## In the Name of God

# Language Teaching Practicum

Seyyed Ali Kazemi, Ph.D.

Leila Zarei, M.A.

Edited by: Ali Kazemi, Ph.D.

سرشناسه: كاظمى، سيد على، ١٣٦٠

عنوان و نام پدیدآور: Language Teaching Practicum/ Seyyed Ali Kazemi, Leila Zarei

مشخصات نشر: دانشگاه آزاد اسلامی، واحد یاسوج

فشخصات ظاهرى: ٢٠٥ ص- (بخشى رنگى)، جدول

شایک: ۱۰-۲۷۹۸-۰ څنایک:

وضعیت فرست نویسی: فبیا

یادداشت: انگلیسی.

بادداشت: کتابنامه ۲۰۱ تا ۲۰۵

يادداشت: فهرستنويسي كامل اين اثر در نشاني http://opac.nlai.ir:قابل دسترسي است.

آوانویسی عنوان: لنگوئیج تیچینگ پرکتیکم

موضوع: معلمان زبان انگلیسی آموزش (عالی)

موضوع: زبان آموزي- راهنماي آموزشي (عالي)

شناسه افزوده: زارعی، لیلا، ۱۳۵۷ Leila Zarei

شناسه افزود دانشگاه آزاد اسلامی سازمان چاپ و انتشارات

شناسه افروه: Islamic Azad University Publication

شناسه انزود دانشگاه أزاد اسلامي. سازمان چاپ و انتشارات

ویرایش: کاظمی، علی ۱۳۴۴ میلادی Ali Kazemi

رده بندی کنگره: ۱۳۹۴ ۱۲۸ کا ۱۲۸ک PE۱۱۲۸

رده بندی دیویی: ۲۸۸۴۶ شماره کتابشناسی ملی: ۲۵۷۴۵۷

مولفین: سید علی کاظمی(PhD)، لاد دارخی(MA) ویرایش: علی کاظمی(PhD) طرح جلد: سید علی کاظمی

Language Teaching Practicum

حروفچینی و صفحه آرایی: سید علی کاظمی، لیگزار می نوبت چاپ: جاپ اول ۱۳۹۶

ناشر: سازمان چاپ و انتشارات دانشگاه آزاد اسلامی (با همکاری در یاسوج) شادی: ۸-۲۷۹۸ میاسی: ۹۲۸-۹۱:۱۰-۹۷۸

> تلفن مرکز پخش: ۹۱۷۵۴۰۵۴۹۴ تیراژ : ۲۰۰۰ جلد قیمت: ۱۲۰۰۰۰ ریال

### **Preface**

Language Teaching Practicum has been designed to meet the needs of language teachers at the start of their teaching career, at that stage where they are just about to do-or have just done- an initial teaching course. It has been written for teachers who teach learners of whatever age. It introduces the most effective and proven techniques and strategies in language teaching and classroom management.

The main incentive behind preparing this book was to help those who love to be efficient English teachers but don't know how. To our knowledge, this is the first comprehensive book totally devoted to classified major concepts in language teaching and classroom management in one volume. The book has been directed towards the needs and concerns of the English teachers/teachers to be and university instructors.

This book can be used as a textbook for BA/MA courses like Teaching Language Skills, TC, and Practical Language Teaching/Language Teaching Practicum.

This book, with clear diction appropriate to the competence of its audience, elaborates on the rudiments of practical ELT in five learner friendly chapters, presenting the most prominent language teaching theories and techniques for teaching English as a foreign or second language. Language Teaching Practicum is a practical book, concentrating on teaching practice rather than on a detailed analysis of learning theory. It aims to reflect a range of current teaching and learning styles.

We would very much welcome the oral and written comments and reflections with open arms. Correspondence concerning this book may be addressed to us at <a href="mailto:Kazemi.TEFL@Yahoo.com">Kazemi.TEFL@Yahoo.com</a>.

Seyyed Ali Kazemi Leila Zarei

## **Table of Contents**

Preliminaries: An Overview of Language Teaching and Approaches	Methods
Chapter One: Teaching Language Elements Practically	v 31
Introduction	
Eclecticism	
Major factors in any educational system	
Language elements	
Teaching language components	
Teaching grammar	
Teaching grammar in practice	
Types of presentation	28
Types of instruction	
Grammar gap in task work	30
Grammar gap in task work	30
Teaching grammar using communicative tasks	30
Teaching vocabulary	
Approaches to vocabulary teaching	
The steps for teaching vocabulary in practice	
Teaching vocabulary using communicative tasks	35
Teaching pronunciation	
Aspects of pronunciation	
The role of pronunciation	41
Teaching language skill	46
Teaching listening	
Principles of teaching listening	47
The Three phases in a Listening Lesson	48
Teaching listening in Practice	50
Teaching listening using communicative tasks	53
Teaching speaking and conversation	

Teaching speaking54
How to teach students to speak English 54
Teaching stages for a speaking activity 54
During a speaking lesson a teacher can be a/an 56
Communication strategies 58
Teaching language function (Conversation) 59
The importance of conversation in EFL 59
The steps for handling conversations in practice 59
Interactive tasks in teaching speaking and conversation 60
Teaching reading
Principles of reading comprehension
The three phases in teaching reading
Teaching reading in practice
Teaching writing69
Stages in teaching the process of writing
Writing activities for different levels
Correcting writing
Current research findings
Conclusion:
Chapter Two: Classroom English, Games, Tasks, and
Techniques for Different Learners
Introduction
Young learners 80
Techniques for teaching English to children
Teaching the Alphabet
Teaching vocabulary to children 83
Correction in English classes for children 84
Teaching conversation to children
Teen learners86
Adult learners 87
Learning how to learn 87
Classroom games

Easy games for little children	88
Elementary games	
Intermediate games	92
Upper intermediate and advanced games	95
How to use more English in the classroom	9
Some easy ways to use more English in class	96
Classroom English for teachers	
Classroom English for Students	
Definition and functions of task	100
Task classification	102
Using the board	103
Tools/technologies, techniques, and activities .	104
Teaching culture	110
Current research findings	
Conclusion	111
Chapter Three: The Practical Teacher	113
Introduction	113
Characteristics of a good teacher	113
Characteristics of a good teacher	113
Introductory activities after entering the class	113 115
Introductory activities after entering the class  Tips for teaching on the first day of class	113 115
Characteristics of a good teacher  Introductory activities after entering the class  Tips for teaching on the first day of class  The art of teachers questioning	113 115 115
Characteristics of a good teacher.  Introductory activities after entering the class  Tips for teaching on the first day of class  The art of teachers questioning  Teachers' error correction	113 115 115 117
Characteristics of a good teacher.  Introductory activities after entering the class Tips for teaching on the first day of class The art of teachers questioning Teachers' error correction Types of corrective feedback	113 115 115 120 121
Characteristics of a good teacher.  Introductory activities after entering the class  Tips for teaching on the first day of class  The art of teachers questioning  Teachers' error correction  Types of corrective feedback  Teachers' roles in autonomous learning	113 115 115 117 120 121
Characteristics of a good teacher.  Introductory activities after entering the class Tips for teaching on the first day of class The art of teachers questioning Teachers' error correction Types of corrective feedback Teachers' roles in autonomous learning Increasing the learner's self-confidence	113 115 115 120 121 122
Characteristics of a good teacher.  Introductory activities after entering the class Tips for teaching on the first day of class The art of teachers questioning Teachers' error correction Types of corrective feedback Teachers' roles in autonomous learning Increasing the learner's self-confidence Teachers' interpersonal skills	113115115120121122123
Characteristics of a good teacher.  Introductory activities after entering the class Tips for teaching on the first day of class The art of teachers questioning Teachers' error correction Types of corrective feedback Teachers' roles in autonomous learning Increasing the learner's self-confidence Teachers' interpersonal skills Teachers' beliefs	113 115 115 120 121 122 123 123
Characteristics of a good teacher.  Introductory activities after entering the class Tips for teaching on the first day of class The art of teachers questioning Teachers' error correction Types of corrective feedback Teachers' roles in autonomous learning Increasing the learner's self-confidence Teachers' interpersonal skills Teachers' beliefs Teachers' encouragement	113115115120121122123123123
Characteristics of a good teacher.  Introductory activities after entering the class Tips for teaching on the first day of class The art of teachers questioning Teachers' error correction Types of corrective feedback Teachers' roles in autonomous learning Increasing the learner's self-confidence Teachers' interpersonal skills Teachers' beliefs	113115115120121123123124

Multiple Intelligences
Teachers' development
Teachers' knowledge
Teachers' clothes and look
Teachers' taboos
Teachers' movement
Teachers' needs
Teachers' task in preparation
Ethics in the classroom
Unethical and improper teachers' behaviors
Current research findings
Conclusion
20.00
Chapter Four: Syllabus Design, Lesson Planning and
Classroom Management
Introduction
Syllabus design and need analysis
Characteristics of a good syllabus
Different types of syllabi
Lesson plan
The pros and cons of unified teaching procedure 143
Sample English lesson plans
Classroom Management
Motivating students
Managing the constraints
Enhancing classroom climate in practice
Classroom set up
Techniques for better classroom control
Classroom time budgeting
Withitness 152
Proximity and body language
Seating arrangement
How to deal with misbehaviors

\*58

	Punishment	155
	Behaviors and possible responses	
	Dealing with other recurring problems	
	Managing mixed-ability groups	
	Managing large classes	
	Managing small classes	100
	Current research findings	
	Conclusion	164
Chapt	er Five: Principles and Practices of	Classroom
Assess	ment	165
	Hitroduction	
	Differences between Measurement, test, and evalu	ation 165
	Assessment and testing  Main purposes of assessment	166
	Main purposes of assessment	166
	Types of assessment	
	Authentic assessment	168
	Types of assessment Authentic assessment Functions of tests Test development stages Item form classification	169
	Test development stages	171
	Item form classification	172
	The structure of an item	172
	Two kinds of tests	173
	Key terms in standardized tests	173
	Characteristics of an individual item	173
	Item facility/difficulty	173
	Item discrimination	173
	Choice distribution	
	Characteristics of items altogether	
	Practicality	
	Reliability	
	Validity	
	Authenticity	
	Washback	

Interactiveness	179
Assessing language components and skills	
Vocabulary assessment	
Principles for constructing vocabulary items	
Grammar assessment	
Principles for testing structure	
Listening assessment	
Principles for constructing pronunciation items	183
Principles for testing listening comprehension	
Speaking assessment	184
Types of speaking tasks	18/
Dein sin les for testing arel production	184
Principles for testing oral production	18
Tomas of marking tooks	184
Types of reading tasks	10.
Principles for constructing reading comprehension	
Writing assessment	186
Types of writing tasks	186
Principles for making writing tests	186
Cloze test and dictation	187
Principles for dictation	
Different forms of dictation	
Test scoring	
Marking subjective tests	
Assessment activities in the classroom	
Carrying out assessment activities	
Recording students' progress	
Reporting students' progress	
Feedback	
Teachers' problems in writing school reports	
Teachers' assistance in making effective classroom tests	191
Principles for test-makers	191
What should be graded in the classroom?	192
Expressing grades in language components and skills	
Principles for grading	
Guidelines for grading	

What is grading on a curve?	193
Grading writing	194
Grading speaking	194
Common format in grading oral testing	195
Alternative Assessment Procedures	195
Nontraditional or alternative forms of assessment	. 195
Exam classes	198
Current research findings	199
Conclusion	199
References	202

