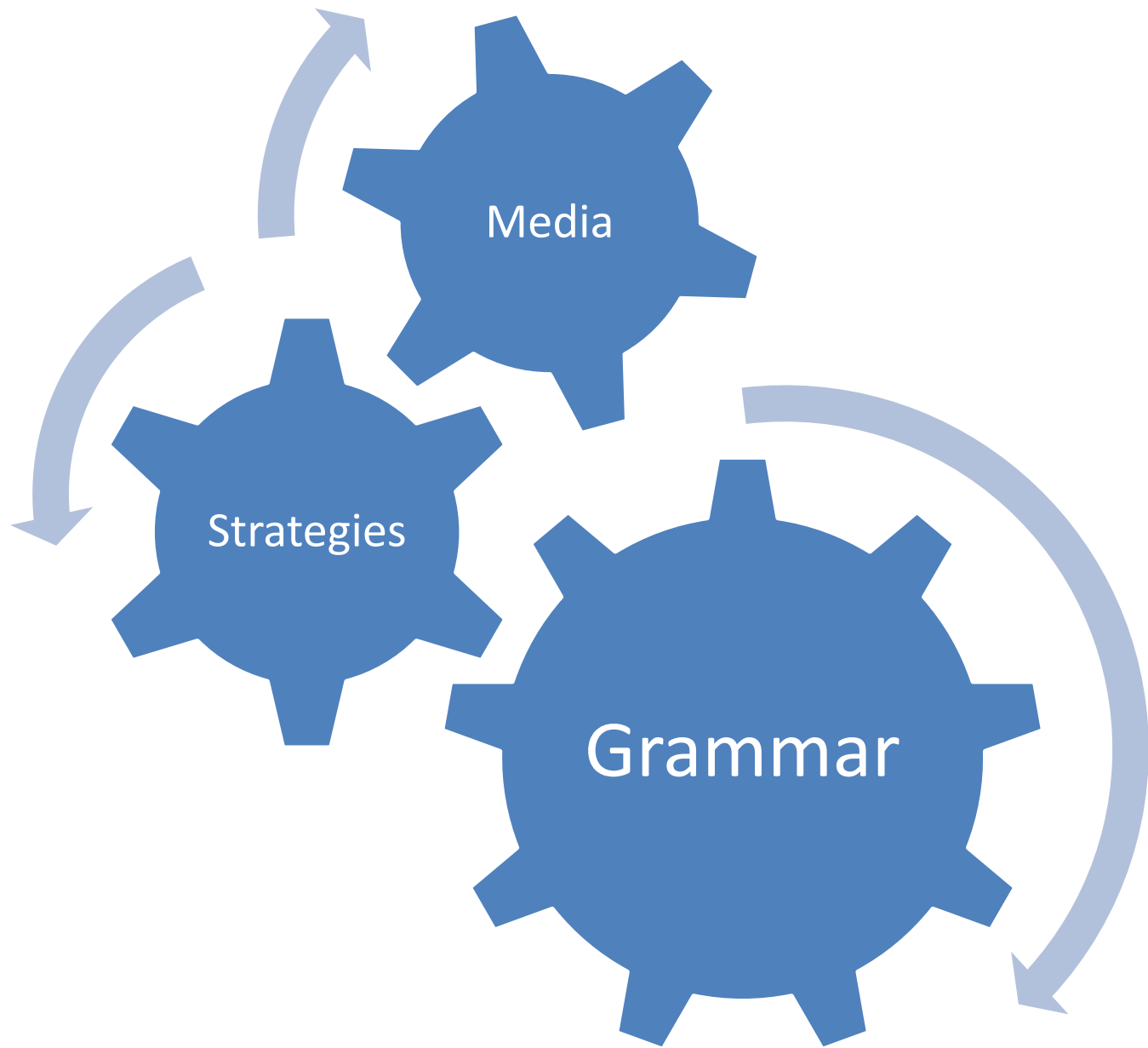


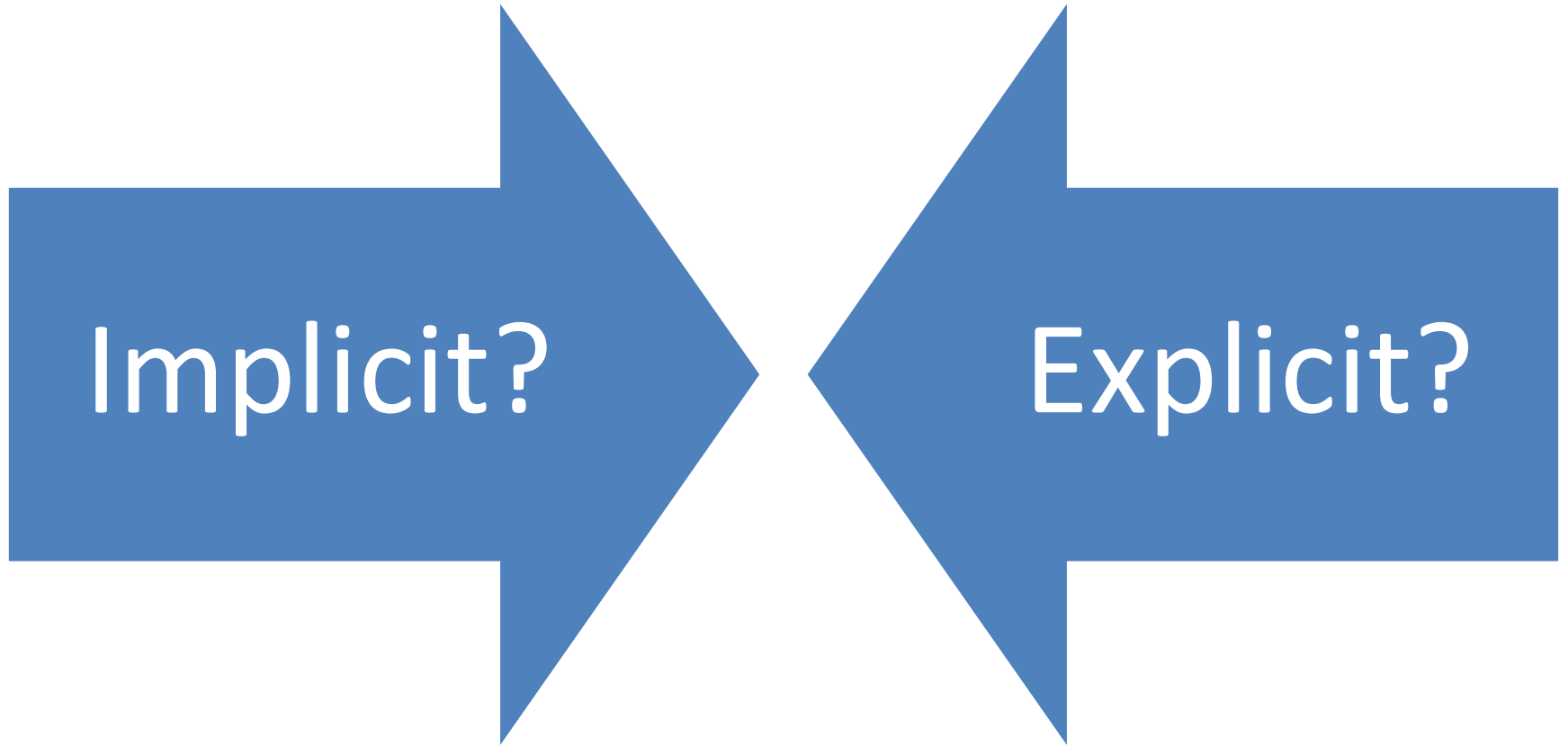
# Media and Teaching & Learning Strategy

Uun Muhaji, M.Pd

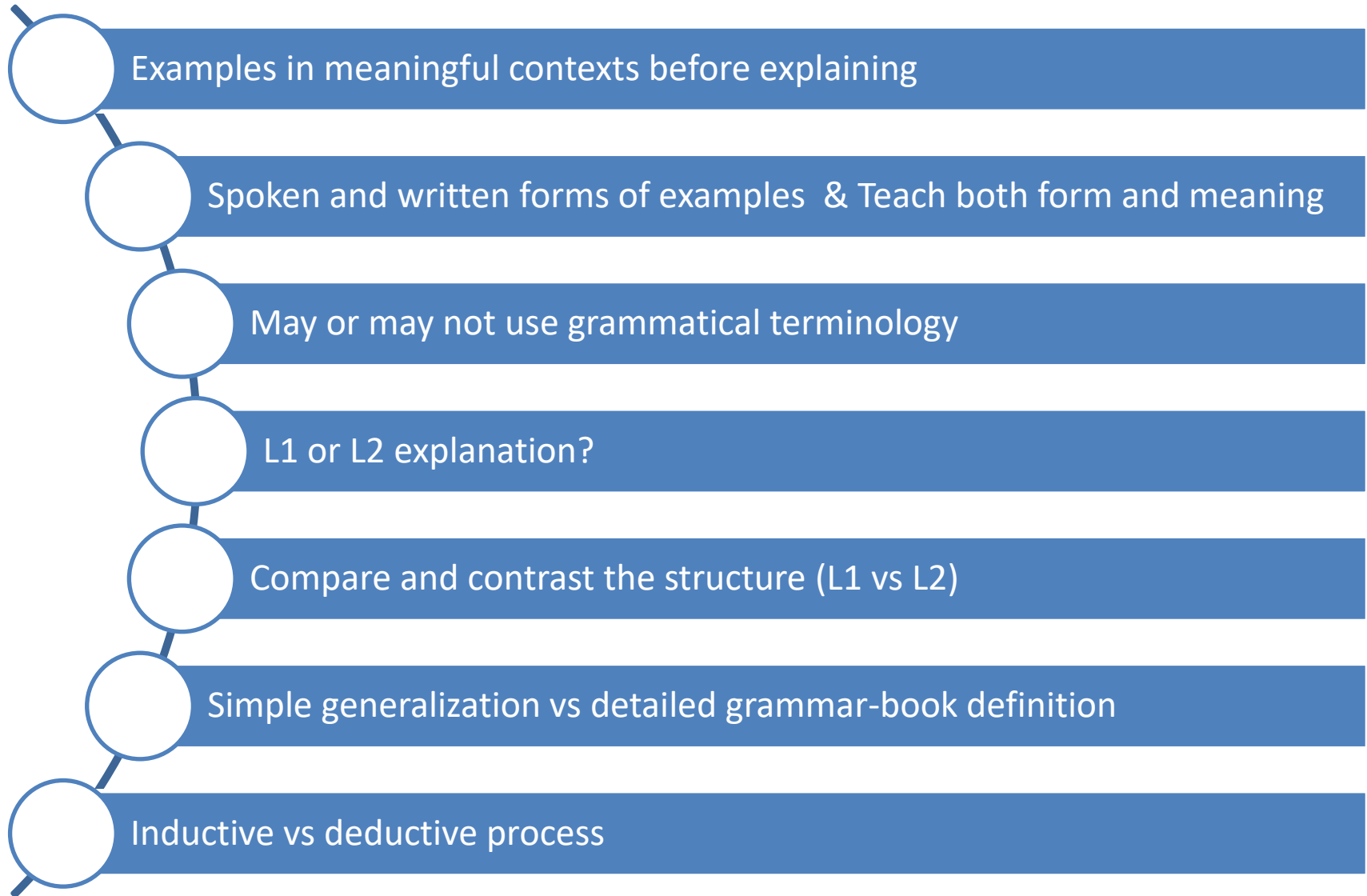
# Media and Teaching and Learning Strategy on Grammar



# Teaching Grammar



# Presenting & Explaining Grammar



# Grammar practice

- Type 1: Awareness

**Past tense.** Look at the extract from the newspaper article and underline all the examples of the past tense you can find.

- Type 2: Controlled drills

**Present simple tense.** Write or say statements about Eva, modelled on the following examples:

*Eva drinks tea but she doesn't drink coffee.*

a) like: ice cream / cake      b) speak: English / Italian

c) enjoy: playing football / playing chess

- Type 3: Controlled responses

**Passive.** Rewrite the sentence so that it means more or less the same, but using a form of the word in parenthesis.

I received a lovely present. (*give*)

# Grammar practice

- Type 4: Meaningful drills

**Present simple tense.** Choose someone you know very well, and write down their name. Now compose true statements about them according to the following model:

He/she *likes ice cream*; or He/she *doesn't like ice cream*.

a) enjoy: playing tennis b) drink: wine c) speak: Polish

- Type 5: Guided, meaningful practice

**Conditional clauses.** Look at the following cue: If I had a million dollars. Suggest, in speech or writing, what you *would* do.

- Type 6: (Structure-based) free sentence composition

**Present progressive.** Look at the picture and describe what is going on.

# Grammar practice

- Type 7: (Structure-based) discourse composition

**Modals.** Recommend solutions to a social or ethical dilemma. For example, you see a good friend of yours cheating in an exam. What might you do? Your recommendations should include the modals (might, should, must, can, could, etc.)

- Type 8: Free discourse

**Modals.** Recommend solutions to a social or ethical dilemma. For example, you see a good friend of yours cheating in an exam. What might you do?



# Media and Teaching and Learning Strategy on Pronunciation

# Strategy on teaching Pronunciation

- Give priority on pronunciation (but be realistic)  
→ little but often
- Drill (whole class or individual repetition)
- Give clear and correct examples (or compare)
- Pay particular attention to words with irregular spelling
- Focus on the sounds that most affect students comprehensibility
- Pay attention to schwa /ə/

- Focus consistently on word stress
  - Exaggerate the stress
  - Clap, click your fingers, etc. on the stress syllable
  - Mumble the stress pattern, before saying the word: *mm-MM-mm attention*
  - Isolate the stressed syllable first, then add the other syllables
  - Mark stressed syllable when you write new words

- Focus on sentence stress
- Make students aware of weak forms and word linking
- Make students aware of intonation
  - Exaggerate the intonation pattern, before returning to a more normal model
  - Hum the intonation pattern before repeating the words
  - Use gestures to show the intonation pattern
  - Mark the intonation on the board using arrows

# Media on teaching Pronunciation

- Videos
- Listening audio (mp3s or cassettes)
- Movies
- Songs
- Native speakers
- Teachers
- Printed media (magazines, newspapers, etc.)
- Digital/online media
- Dictionary
- Textbooks
- Novels, short stories, poems, play/movie scripts, etc.
- Pronunciation spot cards

# Media and Teaching and Learning Strategy on Vocabulary

What students need to learn: aspects of  
vocabulary knowledge

# What students need to learn: aspects of vocabulary knowledge

- Form: pronunciation and spelling
- Meaning: denotation
- Grammar
- Collocation
- Connotation
- Appropriateness
- Meaning relationships (synonyms, antonyms, hyponyms, coordinates, superordinates, translation)
- Word formation



How many of its words do you need to know in order to understand a text?

- In order to understand a text, you need to be able to understand between 95% and 98% of its words (Schmitt, 2008).
- There are about 5000 to 8000 word families in English.
- We need at least 6, maybe as many as 16, re-encounters with an item in order for it to be properly learnt (Zahar et al., 2001)

Presenting new vocabulary

# Presenting new vocabulary

- Include both written and spoken form, both receptive and productive
- Ensure understanding of meaning (pictures, realia, gesture, mime, translation, definition or description, giving examples or hints)
- Optimize impact (mnemonic devices)

## **Practical tips:**

- Get students to use vocabulary notebooks
- Don't insist on students writing detail entries for each item
- Encourage students to think up their own 'keyword' devices for remembering words
- Don't teach more than ten new items at a time in intermediate classes
- Teach new items early in the lesson

Vocabulary review: consolidating and  
extending lexical knowledge

# Vocabulary review: consolidating and extending lexical knowledge

- Reviewing, not testing
- Types of review tasks:
  - Single-item:
    - Dictations
    - How many can you remember?
    - Quick bingo
    - Guessing
  - Items in context:
    - Compose sentences
    - Compose a story
    - Find collocations

## **Practical tips:**

- Get students to review on their own
- Use word cards
- List new items on mobile phones
- Display the new vocabulary (semi-) permanently
- Recall at the end of the lesson
- Go back to earlier items



# Tasks/exercises/practices/tests

- Multiple-choice
- Gap-fills
- Focused cloze
- One-to-one matching
- Dictation
- Sentence completion
- Say if you know it
- Translate
- Read aloud
- What's in the picture?
- What more do you know about this word?

# Mid-semester task!

- Design instructional media for teaching either grammar, pronunciation, or vocabulary
- Provide a guidance paper on how to use the media (it must contain: the name of the media, the language focus, and how to use the media)
- Submit your work no later than 13 April 2017 in C2 (PPM & ISO room)