

## Acknowledgments

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## FOREWORD

The video entitled “*Steps in Practicing a Lesson*” is part of the *Best Practices Video Series* designed for training student teachers, teachers, and teacher supervisors.

This trainer’s guide provides teacher educators or trainers with a detailed plan for using this video as part of teacher preparation or training programs.

In a training workshop designed for student teachers or teachers, the trainer needs six to eight training hours to cover the core materials in this training manual and the video entitled “*Steps in Practicing a Lesson.*” This does not include the *Optional Activities*. But, for a training workshop designed for supervisors using this trainer’s guide and its video, the trainer needs around 4 hours.

- ***Pre-Viewing Activities*** prepare trainees for the content of the video segment and relate it to their teaching experiences
- ***First and Second Viewing Activities*** focus trainees’ attention on important concepts in the video lesson.
- ***Post-Viewing Activities*** consolidate the knowledge, skills, and attitudes learned from the video and help trainees retain them and use them in their classrooms.
- ***Task Sheet 5: Reflection*** gives trainees an opportunity to express their own reflections on the teacher’s performance, the rapport between the teacher and the students, and various teaching strategies and techniques in the video. Trainees also relate the activities to their own teaching situation.
- ***Application*** is practiced when trainees work in small groups to plan a listening lesson from “*Hello!*” applying the knowledge, skills, and attitudes they learned from the segment.
- ***Optional Activities*** reinforce the theoretical background, by stressing a technique the teacher in the segment has done well: *motivating his students*.

## TRAINER'S NOTES

### Pre-Viewing

#### Objectives:

- ◇ Prepare trainees for the content of the video segment
- ◇ Relate it to their teaching experience.

#### Set up:

- ◇ Task Sheet 1: *Before/After*
- ◇ Transparency of Task Sheet 1 (optional)
- ◇ Handout 1: *Theoretical Background* (can be assigned for reading before the training session)
- ◇ Handout 2: *Instructional Objectives & Summary* (can be assigned for reading before the training session)

#### Approximate Time

**Required:** 40 minutes

#### Relate to Past Knowledge and Experience

Ask the trainees to answer the questions listed on *Task Sheet 1: Before/ After*.

Set a time limit, according to the English proficiency of the trainees, during which they write their answers and jot down their thoughts in the left side of *Task Sheet 1*, entitled “**BEFORE**.”

They can do this task individually or in pairs. When time is up, call on various trainees to share their ideas with the group. Write the ideas on the board, paying attention to use the trainees’ exact words.

Start a discussion with the whole group about the most important ideas from the board list and write them on a transparency of *Task Sheet 1* in the column labeled “**BEFORE**” or on the board.

#### Present and Discuss Theory

Direct the trainees’ attention to *Handout 1: Theoretical Background*. Explain that they will now read some theoretical information about practice.

Explain that they will look again at one or two of the questions in *Task Sheet 1* and write answers in the column labeled “**AFTER**” based on their reading. Divide the trainees into groups or pairs. Assign one or two of the statements or questions from *Task Sheet 1* to each group or pair. Tell the groups or pairs which section of *Handout 1* contain the answer to the questions they are supposed to answer. If you are going to assign more than one question or issue to a group or pair, it is suggested that you combine an easy question with a more challenging one. Allow 15 minutes or more for this activity, according to the English proficiency of the trainees.

The following are the questions from *Task Sheet 1* and their respective sections from *Handout 1*.

#### *Task Sheet 1* questions

- 1
- 2
- \*3
- \*4
- 5
- \*6
- \*7

#### *Handout 1* Sections

- A
- B
- C & D
- D & E
- G
- E & G
- G & H

Elicit the groups' responses and write them on a transparency of *Task Sheet 1* in the column labeled “**AFTER**” or on the board.

Discuss any questions which have different responses in the “**BEFORE**” and “**AFTER**” columns. Encourage the trainees to read all of *Handout 1* after the training.

### Clarify Instructional Objectives

Referring to *Handout 2: Instructional Objectives & Summary*, explain to the trainees that as a result of viewing this segment and participating in the activities, they will:

- identify the importance of practice in language learning.
- demonstrate familiarity with the stages of practice and the factors that distinguish them.
- identify the importance of organizing practice exercises from controlled to freer.
- list a number of ways to introduce variety into practice activities.
- apply these strategies to their own classroom teaching.

### First Viewing

**Objectives:**

- ◇ Trainees get an overall idea of the content of the segment.
- ◇ They practice their listening skills.

**Set up:**

- ◇ Task Sheet 2: *Viewing*

**Approximate Time**

**Required:** 45 minutes

**View the Video**

Ask the trainees to read the questions in *Task Sheet 2: Viewing*.

Check that the trainees understand the questions.

Let them watch the video once without stopping. While viewing, they have to **think** of answers to the questions.

**Discuss**

After viewing the video, trainees work in pairs or groups to answer the questions. Elicit feedback from the whole class.

### Second Viewing

**Objectives:**

- ◇ Trainees understand the details of the video lesson.
- ◇ They identify the purpose of each activity in it.

**Set up:**

- ◇ Task Sheet 3: *Detailed Viewing*
- ◇ Transparency of Task Sheet 3 (optional)

**Approximate Time**

**Required:** 85 minutes

**View the Video Lesson for Details**

Direct the trainees' attention to *Task Sheet 3: Detailed Viewing*. You will need to stop the video at least three times, but you may stop it more frequently if you feel your trainees will benefit.

For *Section A* of *Task Sheet 3*, which focuses on what the teacher did in the video lesson, first ask trainees to take 2 or 3 minutes to familiarize themselves with the table outlining the activities done by the students and the teacher. Go over the main points of the organization of the table: each column

represents information about an activity. Activities are in order, from I-VI.

Ask trainees to focus on the “**TEACHER**” section of the table. They should jot down what they observe the teacher do in regard to the topics listed under each activity. Tell them that the shaded boxes in the “**TEACHER**” section refer to the captions (bands) that appear on the screen during the video lesson, specifying its parts.

Play the video until the end of the first activity. Pause the video after each activity to get feedback about what trainees observed the teacher do. Ask them to explain how the teacher’s actions contributed to the effectiveness of each practice activity.

Use a transparency of this table to mark down their feedback. Before playing the tape again to show the next activity, ask the trainees to look at the “**TEACHER**” section in the table of *Part A* of *Task Sheet 3* in order to identify what they will be looking for. Repeat this procedure for the viewing of each activity. Pause the video at the end of the last activity

For *Section B* of *Task Sheet 3*, tell the trainees that they will focus on the Dr. Magda’s comments, throughout the video lesson. Refer them to the second table showing the her comments during each activity and ask them to fill in the blanks with a partner. Explain that the shaded boxes in the corresponding column in *Part A* of *Task Sheet 3* can give them hints. Allow 2 or 3 minutes for this task and get feedback from the whole class. Mark the answers on a transparency or on the board.

For *Section C* of *Task Sheet 3*, tell the trainees they will focus on the ways the teacher built in variety into the practice activities.

Write this question on the board:

- **What did the teacher do to create variety in the practice?**

Ask the trainees to jot down the relevant answers they hear as the last section plays. Play the video to the end, including the *Mentor’s Post Lesson Commentary* and the teacher’s *Reflection* sections. Remind them to use both their notes from the last section of the video and the two tables that describe the lesson. Put trainees in groups. Ask each group for the number of ways they found. Going from the least to the most (if there is much difference in the number), ask one member of the group to come up and write one way the teacher creates variety, until all groups have sent someone up, or the list is exhaustive.

For *Section D* of *Task Sheet 3*, tell the trainees that they will now focus on the sequencing of activities in the lesson according to the degree of control.

Tell the trainees that their last task will be to evaluate each practice activity in the lesson in terms of how controlled or how free the activity was. Tell them that the whole group will evaluate the first activity together, and then they will be divided into smaller groups to evaluate the remaining activities. Have everyone look back at the *Resource Table, Part D*. Ask the trainees to look at Activity I and the information describing the **Activity/Resource/Student Task** to refresh their memories and be clear about what students had to do in Activity I.

Write the following on a transparency or on the board, and explain that the questions will be the basis for evaluating the activities:

- **How much freedom does the student have to choose the language he uses: vocabulary, structures, etc.?**
- **How predictable is the (correct) answer?**
- **How many things does the student have to manipulate at a time to produce an answer?**

Emphasize that **control** in this sense is just based on the students' freedom to choose the content of their answers, and has nothing to do with the control the teacher did or did not have over the students.

Select a trainee to read each question and discuss how that question applies to Activity I on the resource table, **Part D**. [The answers are: 1. none, 2. complete, 3. one]

Write this scale on the board under the questions about the factors determining control, or show it on an overlay transparency as an addition to the transparency in 1.

1	2	3	4	5
complete control	little control	some control	a lot of control	free

Explain that they will use the scale to "rate" each activity, based on their answers to the three questions. Ask the trainees to assign a rating to Activity I. Get feedback [The rating is (1)].

Divide the trainees into pairs or small groups. Have them use the scale to evaluate Activities II, and VI. Tell them they can use the **Resource Table**. They should identify what each activity asks the students to do, and what language, etc., the students had freedom to choose. Have them come to a consensus within their group, and use the scale to evaluate Activities II, VI. Allow 5-7 minutes for this task. Get their feedback, and lead the group to develop a consensus on the rating of each activity, supported by their application of the questions to each activity.

Ask the trainees to evaluate and rate the remaining Activities III, IV, and V in the same way (in the same or different groups). Get feedback on their rating of each, and come to a group consensus, as before, on the rating.

Explain that the next step will be to graph the ratings on a bar graph. Ask the trainees to focus on a transparency of the **Graph Table** in **Part D**. Based on feedback, shade at an appropriate level in the column corresponding to each activity, according to the vertical scale. Have them do the same on their graphs.

Point out that the bar graph of the gradual increase in freedom of the series of activities roughly represents "steps" as in the title of the Graph Table, "*The Steps of Practicing a Lesson*".

Elicit from the trainees the impact or effect on students' performance that results from going through all these practice activities. Write their responses at the upper right hand margin of the **Graph Table** transparency. ("Mastery", "Consolidated Learning" and/or "Improved Performance"). Point out that this is where the "steps" of practice are directed.

## Post-Viewing

### Objectives:

- ◇ Trainees comment on the video segment, training materials and their new KSA acquired from them.

### Set up:

- ◇ Task Sheet 4: *Post Viewing*
- ◇ Transparency of Task Sheet 4 (optional)

### Approximate Time

#### Required:

30 minutes

### Discuss the New KSA

Make sure that the trainees understand the questions on **Task Sheet 4: Post-Viewing**. Write the number 1 – 11 on slips of paper.

Choose one of the strong trainees to select one of the slips of paper and have him or her lead a discussion of the question that has the same number. Continue by having another trainee choose another slip of paper and lead a discussion of the next question. Continue until all the questions have been answered.

Monitor the activity and ask other trainees to correct whatever wrong answers are given if the trainee who asks the question does not correct the answers adequately. Make sure that the focus is on content and ideas not on grammar or expression.

## Application

### Objectives:

- ◇ Trainees relate the teacher's reflection to their own teaching situations.
- ◇ They consolidate their KSA.
- ◇ They review key materials in this segment.
- ◇ They plan listening lessons.

### Set up:

- ◇ Task Sheet 5: *Reflection*
- ◇ Handout 2
- ◇ Task Sheet 3 (completed)
- ◇ Task Sheet 6: *Mentor's Wrap-Up*
- ◇ Blank OH transparency (optional)

### Approximate Time Required:

190 minutes

### Warm-Up

#### Relate Teacher's Reflection to Trainees' Experiences

Direct trainees' attention to **Task Sheet 5: Reflection**. Give them some time to read the questions. If this part of the training is conducted on a different day or after a long break, you may want to replay the teacher's **Reflection** section of the video. Allow the trainees 10 minutes to answer the question on the task sheet individually. When time is up, put them in pairs or small groups to check their answers. Then, get their feedback.

### OPTIONAL:

Ask the trainees to write down on a piece of paper one way they hope their own teaching will be affected by what they have learned as a result of this training. Give them each an envelope and have them put the piece of paper inside it and have them seal the envelope and address it to themselves at their school. Tell them it will be returned to them after six weeks so they can see if their prediction comes true.

### **View the Mentor's Post-Lesson Commentary**

Ask trainees to read *Task Sheet 6: Mentor's Wrap-Up*. Explain that as a prelude to working on exercises for practicing a lesson, you will play the Mentor's post-lesson commentary on the observation of Mr. Mansour's class one more time so that they can have the principles of practicing a lesson fresh in their minds. Play that part of the video. While watching, trainees fill in the gaps. Then, they check in pairs or small groups. Get their feedback.

### **Review Key Materials**

Encourage trainees to review and use the following resources before they start applying the sum total of their learning experience from the segment to a real classroom situation which is relevant to their teaching situation

1. Summary of the segment in *Handout 2*.
2. The completed *Task Sheets 3*, and *6*.
3. Samples of grammar lessons from *Hello!* and the relevant teacher's notes from the Teacher's Guide

Choose three grammatical structures from different levels of *Hello!* The following are examples of suitable starting points for developing practice drills, exercises, and activities:

- *Hello! 4* Unit 6: WB p. 18: Future Tense
- *Hello! 5* Unit 14: SB p. 18: Showing Possibilities
- *Hello! 7* Unit 10 SB pp 45, 114, 120; Unit 13 p 60: Present Perfect Tense

Explain that the materials that the trainees have been given include some exercises for practicing the grammar structures.

### **Develop Lesson Plans:**

Explain that their task will be to develop a lesson plan for practicing the structure taught in one of the *Hello!* lessons. They will need to develop a full range of six exercises (with a few sample items of each) that move gradually from controlled to free practice of the structure.

Explain that the *Hello!* lessons include some exercises. Tell them they should first determine where the given exercises fall within the range from controlled to free, and then develop other exercises to complete the range.

They should keep in mind the need to build variety into their exercises. Tell them that they can specify resources that are not available, as long as they explain how they would be used.

Finally, trainees will organize the plan for their practice activities on a table like that in *Part A* of *Task Sheet Three*, of poster size, indicating the activity, resource and student task, for each, moving gradually from controlled to less controlled to free. Remind them to use the reference resources mentioned above, especially *Task Sheet 3*.

Divide the trainees into three groups. Allow them about one hour to complete their plans and preparations for the practice lesson. Then, each group will present the plan for their practice lesson to the other groups, with samples of each exercise sheet. Encourage all trainees to take part in the presentation.

After each group presentation, ask the other groups to comment on the group's exercises, the arrangement of activities and the variety which was incorporated.

More resources available here:



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## STEPS IN PRACTICING A LESSON HANDOUT 1: THEORETICAL BACKGROUND

### Instructions

Read the following theoretical background about the effects of practicing on memory and skill performance and the factors that make practice effective in language classes. Highlight or underline all ideas new to you.

#### A) What is Practice?

Although this may seem a simple question, it is helpful to clarify what is meant by practice in language learning. Ur (1996) defines it roughly as “*the rehearsal of certain behaviors with the objective of consolidating learning and improving performance.*” (p.19)

A lot of language practice uses *drills, exercises and activities*. So for some teaching purposes, most commonly the practice of structures, the meaning of practice has become synonymous with *the activities suggested by textbooks, workbooks and teachers*.

However, Ur recognizes that some practice is not the result of instruction, like when a student reads a text or speaks freely to communicate a message. These would be examples of unstructured practice, which she says also has its role in language learning, and can still be considered practice. In fact, many teachers recognize that their best students are those who “practice” the language in this sense outside the classroom.

Generally, when practice is studied by psychologists, it refers to *repetition*.

#### B) What Psychological Research Shows about the Effects of Practice on Memory and the Factors that Influence Practice

Psychologists have done many experiments over the past fifty years in an effort to understand how memory works, the effect of practice on performance, and the factors that improve the effects of practice. Extensive research reported by Anderson (2000) supports the idea that *practice makes perfect*, as the proverb goes. Here are some of the points that can be made about practice based on Anderson's reports and summarizations of the findings:

- *Practice improves the ability to recall information from memory.*  
(Pirolli and Anderson, 1985)
- *Passive repetition results in little memory improvement.*  
(Glenburg, Smith, Green, 1977)
- *When meaning is attached, the effect of practice is improved.*  
( Craik and Lockhart, 1972)
- *Motivation is an important factor for practice to lead to expertise.* Motivated learners who are given feedback on their performance do whatever they need to do to improve performance.  
(Ericsson et al., 1993) (Bloom, 1985)

- ***Adding interesting information makes an item easier to remember.***  
(Stein and Bransford, 1979)

### **C) The Process of Learning a Skill by Instruction**

Ur (1996) describes the process of learning a skill through instruction, applicable to classroom language learning, as having three stages:

1. ***Verbalization*** - [Harmer (1998) calls this stage ***Presentation***]  
The skill to be learned is described in words or demonstrated, so that the learner understands how it is to be done. Then, the teacher gets the student to try it, and monitors the performance, correcting and demonstrating or explaining further.
2. ***Automatization*** - [Harmer calls this stage ***Practice***]  
The teacher suggests ways to practice, and the learners continue practicing until they can do it smoothly, without thinking about how to do it.
3. ***Autonomy*** - [Harmer calls this stage ***Production***]  
The learners activate the skill whenever they want.

### **D) How Does Information Become Automatic?**

People can't think about (pay attention to) more than one thing at a time. However, they can ***do*** more than one thing at a time, like talking while driving. How can this happen?

It has been shown that a skill that has been practiced can become automatic (as when driving doesn't require the attention of the driver until conditions become difficult). Automatization allows the driver to drive and talk at the same time. He may not even be aware that he is driving.

The beginning stages of learning a skill are marked by a great deal of conscious coordination of effort, and the consciousness of the effort interferes with the performance of the task. Practice has been shown to decrease more and more the need to pay attention to how to do a task, resulting in smoother performance that can be done automatically when attention is focused elsewhere.

When structures of a language become automatized by practice, the learner becomes more fluent. He doesn't have to think about how to make a structure, he just does it.

Interestingly, Johnson (1996) theorizes that communicative techniques of practice, such as games and information gap activities, contribute to automatization because they focus attention on the message and away from the form (grammatical structure, etc.).

### **E) Fossilization**

If understanding is incorrect or incomplete and learners practice a wrong form that goes unmonitored and uncorrected, the result may be that they will learn *to produce an incorrect form automatically*. When wrong usage becomes automatic, it is said that an error has become "*fossilized*" by the student. It is then a habit that is very difficult to break. Johnson (1996) says fossilization can occur when wrong usage becomes too quickly automatized. If

these faulty productions are still understandable, they communicate meaning and the learner may find no real reason to change his production. This will further reinforce them.

### **F) The Importance of Practice**

Some interesting comments have been made by people in the field of instruction of language teachers regarding the importance of practice:

“...*the most important classroom activity of the teacher is to initiate and manage activities that provide students with opportunities for effective practice*” (Ur, p. 20)

“...*much more time should be spent on practice than on presentation.*” (Haycraft quoted in Hubbard et al., p.187.)

### **G) How Practice is Performed**

What can the teacher do to help his students practice successfully after he has presented new language?

By sequencing practice activities in stages, from *controlled to less controlled to free practice*, these activities can be introduced in a way that the students are more likely to produce the new language correctly.

- **Controlled Practice - Drills**

Production of the new structure or form can be carefully controlled by the teacher, usually in some form of drill. At this stage of practice, the learner has limited choice of the form or content of the language he/she will use. The answers are predictable, and one element of language is changed at a time. This stage is intensive, but should also be of short duration, since repetition under very controlled circumstances can be boring. And when learner attention is lost, nothing much is being accomplished. Personalization, when the content is about the student's real life, can make drills more interesting.

At this stage, the teacher can give a chance to everybody to participate, in chorus or individually. Choral practice gives students the chance to try without fear of making mistakes. In individual practice, the teacher has a chance to monitor whether students can produce the correct form. It is important at this stage to either give hints so the student can self-correct, ask other students to give the correct response, or give the correct form, possibly re-emphasizing and explaining points the students don't seem to have understood and / or have difficulty producing correctly.

- **Less Controlled Practice/Exercises**

When the learners have shown they can produce the correct forms, the students move to a stage of less control and more choice of the content of the language that can be used. They can choose their own words, or produce their own sentences following a pattern. The teacher continues to monitor their production as before, but mistakes should become fewer.

- **Free Practice/Free Sentence Composition/Activities**  
Students produce their own sentences in response to situational or visual prompts.  
(These descriptions are adapted from Ur, 1996, who identifies more discrete categories in the continuum.)

#### **H) Characteristics of Effective Language Practice (Adapted from Ur, 1996)**

- The activity should actually practice what it is intended to practice.
- The learners should understand or have learned enough about what they are practicing to produce acceptable forms.
- The learners should spend the practice time engaged in practice themselves, not listening or watching others practice or the teacher talk.
- The learners should be practicing successfully, getting it right. If they aren't, they will be forming bad habits that will be very difficult to get rid of.
- Learners with different levels of skill in the class should all be able to use their level of skill in the practice activity.
- Activities should be interesting and challenging, therefore motivating.
- After suggesting good, appropriate activities and giving clear instructions, teachers can help the learners to be successful by staying involved: monitoring, giving helpful hints, guiding understanding, moving around the classroom, and reviewing student work.

STEPS IN PRACTICING A LESSON  
HANDOUT 2: INSTRUCTIONAL OBJECTIVES & SUMMARY

**Instructional Objectives**

As a result of viewing this segment and participating in these activities, you will:

- ◇ identify the importance of practice in language learning
- ◇ demonstrate familiarity with the stages of practice and the factors that distinguish them
- ◇ identify the importance of organizing practice exercises from controlled to freer
- ◇ list a number of ways to introduce variety into practice activities
- apply these strategies to their own classroom teaching.

**Summary of “Strategies for Presenting a Lesson”**

In the video segment you will see Mr. Mansour Wahbi, a teacher at Mobarak Experimental School in Nasr City, Cairo, guiding his class through a series of activities designed to practice past simple and past perfect verb tenses. The consolidation work done with his second-secondary class of 35 boys is based on one of the instructional objectives of Unit 4 of the **Hello! 7**, and uses the associated workbook (p. 17).

*This unrehearsed live lesson starts with Mr. Mansour eliciting the form of the past perfect tense of some verbs from his students. The students have some difficulty with this task, and are monitored and assisted in their performance by the teacher. During the class, Mr. Mansour presents a variety of activities that help the students to practice this tense meaningfully with the aim of improving their performance. The activities allow the students varying degrees of control over the content of their answers, from **Controlled** to **Free Practice**, to promote their successful performance.*

The lesson is introduced by Dr. Magda who comments throughout the tape on the key points and principles of practicing a lesson that are demonstrated by Mr. Mansour. After the lesson Dr. Magda summarizes the main points that need to be considered by a teacher when choosing and arranging practice activities. Finally, Mr. Mansour reflects on some of the techniques he used in the lesson and on the tools that he has learned to use in order to help his students practice a lesson.

STEPS IN PRACTICING A LESSON  
TASK SHEET 1: BEFORE/AFTER

Answer the questions in the column entitled “**BEFORE.**” Then after reading *Handout 1*, add to your answers in the column entitled “**AFTER.**”

BEFORE	AFTER
<b>1. What is the meaning of "practice" in language learning, and what is its objective?</b>	
<b>2. What can a teacher do to make the language point that is being practiced more easily remembered?</b>	
<b>3. How is practice related to developing the ability to produce language automatically?</b>	
<b>4. What is the relationship between automatic production of language and fluency on one hand and fossilization on the other?</b>	
<b>5. What are the stages of practicing a lesson, and how is each defined?</b>	
<b>6. What is the importance of moving gradually from controlled to freer practice?</b>	
<b>7. What can the teacher do to help make the "practice" part of a lesson most useful to the students?</b>	

STEPS IN PRACTICING A LESSON  
TASK SHEET 2: VIEWING

While watching the video, think of answers to the following questions. Then, answer them in pairs or small groups.

1. What is the goal of practice?

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2. How are practice activities organized?

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3. What is Mr. Mansour's opinion about the importance of variety in practice activities?

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### D - RESOURCE TABLE

Study the following “RESOURCE TABLE”. Then in the “CONTROL GRAPH “ table and based on your viewing of what happened in each of the 6 activities of the video lesson, determine how much each activity was controlled or free, in terms of the students feedback.

ACTIVITY	I Verb Prompt	II Matching	III Timeline	IV Miming	V Rearranging	VI Pictures
<b>RESOURC E</b>	Computer Screen Power Point	“Hello 7” Workbook (p.17, Ex. C)	Handout: (Timeline) Whiteboard	Written directions (for mimes)	Handout: (Connector and Actions)	Handout: (Pictures)
<b>STUDENT TASK</b>	Give past perfect form	Match halves of sentences	Write sentences based on the timeline	Describe orally what the mimes did	Write sentences by rearranging information	Write sentences using picture prompts

### DEGREE OF CONTROL GRAPH

ACTIVITY	I	II	III	IV	V	VI
<b>5 FREE</b>						
<b>4 A LOT OF CONTROL</b>						
<b>3 SOME CONTROL</b>						
<b>2 LITTLE CONTROL</b>						
<b>1 COMPLETE CONTROLL</b>						

**STEPS IN PRACTICING A LESSON**  
**TASK SHEET 4: POST-VIEWING**

1. **By the time the practice lesson was over, how well do you feel the students had progressed from accurate production of the past perfect [the goal of controlled practice] to fluent use of the past perfect [the goal of freer practice]? What did you observe that supports your answer?**
2. **What do you think would happen if a teacher moves too quickly from controlled to free practice instead of moving gradually? The students in THE video lesson seemed to have more difficulty giving correct responses in Activity III. Do you think the progression of activities had anything to do with this?**
3. **What does Mr. Mansour say about the importance of repeating his questions and the students' answers? How do you think repeating a response helps the students?**
4. **What do you think the students gain when the teacher gives hints and lets them correct their own mistakes? When should students correct each other? When should the teacher give the correct answer?**
5. **How many of the exercises were from the book, and how many did the teacher make up himself? How much time and effort do you think it took for him to make up these exercises?**
6. **What did the teacher do to relate the content of the exercises he created to the students' interests? What did he do to relate them to their background knowledge?**
7. **Would you say the teacher relied more on controlled or freer exercises? Why do you think so?**
8. **The teacher used both choral and individual response. When is each more appropriate?**
9. **What do you know now about practicing a lesson that you did not know before?**
10. **Mention two techniques that the teacher used or talked about that surprised you or that you found interesting?**
11. **If you were to train a beginning teacher, what is one thing would you choose from the video and the activities to share with him/her?**

STEPS IN PRACTICING A LESSON  
TASK SHEET 5: REFLECTION

Watch the reflection part of the video and think about your own teaching situation and answer the following questions.

**1. How does a teacher know when students have practiced enough?**

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**2. How did Mr. Mansour manage to guide the students through so many activities in this lesson?**

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**3. Look again at the description of activities on *Task Sheet 3*. Which kinds of activities used in Mr. Mansour's lesson have you never tried? Which new ones would you like to try?**

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**4. Which activities could be used in a class of 60 students? For the other activities, what modifications do you think could be made, if any, so they could be used in a large class?**

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**5. Comment on the usefulness of picture prompts (like those used in the last activity) in classes of varying ability levels. How often do you use pictures for practice?**

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**6. Do you have access to a computer and screen at your school? Other than to provide some variety and drama, was the computer screen necessary to present these verb prompts? How could this part of the lesson have been practiced without the computer?**

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**7. Which of the aids used by Mr. Mansour have you tried before in your classes? Which new ones would you like to try?**

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STEPS IN PRACTICING A LESSON  
TASK SHEET 6: MENTOR'S WRAP-UP

While watch the mentor's post-lesson commentary, fill in the missing words in the bullets.

- Start with controlled practice to allow students the chance to 1) \_\_\_\_\_ the structure.
- Move from controlled practice to 2) \_\_\_\_\_ practice.
- 3) \_\_\_\_\_ in these exercises gives the students confidence to progress.
- Vary the sources and 4) \_\_\_\_\_ of the activities to avoid boredom.
- Practice activities lead to 5) \_\_\_\_\_ of learning and 6) \_\_\_\_\_ performance.

## STEPS IN PRACTICING A LESSON OPTIONAL ACTIVITY

“*Steps in Practicing a Lesson*” was designed to demonstrate how activities for practicing a lesson can be organized to consolidate students’ learning and improve their performance. However, the video also lends itself to observation of other aspects of general teaching practice. Because Mr. Mansour is student-oriented, this video lends itself well to an exploration of different elements of motivation. In this optional activity, trainees will explore different concepts of motivation, and the effect of what the teacher does and says on that particular element of motivation.

- **Extrinsic / Instrumental Motivation**
- **Cognitive Psychology’s “Drive” Theory of Motivation**
- **Intrinsic Motivation**

Explain to the trainees that they will be divided into three groups. Each group will examine one concept of motivation and think about how it applies to students in a second-secondary class like the one in the video. Explain that this age-group can be particularly challenging, but it is hoped that once explored, the principles of motivation can be applied to different age-groups of learners.

Write the three terms, *Extrinsic Motivation / Instrumental Motivation*, and *Intrinsic Motivation* on the Board. Explain that each group will explore one concept together, including ways that Mr. Mansour’s activities support the concepts.

Assign a Motivational Concept and a leader for each group, or have the trainees of each group choose a leader. Give each group a set of materials for each member: a *Motivational Concept Sheet* that relates to their task, an *Inventory Sheet*, and the *Resource Table*.

Tell each group that they will use the materials to explore the concept: they should read, discuss and figure out how their concept relates to this age-group of students, then look at the “*Inventory*” and “*Resource Table*” describing the activities in order to find the ways that the teacher supports their motivation by what he does and says. After doing that, their group will report back to the whole class about what they have discovered about motivation and the application of their concept to teaching techniques. (Allow 45 minutes for the preparation, and 10 minutes for each presentation)

## ***Extrinsic Motivation / Instrumental Motivation***

The following are quotes about the meaning of motivation, *extrinsic motivation*, and *instrumental motivation*. Read and discuss them among your group to be sure that you understand the concepts. Also discuss how much you agree with the statements made, and develop an agreement in the group about that.

### **1. LOOK AT THE CONCEPTS**

**“Motivation”** is **“the extent to which you make choices about (a) the goals to pursue and (b) the effort you will devote to the pursuit.** (Brown p. --)

Activities done with **“Extrinsic Motivation”** are **“carried out in anticipation of a reward from outside and beyond the self.”** Examples of extrinsic motivators are praise, grades, money, diplomas, and even the avoidance of punishment. (Brown p. 38)

**“...some students study a language because they have an idea of something which they wish to achieve.”** (Harmer p. 4)

One type of motivation that falls under the category of extrinsic motivation is called **“Instrumental motivation”**. Harmer says that some **“students believe that mastery of the language will be instrumental [helpful] in getting them a better job, position, status”**. (Harmer p.4)

### **2. APPLYING THE CONCEPTS TO TEACHING**

Use what you know about boys of this age group to make a list of things that you feel provide extrinsic motivation. What goals are they trying to reach? What rewards are this age group looking for? ...and from whom?

Look at the inventory of things Mr. Mansour planned, then did and said during the lesson. From the list, choose all the things that your group feels helped motivate the students because they are looking to achieve things, or because of the rewards they want to get.

### **3. PRESENTATION**

Present to the rest of the whole group: your understanding of the concept, its application to this age-group of students, and the things the teacher planned, did and said to appeal to and support **“extrinsic”** motivators. Include as many of your group as possible in the presentation.

## *Intrinsic Motivation*

The following are quotes about the meaning of motivation, and specifically intrinsic motivation. Read them and discuss them among your group to be sure that you understand the concepts. Also, discuss whether or not you agree with the concept, and develop an agreement about that.

### **1. LOOK AT THE CONCEPTS**

Motivation is *“the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to the pursuit.”* (Brown p. --)

Intrinsic motivation refers to the effort students are willing to make based on the factors in the environment and the activities themselves that motivate students.

Some of the factors that increase motivation, according to Brown (p. 43) are

- *The technique appeals to the genuine interests of the students, is relevant to their lives.*
- *The technique is presented in a positive, enthusiastic manner.*
- *Students are clearly aware of the purpose of the technique.*
- *[It] encourages the students to discover for themselves certain principles and rules.*
- *[Students] have some choice in some aspect of the technique. [They can] determine how they will go about fulfilling the goals of the technique.*
- *The technique encourages cooperative negotiation with other students in the class.*
- *Activities represent a reasonable challenge.*
- *[Students] receive sufficient feedback on their performance.*

Harmer says that many students ... *“may have negative feelings about language learning. For them, what happens in the classroom will be of vital importance in determining their attitude to the language, and in supplying motivation, which we have suggested is a vital compound in successful language learning.”*

### **2. APPLY THE CONCEPTS TO TEACHING**

How do the things the teacher planned, did and said in the lesson relate to the list of things above that Brown says are *“intrinsically”* motivating to students?

Examine the inventory of things Mr. Mansour planned, did, and said during the class. Based on this and any other information you remember about the activities which made up this practice lesson [see *Task Sheet 3*], make your own list of the factors in the lesson that you believe were intrinsically motivating

### **3. PRESENTATION**

Present your understanding of the concept of intrinsic motivation, and the ways the teacher made the lesson intrinsically motivating to the rest of the groups. Try to have as many of your group take part in the presentation as possible.

#### ***Cognitive Psychology's Drive Theory of Motivation***

The following are quotes about the meaning of motivation, and Cognitive Psychology's drive theory of motivation. Read and discuss them among your group to be sure that you understand the concepts. Also, discuss whether or not you agree with the concept, and develop an agreement in the group about that.

#### **1. LOOK AT THE CONCEPTS**

Motivation is *“the extent to which you make choices about(a) goals to pursue and (b) the effort you will devote to the pursuit.”* (Brown p....)

Cognitive Psychology offers a viewpoint on motivation that focuses on the natural drives of all human beings. The source of motivation, according to some psychologists, occurs naturally, simply because of human nature. They include the need to be active, to be stimulated, to understand and control their environment, to find answers to questions, to feel good about ourselves, to explore the unknown. (Brown). According to Brown, *“it takes little imagination to see how motivation in the classroom is the fulfillment of these underlying drives.”* (Brown p. --)

#### **2. APPLY THE CONCEPTS TO TEACHING:**

Look at *Task Sheet Three* to review the activities the class engaged in, and look at the Inventory of the things Mr. Mansour planned, did and said during the class. Make a list of the things which your group feels supported the fulfillment of the basic human drives mentioned above.

### **3. PRESENTATION**

Prepare a presentation for the rest of the whole class about your understanding of the concepts of this theory of motivation, and the ways the classroom situation in the video fulfills these drives.

STEPS IN PRACTICING A LESSON  
OPTIONAL ACTIVITY  
INVENTORY OF WHAT MR. MANSOUR DOES & SAYS

- a) Plans for the use of a variety of resources
- b) Makes an effort to call on all students, regardless of whether their hands are up or not
- c) Chooses activities that are challenging but can be successfully accomplished
- d) Plans six different types of activities to use within the practice lesson
- e) Answers all questions knowledgeably
- f) Allows and encourages students to work in pairs
- g) Laughs with the students
- h) Says “Perfect!” when the student corrects his own answer
- i) Plays “recorded clapping” when a student gets an answer correct
- j) Sets time limits for activities
- k) Thanks students for some responses
- l) Gives his opinion about each activity before the students do it (i.e., interesting, needs thinking, easy)
- m) Plans activities that move gradually from controlled to freer
- n) Moves around and checks student work while they complete a written exercise
- o) Plans to use very small pieces of paper for one exercise to appeal to the students’ need for privacy and competitiveness
- p) Uses gentle touching to encourage and guide students
- q) Gives hints to guide students to correct their own responses
- r) Checks understanding after giving instructions
- s) Gives clear, thorough instructions
- t) Allows students to ask questions when they are confused
- u) Takes time to answer student questions in detail with examples
- v) Repeats student responses so they hear the correct form more than once
- x) Keeps a promise to call on a student at a later time
- y) Uses gestures to give hints
- z) Elicits rules and information from the students

## STEPS IN PRACTICING A LESSON ANSWER KEYS

### Pre-Viewing

#### *Task Sheet 1: BEFORE/ AFTER*

1. According to Penny Ur, practice is "rehearsal of certain behaviors with the objective of consolidating learning and improving performance." (p. 19)
2. He can make practice active, interesting, and meaningful and focus on motivating students.
3. Practicing a skill results in doing it smoothly, without conscious effort, without thinking about it. No conscious effort is needed as a result of sufficient practice.
4. Automatization makes fluency possible: makes it possible to focus on message and not on form. Fossilization, the production of an incorrect form automatically, may result from moving too quickly to automatic production of inaccurate language.
5. *Controlled practice*: learner has limited choice of words, answer is predictable.  
*Less controlled practice*: learner can choose some content.  
*Free practice*: complete choice of words.
6. To increase the likelihood of students producing correct forms, decrease the likelihood of producing incorrect forms.
7. Move gradually to free production only after an adequate amount of practice to automatize the correct form.  
Make sure students have opportunities to practice individually, not just listen to practice.  
Use activities that allow students of different levels to produce language at their level.  
Give helpful hints, move around and review student work.

### First Viewing

#### *Task Sheet 2: VIEWING*

1. The goal of practice is to improve performance and consolidate learning.
2. From controlled to freer.
3. Variety is healthy. Using different aids is important
- 4.

### Second Viewing

#### *Task Sheet 3: DETAILED VIEWING*

#### *Task Sheet 3: Section A*

##### Activity I:

**Positive Feedback:** The teacher uses "canned clapping" (student smiled), teacher says "Perfect". Builds confidence.

**Correction:** The teacher has another student give the correct response. Feedback is important. The student wasn't able to correct himself.

##### Activity II:

**Instructions:** The teacher read the directions from the book.  
Teacher is sure all students can begin work at the same time.

**Repetition:** The teacher repeats all responses. Students are sure to be able to hear the answer and correct their work accordingly.

### Activity III:

**Instructions:** The teacher checks understanding and finds out one student didn't understand the instructions. He explained again more specifically, with an example. This shows students know it is OK to ask questions.

**Whiteboard Use:** The teacher writes a student's incorrect response, as is, on the whiteboard above the rule to form past perfect (had + pp).

The teacher then focuses on meaning, elicits the correct answer from the student, and puts in the p.p. above his sentence.

The student understood. The teacher says "Excellent!"

**Explanation:** Several Q's come up. The teacher took time to explain, focusing on the meaning and using elicitation to apply the rule, so students understood.

### Activity IV:

**Instructions:** The teacher wrote the instructions to the student mime on a very small piece of paper. It became a reference when the students kept saying "hit."

**Laughter:** Everyone laughed at the misunderstanding.

Laughter relieves tension and boredom.

**Gestures:** The teacher had to gesture to elicit the correct response for the mimed activity.

### Activity V:

**Gestures:** The teacher uses a gesture to indicate "joining", part of the instructions for the activity. That increases understanding for some students who are more visual learners.

**Monitoring:** The teacher moves around the class. This tells Students he cares to increase their likelihood of success.

### Activity VI:

**Instructions:** The teacher clarifies points that may cause confusion: the picture is of a past event, the first picture is of Afghanistan. This increases their likelihood of success.

**Repetition:** The teacher repeats responses. Increases exposure to the correct form.

**Evaluation:** The teacher tells students he thinks they have mastered the Past Perfect tense. This gives them confidence.

**Summary:** The teacher reviews the rule. This consolidates their learning.

### ***Task Sheet 3: Section B***

I. 1) confidence II. 2) controlled III. 3) form 4) available

IV. 5) no 6) boredom V. 7) many 8) continues VI. 9) Advanced

### ***Task Sheet 3: Section C***

Variety of activities / Variety of resources / Variety in sizes of paper used / Oral and written exercises/ Choral and individual response / Selected a variety of students to respond / etc.

### ***Task Sheet 3: Section D***

Activity I - No control

Activity II - No Control

Activity III - Some (or) A Lot

Activity IV - Free

Activity V- Some

Activity VI - Free

#### **Task Sheet 4: POST-VIEWING**

##### Suggested answers

1. Trainee's opinion, supported by what they saw.  
(Yes, in the last free exercise they didn't appear to be making mistakes.)
2. One would expect them to be confused, have difficulty producing correct forms.  
[The quick jump from controlled to freer could account for their difficulty.]
3. The teacher says it is important.  
(Yes. Because the students are actually correcting their own work, they should be attentive, awaiting the correct response. If he doesn't repeat the correct response, they may now hear the answer well, and this will cause confusion. His repetition also gives them a chance to hear correct pronunciation and form.)
4. Trainees' opinions.
  - a. The trainee becomes actively aware of how to produce a correct response and why it is right.
  - b. Same- may instill a sense of competition?
  - c. The effect depends on learner motivation.
5. One from the book, five that he created. Not too much time-they were short.
6. Interests: Current events (Afghanistan) / competition (winning a medal)  
Background knowledge: A Student's Day (Time line) Familiar situations (one boy tricking the other / one telling the other a secret)
7. Leans toward the freer exercises-understands this age group likes challenge and activity-doesn't want them to be bored. Likes the written practice-easier to control, gives the students chance to work in pairs, time to consider their answer.
8. Choral practice is useful when the answer is more predictable.  
Also, it provides "safe" practice in the early stages.  
Individual practice is more useful when the answer is unpredictable. Also it is useful to check understanding.
9. -open-
10. -open-
11. -open-

#### **Task Sheet 5: Reflection**

Individual Answers → Discussion

#### **Task Sheet 6 : Mentor's Warp Up**

1. automatize
2. freer
3. types / kinds
4. consolidation / improvement

## STEPS IN PRACTICING A LESSON

### REFERENCES

More resources available here:



## STEPS IN PRACTICING A LESSON

### GLOSSARY

**accomplished:** achieved, succeeded in doing  
**activate:** to make active, to bring to life  
**adequate:** enough, satisfactory  
**analysis:** investigation, finding cause and effect  
**applied:** put to practice  
**appropriate:** suitable, good  
**anticipated:** expected  
**assign:** to give responsibility to  
**automatization:** doing things without thinking about them  
**autonomy:** self rule, complete independence  
**categories:** kinds, types, sections  
**choral:** group of voices speaking or singing together  
**chorus:** people singing or talking chorally  
**circumstances:** situations  
**concepts:** ideas  
**conscious:** aware of what's happening, alert, awake  
**consensus:** complete agreement  
**consolidate:** synthesize, bring together, make solid, reinforce  
**content:** substance, ideas, meaning  
**continuum:** on a graded scale from very little to very much  
**contribute:** help to make successful  
**controlled:** not free, guided  
**coordination:** making things works well together  
**corresponding:** related to, close to  
**clarify:** to make clear, easy  
**defined:** well explained  
**discrete:** things are separate from each other  
**distinguish:** bring out as excellent  
**drills:** exercises repeated for learning  
**effective:** doing the right things  
**efficient:** doing things right  
**elicit:** to bring out  
**elsewhere:** in another place  
**engaged:** busy, doing many things at the same time  
**evaluation:** assessment, finding the value of, testing  
**exhaustive:** complete, every aspect covered  
**expand:** to make wider, longer  
**expertise:** specialization, good experience in a profession  
**extensive:** too many, too much  
**faulty:** mistaken, wrong  
**feedback:** comments, reactions to somebody else's performance  
**fluency:** ability to speak read or write easily and quickly

**focus:** point of emphasis, core  
**fossilization:** fixation, inability to change  
**get rid of:** to do away with, to drive away  
**gesture:** movement by hand or other body parts to express ideas  
**gradually:** step by step  
**hints:** clues, something to help answering a problem  
**incorporated:** joined with, together with  
**indicating:** showing, pointing to  
**initiate:** to start, to begin  
**intended:** meant for  
**intensive:** excessive  
**interferes:** to interrupt, to break into out of term  
**interrelationships:** relations among many people  
**jot down:** write in a hurry  
**key points:** important ideas  
**lead:** help, clue, hint  
**marked:** well known for  
**mastery:** excellent ability in  
**mentor:** guide, professor, educational leader  
**miming:** expressing meaning through silent movement  
**motivating:** encouraging, making people enthusiastic  
**observe:** to make a point of noticing  
**passive:** not active on the receiving side  
**predictability:** ability to guess or expect correctly  
**prediction:** expectation, guess  
**prelude:** introduction, foreword  
**prompts:** words or actions to help a person do or say something  
**recall:** remember  
**reference:** source  
**reflections:** thinking back on  
**rehearsal:** practicing something before doing it  
**reinforce:** provide more strength or support  
**relevant:** close to, related to  
**repetition:** doing something again and again  
**resembles:** to be the same as  
**resources:** materials, information  
**review:** to check, to find mistakes  
**sequencing:** continuing in a systematic way  
**slips of paper:** small pieces of paper  
**suggested:** thought of, recommended  
**supports:** gives strength to  
**sum total:** everything together  
**timeline:** time sequence  
**theorizes:** thinks carefully about, investigates, analyses  
**understandable:** easy to understand  
**variety:** a different collection of  
**verbalization:** describing in words, explaining

More resources available here:

