



English with TEFL

Full works and essays

Dr Omar Ali

د. عومەر علی

۲۰۱۹

NO

ژماره

Qibla 2 English

دیزانی ناوه وه: عبدالله خاکی

دیزاینی بهرگ: توانا نهحمهد

چاپخانه:

تیراژ:

نرخ:

ژماره () ی سالی () ی

له بهر یوه بهر ایه تی گشتی کتیبخانه گشتیه کان پیدراوه



Table of Contents

Template	9
Lessons.....	10
English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing	10
Lesson plan 1.....	10
Information sheets.....	12
Work sheets	13
Vocabulary	18
Homework.....	20
English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing	21
Lesson plan 2.....	21
Information sheets.....	23
Work sheet.....	24
Question and answers	24
Homework.....	25
English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing	27
Lesson plan 3.....	27
Information sheets.....	30
Conversation Questions how do you...?	31
Homework.....	32
English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing	33
Lesson plan 4.....	33
Information sheet	35
Exercises.....	37
Story sheets.....	38

Homework.....	38
English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing	39
Lesson plan 5.....	39
Information sheets.....	41
1. I will have walked.....	41
2. You will have walked.....	41
3. She will have walked.....	41
4. He will have walked	41
5. We will have walked	41
6. You will have walked.....	41
7. They will have walked	41
Exercise sheets.....	42
Exercise on Present Perfect Continuous	42
Homework.....	42
English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing	43
Lesson plan 6.....	43
Verb Tense Overview with Examples	45
Test sheets for lower Intermediate time allowed 1 hour	46
Assignment Sheet – MA in English with TEFL	48
Grammar essay	50
Bibliography	60
Title: Krashen (Theory essay 1)	61
The Monitor Hypothesis	65
Natural Order Hypothesis	66
The Input Hypothesis	68
The Affective Filter Hypothesis.....	69

Bibliography	72
Title: Lexical Approach (Theory essay 2).....	73
BIBLIOGRAPHY	90
LESSON PLANS.....	91
A lesson series to teach extended use of the Nouns in speaking and writing.....	91
Lesson plan 1.....	91
A lesson series to teach extended use of the Nouns in speaking and writing.....	92
Lesson plan 2.....	92
Information sheet	94
Common Nouns	94
Countable Nouns	95
Uncountable Nouns	96
Work sheets and exercises sheets	97
Lampeter - A Brief History	97
Homework.....	99
A lesson series to teach extended use of the Nouns in speaking and writing.....	100
Lesson plan 3.....	100
Information sheets.....	102
Proper Nouns	103
Flash cards to be used in the classroom	104
Reading comprehension about study	104
Benefits of a Study Group	105
Exercises.....	106
Homework.....	108
A lesson series to teach extended use of the Nouns in speaking and writing.....	108
Lesson plan 4.....	108
Information sheets and reading sheets	110

Self-Evaluation Sheet Teaching Practice Students LESSON 3	Omar Ali Karim Conditional Tense for Intermediate 134	
A lesson series to teach extended use of the Conditionals in speaking and writing		135
Lesson plan 4.....		135
Information sheets.....		137
Worksheets and exercises		140
Homework.....		141
Self-Evaluation Sheet Teaching Practice Students LESSON 4	Omar Ali Karim Conditional Tense for Intermediate 142	
A lesson series to teach extended use of the Conditionals in speaking and writing		143
Lesson plan 5.....		143
Information sheets.....		145
Conditionals: Summary.....		145
Overview		145
Work sheet and exercises with conversation		147
Vocabulary Review – The Family		148
Self-Evaluation Sheet Teaching Practice Students LESSON 5	Omar Ali Karim Conditional Tense for Intermediate 148	
Information sheet		150
What are Nouns?		150
Nouns.....		152
Work sheet.....		153
Written Exercises		155
Teaching Practice – A Reflective Journal		155
Teaching Practice – Conditional Tense for Intermediate Students		158
First lesson		159
Lesson Two.....		160
Lesson Three		160
Lesson Four		161

Lesson Five	161
Bibliography	162
Below are two passages. The first is by Edmund Spenser, the second is by Christopher Marlowe. They duplicate each other almost word for word:	163
Bibliographical sources:	166
Research Methods; Presentation of Academic Work.....	167
Annotated Bibliography Project.....	168
Introduction:	169
General Thesis Research Methodology:	169
Research Difficulties.....	169
Annotated Bibliography Project – How the List was compiled.....	170
a) Primary List	170
b) Secondary List	173
c) General List.....	177
d) Web sites	182

Template

Age Group:

Level:

Number in Class:

Duration:

Lesson Objective:

Introduction:

Lesson Core:

Closure:

Extension Activities:

Material/Recourses

Lessons

Student Name: Omar Karim

Date: 31 January 2008

Department: English

Module: English Grammar

Title: Lesson plans (Term1)

Lecturer's Name: John Hughes

English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing

Lesson plan 1

Age group: 13-16

Level: Lower Intermediate

Number in Class: 15

Duration: (90mins)

Lesson Objective:

- Extending the oral and written use of English tense system
- Extending vocabulary in relating to travel, hobbies, sports and life experience, and activities

Grammar points:

- Revision of simple tenses - past, present and future
- Introduction to the present perfect tense

Introduction: (20mins)

- 1) Explain to the class that for the next six lessons of their English course they will be learning to extend their ability to use the English tense system in speaking and writing (10mins).
- 2) Display grammar tables on the board for all the simple tenses, past, present and future and run through them with the class to check that they are understood these tenses (this is revision work) (10mins).

Lesson core: (60mins)

- 1) Ask class members to each create three sentences, one for each of the simple tenses and write them in their note books (10mins).
- 2) Now draw a timeline on the board and point to the appropriate location for each of the three tenses, eliciting example sentences from the class and writing them up on the board (10mins).
- 3) Explain to the class that they are now going to learn a new tense, the present perfect. Display the table for the present perfect of 'to walk' on the board and work through it with the class asking them to contrast it with the tense tables that they have already learnt (10mins).
- 4) Use the timeline on the board to explain the time references that can be made using the present perfect and the usual usages in English. Focus upon the meaning contrast between present perfect as used to refer to the recent past, and the present perfect used to describe general life events and experiences. Provide the students with oral examples of each and attempt to elicit some similar examples from the class (15mins).
- 5) Explain to the class that they will be undertaking a survey of the life experiences of class members in relation to the topics of travel (15mins).

Closure: (10mins)

Briefly explain to the students the whole of the lesson and ask them if they have any questions: (10mins)

Homework: rewriting passage changing all verbs from past to present perfect

Extension Activities: vocabulary

Material/Resources

Work sheets, information sheets

Information sheets

Past simple:

1. I walked
2. You walked
3. He walked
4. She walked
5. We walked
6. You walked
7. They walked

Present simple:

1. I walk
2. You walk
3. He walks
4. She walks
5. We walk
6. You walk

7. They walk

Future simple:

1. I will walk

2. You will walk

3. She will walk

4. He will walk

5. We will walk

6. You will walk

7. They will walk

Present perfect tense:

1. I have walked

2. You have walked

3. He has walked

4. She has walked

5. We have walked

6. You have walked

7. They have walked

Work sheets

Answering the question with possible answers

Yes I have / No I have never

1- Have you ever been to Kurdistan?



.....

2- Have you ever been on TV?



.....

3- Have you ever eaten crocodile?



.....

4- Have you ever worked in a shop?



.....

5- Have you ever played golf?



.....

6- Have you ever travelled by air?



.....

7- Have you ever been to a swimming pool?



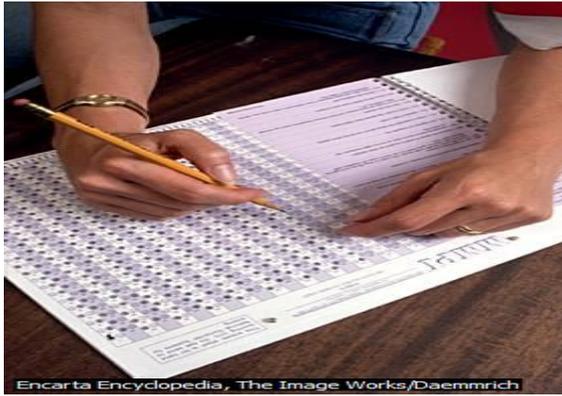
.....

8- Have you ever been in a helicopter?



.....

9- Have you ever taken an exam?



.....

10- Have you ever met a celebrity?



.....

11- Have you ever been in a bad storm?



Encarta Encyclopeda, ANP Foto

12- Have you ever ridden a horse?



Encarta Encyclopeda, New York State Department of Economic Development

13- Have you ever had anything published (books/ newspapers/magazines)?



Encarta Encyclopeda, Gary Morrison



Encarta Encyclopeda, Corbis

Vocabulary

Match a verb in A with a line in B

A	B
1- To listen	1- my hair
2- To cook	2- a shower
3- To wash	3- to music
4- To clean	4- dressed
5- To go	5- my teeth
6- To have	6- my homework
7- To get	7- to bed
8- To do	8- dinner

Now take each non-finite version of the verb (from column **A**) and place it within a sentence using the tenses - present perfect and all simple tenses - as studied above and the correct vocabulary items from column **B**.

- 1)-----
- 2)-----
- 3)-----
- 4)-----
- 5)-----
- 6)-----
- 7)-----
- 8)-----

Homework

This passage is in the **past** tense. Please write it out again in the **present perfect** tense.

The day was dry and sunny. It was ten o'clock in the morning and it was time to go shopping. The bus was late and the driver drove very fast into town. We went into the bakery and bought some bread and cakes. Then we walked to the supermarket and saw some friends. They were at the vegetable counter and they spoke to us for ten minutes. We all decided to go to the cinema. We watched a film and ate our cakes. We sat at the front and enjoyed ourselves. We arrived home at eight o'clock and had some coffee. At half past ten we went to bed and slept very well because we were all tired.

English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing

Lesson plan 2

Age Group: 13-16

Level: Lower Intermediate

Number in Class: 15

Duration: (90mins)

Lesson Objective:

- Extending the oral and written use of the English tense system
- Extending conversation skills

Grammar points:

- Revise the simple tenses; past, present and future
- Introduce the present continuous

Introduction: (20mins)

- 1) Remind the class of previous lesson, which covered the simple tenses and the present perfect. Briefly recap these tenses with a quick-fire oral test around the group (10mins).
- 2) Explain to the class that they are now going to learn one more new tense; the present continuous. Display grammar tables on the board for the present continuous tense. Run through them with the class to check that the tables are understood, focusing particularly on the changes in meaning expressed by the use of the continuous aspect and the changes in written form (10mins).

Lesson core: (60mins)

- 1) Get class members, using the diagrammatic conventions decided upon in the first class of this series, to draw a timeline on the board and to represent the period of time referred to by the present continuous upon it (10mins).
- 2) Once the timeline diagrams have been successfully produced, they can be used to prompt the class to produce example sentences using the tense required. The teacher can write the best of these examples up on the whiteboard. Try to ensure that all members of the group attempt to contribute to this exercise (10mins).

- 3) The teacher writes up two lists of nouns and verbs on the board focusing on the theme of describing personal preferences and interests to others within the group. The teacher briefly runs through the vocabulary and discusses which nouns collocate well with which verbs. Now ask the class members to each create four sentences using the vocabulary in the lists and the tense covered earlier in this lesson (i.e. present continuous). Ideally students should aim to produce sentence for each of the studied in this class. The sentence can be written in the students' note books (10mins).
- 4) The students now take the sentences that they have written in the note books and joint with a partner to plan a short conversation role play on the theme of "introducing yourself to others". These short conversations can be written down and the teacher circulates to help with any problems that may be encountered in producing the dialogues, such as local idiomatic conversational expression and punctuation on the page (10mins).
- 5) In their pairs, students can act out the conversations that they have planned in front of the group. Any errors should be gently corrected by the teacher as the activity progresses, particularly focusing upon tense errors. Once the planned dialogues have been performed student can change partners and attempt to use the tense information and vocabulary on the board to have a more spontaneous conversation about personal preferences. Encourage some gentle group correction of tense mistakes as pupils attempt to perform more spontaneously in pairs. To allow group correction to take place this 'spontaneous dialogue' phase of the lesson will also need to be performed one-by-one in front of the whole group (20mins).

Closure: (10mins)

Give a brief recap of the lesson and offer some examples of how to approach the homework; writing these on the board (10mins).

Homework: Write out the sentences in the present continuous tense. All verbs should be changed

Material /Resources

Work sheet, information sheet and exercises sheet.

Information sheets

Present continuous tense:

1. I am playing
2. You are playing
3. He is playing
4. She is playing
5. You are playing
6. We are playing
7. They are playing

Look at these examples present continuous.

I'm playing

Past-----Now-----Future

- Please be quiet I'm reading.
- Look at Pat she's wearing her new hat.
- The weather is nice at the moment. It's not raining.
- You can turn off the TV. I'm not watching it.

I am (not) -ing I'm working.

He } Omar is writing a lesson plan

She } is (not) -ing She is not writing a lesson plan

It } The phone is ringing

We } We're having dinner

You } are (not) -ing you're not listening to me

They } The boys are doing their homework

Work sheet

Use each pronoun to make a sentence using the given verb in the present continuous form.

1. I..... (swim)
2. You..... (cook)
3. He..... (study)
4. She..... (think)
5. It..... (eat)
6. We..... (write)
7. You..... (sleep)
8. They..... (work)

Question and answers

1. Where are you going to play football?



.....

2. When do you go to play football?

.....

3. Who is going to play with you?

.....

4. Why are you going to play football?

.....

Homework

Write out these sentences in the present continuous tense.

Please change all the verbs

E.g. Omar eats his lunch

Present continuous: Omar is eating his lunch

- 1) Tony sees his friend in Lampeter.



Present continuous:

- 2) James catches the ball.



Present continuous:



3) Annie runs to the village.

Present continuous:



4) Mike rides his bicycle.

Present continuous:

5) Lewis speaks to a reporter.



Present continuous:

"The time has come," the Walrus said,
"To talk of many things:
Of shoes—and ships—and sealing wax—
And cabbages—and kings—
And why the sea is boiling hot—
And whether pigs have wings."

Excerpt from "The Walrus and the Carpenter," from
Through the Looking-Glass and What Alice Found There
Encarta Encyclopedia, © 1992 Microsoft Corporation. All rights reserved. / 10
Microsoft Corporation. All rights reserved.

6) Kate writes on the whiteboard

Present continuous:

7) Ali tells Abdul a story

Present continuous:

8) John and Jane make a cake.

Present continuous:

9) Some students sing in the hall.

Present continuous:

10) The woman drives her car too fast.

Present continuous:

English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing

Lesson plan 3

Age group: 13-16

Level: Lower Intermediate

Number in Class: 15

Duration: (90mins)

Lesson Objective:

- Extending the oral and written use of the English tense system
- Encouraging the student to form coherent questions and to differentiate between present perfect continuous and other present tenses

Grammar points:

- Introduce the present perfect continuous

Introduction: (20mins)

1. Remind the class of the previous lesson; present continuous and present perfect (10mins).
2. Display grammar tables on the board for present continuous and present perfect and give each student a sheet for all present tenses (10mins).

Lesson core: (60mins)

1. Explain to the class that they are now going to learn a new tense, the present perfect continuous. Display on the board the table for present perfect continuous of the verb 'to walk' and go through it and ask pupils to give some examples (20mins).
2. Get one of the students to write on the board, with another student opposite them and ask him/her a question and then tell the other students to note all examples of the present perfect continuous tense that has been used. This exercise will encourage the student's ability to speak and deal with things (20mins).
3. Conversation; question how do you...? Ask students to pair up, and start them off by giving sample questions. During the conversation ask them to change the question to the present perfect continuous (10mins).
4. Rearrange the pairs to have conversations with different students and ask them to repeat any mistakes he/she made with the previous partner and then ask the new partner what the correct tense use should have been. (10mins).

5. Closure: (10mins)

Briefly go over the main points of the lesson and offer quick-fire questions round the class.
(10mins).

Homework: rewrite sentences in the present perfect continuous tense, changing verbs

Material/Resources

Information sheet, conversation sheet

Information sheets

Present perfect continuous

For an action that began in the past, has continued to the present and may not be finished.

1. I have been walking to the town.
2. You have been walking to the town.
3. She has been walking to the town.
4. He has been walking to the town.
5. You have been walking to the town.
6. We have been walking to the town.
7. They have been walking to the town.

USE 2 Recently, Lately



Examples:

They have been talking for the last hour.

She has been working at that company for three years.

What have you been doing for the last 30 minutes?

James has been teaching at the university since June.

We have been waiting here for over two hours!

Why has Nancy not been taking her medicine for the last three days?¹

¹ <http://www.englishpage.com/verbpage/presentperfectcontinuous.html> 25/11/07

Conversation Questions

how do you...?

- How do you swim?
- How do you learn a new language?
- How much do you love your children?
- How do you thank your mum and your teacher?
- How do you control your anger?
- How do you judge a person?
- How do you serve humanity?
- How do you earn your living?
- How do you reach your school?
- How do you enjoy your class?
- How do you use a play station?
- How do you send a text message from mobile phone?
- How do you use mp4 player?
- How do you change a tire on a bicycle?

Homework

Write out these sentences in the present perfect continuous tense.

Please change all the verbs

E.g. John drives his car

Present perfect continuous: John has been driving his car



11) Sarah sees her friend in London.

Present perfect continuous:



12) Louise cooks the dinner.

Present perfect continuous:



13) Maria walks on the grass.

Present perfect continuous:

English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing

Lesson plan 4

Age group: 13-16

Level: Lower Intermediate

Number in Class: 15

Duration: (90mins)

Lesson Objective:

- Extending the oral and written use of the English tense system
- Encourage the students to read to help them better understand the English tense system

Grammar points:

- Introduce the past perfect and past continuous

Introduction: (10mins)

3. Remind the Class of the previous lesson; present perfect continuous (5mins).
4. Display grammar information tables on the board for past perfect and past continuous and give each student a sheet with past points in 'bold' to make them easier to remember (5mins).

Lesson core: (65mins)

6. Explain to the class that they are now going to learn the two new tenses (past continuous and past perfect), what they mean and how they are to be used. Explain that these tenses are good to learn together because they both refer to past events and relationships between two things which have happened in the past. We often need to talk about these kinds of relationships in our life which makes these two tenses very useful, particularly in conversation (10mins).
7. Work with the class to create two time lines to express the two tenses, and compare and contrast the meanings they express using the diagrams created on the board of the tables (for past perfect and past continuous for the verb 'to work'), and go through them with the class. Drill around the group asking pupils to give some examples from their life experiences about education (15mins).

8. Place students into five groups and encourage them to ask each other about what they have done in the past week, correct them if they make any mistakes. Each group should then record (i.e. write down) a list of three particularly interesting things they have done and express these using the tenses being studied. They then report back to the class on their three most interesting events and the teacher discusses the findings with the group and further corrects any mistakes, particularly focusing upon the two new tenses. Some examples that are particularly good can be written up on the board (20mins).
9. Give the students the story sheet (I'm very stressed) and ask them to find and underline all the past tenses that are used within it. These will include previously studied tenses. They are to underline all instances of the past and to note down any particular examples of the two new tenses studied, i.e. past perfect and past continuous. The first lines of the story have examples marked to help the students understand what they are to do. Once the class has finished, check the answers with them and attempt to elicit information from the group concerning the kind of past meanings being expressed each time the past tense is used (20mins).

Closure: (15mins)

Ask the students to take the story home with them and to carefully examine the manner in which a mixture of tenses is used throughout the story. Explain that in a later lesson you will be asking them to create their own piece of writing in which a mixture of the tenses that they have learnt are used together. Briefly recap the form and meaning of the two new tenses studied in the lesson and ask if anyone has any questions. Explain the requirements for the homework sheets (15mins).

Homework: The students are to complete sentence blank filling exercises that provide additional practice at correctly using and understanding the meaning of the past perfect and past continuous tenses. Review the story sheet using a mixture of tenses naturally and correctly when producing an English written text.

Material/Resources:

Information sheet, exercise sheets and story sheet.

Information sheet

Past perfect

1. I had worked
2. You had worked
3. He had worked
4. She had worked
5. We had worked
6. You had worked
7. They had worked

Past continuous

1. I was working
2. You were working
3. He was working
4. She was working
5. It was working
6. We were working
7. You were working
8. They were working

Past Perfect

[Had + past participle]

Examples:

You had studied English before you moved to Wales.

Had you studied English before you moved to Wales?

You had not studied English before you moved to Wales.

USE 1 Completed Action before Something in the Past



The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

I had never seen such a beautiful beach before I went to Wales.

I did not have any money because I had lost my card.

Tony knew Baghdad so well because he had visited the city several times.

Had Susan ever studied Thai before she moved to Thailand?

She only understood the movie because she had read the book.

Kristine had never been to an opera before last night.

We were not able to get a hotel room because we had not booked in advance.

- A: Had you ever visited the U.K. before your trip in 2004?
- B: Yes, I had been to the U.K. once before

Examples: past continuous

I was watching TV when she called.

When the phone rang, she was writing a letter.

While we were having the picnic, it started to rain.

What were you doing when the earthquake started?

I was listening to my music, so I didn't hear the fire alarm.

You were not listening to me when I told you to turn the music off.

While John was sleeping last night, someone stole his car.

Sammy was waiting for us when we got off the plane.

While I was writing the email, the computer suddenly went off.

- A: What were you doing when you broke your leg?
- B: I was snowboarding.²

² <http://www.englishpage.com/verbpage/pastperfect.html> 25/11/07

Exercises

Put the verb into the past continuous or past perfect.

1. A: what...**were you doing....** (You/do) when the phone..**Rang..** (Ring)?
B: I.....**was watching.....** (Watch) television.
2. A: Was Jane busy when you went to see her:
B: Yes, she..... (Study)
3. What time..... (The post/arrive) this morning?
B: It..... (Come) while I..... (Have) breakfast.
4. A: Was Sarah at work today?
B: No, she..... (Not/ go) to work. She was ill.
5. A: How fast..... (You/drive) when the police.....stop you?
B: I don't know exactly but I..... (Not/drive) very fast.

Story sheets

I'm very stressed

I'm very stressed. I had worked very hard last week, and I was trying to finish my homework behind schedule at work. I was supposed to have finished typing a letter for my boss by this morning, but I haven't even started yet. I have a meeting this afternoon with an important client, but I haven't prepared yet. Tomorrow I have to give a speech at our annual conference, but I haven't started writing yet. I haven't even decided what to write about. I have come up with a few ideas but I'm scared it will be too similar to the speech that was given last year. Each time I start to write the phone rings. Now I have stopped answering the phone because I can't get any work done with the interruptions. I haven't even eaten my lunch yet. But I haven't got time to go buy a sandwich. I have already cancelled two meetings for tomorrow because I'm so behind in my work. I have to reschedule those meetings for later in the week. Even when I go home this evening I will still have work to do. I have to buy groceries because we have eaten almost everything in the house. Also, for the last three days I have forgotten to mail a very important letter. I will have to mail it tonight. I can't wait until next week when I will be less busy.³

Homework

Complete the question. Use was/were – ing. Use what/where/why if necessary.

- | | | |
|-------------------|------------------------------|-------------------|
| 1. You /live | <u>Where were you living</u> | in 2000? |
| 2. You/do..... | | at 3 o'clock? |
| 3. It/rain..... | | When you got up? |
| 4. Ann/drive..... | | so fast? |
| 5. Tim/wear..... | | a suit yesterday? |

³ www.britishcouncil.co.uk

English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing

Lesson plan 5

Age group: 13-16

Level: Lower Intermediate

Number in Class: 15

Duration: (90mins)

Lesson Objective:

- Extending the oral and written use of the English tense system

Grammar points:

- Introduce the past perfect continuous and future perfect
- Regular and irregular verbs

Introduction: (20mins)

1. Discuss the content of previous lesson (5mins).
2. Explain to the class that they are now going to learn new tenses, which are past perfect continuous and future perfect (10mins).
3. Write on the board past perfect continuous and future perfect read them out and ask class member to repeat (5mins).

Lesson core: (60mins)

1. Explain to the class about regular and irregular verbs and give them some examples on the board and ask members of the class to give some example of how they use and understand those (10mins).
2. Explain the mechanics of the past perfect continuous and future perfect, give out exercise sheets to fill in, go through them offering individual help (10mins).

3. Write several sentences on the whiteboard containing examples of past perfect continuous and future perfect, ask the students to come to the whiteboard in turn and point out the relevant verbs and if they are correct or not (10mins).
4. Encourage dialogue by asking the students how they did their homework and note the past perfect continuous and past perfect during conversation (10mins).
5. Give each student a paragraph; ask them to underline in pencil all verbs which are covered in this class. Ask them to swap papers and mark each others (10mins).
6. Give the students verb examples, such as 'to walk' and ask them to conjugate in the past perfect continuous and future perfect (10mins).

Closure: (10mins)

Brief summary of the main points of the lesson and suggestions for practice of the different tenses (10mins).

Homework: Fill out the paragraph; use future

Material/Resource

Information sheets, exercise sheets

Information sheets

Past perfect continuous

1. I had been walking
2. You had been walking
3. She had been walking
4. He had been walking
5. We had been walking
6. You had been walking
7. They had been walking

Future perfect

1. I will have walked
2. You will have walked
3. She will have walked
4. He will have walked
5. We will have walked
6. You will have walked
7. They will have walked

Exercise sheets

Exercise on Present Perfect Continuous

Put the verbs into the correct form (present continuous)

1. He (work) in this University since 2000.
2. I (wait)for you since one o'clock.
3. Omar (live).....in Wales since 2004.
4. Why is he so tired? He (play)..... basketball for three hours.
5. How long (learn/you).....French?
6. We (look for).....the motorway for more than an hour.
7. I (live).....without electricity for two weeks in Kurdistan.
8. How long (work/she).....in the University?

Homework

Fill out the paragraph use future.

Conversation question

- What does the future hold?
.....
- What will the future be like?
.....
- How can we preserve the future for the next generation?
.....
- How will computers change in the future?
.....
- How will mobile change in the future?
.....
- How will transportation develop in future times?
.....
- How old will people live to be in the future?

English Grammar – A Lesson series to teach extended use of the English tense system in speaking and writing

Lesson plan 6

Age group: 13-16

Level: Lower Intermediate

Number in Class: 15

Duration: (90mins)

Lesson Objective:

- Extending the oral and written use of the English tense system
- Encourage the students to converse and exchange ideas about what they have learned

Grammar points:

- Overview of the tenses covered during the course from lesson one
- Introduce the future continuous and future perfect continuous

Introduction: (20mins)

1. Briefly explain the tenses and give out information sheets with examples. Let individuals read out answers and ask any questions they may have (10mins).
2. Explain the imminent assessment process and offer a few simple examples (5mins).
3. Explain to the class that they are now going to learn two more new tenses and to note that this will be the final lesson for this course (5mins).

Lesson core: (60mins)

1. Display grammar tables on the board for the future continuous and future perfect continuous. Explain carefully and then ask for verbal examples from all pupils (10mins).

2. Give them exercise sheets to work with and go through them to make sure they understand. If mistakes are made, write these up on the board and go over them carefully (15mins).
3. Ask them to write a short paragraph about what they plan to do after this course. Encourage them to read out what they have written and highlight their use of tenses; discussing the reasons for the choice of future continuous, future perfect continuous and so on (15mins).
4. Write up these substitution tables and ask the class to copy them:

What are you going to do	Tonight?	I'm going to	Play football.
What's he going to do	Tomorrow?	He's going to	Meet Peter.
What's she going to do	On Monday? On Tuesday afternoon?	She's going to She's going to	Go to the market. Buy a cassette.

5. Ask the class if the sentences are about the past, present or future. Ask if there is only a small chance that they will do the things or if their plans are definite. (Answer: They are definite plans for the future.) (10mins).
6. Ask the learners to copy the blank diary into their books; make sure it is large enough to allow them to write in the spaces. Ask learners to think about what they are going to do in the next four days and fill in their diary (10mins).
(Scrivener 2003: 21)

Closure: (10mins)

Briefly explain about future continuous, future perfect continuous, and about all sentence (10mins).

Verb Tense Overview with Examples

Simple Present	Simple Past	Simple Future
I study English every day.	Two years ago, I studied English in Wolverhampton.	If you are having problems, I will help you study English. I am going to study English next year.
Present Continuous	Past Continuous	Future Continuous
I am studying English now.	I was studying English when you called yesterday.	I will be studying English when you arrive tonight. I am going to be studying English when you arrive tonight.
Present Perfect	Past Perfect	Future Perfect
I have studied English in Wolverhampton.	I had studied a little English before I moved to the U.K.	I will have studied every tense by the time I finish this course. I am going to have studied every tense by the time I finish this course.
Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
I have been studying English for six years.	I had been studying English for five years before I moved to the Wales.	I will have been studying English for over two hours by the time you arrive. I am going to have been studying English for over two hours by the time you arrive.

Scrivener, J. (2003) *Oxford Basics Teaching Grammar*, (Oxford University)

<http://www.englishpage.com/verbpage/presentperfectcontinuous.html> 25/11/07

<http://www.englishpage.com/verbpage/pastperfect.html> 25/11/07

Test sheets for lower Intermediate time allowed 1 hour

Question: 1

Answer the question and choose the correct verb form for the following sentences:

Present simple or present continuous

1. She -----from home today. (works/working)
2. Leave me alone-I -----to work. (try/am trying)
3. I -----what she's saying. (don't understand/am not understanding)
4. What's the weather like? It ----- (rain/is raining).
5. What ----- he do? (Do/does).
6. She usually -----to work by car. (come/comes/is coming)

Question: 2

Make the correct choice for the space!

1.to the radio or can I turn it off?
A: do you listen B: are you listening C: you are listening D: you listen
2. Whatwill happen?
A: are you thinking B: do you think C: you think
3. What at the weekend?
A: did you do B: you did do C: did you
4. While I was working in the garden, I my back.
A: was hurting B: have hurt C: hurt
5. Jane is back home from holiday now,to Italy.
A: she has gone B: she has been C: she is been
6. It's the first time he has.....a car.
A: has driven B: drove C: drives
7. Where have you been? I.....for you for the last half an hour.
A: 'm looking B: 've been looking C:'ve looked
8. It's agesto the cinema.
A: that we don't go B: that we haven't gone C: that we didn't go D: since we went
9. Mr Clark..... in a band for 15 years. Then he gave in up.

A: has been working B: has worked C: worked

10. I can't meet you tomorrow afternoon. I.....tennis.

A: 'll play B: 'm playing C: play

Question: 3

Answer the questions below using the present perfect in the space provided.

- Have you ever fallen asleep and forgotten where you were?
• P. Perfect.....
- Have you ever fallen asleep while taking a bath?
• P. Perfect.....
- Have you ever fallen down the stairs?
• P. Perfect.....
- Have you ever fallen in love at first sight?
• P. Perfect.....
- Have you ever fallen or stumbled in front of others.
• P. Perfect.....
- Have you ever forgotten your mother's birthday
• P. Perfect.....

Test sheets for Lower Intermediate. Time allowed: 15 minutes for the written test below, and five minutes per student for the oral test (90 minutes in total).

Question: 1

Write a short paragraph about your family, hobbies, interests and what you will do in the future - jobs, courses, holidays etc.

.....
.....
.....

Your essay should cover the following areas and issues:

- 1) Describe the aspect(s) of grammar that you chosen to plan your lessons around in some detail e (.g. the English tense system), explaining the basic structural rules and any deviations from those rules.
- 2) Once you have described your grammar focus you should note issues that you might consider problematic second language English learner and explore some of the methodological and theoretical issues involved in trying to solve these problems for your learners.
- 3) Describe a series of lessons that could be used to teach your chosen structures. Pay attention to the suitability of the level and the timescale over which the lessons would be delivered , for example different aspects of modality (modal auxiliary verbs) may be dealt with in consecutive lessons, so learners can compare and contrast meanings, however, the teaching of tenses may cover a much longer time span and a wider range of levels.
- 4) It is up to you to divide the areas of grammar taught into a suitable series of lessons. However, as a guide work on one-hour lesson slots and at least a series of six lesson.
- 5) In the description of your lessons include such issues as activity organisation, timing, practicality and any other issues of classroom management that you judge would dictate the success of the lessons, such as the need for extension activities and differentiation. When dealing with extension activities and differentiation refer to the form these features might take in relation to the grammatical theme(s) being taught.
- 6) Any materials in activities that the lessons contain should be detailed in full.
- 7) Design and produce two test sheets demonstrating what you feel is the most suitable form of testing for the grammar lesson you produced. Your commentary essay should include a section providing the theoretical and methodological rational for the tape of test that you have used. **The test sheet is not included in the word limit.**

Tip:

You may find it beneficial to produce lesson-plan sheets for individual lessons within your programme and include them in an appendix so that you can refer to these as you write your essay commentary. You could view the 'thinking through' of these lesson sheets as a planning exercise for the production of the essay. **Lesson plans in an appendix are not included in the word limit.**

Referencing: Although much of this assignment will be based upon your own practical and creative planning try to reference a range of respected sources in relation to issues of language structure, syntax, semantics and theoretical and methodological issues. It would also be relevant to reference so works relation to teaching practice and lesson planning.

Grammar essay

Module: English Grammar (Term1)

Title: Aspect of English Grammar

Introduction:

Learning the rules of grammar means being able to build sentences which have all the words in the right order, with the right endings, so that everything makes sense. It also means being able to recognize when the rules are being followed and when they are being broken (Crystal.1996:5).

In the above quote David Crystal sums up succinctly the major role that grammar plays in the learning of a foreign language. This essay aims to examine one particular aspect of grammar, i.e. the English tense system, and discuss how appropriate lessons can be designed and progress tested in the target group. I have decided to explore a series of language lessons aimed at 13-16 year olds of lower intermediate level. It is often noted that when considering sentence grammar we have to know various things, what kind of words can be used for the subject, object, complement or adjunct of a sentence and how we can put together different

strings of words often within quite complex structures of phrases or clauses, for example relative clauses or adverbial clauses. We also need to know how to group words within a phrase, for example we need to understand the importance of word order in structures such as noun phrases. This means that we should be able to realise how to utilise the part of speech in forming our constructions (Harmer.1998:36). To teach grammar, teachers are required to have a full comprehension of its details or at least a reasonable acquaintance with most of its basic systems (Dawson.1984:21).

I incline to support the approach of Harmer and Dawson; often in the real EFL classroom we may find many teachers lack the relevant detailed understanding of grammar. The recent focus on communicative language learning (CA or CLT) and the reliance upon Krashen's Natural Approach (which lie behind much of the CA/CLT method) have meant that many TEFL teachers have used these theories of unconscious acquisition learning as an excuse not to study grammatical details themselves or to share this knowledge with their students. However, teaching theorists and teacher trainers dealing with practical teaching and learning, rather than with higher level applied linguistics (such as Harmer and Dawson) understand that quite a significant amount of grammatical instruction and correction is required for high quality teaching and learning of a second language to take place. David Crystal has also long held the view that grammatical study is a vital element in using either a first or second language in a fully competent and skilled manner (Crystal.1996: 8-9). Teachers need to organise their language teaching properly and correctly and to explain language structures gradually for it will be confusing to move from the tenses, for example, to a different grammatical issue such as prepositions.

In the lesson plans prepared for this assignment, I have attempted to reflect this need for clear language instruction in the planning of the lessons themselves and the series of lessons presented within this assignment. For this reason the first lesson deals with all the simple tenses in a revision session for an intermediate group (past simple, present simple and future simple). This revision then provides a context for introducing more morphologically/lexically and semantically complex forms (in this case the present perfect) and in following lessons the present continuous, present perfect continuous, past perfect and past continuous, past perfect continuous, future perfect and finally the future continuous and future perfect continuous (with regular overviews of the tenses covered during the course from lesson one).

This teaching of tenses in a closely grouped manner allows students to do much useful learning by comparing and contrasting that they already know with new information. This can help them build up a more complete picture of how the tense system works as a whole and as a result allows them to make more informed and rapid choices from the options available within this system. There is a danger of overloading students by teaching a lot of tenses very close together so I would recommend that these lessons be interspersed with other sessions dealing with different topics to lighten the learning load. However, it is still the intention that they would be all taught within the same school term and probably, depending on timetabling, at the rate of two a week, with the whole scheme taking three weeks to complete. Even if the material was covered this intensively the teacher should only regard these lessons as an introduction to the more complex tenses. Perfective and continuous forms would need to be integrated into language lessons, and the homework set, throughout the remaining school year, particularly being included within productive and comprehension activities. It is only this repeated use that will allow the fluent application of the system introduced in the lessons planned and presented here.

Whenever we teach we need to make our explanations as clear as possible, especially with young children at an early stage of language development. We also need to be aware that learners need to be interested in what they are learning if our teaching is to be effective. Krashen noted the importance of engaging students to improve the quality of their learning in his Affective Filter theory (McLaughlin 1987: 51-55) and this is very true for younger learners. When teaching teenagers, as these lessons are planned for this age group, it is particularly important to find topics that they can relate to. One way to do this is to discuss interests and hobbies as this will help with future lesson planning. Making a lesson interesting by including a variety of elements is crucial to the learning process as 'more of the same' can be tedious and thus self-defeating. In the class the teacher might utilise games/activities, flash cards, group/pair work, exercises and whatever is required to remain within the aim of the lesson.

If the teacher is going to give a lesson about the present perfect, for example, all material should reflect the topic or be related to it. If the lesson becomes a melee of different grammar skills, the main thrust will become clouded and lost; for instance, if the teacher mixes the future with the past tenses, then the class will lose focus. I have chosen to

examine the teaching of the English tense system as there has been much written about this area of grammar and it is crucial to the construction of even the most simple of sentences. The basic structural rules can be explained step by step and I will begin with all the 'simples' past, present and future and continue as outlined in my lesson plans.

Simple past: the past simple is one of the tenses we use to refer to completed events, states or actions. We choose the past simple when we consider that the event, state or action took place within a finished period of time (Parrott 2000: 185).

The simple past is used for an action that is now finished or complete or to describe a condition that existed in past time: e.g. we **went** to Swansea University. I **lived** in Kurdistan and I **enjoyed** the wedding.

Simple present: we use the present simple to anticipate things on the basis of a timetable or programme, often when we are referring to itineraries and travel arrangements, or entertainments and planned public events. The next train **leaves** at 6.30. **Does** the play **start** at 8.00 or 8.15? (Parrott 2000: 171).

The simple present is used to talk about present action or conditions, general truths, habitual action or future time: I **hear** you. Most shops **close** at 5:00. The train **arrives** at 7:00.

Simple future: if we look at some other languages they have a single future tense, while English has a number of different verb forms to refer to future time, for example 'going to, will be, will,'

The future is used for an action that has not yet happened and for something which is expected to be done in future time. It often uses will (or won't for the negative), e.g. 'You **will** pass the grammar test.' 'You **will** probably be late.'

Present perfect: the present perfect is formed with the present of **have** + (**past participle**). (Nolasco 1990: 256)

The present perfect is used with verbs that began in the past leading up to and including the present to express habitual action or with events at an unspecified time in the past. John

has lost his key. He lost it a short time ago and still does not have it. He has lived here all his life. He has shopped here every day Have you ever been to Cyprus?

Present continuous: the present continuous is formed with present of be + ing which indicates that the action is still running (Nolasco 1990: 255).

The present continuous is activity in progress or verbs of perception, something that is happening at the moment of speaking e.g. if someone asks me now what I am doing the answer is 'I am writing an essay now'. How is he now? 'He is feeling sad'.

Present perfect continuous: form the present perfect continuous with has ('s) or have ('ve) followed by been and an 'ing' form. Remember has or have are followed by been and ing (Parrott 2000: 189).

The present perfect continuous is used for an action that began in the past has continued to the present and may not be finished. She has been painting the door. He has been repairing the bicycle.

Past perfect: we form the past perfect simple with 'had' followed by the main verb in a past participle form (Parrott 2000: 196).

	Question Word	Had	Subject	Had	Not or + n't	Past participle
Affirmative:			Everyone	Had		spoken
Question:	(Why)	had	they			left
Negative:			They	Had	hadn't	eaten

The past perfect is formed by the use of had + the past participle to describe an event or situation completed before another or in reported speech. By the time I got to the office John gone home. Helen said that she had gone to her friend's house

Past continuous: the past continuous tense is formed by the past tense of the verb **to be +** the present participle (Thomson and Martinet 1960:163).

The past continuous is used to describe an action or situation that took place over a period of time and may continue to the present, or a past action interrupted by another. For example, John was watching TV last night when I called.

Past perfect continuous: used for the past perfect continuous with 'had' followed by 'been' and the main verb in an **ing** form (Parrott 2000: 200).

Past perfect continuous is used to talk about something that had been happening in the past but does not extend to the present. When I looked out the window I saw that it had been raining (It wasn't raining when I looked out. It had stopped).

Future perfect: future perfect is used to view things from a particular point in the future as already having taken place or as having been completed (Parrott 2000: 173). The future perfect is formed from 'have' + past participle.

The Future Continuous tense is used to express continuous, ongoing actions which will take place in the future (e.g. He will be waiting for us. They will be arriving tomorrow ⁴

The future continuous tense explains that we will be in the middle of doing something at a certain time in the future. The game is over at 10:00 so by 10:30 it will have finished:⁵

The future perfect continuous: We use the future perfect continuous tense to talk about a long action before some point in the future. Look at these examples:

I will have been working here for ten years next week.

He will be tired when he arrives. He will have been travelling for 24 hours. ⁶

Future perfect continuous to note the length of time something will continue to happen in the future. I will start writing my essay at 11:00 tomorrow by 1:00 I will have been writing for two hours.

⁴ <http://www.fortunecity.com/bally/durrus/153/gramch07.html#4> - Accessed 29/01/08

⁵ http://www.englishclub.com/grammar/verb-tenses_future-perfect-continuous.htm - Accessed 29/01/08

In my last lesson plan, I have included 'describing English tense system tables' which are intended to clarify the points for the learner as the format is more accessible. I feel that the use of such diagrammatic tables enables the learner to picture the rules and perhaps remember them more easily.

It is very common for second language learners to face a variety of problems when tackling the English language. These can be frustrating for the students and the teacher needs to acknowledge and address these often continued difficulties with patience, sensitivity and a flexible approach to resolving difficulties. All second language learners will make mistakes and many of the reasons for this lie in the fact that the student's native language can 'get in the way'; something looks or sounds similar, but the meaning is quite different and so on (Harmer.1998: 62).

One of the problems second language learners have is the English system of regular and irregular verbs because not every language has these. The form of a regular verb can be predicted by rules. An irregular verb is one where some of the forms are totally unpredictable. There are thousands of regular verbs, but less than 300 irregular ones. (Crystal.1996:70).

Learners usually have problems with irregular verbs (perhaps because of difficulties in remembering the different forms) and therefore they need more effort to learn them. It is possibly for this reason that over the centuries many verbs which were once irregular have become regular and this is still going on (Crystal 1996:108)

When second language learners study English they often become confused with regular and irregular verbs, particularly in their usage of the past. Learners use **ed** for everything, e.g. instead of *spoke* they use *speaked* and instead of *got* they use *getted* and so on. As they can learn regular verbs more easily than irregular ones, the teacher therefore needs to spend more time on the common irregular verbs to avoid the students becoming confused. Learners need a lot of practice in the use of both regular and irregular verbs, so that they understand the regular rules and they can memorise the ones that do not follow the pattern.

Language learners using a language which is not their own often have problems with the present tenses and find it difficult to grasp when the simple is appropriate and when the continuous is needed (Parrott 2000: 162-163). They can become confused with 'going to' for the future and 'going to the shops' indicating the present, for example. Students can also find difficulty with tense word order in a sentence, or mix up tenses as English contains words that are the same, but are used in different contexts. The phrase, I was asleep, for example, does not equate with the phrase, If I were you, and the grammar in the latter seems wrong to the learner.

Despite making errors in the choice of tenses, the meanings that learners intend to convey are usually clear to the listener or reader; therefore it is common for non-teachers to leave the mistakes uncorrected and the learner will continue the wrong usage. Interestingly, it is much more common for learners to choose the present simple instead of the continuous, rather than making the mistake the other way round. (Parrott 2000: 163).

The difference between "present simple" and "present continuous" is one of the most frequent sources of misunderstanding for students of English. (Lewis 2002: 87).

The learner should be reminded that present continuous is used for an action that lasts longer than a moment and is recognised by "ing" at the end of the verb. For example, I am writing an essay now. He is feeling sad. However, the present simple does not contain "ing", for example: I hear you. Most shops close at 5:30. The train arrives at 9:00. The second language learner needs to know that not everything ending in "ing" is present continuous and may be the gerund.

One considerable difficulty for many learners is knowing when to use the present perfect as opposed to the past simple, and also how to choose between the continuous forms of both. Accuracy of choice can only come with continued practice and the teacher must give students time to master each stage (Parrott 2000: 183).

Learners also need to know about differences between British English and American English, since these differences cause considerable confusion for them in tense usage.

The present perfect is used in British English in some cases where Americans prefer a past tense, for example. Where British English uses 'He has just gone out' American English would instead use 'He just went out', or 'I already paid' instead of the British 'I have already paid'. This can lead to differences in the acceptability of learner usage depending on which is the target variety. I will therefore need to clarify these different usages to avoid learner confusion as to word order. The second language learner may also make mistakes in trying to differentiate between American English and British English in spelling, punctuation and vocabulary. Awareness-raising is important here, and corrections can perhaps be made (with sensitivity) when they arise in the context of the lesson to prevent the use of American rather than British English.

Confusion between the various tenses may be eased if the teacher concentrates on the simple past, present and future until these become absolutely clear, before moving on to the more complex tenses. On this basis I have planned a series of six lessons of 90 minutes, the first being on the past simple, present simple, future simple and present perfect. This may sound like a lot but new learners have much energy and can assimilate more when they first begin. These main tenses are the foundation of English grammar and once mastered, the learner will be able to build on these. When constructing a house, we design the plan and build the foundations. After the first row of bricks, we can carry on easily. It is the same for the second language learner and in order to keep interest and provide 'challenge', I have chosen to include the present perfect in the first lesson alongside the simple tenses. I have included vocabulary that is related to sports, hobbies and life experience, and the tasks include reading and writing skills. The students will have work sheets on which to practice what they have learned (using the verb "walk") and they will be given homework to encourage personal study and reinforce the content of the lesson.

The second lesson begins with revision of the previous one, to make sure that the students have understood the simple forms before moving on to the present continuous. This lesson will concentrate on the one tense as I do not want to overload the students. There will be plenty of opportunity for oral practice and they will be encouraged to work in pairs, whilst having information sheets for reference. There are exercises to begin in class and complete for homework.

The third lesson begins with a recap of the previous one and then introduces the present perfect continuous. I have designed it to encourage student participation and elicit plenty of dialogue. This is a good opportunity for class members to correct each other and work together to master the new tense. They will be expected to form questions and responses. There is written homework in the form of exercises to help 'fix' the lesson for the students.

The fourth lesson covers the past perfect and past continuous and includes some reading tasks of a level intended to stretch the students. This introduces new vocabulary that can be discussed in context. There is also an information sheet, exercise sheet and homework practice.

The fifth lesson presents the past perfect continuous and future perfect and also regular and irregular verbs. This seems to be a very varied schedule, but as the students have covered so much already, I feel that they will be able to cope with this level of new material. I will use questioning techniques throughout to check whether they have or have not consolidated their understanding of the various time concepts. Alternatively, I could use 'substitution tables'; for example, if learners are working with a set of exercises in the present tense, I could ask them to verbally change each sentence into the various tenses in turn to check their understanding. As this course on the tense system has only one lesson remaining, if the aim is to be achieved, then these areas need to be covered. There will be information sheets, exercise sheets and a greater quantity of homework to complete before the last lesson.

The sixth and final lesson recaps on the former lessons and then presents the future continuous and future perfect continuous. This lesson aims to foster conversation and exchange of ideas about what the class has learned. It is a good opportunity for the students to practice before their test. I have designed a table for all the tenses, with examples and there will be no extra homework (only revision) as this is the last class. There will be time at the end to explain the exact nature of the two tests that they will have the following week.

The first test is multi-choice and covers the tenses learned during the six lessons. The second requires the students to write about family, hobbies, interests and what they

will do in the future; jobs, courses, holidays etc. This is followed by a 5 minute oral for each learner which elicits answers in the present and past tense. During this test, the teacher will lead the dialogue and the other students must remain quiet (they can also benefit from listening to the others).

Therefore, in conclusion it is the writer's opinion that the EFL teacher is required to understand grammar thoroughly and to be aware of the need for clarity when explaining topics. Lessons should be designed to give the learner opportunities to remedy mistakes and timed so that the teacher can offer adequate individual attention. At the end of the course, the learners should be tested on the main areas covered so that the effectiveness of the teaching programme can be evaluated according to the outcomes for the learners.

Bibliography

Crystal, D. (1996) *Discover Grammar* (Singapore: Longman)

Crystal, D. (1996 revised edition) *Rediscover Grammar* (Singapore: Longman)

Dawson, C. (1984) *Teaching English as a Foreign Language* (Hong Kong: Nelson)

Harmer, J. (1998) *How to Teach English* (Malaysia: Longman)

Lewis, M. (2002) *The English Verb* (Croatia: Thomson Heinle)

McLaughlin, B. (1987) *Theories of Second Language Learning* (London: Edward Arnold)

Nolasco, R. (1990) *Mastering English as a Foreign Language* (Macmillan press: Malaysia)

Parrott, M. (2000) *Grammar for English Language Teachers* (United Kingdom: Cambridge University Press)

Thomson, A.J. & Martinet, A.V. (1960) *A Practical English Grammar* (Fourth edition: Hong Kong)

http://www.englishclub.com/grammar/verb-tenses_future-perfect-continuous.htm

ENDNOTES

Title: Krashen (Theory essay 1)

Theory and Methodology of Teaching English as a Foreign Language/as a Second Language

‘Krashen’s theory has achieved considerable popularity among second-language teachers in the United States. This is due in large measure to his ability to package his ideas in a way that makes them understandable to practitioners. On the other hand, the theory [Input Hypothesis/Monitor Model] has been seriously criticised on various grounds by second-language researchers and theorists (McLaughlin 1987: 19)’

Review the main features of Krashen’s theory of language acquisition, also known as the Input Hypothesis/Monitor Model, looking at the five key aspects of the theory and their implication for the development of applied linguistics and teaching methodology. Critically review Krashen’s key theoretical ideas in the wider context of the critical debate that has taken place within EFL since he first proposed his acquisition theory in the early 1970s. To what extent do you feel Krashen’s ideas are defensible and have had a lasting legacy within EFL teaching?

Introduction:

This essay will focus on the five key elements of Krashen’s theory and methodology of teaching English as a foreign language with some discussion of the arguments for and against the following hypotheses

1. The Acquisition-Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis

4. The Input Hypothesis

5. The Affective Filter Hypothesis

Not only amongst U.S. teachers of second-language has Krashen achieved popularity but also among teachers of the same discipline outside his home country. Discovering the reasons that lay behind this popularity will be one of the aims of this essay. These reasons appear as if they are integrated with the key-points that will be discussed thereafter. However, one of them is the theory's applicability within the classroom. More recent developments in language learning have also challenged Krashen's key theoretical ideas. A central purpose here will also be to evaluate these challenges and make a judgement as to Krashen's legacy. As referring to the theory is made in general, it is crucial to highlight the aforementioned five aspects successively and in detail.

The Acquisition-Learning Hypothesis

This is the first point that Krashen states and explains it as follows:

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interactions in the target language--natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Krashen 1981:1).

The foundation stone in the present theory is the difference between acquisition and learning which form two independent ways for achieving ability in a second language. As for acquisition, it is an indistinguishable subconscious progression to the route used in first language acquisition. Acquisition produces what Chomsky (1965) calls tacit competence or thinking about language whereas learning is a conscious knowledge concerning language example grammar rules when discussing these particular matters (Krashen 1985: 8). Krashen has declared that adults can develop a competent second language by following the same ways that a child usually goes through i.e. acquisition which is subconscious progression and learning which is a conscious activity that results in knowing about language (McLaughlin 1987: 20). It is clear that these ways are dissimilar and the core arguments move around sub-consciousness and consciousness. The sub-consciousness is of

great importance since it allows learners to master their second languages without studying and consequently to implant whatever they learn to last in their minds throughout their lives, besides obtaining a vital connection with the learned language. If one wants to watch a child's progress in learning a foreign language, he/she will conclude that the children who mix with native speakers and learn by acquisition, achieve a high level of knowledge even without having an explanation for lingual or grammatical issues and use the expressions soundly and correctly although he/she has not been taught the context in which these expressions should be used. Consequently we can say that acquisition is a significant and more powerful element when compared to the learning process. In addition, we can notice in our daily life that improving a foreign language by depending on acquisition is more effective.

As for "Learning" which is conscious as stated earlier, it seems to have less importance in Krashen's view. This point the writer agrees with. Supporting this idea goes back to the fact that we may forget something we gained through learning and keep it for a longer time if it is a result of the acquisition function. A further point is that acquisition helps in improving conversational skills and not purely the comprehension of the ruling principles in forming or structuring sentences. The writer learnt Farsi as a second language by acquisition and can communicate verbally in this language more than others which were literally 'learnt'. Ultimately we can adopt both acquisition and learning as possible or independent ways for learning languages but the priority should be given to acquisition. What we have to bring into our minds is that acquisition and learning do not always work out with all people equally rather they fluctuate due to dissimilarities in culture, societies and personal abilities. In some cases pronunciation system of the mother language may leave its impact on particularly adult learners and becomes a noticeable cause for their shortcoming in the second language. Arabs, for example have no **P** sound in their system and therefore their adults turn it to **B** when they speak English which leads to confusion or misunderstanding. **Parking** is an example of this when they pronounce it as **barking** and **people** which they alter to **beeble**. Whenever someone grows up and learns his/her first language by acquisition they will find it quite difficult to learn a second language particularly when they get older. This point, however, is observed with learners from many other nations and controlling it requires hard exercise and long practice.

It is obvious that the first language is supposed to be more elegant and rooted in the soul than the second language. Many researchers have referred to this fact and have pointed out contrasts between these two languages i.e. the spoken from birth and the second one, (Harmer 2005:70). When a child starts picking up his/her first language, which is usually parental, his/her age will play a vital part in granting a precise learning achievement. Lenneberg is one of the scholars who set up a theory in this regard. Many features of his vision have received detailed arguments one of which relates to focusing on lateralization as a main difference between children and adults in terms of their learning a second language. Krashen, however, does not agree with his approach and refers the contrast to the quality as well as the ways that children and adults follow in order to learn a foreign language. While he feels that second language acquisition is basically effortless and subconscious, he believes that adults also use conscious mean in learning second language.⁷

Finally, a sort of interlacement seems to weave acquisition and learning with each other from the writer's viewpoint. Someone may accompany a friend in attending a lecture or glance at a book in a waiting room, for example, just for enjoyment or spending time without intending to learn but even then learning something from this unintended function is expected and possible. What is gained in this case cannot be considered as pure learning as long as learning is not the main motive and it cannot be regarded as pure acquisition either because it lacks the whole frame of this approach. Therefore, by chance achievement might be viewed from both sides and explained by either. Also learning may become acquisition and acquisition may become learning. It is hard sometimes to tell the difference. Unfortunately, Krashen has not supplied a positive way to determine the precise difference between acquisition and learning. There is something which needs to be pointed out about the age of the learner. Whereas Krashen states that adult acquirers have access to the same process as children acquiring their first language. Gregg (1984) states that adults use cognitive structures to obtain a second language (McLaughlin 1987: 23-24).

Endnotes

⁷ *The Modern Language Journal*, Vol. 64, No. 3. (Autumn, 1980), pp. 287-290.

The Monitor Hypothesis

This is the second point explained by Krashen. In this hypothesis he states that conscious learning partially helps adults in their second language performance. This means that conscious learning can only be used as a monitor or an editor. This hypothesis assumes that people learn language by acquired system first then their conscious learning comes into effect. This monitor can be used before or after starting to speak to make corrections. Three important points are required in applying this hypothesis. Firstly, Time: having enough time for thinking about grammatical rules such as subject, verb, preposition etc. Secondly, Focus on form: to find out whether verbs have been inflected rightly as this may not be a matter of concern. So, there is need to realise how they have been used and what should be said. Lastly Knowing the rule: the most important condition, but Krashen admits that a small part of grammatical rules is exposed to students and even those who gain wide familiarity with their details will in fact practice them in a limited way (Krashen and Terrell 1983: 30-32). McLaughlin declares that this hypothesis is quite significant for language teaching. According to him, Krashen supposes that a formal framework in a language “provides isolation and feedback for the development of the monitor but that production is based on what is acquired through communication with the language norms. Krashen’s position is that conscious knowledge of rules does not help acquisition but only enables the learner to ‘polish up’ what has been acquired through communication” (McLaughlin 1987: 24).

It is natural according to the writer’s understanding and agreement with Krashen that people need to have a period of time dedicated consciously or unconsciously for learning prior to starting to speak. Speaking seems impossible with knowing nothing and this is the reason for newborns’ lack of ability to speak immediately after they are born. They require about two years to take in many things by acquisition. Similarly the second language learner also needs to pass through input stage to accumulate words and expressions in order to utilise them when beginning to speak their second language. However, the writer inclines to believe, contradictory to Krashen, that “focus on form” and “know the rule” are not needed in second language if it is learnt by acquisition. This point becomes clearer by remembering the fact that the new learner of a second language does not know anything about these points in the targeted language, so that there will be no form to focus on or rules to think about. At any rate, people who learn a language by acquisition need a longer period than

those who study it by learning. This means that a learner by acquisition will be able to speak faster, because of a release of rule restriction, than the one who gets the same language by learning. Being able to communicate is evidence for the effectiveness of acquisition and learning, resulting in bringing the learner to the monitoring period. The Monitor Hypothesis is very much related to the Natural Order Hypothesis as support for natural order (Krashen, this was taken from: Cook 1993: 63-64). In other words the people who attain language by acquisition need more time to learn a language but can speak more fluently than those who learn a language in a classroom environment. However people who learnt language by learning need more time for speaking to think about the rules and focus on form because they learned by this way. Although a learner can learn language quicker than one who acquired the language. For example if two people decided to learn English one of them by learning and other one by acquisition the first one who learns through the learning will learn before the other one. To be more clear if the person who learnt by acquisition takes 2 years to learn the language the person who learnt by learning may take 1 year or less. This has been proved by personal experience I came to the UK with my friends 7 years ago. Whereas my friend who relied on acquisition with no formal teaching is still at an elementary stage of learning, I who have attended a college am now fluent in a second language.

The Monitor Hypothesis is difficult to prove as the conditions are quite limited for its use. Also Krashen acknowledges that time does not always involve the Monitor. In addition, Fathman (1975) and Fuller (1978) tried to test focus on form by showing their subject pictures and asking questions to produce the plural of words. This test did not result in enough accuracy that the Monitor Hypothesis should have given (McLaughlin 1987: 26).

Natural Order Hypothesis

This is the third point that Krashen states and explains as follows:

With the aim that we acquire the rules of language in a conventional order, some rules tend to come early and others late. The order does not appear to be determined solely by formal simplicity and there is confirmation that it is independent of the order in which rules are qualified in language classes (Krashen 1985: 1) Krashen argues that whether second language was acquired or learned in the classroom it showed little difference in the order (McLaughlin 1987: 30). The Natural Order Hypothesis is mostly concerned with the order in

which language is acquired and learnt. The evidence for the Natural Order Hypothesis came from morpheme study according to Dulay and Burt (McLaughlin 1987: 31-31). They used cartoon pictures and questions with children learning English. This was compared with a test of Spanish and Chinese children in New York and the order of learning was almost the same. However another test with Korean children showed a different result; one reason for this is that in the Spanish language there is an article whereas in the Korean language there is no article, which shows that the order of learning depends on the native language of the learners. Also some research indicates that different learning strategies can result in different patterns of acquisition in the target language (McLaughlin 1987: 34). The natural order for grammatical morphemes are established in monitor-free surroundings, whilst unnatural orders are found when monitoring is given a lot of time, effort, or attention within pencil and paper grammar type tests. Monitoring causes an increase in relation position of two morphemes regular past and the third person singular symbol (Krashen, 1982, p 101). Krashen does not explain the reason why there is such a natural order or why these morphemes are for the most part susceptible to monitoring the hypothesis. He just states that it does occur. This is not evidence for Natural Order Hypothesis (Cook 1993: 64-65). Basically Krashen does not support his hypothesis with enough evidence. Here the learner acquires the different structures or something that second language learners can build that makes up a language example; tense, ending, countable, non-countable, negative etc. Krashen maintains that beginners can acquire a language successfully through comprehension in meaningful contexts and this leads inevitably to vocabulary extension. The formal teaching of grammar points and structures is not central to the 'natural approach' learning process, however Higgs and Clifford (1982) claim that this method can allow the cementing of grammatical errors due to lack of corrective feedback. Furthermore, Swain (1985) suggests that the natural approach fails to acknowledge the role played by production in achieving proficiency. This may point to the theory that academic language can not be acquired with this method of teaching.

The Input Hypothesis

This is the fourth point that Krashen states and explains as follows:

The input hypothesis suggests that people acquire language in a single way only, by understanding communication or in other words by understanding a message, or by receiving 'comprehensible input'. According to the input hypothesis, second language learner's progress by receiving second language input that is one action ahead of their current stage of linguistic ability to do something well or effectively. Acquisition for learners with language knowledge "i" can just get position if they are exposed to comprehensible input at a considerably higher level, which Krashen describes as level "i + 1".⁸

How does input-only stand up to the beating? Well, I think that in part, it stands up fairly well: nearly all SLA experts who are bothered about what happens in classrooms - and not all of them are - agree that input is extremely important, and that learners should be spending far more time than they used to on listening to or reading in the foreign language. But they have had criticism.⁹

Thus for Krashen understandable input is the direction to acquisition and information as regards to grammar in the aim language is automatically available after the input is understood (McLaughlin 1987: 3). In my point of view it is not always true as we can see children still have grammatical problems; even though the message is understandable, they continue to make mistakes. Krashen made some lines of evidence for input hypothesis which are: silent period and age differences for silent period. One phenomenon that Krashen saw as proof in support of the input hypothesis was the silent period, he mentioned if some children come to a new country they are silent for a long period of time and are building up their competence in the language, and the second point is age difference that's another argument Krashen made for input (McLaughlin 1987: 36-39). How children acquire native language and the relevance of this to foreign language/ second language learning has been debated many times. Even though evidence for second language learning ability

⁸ <http://languageinstinct.blogspot.com/2006/08/krashen-revolution.html> date acceded 17/02/08

⁹ http://www.timothyjpmason.com/WebPages/LangTeach/Licence/FLTeach/Thunk3_1.htm date accessed 17/02/08

declining with age is controversial, a frequent notion is that children learn second languages with no trouble and adult learners rarely achieve fluency.¹⁰ Let's argue these points, the first one is the silent period as we mentioned above in Monitor Hypothesis. All second languages need to have a silent period for the learner to receive and process information in their brain so then he/she can comprehend this data. And the second point age difference Krashen said the older learner's knowledge of the world is more comprehensive which makes the input more meaningful. Adults progress more quickly than children because they have more experience so that the meaning is more comprehensible to them, Krashen does not explain what the term "comprehensible" input" means which makes it impossible to provide evidence on this (Krashen: 1985, 12).

The Affective Filter Hypothesis

Krashen's Affective Filter Hypothesis claims that comprehensible input, although necessary, is not sufficient for second language acquisition. Input may be understood by the acquirer, but this does not mean that this input will achieve the language acquisition device (LAD) (Krashen And Terrell: 1983, 10). On examining the way mothers speak to their children. a quantity of theorists have argued that mothers' language is so effortless to understand that there is no reason to believe that an LAD is necessary or, on the other hand, required. Nevertheless, there are a number of problems with this point. First of all, care-giver talk is not as simple as it at first appears or what we see. Mothers who use it tend to produce a lot of 'Wh-' questions, and linguists agree that these are structurally complex in nature. But people might believe that they are producing straightforward language, but in fact are using somewhat difficult structures that have no apparent logical formation. Second, it is noted that even if mothers do use this special kind of language, their children do not. There is no relationship between care-giver structures and those that the infant manufactures. Third - and this is maybe the most damning objection - not all mothers use this particular 'baby talk'. For example, upper-middle class mothers tend to speak to their babies as if they were adults. Culture has a significant bearing on how parents communicate with their youngsters and from the view point of the writer, this is dependent on people and their circumstances;

¹⁰ http://en.wikipedia.org/wiki/second_language-acquisition date acceded 05/02/08

such as socio-economic status and the related factors that effect general attitude, behaviour, knowledge and lifestyle.

Despite their native language, children learn to communicate orally and even though they have not mastered 'the code' associated with schooling, they can still convey what they mean to family, friends and even to strangers in particular social circumstances (Lindfors, 1987). As previously stated, early formative language development is influenced by culture. Tannen (1986) maintains that the latter can have an effect not only on actual vocabulary and sentence structure, but also on pace, pauses, volume and pitch. For example, in some cultures it is a sign of respect to speak softly whilst in others it is viewed as a sign of being passive. Thus the writer feels that it is very important to acknowledge and address the cultural diversities of second language learners in the classroom. Students can have very different expectations of teachers and methodologies, and conflicts can arise from a mismatch between expectation and the reality of any particular teaching-learning process. Krashen (1985) maintains that unfamiliar approaches, roles and language contribute to the conflict that he refers to as the affective filter. Learning can be adversely affected by factors such as anxiety, poor motivation and attitude to the language and low self-confidence. These can interfere with the students' use of language input to promote general development. Gardner and Lambert (1972) concur with Krashen that lack of motivation can activate the affective filter and impede language acquisition. For example, if a student is interested in learning the language so that he/she can interact socially, then this learner will want to copy the native speakers and therefore is 'interactively motivated'. If the learner has a personal goal, such as to pass an exam or to improve the chances of a future career, then he/she is 'instrumentally motivated'. Both these kinds of motivation are related to language acquisition.

The value of teaching explicit knowledge of grammar remains a topic of debate amongst educationalists. Krashen (1982) maintains that second language learners only use explicit knowledge when they 'monitor' and this means that they are focusing on form and not meaning. He argues that learners, including classroom learners, follow a natural order; somewhat like a built-in syllabus. This means that they will proceed according to their motivation and access to comprehensible in-put. This hypothesis requires the employment of a task-based approach that does not attempt to predetermine the linguistic content of a

lesson. Thus exposure to the second language is crucial and Krashen points to studies that have shown the positive correlation between length of residency in a non-native country and the level of language proficiency. Researchers can disagree with Krashen, theorising that proficiency can only be achieved with the inclusion of production or out-put. Skehan (1998), drawing on Swain 1995) summarises the following contributions that out-put can make:

1. Production serves to generate better input through the feedback that learners' efforts at production elicit
2. It forces syntactic processing (i.e. it forces learners to pay attention to grammar)
3. It allows learners to test out hypotheses about the target language grammar
4. It helps to automate existing knowledge
5. It provides opportunities for learners to develop discourse skills
6. It is important for helping learners to develop a 'personal voice' by steering conversation on to topics that they are interested in contributing to

Ellis (2003) adds a further contribution of output:

7. It provides the learner with 'auto-input' (i.e. learners can attend to the input provided by their own productions) (The Asian EFL Journal, p16-7).

It is the writer's opinion that implicit knowledge of a language underpins the second language learner's ability to communicate and it is most important that the learner is given every opportunity to take part in communicative activities. Krashen hypothesises that explicit knowledge of learners when they 'monitor' can be limiting because they need time to access the knowledge. However, if the aim of language learning is not only for socio-active purposes and the learner intends to follow an academic path with the language, then attention to grammatical forms must be necessary. The writer feels that lessons should be adjusted according to the needs of the student and should also take into account cultural background. People have different ways of learning and lessons should be designed to incorporate a variety of activities that 'stretch' all the linguistic skills and give the chance for

the student to develop in a variety of areas. If focus is given to just one area, then the learning experience will limit the options and progress of the learner. From personal experience, the writer found that in his case the acquisition of English was initially implicit and learned from socialising with native speakers within a natural process. Vocabulary was extended, but also many grammatical errors were 'fossilised' and wrong usage of words and phrases that had been misheard due to dialect and various other reasons. The subsequent learning in a more formal and organised situation increased access to the mechanics of the language and exposure to the written word and contextual grammar practice did improve the level of fluency. The writer found that repetition and constant oral and written practice of rules and forms were important factors in his own learning process. Perhaps Krashen's theory that grammar focus is unnecessary and even impeding to proficiency would not have been effective in his situation.

Bibliography

1. Cook, V. *Linguistics and Second Language Acquisition* (Great Britain: Macmilland press LTD, 1993)
2. Harmer, J. *The practice of English language teaching* (Malaysia: Longman, 2005)
3. Judith Chun. *The Modern Language Journal*, Vol. 64, No. 3. (Autumn, 1980)
4. Krashen, S. *Second Language Acquisition and Second Language Learning* (Oxford: Pergamon Press Inc, 1981)
5. Krashen, S. *Language Acquisition And Language Education* (Prentice Hall International, 1985)
6. Krashen, S. *The Input Hypothesis* (Longman: New York,1985)
7. Krashen, S, D. And Terrell, T, D. *The Natural Approach* (Prentice Hall International, 1983)
8. McLaughlin, B. *Theories of Second-Language Learning* (London: Edward Arnold, 1987)

9. <http://languageinstinct.blogspot.com/2006/08/krashen-revolution.html>
10. <http://www.timothyjpmason.com/WebPages/LangTeach/Licence/FLTeach/Thunk31.htm>
11. http://en.wikipedia.org/wiki/second_language-acquisition
12. <http://www.timothyjpmason.com/WebPages/LangTeach/Licence/FLTeach/Thunk32.htm>
13. www.asian-efl-journal.com Ellis Rod. *Principles of Instructed Language Learning* (in Robertson P. Dash P. Jung J The Asian EFL Journal Quarterly. September 2005. Volume 7, Issue 3.)
14. <http://www.ncela.gwu.edu/pubs/cal/contentesl/c-esl1.htm> C-ESL Guide No. 1
CONTENT-ESL: GENERAL BACKGROUND.

Title: Lexical Approach (Theory essay 2)

The Lexical Approach develops many of the fundamental principles advanced by proponents of Communicative Approach. The most important difference is the increased understanding of the nature of lexis in naturally occurring language, and its potential contribution to language pedagogy' (Lewis 1993: pvi)

Critically assess how the emphasis on the lexical feature of language use and learning is changing the methodology of TEFL. Provide examples to explain how the Lexical Approach is being applied within the classroom. Are such approaches obtaining their stated goal of extending the Communicative Approach?

This essay aims to examine the Lexical Approach, analyse the pertinent theories and discuss its practical application and efficacy in the classroom. To realize how much the lexical approach has influenced language teaching nowadays, it is necessary to look at the history of language teaching. Up to the early 1970s language teaching was mainly teacher- centred using structured syllabuses. The syllabuses emphasised grammar based exercises on

sentence construction, sentence patterns and verb forms. Accuracy of production was thought to be important. It was believed that if a student produced a successful grammatical sentence once, this would lead to future successful sentences. Teachers regarded listening exercises to be passive and vocabulary was restricted in each lesson. Presentation, practice and production “PPP” was the method used. For example, the teacher presented the grammar structure, then there was a teacher led exercise and finally the students produced their own work (Harmer 2005: 80-82).

However there was often very little time in the lesson for individual production and accuracy was generally thought to be more important than fluency. “PPP” has now been discredited by many researchers.

In the early 1970s language teaching changed dramatically mainly through the work of Wilkins and Van Ek. Also other work was being undertaken which was later called the Communicative Approach. This approach was based on using real tasks in the classroom which initiated communication. It decreased emphasis on grammar and increased emphasis on meaning and communication (Lewis 1993: 2). It was concerned with materials, methods and the purpose of learning. A major change in syllabuses was the use of functions and the social purpose of an utterance. In addition to this, instead of the lessons being teacher centred they became student centred. It was important for the students to be able to use the language in communication and not just to know the grammar structure.

The Lexical Approach extends the communicative approach in the following ways. It believes Language is attained in chunks: multi word, sentence heads and institutionalised sentences. Like the communicative approach the emphasis is on vocabulary and lexis. Key words in conversation are essential to be understood otherwise the learner is unable to participate. However the lexical approach regards teaching functions less important than the communicative approach because it maintains that students already know the functions in their mother tongue so all they need to learn is how to use them in the English language. Functions without lexis are not useful, what the students need to learn is all the lexis they need to express the particular functions that they are learning. The lexical approach regards students’ prior knowledge and experience important to the learning progress. In the communicative approach some of the language for functions was irrelevant, therefore it

was time wasting. In the lexical approach instead of teaching irrelevant language, collocations could be taught. For example in the following table a lot of the functions are too complicated to teach as one lesson. It would be better to teach the student authentic language that is relevant to their lives, for example asking their real future intentions and giving them all the relevant lexical phrases so that they can produce coherent answers.

Announce an intention, make a suggestion	Raise an objection	Counter the objection	Object again	Play down the argument	Agree
I'm going to a pop festival on Saturday. Do you fancy coming?	Where is it? Oh, in Essex. That's too far.	Oh, it's not far. You can be there in under an hour.	You don't know my parents. My dad would have a fit.	Pam, you're not a kid any more.	Well, I suppose I could try.
				Say Goodbye	
				I'll go and ask Mary, then.	
	Agree.	Express enthusiasm. Fix a date.	Fix a precise time.	All right. See you then.	
	Where is it? Oh in Essex, that's not far. We can be there in under an hour.	That's great. Look at all these groups. When shall we meet?	Let's say on Sunday, 8 p.m.	Make other suggestions.	Agree.
				8 is too early. 9 would be better.	Right, see you at 9 then

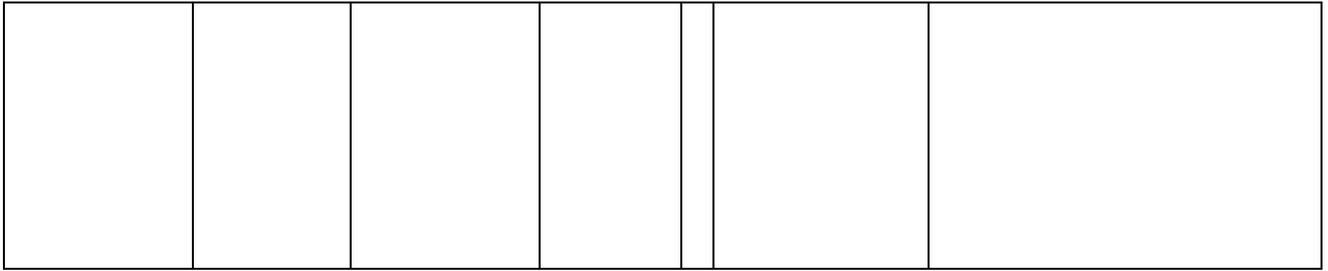


Figure 1: A 'discourse chain' from an experimental leaching unit 'I wanna have fun' by Ulrich Grewer and Terry Moston, first published in the Protokoll of the 7th Meeting of the Bundesarbeitsgemeinschaft Englisch an Gesamtschulen: 'Teaching Kits, Discourse Structure and Exercise Typologies' Hessen State Institute for Teacher In-Service Training, Kassel-Fuldatal (1975); reprinted in Candlin (1981) and reproduced here by permission of the publisher (Swan 1985: 11).

If language consists of lexis, what exactly is lexis? Michael Lewis defines lexis as 'chunks which, when combined, produce continuous coherent text. As Lewis States, chunks are divided into four different parts, one of them is single words while all others are multi-word items (Lewis 1997: 7). The following explains the points:

1-Words, for example, **book** or **pen** comprise the biggest category. Any word which can stand alone, if taken out of the sentence then the meaning of that sentence is changed or incomprehensible. Example: *can I have the -----please?* does not make a sentence without a word such as **book** or **pen**. Contractions like **can't** are regarded as one word. Also there are some words that fall between the word and major multi-word category and are known as poly-words; such as **nevertheless**, which can be split into **never the less**. The memory recalls poly-words as a whole and the learner does not tend separate the parts. There are some words which have little meaning on their own, such as **put**, **have**, and **thing**. These words are called de-lexicalised words and when teaching the lexical approach they would be taught by giving the lexical and idiomatic use. For example **make** means manufacture (lexical use) and to **make** up one's mind is an example of idiomatic use (Lewis 1997: 21-25). To further clarify how words can operate together, the following diagram illustrates the most common uses of **do**:

Do badly

Do your homework

Do the washing-up

Do your best

Do the ironing

Do some work

Do a course

Do overtime (at work)

Do yoga

Do economics (at university)

Do the shopping

a) Relating to study

b) Relating to jobs/duties

Do your military service

Do French (at School)

Do a (grammar) exercise

{ Do }

c) Do + activity

(Usually in class)

Do aerobics

Do some exercise

d) other phrases

Do well

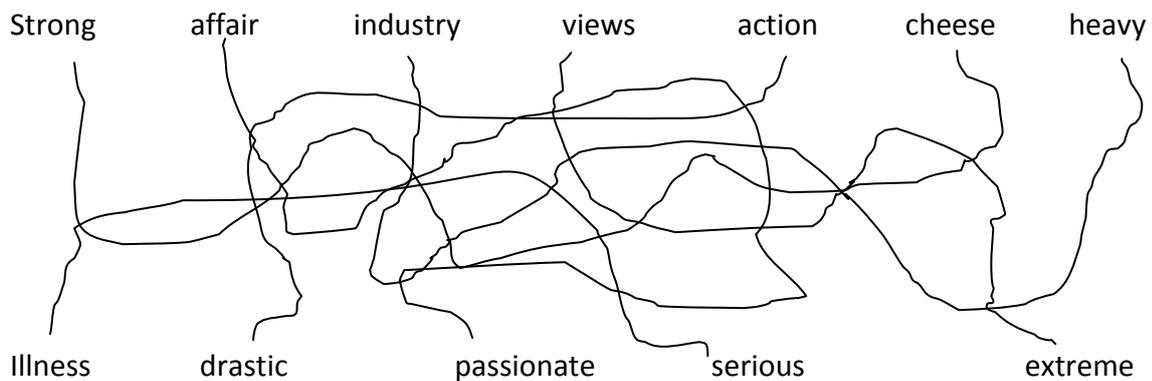
Do nothing

e) Do + a domestic task

Adverb + verb	strongly suggest / barely see
Adverb + adjective	utterly confused / completely useless
Adverb + adjective + noun	totally unacceptable behaviour
Adjective+ preposition	guilty of / blamed for / happy about
Noun + noun *	pay packet / window frame ¹¹

Teachers can teach collocation using a variety of methods, such as column-matching, tables and so on.

Spaghetti matching (Lewis 1997:115) is a simple and effective exercise that requires learners to pair up words correctly:



Endnotes

➤ ¹¹ <http://www.teachingenglish.org.uk/think/vocabulary/collocation1.shtml>

3-Fixed Expressions: this category takes a very functional view of language and includes the many fixed expressions that are used on particular occasions. Michael Lewis split these occasions into four categories:

- Social greetings; *good morning, are you all right, happy Christmas, how's it going, have a nice day, how are you keeping?*
- Polite phrases; *no thank you, I'm fine thank you and you?*
- Phrase Book Language; *can you tell me the way toplease? I'd like a twin room fornights please.*
- Idioms; *hurry up; don't put all your eggs in one basket* (Lewis 1997: 9-10).

4-Semi-fixed Expressions: this category contains many more expressions than the previous one because it allows more flexibility. Widely occurring in both spoken and written language, semi-fixed expressions can be divided into a range of subdivisions, for example, almost fixed expressions (*It's/That's not my fault.*), single slot spoken sentences (*Can I have _____, Please?*) and sentence heads (*What was really interesting/ surprising/ annoying was _____*) (Lewis 1997: 11). The second language learner has to learn high-priority or frequent lexis and to be encouraged to use it. This needs to be selected and included in learning materials, class activities and also homework. Clearly, students do not need to distinguish which category lexical phrases belong to but it is important for them to know how they can be used. What is important in order to ensure their effective learning is that students turn a high proportion of the input to which they are exposed into intake. Every teacher needs to devise effective strategies for maximising the probability of learners turning input into intake. In this respect, one may support Lewis's idea of making students aware of the existence of 'chunks'. Most learners equate 'vocabulary' with 'words', and there is a tendency among learners to translate any professional text word-for-word, i.e. they usually try to simplify most lexical phrases to separate words. The role of teachers is to raise students' awareness of the existence of lexical items.¹²

➤ ¹² The Internet TESL Journal, Vol. VII, No. 3, March 2001 <http://iteslj.org/> date accessed 10/03/08

The lexical approach is changing the way English language is being taught in the classroom, just as practice changed subsequent to the theory developed by Krashen regarding how language itself is acquired and learned. It may be useful at this point to summarise Krashen's work that was based on five hypotheses. He maintains that the acquisition and learning of language skills are made up of two separate and independent processes. Acquisition is a subconscious and natural process like that of children who use their native language without conscious effort. Children pick up their native language so quickly and easily by memorizing some grammatical rules or patterns. This process mainly applies to the speaking and listening competence. So for example, if we want the second language learners to have natural command of speaking and listening skills, the teacher should not explain the rules but enable students to memorize sentence pattern, learning conscious and deliberate process which results in knowledge about the language. The learning process applies mainly to the writing and reading competence and the second language is learned in the classroom through explanation of rules and forms and memorisation of these. All this involves conscious effort and the thinking process, yet we cannot actually produce what we learned through this conscious effort freely, naturally and accurately. That is to say, in learning language, what we acquire cannot be learned and what we learn cannot be acquired.

Krashen's monitor hypothesis states that what we acquire is related to the initial production of the sentences and fluency which may include many errors and grammatical flaws. On the other hand, what we learn functions as a monitor which corrects and checks if what we acquired is right or wrong. Monitor is necessary in the later production of the sentences because language should be accurate.

The Natural order does not appear to be determined solely by formal simplicity and there is confirmation that it is independent of the order in which rules are qualified in language classes (Krashen 1985: 1) Krashen argues that whether second language was acquired or learned in the classroom it showed little difference in the order (McLaughlin 1987: 30). The Natural Order Hypothesis is mostly concerned with the order in which language is acquired and learnt. The evidence for the Natural Order Hypothesis came from morpheme study according to Dulay and Burt (McLaughlin 1987: 30-31). They used cartoon pictures and questions with children learning English.

The input hypothesis suggests that people acquire language in a single way only, by understanding communication or in other words by understanding a message, or by receiving 'comprehensible input'. According to the input hypothesis, second language learners progress by receiving second language input that is one action ahead of their current stage of linguistic ability to do something well or effectively. Acquisition for learners with language knowledge "i" can just get position if they are exposed to comprehensible input at a considerably higher level, which Krashen describes as level "i + 1".¹³

The affective filter hypothesis relates to the learner's emotional states and confidence and motivation for example make up the affective filter. This has a significant influence on the learner, as young children learn spontaneously and not self-consciously, unlike teenagers who are sensitive to criticism and defend themselves against negative response. The high affective filter common in adolescents can be an obstacle to learning the second language as they try not to accept the input which they don't feel like learning. Much input is filtered by this process.

Due to the work of theorists such as Krashen, the nature of teaching English as a second language has changed and developed over the decades. The following section intends to discuss how the lexical approach has contributed to change in classroom practice.

Modern technology has enabled large quantities of naturally occurring text to be analyzed and frequency of language items to be listed. Computers, tape recorders, videos, and CDs have allowed researchers to study large sections of naturally produced spoken English. The co-build project has produced dictionaries with records of word frequency. In the past there was no record of spoken English grammar therefore text books emphasised the written language which did not always help students in understanding communication (Harmer 2005: 145-150).

The lexical approach is changing the methodology of TEFL in the following ways:

- The grammar and vocabulary dichotomy is invalid.

In the lexical approach new words are not just taught as individual words but they are explored grammatically and with collocations and also examples of institutionalised

➤ ¹³ <http://languageinstinct.blogspot.com/2006/08/krashen-revolution.html> date acceded 17/03/08

sentences containing the word are given (Lewis 1993: 115-116). The reason for this methodology lies in the reality that many students have a very good knowledge of the mechanics of grammar, yet they remain unable to communicate fluently and confidently in English.

In some countries, particularly in the Middle East, the formal teaching of English grammar is prioritised and the students tend to be unable to speak the language above a very basic level. If the students were offered a balanced mix of grammar and collocations, then one would expect to see better results.

- Lexis can be learned as well as acquired.

Krashen uses the word acquisition in relation to mastering under lining systems (Lewis 1993: 116). As previously mentioned, this is his first hypothesis.

- De-contextualised lexis.

This carries meaning or in other words it points to the meaning. However the word or items can be de-contextualised and although learning by this method does not give mastery of the word it offers an important linguistic resource. Lexical teaching provides understanding of the core of the message. If we look back to earlier teaching methods, students could not say what they wanted to say until they had mastered the correct grammar structure (Lewis 1993: 116). What we understood from this point is that lexis carries meaning which the students can express even though it may be expressed inadequately and later on they can learn the correct grammar. If the student understands the gist of what is being taught in the classroom, through reading, listening or speaking then they are gaining knowledge of the English language. It is not essential to understand or analyse every single word (Richards 1990: 12).

- Ungrammaticalised, or inadequately grammaticalised lexis.

The building of the student's communicative power necessarily implies a large, inadequately grammaticalised vocabulary in the early stages of learning. Partially grammaticalised lexis – acceptable pidgin – must be perceived as successful elementary and intermediate behaviour, rather than defective (Lewis 1993: 116).

As previously stated, grammar and vocabulary dichotomy is no longer valid as it is now believed to hamper the oral language learning process. Today, much more importance is placed on the student's ability to use language fluently and express intention in a way that is coherent to the audience.

- Verbs and nouns can be taught lexically.

Frequently used verbs such as '*went*' '*came*' and '*said*' can be taught as vocabulary before the students learn the grammar structure. Co-build data has enabled lexical teaching by providing lists of the most commonly used words (Lewis 1993: 116). Teaching Collocation provides pertinent classroom activities with useful advice for adopting and using them.

Teaching pronunciation: Michael Lewis suggests EFL colleagues reconsider the conventional way in understanding the instruction of pronunciation. That is, many teachers believe that learners' difficulties are with individual words or even individual sounds (Lewis 1997: 74). As stated before, the Lexical Approach insists that the language consists of grammaticalised lexis, rather than lexicalized grammar. Therefore, a vital task in implementing this approach is to **chunk** the language correctly. Indeed, Michael Lewis uses a lot of his words in demonstrating the importance of chunking the raw language material into comprehensible chunks in both of his books. The current writer is particularly impressed by the notion of 'phonological chunking' claimed by the lexical approach. It is of great significance in helping students with difficulties in pronunciation. For example, the reason why many Arab students find it profoundly difficult to pronounce the sound of 'p' and 'b' in English phonetics is that there is simply no such sound in Arabic phonetics.

While pronunciation has in the past occupied a central position in theories of oral language proficiency, the view of pronunciation embodied in traditional approaches to language teaching trivializes its true nature. In older methods such as audiolingualism, pronunciation has been largely identified with accurate production of isolated sounds or words, and this view is reflected in more contemporary methods such as the Silent Way. The Contrastive Analysis Hypothesis (Lado, 1957) regards pronunciation as central to second language

proficiency, but it likewise largely restricts the domain of pronunciation to the segmental level.¹⁴

The four main language skills

Reading: Teaching reading in a foreign language is challenging at several levels. There is no guarantee that the students will be able to transfer their reading tactics or skills from their native language into English. There may also be cultural issues with reading that the teacher may be unaware of, for example, *Animal Farm* may be a favourite book, but it may be wholly inappropriate for some students in Muslim countries as the main characters are pigs. It is advisable for teachers to think carefully about the suitability of material and to consider factors such as culture, faith, gender and age-group when deciding on reading resources. For example, when teaching in the UK, a reading task about the celebration of Easter may be appropriate, such as the following exercises those accompany a passage:

Easter: Reading task

Ask the students to read the text and match the paragraph headings.

Answers:

A – Modern Easter in the UK

B – What it means

C – Chocolate eggs

D - A matter of taste?

Task 4 Easter: Reading task

Read the text and put the paragraph titles in the correct place.

1. What it means
2. A matter of taste?
3. Modern Easter in the UK
4. Chocolate eggs¹⁵

When the student has completed this, the following questions may be asked:

➤ ¹⁴ *TESOL Quarterly*, Vol. 20, No. 2. (Jun., 1986), pp. 207-225.

➤ ¹⁵ <http://www.teachingenglish.org.uk/try/readtry/easter.shtml>

- What did you find out about Easter in the UK?
- Would you like to spend Easter in the UK? Why/ why not?
- Are there any special times of year in your country when you eat special sweets or chocolate? ¹⁶

Language teachers can use a similar method of comprehension assessment for numerous different topics. It is often a good idea for the student to be given questions to consider prior to reading the text as answers can be deduced during the reading process and concentration may be improved.

Listening: Listening, as a language skill, is so intertwined with language learning that it can be difficult to define. However it can be taught with a lexical approach. For example, the teacher could show students a photo of a car that has been wheel-clamped. From this questions may be asked such as, ‘what law has the driver broken?’ ‘What will happen next?’ ‘Are cars clamped in your country?’ Students may then be asked to think of other regulations that apply to activities such as smoking, flying, drinking etc. (Cunningham and Moor: 114). The teacher might also play tapes or CDs from which pertinent questions can be formed and discussions and ideas ensue.

Writing: teaching writing may appear difficult, but with appropriate methods it is possible for the student to be able to write a variety of coherent sentences in a relatively short time. When teaching with a lexical approach, the onus is not on grammar and technical accuracy, such as writing I am, you are, he/she/it is in a non-contextual vacuum, but on chunking words that can be used in a meaningful context.¹⁷ For example, offering pictures of situations that require a written explanation, such as he is happy, she is not happy she is sad, they are eating, smiling, writing and so on..... (Brown 2004: 227). Jumbled sentences may be given, such as “cold/winter/is/weather/the/in/the” and the student can put the individual words in a coherent order the weather is cold in the winter or in the winter the weather is cold (Brown 2004: 230).

➤ ¹⁶ <http://www.teachingenglish.org.uk/try/readtry/easter.shtml>

➤ ¹⁷ http://www.ed2go.com/elt_demo/3e3_demo/l1c1.htm

Speaking: Speaking can be a difficult skill to teach because many learners are shy or afraid of exposing their lack of language ability to their fellow students. The teacher is also faced with problems of diction, accent, error correction and pronunciation. The underlying reasons for giving the students speaking exercises are that these will usually necessitate the use of all the language they have acquired.

There are numerous methods of eliciting the spoken word, such as asking students to read out loud, repetition exercises, oral question and answer sessions, role play and so on. (Brown 2004: 144-160). Transactional dialogue can be encouraged by choosing an interesting topic that has some relevancy to the class and initiating opinion giving/argument etc (Brown 2001: 273-274). In the writer's opinion, it is important that teachers give frequent opportunity for students to ask or answer questions orally and if this practice is consistent then the learners will gain in confidence and feel less self-conscious. If students contribute interactively, then lessons become more dynamic and reflect the use of language in the real world outside the classroom.

6. Time is a lexical concept: time expressions are capable of and have to be trained as such. Usually, point in time is taught grammatically and this can have a needless inhibiting effect on what the second language learner is able to say in the early stages of learning (Lewis 1993: 117). As Krashen states in his monitor theory, the second language learner needs time before use of a monitor¹⁸.

7. During the early learning process, students tend to prefer speaking and listening rather than writing. The lexical approach adjusts a balance between these elements and the introduction of basic vocabulary can be built upon to create extensive understanding. Nevertheless, it is crucial not to overload the learner in the early stages as this can be detrimental to progress (Lewis 1993: 117). In the writer's opinion the lexical approach to language learning will bring many benefits to the classroom, but this is not to say that the teaching of grammar should be made obsolete, as students can learn well from a thoughtfully devised combination of both methodologies.

8. The lexical approach introduces sentence structures as un-analysed wholes. The second language learner will be aware of this but encouraged to use such sentences both before

➤ ¹⁸ <http://si.unm.edu/Web%20Journals/articles2001/VNOLAN~1.HTM>

and parallel with any analysis of them. The introduction of unanalysed sentences whose pragmatic meaning may be understood from context should be recognised as having value in the aiding of mastery of grammatical competence rather than being produced by it (Lewis 1993: 117).

9. The generative power and collocation range of a word is approximately inversely proportional to its informational content. This means there are different kinds of words which will require different kinds of treatment in the classroom. If all words are given the same treatment, then this can become chaotic. McCarthy maintains that some organisational principles need to be implemented, such as spending more time on some words than others or using different recording formats for different kinds of words (Lewis 1993: 117).

10. Vocabulary is more important than memorisation: The conscious memorising of an item of vocabulary may aid the language learner, but in order for it to be used in a spontaneous way, it must ultimately be acquired integrated fully into the learner's linguistic resources. The following classroom procedures can have a positive affect on this acquisition. The language teacher needs to:

- Help students identify lexical items correctly.
- Encourage recording in helpful, non-linear formats.
- Encourage transfer from short-term to long-term memory (Lewis 1993: 117).

The acquisition of vocabulary is crucial for the encouragement of the second language learner, who will feel that he/she is being given the wherewithal to begin successful use of the language and over time more vocabulary can be absorbed to facilitate the understanding of grammatical points.

To sum up; it is evident that the days of 'chalk and talk' language lessons are numbered. Traditionally, the language learner was expected to sit and absorb reams of grammatical points that were rarely taught in a specific context. Having discussed this topic with various 'older' teachers, the writer was surprised to discover some interesting experiences that give weight to the efficacy of the lexical approach. Previously, a second language was often taught in such a way that the learner was enabled to construct grammatically correct sentences on paper, but when confronted with the need to speak with any fluency, a silence ensued as the learner attempted to sort out verb tenses, word order and various items of

vocabulary that had been learned out of context. In 'the old days' students had to spend hours conjugating verbs, learning lists of individual items of vocabulary and amongst other tasks, doing copious written exercises that were either right or wrong. There was no leeway for inaccuracy and no encouragement given for 'getting the gist' of something. One teacher spoken to can still (after 45 years!) conjugate French verbs in all tenses, decline vocabulary in Latin, parse clauses, scan incomprehensible sentences, reel off endless lists of vocabulary and understand the written word. However, if asked to communicate orally in French in a practical situation, this person is anything but fluent. The writer has found this in many cases where language has been taught in some kind of 'vacuum' that is divorced from appropriate context and where oral work has taken second place to the accurate use of the written word. The priority in such cases was on summative assessment and the passing of formal examinations; formative assessment and its underlying principles of developing ability and learning was rarely practised.

Research for this assignment has highlighted the nature and efficiency of the lexical approach in second language teaching. The notion of 'chunking' vocabulary, introducing idiomatic expressions, encouraging the use of language without fear of error and so on has led to positive changes in teaching methodologies. Teachers have much more available material that encompasses the lexical approach, whilst grammar learning is not ignored, but addressed within comprehensible contexts as part of the language and not as the only important factor. With this approach the student can assimilate grammar rules through language usage and as aptitude develops later on, then the intricacies of grammar points can be taught and they will then have grounding in context. The lexical approach complements the communicative approach and EFL teachers who design and execute lessons with the aforementioned principles and strategies in mind will no doubt facilitate for their students the acquisition of naturally occurring language. It is important for classroom practice to be student-centred, dynamic, interactive and relevant and appropriate to the needs of its specific learners.

BIBLIOGRAPHY

- 1- Brown, Douglas, H. *Language Assessment Principles and Classroom practices* (USA: Longman 2004)
- 2- Brown, H, Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy* (Addison Wesley: Longman 2001)
- 3- Cunningham, S. And Moor, P. *Cutting EDGE* (Spain: Longman 2005)
- 4- Harmer, J. *The Practice of English Language Teaching* (Malaysia: Longman 2005)
- 5- Krashen, S. *Language Acquisition and Language Education* (Prentice Hall International 1985)
- 6- Lewis, M. *Implementing the Lexical Approach* (Hove: Language Teaching Publication 1997)
- 7- Lewis, M. *Teaching collocation* (Hove: language teaching publication 2000)
- 8- Lewis, M. *The Lexical Approach* (Hove: language Teaching Publication 1993)
- 9- McLaughlin, B. *Theories of Second-Language Learning* (London: Edward Arnold 1987)
- 10- Martha C. Pennington; Jack C. Richards *TESOL Quarterly*, Vol. 20, No. 2. (Jun., 1986), pp. 207-225.
- 11- Richards, J C. *The Language Teaching Matrix* (Cambridge University Press:1990)
- 12- Swan, M. *A critical look at the Communicative Approach* (2) (London: Modern English Publications)
- 13- *The Internet TESL Journal*, Vol. VII, No. 3, March 2001 <http://iteslj.org/>
- 14- <http://languageinstinct.blogspot.com/2006/08/krashen-revolution.html>
- 15- <http://www.teachingenglish.org.uk/think/vocabulary/collocation1.shtml>
- 16- <http://si.unm.edu/Web%20Journals/articles2001/VNOLAN~1.HTM>

17- <http://www.teachingenglish.org.uk/try/readtry/easter.shtml>

18- http://www.ed2go.com/elt_demo/3e3_demo/l1c1.htm

LESSON PLANS

A lesson series to teach extended use of the Nouns in speaking and writing

Lesson plan 1

Age Group: 20-25

Level: Intermediate

Number in Class: 6

Duration: (2 hours)

Lesson Objective:

- Extending the oral and written use of the Nouns.
- Extending vocabulary in relating to travel, and hobbies.

Introduction: (15mins)

- Introduction to Nouns relating to travel, and hobbies (5mins).
- Write some examples on the whiteboard using Nouns mixed in chunks (10mins).

Lesson Core: (90mins)

- Explain to the class that for the next four lessons of their English course they will be learning to extend the ability to use the Nouns in speaking and writing (10mins).
- Display grammar table for Nouns and write some examples on the whiteboard and give some oral examples as well (15mins).
- Divide class in pairs and ask them to have a conversation using Nouns and tell them to help each other (10mins).
- Rearrange the pairs with a different partner to do same thing they did with ex-partner (5mins).
- Give each student a paragraph and ask them to underline Nouns (10mins).

- Give them a vocabulary exercise about travel and ask them to write all Nouns on a separate sheet. Go around to each of them to make sure they are doing it correctly (10mins).
- Written exercises (10mins).
- Write on the whiteboard someone's hobbies, and ask the students to write a short paragraph using their hobbies and what they like. When they have finished ask them to highlight all Nouns (20mins).

Closure: (15mins)

Briefly recap whole lesson. Ask some students a question and tell them to stand up when they give answers to allow others to see what he/she is saying (15mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, work sheets and exercise sheets.

A lesson series to teach extended use of the Nouns in speaking and writing

Lesson plan 2

Age Group: 20-25

Level: Intermediate

Number in Class: 6

Duration: (2 hours)

Lesson Objective:

- Extending the oral and written use of the Nouns.
- Reading and pronunciation.
- Extending vocabulary in relating to history.

Introduction: (20mins)

- Write some sentences on the whiteboard and ask them to write down all Nouns on a piece of paper. Go around making sure they are doing it right. In this way, the students can be assessed on their prior knowledge (10mins).
- Introduction to Common Nouns, Countable Nouns, and Uncountable Nouns (10mins).

Lesson Core: (90mins)

- Explain to the class that they are going to learn new things about Nouns which are Common Nouns, Countable Nouns, and Uncountable Nouns (10mins).
- Display grammar table for them and write some examples on the whiteboard and give some oral examples as well (15mins).
- Ask the students to think of some Nouns and give examples (10mins).
- Put them into two groups and ask them to write some examples with those Nouns for each Noun give two sentences (15mins).
- Read out story about history and ask them to note all Nouns, when you have finished reading see who has written the most Nouns with the right answers (15mins).
- Give them the same history story and ask them to read one by one to improve their reading and pronunciation. After that ask them to underline or highlight all the Nouns which have been taught (20mins).

Closure: (10mins)

Briefly recap whole lesson ask students some questions (10mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, work sheets, exercise sheets and homework.

Information sheet

Common Nouns

What are common nouns?

A common noun is a noun that refers to a person, thing and place.

Examples of common nouns: dog, house, picture, computer.

- Common nouns are represented in the singular and plural form.
- Common nouns are represented by lower case letters.

Examples of the usage of common nouns:

- The red book is on the table.

- The black dog is in my yard.
- The computers are new.¹⁹

Countable Nouns

What are countable nouns?

A countable noun is a type of noun that can be:

- presented in both the singular form and the plural form
- represented by a number, such as two cats, five books

Rules For Using Singular Countable Nouns	Rules For Using Plural Countable Nouns
1. A <u>determiner</u> must be used before noun(or adverb if adjectives are used, such as a, the, this, one, ours, his etc.	1. A <u>determiner</u> is optional before noun (or adverb if adjectives are used.
2. The article "a" or "an" can be used.	2. The articles "a" or "an" can't be used.
3. Only the number one can be used to state the amount.	3. Any number bigger than two can be used to state an amount.
4. Possessive adjectives my be used such as my, his, our etc.	4. Possessive adjectives my be used such as his, our, etc.
5. <u>Quantifiers</u> can't be used.	5. <u>Quantifiers</u> can be used, such as some, any, many, a lot etc.
6. A <u>demonstrative</u>	6. <u>A demonstrative</u>

¹⁹ http://www.english-the-easy-way.com/Nouns/Common_Nouns.htm 31/05/08

adjectives can be used such as this, those etc.	adjectives can be used such as this, those etc.
---	---

Examples of Countable Nouns:

Nouns	Nouns In The Singular Form	Nouns In The Plural Form	Nouns Represented By A Number
dog	The dog is big.	The dogs are big.	There are six dogs in the room.
boy	The boy is tall.	The boys are tall.	There are three tall boys in my class.
car	Our car is green.	All the cars at work are white.	There are six cars parked on my street.
window	The window is big.	The windows are clean.	The room has three windows. ²⁰

Uncountable Nouns

What are Uncountable nouns?

Uncountable nouns are:

1. Nouns that cannot be represented in the singular form or the plural form, such as water, air, coffee, tea are some examples of nouns that can only be represented in the singular form.
2. Nouns that cannot be represented by a number are called uncountable nouns. It is not possible to say I need 4 airs, or 6 sugars.
3. Uncountable nouns are nouns that cannot be counted. Examples of uncountable nouns are: water, air, grass, paint, oil etc.

Rules for Using Uncountable Nouns:

- Uncountable nouns only used in the singular tense.
- A or an cannot be used with uncountable nouns. "The" can be used with uncountable nouns.
- Certain quantifiers can be used with uncountable nouns, such as some, any, much, a lot are some examples of the quantifiers that can be used with uncountable nouns.

²⁰ http://www.english-the-easy-way.com/Nouns/Countable_Nouns.htm 31/05/08

- Quantitly of uncountable nouns is expressed by the expression "a.of....."
(Examples: a bag of sugar, a bottle of oil.²¹)

Work sheets and exercises sheets

Reading sheet: each student needs to read this to improve their reading and pronunciation and underline or highlight all Nouns which have been taught.

Lampeter - A Brief History

St David's College was founded by Bishop Thomas Burgess in 1822 and admitted its first students on St David's Day in 1827. After the ancient universities of Oxford and Cambridge and Scotland, it is the oldest university institution in Britain, receiving its first charter in 1828. For more than a century it was an independent degree awarding college, offering a

²¹ http://www.english-the-easy-way.com/Nouns/Uncountable_Nouns.htm 31/05/08

range of courses, but maintaining a close relationship with the church. In the 1960s it formed links with the University of Wales and became eligible for full HM Treasury support. In 1971 it became a constituent institution of the University of Wales with the title St. David's University College. In 1996 the Privy Council - in response to a petition from the University - agreed to change its title to the University of Wales, Lampeter in line with moves elsewhere in the University and the recognition of its growth and changing status. Today Lampeter is one of nine members of the University of Wales which is, after the University of London, the largest in the United Kingdom.

The other institutions are Aberystwyth, Bangor, Swansea, University of Wales Institute Cardiff, University of Wales Newport, North-East Wales Institute, Swansea Institute of Higher Education, Trinity College Carmarthen, Royal Welsh College of Music and Drama.



The Chancellor of the University of Wales is HRH the Prince of Wales.

Professor Antony Chapman is the Senior Vice-Chancellor of the federal University and Professor Robert Pearce is the Vice-Chancellor of the University of Wales, Lampeter.

THE OLD BUILDING, now called the SAINT DAVID'S BUILDING, was the original building designed by C.R. Cockerel and received its first students in 1827. It contains lecture rooms, common rooms, student residential accommodation and the following three main areas:

THE OLD HALL, which was the refectory until the present one came into use - in 1969 - and which fell into disuse until 1991 when it opened after much restoration; it is now used as one of the main public rooms for meetings, conferences and use by outside organisations.

ST DAVID'S CHAPEL, which was totally refurbished during the 1870s by Sir T Graham Jackson. A new reredos by W D Caroe was provided in 1933.

FOUNDERS' LIBRARY was the library until the new library opened in 1966 and now specialises in maintaining 20,000 volumes of books and periodicals printed between 1470 and 1850. It is a collection unique to Lampeter.²²

Homework

Write a brief history of your country

.....

.....

.....

.....

²² <http://www.lamp.ac.uk/uni/history.html> 31/05/08

- Briefly remind the students about past lesson and ask them some question to make sure they remember what they have been taught (5mins).
- Introduction to the Collective Nouns and proper Nouns (10mins).

Lesson Core: (95mins)

- Explain to the class that they are going to learn two new things about Nouns which are Collective Nouns and Proper Nouns (10mins).
- Read the information sheets and ask them if they have any question about it (10mins).
- Display grammar table for them and write some examples on the whiteboard and give some oral examples as well (10mins).
- Mix some Proper Nouns and Collective Nouns write them on the whiteboard, divide students into two groups ask one group to find Proper Nouns and other group to find Collective Nouns (10mins).
- Write some topics (example study IT or Business) on the whiteboard and ask them to make conversations about it. Go around and listen for any mistakes they make (15mins).
- Ask them to read what they have written about history. Which they had for homework previously and correct any mistakes with the students (15mins).
- Put them in pair and give them some vocabulary to work with. Check each pair is doing it right (10mins).
- Give each student flash cards with Collective Nouns or Proper Nouns written on the back and ask them what kind of Noun it is (5mins).
- Reading comprehension exercises (10mins)

Closure: (10mins)

Briefly recap whole lesson ask students questions, and explain their homework (10mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, reading sheets, exercise sheets and homework

Information sheets

Collective Nouns

What is a collective noun?

1. Collective nouns are nouns that refer to things or people as a unit. Examples: family, police, class, team, crew etc.
2. Collective nouns can be used in both the singular form and the plural form.

Rules for Using Collective Nouns:

Singular Collective Noun	Plural Collective Nouns
1. Singular collective nouns refer to one unit of people or	1. Plural collective nouns refer to two or more units of people

things.	or things.
2. Singular collective nouns are used like singular nouns .	2. Plural collective nouns are used like plural nouns . ²³

Proper Nouns

What are proper nouns?

A proper nouns is a specific name of a place , a person, or a thing. The first letter of a proper noun is always represented by a capital letter.

Proper Nouns in English	
1.Name of the Month and Day	January, February, April etc.
2. Names of Company's	Microsoft, Amazon, Nike, etc.
3. Names of People	John, Mary, Bill, Mr. Brown, Mr. Lee, Mr. Tom Jones
4. Names of Places	Greentown Hospital, Town House Hotel, City Park etc.
5. Titles of People	Dr. Kenny White, President Jimmy Ayusso, Ms. Miri Thomas etc.
6. Name's of Books, Newspapers, Plays etc.	The New York Times, War and Peace, Midnight Summer Dream ²⁴

²³ http://www.english-the-easy-way.com/Nouns/Collective_Nouns.htm 31/05/08

²⁴ http://www.english-the-easy-way.com/Nouns/Proper_Nouns.htm 31/05/08

Flash cards to be used in the classroom

These flash cards need to be cut and the correct Noun written on the back.



Reading comprehension about study

Study Groups

A study group can be helpful when you are trying to learn information and concepts and preparing for class discussions and tests. Read to learn about the benefits of a study group.

Then read on to learn about how to start a study group and the characteristics of a successful study group. Finally, be sure to read about the possible pitfalls of a study group.

Benefits of a Study Group

A study group can be beneficial in many ways. Here are the most important benefits:

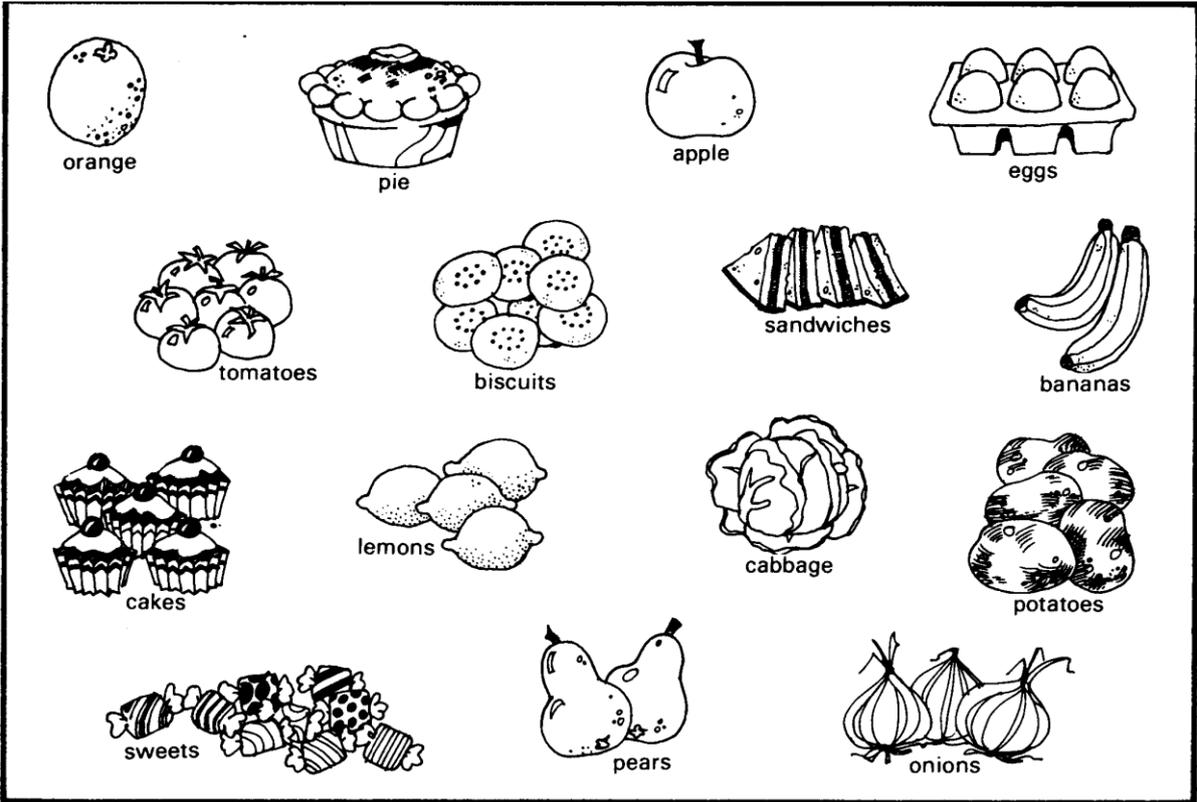
1. A support group can “pick you up” when you find that your motivation to study is slipping. The other group members can be a source of encouragement.
2. You may be reluctant to ask a question in class. You will find it easier to do so in a small study group.
3. You may become more committed to study because the group members are depending on your presentation and participation. You will not want to let them down.
4. Group members will listen and discuss information and concepts during the study sessions. These activities add a strong auditory dimension to your learning experience.
5. One or more group members are likely to understand something you do not. They may bring up ideas you never considered.
6. You can learn valuable new study habits from the other group members.
7. You can compare your class notes with those of the other group members to clarify your notes and fill in any gaps.
8. Teaching/explaining information and concepts to the other group members will help you reinforce your mastery of the information and concepts.

9. Let's face it – studying can sometimes be boring. Interacting with the other group members can make studying enjoyable.²⁵

Exercises

Look at the pictures and give more examples. The first one has been done for you.

²⁵ <http://www.how-to-study.com/studygroups.htm> 01/06/08



an apple, seven tomatoes, a pie...

.....

.....

.....

.....

.....

²⁶ Granger, J. *Play Game with English* (Great Britain, athenaeum 1993:p7)

Number in Class: 6

Duration: (2 hours)

Lesson Objective:

- Extending the oral and written use of Nouns.
- To improve reading and Conversation skills.
- Extending vocabulary in relating to animals.

Introduction: (15mins)

- Briefly go over the previous lessons and ask them if they have any questions (5mins).
- Introduction to the Compound Nouns and Gerunds (10mins).

Lesson Core: (95mins)

- Explain to the class that now they are going to learn two new types of Nouns which are Compound Nouns and Gerunds (10mins).
- Read the information sheets, and ask some students to read out loud to improve their reading and also to help understand the subjects. And ask them if they have any question (10mins).
- Display grammar table for them and write some examples on the white board and give some oral examples as well (10mins).
- Ask students who can give some gerunds and discuss with others if he/she is right or not (10mins).
- Give them an exercises sheet to work with. Help them individually to do it correctly (15mins).
- Give them some topics to start conversations with and help them to develop their conversation skills (15mins).
- Put them in pairs and ask them to make a dialogue. First give an example (10mins).
- Ask the students what he/she plans to do in the future to help them with the conversations (15mins).

Closure: (10mins)

Briefly recap whole lesson, ask students if they have any questions about the lessons (10mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, reading sheets, exercise sheets and homework

Information sheets and reading sheets

Compound Nouns

A compound noun is a noun that is made up of two or more words. Most compound nouns in English are formed by nouns modified by other nouns or adjectives.

For example:

The words **tooth** and **paste** are each nouns in their own right, but if you join them together they form a new word - **toothpaste**.

The word **black** is an adjective and **board** is a noun, but if you join them together they form a new word - **blackboard**.

In both these example the first word modifies or describes the second word, telling us what kind of object or person it is, or what its purpose is. And the second part identifies the object or person in question.

Compound nouns can also be formed using the following combinations of words:-

Noun	+	Noun	toothpaste
Adjective	+	Noun	monthly ticket
Verb	+	Noun	swimming pool
Preposition	+	Noun	underground
Noun	+	Verb	haircut
Noun	+	Preposition	hanger on
Adjective	+	Verb	dry-cleaning
Preposition	+	Verb	output

The two parts may be written in a number of ways:-

1. Sometimes the two words are joined together.

Example: **tooth + paste = toothpaste** / **bed + room = bedroom**

2. Sometimes they are joined using a hyphen.

Example: **check-in**

3. Sometimes they appear as two separate words.

Example: **full moon**

A good dictionary will tell you how you should write each compound noun.²⁷

²⁷ <http://www.learnenglish.de/grammar/nouncompound.htm> 04/06/08

Gerund Nouns

A gerund (often known as an -ing word) is a noun formed from a verb by adding *-ing*. It can follow a preposition, adjective and most often another verb.

For example:

- I enjoy *walking*.

Gerunds and Infinitives

Gerunds and infinitives are forms of verbs that act like nouns. They can follow adjectives and other verbs. Gerunds can also follow [prepositions](#).

A gerund (often known as an -ing word) is a noun formed from a verb by adding *-ing*. See also [Nouns/Gerund](#). Not all words formed with -ing are gerunds.

An infinitive is *to* + the verb.

When a verb follows a verb it either takes the gerund or infinitive form.

Some verbs can take either the gerund or the infinitive with no loss of meaning.

For example:

- With the verb start - "It started *to rain*." or "It started *raining*." Both sentences have the same meaning.

Sometimes the use of the gerund or infinitive changes the meaning of the sentence.

For example:

- With the verb remember - "I remembered *to do* my homework". Or "I remembered *doing* my homework."

In the first sentence (I remembered to do my homework), the person speaking remembered they had some homework first and then carried out the action and did it. In the second sentence (I remembered doing my homework.) the person speaking carried out the action (their homework) first and then remembered doing it.

Other verbs only take one or the other; unfortunately there is no rule as to which form the verb takes. The same is true when the verb follows an adjective.²⁸

²⁸ <http://www.learnenglish.de/grammar/gerundinfext.htm> 04/06/08

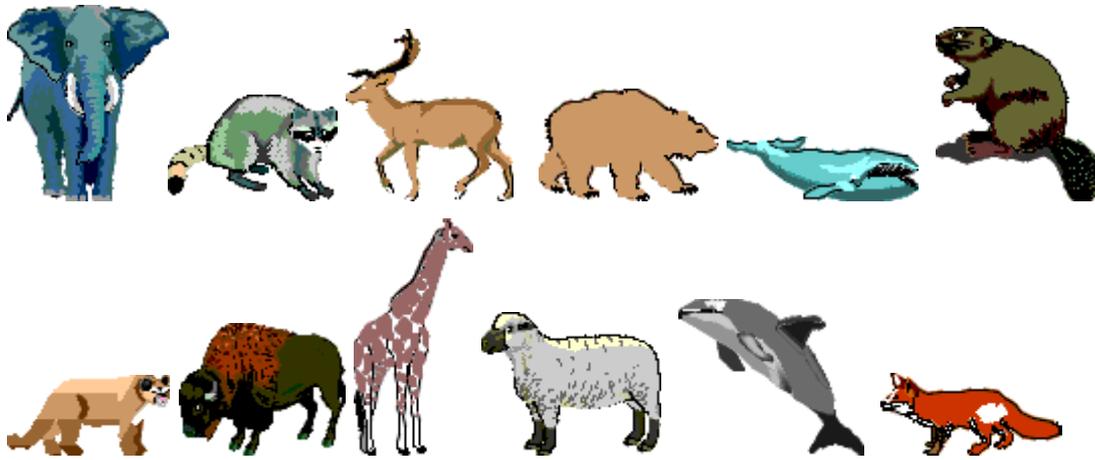
Some examples of gerunds

- I am *against* **smoking** in public places.
- She is good *at* **speaking** English.
- I went home after **leaving** the party.
- You can improve your English *by* **using** the Internet.
- We need to keep *on* **going**.
- You should tell the truth *instead of* **lying** all the time.
- We can *talk about* **going** home.
- I'm *tired of* **hearing** excuses.
- You can't learn English *without* **making** mistakes.²⁹

²⁹ <http://www.learnenglish.de/grammar/prepositiongerund.htm> 04/06/08

Exercises and work sheets

Please find correct names for these animals and put them in sentences. For example where they live or can live and why?



Elephant , fox , raccoon , dolphin , deer , sheep , bear , giraffe , whale , buffalo , beaver , cougar.

.....

.....

.....

.....

.....

.....

.....

Homework

Please write the numbers in writing example twelve fifteen or quarter past twelve.

12:15	11:30	1:45
6:15	4:30	
9:15	7:30	8:45
2:15	3:45	
10:30	5:45	

A lesson series to teach extended use of the Conditionals in speaking and writing

Lesson plan 1

Age Group: 20-25

Level: Intermediate

Number in Class: 6

Duration: (2 hours)

Lesson Objective:

- Extending the oral and written use of the first Conditional.
- Extending vocabulary in relating to travel, hobbies and sports.

Introduction: (15mins)

- Introduction to first Conditional in relating to travel, hobbies and sports (5mins).
- Write some examples on the whiteboard using first Conditional mixed in chunks (10mins).

Lesson Core: (90mins)

- Explain to the class that for the next five lessons of their English course they will be learning to extend the ability to use the Conditionals in speaking and writing (10mins).
- Display grammar table for first Conditional and write some examples on the whiteboard and give some oral examples as well (15mins).
- Divide class in pairs and ask them to have a conversation using first Conditional and tell them to help each other (10mins).
- Rearrange them in pairs with different partner to do same thing they did with ex-partner (5mins).
- Write on the white board a few sentences with lots of first Conditional in them and ask a student who can find any first Conditional tell others to correct him/her if they make mistakes (10mins).
- Give them a vocabulary exercise about travel and ask them to complete it. Go around to each of them to make sure they are doing it right (10mins).
- Put them in pairs and give them some sentences to fill out using their own words (10mins).
- Write on the whiteboard someone example hobbies, and ask them to write a short paragraph using their hobbies and what sport they like. When they have finished ask them to read out aloud to allow the students to hear and correct any mistakes they have made (20mins).

Closure: (15mins)

Briefly recap whole lesson ask some students a question and tell them to stand up when they give answers (15mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, work sheets and exercise sheets.

Information sheet

The structure of a first conditional sentence

A first conditional sentence consists of two clauses, an "if" clause and a main clause:

if clause

main clause

If you study hard, You will pass the test.

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma:

main clause

if clause

You will pass the test If you study hard.

We use different verb forms in each part of a first conditional:

if clause

if + subject + simple present verb

main clause

subject + *will* + verb

Using the first conditional

The first conditional is used to talk about things which are possible in the present or the future -- things which *may happen*:

Example

Explanation

If it's sunny, we'll go to the park.

Maybe it will be sunny -- that's possible.

Paula will be sad if Juan leaves.

Maybe Juan will leave -- that's possible.

If you cook the supper, I'll wash the dishes.

Maybe you will cook the supper -- that's possible.³⁰

³⁰ <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/1cond.htm>

Work sheets and exercises

Vocabulary Exercises – How Well Do You Know your Automobile?

A. Choose the correct word from the list below to complete the following sentences.

Windshield wipers – trunk – horn – speedometer – signal light – ignition – brake

Emergency brake – visor – accelerator – jack – headlights – odometer – gas gauge

1. When I plan to make a turn, I use the _____.
2. When I park on a hill, I use the _____.
3. When it is raining, I turn on the _____.
4. When I want to know how fast I am going, I look at the _____.
5. When I have to change a tire, I use the _____.
6. When I want to warn a pedestrian not to cross the street, I use the _____.
7. When I think I need to stop at a service station, I look at the _____.
8. When I want to increase my speed, I use the _____.
9. When the sun is in my eyes, I use the _____.
10. When I want to know how far I have travelled, I look at the _____.
11. When I am driving at night, I need to turn on the _____.
12. When I am approaching a stop sign, I put my foot on the _____.
13. When I want to start the car, I put the key in the _____.
14. When I have several suitcases, I use the _____.

B. Complete the following sentences using your own words.

1. I use the *steering wheel* _____.
2. I use the *clutch* _____.
3. I use the *glove compartment* _____.
4. I use the *rear view mirror* _____.
5. I use the *gearshift*-----³¹.

³¹ Copyright 2004. This e-book is produced and distributed by Red River Press Inc. All rights reserved. The contents within this e-book/document may only be photocopied by members of ESL-Images.com, in accordance with membership terms and conditions. (Contact info@esl-images.com for complete details.)

Self-Evaluation Sheet Teaching Practice Omar Ali Karim Conditional Tense for Intermediate Students LESSON 1

<p>Quality of teaching by student's teacher:</p> <p>Preparation:</p> <p>Everything ready before students come to the class, such as chair and all materials.</p> <p>Could be much better if the lesson had a ten minute break in the middle.</p>
<p>Content:</p> <p>The content of the lesson was enjoyed by the students.</p>
<p>Delivery/Performance/Organization:</p> <p>Introduction:</p> <p>I explained to the class the first conditional and how to use it, and then moved to Vocabulary which they all understand. Some of them gave clear examples while all joined in the lesson.</p> <p>Teaching/Learning Activity:</p> <p>It seemed that the students were happy with the lesson, the reason they could have chance to say what they wanted to say.</p> <p>Discussion helped the students to understand the lesson well.</p> <p>Closure:</p> <p>I briefly recapped the whole lesson and asked some students a question and asked them to stand up when they give answers.</p> <p>I gave them all material to take home.</p> <p>I did not give home work for this lesson; I believe it would have been better to do so. The reason why I did not give it was because it was the first lesson.</p>
<p>Quality of Learning by Students</p> <p>Positive (learning Outcomes)</p> <p>The students achieved the goal.</p> <p>The students understood the lesson.</p> <p>The students were eventually able to respond with no mistakes.</p> <p>Most of them gave clear examples with no grammar mistakes.</p>
<p>Negative (Learning difficulties)</p> <p>Some of them chatted in their native languages.</p>
<p>Action Plan and Targets (Improvements I need to make)</p> <p>I will make sure to give out homework.</p> <p>I will discourage the students from speaking their L1.</p>

A lesson series to teach extended use of the Conditionals in speaking and writing

Lesson plan 2

Age Group: 20-25

Level: Intermediate

Number in Class: 6

Duration: (2 hours)

Lesson Objective:

- Extending the oral and written use of the second Conditional.
- Extending vocabulary in relating to travel, like and dislikes.

Introduction: (20mins)

- Go over the previous lesson quickly to remind the student what they've learned (5mins).
- Introduction to second Conditional in relating to travel, like and dislikes (15mins).

Lesson Core: (90mins)

- Display grammar table for second Conditional and write some examples on the whiteboard and pass them an information sheets to look at as well (15mins).
- Explain to the class second Conditional in speaking and writing with some oral examples (10mins).
- Give them a vocabulary exercise about travel and ask them to complete it. Go around to each of them to make sure they are doing it right (10mins).
- Write on the whiteboard some topics about travel: likes, dislikes, and give the students five minutes to think about it and then ask them to talk about it (15mins).
- Put the students in two groups and ask them to write whole paragraphs about travel what they like and dislike and tell them to do it quickly. Whichever group finishes first with no mistakes or less mistakes they win (15mins).
- Give each student an exercise with missing words and ask them to fill in the correct word (5mins).

- Ask some students to come to whiteboard to write something using second conditional relating to travel, and ask others to find any mistakes that have been made (10mins).
- Ask some student to give a short talk about where he/she planned to go in the future. For example, Spain, Italy, and what they also planned to do. For example is he/she planning to be a teacher, engineers, solicitor etc (10mins).

Closure: (10mins)

- Recap the lesson and explain the homework clearly to the students (10mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, work sheets, exercise sheets and homework.

Information sheet

The structure of a second conditional sentence

Like a first conditional, a second conditional sentence consists of two clauses, an "if" clause and a main clause:



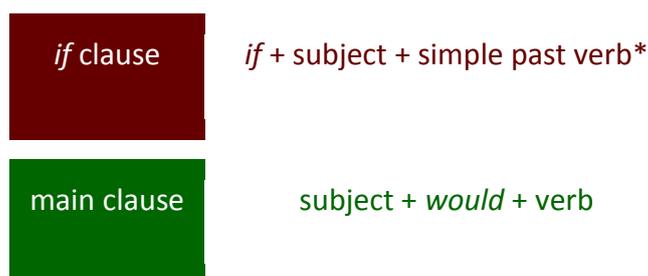
If I had a million dollars, I would buy a big house.

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma:



I would buy a big house If I had a million dollars.

We use different verb forms in each part of a second conditional:



*Note that this "simple past" form is slightly different from usual in the case of the verb BE. Whatever the subject, the verb form is "were", not "was": *If I **were** rich, I'd buy a big house.*

Using the second conditional

The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future -- things which *don't or won't happen*:

Example

Explanation

If I were you, I would drive more carefully in
the rain.

I am not you -- this is unreal.

Paula would be sad if Jan left.

*Jan will not leave -- that's not going to
happen.*

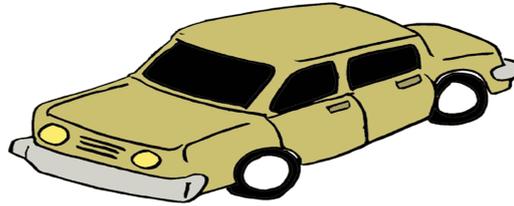
If dogs had wings, they would be able to fly.

*Dogs don't have wings -- that's
impossible.³²*

³² <http://web2.uvcs.uvic.ca/elc/StudyZone/410/grammar/2cond.htm>

Work sheet and Exercise sheet, choose the correct word to fill the paragraph

(Roundabout, diversion, petrol station, zebra crossing, car park, shop assistant, centre)



A trip to Swansea

Last week I went to Swansea by car. As there was an accident on the M4 I had to take a I stopped in front of a to ask for the way. An old man told me to turn right at the and ask again at the where people were filling up their cars. In the high street a friendly told me to take the second exit off the I saw a large I parked my car there and walked to the of Swansea.

Homework

Write a short of paragraph about what you like and dislike. For example I like reading, swimming, boxing, travelling and meeting new friends. I dislike running, rugby and staying home for a long time.

Self-Evaluation Sheet Teaching Practice Omar Ali Karim Conditional Tense for Intermediate Students LESSON 2

Quality of teaching by students teacher:

Preparation:

Everything ready before students came to the class, such as chairs and all materials.

I felt at one point that I did not have enough material, but wrote lots of topics on the whiteboard, in order to have conversations that covered both that topics and time.

Content:

The content of the lesson was enjoyed by the students.

Delivery/Performance/Organization:**Introduction:**

I explained the second conditional and how to use it, then moved to Vocabulary they all understand the lesson, some of them gave clear examples while all joined in.

Teaching/Learning Activity:

It seemed the students were happy with the lesson, the reason they could have chance to say what they wanted to say.

Discussion helped student to understand the lesson well.

Written work was also helpful to make students think and give them confidence.

Closure:

I briefly recapped the whole lesson.

I gave them all material to take home.

I gave out homework to do for the next session.

Quality of Learning by Students

Positive (learning Outcome)

The students achieved the goal.

The students understood the lesson.

The student was able to respond accurately.

Most of them were able to give clear examples with no grammar mistakes.

All were smiling and happy especially when they talked about likes and dislikes.

Negative (Learning difficulties)

Students chatted very loudly, sometimes when it was not appropriate.

Action Plan and Targets (Improvement I need to make)

I will try to discourage too much noise.

A lesson series to teach extended use of the Conditionals in speaking and writing

Lesson plan 3

Age Group: 20-25

Level: Intermediate

Number in Class: 6

Duration: (2 hours)

Lesson Objective:

- Extending the oral and written use of the third Conditional.
- Extending vocabulary relating to education, and hobbies.

Introduction: (15mins)

- Go over the previous lesson quickly to remind the student what they've learned and ask some students about previous lessons (5mins).
- Introduction to third Conditional in relating to education and hobbies (10mins).

Lesson Core: (95mins)

- Display grammar table for third Conditional and write some examples on the whiteboard and give each student information sheets to look at as well (15mins).
- Explain to the class third Conditional in speaking and writing with some oral examples (10mins).
- Give students a vocabulary exercise and ask them to work in pairs, resolve first one to make it easier for them. Go around each pair to make sure they are doing it right and help them (10mins).
- Write on the whiteboard some topics about education and hobbies and ask who can talk for about 2-3 minutes they will get marks for this (15mins).
- Put the students in groups and mix them. For example who has high knowledge with, whom has lower and ask them to write whole paragraphs about education and each of them choose one in their group to write on the white board and then they can see what each group has written (20mins).
- Write a few sentences on whiteboard with mistakes in them and ask who can find the mistake and explain it to the class (10mins).

- Ask some student to give a short talk about what he/she plans to do in future about education. The teacher says something about someone. For example 'Mary' plans to do IT course and develop herself in IT and work in an office in the future and so on (15mins).

Closure: (10mins)

- Recap the lesson and explain the homework clearly by giving examples to the students (10mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, work sheets, exercise sheets and homework.

Information sheets

Third Conditional: no possibility

The first conditional and second conditionals talk about the future. With the **third conditional** we talk about the **past**. We talk about a condition in the past that did **not** happen. That is why there is no possibility for this condition. The third conditional is also like a dream, but with **no possibility** of the dream coming true.

Last week you bought a lottery ticket. But you did not win. :-{

	condition	result
	Past Perfect	WOULD HAVE + Past Participle
If	I had won the lottery	I would have bought a car.

Notice that we are thinking about an impossible past condition. You did not win the lottery. So the condition was not true, and that particular condition can never be true because it is finished. We use the past perfect tense to talk about the impossible past condition. We use WOULD HAVE + past participle to talk about the impossible past result. The important thing about the third conditional is that both the condition and result are **impossible** now.

Sometimes, we use **should have, could have, and might have** instead of **would have**, for example: If you had bought a lottery ticket, you **might have** won.

Look at some more examples in the tables below:

IF	condition	result
	past perfect	WOULD HAVE + past participle

If	I had seen Mary	I would have told her.
If	Tara had been free yesterday	I would have invited her.
If	They had not passed their exam	Their teacher would have been sad.
If	It had rained yesterday	Would you have stayed at home?
If	It had rained yesterday	What would you have done?

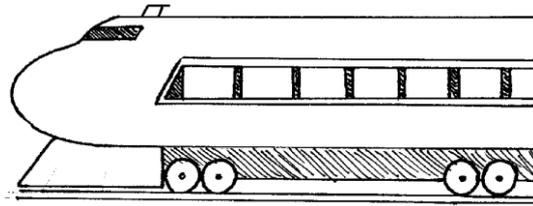
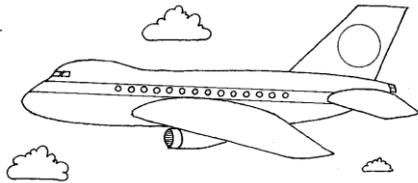
result	IF	condition
WOULD HAVE + past participle		past perfect
I would have told Mary	if	I had seen her.
I would have invited Tara	if	She had been free yesterday.
Their teacher would have been sad	if	They had not passed their exam.
Would you have stayed at home	if	It had rained yesterday?
What would you have done	if	It had rained yesterday?

33

³³ http://www.englishclub.com/grammar/verbs-conditional_4.htm

Work sheet and exercise

Look at the pictures and think what they are doing and write something about them and write something about yourself with it example do you like it or not.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

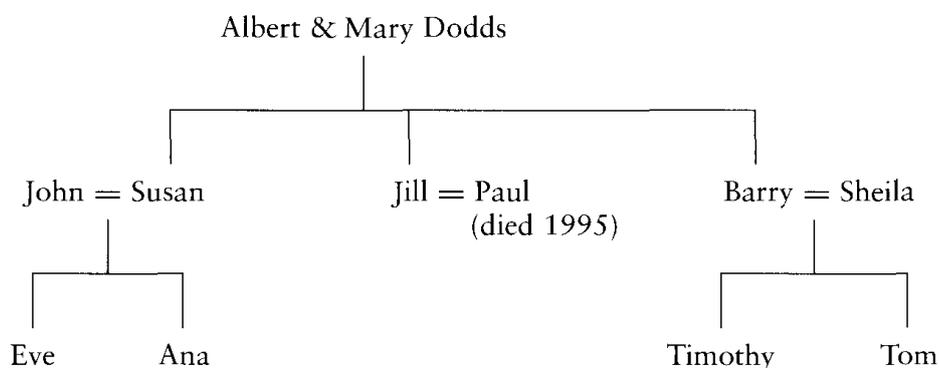
.....

.....

.....

Exercises

6.1 Look at the family tree and complete the sentences below.



- 1 John is Jill's
- 2 Timothy is Jill's
- 3 Eve and Ana are Timothy's
- 4 Eve is Sheila's
- 5 Albert Dodds is Tom's
- 6 Barry is Eve's
- 7 Susan is Timothy's
- 8 As Paul died in 1995, Jill is a
- 9 Tom is Mary's
- 10 The only two people who are not related are and

34

Homework

46.2 Answer these questions about yourself and your country.

- 1 What's your first name?
- 2 What's your surname?
- 3 Is that a common name in your country?
- 4 Do you have a middle name?
- 5 Are you an only child?
- 6 Who is your oldest friend?
- 7 Do you work? If so, how many of your work colleagues are also your friends?
- 8 Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
- 9 Are single-parent families becoming more common in your country?
- 10 In your country, do more and more people live together without getting married?

46.3 Draw your own family tree. Are there any relationships you cannot describe in English? Can you also write a short summary of your family background (as in B on the opposite page)?

35

³⁴ Redman, S. (1997) *English vocabulary in use* (Cambridge University press: UK) p 100

Self-Evaluation Sheet Teaching Practice Omar Ali Karim

Conditional Tense for Intermediate Students LESSON 3

<p>Quality of teaching by student teacher:</p> <p>Preparation:</p> <p>Everything ready before students arrived, such as chairs and all materials.</p> <p>All flash card had been cut and ready to give out.</p>
<p>Content:</p> <p>The content of the lesson was enjoyed by the students.</p> <p>Much more discussion this lesson.</p>
<p>Delivery/Performance/Organization:</p> <p>Introduction:</p> <p>I explained the third conditional and how to use it, and then moved to Vocabulary. The students all understood the lesson.</p> <p>Teaching/Learning Activity:</p> <p>It seemed that the students were happy with the lesson, especially with the flash cards because they were a novelty.</p> <p>Discussion helped students to understand the lesson well.</p> <p>Flash cards were helpful and enjoyable.</p> <p>Closure:</p> <p>I briefly recapped the whole lesson.</p> <p>I gave them all material to take home.</p> <p>I gave them homework to do for the next session.</p>
<p>Quality of Learning by Students</p> <p>Positive (learning Outcome)</p> <p>The students achieved the goal.</p> <p>The students understood the lesson.</p> <p>Less noise as the family tree activities required concentration.</p>
<p>Negative (Learning difficulties)</p> <p>Students arriving very late.</p>
<p>Action Plan and Targets (Improvement I need to make)</p> <p>I advised them not to be late, because it interrupts the lessons and others will become bored hearing the same thing over</p>

³⁵ Redman, S. (1997) *English vocabulary in use* (Cambridge University press: UK) p 100

and over again.

A lesson series to teach extended use of the Conditionals in speaking and writing

Lesson plan 4

Age Group: 20-25

Level: Intermediate

Number in Class: 6

Duration: (2 hours)

Lesson Objective:

- Extending the oral and written use of the Zero Conditional.
- Extending vocabulary relating to actions.
- Using language for booking and staying in hotel.

Introduction: (15mins)

- Ask some students a question about previous lessons just to refresh their minds (5mins).
- Introduction to Zero Conditional relating to actions (10mins).

Lesson Core: (100mins)

- Display grammar table for Zero Conditional and write some examples on the whiteboard and give each students information sheets to look at as well (15mins).
- Explain to the class Zero Conditional in speaking and writing with some oral examples (10mins).
- Give students a vocabulary exercise and ask them to complete it. Go around to each student to make sure they are doing it right and help them (10mins).
- Write on the whiteboard some topics about actions, ask students who can give an explanation about it and have they ever seen any special action in reality or in TV what happened (15mins).

- Draw some pictures on whiteboard and ask some of the students to give a talk about them and after that ask some others to write something about it on the whiteboard (15mins).
- Put students in pairs give each student a picture and ask them to talk about their partner's picture. Listen to them, help them and correct mistakes that have been made (10mins).
- Put some flash cards on the table face down and ask students to choose one for them and to talk about it (15mins).
- Give each student a sheet to read out aloud and explain the difficult words. Also ask them to find the action in it (10mins).

Closure: (5mins)

- Recap the lesson and explain the homework clearly by giving examples to the students (5mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, work sheets, exercise sheets and homework.

Information sheets

Zero conditional

When we want to talk about things that are always or generally true, we can use:

If/When/Unless plus a present form PLUS present simple or imperative

- If you press this button, you get black coffee.
- When you fly budget airline, you don't expect to get anything to eat.
- Unless you need a lot of leg-room, don't pay the extra for first class.

Notice that we are talking about something which is generally true, not a specific event.

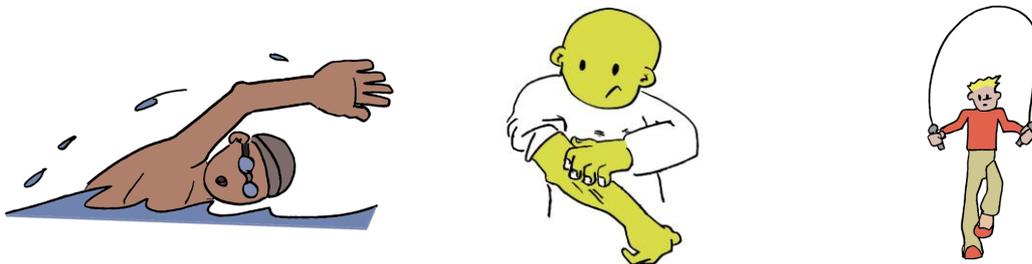
In the condition clause, there can be a variety of present forms. In the result clause, there can only be the present simple or imperative.

- If you visit Barcelona, look out for the spectacular architecture.
- If unemployment is rising, people tend to stay in their present jobs.
- If you've finished everything, go home.
- When you go to Barbados, take plenty of sun cream.
- When I'm working, please be quiet.
- When I've written a new article, I run it through my spell-checker.

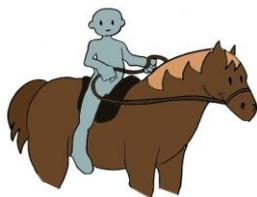
Notice that 'unless' means the same as 'if not'.

- Unless he asks you to continue, stop all work on the project.
- Unless interest rates are rising, it's not a good investment.
- Unless you've been to Tokyo yourself, you don't really understand how fantastic it is.³⁶

Flash cards to be use in classroom



³⁶ <http://www.englishgrammarsecrets.com/type0/menu.php>



Reading sheet

A visit to a hotel

We stayed in the Carlton Hotel for three nights in July, but I **booked** (= reserved) our room three months **in advance** (= before; in other words, in April) because it was the middle of the tourist **season**. When we arrived we **checked in at reception**, then the **porter** carried our suitcases up to our room. I gave him a small **tip** (n, v) – about 50p, I think. The staff were very friendly – we had a very nice **chambermaid** (= the woman who cleans the room) – and the room was very comfortable. The only problem we had, in fact, was with the shower which didn't **work** (= function) very well. (You could also say 'There was **something wrong** with the shower'.)

37

³⁷ Redman, S. (1997) *English vocabulary in use* (Cambridge University press: UK) p 181

Worksheets and exercises

Exercises

Put these sentences in a logical order.

- 1 I paid my bill.
- 2 I checked in at reception.
- 3 I left the hotel.
- 4 I went up to my room.
- 5 I spent the night in the hotel.
- 6 I had an early morning call at seven o'clock.
- 7 I booked a room at the hotel.
- 8 I went out for dinner in a local restaurant.
- 9 I arrived at the hotel.
- 10 I got up and had a shower.
- 11 I had breakfast.
- 12 I tipped the porter who carried my luggage upstairs.

What would you say in these situations?

- 1 You want to stay in a hotel for two nights next week with your husband/wife. You phone the hotel. What do you ask or say?
.....
- 2 You are at the hotel reception and you are planning to leave in about 15 minutes. What could you ask the receptionist?
.....
- 3 You want to wake up at 7 a.m. but you don't have an alarm clock. What do you ask at reception?
.....
- 4 You have a drink in the hotel bar. The barman asks how you want to pay. What's your reply?
.....
- 5 When you turn on the shower in your room, the water comes out very very slowly. What could you say at reception?
.....
- 6 You want to go to the nearest bank but don't know where it is. What do you ask at reception?
.....

38

³⁸ Redman, S. (1997) *English vocabulary in use* (Cambridge University press: UK) p 182

Self-Evaluation Sheet Teaching Practice Omar Ali Karim Conditional Tense for Intermediate Students LESSON 4

<p>Quality of teaching by student teacher:</p> <p>Preparation:</p> <p>Everything ready before students came to the class, such as chairs and all materials.</p> <p>All flash cards had been cut and ready to give out to the students.</p> <p>Most examples had been written on the whiteboard before students arrived.</p>
<p>Content:</p> <p>The content of the lesson was enjoyed by the students.</p> <p>The flashcards created more discussion amongst the students.</p>
<p>Delivery/Performance/Organization:</p> <p>Introduction:</p> <p>I explained the zero conditional and how to use it, and then moved to vocabulary. They all understand the lesson.</p> <p>Teaching/Learning Activity:</p> <p>Students appeared to enjoy the lesson, asked lots of questions, joined in and tried very hard in the role play activities.</p> <p>Discussion helped understanding and participation.</p> <p>Flash cards were helpful and enjoyable.</p> <p>Closure:</p> <p>I briefly recapped the whole lesson.</p> <p>I gave them all material to take home.</p> <p>I gave them homework to do.</p>
<p>Quality of Learning by Students</p> <p>Positive (learning Outcome)</p> <p>The students achieved the objective.</p> <p>The students understood the lesson.</p>
<p>Negative (Learning difficulties)</p> <p>Arriving late again.</p>
<p>Action Plan and Targets (Improvement I need to make)</p> <p>Reminder about punctuality</p> <p>Give the students enough time to formulate their answers to questions etc.</p>

A lesson series to teach extended use of the Conditionals in speaking and writing

Lesson plan 5

Age Group: 20-25

Level: Intermediate

Number in Class: 6

Duration: (2 hours)

Lesson Objective:

- Extending the oral and written use of the Conditionals.
- Extending vocabulary relating to family and friends with conversation.

Introduction: (15mins)

- Briefly go over the last four lessons and write some examples on whiteboard and ask questions (15mins).

Lesson Core: (100mins)

- Display grammar table for all Conditionals and write some examples on the whiteboard and give each student information sheets to look at (10mins).
- Explain to the class all Conditionals in speaking and writing with some written examples (10mins).
- Give students a vocabulary exercise and give them time to fill it out with a partner (10mins).
- Ask each student to read out their exercise sheet and tell others to correct any mistakes that have been made. Ask them to answer all the questions by asking each other. Listen and correct (20mins).
- Ask them to spend 10 minutes with overview information sheets and go around to make sure they understand (10mins).
- Put students into two groups and ask them to make 20 questions, and then ask one group to ask questions to the other group, if they get a right answer they will get a point which will be written down on the whiteboard, each question will have 1

minute to be answered. Repeat this activity with the other group asking the questions. By the end of the activity one group will win (40mins).

Closure: (5mins)

- Discuss what the students have learned in the class and give them advice to develop their knowledge (5mins).

Extension Activities: vocabulary

Material/Resources

Information sheets, work sheets and exercise sheets.

Information sheets

Conditionals: Summary

Here is a chart to help you to visualize the Basic English conditionals. Do not take the 50% and 10% figures too literally. They are just to help you.

Probability		conditional	example	time
100%		zero conditional	If you heat ice, it melts.	any time
50%		first conditional	If it rains, I will stay at home.	future
10%		second conditional	If I won the lottery, I would buy a car.	future
0%		third conditional	If I had won the lottery, I would have bought a car.	past ³⁹

Overview

The conditional tense says that an action is reliant on something else. The two most common conditionals are real and unreal; they are sometimes called if-clauses.

The real conditional (often named 1st Conditional or Conditional Type I) describes situations based on fact.

The unreal conditional (often named 2nd Conditional or Conditional Type II) describes unreal or imaginary situations.

³⁹ http://www.englishclub.com/grammar/verbs-conditional_6.htm

There is also what we call the 3rd conditional (often named Conditional Type III), used to express no possibility of something having happened in the past, and the 0 conditional (often called the zero conditional), and used to express absolute certainty.

Unless you are studying English to pass an exam or tests don't try to remember the types, just learn the structure so that you know how to express the meaning conveyed by each type.

Note! If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma:⁴⁰

⁴⁰ <http://www.zozanga.com/grammar/conditionaltext.htm>

Work sheet and exercises with conversation

Conversation Practice - Family Survey

Directions: Ask your classmates questions about their families and complete the chart below. Ex, Are you married? Do you have children? How many children do you have? Do you have siblings? Are they older or younger than you? Are your maternal grandparents living? How many nieces and nephews do you have? Etc.

Name	Classmate #1	Classmate #2	Classmate #3
Spouse			
Children			
Siblings			
Nieces / Nephews			
Cousins			
Aunts / Uncles			
In-laws			
Maternal Grandparents			
Paternal Grandparents			

Vocabulary Review – The Family

Directions: Complete the following sentences using your list of family vocabulary.

1. Your brother or sister is your _____.
2. Your mother and father are your _____.
3. Your mother's sister is your _____.
4. Your daughter's husband is your _____.
5. Your sister's son is your _____.
6. Your brother's wife is your _____.
7. Your sister's daughter is your _____.
8. Your father's brother is your _____.
9. Your aunt's or uncle's children are your _____.
10. Your father, mother, sister and brother are your _____.
11. Your husband's mother is your _____.
12. Your daughter's son is your _____.
13. A person who has no brothers or sisters is called an _____.
14. Your mother's new husband (not your father) is your _____.
15. A child whose mother and father are dead is an _____.
16. An unmarried man is called _____ or a _____.
17. A woman whose husband has died is a _____.
18. Your mother's parents are your _____ grandparents.
19. Your father's parents are your _____ grandparents.
20. A child who you have legal custody of, but is not your biological child, is your _____ child.

Self-Evaluation Sheet Teaching Practice Omar Ali Karim Conditional Tense for Intermediate Students LESSON 5

Quality of teaching by students teacher:
--

Preparation:

Examples had been written on the whiteboard for all conditionals.

Content:

The content of the lesson was enjoyed by the students.

They enjoyed the exercises as they could demonstrate their ability using this tense.

Delivery/Performance/Organization:**Introduction:**

I explained all conditionals and how to use them - recap of previous lessons.

I then moved to vocabulary.

The Students all understood the lesson.

Teaching/Learning Activity:

Students were enthusiastic.

Oral work helped understanding.

Closure:

I briefly recapped the whole lesson.

I gave them all material to take home.

Quality of Learning by Students

Positive (learning Outcome)

The students achieved the objective.

The students understood the lesson.

Negative (Learning difficulties)

None

Action Plan and Targets (Improvement I need to make)

Time keeping.

Providing enough material to promote proactive classroom.

Information sheet

What are Nouns?

The simple definition is: **a person, place or thing**. Here are some examples:

- **person:** man, woman, teacher, John, Mary

- **place:** home, office, town, countryside, America
- **thing:** table, car, banana, money, music, love, dog, monkey

The problem with this definition is that it does not explain why "love" is a noun but can also be a verb.

Another (more complicated) way of recognizing a noun is by its:

1. **Ending**
2. **Position**
3. **Function**

1. Noun Ending

There are certain word endings that show that a word is a noun, for example:

- -ity > **nationality**
- -ment > **appointment**
- -ness > **happiness**
- -ation > **relation**
- -hood > **childhood**

But this is not true for the word endings of all nouns. For example, the noun "spoonful" ends in -ful, but the adjective "careful" also ends in -ful.

2. Position in Sentence

We can often recognise a noun by its position in the sentence.

Nouns often come after a determiner (a determiner is a word like a, an, the, this, my, such):

- a **relief**
- an **afternoon**
- the **doctor**
- this **word**
- my **house**
- such **stupidity**

Nouns often come after one or more adjectives:

- a great **relief**
- a peaceful **afternoon**
- the tall, Indian **doctor**
- this difficult **word**
- my brown and white **house**
- such crass **stupidity**

3. Function in a Sentence

Nouns have certain functions (jobs) in a sentence, for example:

- Subject of verb: **Doctors** work hard.
- Object of verb: He likes **coffee**.
- Subject and object of verb: **Teachers** teach **students**.

But the subject or object of a sentence is not always a noun. It could be a pronoun or a phrase. In the sentence "My doctor works hard", the noun is "doctor" but the subject is "My doctor".⁴¹

Nouns

A noun is the word that refers to a person, thing or abstract idea. A noun can tell you who or what.

There are several different types of noun:-

- There are **common nouns** such as dog, car, chair etc.
- Nouns that refer to things which can be counted (can be singular or plural) are **countable nouns**.
- Nouns that refer to some groups of countable nouns, substances, feelings and types of activity (can only be singular) are **uncountable nouns**.
- Nouns that refer to a group of people or things are **collective nouns**.
- Nouns that refer to people, organisations or places are **proper nouns**, only proper nouns are capitalised.
- Nouns that are made up of two or more words are called **compound nouns**.

⁴¹ <http://www.englishclub.com/grammar/nouns-what.htm> 21/05/08

- Nouns that are formed from a verb by adding *-ing* are called **gerunds**⁴²

Work sheet

Please underline or highlight all Nouns.

Been there: the knowledge

⁴² <http://www.learnenglish.de/grammar/nountext.htm> 28/05/08



We're hoping to drive to Italy in August - from the UK to Bordighera, just over the French border. Does anybody have any advice please - Channel tunnel or ferry; motorway or non-toll roads; where to stop over?

Suzie Garcia

I'm fresh out of university and am planning a driving trip along the Atlantic coast of France, through north-west Spain with a stop off in San Sebastian, then down the coast of Portugal to the Algarve. I'll be going from late June until mid-August with my girlfriend. We'd like to camp for the majority of the time and steer well clear of the school holiday masses. Are there still places along the route where one can sleep cheap or for free, enjoy good local food, and never see a faux British pub or complaining school children?

We think we will try to stick to the back roads and the coast, and avoid cities and motorways. We would also need to stick to a budget of about 1000 pounds each for the six weeks (excluding petrol). Some advice on a few places that are off the beaten track to camp and relax, and maybe somewhere for a romantic few days in more luxurious (but still economical) accommodation would be gratefully received.⁴³

⁴³ <http://www.ivebeenthere.co.uk/articles/your-questions.jsp> 31/05/08

People are learning English for numerous reasons. We need to be more open in our attitudes and making the class access more accessible than other classes to enable students to achieve their goal. There are other points we also have to bear in mind about those who study English. By knowing these different situations we can make the class more interesting for the students (Harmer 1991: 9).

I have been fortunate to have had experience of teaching Islamic Studies and English Language in a variety of settings; such as in a class situation, circle groups and also online. As a result of this, I am confident in front of a group of learners and I could approach this teaching practice without undue nervousness. At least I did not have “nerves” to worry about and I could concentrate on preparing suitable materials and delivering lessons to the best of my ability. My current experiences have taught me that teaching is far from easy and requires a high level of commitment and many diverse skills.

For me personally, teaching English is particularly challenging as it is my fourth language and the one I tend to use least; speaking Kurdish at home and Arabic and Farsi with friends and colleagues. However I have made every effort to read more widely in English and this course has inspired me to improve on all levels. I have enjoyed the course and found it interesting and informative. Teaching Practice itself has helped a great deal by highlighting my weaknesses and pointing out various methods of improving my techniques and style in the classroom.

From what I have read and my own experience, I have compiled the following list which I feel represents some of the most important points to consider prior to teaching:

- 1- Always be fully prepared. Students often see teachers as all-knowing role models and if they clearly have not prepared the lesson well, then this will create negative thinking and can result in discipline problems as the teacher loses credibility. The objectives of a lesson may not be achieved in such a case.
- 2- Appear confident and professional. If teachers do not have self belief then the students will doubt their competence. I remember when I was in secondary school one of our teachers had this problem and after the lessons we were unsure whether

we had actually been taught the right thing. It is also important to give a professional image and to dress smartly.

- 3- Keep abreast with trends/current affairs/general knowledge. Again students think teachers should know everything and have the answers to their questions in class. If the teacher doesn't know the answer or ignores the question then credibility is lost (Harmer 1998: 2). I think it is best to be honest and admit if you are unsure of an answer and promise to find out for the next lesson.
- 4- Have more than enough materials etc. It looks badly organised and careless if the teacher does not have enough worksheets, pens, paper and so on to go round everybody. If students feel left out then they may feel unimportant and in the case of younger learners may give an excuse for disruptive behaviour.

The following points are relevant to the actual delivery of the lesson:

- 1- Attitude and interpersonal skills: It is important to be sensitive to the needs of students and to be fair and patient. A teacher who is approachable is more likely to achieve the desired outcomes in lessons. However, a teacher sometimes needs to be firm and students need to be aware of any boundaries and what is and is not acceptable. It is best to outline expectations from the outset.
- 2- Design the material to fit the needs of individuals: Students learn English for a number of different reasons so teachers need to find out the objectives and levels within the class. For example a student may want to learn English to get a job quickly whilst another may wish to go on to Higher Education in the UK. Consequently, lessons need to include practice in a variety of skills and homework set may well be different.
- 3- Timing: Arriving a few minutes' early gives the teacher time to set up the lesson and organise seating etc. It is a good idea to time lessons to conclude a few minutes early so there is time for a recap of what has been covered and for questions, homework setting and some relaxed conversation. The beginning and ending of lessons are very important.

- 4- Make a mental note of what works in the lesson and what does not. If negative aspects of the lesson are noted, the teacher can reflect on these later and find ways of resolving them for future classes. Reflective teaching is regarded as key to continual improvement and the quality of education.

I also feel that the job of a teacher does not just begin and end in the classroom. Students often have a lot of questions and they deserve the opportunity to talk informally to the teacher, for advice or whatever. A teacher should be accessible and willing to give time to students and build a good working and pastoral relationship.

Teaching Practice – Conditional Tense for Intermediate Students

During my teaching practice at EIHS, I attempted to address the aforementioned criteria to the best of my ability. I made every effort to make sure that I knew the topics well beforehand and in retrospect I feel that my general methodology was reasonably successful.

This file contains five lessons (two hours duration for each lesson ten hours in total) designed for intermediate level students. The lessons cover the following topics.

- The first conditional and vocabulary in relation to travel, hobbies and sports.
- Second conditional and vocabulary in relating to like and dislike.
- Third conditional and vocabulary relating to education, and hobbies.
- Zero conditional and vocabulary relating to actions.
- Conditionals overview and vocabulary relating to family and friends with conversation.

At first glance this may seem that the lessons are biased towards the teaching of grammar, however, I taught only one grammar point each lesson, then we explored lots of vocabulary and addressed activities that covered the four skills reading, writing, listening and speaking.

Now I am going to indicate all the lessons and at the end of every lesson I also made a self-evaluation to show all the positive and negative points of my teaching which I think happened in the class.

First lesson

In the first lesson we learned about the first conditional which is used to talk about things which are possible in the present or the future -- things which *may happen*. A first conditional sentence consists of two clauses, an "if" clause and a main clause⁴⁴.

Nothing is easy in the beginning, especially teaching, because it takes a lot of practice, trial and error to develop an effective style or styles. Failure to be consistent and empathetic can result in confusion and the lessons may not be beneficial. I agreed with the students to meet in the class everyday from 09:00 in the morning until 11:00 for five days. I went to the class ten minutes before to make sure everything was prepared ok. I placed all chairs to face the whiteboard and cleaned the whiteboard. I opened some windows for fresh air and put all photocopied sheets on the front desk in separate piles for each student. After introductions I began the lesson by explaining the first conditional with lots of examples, written and spoken. During the explanation I looked at the students' faces to gauge their understanding. As the group were mature undergraduates, I felt that they would answer honestly when I asked if everything was clear. One student admitted being a bit lost so I spoke more slowly and tried to rephrase the explanation. I am aware that some students may be shy to admit they don't understand, so I tried continually to give plenty of examples so that I was sure they understood from the answers they gave. Also I felt that by introducing a grammar point at the beginning of the lesson and then going on to a variety of relevant activities, they would not then become bored. We turned to vocabulary about travel, hobbies and sports. I handed out information sheets about the conditional for them to keep and gave them exercise and work sheets. I offered many oral examples and also written ones on the whiteboard. At first it seemed that the group were a bit nervous about speaking in class, but with encouragement and what I hoped was a relaxed and informal atmosphere. It was not long before they began chatting. Each of them discussed their own hobbies, where they liked to go and which their favourite sport was. A few minutes before the end of the lesson, we had a brief recap of what we had covered.

⁴⁴ <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/1cond.htm>

Lesson Two

In the second lesson we learned about the second conditionals. The second conditionals are similar to a first conditional. A second conditional sentence consists of two clauses, an "if" clause and a main clause. The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future -- things which *don't or won't happen*.⁴⁵

I turned up to class five minutes early to make sure everything was in order. Some chairs had been moved. I put all chairs back to the original places and put all material on the table and wrote students' names on the material for each of them. They arrived together, but one of them excused himself as he had an appointment. After two minutes chat I started the lesson. I explained the second conditional orally and put written examples on the whiteboard. I asked them some questions about both first and second conditionals to make sure they understood them, some of them shy to answer but it was clear they did understand. We moved to the vocabulary, worksheet and exercises. I wrote some topics on the whiteboard to start conversation about likes and dislikes. They all seemed to enjoy conversation. I put them into two groups to carry on the conversation. I asked them to write a short paragraph about what they had discussed. Then we moved to exercises and finally I briefly recapped the whole the lesson. I was happy with the way it went; much better than I had thought it would.

Lesson Three

In the third lesson we learned about third conditional. The first conditional and second conditionals talk about the future. With the **third conditional** we talk about the **past**. We talk about a condition in the past that did **not** happen, that is why there is no possibility for this condition. The third conditional is also like a dream, but with **no possibility** of the dream coming true.⁴⁶

I arrived early and set out as usual. Most students arrived on time, but some came quite late, I went over the previous lesson quickly to remind the group what they had learned and asked some questions about previous lessons, and homework. Some mistakes had been

⁴⁵ <http://web2.uvcs.uvic.ca/elc/StudyZone/410/grammar/2cond.htm>

⁴⁶ http://www.englishclub.com/grammar/verbs-conditional_4.htm

made, which I corrected and explained out loud to allow all the others to correct any mistakes. After that I started explaining the third conditional, a process that had to be repeated three times for the late comers. I then used plenty of exercises and flash cards; this took more time than usual. The lesson has finished with a brief recap.

Lesson Four

In the fourth lesson we learned about the zero conditional. The zero conditional is used when we want to talk about things that are always or generally true. We can use: If/When/Unless plus a present form PLUS the present simple or imperative.⁴⁷

I arrived on time and found none of the students there. I prepared the room and wrote out some examples of the zero conditional while I was writing on the whiteboard. They all arrived and we went over the previous lesson first. Two of them had failed to do their homework, but I went over it carefully and dealt with any errors that had been made by those who had completed the work. Next I introduced the zero conditional and went on to ask if anyone could point out differences between the zero conditional and other conditionals. We started doing the exercises. Because they obviously enjoyed the activities with flash cards, I brought in more activities to work with. One of these introduced the topic of how to book a hotel room. They enjoyed this exercise because it involved role play and they worked in pairs, swapping roles.

Lesson Five

In the fifth lesson we reviewed and recapped all the previous lessons on the Conditionals. The conditional tense says that an action is reliant on something else. The two most common conditionals are real and unreal; they are sometimes called if-clauses.⁴⁸

I arrive feeling quite nervous as I was being observed this time. I felt rather shy in front of an experienced tutor and hoped that I would be able to keep the class as proactive as it had been. My introduction was a bit shaky and I did not feel very confident with someone watching. However, I tried my best to continue as normal and soon I became myself again.

⁴⁷ <http://www.englishgrammarsecrets.com/type0/menu.php>

⁴⁸ <http://www.zozanga.com/grammar/conditionaltext.htm>

This lesson aimed to be an overview of everything we had covered this far. I used many examples, both written and oral and I also went over the homework done over the last few sessions. I handed out overview information sheets. I was delighted when the students requested that I continue teaching them, but I had to explain that this was not possible as I was going on holiday, but I promised to make time later on to give extra voluntary lessons. We continued exercises until a few minutes before the end of the lesson, then we shook hands and I gave them some tips on how to improve their language skills, such as interaction with native speakers whenever possible, self-study, attending class and also online facilities. Good luck to everyone.

Looking back over my experience of teaching practice, I can conclude that on the whole my lessons were successful; having read a great deal of theory, there seem to be so many facets to put into practice, but I feel now that I beginning to address these. It is my ambition to teach and my aim is for continual improvement and I hope that I will make an effective teacher in the future. It is difficult to try to practice all the areas that I know need to be considered. I was just happy that I managed to control the group, instigate interaction and deliver a fair amount of information. The students appeared to enjoy what we did and I now have a lot more ideas about how to initiate and sustain interest in a topic. I need to work at preparing enough varied material and to gauge when something is not working well and how to switch smoothly to something else quickly. I do feel much more confident now and with more experience I hope to develop into a useful TEFL teacher.

Bibliography

- 1- Carter, Ronald & Nunan, David (2001) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press, UK
- 2- Harmer, J. (1998) *How to Teach English*. Longman, Malaysia
- 3- Harmer, J. (1991) *the Practice of English Language Teaching*. New Edition, Longman,UK
- 4- Stevens P. & Crawley T. (1994) *Becoming an Effective Teacher*. Cheltenham, Stanley Thornes Publishers

- 5- Swan Michael. (1980) *Practical English Usage*. Oxford University Press Thornbury Scott.
- 6- Woodward, Tessa (2001) *Planning Lessons and Courses; Designing sequences of work for the Language classroom*, Cambridge University Press, UK
- 7- ELC Study Zone, date accessed: 02/11/2004
<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/1cond.htm>
<http://web2.uvcs.uvic.ca/elc/StudyZone/410/grammar/2cond.htm>
- 8- English Club, date accessed: 02/11/2004
http://www.englishclub.com/grammar/verbs-conditional_4.htm
- 9- English Grammar Secrets , date accessed: 02/11/2004
<http://www.englishgrammarsecrets.com/type0/menu.php>
- 10- Zozanga.com , date accessed: 02/11/2004
<http://www.zozanga.com/grammar/conditionaltext.htm>

Below are two passages. The first is by Edmund Spenser, the second is by Christopher Marlowe. They duplicate each other almost word for word:

- (i) Spenser compares prince Arthur's helmet plumes to almond blossoms:

Like to an Almond tree ymounted hye

On top of greene selinise all alone,

With blossomes brave bedecked daintily;

Her tender locks do tremble every one

At every little breath, that under heaven is blowne

(The Faerie Queene, I, vii,32, 5 – 9)

- (ii) Marlowe's description of Tamburlaine:

Like to an almond tree ymounted high,
Upon the lofly and celestiall mount,
Of every greene selinus quently dect,
With bloomes more white than Hericinas browes,
Whose tender blossoms tremble every one,
At every little breath that thorow heaven is blown:

(2 Tamburlaine, IV , iii, 119 –24)

The reader might safely assume that the similarity between the extracts from *Faerie Queene* and *Tamburlaine* is unlikely to be coincidence. Bearing in mind that the notion of Plagiarism held by our predecessors is different from that held today, many scholars have debated the topic of Marlowe and Spenser as ‘illegal borrowers’ and who ‘borrowed’ from whom. The controversy continues and as yet there is no conclusive proof as to which derives from which.

Both Spenser and Marlowe came from the same era, the former being born circa 1552 and the latter in 1564. Edmund Spenser attended the Merchant Taylor’s School in London and continued his education at Pembroke College, Cambridge. Christopher Marlowe was educated at the King’s School Canterbury and went on to receive his BA from Corpus Christi College Cambridge in 1584. Spenser’s most renowned work is entitled *Faerie Queene* (1590) for which he received a pension in 1591 in recognition of his work http://en.wikipedia.org/wiki/Edmund_Spenser *Tamburlaine* (1587) is probably Marlowe’s most well-known work and he is believed to have been the first English poet to use blank verse. http://en.wikipedia.org/wiki/Christopher_Marlowe

Watkins (1944:249) maintains the opinion that it was Marlowe who plagiarised the work of Spenser and highlights that there is no doubt that the borrowing must have come from one original text, but there remains a conflict of opinion between scholars. Baldwin (1942:158) states that as Spenser’s *Faerie Queene* was entered a few months before Marlowe’s

Tamburlaine, one might assume Marlowe to have been the 'borrower'. However, Baldwin maintains that Marlowe could not have seen the 1590 edition of *Faerie Queene* and if he was the plagiarist, then he must have taken from a different source. He further points out that there are seven incidences of similarity between the two works and these give rise to the conclusion that it was Spenser who was the 'borrower.' Watkins (1994:250) remains of the opinion that Marlowe was the 'guilty' party as he suggests that before *Faerie Queene* was published, the work circulated round the University of Cambridge and various academic circles in England, therefore Marlowe could have had access prior to publishing. It is maintained that Marlowe and Spenser had probably never even heard of each other, but this seems unlikely given that these contemporaries were both writers and both influenced by the works of the classical poets. As such they would both have been working with the same rhetorical structure and this also clouds the issue of who borrowed from whom. Interestingly, (Baldwin 1942:187) points out that Spenser went to Ireland early in his career and lived there for some time. This fact may indicate that Spenser was unlikely to have been aware of Marlowe's work.

There are two distinct groups of scholars, one maintaining Christopher Marlowe as plagiarist and one, Edmund Spenser. It is unfortunate that this controversy can obscure the creative works of these two great writers; particularly as the absolute truth is unlikely ever to emerge. The term 'plagiarism' today has huge implications and damning connotations, whereas it may once have been considered a complementary and flattering tool employed by earlier writers. Indeed, it appears that both Spenser and Marlowe are guilty of plagiarism in the modern sense of the term, as both were influenced by classical poetry and many of these literary devices were used by the 16th Century poets.

Bibliographical sources:

Baldwin, T.W (1944) *The Genesis of Some Passages which Spenser Borrowed from Marlowe.*(Vol. 12, No2).

Baldwin, T. W (1942) *A journal of English Literature History.* Volume Nine. Number Three. *The Genesis of Some Passages Which Spenser Borrowed from Marlowe.*

Cook, A (1906) *Notes on Marlow's Tamburlaine.* First Part.

Spence, L (1927) *Tamburlaine and Marlowe.*

Internet sources: all accessed: 16/12/2008

The Plagiarist: Spenser or Marlowe? Author(s): W. B. C. Watkins Source: ELH, Vol. 11, No. 4 (Dec., 1944), pp. 249-265 Published by: The Johns Hopkins University Press Stable URL: <http://www.jstor.org/stable/2871464>

www.english.cam.ac.uk

www.luminarium.org

www.en.wikipedia.org

www.famousplagiarists.com/literature.htm

www.plagiarism.org/2007/anti-plagiarism%20campaign.pdf

<http://etext.virginia.edu/cgi-local/DHI/dhiana.cgi?id=dv3-38>

www.palgrave.com/PDFs/0333998413.Pdf

Research Methods; Presentation of Academic Work.

- 1a. *EUDORA WELTY: Eye of the Storyteller*, ed. by Dawn Trouard (Ohio: Kent State University Press, 1989), p.79.
- 1b. WELTY, p.60.
- 1c. Burgess, Cheryl, 'From Metaphor to Manifestation: The Artist in Eudora Welty's "A Curtain of Green"', in *EUDORA WELTY: Eye of the Storyteller*, ed. by Dawn Trouard (Ohio: Kent State University Press, 1989), 133-41

- 2a. Rose Kamel, 'Literary Foremothers and Writers' Fiction: Tillie Olsen's Autobiographical Fiction', in *Contemporary Women Writers: Gender, Class, Ethnicity*, ed. by Lois Parkinson Zamora, Longman Critical Readers Series (Harlow, Essex: Longman Press, 1998), pp.195-203 (pp.196-98) (first publ. In *MELUS*, 12 (1985), 55-72).
- 2b. Zamora, Lois Parkinson, ed., *Contemporary Women Writers: Gender, Class, Ethnicity*, Longman Critical Readers Series (Harlow, Essex: Longman Press, 1998), 195-203

- 3a. Wilentz, Gay, 'Civilisations Underneath: African Heritage as Cultural Discourse in Toni Morrison's "Song of Solomon"', *African-American Review*, 6 (1992), 61-76
- 3b. Wilentz, Gay, 'An African-Based Reading of Sula', in *Approaches to Reading the Novels of Toni Morrison*, ed. by Nellie Y. McKay and Kathryn Earle (New York: MLA, 1997), 127-34
- 3ci. Gay Wilentz, 'An African-Based Reading of Sula', in *Approaches to Reading the Novels of Toni Morrison*, ed. by Nellie Y. McKay and Kathryn Earle (New York: MLA, 1997), pp.127-34
- 3cii. McKay, Nellie Y., and Earle, Kathryn, eds, *Approaches to Reading the Novels of Toni Morrison* (New York: MLA, 1997)

- 4a. Sigmund Freud, 'The Uncanny', *New Literary History*, 7 (1976), 619-45 (p.625).
- 4b. Freud, Sigmund, 'The Uncanny', *New Literary History*, 7 (1976) 619-45 (First publ. In *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, (1953-1974) ed, and rev. by James Strachey (London: Hogarth Press), xvii, (1955, repr. 1975) 219-52

- 5a. Margaret Whitford, 'Rereading Irigaray', in *Between Feminism and Psychoanalysis*, ed. by Teresa Brennan (London: Routledge, 1989).
- 5b. Denton Fox, *Chaucer's Influence on Fifteenth-Century Poetry*, Companion to Chaucer Studies, 1st edn. (Oxford: OUP, 1968), pp.385-402.

5c. Denis Donohue, 'A View of Mansfield Park', in *Critical Essays on Jane Austen*, ed. by B.C.Southam (London: Routledge, 1968), pp.38-59.

5d. *Jane Austen: Mansfield Park*, ed. by R.W. Chapman, 3rd edn (London: Oxford University Press, 1934), p.124.

5e. Holly Grant, 'Travel and Translation: Textuality in Gulliver's Travels', *Criticism*, 21 (1979), 134-52.

Annotated Bibliography Project

Title of proposed thesis: *A critical history of English Language Education in Iraqi Kurdistan from the establishment of the Kurdistan Regional Government (KRG) in 1991 to the present day: reform, crisis and strategies for change.*

This will be the title of the researcher's dissertation, the aim of which is to explore and analyse how people learn English in Kurdistan. The work will encompass methodologies of English Language acquisition in Schools/Colleges, Universities, private organisations and self-study programmes. A questionnaire has been designed with the objective of eliciting as much information as possible regarding the educational system and its processes in Kurdistan and problems encountered by English Language learners in Kurdistan and all problems they may have in learning English. The researcher also intends to visit Kurdistan having made prior arrangements to meet and interview staff and students in a variety of educational establishments and also to visit libraries including, amongst others, the Kurdish library in Stockholm. Finally, critical analyses will be offered and comparisons made with other countries that employ both contemporary and old-fashioned pedagogical methods. The research hopes to highlight any changes, either positive or negative, that have occurred in Kurdistan in recent years and also offer recommendations relevant to how English language teaching can move forward. The researcher used Google to find the books and some other websites such as "Pertwk" and "Tishkbook". These two websites also provide Kurdish books on line, and both are free downloads. The researcher also had access to libraries such as the British Library, the libraries of Oxford University, University of Wolverhampton, University of Wales, Lampeter, University of Essex, University of Wales

Bangor, University of Giessen in Germany, Library of Denmark, SIT Graduate Institute / SITS Study Abroad Brattleboro United States, Red Deer College Library Canada, Aberystwyth University, Leeds library, University of Leeds library, AUC Library Egypt, Touro College New York United State of America, Royaume-University library, National Library of Education, Washington, United States, and the Kurdish library in Stockholm.

Introduction: The introduction will present some historical and geographical features of Kurdistan in order to help the reader form a useful picture of this country about which there are many misunderstandings. During this chapter the researcher will indicate the Kurdish relationship with Britain and the English language.

General Thesis Research Methodology: This will entail the collation of primary data from questionnaires, interviews and observation (where possible). This will be backed up by relevant secondary data drawn from the references and resources listed later.

Research Difficulties

There are numerous difficulties surrounding the search for books and information on this topic. The Kurdish and European systems of printing are quite different; for example, books printed in Kurdistan have no (ISBN) numbers and many works that are in print tend not to be located in libraries, but are generally on sale in relatively small shops that have no cataloguing system. The library in Kurdistan has no proper website, so accessing what are on offer means a personal visit and a lengthy process to find relevant books. A further research problem arises when attempting to pinpoint the place of publishing and there can be a fair amount of confusion in this regard as numerous books have each been printed in different publishing houses and some also have to be referenced as digital copies as they have been placed on Google and have two different ISBN numbers. Also the researcher may know of a very relevant text that is not available in the library.

Annotated Bibliography Project – How the List was compiled

a) Primary List

- 1- Harmer, J. 1998. *How to Teach English*. Malaysia: Longman

ISBN 058229796 6

This text is crucial for the English Language teacher and raises many issues that are relevant to this research topic. It also provides various ideas for the type of questions that will be useful for the questionnaire. This book is easily accessed at the University of Wales, Lampeter. The researcher has his own copy.

- 2- Yule, G. 2006 third edition. *The Study of Language*. UK: Cambridge University

ISBN 0-521-54320-7

This book is useful, particularly parts 3, 4 and 7; the development of writing, the sounds of language and morphology respectively. Normally foreign students need to address these areas. This book can be accessed at the University of Wales, Lampeter.

- 3- Parrott, M. 2007. *Grammar for English Language Teachers*. UK: Cambridge University Press

ISBN 978-0-521-47797-0

This book is very relevant for this kind of research as it raises problem areas encountered by language learners and indicates solutions. The researcher refers regularly to this work and owns his own copy. This book can be found in the British Library.

- 4- Harmer, J. 1991 second edition. *The Practice of English Language Teaching*. UK: Longman. P289

ISBN 0-582-04656-2

This useful text explains what motivates students to learn English, how a native speaker acquires language, what a language student should learn in order to communicate adequately and how the teacher can aid in developing language skills in the student. This book is very relevant to the current research. The third edition is accessible at the University of Wales, Lampeter. The researcher has his own copy.

5 - ناوی کتیب؛ کورد، عەرب، بەریتانییەکان، بیرەمەرییەکانی کاپتن لاین لەمەر رووداوەکانی باشوری کوردستان 1919 تا 1929، وەرگیرانی لە ئینگلیزییەوه؛ دکتۆر یاسین سەردەشتی،

ژمارە ی سپاردن 1079

Dr. Sardashty, Y. 2007. *Kurd, Arab, English from 1919 to 1929*. Kurdistan: Sima Sulaimany

Number (this is equivalent to ISBN) 1079

This book discusses three entirely different cultures that were all living together during that particular era. Such information has a bearing on inter-relationships and the socio-political climate that shaped 20th Century education. This book was originally written in English and has been translated into Kurdish. It can be accessed from the www.pertwk.com website. The researcher has a copy of this book.

6- ناوی کتیب؛ چەند لاپەرەیک لە میژووی گەلی کورد لە رۆژەهەلاتی کوردستان -

نوسینی؛ دکتۆر یاسین سەردەشتی

ژمارە ی سپاردن 641

Dr. Sardashty, Y. 2007. *A Few pages in the History of Middle Kurdistan*. Kurdistan: Sima Sulaimany

Number (this is equivalent to ISBN) 641

Kurdistan is divided into four different regions which now belong to four different countries. This work examines the central area, its problems and developments. This is relevant as the

research is primarily conducted in this region. The text can be accessed from the www.pertwk.com website. The researcher has his own copy of the book.

7 - ناوی پەرتووک؛ کورد و کوردستان، نوسینی؛ کۆمەڵێک لە ئەفسەران و پەڕێرانی سیاسی ئینگلیز،
وهرگیرانی؛ حسین عوسمان نیرگسهجاری و حسین ئەحمەد جاف

ژمارە ی سپاردن 240

Nirgsagary, H. O. Ahmad Jaf, H. 2002 first edition. *Kurds and Kurdistan*. Kurdistan: Ministry of Education Erbil

Number (this is equivalent to ISBN) 240

This book offers more general historical and geographical information about Kurdistan and was written by a group of English soldiers and politicians. It has been translated into Kurdish and is useful for the introduction of this research. The researcher has his own copy, but it can be accessed from www.pertwk.com.

8- ناوی پەرتووک؛ کۆماری کوردستان- مەهاباد نوسینی؛ نەوزاد مەجید/ خدر سەرمۆردی 1946

ژمارە ی سپاردن 218

Majed, N. Sarmordy, K. 2004. *Republic of Kurdistan - Mahabad 1946*. Kurdistan: Maktab biro hoshyary

Number (this is equivalent to ISBN) 218

The book illustrates the situation in Mahabad at that particular time. The Kurdish people were in power, but for less than one year, however, they remain proud of the Republic of Kurdistan Mahabad. This book can be accessed from www.pertwk.com. The researcher has his own copy.

9 - ناوی کتیب؛ زمان، نوسینی؛ بێرنارد کەمرئ، جێرید دایەمەند، دەوگ و آلن، ک. دەقیقید هاریسن، وەرگیرانی لە
ئینگلیز بیەوه؛ کامیل محەمەد قەرەداخی

Mohammad, K. 2007. *Language*, Kurdistan: Ministry of Kurdistan Management and Translation

Number (this is equivalent to ISBN) 519

This book was originally compiled by: Bernard Comrie, Jared Diamond, Doug Whalen and K. David Harrison. It is interesting for this research topic and it has been translated into Kurdish. This book can be accessed from www.pertwk.com. The researcher has his own copy.

10- Kassem, M. Wahba, Zeinab A. Taha, Liz England. 2006. *Handbook for Arabic Language Teaching Professionals in the 21st Century*. United States of America: Routledge, 477 pages ISBN 080585102X, 9780805851021

This book is excellent for this research topic as it is quite recent and deals with the teaching of English speaking Arabic people in Europe. British pedagogical methodologies are followed for students of Arabic, thus many points relate directly to this study. Unfortunately the researcher could not find the book in a library, but it can be read in its entirety on Google.

11- Amy, B. M. Tsui, Amy Tsui. 2003. *Understanding Expertise in Teaching: Case Studies of Second Language Teachers*. USA: Cambridge University Press, 308 pages

ISBN 0521632072, 9780521632072

This book contains the valuable experiences of an established ESL teacher. Chapter four; Teacher Knowledge, Chapter seven; Teacher Knowledge and Managing the Classroom for ESL learners and Chapter 10; Understanding Expertise in Teaching are particularly interesting and of relevance to this study. This book was accessed from the University of Wolverhampton.

b) Secondary List

1- مێژووی دێرینی کوردستان - فاضل قهره‌داغ, 200 لاپه‌ره - 1

Qaradakhy, F. Hama Karim, H. M. 2006. *Old History of Kurdistan*. Kurdistan: printer and publisher of the author

Number (this is equivalent to ISBN) 686

This book deals with the early history of Kurdistan which gives insight into future developments of the country. It also includes glimpses into contemporary issues. This book is available at www.tishkbooks.com. The researcher has his own copy.

2- John, B. Salih M. K. 2006. *The Future of Kurdistan in Iraq*, University of Pennsylvania Press, 355 pages

ISBN 0812219732, 9780812219739

This book is interesting and up to date as it was written after the recent invasion of Iraq. It highlights the numerous changes in Iraqi Kurdistan particularly in the fields of education, politics and economics. This book is widely available in a variety of libraries, such as the University of Oxford, the British Library and the University of Essex. It is also available at Google books on line.

3- Hubbard, P. Jones, H. Thornton, B. Wheeler, R. 1983 sixth edition. *A Training Course for TEFL*. New York: Oxford University Press, 337 pages

ISBN 0194327108, 9780194327107

This book addresses the problems faced by foreign speakers of English and raises interesting points for both native and non-native TEFL teachers. It covers the topics of classroom management, the four main language skills, assessment techniques, problem classes, phonetics, and syllabus design. This is generally a very useful resource for the proposed research. This book was accessed at the University of Wolverhampton and is readily available.

4- April, M. McMahon, S. 2002. *An Introduction to English Phonology*. Edinburgh University Press Ltd

ISBN 0 7486 1252 1 (hardback) ISBN 0 7486 1251 3 (paperback)

This book is a basic text for the language teacher and offers very useful information. The researcher has his own copy, but it is available at the University of Wales Bangor and the University of Wolverhampton.

- 5- Redman, S. 1997. *English Vocabulary in Use. Pre-Intermediate and Intermediate. 100 units of vocabulary reference and practice, self-study and classroom use.* UK: Cambridge University press

ISBN 0521557372

This book is useful and relevant to the study. Pages 27-31 highlight particular problematic areas of language learning and pages 48-62 propose systems for daily routines for vocabulary extension and practice. This text can be accessed at the University of Giessen in Germany. The researcher has his own copy.

- 6- Edmonds, C. J. 1957. *Kurds, Turks, and Arabs: Politics, Travel, and Research in North-Eastern Iraq, 1919-1925.* Oxford University Press. 457 pages

This book offers insight into the conflicts between the Kurds, Turks and Arabs in the Iraqi Kurdistan area. The general disquiet between these three differing cultures as they vied for power had a direct bearing on education and its development. The researcher is likely to refer to this work which is available in the British Library and at the University of Oxford.

- 7- Wharton, S. Race, P. 1999. *500 Tips for TESOL: Teaching English to Speakers of Other Languages.* UK: Routledge, 149 pages

ISBN 978-0-7494-2409-1

An excellent book that provides practical advice gained from personal experiences. It presents a well-rounded insight into the numerous aspects and methods involved in the acquisition of successful teaching skills. The text is very accessible and will give EFL teachers confidence to try out the 'tips'. The book is available in the British Library and at Google books on line.

8- Adamson, P. M. 2004. *Phonics for English Reading, Spelling and Writing Express: Orton-Spalding Based Phonetic Language Arts*. YesPhonics Publishing. 274 pages

ISBN 0976367300, 9780976367307

This book focuses on reading, writing and spelling and offers details of aspects of language learning and teaching that are essential for broadening the study. It is available at Google books on line. However the researcher was unable to find a hard copy in any library.

9- McDowall, D. 2004 Third Edition. *A Modern History of the Kurds*. I.B.Tauris. London. 504 pages

ISBN 1850434166, 9781850434160

This contemporary work is very useful for the proposed research as it presents the main areas; Iraqi Kurdistan, Iranian Kurdistan, Turkish Kurdistan and Syrian Kurdistan. It gives a detailed history of the Kurds from the 19th century to the present day. Although the researcher intends to concentrate on language teaching and learning in Iraqi Kurdistan, this book is a useful resource in indicating a wider picture of the region and its systems. It is available in the Library of Denmark.

10- Aceituno, A. M. 2000. *Business English and Conversation for the EFL-ESL Classroom: For the EFL-ESL Classroom*. USA: Universal-Publishers, 184 pages

ISBN 158112712X, 9781581127126

The effective teacher will elicit students' motives for language learning prior to designing an appropriate syllabus. There are a variety of different reasons why students wish to learn

English and the researcher feels that 'business' is likely to be amongst the main motivations. This book is available at the SIT Graduate Institute / SITS Study Abroad Brattleboro United States.

11- Robertson, P. 2005. *Teaching Overseas: USA: The Best Legal Advice*, 216 pages

ISBN 1411640772, 9781411640771

This book raises important issues t

t may affect language teachers who work overseas. It highlights the major pitfalls and advises teachers how to avoid problems and how to deal with them if they do occur. This book is relevant to the proposed research as it illustrates how culture and attitudes etc can be directly linked to the type of methodologies and approaches employed. It is available in the Red Deer College Library, Red Deer, Canada.

c) General List

ناوی پهرتووک؛ کۆماری مههاباد, نوسینی؛ نارچی روزفلت, وهرگیرانی؛ ئەکرەم قەرەداخی -1

Archie Roosevelt: 'The Kurdish Republic of Mahabad', *The Middle East Journal*, July 1947 no. 3 pp247 269. Translated by Qaradakh, A. and available at www.pertwk.com the researcher has his own copy.

2- Nolasco, R. 1991. *Mastering English as a Foreign Language*. Malaysia: Macmillan Press LTD

ISBN 0-333-45878-8

This is an accessible text that clarifies the basics of English. It is available in the British Library. The researcher has his own copy.

- 3- Thomson, J. Martinet, A. V. 1986 fourth edition. *A Practice English Grammar*,
Hong Kong: Oxford University Press

This book contains classic grammar exercises and may be relevant for the proposed study as many foreign countries still adopt the old-fashioned methods of language teaching, wherein grammar practice features almost exclusively. It will also be useful as a comparative text. The researcher has his own copy, but, as yet, could not find it in any library catalogues.

- 4- Gower, R. Walters, S. 1983. *Teaching Practice Handbook: A Reference Book for EFL Teachers in Training*. England: Heinemann, 188 pages

ISBN 0-435-28995-0

This is a good practical manual for the new language teacher and it covers areas that are not always mentioned in other such works. It highlights different teaching strategies and coping mechanisms for the inexperienced teacher. This text is very relevant to the proposed research. It is available in the library at Aberystwyth University. The researcher has his own copy.

- 5- Cunningsworth, A. 1984. *Evaluating and Selecting EFL Teaching Materials*.
Heinemann Educational, 104 pages

ISBN 0 43528006 6

This book focuses on the importance of relevant and dynamic materials in the language learning classroom. It is useful for the proposed research as it may help highlight areas where the wrong use of resources or even the lacks of them have a detrimental effect on the learning process. Part 7 deals with student motivation, how to foster this and maintain levels of interest etc. This book is available in the British Library, Leeds library and more. The researcher has his own copy.

- 6- Larudee, F. 1970. *TEFL in the Middle East: A Preliminary Survey*. American
University in Cairo Press, 181 pages

This book is very much related to the proposed research. A down side is that it was written 38 years ago, however, it will offer useful ideas for conducting surveys, obtaining feedback and handling/interpreting data etc. This book is available in the library at the University of Leeds.

7- Michael, L. 1983. *Teaching English to Arabic Speakers: Methodology, Materials Development, and Classroom Management*. American University in Cairo, 255 pages

ISBN 9774240219, 9789774240218

This book is a good resource for the proposed study. Although the samples of teachers and students will not be native Arabic speakers, their country is part of Arabic Iraq; a situation similar to that in the UK where Wales has its own language, but is part of Britain. The two Middle Eastern cultures are not dissimilar, thus methodology and analyses within this text should be pertinent and useful. Topics include contrastive analysis, allophones, minimal pairs, relative clauses, phonemics, schwa, cloze, Cairo, audio-lingual method, English language, Suggestopedia, place of articulation, classical Arabic, Arabic speakers, American English, Egyptian Arabic, Arab world, Second language acquisition and consonant clusters. This book is available in the AUC Library, Egypt.

8- Armando, M. 2000. *Business English and Conversation for the EFL-ESL Classroom: For the EFL-ESL Classroom*. Universal-Publishers, 184 pages.

ISBN 158112712X, 9781581127126

This book contains many grammar points and all four skills, reading, writing, listening and speaking, and also gives many good clear points about classroom management and conversation. This book may help the researcher because the students are studying English for many different reasons, such as, business, academic etc. This book explains methods of teaching for people who want to learn English for business. The book is in Touro College New York United State of America. It is also available on Google books.

9- Kangas, T. S. 2000. *Linguistic Genocide in Education, Or Worldwide Diversity and Human Rights*. Lawrence Erlbaum Associates, 785 pages

ISBN 0805834680, 9780805834680

Sections of this work will be very useful e.g. depoliticizing the language of schooling page xxii, part three mother tongue(s) culture, ethnicity, and self-determination, part six globalization, power and control. Also the field of human rights is especially relevant for teachers. This book is available in the Etats-Unis, Royaume-Uni and it can be read in full at Google books on line.

10- Baker, J. Westrup, H. 2000. *The English Language Teacher's Handbook: How to Teach Large Classes with Few Resources*. Continuum International Publishing Group, 170 pages

ISBN 0826447872, 9780826447876

The title of this book speaks for itself. Contemporary theorists maintain that the optimum size for a language class is approximately 14 students. The reality can be somewhat different and teachers often face very large classes and have to cope with accompanying management and resource problems. This text offers advice and illustrates methods of coping without descent into chaos. Lack of resources is common in many of the poorer countries and the authors give useful suggestions for delivering effective lessons on a tight or non-existent budget. The book is available at the University of Wolverhampton.

11- Nata, R. 2004 volume 13. *Progress in Education*. Nova Publishers, 248 pages

ISBN 159454090X, 9781594540905

The conclusion of this book contains comprehensive charts that display the author's research results from questionnaires and interviews conducted in the field of education. The methodology offers a useful example for the present proposed study. The book is available at the National Library of Education, Washington, United States.

12- Brutt-Griffler, J. 2002. *World English: A Study of Its Development*. Multilingual Matters, 215 pages

ISBN 1853595772, 9781853595776

This book contains lots of information which are relevant to the researcher's topics. Points which are quite specific for the researcher include, page 1-16 'The Image of the World English: Written English as an International Language', and pages 86-105 containing the spread of English. This book is available in the British Library and part of this book can be read on Google.

13- Blakemore, S. Frith, U. 2005. *The Learning Brain: Lessons for Education*.

Blackwell Publishing, 216 pages

ISBN 1405106220, 9781405106221

This book is good because it allows us to understand about the human brain and this is then related to education. Many students think that they do not have the brains to study and they ignore education, or become lazy students. The book contains some points which the researcher thinks may be helpful; these are: the literature brain and learning and remembering. These sections give an answer to such students. This book is present in the University of Wolverhampton and the University of Wales, Bangor.

14- James, M. 2007. *Improving Learning How to Learn: Classrooms, Schools and Networks*. United States of America: Routledge, 249 pages

ISBN 0415404274, 9780415404273

The majority of Kurdish students do not know how to learn. They just memorize the text without knowing the meaning and objectives just to pass their exams. After this they forget what they have learnt. This book shows the right methods and ideas on how to learn and teach students to think forward and develop their learning and ability because they are learning and not just memorizing. Unfortunately, the researcher was unable to find this book in the library but it can be read on Google on line.

15- Bonnie, M. D. 2008. *How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies*. United State of America: Corwin Press. 48 pages.

ISBN 1412968526, 9781412968522

Some times, teachers have problems with students for a number of reasons such as culturally, etc. The teacher may come from the same country but may be from a different

city or area. The researcher thinks this book is good to resolve these problems and gives the teacher the ability to correctly deal with them. This book is in the British Library.

16- Erneling, C. E. 1993. *Understanding Language Acquisition: The Framework of Learning*. United State of America: SUNY Press, 256 pages

ISBN 0791414612, 9780791414613

This book contains lots of information about problems that are related to the English language. The researcher believes it is quite good for this area and also those areas which are close to the researcher, especially chapter one and parts of chapter two. This book is in the British Library.

17- Brown, R. Kessel, F. S. 1988. *The Development of Language and Language Researchers*. Essays in Honor of Roger Brown. Lawrence Erlbaum Associates, 423 pages

ISBN 0805800638, 9780805800630

This large book is old but contains lot of important points, some of them being beneficial for the researcher, especially page 29 on psychology and reality, and page 259 The Nature of a Language Acquisition Disorder as well as others. This book is in the British Library.

d) Web sites

1) www.pertwk.com

کۆتیبخانه‌ی کوردی

Pertwk.com is the largest Kurdish website and contains more than a thousand books. The website name indicates *Kurdish Library* and it is easy to access as books are catalogued according to subject matter. The researcher feels that the locations for 'Art' and 'History' will prove the most useful for the proposed research.

2) www.dnoor.org

دهریای نوور

'dnoor' is an abbreviation of (daryaynoor) which means 'light of the sea'. The title indicates the dimensions and principles of Islam. This website is well known and has two different locations; one for articles on the history of Kurdistan and the other for the on-line 'meeting' of its users. Articles are authored by Mardokhy and analysed by one of the site owners Shawbo Ariai. The 'meeting' location attracts many teachers, students and political figures, such as Mohammad Kaka Mahmood and Qader Aziz who are both leaders in Kurdistan and Makwan Karim. The researcher is managing editor of this website.

شەوبۆ ئاریای، مەردوخی، ماکوان کەریم، چاو پیکەوتنی قادر عەزیزو، محەمەدی کاکە مەحمود

3) www.tishkbooks.com

پرۆژەى تیشک

tishkbooks.com is one of the large Kurdish websites which contains many texts. 'Tishk' means light and suggests the 'light' of knowledge that comes from reading. The website was created by a group of Kurdish authors and the opening page clearly indicates the available books, each of which can be downloaded for free.

4) www.kurdishlibrary.org

Kurdishlibrary.org is based in Stockholm, Sweden and contains information on all aspects of Kurdistan in Kurdish, English and other languages. Books cannot be downloaded from this site, so the researcher intends to visit this library facility in person.

5) <http://en.wikipedia.org>

This well-known English encyclopaedic website provides a great deal of interesting material on a wide variety of topics in different languages. It contains an efficient search facility and cross-references are easily accessed.

6) www.krg.org

On this Kurdistan Regional Government website, the researcher found a very useful article written by Tahir Taeb Ahmed, McMaster University, entitled *IRAQ: Education in Kurdistan*,

Past, Present and Future. The author illustrates his experiences both in education and history from 1958 to 2005. This website is very useful as it offers a wide variety of resources related to Kurdistan and its people.

7) www.kurdiu.org

یهکگر تووی ئیسلامیی کوردستان

The Kurdistan Islamic Union website incorporates Kurdish, Arabic and English. It contains numerous essays and information about Kurdistan related to history, education, politics, and so on. One article proved particularly useful for the purposes of this study. Written by Jamal Kharib Hama, it discusses aspects of Kurdistan University.

ئاستی زانستی زانکۆکانمان / جه مال غه ریب حه مه

8) www.zankokurd.org

زانکۆکورد

'zankokurd' can be defined as Kurdish University, Kurdish language. This website publishes articles related to the students in general and also covers a variety of other pedagogical issues. As this site is not government owned, it tends to be more open and is not afraid to publish the reality of a situation; whether positive or negative. It also offers its own magazine.

9) www.dahenan.net

داهینان

Dahenan.net is similar to the aforementioned and contains information not found on other sites.

10) www.kurdistanonline.net

کوردستان ئۆنلاین

Kurdistanonline.net is very handy as it has a comprehensive search engine and it is easy to access a variety of information on many topics pertinent to education and related fields. It also includes dates of published articles.

- 11) www.mohe-krj.org; The Ministry of Higher Education & Scientific Research
- 12) www.salahaddin-ac.com; The University of Salahaddin
- 13) www.univsul.com; The University of Sulaimani
- 14) www.dohukuni.net; The University of Dohuk
- 15) www.aus.org; The American University of Iraq Sulaimani
- 16) www.ukh.ac; The University of Kurdistan
- 17) www.koyauniversity.org; The University Koya
- 18) www.hawlermu.org; The Erbil University of Medicine

The preceding websites are all Universities in Kurdistan; both government and private. In the opinion of the researcher, the majority of these sites are lacking in information and in need of updating on a regular basis. Nevertheless, they are useful up to a point and it is intended to visit all these establishments in person to glean more data.

The aforementioned resources are to be taken as a basic guide with relation to the current study and the researcher expects to find and utilise other material that is relevant to the topic. As he intends to visit Kurdistan and Stockholm, it is likely that a variety of data will emerge and he will approach the research with flexibility and collate as much appropriate material as possible within the inevitable time limits. The researcher looks forward to his experiences.

FULL TEFL COURSE

قبيله

د. عومەر عهلی

٢٠١٩

ISBN: 978-1-68454-167-6