Suggested Guidelines for Assignment 3.

Please do the exercises and send back for feedback. Please let me know if you will be willing to share your ideas with others. I would like to be able to send everyone some good examples from the group. Don't worry if you find it difficult – do what you can. You need to give me something for me to comment and help you.

1. **Website - Guidelines**

http://tesol.sanjesh.org/TesolAssessment.aspx

- suggestions on how to teach new words
- analysis of a lesson plan

The assignment will include:

a) Vocabulary – how to pre-teach new words.
b) Multiple Choice – this will cover testing.
c) Analysis of a lesson plan.

2. **Teaching New Words**

Please study the following pages in your book to help you with this question:
Pages 77 – 80

The book suggestions to teach vocabulary are:

a) Using objects that you can bring to class <u>easily.</u>
That is the key word that can realistically – do NOT for your assignment make unrealistic suggestions. Objects need to be things that can realistically and easily be brought to class. Give concept questions.

b) Using drawings.
Again, be realistic – is it a word you really could draw or that could be drawn?
Example: house – You could draw this.
                   suburb – Could you draw this without confusing your learners?

man – You could draw this.

childhood - Could you draw this without confusing your learners?

Give concept questions.

c) Using pictures. If possible, for your assignment, you should try to attach examples of the pictures you would use. Don't forget to reference these! The more you give your marker, the better. Remember, your marker is not being given the opportunity to SEE you teach. This means you have to explain your ideas as FULLY as possible. Give concept questions.

d) Using actions/ mime. Again – be realistic. Make it as clear to the marker as you can about how you would explain this word using gestures. Give concept questions.

e) Using synonyms/antonyms. Do NOT simply say you will use a synonym or antonym. Give the example. Give concept questions.

f) Using explanations or definitions. Again – you need to describe your explanation or definition in detail. Give concept questions.

g) Using translation. Please note in your book that this method should not be used all the time and only when all other methods are not possible.

ASSIGNMENT TIP:

A. Explain the obvious. It may be obvious to you, but this does not mean it will be obvious to your marker.
   - Explain your ideas – explain HOW you would teach the new word .
   - Justify your ideas – give a BRIEF reason, if appropriate, why you think this method would work to teach the new word/ words.
   - Make CLEAR concept questions. (see page 74 in your book.)

B. Remember to take a step by step approach. Students always need to review or learn some new vocabulary. Often this is done at the start of a lesson. Try to think of different ways to pre-teach the words you are given in the assignment.
   Do NOT use the same method for all the words you are given. Show your marker:
   - Your creativity as a teacher.
   - Your flexibility as a teacher.
   - Your ability to make clear concept questions.

C. If possible find or write an activity for the students to do which will help them learn new vocabulary in pairs or groups. This is an idea you have learnt in both modules 1 and 2 and is an integral part of communicative teaching approaches.

D. Remember, for your assignment, you <u>cannot do too much</u>, but you can do <mark>too little</mark>!

<u>EXERCISES</u>

1. Do Task 4 on page 79. The answers in the back of the book are too brief. Try not to look at these unless you have to. Use your own ideas and give full answers with examples and reasons where possible. Make clear concept questions for each word.

2. You give your students the following reading passage. There are words and phrases in the text that are new to your students. These words are all in **bold.** Make it <u>clear</u> which method you will use for each one and explain how you would teach the new vocabulary to an intermediate group. Make appropriate concept questions for each word that relate to the method you have chosen. It is a multi-lingual class.

We have new **neighbours** who have just moved in. Their house has a big **palm tree** outside. My **sister-in-law** was very **excited** to meet them. They have a new baby and she offered **to help out.** She said she would **look after** the baby once a week. I cannot stand children, but she **adores** them. She will **patiently** pick them up when they cry and **wipe** their faces with a **damp** cloth after they have eaten. I don't know how she does it!

EXAMPLE:

My sister read the baby a story about the little **mermaid.**

WORD 1: mermaid

First I will try and elicit if the students know the name of the creature. If they cannot guess, I will have to tell them. I will write the word and the phonetics on the board. The next step is to drill the correct pronunciation, individually, then chorally. Then ask the following concept questions: [I have given quite a few here as examples, but you can give up to three and that will be enough.]

• Is this a real person?	No
• Can it fly?	No
• Can it swim well?	Yes
• Can it live on land?	No
• How many legs does it have?	None
• Can it breathe out of water?	Yes
• Have stories been written about it?	Yes

Remember: Good concept questions require only yes/ no answers or very short factual answers. You are trying to get the students to give you the meaning of the word and the concept questions help them to guess the meaning. It puts the word in a specific context. Concept questions help you check if the students have understood the meaning of the word.

3. Analysis of a lesson plan.

You have had to analyse something for every assignment now. In assignment one – you analysed a grammar lesson. In assignment two you had to analyse errors. Please remember that you must:
   • Give full explanations.
   • Give reasons.

EXERCISE

Look carefully at the lesson plans on pages 11, 12 and 13. Analyse each lesson step-by-step. Ask yourself the following questions to help you do this:
1) Is the lesson plan effective?
2) Are the teaching strategies effective?
3) Has the lesson got clear :

- aims (what is the teacher trying to teach?)
- objectives (what the teacher wants the learners to be able to do)
- outcomes (what the teacher wants to achieve by the end of the lesson)

4) Which sections are most effective in helping the students use the language?
5) Are there any parts of the lesson you would change?
6) Is the lesson suitable for the level of the students?
7) Is there a range of activities?
8) Are the examples put in a context to make it easier for the students to understand?
9) (Your ideas) Are there any other questions you can think of to include in this list?