

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 teacher 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.

Pormoting Students’ Interaction with a Reading Passage

Dr. Heba Zaytoun: Hi, everyone. Today we are going to watch a segment on how to teach reading skills. Reading, as you all know, is one of the four language skills that students are required to master. Classroom reading performance as presented in this segment is characterized by being communicative and interactive. The types of interaction vary in the language classroom. Students are either working individually, or they are interacting with their colleagues in pairs, groups, or with their teacher as a whole class. The reading texts the students are working on are simplified authentic job advertisements that are appropriate for the students’ proficiency level. These texts are specifically chosen as they are interesting, engaging, stimulates discussion, and encourages imaginative responses. During teaching reading, Mr Magdi follows the three-part framework, dividing the reading lesson into pre-reading, during reading and post-reading stages.

Mr. Magdi: Good morning, everybody
Students: Good morning, Mr. Magdi.
Mr. Magdi: Thanks. Sit down. We finished lesson seventeen, and we've had a lot of fun about that. And today we have, as you see here, unit eighteen. It’s a reading, okay? So we have a reading lesson today. And as usual when we have a reading text, we have some reading skills. Who can tell me what are the reading skills do we usually us do? Yes? Right.
Student: Skimming and scanning...

Pre reading Stage

Mr. Magdi: Skimming and scanning. Well, let me write them.
Right. Thank you. Sit down. Thank you.. What’s meant by skimming? Yes? Right.
Student: Looking for the general answer.
Mr. Magdi: Very good. Very good, Noran. It is a looking for the general idea. Right. So we have skimming for general.. idea. Right. What about scanning? Thanks. Sit down. Yes?

Student: Looking for details.
Mr. Magdi: Scanning means you look for the details. We look for everything in the lesson. Right. So its for details. Good. Details. Right. Thank you very much. Who can tell me: today, what are the kinds of jobs which women can occupy today? Yes, Amany?

Setting The Scene

Amany: She can be a... actress.
Mr. Magdi: She can work as an actress. She can be... what else? Yes?
Student: She's a minister now.
Mr. Magdi: A minister. Very good. Right. This is very good. Right. Everybody, today we have a guessing game. A guessing game. We play a game together now. I'll ask someone to come here in front of you, and I'll show her something I prepared. You'll not see it. She will see a picture and she'll look at the picture which I have, and she will act it in front of you. So you are going to look at the picture I have. It's a job. And we ah,...we look at her, and she's acting the job, and you can ask her questions to know that job. This..this makes things easy now. You can ask her only WH questions or..or yes-no questions. Yes-no questions. Okay? Ready? Who can come here now? Yes,

Miming

Please. Come here.. You act now. You can ask her questions. You can ask her a question now. Yes?

Student: You work in office?
Student: Yes, of course she works in office.
Mr. Magdi: Very good.
Student: Do you use a computer?
Mr. Magdi: Would you please raise your voice?
Student: Do you use computers?
Student: Yes, the mainly job.
Mr. Magdi: Very good. Yes...yes? Right. Inas?
Inas: Is she skilled...a little?
Student: Yes, she may be skilled.
Mr. Magdi: Right. Okay. Sit down. Sit down. Yes? Can you guess the job now?
Students: Yes.
Mr. Magdi: Yes, what is it? She is working with computers. She has a desk. She has an office. So she may be a...Yes?
Student: A secretary.
Mr. Magdi: A secretary. And she may be a... sorry...sorry?
Student: Accountant.
Mr. Magdi: An accountant. Maybe. What else? Yes?
Student: A computer programmer.
Mr. Magdi: A computer programmer or engineer. That's it. Very good. So we have...Thank you very much. Thanks a lot. So we have a computer...a computer programmer. Today we have something about jobs. Okay? Right. What happens if you want to find a job?

Do you just say, "Father, I'd like a job?" --or where do you go to find a job? Yes, please?

Student: Companies.

Mr. Magdi: You go to companies. Very good. Sit down. Thanks. You can go to a company. What else can you do? Yes?

Student: Offices or schools.

Mr. Magdi: You can go to offices...offices and...and go to schools. Yes. Right. And if you want to read about a job, where do you go? Yes?

Student: I can read the newspaper to search for a job.

Mr. Magdi: Very good. You can read the newspaper to search for a job. Where in a newspaper do you ...do you search for a job?

Student: Advertisement.

Mr. Magdi: An advertisement. Very good! This is the word I'm trying to get. An advertisement. So what's an advertisement? What is it? Yes?

Student: A public announcement.

Mr. Magdi: A public announcement. What else? Yes, please?

Student: Pretended news.

Mr. Magdi: Pretended news. Very good. Now, you are going to work in groups now.

Realia

I'll give you some advertisements. They are in Arabic. They are from newspapers. And you are going to look at the advertisement you'll have now. Okay? You look at it. Work in your group. Try to describe to yourselves first, and when you have understood that, one will...will stand up and tell the others about what have you got in your advertisement. Okay? I want the others to understand the one you have. Right. So? This one is for you here. Sit with your group. Show it to your friends. Show it to your friends. Yes. And this one is for you here... together here. Right. And you work on this one. Right.

Dr. Heba

Zaytoun: As you can see, students are asked to work in groups and discuss the content of the ads. Each group appoints a secretary, whose job is to inform the other groups about the content of their ad.

Mr. Magdi: Yes. Right. Yes. Group one here. Everybody listen. Listen to your friend now. The time is up. Yes?

Student: Our advertisement is tell us about changing our old car with ah, ... a new Fiat one from a company called [name of company unclear]

Mr. Magdi: What about you now? Yes, please?

Nora: Our advertisement is about a very famous magazine.

Mr. Magdi: Very good, Nora.

Nora: It's for children.

Mr. Magdi: Right. It's for children. Right.

Nora: You can get it every Thursday and....

Mr. Magdi: Very good. So it's a weekly magazine?

Nora: Yes.

Mr. Magdi: Right. Not a monthly one. It's a weekly magazine. Right. Very good.
Nora: And I love reading it.
Mr. Magdi: Right! Me, too! Very good! Yes. I like something that may be conveyed to our children. So you have one about cars, one about resorts, one about the internet and how useful it is. And you have another one about children and their magazine. So advertisements can do many things. Right? Yes, Amany?
 Please come here. I want you to write this on the board. This one and this one, okay? As they are. Okay. There are chalk here. And I want.... Ala'a. Ala'a would you come here? Yes, please, Ala'a.
 Would you mind writing this on the board? This one, and this one, too. Okay? Look at the writing they are doing on the board here and see what you understand from these words.

Dr. Heba Zaytoun: Now Mr. Magdi asks two students to write the ad headlines on the board and allows the rest of the class to guess what the content of the ads might be.

Guessing Content

Mr. Magdi: What kind of job do you understand when you look at this title? Yes, please?
Student: Computer program.
Mr. Magdi: Computer program. Very Good. So I can find a job here which is...?
Student: Computer programmer.
Mr. Magdi: Very good. Thank you very much. Now, look at this one. World Class Airline. What do you get... what kind of job do you get from this advertisement?
Student: A hostess.
Mr. Magdi: It may be a hostess. Very good. What...Thank you a lot. What else? Yes, Mona?
Mona: A pilot.
Mr. Magdi: Yes. Looking for a pilot for a plane. Yes. So it's connected with flying-- travelling by air. Very good. Thanks a lot, Mona. Look at this one-- Mir Holidays.
Student: May be a tour guide.
Mr. Magdi: Maybe tour guides. You are looking for tour guides. So its important for a tour guide job. Very good. Yes. And the last one. You can understand the title from one word, right? Medical representatives needed for so and so. So what kind of job do you find under this title? Yes? Medical representative needed for...?
Student: Doctor.
Mr. Magdi: Doctor. So I may...this may be important for a doctor. Thanks a lot. What else? Yes, Shaima'a? What else?
Shaima'a: May be a repres ... a rep.....
Mr. Magdi: A representative?
Shaima'a: Ah,
Mr. Magdi: Very good. So it's connected with

medicine-- medication and doctors. Is that right? Very good. Now, we look at page 80, unit eighteen, and especially the title. What is the name of the title? Who can read that? Who can read that? Yes?

- Student:** "Job Hunting."
Mr. Magdi: "Job Hunting." Very good. What is meant by job hunting?
Student: Seeking for a job.
Mr. Magdi: Seeking for a job. Looking for a job. Why doesn't it say "Job Looking for?" Why "Hunting"? Is there a difference between hunting...thanks a lot...hunting and looking for a job? What does it imply to you? Yes, please, Heba?
Heba: It's not easy to get it.
Mr. Magdi: Sorry?
Heba: Getting a job's not easy.
Mr. Magdi: Yes! It means that a job is not easy to find. So "hunting" means a job is not available, and we try to find the one which I like best. Thanks a lot, Heba. Thanks a lot. You have now exercise A. Look at it. Reading Job Advertisements. You are going to work in pairs. I'll give you five minutes. Okay? You have five minutes. Right? Look at the four questions. Right?

Pre-reading Questions

And then, look at the four advertisements very quickly. Very quickly. You are not going for details. You are going for specific information. So now read the questions. If they are not clear, just raise your hand and tell me, and then you start reading. You go now.

Skimming

- Dr. Heba Zaytoun:** Students are now working in pairs and trying to find answers to the pre-reading questions. Through pair and group work, Mr. Magdi accents the communicative aspect of language learning. During pair and group work, all the students become involved in the activity assigned. They share and exchange information while Mr. Magdi moves around the class to monitor, guide, and facilitate.
- Mr. Magdi:** Yes, time is out now. Time is out. So question number one-- who can read it? Yes, please, yes?
- Student:** Which is the only temporary job?
Mr. Magdi: Which is the only temporary job? Yes?
Student: It's the Mir Holidays.
Mr. Magdi: What number? Yes?
Student: Three.
Mr. Magdi: So job number three. What is the name of that advertisement?
Student: Mir Holidays.
Mr. Magdi: Mir Holidays. So it's in Mir Holidays' advertisement, and it's

number three. Thank you very much. Right. Number two.
Yes. Right?

Dr. Heba

Zaytoun: Before a detailed reading takes place, Mr. Magdi discusses and provides feedback on the questions.

Student: I think, speaking English fluently.

During- reading Stage

Mr. Magdi: Uh-huh! She thinks that speaking English is very necessary for all the jobs. So English learning is very necessary. Thank you very much. Yes. Right? Asmaa?

Asmaa: Which of the jobs require a university degree ? El hoa [It's] number four.

Mr. Magdi: Number four. Now we have something else. We come to exercise number two. Now read the advertisements more carefully. This is...this is scanning more carefully. We want details now. Underlining. Underlining. While you are reading you are to underline anything you don't understand. But please don't ask me while you are reading. Just look at the word that you don't know. Try to guess the meaning from the context. Okay? So we have now two groups, okay?

Dr. Heba

Zaytoun: Mr. Magdi divides the class into two groups for the reading and post-reading stages, where each group is assigned ten minutes to read two different ads.

Mr. Magdi: Advertisement number one and two. Good? Only one and two. It's easy now. And you answer questions from one to four. And please underline the answers. Underline the answers. And we come to group B. Group B will read only

Scanning Questions

advertisement three and four, and answer five until eight. And you underline the answers. When you finish... when you finish... I'll give you ten minutes. I'll give you ten minutes--a very good time. When you finish, you...you exchange the questions. And it's like a competition You 'll have a score. If you give me a correct answer, I'll give you one mark for each question which is correct. And we'll see who is going to win this game. Right? Are you ready for now?

Students: Yes.

Mr. Magdi: Okay, so you start now!

Reading For Comprehension

Dr. Heba

Zaytoun: Students are then asked to read the texts silently and carefully. This is a time where each student works individually, yet he

knows that his full comprehension will be beneficial to the group as a whole. So he becomes personally involved with the text.

Teacher Monitors

Mr. Magdi: Okay, time is out now. Now we have group A and group B. Please? Yes?

Post-reading Stage

Student 1: Which kind of experience would help you to get a job with the airline?

Mr. Magdi: Yes?

Student 2: Previous experiences with an airline, hotels, or in nursing an advantage.

Mr. Magdi: Right. Thanks a lot. Very good. So you take another mark now. Yes. We come to the last one. Yes, please? And you stand up please.

Dr. Heba

Zaytoun: After the assigned time, students in each group start to ask the other group comprehension questions related to the ads they have read. Meanwhile, the other groups who haven't read these ads underline the appropriate responses in their books.

Mr. Magdi: Very... Thank you very much. You only need to take another mark, so you get four now. Now we exchange the role. I want group A to ask group B. So who is going to ask now? Yes. You stand up. You give a question. And you give her the answer, please. Yes?

Student: What sort of people are Mir Holiday looking for?

Dalia: Young people to act as children's supervisors for the months of July and August.

Mr. Magdi: Very good, Dalia. Excellent. Now you take another mark. Very good. We come to the last question. Yes? Who is going to ask, now? Yes, Hanan? Who is going to answer? Yes, Nehal?

Dr. Heba

Zaytoun: In order to maintain organization and control over the class, Mr. Magdi was the one to call upon students to address questions, and students from the other group to answer them.

Mr. Magdi: Excellent. Excellent. So we are draw? Now each one has got four marks. Let's give a big hand to each other. Very good, everybody! Very good! Very good, everybody! Now we come to the last question. What is it about? Which qualities do employers look for? The people who want people to work for them want some characteristics. They want some adjective, some qualities. Okay? And you have a list of many qualities. Some of them are positive. We need these qualities. And some are not. They are negative. Okay? Now we start with the positive ones. Yes, give me one, please?

Student: Honest.
Mr. Magdi: Honest.
Dr. Heba Zaytoun: Mr. Magdi dwells upon some vocabulary items that are found problematic to the students.

Mr. Magdi: Who can give me one of the negative qualities? Yes, please?
Student: Lazy.
Mr. Magdi: Lazy.
Student: Stupid.
Mr. Magdi: Stupid. Can you add any more? Yes, please. Yes, Asmaa?
Asmaa: Dishonest. Dishonest.
Mr. Magdi: Dishonest. Excellent! Dishonest. Have you got any difficult words you'd like me to understand or explain it to you? Yes, please?
Student: What about "acquire" ?"
Mr. Magdi: Acquire? Who can tell her what's meant by acquire? Yes, the word is here. Acquire...Acquire. Try now to guess the meaning from this sentence. When you travel abroad, you acquire experience. You acquire reading. You acquire information. You acquire knowledge. You come back with more knowledge, with more information. So acquire means...?
Student: Gain.
Mr. Magdi: Gain. Very good. Gain. So it means "gain." It means "get." Right? You get the meaning now? Very good. We come to the end of this lesson today. I hope that you enjoyed it

Dr. Heba Zaytoun: During teaching reading, Mr. Magdi follows the three part framework, dividing the reading lesson into pre-reading, during reading and post-reading stages. Mr. Magdi's goal in the pre-reading stage is to capture students' attention and involve them by introducing various questions and activities that are related to the actual reading. Miming is one of these activities. Another is Mr. Magdi's distribution of real advertisements that he has collected from magazines. This activity arouses students' interest as it represents an authentic material in the students' mother language. During the reading stage, extensive reading is carried out to reach a general and a detailed understanding of the text. Mr. Magdi directs his students to use some of the reading strategies as skimming and scanning. He also encourages them to try and guess the meaning of words from context. In the post-reading phase, Mr. Magdi checks comprehension by asking students to respond to several questions. Comprehension questions following the reading have several aims. It provides a global understanding of the text. It checks comprehension and indicates to the teacher which area needs more emphasis or explanation. It also focuses the students' attention on the main points of the text and leads them to think about the meaning.

Comprehension questions should not always be straightforward and easy to answer, but should also require certain measure of interpretation and application of the students' background knowledge and experience. If the students' book doesn't provide indirect questions, so the teacher could design one or two questions of this type.

Reflection

Mr. Magdi:

I have chosen Arabic advertisements because I think they are familiar to the students. They...hm they will change...they will help them to...to interact very easily. Even the topics in the advertisements were suitable to their interests. They...they are about something everyone likes to talk about, so they give real interaction, real chance for the students to talk. When I teach a small class, I mean ...I use the same technique, the same steps, the same activities. But in case my classes are a doubl- number class, I...I increase the activities. I try to make use of the...the group work rather than the pair work.and individual work. I hear about using the mouthing during the reading ah,...reading task and reading activity. I dislike that. I don't like them pointing at words while reading. This can stop their understanding, can stop their grasping of the ideas while reading. But I encourage underlining the new words, and after finishing the task, they can look up the dictionary at home. They can have it as homework. During the reading task, I don't encourage the.. the writing on the margins, or...or asking their peers or... or asking me to give a translation for any word. This is not real. They have to read themself, they have to guess, they have to depend on themself. I'm teaching them how to learn. So I don't encourage these steps at all.