



*Lectures in*

# **Methods of Teaching English**

*Prepared by/*

**Curriculum and Instruction Department**

## Faculty Vision

The faculty seeks to help the university in achieving its strategic objectives throughout to be one of the distinction faculties and competition in education, community service and scientific research during achieving high level of performance, then presenting a distinction graduate faces several needs for local and external work market.

## Faculty Mission

Hurghada Faculty of Education aims for distinction throughout:

- Preparing specialized teachers and leaders in different educational specialization.
- Developing scientific and professional abilities for employees' education and teaching them modern educational methods.
- Doing researches and studies in different educational specialization at faculty.
- Publishing educational thinking and its contributions to solve environment's problems and community.
- Exchange experiences and information with authorities and educational cultural establishments.
- Developing sides of student's character and care of talented and creators.

## **Chapter (1)**

**Teaching** can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection.

To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to systematic understanding of learning. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively.

**Learning** can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. Learning is about what students do, not about what teachers do.

## **\* Teaching Skills**

Teachers influence the lives of students much more significantly than we imagine. A teacher with the right skills influences entire student lives and creates a positive learning environment. They are instruments who can ignite powerful thoughts in students and help them unleash their true potential. To bring about such long-standing impacts, it is important for teachers to have certain skills.

### **1. Enjoy Strong Communication Skills with Students and Parents.**

It is very important for a teacher to possess effective communication skills. Your oratory skills coupled with a strong understanding of the subject matter will attract the attention of your students, paving the way for a high level of concentration towards the topic you are discussing. Your preparedness comes to the fore when you are in a position to clarify the doubts of students so that you can make the subject material interesting to them.

An effective teacher is also expected to communicate with the parents. When you begin to constantly interact with parents, you will be able to bridge the gap between what is happening in school to what is expected from a particular student. Parent-teacher meetings, along with phone and email conversations are the tools that will help teachers stay in constant touch with parents. With such conversations, it becomes possible for teachers to update parents of the progress and weaknesses of the students.

Teachers who come to the classroom with good communication skills help students feel at ease in their environment. Teachers who are able to use both verbal and non-verbal communication help students understand what is expected of them and help build their confidence in learning.

## **2. Discipline Skills.**

Discipline is an important skill that you should possess as a teacher so as to be labeled as effective. A vital component of effective classroom management, your discipline ensures that positive behavior is encouraged inside classrooms.

Unlike common belief, discipline is not about punishing students. Rather, it is a way to manage and guide students. Discipline is directly affected by the kind of relationship you have with your students. The most important discipline skills you can have includes being respectful, responding to students, and reciprocating their interest. A teacher should be skilled in setting an effective routine with the right amount of flexibility.

## **3. Classroom Management Skills.**

Good classroom management skills start with setting certain ground rules to stress the importance of classroom dignity. Teachers should exercise patience along with a deep sense of care and kindness towards their students. You as an empathetic teacher will win over the hearts of your students by demonstrating sensitivity, especially during student rifts.

Better student-teacher relationships emerge when you demonstrate a willingness to lend an ear to the problems faced by your students. It is important for teachers to establish a good rapport with students so that a positive, productive and safe learning environment is created in classrooms.

Classroom management involves knowing the students well and placing them into appropriate learning groups. It also involves having an efficient discipline plan in place that student understand. This gives a clear picture of the teacher's expectations and places the emphasis on rewarding good behavior instead of punishment. Classroom management also deals with the use of time throughout the day. Students need to be on task, with very little down time, for the day to run smoothly. Good classroom management means planning well and including both physical activity and independent study to foster good habits in students.

#### **4. Observation Skills.**

It is the prime responsibility of teachers to have a thorough understanding about the cognitive, emotional and social development of students. Since a classroom is filled with students coming from different parental backgrounds, it makes sense to a teacher to be aware of the learning capabilities of different students. So, observation is the key skill that every teacher should possess to become an effective tutor.

A class can be a mix of slow learners and intelligent students. This is a challenge that teachers face day in and day out when they need to adopt specific teaching patterns so that no student is left behind. Understanding the

innate abilities of each student helps you to match your teaching pace. Remember, given the variety of students in your classroom, “One size does not fit all”. You should adjust your teaching pace taking into consideration the overall IQ level of your class to ensure that every student benefits from your classroom lecture.

## **5. Student Engagement Skills.**

To be called an effective teacher, you should develop student engagement skills so that you can motivate your students. You can make the educational content interesting for students by using different strategies such as the use of visuals and impressive feats and facts.

Developing a strong rapport with students is one of the best ways to ensure your students are engaged in the class. Show genuine interest in them and their interests. Be receptive to their queries and ideas. Take that extra effort to understand their lives and problems better. Student engagement skills come naturally to some teachers, but others can develop them with practice. If you do it well, you become a “go to” source for the emotional or educational support that every student longs for.

## **6. Time Management Skills.**

Alongside ensuring that the curriculum is completed within the pre-defined time frame, you should also attach importance to the time taken by students to complete their assignments. You should follow a strategy to organize your working day around educational and non-teaching priorities.

An effective teacher, with an intention to offer repetitive practice to students, should strategically plan homework tasks. You can ensure the best use of classroom time by framing and structuring assignments which will help students sit for studies while at home.

## **7. Clear Planning Skills.**

You should be able to clearly plan what the objective for each class is. Planning ahead of time allows you as a teacher to be more confident about what you are going to teach each time you are in a class. There can be holidays and unexpected events which need to be taken into consideration while planning. Also, have measures for students who are absent at times to help them catch up with the rest of the class.

## **8. Be a Team Player.**

Students would love to have teachers who are friendly and understand them. Rather than forcing students to learn by disciplining, working with your students as a team would help them have fun while learning. It creates a positive atmosphere in your classroom, helping students to associate learning with fun activities. If you are a team player, it helps students to bond not just with you, but also amongst themselves.



## **9. Patience.**

Managing a classroom full of students is not the easiest of jobs. There are going to be few students who would test your patience. But, if you lose your nerves during such testing times, it can produce only negative outcomes. By being patient and working with troublesome students individually, you would be able to improve your classroom atmosphere effectively.

## **10. Well-Rounded Assessment.**

Well rounded assessment of classwork lets students know they have lots of opportunities to be successful. Teachers who master this skill have students who are eager to learn since they know they'll have many chances to do well. Well-rounded assessment involves providing different types of projects and tests so that each kind of learner recognizes something in which they excel. Teaching skills in this area require the teacher to understand his/her students at the beginning of the year. Using prior-year records, standardized tests and notes from former teachers help get things off to a good start and have students learning on the very first day.

## **\* Seven Principles for Good Teaching**

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that, they learn particular things, and go beyond the given. Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following set of principles can make teaching both more effective and more efficient. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

- Encourage contact between the students and the teachers.
- Develop reciprocity and cooperation among the students.
- Encourage active learning.
- Give prompt feedback.
- Emphasize time on task.
- Communicate high expectations.
- Respect diverse talents and ways of learning.

➤ **Principle (1): Encourage contact between the students and the teachers.**

Building rapport with students is very important. The contact between students and teachers are vital to the students' success. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Teachers have many avenues to follow to open up the lines of communication.

**For the regular classroom:**

- Invite students to visit outside of class.
- Know your students by name.
- Help students with problems in their extracurricular activities.
- Personalize feedback on student assignments.
- Attend student events.
- Advise students regarding academic courses and career opportunities.
- Seek out students you feel are having a problem with the course or are frequently absent.
- Encourage students to present their views and participate in class discussions.
- Have regular office hours.
- Share personal experiences and values.

- Use the one-minute paper at the end of class to get feedback on what the student is learning and how well they are learning it.
- Talk to students on a personal level and learn about their educational and career goals.

**For distance and online courses:**

- Try computer conferencing.
- Clearly communicate your email response policy.
- Encourage e-mail correspondence and discussion forum use, especially beneficial for those that are shy or are from different cultures because it allows them a different avenue of communication that might be more comfortable.
- "Chat time" online with teachers (at various times, scheduled weekly).
- Use pictures of teachers/students.
- Have an on-site support person.
- Maintain eye contact with camera and local students.
- Arrange for group work at a distance site.

Technology, like e-mail, computer conferencing, and the World Wide Web/Internet, now gives more opportunities for students and teachers to converse. It is efficient, convenient, and protected. It allows more privacy so that students are able to discuss more openly without fear that other students are going to hear. E-mail also gives student more time to think about what

they want to say. With these new alternatives to face-to-face communication, interaction from more students should increase within the classroom.

➤ **Principle (2): Develop reciprocity and cooperation among students.**

When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding.

**For the regular classroom:**

- Use cooperative learning groups.
- Have students participate in activities that encourage them to get to know one another.
- Assign group projects and presentations.
- Utilize peer tutoring.
- Encourage students to participate in groups when preparing for exams and working on assignments.
- Distribute performance criteria to students is that each person's grade is independent of those achieved by others.
- Encourage students from different races and cultures to share their viewpoints on topics shared in class.

### **For distance and online courses:**

- Use chat sites and discussion forums for student-to-student communication.
- Set up teams to interact through e-mail or phone bridges with enough people at each site.
- Encourage students to respond to their peers' work by posting it on the internet.
- Have a question and answer time online.
- Use teleconferencing for idea sharing.
- Encourage online discussion groups that require interaction.
- Work on group projects through phone and e-mail.
- Include an "ice-breaker" activity to allow students to share their interest and to learn about others.

Cooperative learning has several benefits. Students care more about their learning because of the interdependent nature of the process. Retention is higher because there is a social and intellectual aspect on the content material. Students also find the method more enjoyable because there is no competition placed upon them. Cooperation, not competition, is more effective in promoting student learning.

#### **➤ Principle (3): Encourage active learning.**

Learning is an active process. Students are not able to learn much by only sitting in classes listening to teachers, memorizing pre-packaged assignments,

and churning out answers. They must be able to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. Students need to make learning a part of them.

### **For the regular classroom:**

- Ask students to relate what they are learning to something in real life.
- Use journaling.
- Give students concrete, real-life situations to analyze.
- Encourage students to suggest new reading, projects, or course activities.
- Ask students to present their work to the class.
- Use of simulation software to run "what-if" scenarios allows students to manipulate variables and circumstances.
- Practice role modeling and use web-based case studies to practice new thinking skills.
- Encourage students to challenge your ideas, the ideas of other students, or those ideas presented in readings or other course materials in a respectful matter.
- Set up problem solving activities in small groups and have each group discuss their solutions with the class.

### **For distance and online courses:**

- Allow flexibility in choosing material so that it is more meaningful to the learner (e.g. students choose their own topic, project format, etc.).

- Have an interactive web page.
- Debate on-line.
- Present students work for other students to review.
- Talk about what students are learning by creating a learning group through e-mail, telephone, chat room, or conferencing.
- Use e-mail for group problem solving.

Promoting active learning in higher education is a struggle because of the learning background that many students come to classes with. This is due to the fact that the norm in our nation's secondary schools has been to promote passive learning. A large amount of information needs to be covered with not enough time, so teachers resort to lecture in order to economize their time to cover as much material as possible. Students' progress from topic to topic with no real understanding of the content and how it relates to their life. Effective learning is active learning.

The concept of active learning has been applied to curriculum design, internship programs, community service, laboratory science instruction, musical and speech performance, seminar classes, undergraduate research, peer teaching, and computer-assisted learning. The common thread between all these events is to stimulate students to think about how they as well as what they are learning and to take more responsibility for their own education.



➤ **Principle (4): Give prompt feedback.**

By knowing what you know and do not know gives a focus to learning. In order for students to benefit from courses, they need appropriate feedback on their performance. When starting out, students need help in evaluating their current knowledge and capabilities. Within the classroom, students need frequent opportunities to perform and receive suggestions for improvement. Throughout their time in college and especially at the end of their college career, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

**For the regular classroom:**

- Follow-up presentations with a five minute period for students to write down what they have learned in class.
- Provide informative comments that show the students' errors and give suggestions on how they can improve.
- Discuss the results of class assignments and exams with the class and individual students.
- Vary assessment techniques (tests, papers, journaling, quizzes).
- Offer on-line testing, software simulations, and web-based programs that provide instantaneous feedback.
- Have question and answer sessions.
- Use audio and/or video recordings to assess performances.
- Return grades for assignments, projects, and tests within one week.

### **For distance and online courses:**

- E-mail gives instant feedback instead of waiting for the next lesson.
- Use on-line testing, software simulations, and web-based programs that provide instantaneous feedback.
- Monitor bulletin boards regularly and give specific information feedback to students.
- Use pre-class and post-class assessments.
- Schedule a chat group where you, the instructor are present. Use it as a question and answer session when appropriate.
- Send acknowledgment e-mails when you receive a student's work.
- Post answer keys after receiving assignment from all students.
- Use of hyperlinks within text to provide feedback to questions raised within the text.

The importance of feedback is so obvious that it is often taken for granted during the teaching and learning process. It is a simple yet powerful tool to aid in the learning process. Feedback is any means to inform a learner of their accomplishments and areas needing improvement. There are several different forms that feedback can take. They are oral, written, computer displayed, and from any of the interactions that occur in group learning. What is important is that the learner is informed and can associate the feedback with a specific response.

➤ **Principle (5): Emphasize time on task.**

Learning needs time and energy. Efficient time-management skills are critical for students. By allowing realistic amounts of time, effective learning for students and effective teaching for teachers are able to occur. The way the institution defines time expectations for students, teachers, administrators, and other staff, can create the basis for high performance from everyone.

**For the regular classroom:**

- Expect students to complete their assignments promptly.
- Clearly communicate to your students the minimum amount of time they should spend preparing for class and working on assignments.
- Help students set challenging goals for their own learning.
- Have realistic expectations (don't expect 10 papers in 10 weeks).
- Encourage students to prepare in advance for oral presentations.
- Explain to your students the consequences of non-attendance.
- Meet with students who fall behind to discuss their study habits, schedules, and other commitments.
- Be careful that time on task is real learning, not busy work.
- Do not use technology for technology's sake. It must be relevant and useful to the topic.
- Have progressive deadlines for projects and assignments.
- Teach time management.
- Discussion topics from class posted in a discussion group on the web.

### **For distance and online courses:**

- Understand that there will be problems with the distance and technology along the way.
- Identify key concepts and how those will be taught. Given the amount of time, decide what realistically can be covered.
- Each distance class should involve some kind of achievement expectation that is laid out at the beginning of the course. Assign some content for out of class time.
- Give up the illusion of doing it all as you might in a regular classroom.
- Vary the types of interaction. In creating an interactive environment, it can be overwhelming to the students and teacher if the types of interaction required are too time consuming.
- Consider both in and out of class time.
- Make sure you know what your goals are and that the learners understand them as well.
- Have regular discussions that require participation.

An easy assumption to make would be that students would be more successful if they spent more time studying. It makes sense but it oversimplifies the principle of time on task. Student achievement is not simply a matter of the amount of time spent working on a task. Even though learning and development require time, it is an error to disregard how much time is available and how well the time is spent. Time on task is more complicated than one might assume.

➤ **Principle (6): Communicate high expectations.**

Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts.

**For the regular classroom:**

- Give a detailed syllabus with assignments, due dates, and a grading rubric.
- Encourage students to excel at the work they do.
- Give students positive reinforcement for doing outstanding work.
- Encourage students to work hard in class.
- Tell students that everyone works at different levels and they should strive to put forth their best effort, regardless of what level it is.
- Help students set challenging goals for their own learning.
- Publicly acknowledge excellent student performance.
- Revise courses when needed so students remain challenged.
- Work individually with students who are struggling to encourage them to stay motivated.
- Encourage students to do their best instead of focusing on grades.

### **For distance and online courses:**

- Give a detailed syllabus with assignments, due dates, and a grading rubric.
- Call attention to excellent work in bulletin board postings or class list serves.
- Show examples of your expectations with previous students' work.
- Publish student work.
- Provide corrective feedback. State what you did and did not like.
- Be a role model to students. Model the behavior and expectations that you expect from students.
- Expect students to participate.
- Try to make assignments interesting and relevant to create interest.
- Ask students to comment on what they are doing.
- Suggest extra resources that support key points.

Although it is often only discussed at the instructional level, high expectations also includes the students' performance and behavior inside and outside the classroom. College and universities expect students to meet their high expectations for performance in the classroom, but also expect a personal and professional commitment to values and ethics. They include the discipline to set goals and stick with them, an awareness and appreciation of the diversity of society, and a philosophy of service to others.

➤ **Principle (7): Respect diverse talents and ways of learning.**

There are many different ways to learn. Students bring different talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be guided into new ways of learning that are not as easy for them.

**For the regular classroom:**

- Use Web technologies to allow students to pick and choose learning experiences that fits the way they learn.
- Encourage students to speak up when they do not understand.
- Use diverse teaching activities and techniques to address a broad range of students.
- Select readings and design activities related to the background of students.
- Provide extra material or activities for students who lack essential background knowledge or skills.
- Integrate new knowledge about women, minorities, and other under-represented populations into your courses.
- Use learning contracts and other activities to provide students with learning alternatives for your courses.
- Encourage students from different races and cultures to share their viewpoints on topic discussed in class.
- Use collaborative teaching and learning techniques and pair students so they complement each other's abilities.

- Give students a problem to solve that has multiple solutions. Guide them with clues and examples.

### **For distance and online courses:**

- Encourage students to express diverse points of view in discussions.
- Create learning activities filled with real-life examples and diverse perspectives.
- Some CD-ROMs are available that offer a simulated lab.
- Balance classroom activities for all styles (some books, some hands on, some visual).
- Explain theory from a practical approach first then add the structural approach.

### **\* Learning VS Teaching: What's the Difference?**

Differentiating learning and teaching is very easy. In direct definition, **teaching** is giving lessons about a particular subject to a group of learners. **Learning** is gaining knowledge by studying being taught and experiencing. Many will assume that teaching is more important than learning, the truth is, learning is more important because it's the end goal of teaching. Students can learn without teachers, but teachers can't teach without learners. **Learning** is a continuous process for everyone. **Teaching** is just a more formal approach to giving lessons with learning as the end result.



## ➤ Learning Styles

Through the formal approach to learning, students gain knowledge through systematic lessons, curriculum and courses. We may say that this approach is passive since students have to go through the same processes altogether. While this is true, there are various learning styles that students feel more comfortable with.

The types of learning styles are as follows:

### ✓ **Visual Learners: learn through seeing...**

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g., other learners' heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

### ✓ **Auditory Learners: learn through listening...**

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it

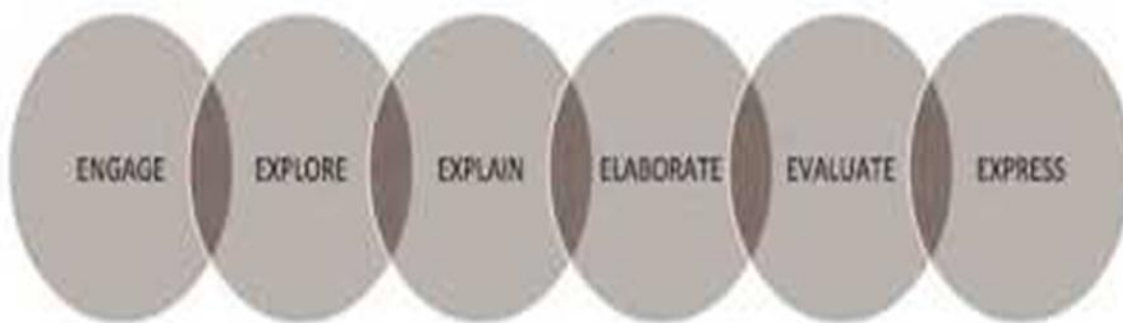
is heard. These learners often benefit from reading text aloud and using a tape recorder.

- ✓ **Kinesthetic Learners / Tactile: learn through, moving, doing and touching...**

Kinesthetic/tactile persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

➤ **Learning Cycle**

**(6E+S Model of Instruction)**



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**6e Instructional Model**

Each of the 6 E describes a phase of learning, and each phase begins with the letter ‘E’: Engage, Explore, Explain, Elaborate, Evaluate and Extend. The 6 E allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

**Engage**: An ‘engage’ activity should make connections between past and present learning experiences, anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned. Each lesson plan has an 'essential question' that is the basis for their inquiry. Normally the section will include a few key questions to help direct some of the research in the Explore section.

**Explore**: The student investigates the topic more thoroughly. What is important is that the students are given the opportunity to ‘free wheel’ their way through the materials and not be over directed. They will need some direction and the teacher can circulate, asking important questions, listening to their interactions and ensuring that they remain on task.

**Explain**: This phase helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.

**Elaborate:** The students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and to present their findings or conclusions to others. It is a good time for submitting materials for evaluation, doing presentations and completing the project or assignment.

**Evaluate:** While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred. Students normally submit their work or assignments at this point. It is very important at this stage that the students be encouraged to engage in self-evaluation, group evaluation and develop their own tools to do so.

**Extend:** This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances. Normally, this type of activity will grow out of their excitement for what they have accomplished. This section is highly student driven, though teachers may want to gently suggest that the students enter their work in a competition or take their displays to other locations outside of their own school.

**Standards:** Standards are currently in the process of being integrated, lesson plan by lesson plan. In this section, the lessons are matched with state, provincial and/or national standards. It is primarily for the information of the teacher and should provide the information necessary to incorporate the lesson into the local board, district or school curriculum.

## **Chapter (2)**

### **➤ Methods of Teaching**

Advances in technology have paved the way to an increasing number of new teaching methods to help in student learning. Computers, the internet, digital presentations, audio and video lectures and many others are now available for a better learning experience. The term teaching method refers to the general principles, and management strategies used for classroom instruction.

- **Direct Instruction**

In this case the teacher decides what is important for the students to know and the student attempts to replicate it.

- **Drill and Practice**

The implication is that something has already been learned, or presented, and now the emphasis is on repetition to improve remembering it.

- **Lecture**

Lectures serve only to offer information from one person to another in one way. Lectures are presented without any opportunity for an intellectual exchange between student and teacher. Its strength is that a large amount of information can be conveyed to a large group of people in a short amount of time.

- **Question and Answer**

Children come to school thinking about some questions that they have heard their parents discuss at home. They may not always understand those questions, but the idea of asking the teacher for an answer is typically considered to be a good one.

- **Discussion**

Discussions involve the exchange of ideas. With this approach a teacher hopes to develop greater depth of thinking and perhaps to foster information for solving problems rather than just the acquisition of knowledge.

- **Discovery learning**

Discovery learning focuses on students' personal experiences as the foundation for conceptual development. That is, allowing students to find the information themselves. Then the students in the classroom will share their experience as it relates to a certain subject.

➤ **Teaching approaches**

Teaching approaches can be organized into four categories: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use.

- ***Teacher-Centered Approach to Learning***

Teachers are the main authority figure in a teacher-centered instruction model. Students are viewed as “empty vessels” who receive knowledge from their teachers through lectures and direct instruction. In this approach, student learning is measured through objectively scored tests and assessments.

- ***Student-Centered Approach to Learning***

Teachers and students play an active role in the learning process. The teacher's role is to facilitate student learning and overall comprehension of material. In the student-centered classroom, student learning is continuously measured.

- ***High Tech Approach to Learning***

The high tech approach to learning utilizes technology to aid students in their classroom learning. Many educators use computers and tablets in the classroom, and others may use the internet to assign homework. The internet is also beneficial in a classroom setting as it provides unlimited resources. Teachers may also use the internet in order to connect their students with people from around the world.

- ***Low Tech Approach to Learning***

While technology has changed education, many educators use traditional and low tech approach to learning. Some learning situations require a physical presence and interaction between the educator and the student. For example, students who take handwritten notes have better recall than students who take typed notes. As a result, sometimes students work better with a low tech approach.

## **Teaching Techniques**

### **1. Flipped Classroom (Inverting your class):**

It encourages students to prepare for the lesson at home so that in the next day, they can answer any question about this lesson. This allows students to go beyond their normal boundaries and explore their natural curiosity.

### **2. Self-learning:**

Curiosity is the main driver of learning which force students to memorize large amount of texts.

### **3. Gamification:**

It means learning through playing or games. ‘Gamification‘ is a learning technique that can be very effective at any age.

### **4. Free Online Learning Tools:**

Teachers can use fun into the classroom. Teachers can create an interactive and dynamic classroom environment by using, for example, online quizzes to test student’s knowledge.



## Some Ideas which Make Your Teaching Methods More Effective

The biggest challenge any teacher faces is capturing the students' attention. For this to happen, classroom experience should be redefined and creative ideas should be implemented to make teaching methods more effective.

**1. Creative Teaching.** (use different & creative ideas and tools (games) to capture the students' interest)



Teachers should think of ways to develop their creative ideas, encourage different ideas, and give the students freedom to explore. For example, use creative tools such as “games or visual exercises” that will excite the minds and capture their interest.

**2. Audio & Video Tools.** (using movies, graphics and models to grow the students' imagination)



Using textbooks with models, filmstrips, movies, graphics or mind mapping will help their imagination to grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better.

### **3. “Real-World” Learning**



Link your lessons with the real world, will enrich classroom learning and will make the material easy to understand.

### **4. Brainstorm**



Make time for brainstorming into your classrooms. When you have multiple brains focusing on one idea, you will get numerous ideas and will also involve everyone into the discussion. This tech will be great for students to voice their thoughts without having to worry about right or wrong.

## 5. Classes outside the Classroom



Some lessons are best learnt, when they are taught outside of the classroom. Take students for a walk outside the classroom. As a result, they will remember the things faster.

## 6. Role Play



Teaching through role play is a great way to develop the students' skills. This method comes in handy, especially when you are teaching history, story or current events.

## 7. Stimulating Classroom Environment



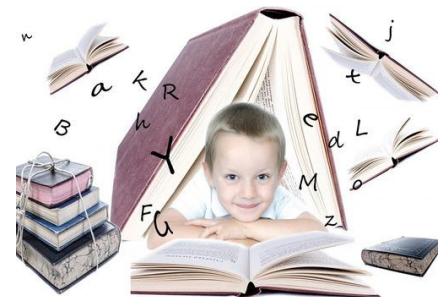
The classroom environment which is well-decorated will help stimulate a student's mind. Children, especially young ones cannot sit all the time to learn. So, such creative and stimulating environment will help them to explore and will encourage them to learn about the subject.

## 8. Puzzles and Games



Learning is fun where puzzles and games are part of education. Children may not feel they're learning when their lessons are introduced through games. As a result, puzzles and games help children to think creatively and face challenges.

## 9. Introduce lessons like a story



Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story keep you engaged. Like that, learning sessions become more interesting when you introduce it like a story.

## **Board basics**

- Your students should have a clear view of the board. Be careful that you don't block learners sitting at the sides of the room. When you write something on the board move away quickly so that students can see what you have written.
- Stand in a way that does not hide the board. Teachers should stand sideways, half facing the board and half facing the class.
- Don't turn your back on the class for too long. Good teachers have the ability to write on the board while still keeping a sharp eye on the students.
- Write clearly on the board and make sure that you have written words/text big enough for everyone to see from the back of the class.
- Practice writing in straight lines, and make sure they can read clearly what you have written.
- Talk as you write. Teachers should say aloud what they are writing, phrase by phrase.
- Check what you write as you write. Many students have visual memories. So, we must be careful about accuracy of spelling and grammar, especially if we intend students to copy it down in their notebooks to learn.

## **Organizing your board**

If your board is messy and untidy then what your students write in their notebooks will be messy too.

- It is a good idea to divide your board into sections. Have one part for use during the lesson which can be cleaned off and *re-used*. Use another part for *important* information which can stay there for the whole lesson.

### **What we can do with the board**

- Use your board to provide records of *new words*, *structures*, how a word is used.
- We can use the board in many ways in the classroom, not just for writing up new vocabulary. You can use your board for *giving instructions*.

### **Displaying**

- You can use the large surface of your board to display items such as (posters, pictures and flashcards). Use large pictures and ask students come out to the board and point to certain things.
- Try to encourage students to come out to the board to choose, select, order or describe pictures. All of these will make your classroom more interactive.
- You can display other items such as - maps, photos, as well as learners' own work.

## **Chapter (3)**

### **\* Qualities of a Good Teacher**

Effective teachers are critical to the development and academic success of students. If you are looking to become a good teacher, you need to showcase strong skills in communication, teamwork, time management, problem-solving and organization. Then you should put these skills to work to educate your students.

#### **Good teachers often have these qualities and characteristics:**

- Effective goal-setting
- Clear communication
- Acting as a role model
- Adaptability and flexibility
- Preparation
- Self-reflection
- Life-long learning
- Promoting a love of learning

## **1. Effective goal-setting**

The most effective teachers know how to set clear objectives for individual students, single lessons, their entire class and themselves. Developing goals can assist with gauging academic performance while giving students clear directives on how to improve. Goals are also an important part of setting and measuring challenges, both for the students and the teacher. You can set clear objectives with the following steps:

- Check for understanding:

Instead of waiting to test students' knowledge in a test, teacher can check for comprehension during each lesson. This process allows you to answer student questions and provide a deeper understanding of the topic for students.

- Offer feedback:

Feedback gives students the opportunity to know how their performance matches up with your expectations. Feedback can assist students in understanding academic expectations.

## **2. Clear communication**

Teachers use verbal and nonverbal communication skills to identify student needs and to know when to listen versus when to talk. Teachers also use developed written communication skills to report information to parents



and other school professionals. You can develop these skills with the following tips:

- Use active listening skills:

Instead of preparing how to respond, use active listening skills when communicating and listen to understand the other person's needs. Give yourself a few seconds after the question to decide how to respond so that you can truly focus on what the student, parent or fellow teacher is saying.

- Ask for clarification when needed:

If you do not fully understand what the other person needs, ask them to rephrase their question or request. You can also repeat what you understood in your own words to assess what part of their request needs more clarification.

### **3. Acting as a role model**

Setting rules and encouraging certain behaviors is a good step toward student development. Teachers who model the same behaviors they ask from their students are more likely to help students cultivate desirable habits and behaviors. You can be a role model for your students with the following tips:

- Be aware of your behavior:

Students observe and learn how to speak, act, treat others and other developmental behaviors. Modeling behaviors of patience, understanding,

empathy and communication can encourage students to develop these same skills.

- Create an environment of honesty:

Encourage your students to be honest with one another through mediating open conversations. You can model honest behavior by sharing your intentions behind classroom decisions to help students better empathize with you and your position. This step can translate into students evaluating their own intentions and how they impact others, increasing empathy and honesty.

#### **4. Adaptability and flexibility**

Each student comes from a unique background with individual personalities, educational needs and developmental milestones. Teachers find that while one lesson plan or method of teaching works well with one type of student, it does not work well with another student. Good teachers learn how to adjust to meet the individual needs of each student. You can learn to adjust with the following steps:

- Celebrate students' individuality:

Create an environment of acceptance by encouraging creativity, freedom of thought and questions in the classroom. Accept students where they are at developmentally and academically. When students feel comfortable and accepted, they also feel more comfortable to ask questions and learn.

- Identify different learning styles:

Good teachers are able to identify the individual learning needs of their students while also creating lesson plans that cater to their academic style. For example, some students may learn best in a lecture classroom whereas other students are better able to grasp information with hands-on learning opportunities. Consider blending methods in lessons to appeal to more students at one time.

## **5. Preparation**

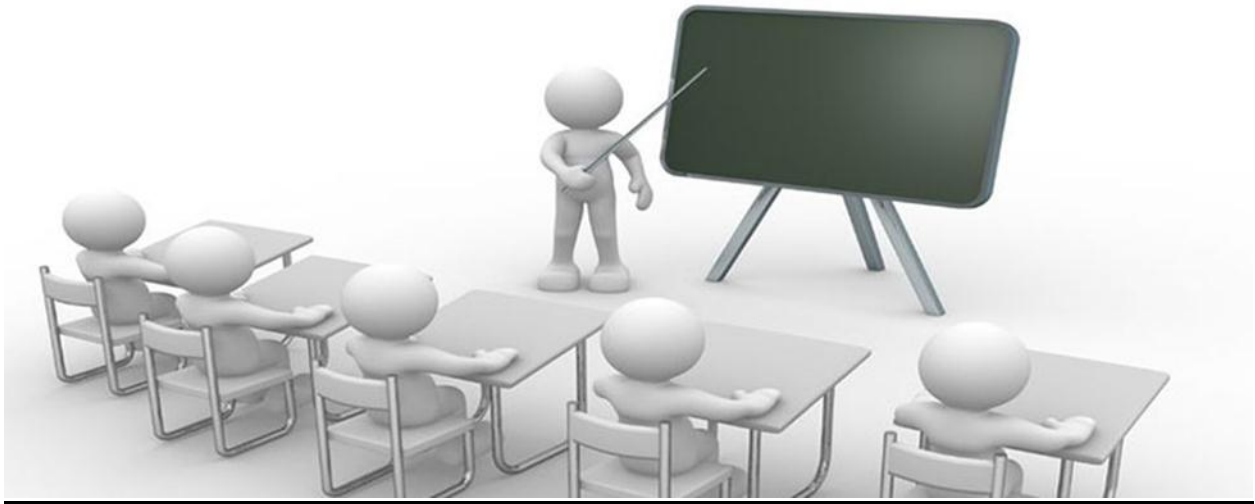
In addition to learning to adjust to individual student needs, effective teachers also learn to prepare for every possible scenario. Preparation can promote trust and comfort in the classroom, and it allows teachers to create lesson plans that are catered to the individual needs of each student. Use the following tips to become more prepared:

- Create intentional lesson plans:

The most effective teachers create lesson plans with intention by considering the ways the lesson plan could shift as well as the potential emotions, thoughts and concerns that each lesson plan could bring up with each student. Teachers can also define each lesson's purpose to ensure students understand why they are learning that specific topic.

- Understand strengths and weaknesses:

It can also be useful to create lesson plans based on the strengths and weaknesses of each classmate. Getting to know these areas of improvement early on can assist you in creating classroom plans that are catered to the individual needs of your students.



### **\* Characteristics of Effective Teaching**

There are five components: learning climate; classroom assessment and reflection; instructional rigor and student engagement; instructional relevance; and knowledge of content.

#### **➤ Section (1): Learning Climate**

A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

- **Teacher's Characteristics**

A. Creates learning environments where students are active participants as individuals and as members of collaborative groups.

B. Motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect.

C. Encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students.

D. Displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors.

E. Provides students equitable access to technology, space, tools and time.

F. Effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections.

G. Designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.

H. Creates an environment where student work is valued, appreciated and used as a learning tool.

- **Student's Characteristics**

- A. accepts responsibility for his/her own learning.
- B. actively participates and is authentically engaged.
- C. collaborates/teams with other students.
- D. exhibits a sense of accomplishment and confidence.
- E. takes educational risks in class.
- F. Practices and engages in safe, responsible and ethical use of technology.

- **Section (2): Classroom Assessment and Reflection**

The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.

- **Teacher's Characteristics**

- A. Uses multiple methods to systematically gather data about student understanding and ability.
- B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.
- C. Revises instructional strategies based upon student achievement data.
- D. Uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions.

E. Co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance.

F. Guides students to apply rubrics to assess their performance and identify improvement strategies.

G. Provides regular and timely feedback to students and parents that moves learners forward.

H. Allows students to use feedback to improve their work before a grade is assigned.

I. Facilitates students in self- and peer-assessment.

- **Student's Characteristics**

A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work.

B. Monitors progress toward reaching learning targets.

C. Develops and/or uses scoring guides periodically to assess his/her own work or that of peers.

D. Uses teacher and peer feedback to improve his/her work.

E. Reflects on work and makes adjustments as learning occurs.

### ➤ **Section (3): Instructional Rigor and Student Engagement**

A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

#### • **Teacher's Characteristics**

A. Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.

B. Teacher scaffolds instruction to help students reason and develop problem-solving strategies.

C. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.

D. Teacher provides meaningful learning opportunities for students.

E. Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.

F. Teacher integrates a variety of learning resources with classroom instruction to increase learning options.

G. Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.

H. Teacher integrates the application of inquiry skills into learning experiences.



I. Teacher clarifies and shares with students learning intentions/targets and criteria for success.

- **Student's Characteristics**

A. Student articulates and understands learning intentions/targets and criteria for success.

B. Student reads with understanding a variety of texts.

C. Student applies and refines inquiry skills.

➤ **Section (4): Instructional Relevance**

A teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures:

- **Teacher Characteristics**

A. Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.

B. Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.

C. Teacher incorporates student experiences, interests and real-life situations in instruction.

D. Teacher selects and utilizes a variety of technology that support student learning.

E. Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.

F. Teacher works with other teachers to make connections between and among disciplines.

G. Teacher makes lesson connections to community, society, and current events.

- **Student's Characteristics**

A. Student poses and responds to meaningful questions.

B. Student uses appropriate tools and techniques to gather, analyze and interpret information from quantitative and qualitative evidence.

C. Student develops descriptions, explanation, predictions, and models using evidence.

D. Student works collaboratively to address complex, authentic problems which require innovative approaches to solve.

E. Student communicates knowledge and understanding in a variety of real-world forms.

F. Student communicates knowledge and understanding for a variety of purposes.

➤ **Section (5): Knowledge of Content**

A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

• **Teacher's Characteristics**

A. Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.

B. Teacher maintains on-going knowledge and awareness of current content developments.

C. Teacher designs and implements standards-based courses/lessons/units using state and national standards.

D. Teacher uses and promotes the understanding of appropriate content vocabulary.

E. Teacher provides essential supports for students who are struggling with the content.

F. Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

• **Student's Characteristics**

A. Student demonstrates growth in content knowledge.

B. Student uses and seeks to expand appropriate content vocabulary.

C. Student connects ideas across content areas.

D. Student uses ideas in realistic problem solving situations.

## **Chapter (4)**

### **Reading Skill**

It is the process of extracting meaning from printed or written material.

#### **The importance of teaching reading:**

- 1- Enable students to read a wide range of texts in English.
- 2- Develop awareness of the structures of the written English texts.
- 3- Develop the ability of criticizing the content of texts.
- 4- Practice different types of reading according to the purpose of reading.
- 5- Enable students to build solid knowledge of the language and to facilitate reading in the future.

#### **Four types of reading:**

- 1- Skimming: reading for the gist or the main idea of the text.
- 2- Scanning: reading to find specific information.
- 3- Extensive reading: reading for pleasure and general understanding.
- 4- Intensive reading: reading for getting the details.

## **Three stages for teaching reading comprehension:**

### **1- Stage One: Before reading (pre-reading):**

- \* establish a purpose for reading (e.g. answer a pre-question)
- \* activate prior knowledge.
- \* Present new concepts and key vocabulary.
- \* ask students what information they predict to be included in the text.
- \* preview the text.

### **2- Stage Two: During reading:**

- \* Students read, comprehend, and build connections.
- \* Students integrate the knowledge and information they already know with the new information in the text.
- \* Pay attention to the structure of the text.
- \* Read to achieve the purpose for reading.
- \* Think about answers for certain questions.
- \* Determine the meaning of unfamiliar words and concepts.

### **3- Stage Three: After reading (post-reading):**

- \* Students expand prior knowledge, build connections and deepen understanding.
- \* Students show their understanding of what they have read by answering some comprehension questions.
- \* Evaluate the text.
- \* Respond to the text by discussing its main ideas.

### **Reading skills**

1. Automatic decoding. Being able to recognize a word at a glance.
2. Previewing and predicting. Giving the text a quick once-over to be able to guess what is to come.
3. Specifying purpose. Knowing why a text is being read.
4. Scanning. Looking through a text very rapidly for specific information.
5. Classification of ideas into main topics and details. Categorizing words and ideas on the basis of their relationships; distinguishing general and specific.
6. Locating topic sentences. Identifying the general statement in a paragraph.
7. Stating the main idea of a sentence, paragraph or passage. Knowing what the author's point is about the topic.
8. Able to see connections between ideas by the use of words such as first, then, later.
9. Guessing the meaning of unknown words from the context.
10. Skimming. Quickly getting the gist of a passage

11. Paraphrasing. Re-stating texts in the reader's own words
12. Summarizing. Shortening material by re-stating main ideas and leaving out details.
13. Drawing conclusions. Putting together information from parts of the text and inducing new or additional ideas.
14. Reading critically.

### **Steps of planning for a reading lesson**

- The teacher writes on the board the day, date, lesson number and page.
- The teacher motivates the class by reviewing the material of the previous lesson.
- The teacher presents some of the new words and structure.
- The teacher tries to stimulate the pupils' interest in reading.
- Pupils read the passage silently.
- The teacher asks few comprehension questions to evaluate their ability to comprehend what they have read.
- The teacher can read the passage aloud with pupils listening or repeating. The teacher may use taped material recorded by native speakers.
- Pupils may read the passage aloud and individually.
- The class may do some exercises included in the reading textbook.
- The lesson ends with the teacher assigning homework

## **Writing Skill**

"Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

### **What is process of writing?**

In the process of writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

### **Why do we teach writing?**

- Help students **to** communicate thoughts and ideas to others
- Encourage them to engage with the text to deepen their understanding of the content
- Draw connections to prior learning experiences

### **The sub-skills of writing are:**

- Copying
- Filling in the blanks
- Describing a picture or series of pictures
- Sentence/paragraph completion
- Editing and drafting



## **What are the stages of teaching a writing lesson?**

There are three stages:

- **Pre-writing**

In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas.

- **Focusing ideas**

During this stage, students write without much attention to the accuracy of their work or the organization. The most important feature is meaning. Here, the teacher (or other students) should concentrate on the content of the writing. Is it coherent? Is there anything missing? Anything extra?

- **Evaluating, structuring and editing**

Now the writing is adapted to a readership. Students should focus more on the form and on producing a finished piece of work. The teacher can help with error correction and give organizational advice.

## **Classroom activities**

Here are some ideas for classroom activities related to the stages above:

- **Pre-writing**

- Brainstorming

Getting started can be difficult, so students divided into groups quickly produce words and ideas about the writing.

- Planning

Students make a plan of the writing before they start. These plans can be compared and discussed in groups before writing takes place.

- Generating ideas

Students write quickly about the subject.

- Questioning

In groups, the idea is to generate lots of questions about the topic. This helps the students to focus upon audience as they consider what the reader needs to know. The answers to these questions will form the basis to the composition.

- Discussion

The teacher helps students with topics, helping them develop ideas in a positive and encouraging way.

- **Focusing ideas**

- Fast writing

The students write quickly on a topic for five to ten minutes without worrying about correct language or punctuation. Writing as quickly as possible, if they cannot think of a word they leave a space or write it in their own language. The important thing is to keep writing. Later this text is revised.

- Group compositions

Working together in groups, and sharing ideas.

- **Evaluating, Structuring and Editing**

- Ordering

Students take the notes written in the pre-writing activities above and organize them. What would come first? Why? Here it is good to tell them to start with information known to the reader before moving onto what the reader does not know.

- Self-editing

A good writer must learn how to evaluate their own language, to improve through checking their own text, looking for errors, structure. In this way, students will become better writers.

- Peer editing and proof-reading

Here, the texts are interchanged and the evaluation is done by other students. In the real world, it is common for writers to ask friends and colleagues to check texts for spelling, etc. You could also ask the students to reduce the texts, to edit them, concentrating on the most important information.

## Listening Skill

Listening is receiving language through the ears. It is a receptive skill. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening is the first of the four language skills, which are:

- Listening
- Speaking
- Reading
- Writing

### **Objectives of Listening Instruction**

1. To help students understand native speech in unstructured situations.
2. To familiarize students with the sound patterns.
3. To familiarize students with the changes those occur in natural speech.
4. To familiarize students with false start, pause, fillers and redundancies.

### **Eight steps to teach a listening lesson**

The EFL teachers can teach a listening lesson easily if they do eight steps in the following order:

#### **Before:**

1. Determine a reason for listening (Assign a simple task to be done during listening).

2. Give a general idea of the topic (Say the title & introduce the topic).
3. Identify the type of the speech (conversation, radio ad, passage, ...) and the functions included in the text (persuade, request ...)
4. Present and practice the lexis included in the text.
5. Ask students to predict the information they will listen to.
6. Activate background information & build some more knowledge related to the listening text.

**During:**

7. Show & point to a visual support to assist the meaning.

**After:**

8. Elicit the answer for the pre-assigned task and then give some more exercises or activities to check students' understanding of the information included in the listening text.

**Some examples of what good listeners can do:**

- Answer or ask questions to engage in conversation and show support.
- Build better team relationships at work or school.
- Resolve any problems or issues that may arise.
- Gain a better understanding of what is involved in something that they are asked to do.

- Get more out of telephone conversations while, at the same time, the person on the other end believes someone is paying attention to what he or she is saying.
- Determine if there are underlying messages in what is being said.
- Gain a better understanding of themselves and how they interact with the world around them.
- Improve relationships, including those with family, friends, co-workers, etc.
- Have the ability to help advance their professional careers by being a more actively engaged employee.
- Reduce the number of mistakes, misinterpretations, and time wasted.
- Get more out of any schooling, as well as any speeches or conferences they may attend.

## **Lesson Planning**

### **Method of Lesson Planning**

1. Each lesson should be reviewed orally.
2. The teacher must write the lesson plan in his notebook in its proper format.

### **Step (1): Objectives**

1. Every lesson has two types of objectives, general and specific.
2. Express the academic behavior to be adopted by the students, and the content or area in which this behavior is to operate.

### **Step (2): Revision of the previous lesson.**

1. The teacher should start by revising the material taught a day earlier.
2. This will help the learners link the new lesson with the previous one, motivate and prepare them for the new one.

### **Step (3): Presentation**

1. The teacher should announce his/her aim and inform the students about the lesson in hand orally.
2. The teacher may write new words and structure on the board and teach pronunciation and meanings of words.

### **Step (4): Practicing the new vocabulary and structure.**

1. Communicative activities should be encouraged.



2. Board illustrations and posters can help a lot in facilitating practice.
3. Activities can be in the form of paired practice, two teams, groups, chorus, calling some students to write on the board or leading the class turn by turn.
4. The learning games can be introduced to arouse enthusiasm in the class.
5. It is essential that practice doesn't become boring and some challenge is added to the practice exercises, plus some creative questions.

### **Step (5): Reading and Writing**

1. The learners can be asked to read the lesson orally in class.
2. Oral reading will provide further practice in pronunciation and intonation.
3. The teacher can use the textbook, flash cards etc...
4. Reading in groups can provide maximum opportunity of reading to a large number of students.
5. In case the textbook is difficult, the reader can give a model reading, or by means of a recorder player.
6. Pronunciation mistakes can be written on the board and corrected at the end.
7. Students should not be interrupted in the course of their reading unless it is a must.
8. Time should be saved for some writing in class, as given in the textbook or teachers' books.
9. If the exercise is not completed in class, it can be assigned as homework.

10. The teacher must do spot-checking, correct the common mistakes collectively and guide learners individually, as well.

### **Step (6): Revision and Recapitulation**

It is suggested that the teacher stops the last activity at least 5 minutes before the ringing of the bell and revise the lesson.

### **Step (7): Homework**

Towards the end of the session, the teacher should not forget to assign homework to the learners, at least two assignments a week.

### **Step (8): Audio-Visual Aids**

The teachers should mention such material which could help them make their lesson interesting and effective i.e. posters, flash cards, illustrations, pictures and real objects or their models, recordings, etc.....

### **Some Helpful Suggestions for Teachers in Lesson Planning**

1. Lesson plan should be written in advance.
2. Use of audio-visual aids is most important.
3. The language should be taught as one whole.
4. The teacher should try his utmost to avoid boredom.
5. Bringing in varied activities to seek students to active participation.
6. The teacher should make extensive use of the board for maximum utilization of his handwriting and artistic skills.

7. The teacher should distribute his time over various steps judiciously.

### **Variety**

1. Variety can promote interest and kill boredom.
2. Changing techniques of teaching.

### **Flexibility**

1. The ability to use a number of different techniques.
2. Students should be told about the purpose of each activity and never hesitate to make a departure from the proposed outline if the students get bored or the situation demands so.

### **Balance**

Giving due attention to all the four skills in a particular lesson unless the objectives of the lesson demand otherwise.

### **Activities**

1. It means what generally the students are going to do or should do in order to learn or practice a certain element of the lesson.
2. Balanced activity program should always be kept in view and each activity should have a motivating effect on students.

## **Use of Mother Tongue**

1. Using the mother tongue in English classes is generally considered obsolete and undesirable.
2. Direct method prohibits the use of mother tongue.
3. Audio-lingual approach allowed a minimum use of the mother tongue.
4. Cognitive code learning, however, permitted the use of the mother tongue.
5. Communicative approach restricted the use of mother tongue.
6. Only the grammar-translation method gives complete freedom of using mother tongue.

## Chapter (5)

### *Curriculum Design Foundations*

The core meaning of curriculum is embodied in its Latin derivation. Marsh and Stafford (1988:2) confirm that the word *curriculum* comes from the Latin root meaning race course and, for many, the school curriculum is just that -a race to be run, a series of obstacles or hurdles (subjects) to be passed. They highlight three dimensions of curriculum concept. First, they explicit that curriculum includes not only syllabi or listing of contents, but also a detailed analysis of other elements such as aims and objectives, learning experiences and evaluation as well as recommendations for interrelating them for optimal effect. Second, curriculum comprises planned or intended learning, calling attention to unexpected situations which necessarily may occur in the classroom practices. Third, curriculum and instruction are inextricable.

Lovat and Smith (2003:16) rightly contend that curriculum is part of teaching, not separate from it. Therefore, the most agreed basic notion of the curriculum is that it refers to *a plan for learning*. Marsh and Stafford (1988:4) argue that curriculum is an interrelated set of plans and experiences which a student completes under the guidance of the school.

Curriculum can be defined as a plan for achieving goals. For example, J. Galen Saylor, William Alexander, and Arthur Lewis define curriculum as “a plan for providing sets of learning opportunities for persons to be educated.” David Pratt writes, “Curriculum is an organized set of formal

education and/or training intentions.” Jon Wiles and Joseph Bondi view curriculum as a development process that (1) identifies a philosophy; (2) assesses student ability; (3) considers possible methods of instruction; (4) implements strategies; (5) selects assessment devices; and (6) is continually adjusted.

Moreover, curriculum can be defined as a field of study with its own foundations, knowledge domains, research, theory, principles, and specialists. Those who adopt this definition tend to discuss curriculum in theoretical rather than practical terms. They are concerned with broad historical, philosophical, or social issues.

Finally, curriculum can be defined in terms of subject matter (math, science, English, history, and so on) or content (the way we organize and assimilate information).

### **Planned and Unplanned Curriculum**

What students learn in school extends beyond the *planned (formal or explicit)* curriculum. The planned curriculum translates the school’s goals into the subjects that students are expected to learn, the measured objectives of the courses and lessons (often stated in the teachers’ unit plans and lesson plans), and the subject’s assigned readings. However, a school also transmits an *unplanned (informal)* curriculum, one that is not intended or stated.

The hidden curriculum arises from interactions among students and between students and teachers. Too often, curriculum texts ignore the

powerful influence of the hidden curriculum, which is built around the peer group and often competes with the teacher's planned curriculum. It influences thinking and behavior in classrooms, sometimes even conflicting with the primary goals and values of the school and larger society.

### **Components of Curriculum**

Any curriculum consists of several components: objectives, attitudes, time, students and teachers, needs analysis, classroom activities, materials, and assessment. Before setting up a program or course of study, these components should be determined and described in detail. In fact, these elements help to clarify various dimensions of the curriculum and consequently enhance its productivity.

#### **➤ Objectives**

Generally, objectives are one of the quintessential aspects of any course or program. Any curriculum usually determines its instructional objectives at the beginning of the course. These objectives should clearly elucidate the language elements or skills which the students might learn during the program. In fact, objectives or goals are the ends towards which we try to direct our efforts. That is, objectives are things we aim to achieve at the end of the course. In this regard, objectives are the goals of a program which attempt to bring about some changes in learners. Therefore, objectives determine the goals of a program and offer guidelines for students and teachers.

On the whole, specification of objectives has the following benefits:

- They save a lot of teachers' time and energy.
- They help to determine the necessary course materials.
- They improve the adequacy and effectiveness of the teaching-learning processes.
- They direct the students' attention, increase their persistence and motivate them.
- They encourage students to become involved and develop their own learning skills and strategies.
- They help to develop criteria for evaluating materials and methods and monitoring students' progress.

### ➤ **Attitudes**

Certainly, students' attitudes determine whether or not they intend to learn a foreign or second language. Mainly, favorable attitudes towards the language and its speakers augment students' motivation and their learning rate. In fact, motivation for learning a second language is one of the realizations of positive attitudes towards the language. Therefore, if students have positive attitudes towards the teacher, materials and methods, they will try hard to learn the second language. However, if they feel hostile towards the language, materials and the teachers, they will hardly achieve any success (Harmer, 2002).

Teachers can play an important role in forming and maintaining positive attitudes in their students. Therefore, the teachers need to:



- encourage the students in positive attitudes,
- prepare the students in efficient skills and strategies,
- involve the students and make them responsible in their own learning,
- create a supportive and pleasant atmosphere to suit various student types,
- familiarize the students with the intended culture,
- try to know their students and their attitudes,
- try to lower the students' anxiety and promote their self-confidence.

➤ **Time**

One of the crucial factors which have tremendous effect on the learners' learning rate is the amount of time spent on teaching-learning activities in the classroom. Students need to manage their time as efficiently as possible. If the learners want to achieve their goals, they need to regulate their time effectively. The students need to learn and develop effective strategies and tools in order to become autonomous. The teachers, also, need to regulate and distribute the class time as carefully as possible in order to have enough time for each activity and exercise. On the whole, because of the shortness of time, the teachers should teach those aspects of the language that are urgently needed by the students and are based on the course objectives.

➤ **Needs Analysis**

In order to devise a course and prepare materials and methods based on the students' and institution's objectives, we had better carry out needs analysis. Needs analysis is the starting point which is usually done before,

during and after the course in order to determine the course's outline, materials and resources. Any course should be set up based on the students' needs. Generally, in addition to determining the learners' needs, materials and methods, needs analysis intends to:

- ascertain the students' objectives and goals,
- find out what the students need to do in order to learn (learning needs),
- determine what the students need to do in the target situation (target situation analysis),
- check the place and its availability of the resources, equipment, materials and facilities (means analysis),
- establish the students' language level at the beginning of the program (present situation analysis).

### ➤ **Students and Teachers**

Students are certainly the main stakeholders in a course of study. It can also be claimed that the learners have different interests and needs which consequently influence their acquisition and hence the “differences in learning outcomes”. Thus, some learners are better in oral skills and some are competent in written skills.

#### ***Good teachers:***

- try to know their students and their needs and wants,
- ascertain the students' language level and find out their weaknesses,

- provide and shape the input,
- enhance communicative practice and realistic use,
- give feedback to each student,
- tailor methods and materials to the students' level, objectives, needs and interests.

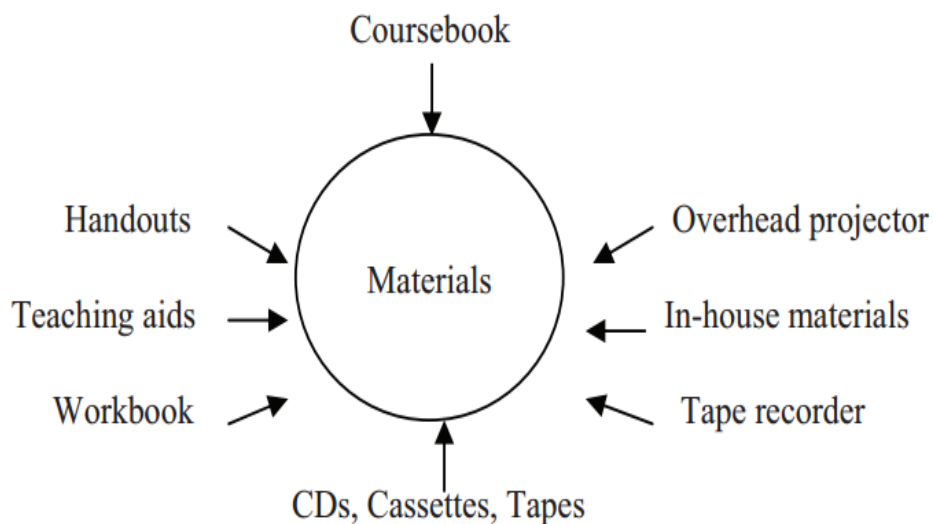
### ➤ **Classroom Activities**

The effective classroom activities and exercises can contribute to learning and make it enjoyable. Students do not learn language by absorbing transmitted knowledge but they need to practice and produce language in meaningful contexts in order to acquire it.

The important point is that every learner, teacher, institution is unique and “language of instruction and curricula vary from country to country”. Therefore, the important task for the teacher is to design exercises which engage different types of students and consider their objectives, language levels, and needs as well as wants. In order to keep the learners engaged, the teachers need to provide them with a variety of exercises and activities. Also, the teachers should create situations in which the students could do the exercises in the meaningful contexts, rather than just answering them in a mechanical and abstract way.

## ➤ Materials

Good materials not only can be taught straightforwardly but also can facilitate learning process. Many teachers do not have time or are not provided with enough time to develop their own materials based on their students' needs and course objectives. Mainly, a course may include one or some of the following materials in its syllabus:



Generally, good and useful materials have some particular features.

- are selected based on course objectives and students' needs,
- include a combination of simple, simplified and authentic materials,
- offer a balance of exercises, activities, study skills and language skills,
- contain a variety of texts, styles, genres for different levels of students,
- provide the major source of input and contact with the language,
- enable students to use language effectively both in spoken and written modes,

- use visuals in order to create meaningful contexts,
- set up communicative activities reflecting the use of language in realistic situations,
- include relevant and interesting topics and texts,
- are developed and prepared based on the students' social and cultural values and norms.

➤ *Assessment*

It is an important tool by which teachers can obtain information about the students and their learning process. The teachers should continuously monitor their students' progress in order to ensure that they are making adequate educational progress. On the other hand, students expect to be assessed and learn about their learning rate and obtain feedback on their progress. Therefore, teachers need to gather enough and adequate information about the learners through different procedures.

Additionally, the teachers need to carry out assessment in order to ensure that they are doing their job effectively. In fact, efficient assessment enriches teaching and stimulates the learning process. Quite rightly, Rea-Dickins (2002) makes a distinction between testing and assessment. She believes that assessment is more inclusive than testing. Assessment is continuous and is carried out over an extended period of time. But testing is one of the means within the assessment procedure which only measures the students' attainment of course objectives and materials.

Testing is more concerned with the mechanical ways of measuring the structural and grammatical knowledge of the students. It reveals nothing about the functional and practical use of language by the students. However, assessment tries to gather information on all aspects of learning and learners. Testing is only fulfilled through the end-of-semester exams and is carried out via the conventional paper and-pencil means (i.e. written form).

Assessment can be done not only by means of tests and exams but also through investigating the students' work: reports and comments (by both students and teachers), self-assessment (by students), classroom observation (by teachers) and portfolios (samples of students' written and oral work). Clearly, scores or grades hardly reveal anything about the individual development. Therefore, in addition to tests and exams, other means of monitoring students' progress are necessary to be done. At this juncture, assessment can provide a wide range of methods to implement students' progress.

### ***Formative and summative assessment***

It is an important tool by which teachers can obtain information about the students and their learning process. The teachers should continuously monitor their students' progress in order to ensure that they are making adequate educational progress. On the other hand, students expect to be assessed and learn about their learning rate and obtain feedback on their progress. Therefore, teachers need to gather enough and adequate information about the learners through different procedures.

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## ***Formative and summative assessment***

Common types of assessments include formative assessments, summative assessments, and diagnostic assessments. A diagnostic assessment provides factual data to help you understand the level of a learner's knowledge and engage them accordingly. A formative assessment aims to provide ongoing feedback that improves both the individual and instructor throughout the learning process. Summative assessment happens at the end of an instructional unit, and its results determine whether the learner unlocks the next milestone.

Formative assessment usually has pedagogical purposes. It attempts to record the students' progress, identify the areas they need assistance and find ways of helping them. However, summative testing is concerned with determining the students' achievement of the course objectives and materials and the emphasis is on the final result of learning. All in all, it is believed that both types of assessment should be used simultaneously. Further to this, from time to time the teachers can use diagnostic tests in order to diagnose and identify the students' strengths and weaknesses.

Thus, formative assessment attempts to record the students' progress. However, summative testing is concerned with determining the students' achievement of the course objectives and the emphasis is on the final result of learning.



## Basic difference between Formative and summative assessment

| BASIS FOR COMPARISON | FORMATIVE ASSESSMENT  | SUMMATIVE ASSESSMENT                                       |
|----------------------|---|--|
| Meaning              | Refers to a variety of assessment procedures that provides the required information, to adjust teaching, during the learning process. | Defined as a standard for evaluating learning of students. |
| Nature               | Diagnostic  | Evaluative   |
| What is it?          | It is an assessment for learning.   | It is an assessment of learning.                           |
| Frequency            | Monthly or quarterly  | Term end   |
| Aims at              | Enhancing learning  | Measuring student's competency.                            |
| Goal                 | Monitor student learning.   | Evaluate student learning.                                 |
| Weight of grades     | Low   | High   |

# Assessment

VS.



# *Evaluation*

Assessment is collecting information from diverse sources about something or someone to gauge the skills and knowledge, whereas the meaning of evaluation is concerned about making a judgment about quality, skills, or something or someone.

Assessment is a continuous interactive process. When you assess a person, you assess the level of performance and when you evaluate someone, you evaluate how much goal is attained by the individual.

| <b>Dimension of Difference</b>           | <b>Assessment</b>                                 | <b>Evaluation</b>                                   |
|--|---|---|
| <b>Content:</b> timing, primary purpose  | <i>Formative:</i> ongoing, to improve learning    | <i>Summative:</i> final, to gauge quality           |
| <b>Orientation:</b> focus of measurement | <i>Process-oriented:</i> how learning is going    | <i>Product-oriented:</i> what's been learned        |
| <b>Findings:</b> uses thereof            | <i>Diagnostic:</i> identify areas for improvement | <i>Judgmental:</i> arrive at an overall grade/score |

### **When to Use**

You should use an assessment when you want to gather relevant information about an individual's skills, strengths, and weaknesses. Also, if you want to provide feedback on an individual's progress and performance, then an assessment is the best.

On the other hand, an evaluation is used to make judgments about a program or an individual, to improve its effectiveness. Also, you should conduct an evaluation when you need data to determine whether a person is qualified for the next phase in a learning process.

## Tools

Different tools come in handy during assessments including concept maps, surveys, questionnaires, and PowerPoint presentations. Meanwhile, common tools for evaluation include a rubric or some other standard grading criteria, case studies, observation, and interviews.

### ASSESSMENT VERSUS EVALUATION

|  |  |
|--|--|
| Assessment tests how learning is going           | Evaluation tests what has been learned     |
| Diagnostic: it identifies areas for improvements | Judgmental: it arrives at an overall score |
| Identify weaknesses and improve the learning     | Judge the quality                          |
| Conducted during the learning process            | Held at the end of the learning process    |
| Help students to learn from each other           | Make students compete with each other      |

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## **Foundations of curriculum**

- Philosophical Foundations
- Historical Foundation
- Sociological Foundations
- Psychological Foundations

### **➤ Philosophical foundations**

Studying philosophy helps us deal with our own personal systems of beliefs and values, i.e., the way we perceive the world around us and how we define what is important to us. As philosophical issues have always influenced society and institutions of learning, a study of the philosophy of education in terms of curriculum development is essential. In essence, a philosophy of education influences, and to a large extent determines, our educational decisions and alternatives. One important step in developing a personal philosophy of education is to understand the various alternatives that others have developed over the years.

Curriculum decisions involve a wide range of considerations that anchor on several issues in education. These issues include the purpose of learning, sources of the subject matter, the nature of teaching/learning process, characteristics of the learner among others. These decisions are based or anchored on certain fundamental beliefs that spring from one's philosophy

of education. This is what made it possible for philosophy to be viewed or taken as one of the foundations of curriculum. The various philosophical thoughts that influence curriculum are Idealism, Realism, Existentialism, Pragmatism, Essentialism, and Deconstructionism.

Alistair (2000) argues that there is no curriculum that does not draw inspiration from these philosophical schools of thoughts. Philosophy helps us to handle our own personal system of beliefs and values, that is, the way and manner that we perceive the world around us and how we actually define what is important to us. Since philosophical issues have always influenced society and our institutions of learning, the study and understanding of philosophy of education in relation to curriculum development becomes vital and imperative.

### ➤ **Historical foundation**

History is the creation resulting from human activities through participating in different events. In order to be certain with what will happen in the future, one has to trace back of what transpired in the past. Hence, historical foundation of curriculum addresses different phases of human development. Students recognize that events in culture and personal issues take place continually. The number of events and issues we face is so overwhelming at times that we often don't know how to make sense out of what is taking place. The study of history can help students gain perspective on events and issues they face. The ability to break down and analyze events is an important step in critical thinking.

From historical foundation of curriculum therefore, a study on politics, economics, geography, agriculture, religion and sociocultural practices are expounded to be certain with the past and predetermine the future for the well-being of the society. Curriculum developers always ensure the historical perspective is well reflected when designing curriculum in order to capture not only the local flavor but also global historical views.

### ➤ **Sociological foundations**

Any discussion of curriculum should consider the social setting and its influence on curricular decisions. Social pressures influence the characteristics of students who experience the curriculum in the educational institutions which are established and maintained by society. Students live in a world larger than the college/school and learn a great deal from experiences in that part of their lives. What a learner acquires in the college/school and outside may be complementary or conflicting to each other.

The latter case gives rise to the complaint that what is learned in college/school has little to do with the real world. But, in the former case the college/school may be a major factor in the improvement of society by helping young people to develop the capacity to respond intelligently to social problems. In this way, the curriculum serves not only the needs of the learner, but also the needs of society. For these reasons, in developing curricular plans, we must consider the characteristics of contemporary society as well as those that are expected to emerge in the future. Of course,

curriculum planning and course content basically depends on an analysis of the nature of society (Kelly, 1989).

Schools are part and parcel of society and exist for society. Society influences society through its curriculum. Schools, through their teaching of the curriculum, can shape and mould society and society in turn can impact the curriculum. There is rarely a curriculum that is developed without reflecting society. People today are vocal in expressing their views and are eager in seeing their opinions influence what is going on in school. With advancements in information and communication technology, people are talking and sharing views across the globe. They are seeing things happening in other school systems and would like to see some of these practices in their own schools.

### ➤ **Psychological foundations**

By providing a basis for understanding the teaching/learning process, educational psychology deals with how people learn. By implication, it emphasizes the need to recognise diversity among learners. However, it is also true that people share certain common characteristics. Among these are basic psychological needs which are necessary for individuals to lead a full and happy life. In this section, we shall be talking about the major learning theories and their contribution to curriculum development.

Besides, we shall touch upon the basic psychological needs of individuals and reflect on their translation into curriculum. We shall at this juncture remind ourselves that our main thrust will be on the contributions made by the theories of learning for curriculum development. Let us therefore make it clear that we are not, right now, interested in studying the theories of learning in detail, which has already been done to some extent in earlier courses on distance education.

Learning theories have much to offer on the psychological aspect as a crucial discipline of curriculum formation. It is the work of psychology to determine what age a child is ready to learn and under what conditions. Psychologists are concerned with establishing patterns in human life so as to be able to understand and predict behaviour (Shiundu and Omulando, 1992).

Educational Psychology as a discipline advances principles of teaching and learning that influence teacher-student behavior within the context of the curriculum. This is because psychology is the unifying element in the learning process. For example John Dewey, a renowned educationist acknowledges that psychology is the understanding of how the individual learner interacts with objects and persons in the environment. The quality of this interaction determines the amount and type of learning.



## Chapter (6)

### Distance learning



**Distance learning**, also called **distance education**, **e-learning**, and **online learning**, form of [education](#) in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to [facilitate](#) student-teacher and student-student communication.

Distance learning describes any learning that happens without the students being physically present in the lesson. It traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend

classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth.

### **Characteristics of Distance Learning**



Various terms have been used to describe the phenomenon of distance learning. Strictly speaking, distance learning (the student's activity) and distance teaching (the teacher's activity) together make up distance education. Common variations include e-learning or online learning, used when the Internet is the medium; virtual learning, which usually refers to courses taken outside a classroom by primary- or secondary-school pupils (and also typically using the Internet); correspondence education, the long-standing method in which individual instruction is conducted by mail; and

open learning, the system common in Europe for learning through the “open” university.

Four characteristics distinguish distance learning. First, distance learning is by definition carried out through institutions; it is not self-study or a nonacademic learning environment. The institutions may or may not offer traditional classroom-based instruction as well, but they are eligible for accreditation by the same agencies as those employing traditional methods.

Second, geographic separation is inherent in distance learning, and time may also separate students and teachers. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.

Third, interactive telecommunications connect individuals within a learning group and with the teacher. Most often, electronic communications, such as e-mail, are used, but traditional forms of communication, such as the postal system, may also play a role. Whatever the medium, interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communications systems become more sophisticated and widely available; consequently, the Internet, mobile phones, and e-mail have contributed to the rapid growth in distance learning.

Finally, distance education, like any education, establishes a learning group, sometimes called a learning community, which is composed of students, a teacher, and instructional resources-i.e., the books, audio, video,

and graphic displays that allow the student to access the content of instruction. Social networking on the Internet promotes the idea of community building. In the distance learning setting, such networking can enable students' connections with each other and thereby reduce their sense of isolation.

### **Types of Distance Learning**

Though there are lots of learning (and teaching) options online, there are a few types that are well supported by existing systems and established pedagogies:

- **Video conferencing** is a common way for teachers to interact directly with students in live lessons. This could be a one-on-one session or a class-like scenario in which multiple students connect to the teacher live.
- **Synchronous learning** is when all the students learn together at the same time (and often even place) but the instructor is at another location. It often features video or teleconferencing that connects teachers and learners digitally.
- **Asynchronous learning** is a less connected but also less constrained format. Instead of live online lessons, students are given learning tasks with deadlines. They then self-study to complete the assignments.
- **Open-schedule** online courses add yet another layer of flexibility. It is a type of asynchronous course setup, except there aren't any deadlines

either. This is ideal for learners with other demands on their time, such as professionals or stay-at-home parents.

- **Fixed-time** online courses are a type of synchronous course that requires online users to all visit a specific virtual location at a set time and place. Unlike more rigid synchronous lessons, this does allow students from anywhere in the world to connect and interact online.
- **Computer-based** distance education is a fixed-time, synchronous lesson on computers, usually a computer lab. This is most common in existing institutions that already have access to the necessary devices.
- **Hybrid learning** is a specific type of blended learning where students are learning the same lesson in real-time (i.e. synchronous distance learning) but some of the students are physically present while others are learning remotely.

### Advantages of Distance Learning



- **Flexibility:**

The top benefit of distance education is its flexibility. Students can choose when, where, and how they learn by selecting the time, place, and medium for their education. For those who want direct, live access to teachers there are video conferencing options. But for students who may be doing their training around a job or other responsibilities, a more relaxed schedule may work better. There are options to match virtually anyone's needs.

- **Easy Access:**

Whether due to remote location or being differently-abled, some students lack basic access to educational facilities. Remote learning programs offer every student the opportunity to learn and improve themselves in the environment they find the most effective.

### **Disadvantages of Distance Learning**

Being able to take your classes when you're ready for them, without having to sit in a specific classroom is a great convenience, but there are several difficulties that go along with the process. For all the greatness of being able to work on your degree at your own schedule, there are these top disadvantages of distance learning.

## **1. Difficulty Staying Motivated**

For many people, not having a classroom and set classroom times can make it difficult to remember to check in, or even to want to check in. It's important for you to have all the motivation necessary within yourself to look at the website, complete the assignments and get them in on time, even though everything is still required to be completed on a timely basis, just like with a more traditional classroom atmosphere. For those who don't have the self-motivation these classes can result in spending a lot of money on retaking classes because you've forgotten an assignment.

## **2. Difficulty Staying in Contact with Instructors**

If you ever have trouble with assignments, or questions about a lecture while in a traditional class it's generally quite simple to talk to your instructor before or after class or schedule meetings online at a different time. When you're distance learning, however, you're going to have more difficulty getting in touch with your instructor. Though you can send an email, it's definitely not going to get you the immediate response you'd get if you were able to sit down with your instructor.

## **3. Difficulty Interacting with Peers**

Because there's no classroom and therefore no ability to work on group projects or even converse with fellow students in a face-to-face environment, it's difficult to build relationships of any kind. Not only that, but it's very easy to start to feel isolated from your peers and others because you're working on assignments and all school related activities entirely alone. Even posting to

message boards or participating in group discussions can feel less interactive when they're done over the internet rather than in-person.

#### **4. Difficulty Staying Connected at All Times**

For those who don't have a reliable source of electricity or don't have reliable internet, it can be difficult to always get to a friend's house, a library or somewhere else where internet access is readily available. And this kind of access is crucial for distance learning. Some programs may even require you to have a DVD or CD player for certain materials or other types of equipment that you have to purchase, find or rent. All of this on top of the fact that your computer could quit at any moment, and for no reason or your power could go out for a few days and suddenly you're behind with no way to fix it.

#### **5. Difficulty Getting Immediate Feedback**

Feedback can be almost immediate when you're sitting in a classroom with a teacher because they have a few minutes to take a look at your work and decide whether or not you're on the right track. When emailing assignments, however, it can become more difficult to get the feedback you're looking for. You have to wait for the instructor to get a chance to get online, which may not happen as frequently as you would like. By the time you get the feedback you need, there could be very little time to make changes as necessary for the assignment.



## **6. Hidden costs**

Although the cost of a distance education program is usually cheaper than a regular program, there can be hidden costs involved. For example, if your distance learning course is offered online, you might have to incur some initial expenses like installing a computer and getting a reliable Internet connection. You may need to buy additional resources such as a printer, a web camera and so forth. Some expenses might be recurring, like maintenance and electricity costs.

## **7. Lack of input from the teacher**

It might be easier to have some input from the teacher in the “traditional” learning. But actually, it is also possible to have the good quality of input from the teacher through distance learning. You might need to be more proactive, but it is really possible.

Few tips on getting input from the teacher when you are studying from distance:

- At the beginning of the course, ask the teacher about which way he/she would prefer to be contacted (through email / a particular platform/ etc).
- Do not hesitate to ask! You have right to ask, and your teacher is most likely willing to assist you.

- Try to be specific with your question so that you can get specific explanation as well.

## **8. You might learn nothing**

Some people think, distance learning is as if they are on vacation but they are also studying. This vacation mood might make them learning nothing. An advantage of distance learning is self-paced environment. But in order to not get lost, you have to be able to manage and discipline yourself.

Another tip is that you have to know the learning style. If you are a visual learner, you might want to highlight the course materials with various colors or draw some graphs based on the lectures. If you are an auditory learner, you can listen the lectures again. If you are a kinesthetic learner, you can take notes or map your ideas in your book.

## **9. Easy to get bored**

You only meet your computer every day when you are in distance learning. No wonder, boredom comes easily. If it happened to you, Here are some suggestions:

- Change your study environment. You don't need to always study at your room. You can also study at the library or at your favorite place.
- Give yourself a reward if you achieve your daily goal.
- Remember your purpose and goals in joining the course.
- Take a break and comeback with a fresh mind.

## **For More Reading**

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