

Project Template for “Shaping the Way We Teach English”

Module(s): 6 Managing Large Classes
3 Integrating Skills

Date submitted: 15/10/2006

Project Creator: Khadija Al-Hayki

Project Reviewer: Qaderiya Saleh

Give information for:

- Students' age(s): 7-8year olds
- # of students: 30-35

- Language level: limited English
- Other (optional):

My Class Now (Snapshot)

Grade two students did a lot of listening and speaking in grade 1. They were introduced to the written form of the language in the second term. However, the focus was mainly on letters names and letters recognition. In grade two they still follow the same fun and natural approach in learning the language and storytelling is still there as a part of their English programme. However, the big books have some words now. Teachers start preparing the students to read and write through pre-reading activities e.g. sight reading and basic mechanics of writing e.g. letter sound and formation, directionality, copying, tracing etc...

Teachers find difficulties introducing the productive skills to the second graders as a whole class. Taking the letter formation as an example. It is hard for a teacher to monitor and make sure that each child is forming the letter correctly. English lessons turned into dull handwriting classes because teachers are always worried about correct letter formation and they never had the time to monitor and help everyone in class.

My Class in the Future (Vision)

Each child can have a fair share of the teacher's attention. The teacher will have the opportunity to monitor and assess individuals making sure that everybody is catching up and all on the right track. English classes will remain fun and interesting with variety of activities.

Teachers will integrate the 4 skills using all the programme components and making sure that students are moving smoothly from one stage of a lesson to another.

Project Template for “Shaping the Way We Teach English”

In other cases, students usually are lost trying to catch up with so many things taking place in class. Moving from one aspect of the programme to another (class book, activity book, alphabet book, and story books) may result in students losing focus and interest.

Technique(s) I use *now*.

- Whole class teaching.
- Learning centres where the teacher's role is to monitor and assess.
- Dealing with the programme components as separate stages that students have to go through.

Material(s) I use *now*.

- Class book, cassette, F/C
- Activity books
- Alphabet book
- Story books

Technique(s) from this module that I *will* use.

- Teaching a group of the students while other students are doing other activities.
- Learning centres where the role of the teachers is to teach and assess a small group each at a time.
- Integrating the 4 skills.

Material(s) or ideas from this module that I *will* use.

- Class book, cassette, F/C
- Activity books
- Alphabet book
- Story books (the change in the future will be in the way teachers plan their lessons to integrate the 4 skills using all the above as resources materials)

Project Template for “Shaping the Way We Teach English”

Additional Explanation from Project Creator

Teaching the class in small groups each at a time will provide the teachers with an opportunity to cater for individual students and they will have the time to assess their performance. I don't foresee any challenges doing that as both the students and the teachers are familiar with the idea of learning centres. It is just the role of the teacher that is going to change a little bit.

On the other hand, applying the integration of skills approach will help the teachers overcome the idea of having to teach "four books" and will focus on integrating the 4 skills using all the programme components as resources to do that: **for example**

Teacher will: present and practice the letters c,o
Present lesson 1 of the book
Tell a story(A house for Curly)

- ✓ Teacher starts with the letters chant
- ✓ Teacher Presents the letters a.c
- ✓ Students write in the air, on their desks, on each other backs etc..but not in their alphabet book yet
- ✓ Teacher asks "Whose name start with O in "Happy House"? And elicits "Otto"
- ✓ Teacher says: "lets see what is Otto doing today" and teachers present "lesson 1"
- ✓ Teacher says: "Otto lives in Happy House but Curly is looking for a home" lets find a home for Curly.
- ✓ Teacher then tells the story "A home for Curly" in the second telling teachers might ask the students to look for the letters o and c. they might want to trace them in the teacher's big book. Children then do a follow up activity based on the story (craft, sequencing, sorting, jigsaw etc..)
- ✓ The teacher chooses a group to sit with and monitors how they write the letters c and o in their alphabet book.

This is just a rough outline of a lesson. Teachers will adapt the stages according to their needs.

The idea is that students can focus on the letters in the story books or the class book and not only when they are doing handwriting. And by the same token they can think of language items from the class book when they are working with the alphabet book. It is through the integration of skills that the English class can remain fun and interesting.

Regards,
Khadija

Project Template for “Shaping the Way We Teach English”

Project Reviewer Comments

Dear Khadija,

What a coincidence, you are describing my personal teaching setting. As a grade two teacher, I'm really worried about the programme on which I have to focus on the class book, alphabet book, activity book and the story book. It's only one month since I have started teaching grade two. Personally, I feel that my students are scattered and disconnected because I am moving from one activity to another quickly. However, my young learners are still interested in the lesson.

I am looking forward to apply the techniques you suggested Khadija because I believe that when teaching and assessing a small group each at a time it would be more beneficial than the whole class teaching.

Your project is realistic and the changes can be used by teachers because as you said we are familiar with the learning centers.

Thank you, Khadija, for the great steps of the example you discussed. I will use it as fast as I can in my everyday lessons.

I am very lucky because I have had the chance to work with you.

Regards,
Qadriya