

# Media & Teaching Learning Strategy for Teaching English Skills

Uun Muhaji, M.Pd

Media & Teaching Learning Strategy for Teaching  
**SPEAKING**

# The goals of teaching Speaking:

- ...that the students should actually talk a lot.
- ...that the language used should be of an acceptable level.

(Ur, 2012)

# What are the problems?

- Shyness and inhibitions.
  - Finding things to say.
  - Low participation of individuals.
  - L1 use.
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- ....what about yours?
- ....what if you are the teachers?

# Practical principles for the design of speaking activities

- Use group or pair work.
- Base the activity on easy language.
- Make a careful choice of topic and task to stimulate interest.
- Make students aware of the purpose of the activity and conditions for its success.

# Practical tips:

- Discussion leaders.
- L1 monitors.
- Pair work.
- Correcting errors.
- Feedback.
- Fun and challenging.
- Movement.

# Speaking activity design: topic and task

- It is a kind of oral fluency activities designed to have students engage in informal exchanges of opinion.
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- Can you think of any examples for topic-based and task-based activities?

# Speaking activity design:

- Dialogues
- Describing pictures
- Picture differences
- Things in common
- Role play
- Solving a problem
- Speaking games
- Whole class acts



# Speaking activity design:

- Presentations
  - Short (1-3 minutes; show and tell, describe, about me)
  - Medium-length (5-10 minutes; narrative, instructions, recommendations)
  - Long (15 minutes or more; should be based on clear structure (introduction, main body, ending))
- Tips:
  - Prepare!
  - Don't read aloud.
  - Keep eye contact with audience.
  - Speak clearly.
  - Body language.

# Now!

- Go back and identify the media used for each activity...

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**READING**

# Teaching Reading = Teaching the text

The goals:

- Comprehension of contents:
  - General gist
  - Detailed understanding
  - Reading between the lines
  - Critical analysis
- Language learning:
  - Vocabulary
  - Grammar
- Discourse analysis
- Follow-up tasks

# Comprehension of content

## Preparation

Presenting the topic

Pre-teaching vocabulary

Raising expectations & curiosity



## Reading for understanding

Teacher reads aloud while students read along

Students read silently

Students read sections aloud, in turn



## Comprehension tasks

Comprehension questions

Other comprehension tasks

# Practical tips:



When doing preparatory work, tell students to close their books

Feel free to pause briefly to slip in quick translation

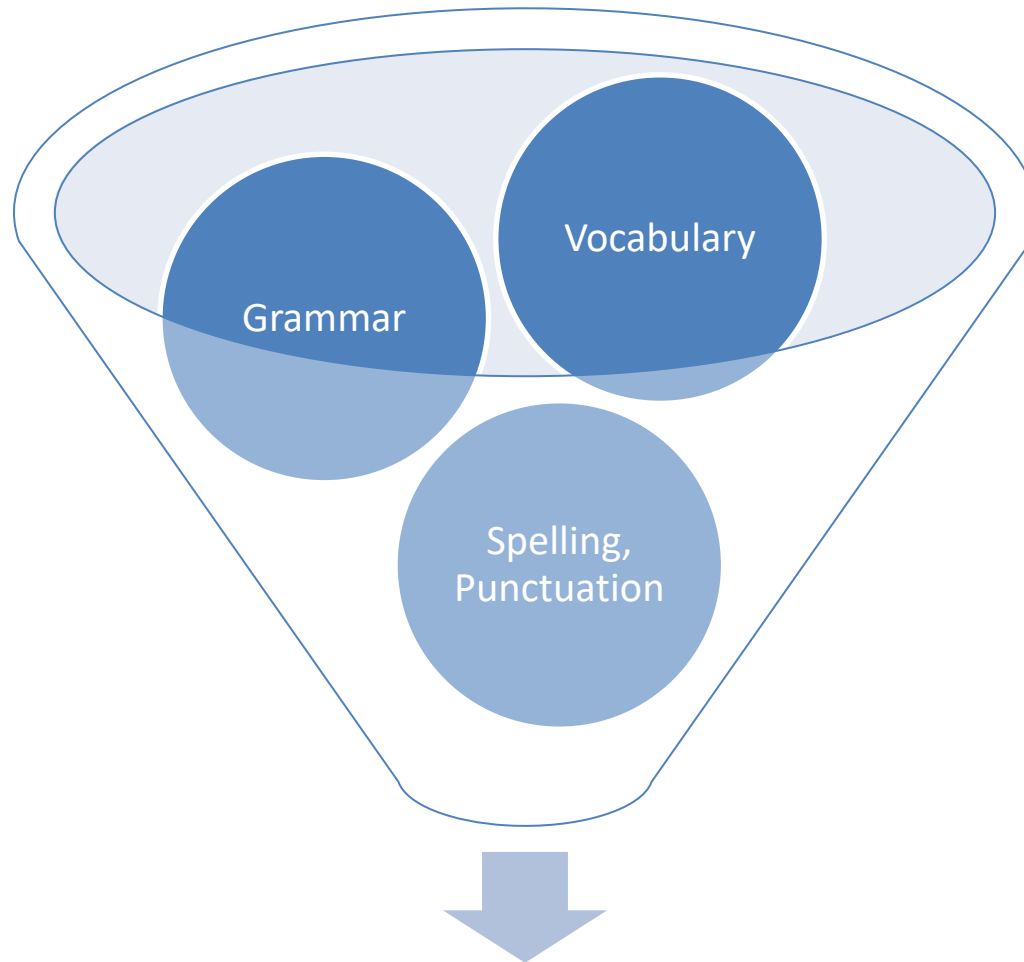
Provide glosses for unknown words in the text

Make sure students actually read through the text more than once

Ask students to do comprehension questions on their own (or in pairs), before going through them with the whole class

Adopt the 'sandwich principle' for text comprehension

# Language learning



Teaching selected items

# Practical tips:

- Use online sites to check vocabulary frequency
- Ask students to underline words they know rather than ones they don't
- Note what you've taught
- Include whole expressions, not just single words



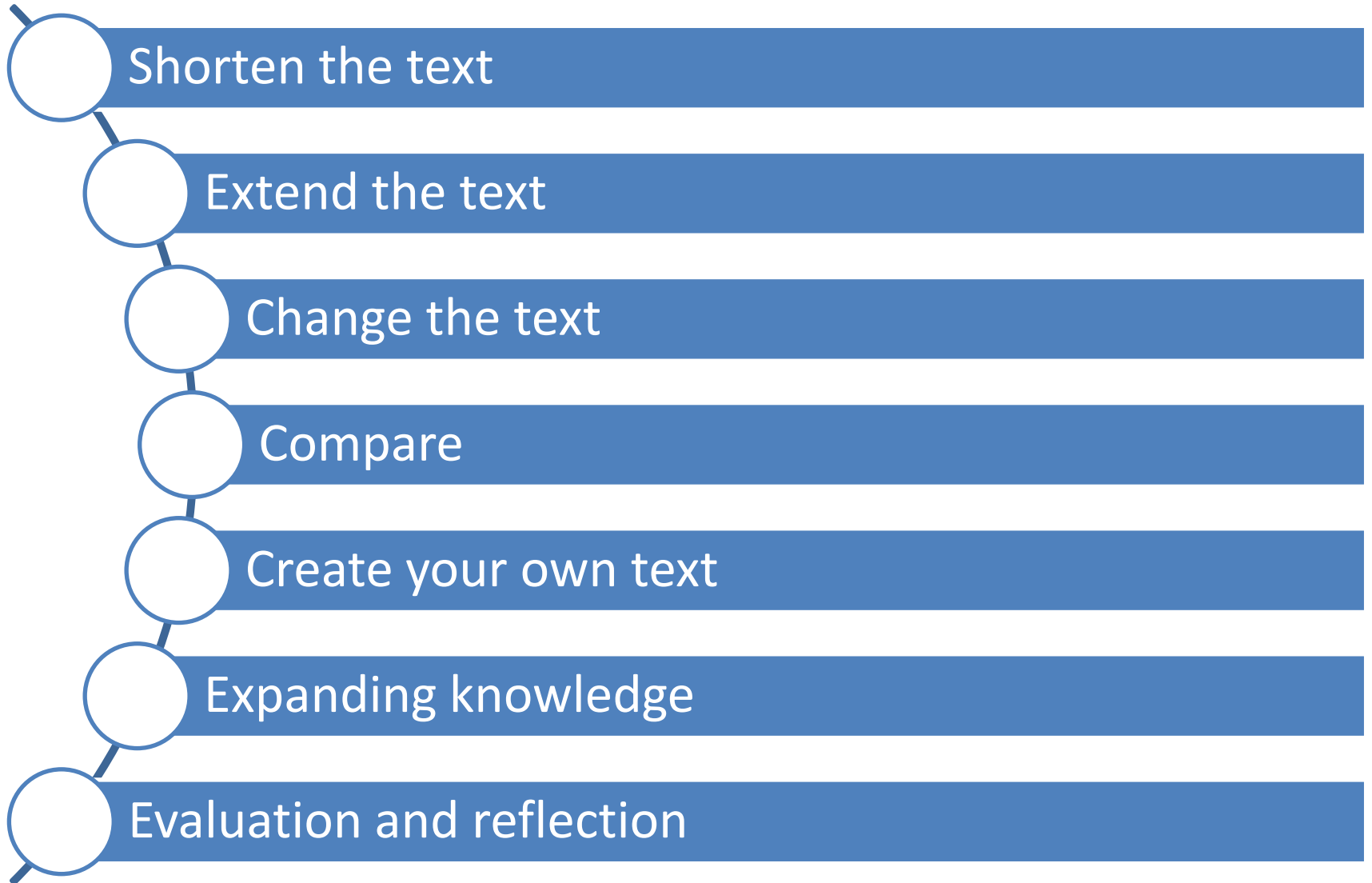
# Discourse analysis

Genre

Style

Structure, coherence and cohesion

# Follow-up tasks



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**LISTENING**

# Listening activity design: the text

Most listening comprehension texts probably need to be based on **informal, improvised English**, spoken by a **visible speaker** using **colloquial pronunciation, grammar and vocabulary**, featuring both **'noise'** and **'redundancy'** and affording students opportunities to hear **a variety of accents**, since these represent the kinds of listening they will need to be able to cope with

# Practical tips:

- Don't just use recordings!
- Teacher talk.
- Bring visitors.
- Develop your reading-aloud skills.
- Make sure you include a varied sample of listening texts.

# Listening activity design: the task

Two main criteria for the design of a listening task:

1. Does the task provide listening experience that prepares students for real-life listening situations?
2. How practical is the task to do in the classroom?

# Strategies for a successful listening task:

- **Expectations** (activate students previous knowledge and concept of facts, scenes, events, etc.)
- **Purpose** (provide a task in advance that leads to clear and visible response)
- **Selective listening**
- **Ongoing listener response**
- **Interest**
- *Exceptions:*
  - *No task*
  - *No preparation*

# Types & examples of activities:

1. No overt responses: *stories, songs, entertainments.*
2. Short responses: *obeying instructions, ticking off items, true false, detecting mistakes, cloze, guessing definitions, skimming and scanning.*
3. Longer responses: *answering questions, note-taking, paraphrasing and translating, summarizing, long gapfilling.*
4. Extended responses: *problem-solving, interpretation, dicto-gloss.*



Media & Teaching Learning Strategy for Teaching  
**WRITING**

- Writing has to be systematically taught. It means that teachers need to devote a lot of attention to teaching it.
- Formal writing: stories, reports, newspaper articles, fiction, books, etc.
- Informal writing: short notes, reminders, online chat, texting, etc.

# Criteria for planning writing tasks:

Interest (motivating and stimulating)

Level (appropriate level of the language)

Relevance

Simplicity

Personal appropriateness

# Writing tasks:

## Creative writing

- Story
- Personal anecdote
- Poem

## Instructions

- Instruction sheet
- Directions

## Interpersonal communication

- Job application
- Letter of complaint
- Replying letter
- Commentaries
- Personal email

# Writing tasks:

## Description

- View, place, or person
- Process: scientific experiment, life-cycle, flowchart

## Responses to literature

- Synopsis of a book, play, or film
- A review on a piece of literature

## Persuasion

- Recommendation
- Advertisement of a product
- Leaflet promoting a place or an institution

## Information

- Newspaper report
- Short paper

# Writing in class strategies:

- Collaborative planning
- Five-minute writing
- Multiple contributions

# Practical tips:

- **Length.** *Give students a clear idea of how long you intend the composition to be.*
- **Rewriting.** *Get students to rewrite their compositions at least once.*
- **Collaborative writing.** *Collaborative writing could be done for the planning, not the actual writing.*

# Process writing





# Process writing:

- First draft:
  - No assessment
  - Support (*key vocabulary, model text, possible content, guidance on text organization, in class beginning writing*)
- Feedback FAQs:
  1. What should feedback be mainly on: language? content? organization?
  2. Should all mistakes be corrected?
  3. Should we let students correct or give feedback on each other's written work?

# Spelling and Punctuation

Always pay attention on spelling and punctuation!