

Acknowledgments

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More resources available here:



Foreword

The video entitled “*Strategies for Presenting 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 “*Strategies for Presenting 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: *the use of computer/power point for presentation.*

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*
- ◇ 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.**”

Present and Discuss Theory

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

Explain that they will look again at one or two of the questions in *Task Sheet 1* and write answers based on their reading in the column labeled “**AFTER.**” Divide the trainees into groups or pairs. Assign one or two of the questions from *Task Sheet 1* to each group or pair. Direct the group or pair to the section(s) of *Handout 1* where they can find the answer. If you are going to assign more than one question to a group or pair, it is suggested that you combine one question from the first four with one question from the last four to achieve balance of difficulty. Allow each group or pair of trainees seven minutes to read their assigned section and answer its questions.

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

<i>Task Sheet 1</i> question	<i>Handout 1</i> section
1	A
2	B
3	B
4	C
5	C&D&H
6	E&H

Elicit the groups' responses and write them on a transparency of **Task Sheet 1**. Discuss any questions or items 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 four stages a learner goes through in an effective presentation of new language.
- become familiar with the strategies and techniques a teacher can employ at each stage to enhance the likelihood of successful uptake of new material.
- understand the value of elicitation and computer/power point as presentation techniques.
- apply the strategies and techniques to their own teaching situation.

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*. Explain that trainees will watch the video again, but this time, they will focus on shorter sections of the video lesson.

Pause the video at the specified caption (band) that pops up on the screen before each stage of the lesson begins. You will need to stop the video at least four times, but you may stop it more frequently if you feel your trainees will benefit.

For **Section A** of **Task Sheet 3**, tell the trainees that because questions played the major part in the warm up technique, they will be asked to focus on the questions the teacher asked. Explain that they will be asked to look at the questions and give their opinions about what the questions accomplished. Read the instructions and you may do one question as an example. Get trainees to work in pairs or groups. Allow them five minutes for the task. Play the video lesson from the beginning until the “**Attention**” band appears. Get their feedback and record the functions of the questions on the board or on a transparency.

For **Section B** of **Task Sheet 3**, tell the trainees that they will be watching the “**Attention**” stage of the video lesson next, with the Computer Power Point Presentation being the main feature. Play the video until the “**Perception**” band appears on the screen. Read the instructions for **Section B** of **Task Sheet 3**, and you may do one of the matching as an example. Divide the trainees into pairs or small groups and allow them 5 minutes to complete this task. Get their feedback on a transparency or on the board as each adjective is discussed.

For **Section C** of **Task Sheet 3**, tell the trainees they will next be watching the “**Perception**” stage of the lesson, where the main feature is the blackboard use. Play the tape until the “**Mission of do or die**” frame is shown by the teacher. Tell the trainees they will work individually. Explain the instructions and allow them 5 minutes. After the time is up, ask the trainees to compare their answers with a partner. Get their feedback and correct the false answers on a transparency or on the board.

For **Section D** of **Task Sheet 3**, tell the trainees that they will now watch the second presentation: the **Third Conditional**. Explain the instructions to this section and give them one minute to read the First presentation notes. Play the video to the “**Feedback comments**” section. Have the trainees compare notes in groups with a secretary to report on their answers for each stage of the table. Allow them 5-7 minutes. Get feedback on each stage of the lesson from the different groups. Uncover the answers on a transparency as they do.

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:

15 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 which 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.

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 a listening lesson.

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 before you show the *Reflection* part of the video. 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.

Ask trainees to work in groups of about six with a designated group leader to facilitate the discussion within the group, and also to report the group work to the rest of the class.

Lead a discussion of each issue through getting feedback

from the groups.

View the Mentor's Pre & Post Lesson Commentaries

Ask trainees to read *Task Sheet 6: Mentor's Wrap Up*. Explain that you will play the Mentor's pre and post-lesson commentaries on the video lesson while the trainees fill in the missing parts of the table in the task sheet. When this has been completed, divide the trainees into groups. Have them compare their answers, then fill in the letter code for each of the techniques that contributed to learner "intake" at each stage.

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 grammar points from different levels of *Hello!* The following are examples of suitable lessons:

1. *Hello! 5* Reported Speech: SB pp.8&9, 56; TB p. 52; WB pp5-6
2. *Hello! 4* Present Perfect SB pp30; TB p27; WB p 21
3. *Hello! 7* Past Perfect SB P 18, TB p 24; WB p 17

More resources available here:



Develop Lesson Plans:

Explain that trainees will work in groups to develop a creative, imaginative 10 minute presentation of one grammar point. They need to prepare their presentation so that they address all the learner stages. Before they begin, they need to describe the parameters of the class (Age group, Male or Female, Class size) to whom they will be presenting the lesson.

Reassure the trainees they will be given plenty of time to do this. Allow about 60 minutes to prepare the presentation. They should be encouraged to involve as many of the group members in the presentation as possible, both in the planning stage and in the actual presentation.

Divide the trainees into groups. Assign each group a grammar point, and let them get started planning their presentation. Before each actual presentation, divide the remaining audience into four groups and assign them each a learner stage. Ask each group to take notes on the techniques that the presenter used that enhanced their stage. After the presentation, write the four stages on the board, and write each group's comments under the appropriate stage.

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STRATEGIES FOR PRESENTING A LESSON HANDOUT 1

THEORETICAL BACKGROUND

Instructions

Read the following theoretical information about presenting new material. Highlight or underline all ideas new to you.

A. Changes in the Language Classroom

The role of the teacher in language classrooms has evolved over the past fifty years. This change was partly as a result of changing objectives in foreign language teaching due to the increased need for communicative skills in second languages. It has also been the result of increased knowledge coming from the field of psychology about how language learning takes place. The teacher's role has changed from that of a "lecturer" to that of a "facilitator" whose job is to provide opportunities for the students to learn to use and function in the target language.

The language classroom is now more student-centered, supported by psychological research that has made clear some of the conditions that help and support students' learning. The goal of the teacher with communicative objectives may be thought of as creating an interesting, active, student-centered classroom with activities based on meaningful use of the language. (Gebhard 1999)

B. The Purpose of Presentation

The term presentation describes what the teacher does to introduce new material. Although "new material" is usually thought of as structures and vocabulary, the process can apply to the introduction of a task, a text, a concept, or any new material that will be put to use. (Ur, 1996) It is usually followed by some kind of practice of the new material to consolidate it, with the goal of developing mastery.

Traditionally the teacher's role in presentation was seen as the expert "giver of information" (lecturer) and the student's role as that of "receiver of information" (listener, or perhaps note-taker). However, the information (known as "input") that the teacher presents is not *necessarily* heard, seen and understood. Unless the student actually pays attention, perceives, understands, and remembers it, "**input**" does not become "**intake**" (Ur, 1996)

When it is recognized that the activity of learning is primarily being done by the learner (Gebhard, 1999), the teacher's role in presentation changes somewhat. Of course, the teacher still is the one with the new knowledge to present. But he/she also realizes that it is important to be effective in making possible for the learner to take in the new material. The teacher's role adds the task of doing what he/she can to shape the material and the presentation so that:

- the attention of the student is focused on the new material
- the new material is clearly seen and/or heard
- the material fits into the students' background knowledge so that it is comprehensible

- the new material is memorable.
Ur (1996)

C. Getting and Keeping the Students' Attention

The learner has to become focused on the material/teacher to have any possibility of intake. Initially the learner has to be alert, watching and waiting for whatever is coming. His expectations are raised, he has a need to know, a desire to figure out what is coming, a readiness to be involved with the material. According to studies of the attention curve in a 40-minute class period, there is normally variation in students' level of attention after an initial 10-minute period of strong attention. After this initial 10 minutes, attention drops steeply for 30 minutes when it reaches a low, followed by a steep rise and a high again for the last five minutes. (Jay, 1971) So, the teacher needs to work to keep the learner's attention throughout the presentation. Harmer sees the students' continuing interest and involvement in the learning process as the "necessary and dominant factor in language teaching." (Harmer, 1991)

What can the teacher do to get and maintain students' attention? He/She can plan to use material which is attractive and interesting to the particular learners. The scope of the new material should not be too detailed, comprehensive, complicated, or beyond or below the students' level or it will quickly become boring. The teacher also has the option of making the students active participants in the presentation through **elicitation**. As the teacher gets students to supply information, ideas, suggestions, the students feel a need to maintain a high level of attention in order to be able to answer questions when called upon, and figure out what the teacher's next question will be.

D. The Technique of Elicitation

Elicitation involves questioning and other techniques for getting students to contribute to the process of presentation, instead of the teacher simply giving the information. For instance, to present the vocabulary for furniture in the classroom:

(Straightforward) T: (pointing to a desk) Look. This is a desk. Can you say it?

Ss: Desk.

(Elicitation) T: (pointing to a desk) What is this? Anyone?

S: Desk.

If the students don't know, the teacher gives the response, but attention and focus have still been heightened. So elicitation is still useful for presenting new material, and in fact is good for presenting to groups of mixed ability level, since those who know are not bored, but can participate in the presentation.

Elicitation techniques include more than just asking direct questions:

- silence to allow students time to think
- prompts with half-finished sentences
- emphasis on the incorrect part of a response by employing question intonation
- prompts employing gestures and facial expressions

E. Facilitating Perception

The learners need to be able to see and/or hear the presentation clearly. The ability of the students to see or hear the new material needs to be checked with them before going too far in the presentation. In addition, it is better for the learners to experience the material through more than one sense, for more than one time, with more than one example or model. This increases the opportunities for, and likelihood of, intake, as well as providing reinforcement. (Ur, 1996)

F. Facilitating Understanding

New material, by definition, is something the students may not have met before. In order to understand it, new information has to be linked to what the learner already knows about the language (the form) and about life (the meaning). The teacher provides the links. He / she helps the students make the connections with what they already know.

Elicitation as a technique is appropriate in presentation because it activates what the students already know. It also helps the teacher get feedback to determine if the learners in fact have accurately understood. Some students may have trouble following the give and take of elicitation (Doff, 1988), however, so their understanding needs to be checked.

G. Facilitating the Entry of Material into the Short-Term Memory

Learners need to be able to remember the material that has been presented until it has been practiced and mastered. But not all learners respond to presented material in the same way. For some learners, what they see is more memorable, while for others, what they hear is more memorable. Movement (such as gestures, miming, or acting) can also make it more likely that something will be remembered.

The more a presentation causes a personal response, the more memorable it will be. When material is colorful, unusual, or dramatic (Ur, 1996), it has more impact. For instance, a well-chosen picture or photo, used by an imaginative teacher has more impact than a "visual" verbal (words shown on a blackboard, poster, or screen) because it causes a personal response in the viewer. (Hill, 1990)

H. Presentation in the Egyptian Classroom

Modern technology is available for use in classroom presentations in most, if not all, schools in Egypt now. Computers can be used to support every stage that the learner goes through in an effective presentation, attention, perception, understanding, and short-term memory. El Baz and associates, in *School Based Training*, devoted the chapter called "Using the Computer as a Presentation Tool" to the use of the computer for presentation, using models from the "Hello!" series. Although planning dramatic and unusual presentations may take time and effort, the rewards for both the teachers and students are great because of increased interest and excitement for both.

STRATEGIES FOR PRESENTING A LESSON
HANDOUT 2
INSTRUCTIONAL OBJECTIVES & SUMMARY

Instructional Objectives

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

- identify the four stages a learner goes through in an effective presentation of new language.
- become familiar with the strategies and techniques a teacher can employ at each stage to enhance the likelihood of successful uptake of new material.
- understand the value of elicitation and computer/power point as presentation techniques.
- apply the strategies and techniques to their own teaching situation.

Summary of “Strategies for Presenting a Lesson”

In the video segment, you will see Mr. Mansour Wahbi, a government teacher at Mobarak Experimental School in Nasr City, Cairo Governorate, going through an unrehearsed presentation of the *first* and *third conditionals* with his class. The Power Point presentation used with this class of 24 boys at first-secondary level was designed and developed by Mr. Mansour.

*Mr. Mansour uses powerful images of the star signs as the context for illustrating the meaning and use of the **first conditional**. He involves the students in the presentation by eliciting the information from them that he has already planned to display with the power-point presentation. He then goes through similar steps using photographs from another situation from real life to provide the context for the **third conditional**.*

In the video lesson, Mr. Mansour uses many strategies for getting the new material across to his students. He has planned his lesson to take into account the fact that a chain of events, **four stages**, are gone through by learners in order for them to take in new information:

1. **Attention:** Learners are alert and aware that something important is coming.
2. **Perception:** Learners hear and see the material clearly.
3. **Understanding:** New material is linked to the learner's background knowledge; they do things.
4. **Short-Term Memory:** Learners take the material into their short-term memory.

Before, during and after the presentation, the mentor, Dr. Magda Hassabelnaby, of Ain Shams University, steps in from time to time with commentary to attract trainees' attention to important parts as well as to explain key ideas.

Finally, the class teacher concludes with reflective remarks and comments on the process he went through to design the presentation, some of the strategies he used during the presentation, and his rationale in doing each.

STRATEGIES FOR PRESENTING 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
1. What adjectives would you use to describe an ideal language classroom?	
2. What is meant by "presentation" in the language classroom?	
3. What is the teacher's role in the presentation stage of a lesson, in terms of "input" and "intake"?	
4. What does the students' attention have to do with an effective presentation?	
5. What can the teacher do to get and keep the students' attention?	
6. What can the teacher do to support the students' perception (seeing and hearing) of the material he is presenting?	
7. What needs to happen for students to understand new material?	
8. What factors make new material memorable?	

STRATEGIES FOR PRESENTING A LESSON
TASK SHEET 2: VIEWING

As you watch the video for the first time, use the spaces below each question to jot down notes relevant to the answers as the information is presented.

1. What are the stages a learner goes through in an effective presentation and what happens in each?

STAGE	WHAT HAPPENS?

2. At what point in the presentation does the teacher actually show the rule?

3. What does Mr. Mansour say about his reasons for using the computer and Power Point in the presentation of this lesson?

STRATEGIES FOR PRESENTING A LESSON

TASK SHEET 3: DETAILED VIEWING

Each activity corresponds to one or more short sections of the video lesson. The trainer will pause the video according to the title indicated at the bottom of the screen, corresponding to the title of the next section.

A. “Warm-Up”.

The teacher gets the students ready for the presentation by asking questions about the topic of the presentation. In the box are the different functions served by the questions the teacher asks. Working with a partner, assign one or more of the functions from the box to each of the questions below by writing the letter of the function in the space beside the question.

- _____ 1. Have you read the newspaper today?
- _____ 2. Have you seen something called "horoscope" in the newspaper?
- _____ 3. What is horoscope?
- _____ 4. How many of you always read their horoscopes?
- _____ 5. Do you believe in horoscopes?
- _____ 6. If you don't believe it, why do you read it?
- _____ 7. What is your star sign?
- _____ 8. Has anyone found a characteristic of the horoscope to be true, even if they don't believe it?

- | | |
|------------------------|---|
| a. create expectations | c. get the students involved in the topic |
| b. activate vocabulary | d. check what the students already know |

STRATEGIES FOR PRESENTING A LESSON
TASK SHEET 3: DETAILED VIEWING (Continued)

B. "Attention"

The computer Power Point Presentation is a main feature of this teacher's technique for focusing student's attention. Below, on the right, is a list of facts about the "*Attention*" section of the lesson you just saw. On the left, is a list of adjectives used by Dr. Magda to describe a presentation that gets students' attention. Match each adjective with the fact or facts about this presentation that resulted in this description.

- | | |
|------------------------|---|
| 1. _____ FRESH | A. The students ended up laughing at each prediction. |
| 2. _____ ENTERTAINING | B. Students are interested in reading horoscopes. |
| | C. Color is a feature of the Power Point slides. |
| 3. _____ UNFORGETTABLE | D. The teacher created his own horoscopes. |
| | E. The horoscopes were unique, and different from those in the newspapers. |
| 4. _____ MEANINGFUL | F. The horoscopes were related to the students' lives: grades, catching cold, family, and goals. |
| 5. _____ COLORFUL | G. With Power Point, words and images move around on the screen. Sometimes they appear instantly, out of nowhere. |
| 6. _____ DRAMATIC | H. All of the above |
| 7. _____ UNUSUAL | |

STRATEGIES FOR PRESENTING A LESSON
TASK SHEET 3: DETAILED VIEWING (Continued)

C. "Perception"

Read the following statements about what happened during the perception stage. Mark "T" if the statement is a correct description of what happened, and "F" if it is not. If the statement is False, correct it so that it becomes true.

- _____ 1. After the interaction--asking and answering their own original questions-- the questions and answers were used to form three sample sentences.

- _____ 2. The teacher wrote sentences on the board so he could use them later to have the students observe their similarities.

- _____ 3. The teacher corrected the students' sentences before writing them on the board.

- _____ 4. By the time the teacher began to elicit the rule, the students had already become aware of the important elements of the First Conditional.

- _____ 5. The students lost interest during this stage.

- _____ 6. The teacher combined the elicitation of the rule with the Power Point to show things gradually, as the students gave the answers, and/or when he wanted.

- _____ 7. The teacher was only concerned with the form of the First Conditional when he showed the rule.

- _____ 8. As soon as he puts the last word "*possible*" on the screen, the teacher left the First Conditional, and went on to the next topic.

STRATEGIES FOR PRESENTING A LESSON
TASK SHEET 3: DETAILED VIEWING (Continued)

D. The Second Presentation: "A Mission of do or die"

The teacher also presents the Third Conditional in this lesson. As you watch the second presentation, note down the main elements of each learner stage on the table below. Before starting to watch the video, take one minute to read through the main activities of each learner stage from the first presentation to give you an idea of what you will be looking for.

First Presentation: First Conditional	Learner Stages	Second Presentation: Third Conditional
Questions about "Horoscope"	(WARM-UP)	1.
Star Sign Images and Horoscopes using Power Point	ATTENTION	2.
Real Sentences Made by Students and Written on the Board / Elicitation of Similarities.	PERCEPTION	3.
Elicitation of the Rule / Power Point Frame Showing the Rule, a Model Sentence, and the Meaning	UNDERSTANDING	4.
Results from All of the Above: A High Level of Student Interest and Involvement (Reinforced by Repetition)	SHORT-TERM MEMORY	5.

STRATEGIES FOR PRESENTING A LESSON
TASK SHEET 4: POST-VIEWING

1. Mr. Mansour said one of his goals was to make learning fun. Do you think he reached this goal? Support your answer.

2. Mr. Mansour used both the Power Point on the computer screen and the blackboard, but he used each for very specific purposes. What were the characteristics of each visual aid that made it effective for each purpose?

3. This class of students is a challenging age group. How did the teacher use his knowledge of his students to choose topics (horoscopes / a recent, important football competition) that appealed to these students? What else about these topics was important, in terms of teaching the meaning of the first and third conditionals?

4. Do you think this lesson followed the "*Attention Curve*" for a normal 40-minute class that was discussed in Part *C* of **Handout 1** (*strong attention for the first 10 minutes, loss of attention during the next thirty minutes, then high attention again for the last five minutes?*) When do you think the attention was highest in this lesson? Why do you think this happened?

5. One benefit of the Power Point is the ability to incorporate color and movement when pictures and text are presented on the screen. Based on what you saw in this lesson, what learner stages do you think the color and movement of text and images help to facilitate?

STRATEGIES FOR PRESENTING A LESSON

TASK SHEET 4: POST-VIEWING (Continued)

6. How did the students benefit from the teacher's use of the elicitation technique in this presentation?

7. Which presentation do you think was stronger: the horoscopes (first conditional) or the African Cup (third conditional)? Why?

8. What words did the teacher keep repeating and have the students repeat throughout the presentation to focus the students' attention on the meaning and use of each conditional? How did this repetition work to reinforce perception and understanding of the differences between the two conditionals?

9. Which of the learner stages benefit most when the teacher takes the time to be creative and imaginative? How important are these stages to reaching the objective of the presentation?

10. What is the benefit of the teacher's using gestures and mime to help students get the answers during elicitation?

11. Which strategies or techniques do you feel you would like to emphasize more in your own teaching as a result of participating in this training?

STRATEGIES FOR PRESENTING 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. Elicitation was a main strategy in Mr. Mansour's presentation. Is the extra time it takes justified? Why/Why not? Is there any way to reduce the time spent eliciting without eliminating it?

2. What do you think this presentation would have been like without the computer and Power Point? What would have been lost, if anything?

3. Have you ever used Power Point in a presentation? If yes, how did you learn to use Power Point? If no, do you know anyone who could be a resource in helping you learn to use it?

4. Can you remember a particularly successful presentation that you made? Why do you think it was successful?

5. Mr. Mansour said the creative design of his power point presentation took some time to develop. Which of his strategies were effective without taking a lot of time to develop?

6. How often do you use current events to support your presentations? What do you think is the value of current events in terms of learner stages?

7. How important is it to see oneself as a facilitator instead of a lecturer in a language classroom? Why?

8. Mr. Mansour makes it a habit to use gestures and miming to support his questions and elicitation. How often do you use gestures to help the students give correct answers?

9. What do you think the teacher will have the students do next with the first and third conditionals?

STRATEGIES FOR PRESENTING A LESSON
TASK SHEET 6: MENTOR'S WRAP-UP

Complete this table after watching the Mentor's pre & post lesson commentaries.

I	II	III	IV
<p style="text-align: center;">ATTENTION</p> <p>The teacher</p> <p>1)_____</p> <p>students' attention with a</p> <p>2)_____</p> <p>beginning.</p>	<p style="text-align: center;">PERCEPTION</p> <p>Learners</p> <p>3)_____and</p> <p>4)_____</p> <p style="text-align: center;">clearly.</p>	<p style="text-align: center;">UNDERSTANDING</p> <p>Learners 5)_____</p> <p>things. They are</p> <p>6)_____</p> <p>involved.</p>	<p style="text-align: center;">SHORT-TERM MEMORY</p> <p>The presentation is</p> <p>7)_____,</p> <p>8)_____</p> <p>and unusual.</p>
TECHNIQUES	TECHNIQUES	TECHNIQUES	TECHNIQUES

TECHNIQUES:

- V - Visual Images and Photos
- P - Active Participation through Elicitation
- C - Power Point Presentation
- T - Use of Authentic Topics: Current Events or Related to their Lives
- W - Writing on the White/Blackboard
- R – Repetition
- G - Gestures and Mime

STRATEGIES FOR PRESENTING A LESSON OPTIONAL ACTIVITY

The optional activity will focus on and explore one aspect of this presentation that the teacher performed very well: **Use of the Computer/Power Point.**

Summary:

The activity focuses on the use of the computer. First trainees will focus on the teacher's objectives, both in terms of language and presentation. Then they will try to duplicate what the teacher did by using conventional means, which will serve both to focus on the features of the teacher's design and form a basis of comparison and evaluation of the advantages of using this technology. Then, the trainees will try to look at the function of each frame as a model for a design that could be adapted to another grammar structure for computer presentation. Finally, they may be asked to create a design (as the basis for a computer or conventional presentation) for a grammar point from the application section of this segment.

Use of the Computer/Power Point for Presentation

It is assumed and highly recommended that the trainees have already participated in a training of this segment, "Strategies for Presenting a Lesson" before doing this activity. It would be advisable to re-view the Reflections section of the video before starting the warm-up, asking the trainees to take notes on what the teacher said about using the computer: **his goals and the design process.** Write **GOALS** and **DESIGN PROCESS** on the board, and after viewing, elicit details from the trainees, writing them in the appropriate column.

Warm-Up

Since this activity will focus on decisions the teacher made in designing the presentation, write the two main points on the board:

- **Language Objectives** : Teach the First and Third Conditional
- **Presentation Objectives:** Address the Four Learner Stages

Elicit the main features of the First and Third Conditional that the teacher needed to highlight to teach the tense: (two clauses: an "if" clause and a second clause, the verb tenses of each, the meaning and use of each) and write them beside the language objectives. Elicit the main learner stages and how they are accomplished, and write them on the board.

Cataloguing the Frames, Discovering the Features

Divide the trainees into 4 groups. Tell them they will be looking at the 10 computer screen displays used in the lesson, and will be cataloguing the features of each frame. Give each group a blank sheet of paper and explain that they are to record (sketch or write) what appears on the screen for the frame they are assigned in order to duplicate it on a poster-sized piece of paper for display. Assignments are as follows:

Group 1: The first two frames that deal with the attractive invitation to read your horoscope.

Group 2: The star signs and the horoscopes.

Group 3: The three slides showing the rules: First Conditional, Third Conditional, Both on

one screen

Group 4: The three phases of the sign showing "*A Mission of do or die.*"

They are to note the colors used for each frame and what features they emphasize, and any instant changes that are made to the screen, e.g., addition of information, movement of information, etc.

Play the video from the beginning of the lesson without sound, freeze-framing every time the computer screen shows a different display. The video can be fast forwarded between displays.

Show the frames one by one, elicit and discuss the features, indicating again each time the one group responsible for duplicating the screen and noting the features of color, lettering, instant changes, etc. that are shown. At each frame, discuss how the features relate to the language and presentation objectives.

Next, give each group poster-sized pieces of paper that they can use to duplicate their frame(s), with the same features, instant changes, etc... to the best of their ability. Discuss ways to show an instant change. If necessary, suggest that one way to produce an instant change would be to put the change on a separate paper that they can then use to cover the original. When each group is finished, they hang their poster at the front of the room in the order in which they appeared in the video. Thank them for their efforts, and show approval of their efforts.

Have each group send a representative up to lead a discussion of how the features of their frame related to the language objective and the presentational objectives. When he finishes, have the group representative choose the function(s) served by his frame from the list below: (they can be written on large bands of paper that can be chosen and then blue-tacked by the rep onto or near the poster for everyone to see, or the list can be copied and given to each group ahead of time, with instructions for the group to make a decision before the rep goes up and tell it to the group **after** the discussion of their frame.)

- Create a communicative need / context
- Provide the building blocks of a sentence
- Focus on two actions that both happened in the past
- Showed the past perfect in a sentence to express "first" action
- Brought the events together visually for "before" and "after"
- Brought the elements together into a complex sentence
- Showed the rule, and other examples

Finally lead a discussion, having the trainees compare the computer display and the conventional efforts in terms of time to prepare, skills needed, as well as the impact of each.

If desired, groups of trainees can be asked to develop their own design for a computer presentation of one of the grammar points in the application section of the unit.

Point out that they could roughly follow the same process that was indicated by the functions attached to each frame by the group representatives.

They can indicate the photos or pictures they would choose, then sketch out what each frame would include, including the features, then present it for discussion with the group.

STRATEGIES FOR PRESENTING A LESSON ANSWER KEY

Pre-Viewing

Task Sheet 1: BEFORE/ AFTER

1. Student-centered, communicative, interesting, active, meaningful
2. Presentation is what a teacher does to introduce any new material: grammar, vocabulary, a task, text, a concept, etc. It is the first step to mastery.
3. The teacher's role is to shape the material and presentation so that the "input" (new information) becomes "intake" (learning).
4. Attention is the first step in understanding and remembering. If a presentation doesn't get and keep a student's attention, the new information has no possibility of being taken in/grasped.
5. The teacher can choose material that is attractive and interesting for his particular students, and appropriate to their level. He can plan the lesson so the students are active participants.
6. The teacher can check that everyone can hear or see clearly. He can employ more than one sense (visual and auditory) and allow many chances for the students to see and hear.
7. It must be linked to what they already know about the language (form) and about reality (meaning).
8. Impact (evoking personal response) helps make material memorable.

First Viewing

Task Sheet 2: VIEWING

1. *Attention* - The learners are alert, awaiting new material
Perception - The learners hear and see clearly
Understanding - The learners link new material with what they already know.
Being an active participant helps this process.
Short-Term Memory - the learners take the new information into his memory.
2. At the very end.
3. Mr. Mansour says it is exciting, attractive, and motivational.

Second Viewing

Task Sheet 3: DETAILED VIEWING

Section A

1. (a) + (possibly c)
2. (a / d) + (possibly c)
3. (b / d) + (possibly a)
4. (c) + (possibly a)
5. (c) + (possibly a)
6. (c)
7. (c / a) + (possibly d)
8. (c / a)

Section B

1. D
2. A / B
3. H
4. F
5. C
6. G
7. E

STRATEGIES FOR PRESENTING A LESSON

ANSWER KEY (Continued)

Task Sheet 3: DETAILED VIEWING

Task Sheet 3: Section C

1. True
2. True
3. False --The teacher wrote them on the board as is and then elicited the corrections
4. True
5. False -- Students maintained a high level of interest.
6. True
7. False -- Form and meaning: "It is possible. That's the point."
8. False -- The teacher repeated the elicitation of all the important points about the form and meaning after eliciting the rule.

Task Sheet 3: DETAILED VIEWING

Task Sheet 3: Section D

1. Questions about "*A Mission of do or die*" and questions related to guessing the topic.
2. Photos of Egyptian and Cameroon players and El Gohari.
3. Real sentences made by students and written on the board.
4. Elicitation of differences between the first and third conditionals / Power Point frame showing the rule, a model, and the meaning.
5. All of the above. Power Point frame showing both conditionals.

Task Sheet 4: POST-VIEWING

Suggested Answers

1. Yes. The students were interested and involved. It didn't seem like work for the students.
2. With Power Point, color, shape, movement of figures on the screen can be used to place emphasis or for dramatic effect. Things can appear or disappear from the screen when the teacher wants. Power Point Presentation is good for showing parts of the lesson the teacher has specifically planned ahead of time. It is good to focus attention.
The black or whiteboard is good for recording sentences made by students during the class. It can be used well to point out and correct incorrect form. The blackboard is good for recording things you want to go back to at a later time, or that you want to remain in front of the students as a resource.
3. Both are of interest to these students, as witnessed by the fact that all of the students said they read their horoscopes and the fact that many of the students were interested in suggesting answers about the football match.
In the Horoscopes, the teacher used situations from their lives, expressing their real future goals, like "*you will get a 98 on your exams.*" In football, because it was something current that they were emotionally involved in, they had probably already thought about these third conditional ideas already in their own language.
4. NO. Students were interested throughout the lesson. Attention seemed highest during the football presentation, since it was current and the recent loss in the African Cup qualifications had emotionally involved the students.

STRATEGIES FOR PRESENTING A LESSON ANSWER KEY (Continued)

5. *Attention:* color, movement, zooming in are attractive. Photos cause personal reaction.
Perception: seeing and hearing clearly and effectively.
Understanding: color and shape emphasize important things. Putting things on the screen as they are elicited creates more involvement by the students.
Short-Term Memory: colorful, attractive, unusual. Interesting photos call up personal feelings, create involvement.
6. It kept them involved, awake. It helped attention and understanding.
7. African Cup. Students were more emotionally involved with the real situation because it was recent, and photos are more involving than images.
8. Form -related: "If clause", "second clause", names of the verb tenses. Meaning-related: "possible" "impossible".
Perception: They heard and saw them repeatedly.
Understanding: The repetition reinforced the differences.
9. Attention / Short-Term Memory
Attention is primary for any of the other stages to happen.
In language learning, information has to enter the *Short-Term-Memory* to be able to be activated later for use. If it doesn't, there can be no accumulation of vocabulary, production of correct structures, etc.
10. Elicitation becomes more efficient with gestures and mimes. It is easier to help students when they are stuck for a correct answer without giving them the information; and it makes it more likely that they give the correct answer.
11. Trainees will share their own ideas.

Task Sheet 5: REFLECTION

Individual Answers → Discussion

Task Sheet 6: MENTOR'S WRAP-UP

I

- 1) captures
- 2) strong

V / P / C / T / W / G

II.

- 3) see
- 4) hear

V / C / W / R / G

III.

- 5) do
- 6) actively

P / C / T and possibly others.

IV.

- 7) colorful
- 8) dramatic

V / P / C / R / G and possibly others

STRATEGIES FOR PRESENTING A LESSON GLOSSARY

activate : bring to life, move or excite
actively : in an active way, positively
actually: really
added dimension : a new side, more than before
appeal: ask for something badly needed
application : putting into practice
appropriate : suitable, good
assumed :believed to be true
attention curve :high and low attention
authentic: real ,true
alert; fully awake, aware
caption : words to describe a picture or a diagram
categories: parts, sections
challenging : difficult, needs extra effort
choral: group talking or singing
cloze: a test or exercise with gaps to fill
combine: join together
commentary :running description of what is taking place
concepts : ideas, themes
conducted: done
consolidate: bring together, emphasize, synthesize
context: surrounding circumstances, words
contributed: took part
conventional: done according to rules
creative: using new, fresh ideas
demonstrated: shown, modeled, given as an example
determine: decide firmly on
distribute: hand out, give
duplicate: copy
elicitation: getting out, helping to get out
employ: hire, offer a job to
enhance: increase
eventual: final
evolved :changed
explore: search, find out
facilitator: helper, tries to make things easier without interfering much
features: sides, aspects
frame of reference : source of information, way of thinking
fold : bend so that one part covers another
function : purpose or role
gestures: movements of arms or hands to express ideas
grasped : held tight, understood
highlight: emphasize, mark as important
illustrating: describing, explaining

imaginative: not real, untrue
impact: strong effect
indicate: point out, show
individually: one by one
initially : at the beginning
input : material or language for use
intake: whatever a learner gets out of the input
interpretation : description, explanation
involvement: great interest in
jot down : write in a hurry
lead a discussion : start and control a discussion
likelihood : possibility, expectation
option: something you may do if you like
optional: not necessary, not essential
parameters : factors affecting the way things are done
partially: in part, not completely
participate: take part
particular : special
performed : done
population: all the people in a place
post-viewing: after seeing something
presentation : explanation of new points
prompt: help, encouraging words or things to help
rapprochement: good warm relationship
rationale : reason for doing something
readiness : state of being well prepared
reassure : help somebody stop worrying
reflections : thoughts about what happened, flashbacks
reflective: thinking back
relate : show how it concerns
representations : description, examples
representative : acting instead of
scope: range, opportunity
retain : keep, remember for a long time
strategies: actions to realize certain aims
student-centered: student's interests are the main concern
take into account : seriously consider
techniques: ways of doing something
tedious : boring, silly
time is up : time has come to an end
traditionally: according to old rules
memorable : not easily forgotten
miming : silent acting to express meaning
uptake : understanding quickly
unrehearsed : not practiced
variation : changes
viewing : seeing

More resources available here:

