

Ms. Dina : “*Best Practices in Teaching English*” is a series of teacher training segments dealing with eight topics: **Classroom Management, Writing, Reading, Listening, Presentation Skills, Practice, Error Correction, and Supervision.**

“*Best Practices in Teaching English*” can be used for teacher and supervisor in-service training or by faculty in pre-service pre-service education. Also, tapes can be used separately by student teachers, teachers and supervisors for individual study and self-development.

Accompanying the video series is a set of printed supplementary materials that describes the content and includes information on how to use the videotapes.

“Steps in Practicing a Lesson”

Dr. Magda : Hello everyone. What happens after a teacher has presented new material to his students? Will the students have learned the material? Will the students have understood the material? Well, probably. But will the students have perfected the material -- have mastered it? The answer is definitely "No." They need to practice. By practice we mean the exercises or the activities teachers organize and implement in the classroom for the purpose of consolidating students' learning of the language and improving their performance.

Mr. Mansour: I'm going to give you just verbs. I'm going to give you a verb and you are going to see a verb. I want you to give me this verb in the past perfect form -- or past perfect tense. It means in this form. For example, here we have the first one. It is...?

Mr. Mansour

and students: Go.

Mr. Mansour: Ahmed, can you tell me? Past perfect is...?

Ahmed: Went.

Mr. Mansour: Raise your voice

Ahmed: Went...went

Mr. Mansour: We have go, went...?

Students: Gone

Mr. Mansour: Gone. So it is “gone” like that? Mohamed, ha...?

Mohamed: Had gone.

Mr. Mansour: Had gone. Perfect. Thank you. Okay. Next verb.

Thank you. Thank you, Ahmed. Sit down. Ahmed Gamal, ha...? We have “form”. It means to shape something...form.

Ahmed: Had formed.

Dr. Magda: Generally, we learn better when we do things right. It's, therefore, important to give students a chance to make repeated, successful performance of what they have learned. This gives them self-confidence and encourages them to take up further challenges.

Mr. Mansour: Last one. Who is going to answer me for this one? It's “put”. Mohamed. Okay. Do you have your workbooks?

Students: Yes.

Mr. Mansour: I want you to open page 17... page 17. We have two exercise in page 17. It is the "C" exercise that I want you to answer. It is just matching, so easy like that. I am going to read the instruction:

"Match the two halves of the sentences and write the number in the box." You have eight sentences and you have A,B,C,D,E,F,G,H, just in order to match this half with the other one and to make a complete sentence. First one is done for you. We have "When Ali had done his homework, he watched a film on television." So you're going to start from number two. You can work with the one beside you, just your partner. No, you will have three minutes to finish it, and then you are going to answer. Umm. Yes.

Controlled Practice

- Dr. Magda:** The aim at this stage of the lesson is simply to give students practice in manipulating the structure. This matching technique is a controlled kind of practice that would be done very quickly. The students are not required to make any changes in the two parts of the sentence they are matching. This helps them to automatize the structure. That's to say to produce it automatically, and to get it right without thinking.
- Mr. Mansour:** Okay. Three minutes. Three minutes. Finished. Let's start. Okay, Rushdi, the first one. Sorry, the first one is done. We're going to talk about the second one.
- Roshdi:** She bought the car after she had learned to drive.
- Mr. Mansour:** She bought the car after she had learned to drive. Thank you. Correct, of course. Mohamed, yes...? Number seven.

Automatize the Structure

- Mohamed:** They couldn't go swimming because they had forget their swimming suits.
- Mr. Mansour:** They couldn't go swimming because they had forgotten their swimming suits. Okay. Thank you. Next...next...next...next...next, Ammar...?
- Ammar:** After they got to school, they realised that they had forgotten their homework.
- Mr. Mansour:** After they got to school,...?
- Ammar:** They realised that they had forgotten their homework
- Mr. Mansour:** "They realised"..it is "realised"... means they knew -- or they could know that -- or they realized they had forgotten their homework. Thank you. So now we have finished this exercise, and we are going to move to another one. I think that this one is somehow interesting. Do you see this drawing?
- Students:** Yes.
- Dr. Magda:** From matching, they then move to a more difficult exercise. Here the students are required to form the structure themselves and to make sentences using single words as prompts.
- Mr. Mansour:** I mean, he did all of them yesterday. It means all of them are -- or were in the...?
- Students:** Past.
- Mr. Mansour:** Past. Okay? But we are going to see which happened first and which happened next. And according to that, you have some words here. Okay? From these words you are going to make a sentence. So here you have "1", "2", "3". You are going to make three sentences. You are

going to look carefully at the diagram -- or at this drawing and use the drawing to know the consequences of the actions -- or which happened first and which happened next. Okay? Understood?

Student: I couldn't understand.

Mr. Mansour: You couldn't understand? I mean here, when I say that something happened at 6:30 [a.m.] and something happened at 1:00 o'clock [p.m.], which happened first?

Students: 6:30.

Mr. Mansour: 6:30. So I'm going to say that the one happened at 6:30 is in the past perfect, and the one happened at 1:00 p.m. is in the past simple. That's it. So according to the words written, (bah) you are going to use them. Okay? So each two also are going to have one paper or one handout, and both of you are going to help each other to work out and finish it -- or to work out. Start.

Teacher Monitors

Dr. Magda: While they are working, the teacher moves around the class making himself available to answer questions. By doing so, instead of relaxing at the seat at the front, he actually conveys the message to his students, "I want you to succeed in learning, and I'm doing my best to see you do so"

Mr. Mansour: Okay. Let's start. Ahmed el Naggar [?], he's finished. Ahmed...? Ahmed...? Yes. Okay. The first one. : Salah/ his lunch/ before/ sleep...

Ahmed: Salah had his lunch before he slept.

Students: Mister.

Mr. Mansour: Salah... Salah had his... had his lunch before he slept. What does this mean? Salah had his lunch before he slept. This means that both actions are in the past, but which happened first? Which one happened first? You said, "Salah had his lunch before he slept." Okay? I will say just one word. You said, "Salah had his lunch". Okay? My question is which happened first?

Ahmed: Had his lunch

Mr. Mansour: (Gameel). Had his lunch. So had his lunch first. It should be in the past...?

Ahmed: Perfect.

Mr. Mansour: Perfect. It means...?

Ahmed: Had

Mr. Mansour: Plus...?

Ahmed: P.p.

Mr. Mansour: And here we have "had"...?

Ahmed: Had.

Mr. Mansour: Where's the p.p.?

Ahmed: (Teb'a:) had had.

Mr. Mansour: Had...?

Ahmed: Had.

Mr. Mansour: Had. Perfect. So we have "had had". Say the sentence like this.

Ahmed: Salah had had his lunch before he slept

Forming New Examples

- Mr. Mansour:** Before he slept. Perfect. Thank you very much. Nawar, third...so sorry, Mohamed. Okay. Next question, I promise. Okay?.
- After... Yes, Nawar...? After/ Salah/ study/ have rest.
- Nawar:** After Salah had studied, he had rest.
- Mr. Mansour:** After Salah had studied...?
- Nawar:** He had rest.
- Mr. Mansour:** He had rest. Which happened first?
- Nawar:** After Salah had studied.... Studied.
- Mr. Mansour:** So "had studied" happened first?
- Nawar:** Yes.
- Mr. Mansour:** And the second one...?
- Nawar:** Had rest
- Mr. Mansour:** Had rest.. Is it past simple or past perfect?
- Students:** Past simple.
- Mr. Mansour:** Had rest.
- Students:** Past simple
- Mr. Mansour:** Past simple. Why? You have the word "had". Yes, Ammar.
- Ammar:** (unclear).
- Mr. Mansour:** Perfect. Because "rest" is not a p.p. It's just like this one: "had rest". You just have the word "had". This is past, but we don't have the p.p. It means it's not past perfect. You know, this is what you have asked me about when you said.... One of you asked me about this. Thank you very much, Ammar.
- Student:** Can it be "Salah had wakened as soon as he studied?"
- Mr. Mansour:** No. Which happened first?
- Student:** The arrangement is here.
- Mansour:** No, the arrange...but which happened first? He wakened first, and then he studied. So he had wakened.
- Student:** He had wakened.
- Mr. Mansour:** "As soon as".... It means.... We say it in Arabic even.... we said,
بمجرد أن
- Student:** Then, "He studied as soon as he had wakened."
- Mr. Mansour:** He studied as soon as he had wakened. Yes.
Okay. So we have finished this drawing. Let's move to something else. As I said, the funniest part, which is "miming". I think you know, but I'm going to tell you again. Miming is some kind of acting, I'm going to choose some of you. You're going to make some kind of a situation, just without talking – with... motion or...ah, without talking, just like that. And then we are going to see what happened -- or what is the situation. Or what are the actions or two actions happened?
What happened first, and what happened next, and so on. So let's start with Mohamed. Mohamed, I promised you. Come in. Okay, Hussein. Come with him.

Adding Variety

- Mohamed:** I didn't tell him...just to... I told him to go to your desk. I'm sorry, it's written to "go to your desk". It's not my own fault. Thank you. So what happened? Yes, Mohamed. Cheated him.

Mr. Mansour: He cheated him. Yes that's... this is right. This is the whole situation. It's about cheating -- that he pointed to something and then.... So what I...I...I mean that two actions happened here. Thank you. Nawar...? Yes?

Nawar: I think he played a trick.

Mr. Mansour: He played a trick. This is correct. So this trick contains, first of all...?

Nawar: He had point at something

Mr. Mansour: And then he...?

Nawar: And then he....

Mr. Mansour: Touched. Just put a "touched". So he had...?

Nawar: He had pointed at something, then he...ah,

Mr. Mansour: So if I use the word "as soon as"?

Nawar: As soon as he had pointed...ah, at something

Mr. Mansour: "To" something...?

Nawar: He hit him on his neck.

Mr. Mansour: He touched him. I insist it's touching. Thank you. Sit down. Thank you very much. Let's move to the next one. Don't worry! There's no more touching...na na na na I want three persons. But before the three persons.... Ahmed, I want to tell you something, please. Ahmed Gamal...? Ayman...? Come here please. And...ah, Amr. Come here.

Dr. Magda: With this activity the practice gets even more challenging. Unlike the previous exercise, the students are given no word prompts to help them form the structure. Miming is also a fun task, which breaks the boredom, allows students to move in the class and thus helps to release some of their energy.

Mr. Mansour: Thank you. Ok. What happened?

Students: Whispered.

Mr. Mansour: He...?

Students: Whispered

Mr. Mansour: He whispered. So he told him...?

Students: A secret.

Mr. Mansour: A secret. And what happened, also? Did you forget Ahmed? He did something. What did he do before he told him the secret?

Student: He left.

Mr. Mansour: He left. So which happened first?

Mr. Mansour and Students: So Ahmed had left before Amr whispered.

Mr. Mansour: Who can say the sentence as a whole? Ha..Ha.. Atef...? Yes.

Atef: Ahmed had left before Amr had tell...

Mr. Mansour: "Had"? Told.
...told to Ayman the secret.
Thank you very much. Who can say it with "after"? Who can say it with "after" instead of "before"? Yes, Ahmed...?

Ahmed: After Ahmed had left, Ayman and Amr had told...

Mr. Mansour: Ahmed, "told".

Ahmed: Ahmed told.... Amr told Ayman a secret.

Mr. Mansour: Amr told Ayman a secret. Perfect. Thank you very much. Go sit down. And thank you, Ahmed. Yes, that's...you had an action by yourself. This is very important! Let's move to another one or another exercise. In this exercise, you just have about three minutes.

The instruction says "Put each two actions in one sentence using the words the...." Sorry, "between brackets." Here we have a column with actions, and here we have another column with other actions. Each two actions related to each other -- two actions in one line related to each other. So you are going to choose a word from between the brackets. All these words are...?

- Students:** Conjunctions.
Mr. Mansour: All these words are...?
Students: Conjunctions.
Mr. Mansour: Conjunctions. So you're going to use the conjunctions to...?
Students: Join.
Mr. Mansour: Join the two...?
Students: Sentences.
Mr. Mansour: Or the two actions because they are not complete sentence. Okay? With your partner and quickly because you have three minutes. Ha.... Start.
- Dr. Magda:** At this stage of the lesson, students are required to do many things at a time. They are required to arrange events, to use the past perfect for the earlier event, to use connectors and to produce complex sentences. They work in pairs while the teacher continues to move around, assisting them and increasing the chances of success.
- Mr. Mansour:** Okay. Are you finished?
Students: Yes.
Mr. Mansour: Perfect. Let's start. Number one, and I want them quickly. Number one, Rushdi...?

Re-arranging then Forming Complex Sentences

- Roshdi:** He went to Alexandria driving after he had learned to drive on the highway.
- Mr. Mansour:** After he had learned to drive on the highway. Perfect. Thank you. Hawari, number two...?
- Hawari:** He had finished school before he joined university.
- Mr. Mansour:** He had finished school before he joined university. Thank you. So now we have the last, the last practice ... or the last task to finish. And by the way, it is somehow ... I'm not going to say confusing, but it needs you to think ... to start with, anyway. It is the last one but not the least one. So you're going to see these pictures. You are going to see these pictures, okay? And you are going to write certain sentences. I am going show you in this way. You're going to see these pictures. We have four pictures. You are going to write just one sentence about each picture, but the instruction says -- or the instructions say, "Write one sentence using the past perfect tense to say what happened before the action you see in the picture". It means that all these pictures...?
- Students:** Past.
- Mr. Mansour:** Are in the past and happened...? And you need the action happened...?

Students: Before..

Mr. Mansour: Before them. Got the point? Let's start. Please take care of the first picture. Take care of the first picture. Can you figure it out? First picture? Can you tell me what is it for

Student: Afghanistan.

Mr. Mansour: Afghanistan. Perfect. He got it from the first sight or from the first.... So it is about Afghanistan. So try to get the first picture. You'll write something about the first picture , Afghanistan -- or the war which is happening....

Dr. Magda: A good practice activity provides opportunities to all the different levels within the class. The pictures here invite different responses from different students. Advanced students are given the chance to make complex and interesting statements, while weaker students also find something to say.

Mr. Mansour: Okay.Hm Have you finished?

Students: Yes.

Mr. Mansour: We have four pictures with four sentences. So I'm going to start with Ahmed Magdy.. Ha...?

Ahmed: Planes...

Mr. Mansour: Planes...?

Ahmed: Planes had attacked the buildings before they collapsed.

Mr. Mansour: ... had attacked the buildings before....?

Ahmed: They collapsed

Mr. Mansour: Before they collapsed. This is a very good one. Do you have any other sentence about the same drawing -- or the same sorry photo? Thank you, Ahmed. Very good. Ha....?Atef...?

Free Practice

Atef: After the planes... the plane had attacked the building, it collapsed.

Mr. Mansour: It collapsed. This is good. Next one or the same one?

Student: Next one.

Mr. Mansour: Next one. Okay. Next one, Ammaar...?

Ammar: He had won the competition before he received the medal.

Mr. Mansour: He had won the competition before he...?

Ammar: Recieved the medal.

Mr. Mansour: Received the medal. Very good. Or recieved "honors". Do you remember unit one this year? Ahmed Zweii -- Dr. Ahmed Zweil? Thank you. Mohamed Ali...?

Mohamed: After he...he had finished the race, he got a prize.

Mr. Mansour: After he had finished the race, he got a prize.

Home Assigment

Mr. Mansour: Thank you. So? I think that you have now perfected what we call "past perfect tense". And I think that you will...or you know well now what do we mean by two actions, one happened before the other, but both of them had -- or both of them already finished. So I'm going to give you just a little homework that you are going to finish till

tomorrow, insha' Allah. It is the rest of page 17 in your workbook... your workbook, page 17. We have finished exercise "C" about matching, but we have some exercise which is somehow more difficult. But I think after we had... after what we have done today, it is not completely different--or it's really easy for you--or it's going to be very easy for you. Here it is, about completing these sentences--or "Complete these sentences using the past perfect." And you have an example: " My teacher was pleased because all the students had passed the exams -- or had passed the exams." So you are going to answer the rest of them, which are eight sentences. Okay? Page 17, exercise "D". Thank you.

Feedback Comments

Dr. Magda: Now let's recall what Mr. Mansour did in order to help his students practice the material he had taught. First of all, he started with controlled practice, which gave his students a chance to automatize the structure. That is to say to make it automatic, get it right without thinking. Success in these exercises gave the students self-confidence and offered them a chance to move -- to progress to freer practice. Because of the repetition involved in practice, it can become very boring. But Mr. Mansour managed to avoid this boredom to a great extent through varying the sources and the nature of the activities. He actually used the computer screen, the *Hello!* workbook, handouts, the miming activity and pictures. He even gave his students an assignment, a homework, in order to make sure that they continue practice on their own. Though time- and effort-consuming, organizing practice is the most important thing the teacher does for his students since it is practice which is responsible for consolidating students' learning and improving their performance.

Reflection

Mr. Mansour: Using just pieces of paper which were not big sheets or A4 sheets was not a coincidence--or it was not by chance. I meant it just because students feel some kind of privacy if they have a small sheet of paper, and they keep it with them for their team if they are pair--or working in pairs--or something like that. So it makes them feel with some kind... that they are going to compete the others. "I have my own sheet which is small. No one is going to see it with me, so I'm going to answer the questions quickly." More than that, they feel that the mission or the job required from them is not very big. It's just something they are going to finish in two or three minutes. Students should listen to the question more than once, and also should listen to the answer more than once. They are not teachers. They need to listen to the question more than once in order to hear the structure--in order to understand what's required from them. So they will answer, but this is one student. Some students might be in... they mi.... I should attract their attention by saying the answer more than once., so they listen to it more than once. They'll be able to say it again and again, and this is very important. For this-- especially with structures. Using one aid in the classroom is not something I call.... It is not.... It's

not something healthy for teachers or students. Ah, I shouldn't just use the computer presentation or the power point presentation. I needed the board, and I used it--I think so--more than once, because students need to attract their attention in order not to feel with boredom. Just looking at the screen like that, some students are going to sleep, especially with the screen of the computer. This is first. I used sheets or small pieces of paper it was or they were aides for practicing, especially for practicing. Ah, I used the board. I used the ah,...power point presentation. So different aids are very important for variations. started--or I hm was taught... First of all, I was coached by my brother. He started to tell me some--or the **issues** on how to use the computer. Afterwards, I practiced a lot and a lot and a lot until I reached somehow a good step... in using computers. But re...reaching the step of being professional was through travelling to the USA with...in the IELP program, *CELT 99*. Ah, It was very helpful, I..I was taught how to use the power point and the internet integrated with the Word, microsoft word program, in order to teach English.