacher (or a student) reads out the papers one after the other. With each set of adjectives the group speculates who wrote them.
- Pictures: The teacher brings about three times as many pictures (of objects, people, animals, street scenes, landscapes etc) as there are students in the class. (Pictures can be found in magazines, newspapers etc). The pictures are spread out on a table (or hung on the wall). Each student chooses two, one picture of something she likes, the other of something she does not like. The students in turn show their chosen pictures to the class and explain why they like or dislike them. (Other selection criteria can be used, e.g. find a picture that you have strong positive or negative feelings about and one that does not provoke any strong reaction.)
- Picture identity: Each student receives an A4 piece of paper. They have to draw something (no words allowed) that says or symbolises something about themselves. The papers are collected in and mixed up so that each student receives a picture drawn by someone else. The students walk around the class trying to find the person to whom the paper they have been given belongs. They are only allowed to ask questions with yes/no answers and are not allowed to ask directly if the picture belongs to the person they

are talking to. After a certain amount of time, students return to their seats. A class discussion then establishes whether people guessed correctly. Students' reasons for drawing what they did can also be discussed.

Chapter 8: Language learning activity types

Different ways of learning

As mentioned earlier, different people learn languages in different ways, even when they are exposed to the same input. For example, some people will find a text easiest to understand if they read it, while others prefer to hear it (perhaps at the same time as reading). Some people remember best if they write something down but others remember more if they have a lot of oral practice. Still others need to move around while learning and some like to try to visualise the language they are learning. Some learners like to receive lists of grammatical rules while others learn best if they, with suitable support, are given the opportunity to work the rules out for themselves.

It is important that language teaching allows for these differences. It is not usually humanly possible to provide language learning activities that take account of the individual learning styles of every member of the class every minute of the lesson. However, by bearing in mind the factors in the following list, it should be possible to ensure that you reach each learner as often as possible, whether you are using the task-based, PPP or another teaching model:

- A clear content goal (often including a specific product, even if it is just a suggested solution to a problem).
- A linguistic goal.
- A variety of sources of input. There is not much in the way of printed and otherwise pre-prepared materials in Lima or Cusco, and there is nothing in the jungle, but try to vary between the use of texts, pictures (which can also be produced by the students) and listening texts (usually the teacher talking or reading out loud).
- A variety of activity types. Don't use too many activities of the same type very close to each other. Vary between short and long activities, difficult and easy activities, "sitting down" and "physical" activities, activities that excite the learners ("stir" activities) and activities that have a calming effect ("settle" activities). Include role play, games and creative activities as well as more "conventional" academic activities.
- A variety of ways of working – individual, pairs, groups and whole class.

- An element of choice. Include open-ended activities and activities where learners can choose how to complete the task, and involve learners in any choice of themes.
- A high level of activity (mental and/or physical). Remember to include activities that involve learners moving around, even if it is just to change partners or ask each other questions.
- A high level of interaction between teacher and students, among students and between students and the teaching material – genuine communication raises interest and produces more language.
- Time for reflection. Learners need time to absorb what they have experienced and figure out how to use it. Log book activities (in Spanish) or short reflection activities at the end of class can help.

Activities

The number of activities that can be used for language learning is, of course, practically endless. However, to help give an overview of the possibilities that exist, here are some examples of particular types of activities that are useful for language teaching and learning:

1. Listing and sequencing activities: Examples:
 - a) List your four favourite songs in order of preference.
 - b) Listen to a story and put the pictures in the right order.
2. Categorisation and matching activities: Examples:
 - a) Divide a group of words into categories of your own choice.
 - b) Memory game with synonyms or opposites.
 - c) Dominoes with synonyms, opposites, infinitive and past simple forms of irregular verbs etc
3. Information gathering: Examples:
 - a) Survey - Interview a classmate, group, whole class, people outside class about particular personal details, opinions etc.
 - b) Find information about a particular subject.

NB: It is important to plan what the information should be used for.
4. Problem-solving activities: Examples:
 - a) Note points for and/or against a point of view or course of action.
 - b) Agree on the three most interesting places in your area/town/country for visitors.

- c) Design a game that practises the new words you have come across this week.

Remember that you can often use the same types of activities in different contexts and with varying content. Once your students are familiar with the types of activities that you use, you can get them to make up activities for each other – this is often more beneficial for them than if you do all the work.

Chapter 9: The four skills

The four language skills of speaking, listening, reading and writing are normally naturally integrated in any teaching sequence, even if they are not usually equally dominant. However, as the previous chapters have tended to focus on speaking activities, the aim of this chapter is to give some more specific ideas for activities involving reading, listening and writing.

Reading/Listening

The reading and listening skills have been grouped together because the activity types and lesson structures used can often be very similar. The activities are divided into pre-reading/listening activities, while-reading/listening activities and post-reading/listening activities. Different pre-, while- and post- reading/listening activities can be combined, but some obviously "go together" better than others and their suitability will also depend on the level of your class and the aims you have.

You will notice that the activities suggested can be used within the task-based learning framework. Sometimes, the pre-, while- and post-reading/listening activities match the pre-task, task cycle and language focus phases respectively. At other times, a pre-reading or post-reading activity might be more suitable for the task cycle than for the pre-task or language focus. Use the activities as you see fit, but try to bear in mind the principles of task-based learning and the characteristics of good English teaching described in the previous chapter.

Pre-reading/listening activities

Note: most of these activities only become fully effective if they are followed up after the text has been read/listened to.

1. Use the title:
 - (i) Mood associations
 - (a) Ask learners what mood the title inspires for them. Individually, they write down words that come to mind. (At this stage, it is not important if some of the words are in Danish).
 - (b) Class discussion and comparison of ideas. Translation into English of unknown words/expressions.

- (c) Make a class poster of the words OR each learner keeps a record of his/her words.
- (ii) Visualisation
 - (a) Ask learners to draw the scene that they associate with the title.
 - (b) Learners compare their drawings with others and try to explain their visualisation.
 - (c) The drawings are put away for use later.
- (iii) Prediction
 - (a) Ask learners to think what the text might be about? How many different possibilities can they come up with?
 - (b) Learners' ideas are recorded on a poster.
- (iv) Language
 - (a) Does the title make use of word play/ambiguous language? If so, what purpose do you think this has?

2. Use chapter titles:

- (i) Ordering
 - (a) Learners in groups try to put chapter titles in the right order.
 - (b) Groups then speculate as to what the text might be about.

3. Use any available illustrations:

- (i) Ordering
 - (a) In groups, the learners put the illustrations in a convincing order.
 - (b) Class discussion of ideas and explanations.
- (ii) Character description
 - (a) In groups, the learners use illustrations of characters to speculate about the nature of the characters in the text.
 - (b) Class comparison of ideas.
- (iii) Genre
 - (a) In groups, learners use illustrations to speculate as to what kind of text (e.g. newspaper article or short story) they are going to read.
 - (b) Class comparison of ideas.
 - (c) Suggested genres, with their characteristics, are recorded on a class poster.

4. Use one or more "appetiser" extracts (a short, central extract selected from the text to be read/listened to):

- (i) Speculation
 - (a) In groups, learners try to answer questions as to genre, plot, conclusion etc.
 - (b) Class comparison of ideas.
 - (c) Ideas should be recorded for later use.
- (ii) Endings
 - (a) In groups, learners choose between possible (short) endings the one that seems most appropriate to the extract.
 - (b) Class comparison of ideas.
 - (c) Ideas should be recorded to later use.
- (iii) Practical-creative interpretation
 - (a) Individually, learners choose between pieces of music/illustrations/colours/atmosphere words etc. the one that seems to match the extract best.
 - (b) Class or group comparison of ideas.
 - (c) Learners individually note their choice and reasons for it.
- (iv) Structure

- (a) In groups, learners decide whether the extract comes from the beginning, middle or end of the text.
- (b) Class comparison of ideas.

5. Use "appetiser" words from the text:

(i) Thematic speculation

- (a) Choose words from the text that will give learners the opportunity to speculate as to which theme(s) the text might involve.
- (b) Ask learners in groups to categorise the words according to these themes. You can give them theme titles or ask them to find their own.
- (c) Class comparison of ideas.

(ii) Useful vocabulary

- (a) Choose useful vocabulary for understanding the text.
- (b) Ask learners in groups to look the words up and speculate as to the content of the text.
- (c) Class comparison of ideas.

(iii) Character description

- (a) Choose words that could describe characters in the story. They do not have to be words from the text itself.
- (b) Learners in groups categorise words according to which they think naturally "go with" each other.
- (c) Class comparison of ideas.

(iv) Text content

- (a) For a non-fiction text, choose words/phrases that express different arguments/situations etc.
- (b) Learners in groups categorise words according to which they think naturally "go with" each other.
- (c) Class comparison of ideas.

6. Use learners' own experience, opinions and ideas:

(i) Reactions

- (a) Ask learners how they would react in a situation that appears in the text.
- (b) After reading/listening to the text, discuss whether they have changed their ideas.

(ii) Points of view

- (a) Ask learners in groups to list points for and against a point of view.
- (b) Class comparison of ideas.
- (c) Can they add any more after reading the text, and/or have they thought of something that is not mentioned in the text?

(iii) Background knowledge

- (a) Ask for learners' associations with/knowledge of the time/place/situation in which a text is set. Work in groups.
- (b) Class pooling of knowledge.
- (c) Does the text change or add to any of these?

While-reading/listening activities

1. Jigsaw reading

- (a) Cut the text up into smaller sections. A short text or poem can be cut into sentence- or line-long sections, while longer texts can be divided into sections of several sentences or paragraphs.

- (b) Learners, individually or in small groups, try to re-assemble the text in its original form, using both content and discourse markers to help them. (A fun alternative can be for each learner to have one section of the text; learners circulate in class, reading their section to each other until they find the right order; they then stand in the right order and read out the complete text. This works best with shorter texts).
- (c) It can be useful to have a class discussion (in Spanish if necessary) about how the learners worked out the correct order. This increases their awareness of text structure.

2. Put events in the right order (for texts with a strong story line)

- (a) Summarise the main events of the text in single sentences and print them out on separate pieces of paper.
- (b) As they read (or listen to) the text, or just after, learners put the main events in the right order. The result is then a summary of the text.

Alternatives:

- (i) Learners attempt to put the main events in a logical order before they read/listen to the text. They then read/listen to the text to check if they were right.
- (ii) Learners themselves in groups write a summary sentence for each main event. Another group then has to put these events in the right order. If groups have chosen different events to concentrate on, the activity could be followed by a fruitful class discussion (in Spanish if necessary) of why certain events were chosen and others left out.

3. Put events on a time line

- (a) Similar to activity 2 above. Start once again by summarising the main events of the text in single sentences and print them out on separate pieces of paper.
- (b) Draw a time line on the board, with times, dates, days (or whatever might be appropriate for the text you have chosen). Learners can copy this into their notebooks.
- (c) As they read (or listen to) the text, learners place the events in the right order on the time line.

4. Put illustrations in the right order

- (a) Collect a series of illustrations (either from the text, from other sources, or drawings you create yourself) that indicate the events of a text. The less clear the illustrations are, the more discussion they will stimulate, so select appropriately for the language level of the learners.
- (b) As they read/ listen to the text, learners (individually or in groups) put the illustrations in the right order.
- (c) Class discussion as to which features of the illustrations helped them establish the right order.

5. Match illustrations to characters in the text

- (a) Find (or make) illustrations that show something about the characters in the text. (This can be physical features and/or personality characteristics).
- (b) As they read/ listen to the text, learners (individually or in groups) decide which illustration fits what they know about each character.
- (c) A class discussion (in Spanish if necessary) about which features of the characters are explicitly described in the text and which are the assumptions of the learner/reader can be useful.

Alternatives:

- (i) The same activity can be done with short written descriptions of the characters, containing both information from the text and possible extra ideas. Can lead to a good discussion of the characters concerned.
- (ii) Learners choose from a selection of illustrations or short written descriptions the one that is the most appropriate match for one particular scene or character from the text.

6. Categorise arguments for and against a point of view

- (a) While reading/ listening to the text, learners divide the text's arguments up into "for" and "against" a particular point of view.
- (b) As a supplement to this, learners can add additional arguments for and against that do not appear in the text. They could also make a note of which of the arguments they especially agree or disagree with.

7. Correct an inaccurate summary

- (a) Write a short summary of the text (can be used with either fact or fiction texts), mostly accurate but with some mistakes.
- (b) As they read (or listen to) the text, learners correct the inaccurate information in the summary.

8. Gap-filling

- (a) Re-write the text (or part of it, if it is long) with certain information (words and/or phrases) missing and replaced by gaps. If your aim is to test comprehension, it is best to remove content words/phrases (nouns, verbs, adjectives/adverbs) rather than grammatical words (prepositions, pronouns). A word of warning: don't remove too much information, or the learners will not have enough left to help them.
- (b) Make a list of the missing words/phrases in random order.
- (c) Learners attempt to replace the missing words/phrases in the correct gaps.

Alternatives (mostly more advanced):

- (i) Include in your list of missing words/phrases extra items that could conceivably fit in the context. This will lead to a good discussion of how different words change the sense of the text, and whether this is compatible with other parts of the text.
- (ii) Don't give the learners any list. They have to think of possible words/phrases themselves and can then compare with the original version to see if they were thinking along the right lines.
- (iii) Give the learners a list of the missing words/phrases, but don't mark the gaps in the text. The learners have to read the text to decide where something is missing, and then decide which word/phrase is needed.

9. Comprehension questions

- (a) Make up a few comprehension questions that check the main points of the text. These can vary, depending on which aspects of a text you intend to do further work on. You should also be aware of which reading strategies the questions you ask will demand of the learners.
- (b) Learners answer the questions as they read. Depending on the reading strategies required, you might set a time limit; for example, if you are encouraging the use of scanning for particular information, you should set a fairly tight time limit to discourage learners from reading the whole text in minute detail.

10. Vocabulary questions

- (a) Identify words or phrases in the text that you predict learners might have difficulty with, and which would be useful for them to learn, either for a later activity you have planned, or for general future use.
- (b) Ask questions (either written or oral) that encourage the learners to guess the meaning of new vocabulary. This will particularly involve making them aware of the context in which the words appear.

After-reading activities

1. Comprehension questions

- (a) Individually, in pairs or in groups, learners make up a fixed number of comprehension questions for another learner, pair or group to answer. You can specify what the questions should concentrate on, for

example: the aspects of the text that the learners regard as the most important to understand; physical descriptions; character descriptions etc.

- (b) Learners correct each other's answers and discuss any problems. The teacher is available as a resource.
- (c) A class discussion concerning the reasons for some learners asking certain questions and not others might be useful at this stage.

2. Discussion questions

- (a) Individually, in pairs or in groups, learners make up a list of questions which are not answered in the text, and that they would like to have answered.
- (b) All questions are written on the board and discussed by the whole class.

3. Role-play

- (a) Discuss with the class which parts of the text could be interesting to perform as a role-play.
- (b) Learners in groups choose an important scene/event/situation in the text, allocate roles and try to re-create the scene, either using dialogue already in the text, or making up their own.
- (c) Role-plays could be recorded or performed for the rest of the class.

4. Hot Seat

- (a) Learners in groups make up questions (not answered in the text) that they would like to ask one of the characters in the text.
- (b) The groups' questions are compiled on the board.
- (c) One learner takes on the role of the chosen character and takes his/her place in the "hot seat". He/She should answer the class's questions according to his/her own interpretation of the text and the character.
- (d) The activity can be followed up by writing out an interview with the character, or by inserting the new information into appropriate places in the text.

Alternatives:

- (i) Instead of carrying out the interview as a whole-class activity, from (c) it could be done in groups, with one person in each group sitting in the "hot seat". Groups could then compare their results.
- (ii) Each group could interview a different character from the text in the "hot seat", compare results and discuss their compatibility.

5. Letter-writing (particularly useful after discussions of characters/events in a text)

- (a) Present a situation to the class, in which it would be realistic to imagine the learners writing to one of the characters, or to the author, or one character writing to another.
- (b) In pairs/groups, learners brainstorm what the letter might contain.
- (c) Letters can be written individually or in pairs/small groups.

6. Diary entry (also useful after discussions of characters/events in a text)

- (a) Suggest that the learners write a diary entry of a character whose point of view is not already strongly represented in the text. If possible give them a choice – they will identify more strongly with some characters than with others.
- (b) In pairs/groups, learners brainstorm what the diary entry might contain.
- (c) The diary entry can be written individually or in pairs/small groups.

7. New character

- (a) Class discussion of possible "extra" characters that could be written into a text.
- (b) Groups of learners choose one new character and discuss how he/she might fit into the existing texts.

- (c) Individually or in pairs, learners write the character into either the entire text (if it is short) or into a particular episode/scene.

8. Further into the characters

Possibilities:

- (a) Describe what the character(s) might have in their pockets or bags.
- (b) Imagine each character as an animal. What sort of animal would each be?
- (c) Give learners a menu and ask them to choose a meal for one of the characters.
- (d) Ask learners which character(s) they would like to take on holiday with them. Where would they go and what would they do?

9. Imagining speech

- (a) Learners choose a character from the text, and try to imagine (or imitate in the case of a listening text) the person's tone of voice/intonation. They should try different intonations to express the same words in a different way.
- (b) This could lead to a role play between characters.

10. Inaccurate summary

- (a) Pairs/groups write a summary of (part of) the text, including some inaccurate information.
- (b) Another pair/group reads the summary and has to try to correct the mistakes (from memory or not, as you think is most appropriate in the context).

11. Key passage

- (a) Learners (individually or in pairs) choose a key passage (in their opinion) from the text and practise reading it aloud until they can give it the expression/impact they feel it deserves.
- (b) Learners read their passage to the rest of the group/class, and explain (in Spanish if necessary) their reasons for choosing the passage and for reading it in the way they did.

NB. This is an activity that supplies a legitimate reason for practising reading aloud.

12. Add to the text

- (a) Discuss with the class which parts of the text could have additional information added. For example, learners might feel that a particular character or place could be described in more detail (sounds, smells, colours, emotions, ways of doing things etc.), or that there could be more dialogue.
- (b) Learners (in pairs or groups) choose an important scene/event/situation/person in the text and add details.
- (c) Pairs/Groups compare results and their compatibility, and try to conclude with a new version of the complete text.

13. Before and after the text

- (a) Learners in groups imagine what happened before and/or after the existing version of the text.
- (b) Learners could write or record their beginnings and endings along with a summary of the original text.

14. Media transfer

- (a) Individually, or in pairs or groups, learners transfer the text's "message" into, for example, pictures (drawings, collage, photographs), a map, poetry, mime, newspaper headlines (or articles) etc.
- (b) The results could be displayed as an exhibition illustrating various interpretations of the text.

15. Comparison (good for working with genre analysis)

- (a) After working with two texts on the same theme, but perhaps in different genres, discuss with the class what aspects of the two texts could be compared.
- (b) Groups of learners choose one or more aspects (depending on how complex they are) to work with in detail. They compare how the writers have tackled the aspect(s) they are concerned with, how the results differ, which they prefer and/or whether any other ways of writing could have been used.
- (c) Class discussion of findings, resulting (hopefully) in a fairly comprehensive comparison of the two texts.

16. On television

- (a) Class discussion whether the text or particular episodes would be suitable for a film or TV programme.
- (b) Learners in groups choose an episode and try to describe in detail what the viewer would see.
- (c) It is unlikely to be possible to record the episode, but learners could perhaps make a storyboard.

17. Music (best used after a certain amount of work with the text)

- (a) Play several short pieces of music (of varying character) for the class.
- (b) Learners individually decide which music they personally feel best matches the text as a whole, or a particular scene or character.
- (c) Group discussions in which those who have chosen the same piece of music get together and explain their reasons for choosing it. (This is a fairly abstract activity, and will possibly require you supplying some necessary vocabulary, or the group using a dictionary to find useful words for expressing themselves).
- (d) Class discussion of main findings of each group.

NB: Take your own CD-player/tape-recorder to Lima if you intend to do this type of work.

18. Vocabulary

- (a) Learners choose 10 words/expressions from the text that they would like to learn.
- (b) They record the vocabulary appropriately in their notebooks, log books or personal dictionaries.
- (c) The learners should decide how they will learn and use their new vocabulary. This should occasionally be taken up as a class discussion, even if the learners are theoretically familiar with various ways of learning vocabulary.

Alternative:

- (i) For a period (e.g. while working on a particular theme), it might provide variety to compile a class dictionary instead of an individual one. Groups of learners could take it in turns to be responsible for entering the day's new vocabulary in the dictionary. At the end of the theme, each learner could receive a copy of the dictionary.

19. Word Games

- (a) Select familiar games that can be adapted for learning and practising vocabulary. These might include:
 - (i) Memory
 - (ii) Dominoes (matching, for example, synonyms, antonyms, prefixes etc)
 - (iii) Battleships (words instead of ships)
 - (iv) Happy Families
- (b) Create the games yourself in order to familiarise learners with the idea behind them. The learners will then be able to make their own.
- (c) Store the games in an accessible place so that learners can play them when they have a few spare minutes in class.

20. Word Hunts

- (a) After working on a text, word hunts can provide good practise in both vocabulary and grammar. Ask learners for find, for example:
- (i) words/phrases that mean the same as definitions you have created
 - (ii) word/phrases that mean the opposite of those you give them
 - (iii) irregular verbs
 - (iv) adverbial phrases/clauses
 - (v) uncountable nouns
 - (vi) words/phrases concerning a particular theme/topic
 - (vii) phrasal verbs etc.
- (b) Once they have tried a few of your word hunts, the learners should be able to create their own for each other. Many of them will be reusable for other texts.

Follow-up activities

Note: these activities can be distinguished from the after-reading activities in that they arise out of work with a text, but need not be directly connected with the content or language of the text.

1. Log book

Learners can use the log book for:

- (a) evaluating their own efforts
- (b) commenting on activities (e.g. in terms of most/least enjoyable or useful)
- (c) evaluating their own (ways of) learning.

2. Project

A theme from a text could be extended into project work with a particular focus.

3. General discussion of a theme

A theme from a text could be broadened into general discussion of a theme through, for example, panel discussions, articles for magazines/newspapers, letters to the editor, news programmes, interviews with real or imaginary people, advertisements etc.

4. Comparison with own experiences

Situations taken from a text could be investigated in the context of Peruvian circumstances, thereby relating the text to the learners' own experiences.

5. Personal work

A theme from a text can be extended into personal work, e.g. writing or recording a story on a similar theme to the one read about.

6. Presentations

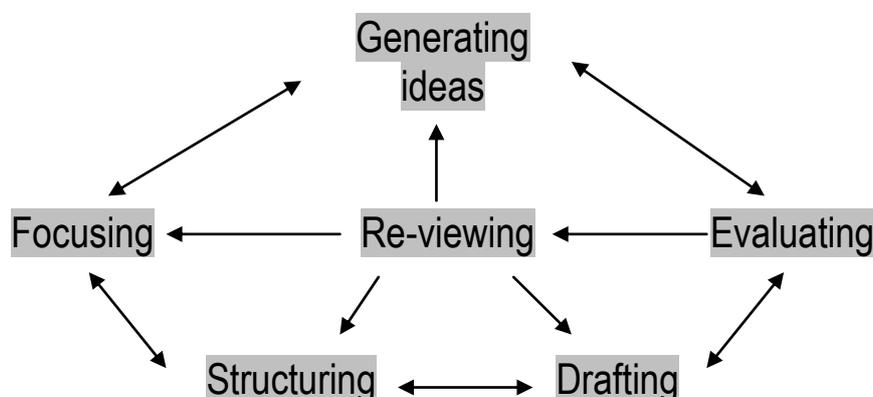
A poster, exhibition or computer presentation could be created around a particular theme or author.

Writing

In the context of English teaching in Villa El Salvador, work on writing in isolation will not have a dominant role. However, as you will have seen in the previous section on reading/listening activities, writing can often be incorporated as a useful part of a lesson with another main focus. The most important thing to be aware of is

that writing in a foreign language can be a difficult skill to master and that, for a learner to feel that he/she gets something out of it, a knowledge of the process involved in writing a text can be very useful.

"Process-oriented writing" is a technique now very commonly used in both foreign- and native-language teaching. Instead of focusing exclusively on the product (the finished piece of writing), process-oriented writing also focuses on the various stages that the learner goes through while working on the text. If the learner is aware of the stages that he/she goes through, he/she has more opportunity to adjust and improve his/her own writing. The writing process can be illustrated by the following diagram:



This can be put into practice in the classroom by going through the following process:

1. Learners in pairs or groups generate ideas for their texts together. This can be done by general brainstorming or by using pictures or other materials for inspiration.
2. Individually (or in groups if the group is to write the text together), learners select ideas from the brainstorm session that they think they can use in their texts.
3. Learners try to structure their ideas so that they have an idea of how their text will be organised. This can be done with key words, section headings or even an overall summary of the text.
4. Learners then gather in groups once again to discuss their text ideas and structure with each other (re-viewing). They give each other constructive feedback and new ideas. Learners then individually make any adjustments that they find appropriate to their plan.
5. Learners write a first draft of their texts. At this stage, they should not focus too much on linguistic accuracy, more on the structure of the text and the ideas they want to express.
6. At this stage, learners might have another re-viewing session in groups, again in order to give each other feedback and ideas.

7. Drafting and reviewing can be repeated as many times as necessary. The final draft should be checked for linguistic mistakes (spelling, use of verb tenses, prepositions etc), something that the learners can also help each other with, before it is handed in to the teacher.
8. The teacher might have been active as a kind of consultant during the writing process (helping with ideas, structure etc) but it is not until this stage that he/she formally corrects the learners' texts. A useful method of correction can be to indicate where there are mistakes (and perhaps what kind of mistakes they are) and then ask the learners to try to correct their own mistakes, perhaps in groups. This extends the writing process.

Chapter 10: Feedback

One of the roles of the language teacher is of course to correct the mistakes learners make in the language they are learning. This can be done in a structured way in the “language focus” section of the task-based learning model. However, there will also be situations where you find that you would like to correct learners’ mistakes more spontaneously. In general, if you are in the middle of a discussion with your students, try not to interrupt the flow of their ideas by correcting them as soon as they make the mistake (it distracts them from what they are trying to say and may damage their self-confidence). Wait until the end of, or a suitable break in the discussion – you can make a note of the most important mistakes on a piece of paper if you think you will forget them – before going over the corrections. Only interrupt the discussion for corrections if the mistake is so serious that the learner has become impossible to understand, e.g. a completely wrong word.

Here are some suggestions for correction techniques:

1. Explicit correction: the teacher supplies the correct form and clearly indicates that what the student said was incorrect.
2. Reformulation: the teacher reformulates all or part of what the student has said without directly indicating that there was a mistake. This method has the advantage of being less of an interruption in the middle of a discussion, but has the disadvantage that the learners might not notice that a mistake was made at all.
3. Clarification request: the teacher indicates to the learner that the message has not been understood or was incorrect in some way, and asks the learner to repeat or reformulate what he/she has said.
4. Repetition: the teacher repeats the learner’s utterance in such a way that the mistake is highlighted (e.g. through intonation or hand movements). The learner tries to correct his/her own mistake.
5. Metalinguistic clues: the teacher provides information about, or asks questions about the learner’s utterance in such a way that the learner uses language rules to work out the correct form. For example, if the learner has used an incorrect verb tense, the teacher might ask questions concerning the use of various tenses in relation to what the learner wants to say. This method of correction is more abstract and

can only be used if the learners (and the teacher!) have a good knowledge of the terminology and rules of the area of language concerned.

Chapter 11: Problem areas

Pronunciation

For Danish learners of English, pronunciation is usually not a serious problem. It might be possible to hear that the person has a clear Danish accent, but it is usually not difficult to understand him or her. For Spanish speakers, on the other hand, making themselves understood can often be a problem of pronunciation. Improving pronunciation is usually a long-term project and not something that can be worked on very intensively for long periods of time. However, here are some suggestions for possible activities that focus on pronunciation:

1. If there is a certain sound the learners find difficult, write down (or ask them to write down) as many words as you/they can find with the same sound. Try practising all the words together.
2. Practise saying difficult words in context. They are easiest to say at the beginning of a sentence, more difficult at the end and most difficult in the middle.
3. Make (or get the learners to make) a poster of words that are difficult for everyone in the class. Practise them with the class (or get them to practice in pairs) for two minutes every day for one week, two times the next week and then once a week until they think they can remember them.
4. Practise different word classes of the same word, e.g. *photograph*, *photographer*, *photographic*. The word stress often varies for the different word classes.
5. Choose pairs of words that contain sounds which learners have difficulty distinguishing from each other (try to choose words they have used rather than random examples), e.g. *ship/sheep*. Play a game such as bingo in which success depends on being able to hear/say the words accurately.

Grammar

The learners you teach will probably always ask you for more grammar lessons and you will almost certainly hear many grammatical mistakes in the language they use. In spite of this, try to resist the temptation to let your teaching become dominated by pure grammar lessons. If/when you choose to teach grammar, try to integrate it into the context that you are working with (see example above with task-based learning). Otherwise, if there is a new grammar point that you want to teach because it is essential for the work you want to do later, try to create a PPP sequence (see explanation above) that develops from a very narrow grammar explanation to a more meaningful context. Remember that the most effective language learning takes place in a meaningful context.

Here are some other ideas to think about in connection with grammar teaching:

1. Grammar rules can be taught in at least two ways: (1) by giving the learners the rules and asking them to use them to complete an exercise/activity; (2) by giving the learners some sentences which demonstrate the use of the rules without actually stating them. The learners have to formulate the rules themselves.
2. Traditional grammar exercises of the gap-filling variety can be useful in small doses. However, try to devise some fun activities that practise the grammar structure you are trying to teach. For example, the games “Memory” and dominoes can be used to match the present and past tenses of irregular verbs, or adjectives and the prepositions that go with them. A “Find the differences” activity with two pictures can be used to practise the “There is/are...” structure or to describe on-going activities in the present continuous tense – remember that the learners should not be able to see each other’s pictures if the activity is to be meaningful.
3. Most people take a long time to learn to use grammatical rules correctly, so don’t be disappointed if your students continue to make the same mistakes after your carefully prepared grammar lesson. If you come back to the same grammar point in different contexts over a period of time, many learners will gradually begin to be more aware of it and start to use it consciously in their language production.