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Adventure

With Reflective Teaching

Our Adventure

With Reflective Teaching

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Our Adventure With Reflective Teaching

Introduction

Since its establishment in 2003, The Faisal Hussein Foundation has focused on the educational sector. The following is a description of its Comprehensive School Reform Project.

The Project included the upgrading of the targeted schools' infrastructure and facilities, and the enhancement of the long-term cooperative efforts of the school administrations with their staff, their students, and their students' parents.

The first phase of the Project was the development of a vision for each targeted school. All the stake-holders (the administration, the staff, the students, and the parents) were involved in the development of the vision and with this has later facilitated its implementation.

The main goal of the Foundation's work with the targeted schools was to make the learner the centre of the education process. Moreover, through a variety of projects, the Foundation has tried to create a school environment based on the following human values: justice, tolerance, respect of the other, and the value of the individual and his/her ability to play a leading role in the development of his/her community.

The following material, developed under the supervision of the English language consultant, Dr. Jeanne Kattan, reflects one aspect of this Project and includes some material prepared by the faculty members of the targeted schools during the project duration (2006-2007) and (2007-2008). The material reflects some of the teachers' personal experiences at attempting to change some traditional teaching techniques. The experience has been documented in an effort to disseminate it to the other Palestinian teachers.

We would like to extend our sincere thanks to everyone who has helped us throughout this process especially our funding agency: the Italian Cooperation/ Italian Government through the Palestinian Municipal Development Fund, who gave us their financial, technical, and moral support. We would also like to thank the Italian people for their support of the Palestinian people and the Palestinian cause.

We would like to extend our thanks to the Directorate of Education in Jerusalem for their ongoing support during the project.

The Comprehensive School Reform Project was conducted in the following schools of the Jerusalem Directorate of Education: Jabal Al-Mukaber Elementary School (Co-Ed), Dar Al-Aytam "C" Elementary School, Dar AL-Fatah Al-Laji'a "A", Al-Shabat Al-Muslimat High School, Al-Fatah AL-Shamila High School, Al-Nahda Al-Islamiya Elementary School "A", Al-Nahda Al-Islamiya Elementary School "B", Dar Al-Aytam Elementary "D", Dar-Al-Fatah Al-Laji'a "D".

The Faisal Hussein Foundation
Jerusalem
May 2008

Our Adventure With Reflective Teaching

General Introduction

Dear Teachers,

This portfolio is a description of **our adventure** with reflective teaching.

In Webster's Dictionary, the word "**adventure**" has several meanings. We have chosen the following two meanings to describe our adventure:

- (A) a dangerous or risky undertaking
- (B) a novel, exciting, or otherwise remarkable event or experience.

Our adventure was **risky**. We didn't know where it would take us, and we didn't know whether it would be effective or not.

Our adventure was also **novel**. We started a reflective teaching adventure which we didn't know anything about. It was a completely new experience.

However, it was an **exciting** and a **remarkable event** in our teaching career. When you read our portfolios, you will see why.

The adventurers:

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Ms. Samira Abu-Al-Hawa
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Ms. Suhaila Asfoor
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Note: This is our first adventure together. We have tried to critically examine what we do, but it is not enough. Learning is a life - long process and we should consider this adventure as the first step in our journey of reflection. We thus urge you to take into account the limitations of our portfolio.

Our

Adventure

With Reflective Teaching

Section 1

Our Diaries

Teacher Diaries

I. The Rationale

According to Richards, 1990, reflective teaching is becoming an important component of Teaching English to Speakers of Other Languages (TESOL), teacher education, and development programs around the World. Pennigton (1992) describes it as “a movement in teacher education in which teachers **analyze their own practice and their underlying basis** and then consider **alternative means of achieving their ends**. Richards and Lockhart (1994) add to this description by incorporating a critical component stating that a reflective approach to teaching is “one in which teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices and use the information obtained as a basis for **critical reflection about teaching**”. They argue that such a critical reflection of one’s practices can trigger a deeper understanding of teaching, and contribute to one’s professional development. This will motivate teachers to approach teaching in a more positive and interactive manner and to take **more responsibility for their actions in the classroom**.

To put it simply, reflective teaching, according to Julie Tice (1992), means looking at **what** you do in the classroom, thinking about **why** you do it, and thinking about **if** it works. It is thus a process of self-observation and self-evaluation.

By collecting information about what goes on in your classroom, and by analyzing and evaluating this information, you identify and explore your own practices and underlying beliefs. This may then lead to changes and improvements in your teaching.

II. Description of the Reflective Teaching Process

Tice suggests that you may begin a process of reflection in response to a particular problem that has arisen with one of your classes, or simply as a way of finding out more about your teaching.

She points out that **one** of the different ways of gathering information about what happens in the class is through a “**TEACHER DIARY**”.

She explains that the **teacher diary** is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. She, however, emphasizes that diary writing requires a certain discipline in taking the time to do it on a regular basis.

Dear Teacher,

In this section, we are sharing with you our experience in writing diaries.

During our adventure with reflective teaching, we wrote several diaries. It was one of the most difficult steps in our journey as we were not used to reflect on and to write about our practice.

However, after writing the first one or two, we realized how important it is. We started enjoying the experience as it challenged us to stop and think about what we were doing. We were also encouraged to look for solutions to some of the difficulties we usually encounter. Most importantly we started using creative activities to motivate our students.

In the following pages, you will find that all our diaries have to do with “**Classroom Management**”. We wrote about the following four areas:

- A. Increasing Your Options.
- B. Increasing Student-Student Interaction.
- C. Participating, Monitoring, Vanishing.
- D. Eliciting Information From Students.

This part is arranged in the following way:

- A. An explanation about each area is given. It is a summary of the Chapter on Classroom Management taken from Scrivener’s book: “**Learning Teaching**”. The **entire** text is provided for you in Appendix 1.
- B. After the explanation, there are quotations from our diaries that reflect our teaching practice.
- C. The concluding paragraph is a summary of each area. It also discusses the effectiveness and the efficiency of the strategies we have used.

Our Diaries

Our diaries centered around our classroom management. We critically examined our practice in four areas:

- A. Increasing Your options.
- B. Increasing Student – Student Interaction.
- C. Participating, Monitoring, Vanishing.
- D. Eliciting Information From Students.

A. INCREASING YOUR OPTIONS

According to Scrivener (2005), classroom management involves both **decisions** and **actions**. The actions are what is done in the classroom. The decisions are about **whether to do these actions, when to do them, how to do them, and who will do them**.

At any classroom moment, you will be faced with a range of options as to possible actions. These options continue throughout the lesson. No one can tell **you** the “right way” to do something. **You** have to be able to look and read classroom events as they occur and think of possible options available to you to make appropriate decisions between these options, and to turn them into **effective and efficient actions**.

Most importantly, you have to remember that decisions and actions are determined by **your own attitudes, intentions, beliefs, and values.**

NOTE: For a detailed explanation read Appendix 1 pp. 39, 40.

The diaries produced by the team reflect this aspect of classroom management.

Following are some quotations from the diaries. Some are about decisions and actions i.e, options taken by the teachers to deal with problems arising from the subject matter, others are about problems arising from individual students, some are about problems arising from the classroom itself, and finally some are about problems arising from the introduction of either new concepts or new methodology.

1. Problems Arising From The Subject Matter

Following are two quotations that indicate what options did a teacher take to overcome the difficulty the students had with listening:

The first teacher wrote:

I found that most of the students couldn't follow the cassette because they said: "it's very quick".

The second teacher wrote:

I replayed the cassette but the whole class screamed: "we did not hear anything".

Both teachers (without consulting each other) chose the following actions:

Teacher 1:

I told them to look at the pictures carefully and pick up the words related to them. The result was better and about half the class numbered them correctly.

Teacher 2:

I used the pause button after each sentence. Students were able to do it and they mentioned the words which helped them find the correct picture. By the way 75% of the class got the correct answer.

NOTE: In both cases the teachers' options were effective.

Following is a quotation that indicates what option did a teacher take to overcome the difficulty the students had with a certain structure:

She wrote:

Today I decided to teach the present perfect tense.when I asked the students to underline the verbs, I realized that they were not able to distinguish the different parts of speech. So, I drew a chart on the board and taught them the parts of speech instead. In the second lesson, the students were able to understand the present perfect tense.

2. Problems Arising From Individual Students

Following is a quotation that indicates what option did a teacher take to help a student overcome her difficulty in reading in front of the class.

She wrote:

One of the students refused to participate because her classmates usually laugh at her mistakes. I told her that even teachers might make mistakes She smiled and said:” What do you want me to do?”. She read the sentence and then she participated several times during the lesson.

3. Problems Arising From The Classroom Itself

Following is a quotation that indicates what option did a teacher take to overcome a problem that arose from the classroom itself.

She wrote:

...they became very noisy . They jumped over their desks. I was about to become angry but fortunately I controlled myself. I tolerated their behaviour because it was due to the arrangement of the desks in the classroom. ...The students enjoyed the activity very much.

4. Problems Arising From Introducing Something New

Following is a quotation that indicates what option did the teacher take to overcome a problem that arose because she introduced something new.

She wrote:

I decided to introduce role plays. The students were very happy to participate in such a new activity. Unfortunately when I asked them to start acting, they were not able to ... they seemed worried and unhappy. I decided to encourage them by acting out one of the roles. I intentionally made some mistakes (and corrected myself) to show them that it was not easy. Afterwards, they acted their roles with confidence.

To conclude, the entries from the teachers’ diaries indicate the variety of decisions and actions they have taken to overcome a range of difficulties they have encountered while they were teaching. No one was with them in class to tell them the “**right way**”. **They took the decisions and their actions were effective.**

B. INCREASING STUDENT – STUDENT INTERACTION

Teacher Talk And Student Talk

According to Scrivener 2005, students learn a lot of their language from what they hear the teacher say: the instructions, the discussions, the jokes, the comments etc. However, it would be unsatisfactory if your talk dominated the lesson to the exclusion of participation from as many learners as possible. Moreover, Scrivener states that an essential lesson that every new teacher needs to learn is that “**talking at**” the learners does not necessarily mean that learning is taking place.

Some of the ways he suggested to get more student interaction in class are:

- Ask questions rather than give explanations.
- Allow time for students to listen, think, and process their answers and speak.
- Make use of pairs and small groups to maximize opportunities for students to speak.
- If possible, arrange seating so that students can all see each other and talk to each other.
- Encourage interaction between students rather than between student and you, and you and student.

NOTE: For more detailed information read Appendix 1 pp. 40, 41, 42.

Following are some quotations from the teachers who have employed some of these suggestions with their students.

1. Ask Questions Rather Than Give Explanation

A teacher wrote:

I formed four groups. I gave them four questions. They had five minutes to read the paragraph to answer the questions. The students were able to talk about the whole text. What was good about it is that they were able to explain it without “my interference”.

2. Allow Time For Students

A teacher wrote:

I divided the class to six groups and asked them to perform a role-play. To tell you the truth, I wasn't sure that they will be able to do it. Surprisingly several students did it because I gave them enough time to practise it with their team.

3. Make Use of Pairs and Small Groups

Teacher 1 wrote:

When they understood the idea, I divided the class in small groups and asked them to write similar notes. They did, but the most important thing was when I asked one of the good students to come to the board to explain the notes her group wrote, she did an excellent job. I asked for another volunteer and she did the same. Thus the students who were at first hesitant had the courage to come to the board and explain their notes.

Teacher 2 wrote:

I divided the students in four groups of 6 and asked them to do exercise 1 in the Student's Book and exercise 2 in the Workbook. They were very active especially when the group had to present a sentence and get a point for the correct answer. Before leaving the class they said: “ We won't forget reflexive pronouns”.

Teacher 3 wrote:

I asked the students to work in pairs and write a paragraph on a piece of paper. Some students got the whole paragraph right, others got some of it right and even the weaker students were able to write two sentences. To let every student participate in the lesson is good.

4. Encourage Interaction Between Students

Teacher 1 wrote:

Half the students took the questions and half of them took the answers. Students who took the questions went around to find their partners and sit next to them. When they finished they all read their questions and answers and corrected their mistakes. This activity is very useful because students learn to listen, speak, and read. They interacted with each other and corrected themselves.

Teacher 2 wrote:

I divided the class in three groups; each group had a leader who sat in the middle and chose a student to write on the board. I drew the table on the board and the three students chosen by their leaders filled it out. The rest of the class had the chance to comment, they were able to identify a number of mistakes.

5. Change the Seating Arrangement

A teacher wrote:

*I decided to make some changes because I noticed that some of the students sitting in the back rows do not participate. I asked them to sit in a semi-circle and I divided the class in two groups facing each other. They have done well for the first time because they were able to work together. Most importantly, they used English in class and they did not say: “**I don’t know English**”.*

To conclude, the entries from the teachers’ diaries indicate that they had the courage to try some of Scrivener’s suggestions to increase student–student interaction. It was a **risk** but as the comments reflect, the students responded **willingly** and **eagerly**, **There was more student participation and therefore more language use.**

C. PARTICIPATING, MONITORING, OR VANISHING

What is the teacher’s role while the students are doing an activity?

Scrivener 2005 suggests that after you give the instructions for a task and students start doing it, you need **to check** to make sure that they have understood the basic instructions. Do this by **quietly wandering around the room.**

As the main aim of many activities is for learners to get a chance to work on their own, your presence might actually be **an interference**. So once an activity is safely under way you have either to **monitor discreetly** or **vanish**.

To **monitor discreetly** is when you maintain a presence in the room, but do not offer help - unless there is a significant problem. Then do it quickly and effectively.

Sometimes the best option for you is to **vanish**, i.e., get out of immediate eyeshot. You could go into a corner of the room and sit quietly.

Finally, you may sit down and join a group and take part as if you were one of the group, offering ideas, helping with questions, and joining in discussions.

For more details read Appendix 1, pp. 43, 44, 45.

Following are some of the roles teachers assumed while the students were doing an activity.

1. Monitoring Discretely

Teacher 1 wrote:

*They worked for five minutes ... I moved around. I noticed that they have a problem with the parts of speech. **I helped them.***

Teacher 2 wrote:

*I gave clear instructions and they eagerly responded. I stood behind my table. I was not sure about what to do. I was hesitant ... should I help them or should I teach them to be independent? Eventually, **I decided to interfere as a helper and organizer** because I noticed that some of the girls were about to spoil the activity.*

Teacher 3 wrote:

*After 15 minutes each group had completed the work. They were excited because they were able to complete the table correctly. They did something by themselves **with very little help from me.***

Teacher 4 wrote:

*In this activity I wandered around. One of the groups didn't know the meaning of the given words. **I offered help.***

2. Participating

A teacher wrote:

*Each group had to form four questions. As this was something new I took part in this activity. **I worked with all the groups as if I were a student.***

3. Vanish

A teacher wrote:

*They were working happily. I didn't interfere. I was satisfied and pleased because for the first time in my **life I didn't feel like a teacher in the classroom. I felt like a guide.** Time passed quickly and none of them asked about the time. They were busily exchanging information.*

In a following diary the same teacher wrote:

*The girls began the game. They understood the instructions very well. I was standing in the corner of the class watching everything. **I didn't interfere at all.** I said to myself: "Goodbye to the old-fashioned ways of teaching". I have never dreamt that I could teach in such a way. I'm now more satisfied about myself and the students are achieving more".*

To conclude, the entries from the teachers' diaries indicate the variety of roles they took while the students were conducting their activities. They range from the actual participation in the activity to vanishing, i.e., to the point where the students became completely independent.

D. ELICITING

Scrivener 2005 states that “eliciting” means drawing out information, language, ideas, etc. from the students. This technique is based on the principle that students probably know more than we may give them credit for. Starting with what they know is a productive way to begin new work, and involving people in a question-and-answer movement towards new discoveries is more effective than simply giving “lectures”.

Note: For more details refer to Appendix 1, p. 45.

1. Know More Than We May Give Them Credit For

A teacher wrote:

I was really astonished that students could talk about several things from nature that could be considered as “music”. They talked about the wind, the rain, thunder, and several animal sounds. Many students were upset when they heard the sound of the bell because they were enjoying the lesson. One student said: “This bell is not music”.

2. Start With What They Know

A teacher wrote:

The discussion was about killing wild animals. I was surprised when one student talked about killing wild animals in the past to use their bones to make weapons. Another talked about killing animals to take their fat to light their houses. Several other students gave a number of reasons for killing wild animals. I didn't finish the lesson but I was very happy that most of the girls took part in the discussion.

The same teacher wrote about another class:

I asked them to bring their personal pictures to class. Each student had to describe the picture to the class. It was very effective ..90% of the students described the pictures they brought correctly.

3. Question/Answer Towards New Discoveries

A teacher wrote:

I handed the class a worksheet. They had to write questions about the things they wanted to know about Mahmoud Darwish. Many of their questions had no answers in the text. I therefore asked them to find the answers from the Internet.

To conclude, the entries from the teachers' diaries indicate their surprise at discovering how much their students know and that they can motivate them towards new discoveries.

Our

Adventure

With Reflective Teaching

Section 2

Our Activities

Our Activities

Dear Teachers,

In this section, we are sharing with you part of our adventure in the design of activities that were used to complement the textbook : “**English for Palestine**”.

According to Ersoz (2002), language learning is a hard task. Learners need to **understand, produce and manipulate** the target language. He suggests that games and similar group activities are very useful as they give students a break and at the same time allow them to **practise the different language skills**. They also encourage and increase **cooperation**.

Furthermore, (Wright, Betteridge and Bucky, 1984) add that with the use of games and group activities, the teacher can create various contexts in which students have to use the language **to communicate, to exchange information, and to express their own opinions**.

While playing games or taking part in group activities the learners’ attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This **eases the fear of negative evaluation**. (Horwitz and Cope, 1986).

The sum up there are many advantages for using games and group activities in the classroom:

1. They are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games and group activities help students to make and sustain the effort of learning.
4. They provide language practice in the various skills: speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

We realize that: (1) the Student Books and the Workbooks of English for Palestine include a variety of very interesting activities and (2) we only have a limited time to cover the book. However, students need something new to motivate them and to encourage them to use the language in a variety of contexts. Thus, we made sure to base the activities we designed on the language elements of the Units we were teaching. In this way, we were complementing the Textbook.

Some of the games and group activities we have designed are found in section(2).

We all used the following format:

1. The Name of the Activity.
2. The Book Number and the Unit Number of English for Palestine that each teacher has used to design her activity.
3. The Language Focus for each activity, i.e., the Topic and the Language Items that were included.
4. The Materials needed to implement the activity.
5. The Instructions for teachers who would like to try the Activity.

6. The Comments from the teacher who has given the activity in class. (We hope that this section will convince you to try it with your students).
7. The Source the teacher took the activity from and adapted it to her class.

To conclude, we hope that we will be able to communicate to you the value of using games and group activities with your students. In our section of comments, you will have noticed how excited and motivated the students were and how the activities were implemented. If we were able to produce and use these activities, **why can't you???**

Teacher:

Hadeel Abu Sulb

Activity	<i>The A / An Game</i>
English For Palestine	Book 2 Unit 3
Language Focus	Listening <ul style="list-style-type: none">● Understanding The Use of: (A ,An)
Materials	<ul style="list-style-type: none">● Real objects (apples, oranges, pens, etc).● Two baskets.
Instructions	<ul style="list-style-type: none">● Divide the class in two teams.● Write on the first basket (A) and on the other (An).● Choose one student from each team and give them an object.● Let them place the object in the covered basket. Ex: (if they have an apple they must say an apple and put it the “An” basket).● Give the team who places the object in the correct basket a point.● The team that collects more points is the winner.
Comments	This is a very nice teaching game. I used it in the second grade. As a teacher you can use any word you want, and you can use either real objects or pictures. The problem I faced in conducting this game was the noise the students produced. You can take one point off from the noisy team.
Source	I was introduced to this game at a workshop. A colleague demonstrated it to the group.

Teacher:

Hadeel Abu Sulb

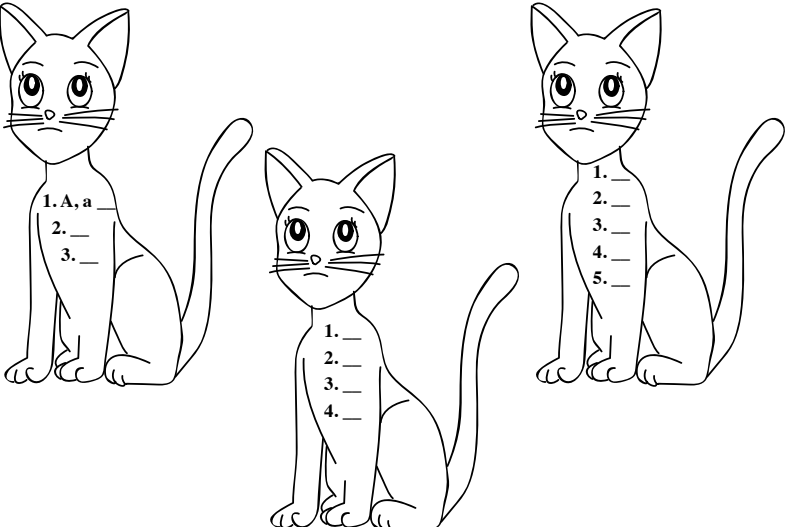
Activity	<i>True / False Chairs</i>
English For Palestine	Book 3 Unit 3
Language Focus	Listening <ul style="list-style-type: none"> ● Understanding actions such as swimming, playing etc.
Materials	<ul style="list-style-type: none"> ● Picture cards of the activities ● Chairs.
Instructions	<ul style="list-style-type: none"> ● Prepare some picture cards of some activities such as someone drawing, reading ...etc. ● Hold the picture card and say what the action is. ● If what you say matches the action, students must sit down. ● If it doesn't, they must stand up. For example if you hold a card of someone "dancing" and you say "eating" they must stand up.
Comments	<p>This is a very useful game because teachers can discover if their students understand the activities. I felt upset because when I played this game with my students, I discovered that they didn't know the meaning of most of the action words. Some of them needed to do this once or twice until they got the idea. I will revise the action verbs. I hope this will help them.</p>
Source	Grundy, Peter. 1994. Beginners . Oxford University Press.

Teacher:

Hadeel Abu Sulb

Activity	<i>The Telephone Game</i>
English For Palestine	Book 4 Unit 2
Language Focus	Listening . <ul style="list-style-type: none">● Understanding sequences of numbers.● Using the phone.
Materials	<ul style="list-style-type: none">● Cards with telephone numbers● A toy telephone.
Instructions	<ul style="list-style-type: none">● Prepare the telephone number cards and write two numbers one in red the other in green.● Give one of the cards to each student (the one with the red numbers).● Dial the green numbers on your card.● Say the numbers as you are dialing.● The students listen and look at their numbers. When a student hears his/her number, he/she picks up the toy phone and says “Hello, I’m--”.● Let the students dial the green numbers. (Here they take the role of the teacher).
Comments	This is a very useful activity because students learn how to listen and how to say the telephone numbers. My students enjoyed and loved this activity. First, some of them needed to do it once or twice before they could get the idea. But then they liked it and asked me to repeat it another time. I will use it in all my classes.
Source	Grundy, Peter. 1994. Beginners . Oxford University Press.

Teacher:
Hadeel Hmeidat

Activity	<i>Think For Yourself Listing</i>
English for Palestine	Book 1, Units 1- 4
Language Focus	Writing The alphabet
Materials	A worksheet with the three cats.
	
Instructions	<ul style="list-style-type: none"> ● Prepare a worksheet with a picture of the three cats. ● Tell the students that the first cat will eat the first three letters of the alphabet, the second will eat the next four, and the third the next five. ● Tell them that the students who will write most of the letters correctly will get prizes.
Comments	<ul style="list-style-type: none"> ● This activity was given as a progress test to grade 1. I didn't tell them that it was a test, they thought that it was a game. The results enabled me to see which letters of the alphabet the students had a problem with.
Source	Halliwell, Susan. 1992. Teaching English in the Primary Classroom. Longman.

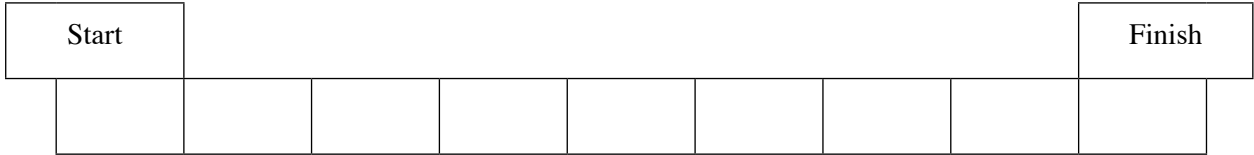
Teacher:

Ilham Murrar

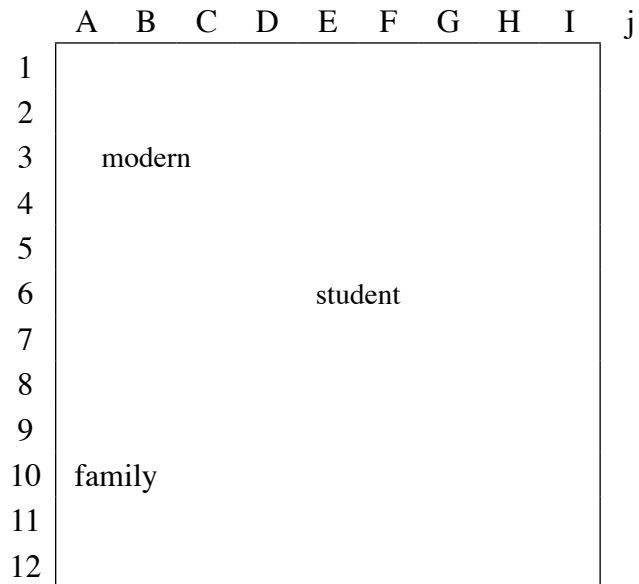
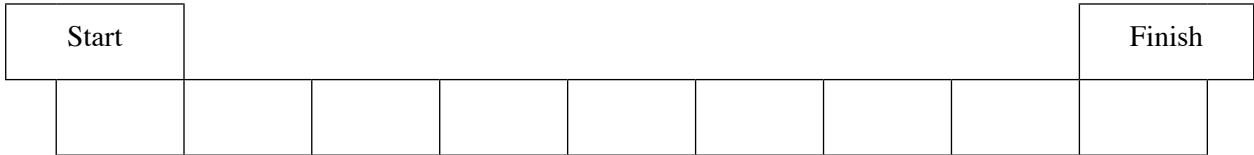
Activity	<i>I found It</i>
English for Palestine	Book 5 Unit 5 WB page 18
Language Focus	Topic: The Beautiful Game Language Focus: Finding random words on a printed page.
Materials	The text on page 32. A blank sheet of paper
Instructions	<ul style="list-style-type: none">● Make a photocopy of the page.● Paste the photocopy on a larger blank sheet of paper.● Just above the pasted photocopy evenly write A,B,C,D ...J, and along the side write numbers from 1....12.● Say any word from the text.● Ask the students to pinpoint the location e.g. A10.● Draw a circle on the team's grid in the first section of the track if the answer is right.● Announce the winner when one of the groups reaches the end of the track.
Comments	<ul style="list-style-type: none">● I made a photocopy to every student.● I divided the class in two teams.● I started by saying the word “modern” one of the girls raised her finger and said A3. Her team got the point and we drew a circle on the first lane of the track.● I discovered that the girls had the ability to do what you want if they have the chance, and also they can discover their own ways in getting what they want. For example, the group divided themselves in smaller groups and every small group was responsible to look for the word which was called out in their section to enable them to quickly find the word.● I think this is a good strategy to use if you want to win the game.
Source	McLaughlin, Sky. 2004. A Practical Manual for Vocabulary Grammar and Pronunciation Development. Qattan Foundation

The Grid

Team (A)



Team (B)



e.g. student F4
family A10
modern A3

Teacher:

Ilham Murrar

Activity	<i>A Very Long Sentence</i>
English for Palestine	Book 5 Unit 5 WB page 18
Language Focus	Topic: Food Language: Activating Vocabulary: vegetables, fruit, fat, sweets, biscuits, cucumbers, eggplants, beans, fries, potatoes, tomatoes, chocolate.
Materials	Sentence related to the topic. <i>“I invited my friends to a healthy dinner.”</i>
Instructions	<ul style="list-style-type: none">● Write a sentence appropriate to the topic they are working on.● Ask the students to repeat it several times so they can remember it.● Ask the students to build on it by adding words that are related to the topic.
Comments	<ul style="list-style-type: none">● We divided the class in groups.● We started with the first group, and asked them to continue the sentence; it went like this. <i>“I invited my friend to a healthy meal, I made a salad.”</i>● The first group stopped and the next group started like this: <i>“ I invited my friends to a healthy meal, I made a salad and chicken.”</i>● Students were allowed to help each other in remembering the sentence. I felt it was successful because they were correcting each other when they were making mistakes. For example, when one girl said “fries” they said it’s not healthy food.
Source	McLaughlin, Sky. 2004. A Practical Manual for Vocabulary Grammar and Pronunciation Development. Qattan Foundation

Teacher:

Ilham Murrar

Activity	<i>A Riddle</i>
English for Palestine	Book 8 Unit 10 Lesson 3
Language Focus	Topic: Clothes Language: Activating Vocabulary
Materials	Worksheet with a Riddle Find the answer to the riddle: My first letter is in tea but not in sea . _____ My second letter is in rat but not in hat . _____ My third letter is in short but not in shirt . _____ My fourth letter is in us but not in as . _____ My fifth letter is in sock but not in lock . _____ My sixth letter is in eye but not in by . _____ My seventh letter is in far but not in fat . _____ My eighth letter is in set but not in net . _____ My whole is something you wear . _____
Instructions	<ul style="list-style-type: none"> ● Distribute the worksheet. ● Explain that this riddle is a kind of word game. ● Tell the students that they have to find the letters of a new word in the other given words. ● Tell the students that they have to find the letters and write them on the lines provided. ● Ask the students to write the new word on the last line next to the definition.
Comments	<ul style="list-style-type: none"> ● I made a photocopy of the riddle to the whole class. ● I explained that the purpose of this riddle is to make them think of the correct letters in order to find the new word. ● Most of them were able to solve the riddle. ● I explained that the new word is related to the topic.
Source	English For Palestine. Book 7, Unit 7.

Teacher:

Ilham Murrar

Activity	<i>The Disappearing Text</i>
English for Palestine	Book 8 Unit 6 Lesson 3
Language Focus	Reading Topic: The Meaning of Money
Materials	The Reading Passage: But one farmer might have nothing that the other wants. Then they need something that they can use instead of sheep and cows. They need money. And in Mesopotamia (modern Iraq), people were already using money-pieces of silver-by 2500 BC.
Instructions	<ul style="list-style-type: none"> ● Write the reading passage on the board. ● Erase a small part of it. ● Ask one student to read out the text for the rest of the class and to include the missing words from memory. <i>“But one ----- might have nothing that the other wants. Then they need something that they can use instead of ----- and cows. They need money. And in Mesopotamia (modern Iraq), people were already using money-pieces of silver-by 2500 BC.”</i> ● Erase one or two words. Ask another student to read the text on the board and to include the missing words. <i>“But one ----- might have nothing that the other wants. Then they need ----- that they can use instead of ----- and cows. They need money. And in Mesopotamia (modern Iraq), ----- were already using money-pieces of silver-by 2500 BC.”</i>
Comments	<ul style="list-style-type: none"> ● The aim of this activity is to make students remember what they read. ● I continued erasing until the whole text was erased and remembered by a large number of students. ● The students were asked to read the text from memory . ● They were asked to write it from memory. ● It was a very successful strategy.
Source	McLaughlin, Sky. 2004. Teaching Young Learners of English . Qattan Foundation.

Teacher:

Leila Sharif

Activity	<i>Get Up And Find Out</i>
English for Palestine	Book 7 General
Language Focus	Topic: Weather Language: Learning words that describe the weather conditions adj. sunny/rainy/windy etc.
Materials	A set of questions about the weather and a set of posters which contain answers to the questions. 1. How is the weather like in poster no.1? 2. In which picture is it very hot? 3. Where can you find the snowman? 4. How do you know that it is windy in poster no.5? 5. Find something that people wear/hold when it is rainy?
Instructions	<ul style="list-style-type: none"> ● Put the posters around the class . ● Divide the class in four group a, b, c, d. ● Give each group questions about a different weather condition: Example: Group A / sunny Group B/ snowy Group C/ rainy Group D/ windy ● Ask the students to search for the information(to answer the questions). ● Give them about 5-7 minutes to find the answers. ● Ask Group A to answer their questions orally then Groups B,C and D. ● Ask all the groups to go back to their seats then you (the teacher) write the four conditions on the board (sunny/rainy/windy/ snowy). ● Ask Group A to write the answers to their questions on the board. ● Then ask Group B , Group C and at last Group D to do the same.
Comments	<ul style="list-style-type: none"> ● When I conducted this activity in my class, the students laughed at the idea so much but there was no discipline. Moreover, the students found it difficult to use the suitable words that describe the weather conditions. Some students were serious and began looking for answers. Others threw the questions away. They just enjoyed looking at the posters without finding the answers because they were very weak in the language. However, the first time is always difficult. I plan to try it again.
Source	Halliwell, Susan. 1992. Teaching English in the Primary Classroom . Longman.

Teacher:

Leila Sharif

Activity	<i>Throw and Catch</i>
English For Palestine	Book 7
Language Focus	Speaking: Using adverbs in sentences.
Materials	A small ball.
Instructions	<ul style="list-style-type: none">● Ask the students to form a circle (6 girls).● Ask the students to shout out an adverb while throwing the ball.● Encourage the student who catches the ball to use the adverb in a meaningful sentence in ten seconds.● Make the class decide whether the sentence is correct or not.● Tell the group whose sentence is wrong to go out of the class.● The last group who stays in the circle is the winner.
Comments	<ul style="list-style-type: none">● You will not believe what happened . The students began the game. They used adverbs and formed sentences. They were doing all what they could to remember the adverbs they took in previous lessons. Their decisions were almost always correct. Moreover, their participation in similar games is more than their participation in regular classes.
Source	Seymour, D. and Maria Popova. 2005. 700 Classroom Activity . Macmillan Books for Teachers.

Teacher:

Leila Sharif

Activity	<i>Can You Remember?</i>
English For Palestine	Book 7 Unit 15 Lesson 1
Language Focus	Topic: Hebron Glass Language: Passive voice 2
Materials	Reading Text. The reading passage has four steps about “How to Make Glass” 1. Unused glass is collected. 2. It is smashed into small pieces. 3. It is put into hot ovens until it becomes liquid. 4. Liquid glass is blown through pipes and is made in different shapes.
Instructions	<ul style="list-style-type: none"> ● Write the four steps on the board. ● Ask the students to write them on slips of paper. ● Write one of the steps on the board. ● Ask a student to pick up the slip that comes after this step. ● Repeat the exercise as often as needed by changing the students.
Comments	When I wrote the slips I found out that most of the students could not read the steps of making glass. I had to read each step and had the students repeat after me. It took a long time but it went well. Most of the class were able to do it at the end.
Source	Halliwell, Susan. 1992. Teaching English in the Primary Classroom. Longman.

Teacher:

Samira Abu Al-Hawa

Activity	<i>K – W – L</i> <i>KKNOW, WANT TO KNOW, LEARNED</i>						
English for Palestine	Book 10 Unit 3						
Language Focus	Reading Text: Mahmoud Darwish						
Materials	The text The K – W – L chart: <table border="1" data-bbox="517 958 1034 1055"><thead><tr><th data-bbox="517 958 687 1003">K</th><th data-bbox="687 958 858 1003">W</th><th data-bbox="858 958 1034 1003">L</th></tr></thead><tbody><tr><td data-bbox="517 1003 687 1055"></td><td data-bbox="687 1003 858 1055"></td><td data-bbox="858 1003 1034 1055"></td></tr></tbody></table>	K	W	L			
K	W	L					
Instructions	<ul style="list-style-type: none">● Ask students to brainstorm words, terms etc. they associate with the topic (Mahmoud Darwish). Students record it in column K.● Ask students what they want to learn about the topic. Students record it in column W.● Ask students to read the text and fill out the L column.● Discuss the information that the students recorded in this column.						
Comments	<ul style="list-style-type: none">● I divided the class in groups of four and they were asked to fill out columns K and W. This lasted 10 minutes, then we discussed their ideas. It was interesting, they wanted to know a lot about Darwish. Then they read the Introduction from the textbook in order to find the answers to the questions they wrote in column W. We discussed the answers but since the text didn't answer all their questions, it was decided to look them up on the Internet.						
Source	http://www.nea.org/reading/knowwhatlearned.html						

Teacher:

Samira Abu Al-Hawa

Activity	<i>JIGSAW SENTENCES</i>
English for Palestine	Book 10 Unit 4
Language Focus	Writing Meaningful Sentences
Materials	Sentences cut from the Unit into segments.
Instructions	<ul style="list-style-type: none">● Photocopy sentences and cut them in segments.● Pass out all the segments to each group.● Ask the group to arrange the segments in sentences that make sense.● Discuss with the students how they decided what segments should go together.
Comments	<ul style="list-style-type: none">● The groups started working and I moved around to give help. They seemed to like this activity and each group was able to produce at least three sentences. By the way, I used the structures and vocabulary from their most recent lessons.
Source	http://www.nea.org/reading/jigsaw.html

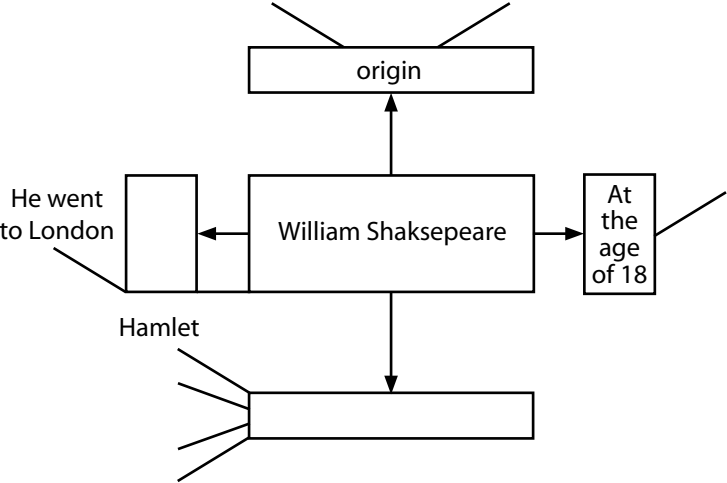
Teacher:

Suhaila Asfoor

Activity	<i>Do Something About It</i>			
Petra	Book 5			
Language Focus	Topic: Happy Grammar Families Language: Basic Word Order			
Materials	Happy	Grammar	Family	Cards
	verb can't	verb have	subject I	subject we
	object us	object me	S or O you	S or O bread
	S or O CD player	S or O man	S or O woman	S or O car
	article a	article a	article the	article the
	v give	v hate	v like	v love
	v want	v must	v don't	v go
Instructions	<ul style="list-style-type: none"> ● Distribute one set of cards to each group of (4). ● Teach the class these words verb–subject–object–article. ● Group the students in fours; 2 against and 2 facing each other. ● Ask the students to shuffle the cards . ● Give each pair five cards. ● Ask each pair to form meaningful as well as grammatically correct sentences. 			
Comments	<p>I used this activity with two groups. Each group took the instructions and started the activity. At the beginning , they produced meaningless sentences but they were grammatically correct. I encouraged them to concentrate on the meaning as well as on the grammar. They tried and with some help they produced correct sentences.</p> <p>It took more time than I expected but it was worth it.</p>			
Source	Mclaughlin, Sky. 2004. A Practical Manual For Vocabulary Grammar and Pronunciation Development . Qattan Foundation			

Teacher:

Suhaila Asfoor

Activity	<i>Spider Web</i>
Petra	Book 5 9 th Grade Unit 9.
Language Focus	Reading Text: Shakespeare
Materials	The text: The Spider Web sheet
	 <p>The diagram shows a central box labeled "William Shakespere". Four arrows radiate from this central box to four surrounding boxes: "origin" (top), "At the age of 18" (right), "Hamlet" (bottom), and "He went to London" (left). The "Hamlet" box has three lines extending from its bottom edge, and the "origin" box has two lines extending from its top edge.</p>
Instructions	<ul style="list-style-type: none"> ● Introduce the topic: “Shakespeare”. ● Present the new vocabulary. ● Divide the students in groups. ● Ask them to read the text silently. ● Ask them to complete the Spider Web.
Comments	<ul style="list-style-type: none"> ● The students were very active, all of them participated in completing the Spider Web. ● This activity encouraged them to read silently and to select the relevant material.
Source	Read, Carl. 2007. 500 Activities for the Primary Classroom. Macmillan Books for Teachers.

Our
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Appendix 1

Classroom Management

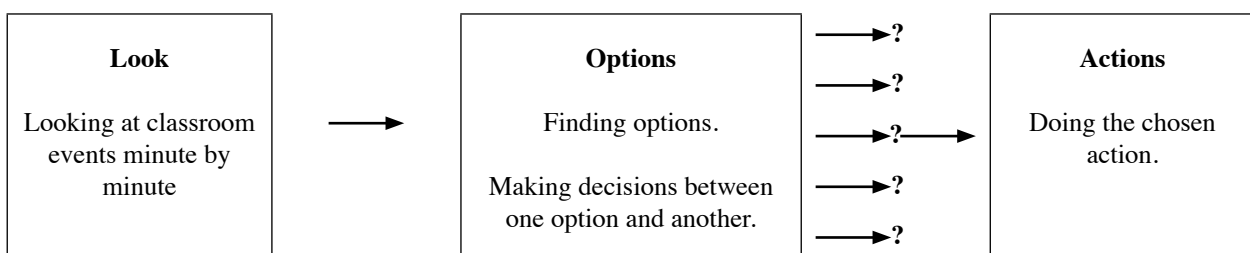
Classroom Management

Classroom management involves both decisions and actions. The actions are what is done in the classroom, e.g. rearranging the chairs. The decisions are about whether to do these actions, when to do them, how to do them, who will do them, etc.

At any classroom moment, there will be a range of options as to possible actions. To say one thing or to say something different. To stop an activity or to let it continue for a few minutes. To take three minutes to deal with a difficult question or to move on with what you had previously planned. To tell off a latecomer or to welcome him. To do something or to do nothing. These options continue throughout the lesson, at every step, your decision will take you forward on your particular route. No one can tell you the ‘right’ way to do something. There is no single correct answer, no single route through a lesson, though some routes may in the end prove to be much more effective than others. Different peoples or different situations create different solutions. Your total lesson is created by your choices.

The essential basic skill for classroom management is therefore to be able to look at and read classroom events as they occur and think of possible options available to you, to make appropriate decisions between these options, and to turn them into effective and efficient actions. As you grow in experience, your awareness of possible options will grow.

Thus the basic skills of classroom management can be summarized as follows:



Increasing your options

Some options come at key moments—the beginning of the lesson, the start of an activity, the end of an activity, when a discipline problem occurs in the lesson, etc. and your decision at such critical moments has a greater knock-on effect. After a lesson, it may be useful to recall what happened and reflect on (or talk through with a colleague) why certain critical options were taken and to hypothesise about what the outcomes might have been if other things had been done.

Becoming a more effective teacher is partly a matter of increasing your awareness of what options are available. It is also about the skilful selection of the most appropriate option at each point and the ability to efficiently, and effectively turn these into actions. Reading books like this, talking to other teachers, observing other teachers at work, getting feedback from observers of your lesson - these are all ways of increasing your range of options and your skill at deciding and acting on decisions appropriately.

How can you decide what's best to do?

What influences and informs your decisions between different options? The following are some factors to bear in mind:

- What is the aim of this activity?
- What is the aim of the whole lesson?
- Is what learners are doing useful?
- What is hindering the effectiveness of what we are doing?
- What have I planned to do?
- What would be the best thing to do now?
- Is it time for a change of mood or pace?
- Are we using time efficiently?
- How do the students feel?
- How do I feel?
- What are the possible outcomes of my doing something?

I could add two further factors that are frequently involved in teacher decisions and actions:

- I don't know any other options,
- I know some other options, but I'm avoiding them because they are difficult or troublesome or nerve-wrecking.

Classroom decisions and actions are also greatly determined by our own attitudes, intentions, beliefs and values. What do you believe about learning? What is important for you in learning? What is your genuine feeling towards your students? For example, you may ask a student to write on the board (rather than doing it himself). This decision may have grown from your intention to involve students more in the routine duties of the class. This may itself have grown from your belief that trusting your students more and sharing some responsibility with them is a useful way of increasing their involvement in the learning process.

Classroom interaction

In the list of statements below about classroom interaction, tick any that you feel you can agree with.

- 1 a It is more important for learners to listen and speak to you than for learners to listen and speak to each other.
 b Students should get most conversation practice in interacting with other learners rather than with you.
- 2 a People usually learn best by listening to people explaining things.
 b People usually learn best by trying things out and finding out what works.
- 3 a The teacher should speak as much as possible in classroom time.
 b The teacher should speak as little as possible in classroom time.

Commentary

The following section addresses these questions.

Teacher talk and student talk

The language classroom is rich in language for learners, quite apart from the language that learners and teachers may suppose they are focusing on in the subject matter of the lesson. Students learn a lot of their language from what they hear you say: the instructions, the discussions, the asides, the jokes, the chit-chat, the comments, etc. Having said that, it would be unsatisfactory if your talk dominated the lesson to the exclusion of participation from as many learners as possible.

The arguments for statement 1 (a) usually grow from the idea that you know more of the target language and that by listening to you, the learner is somehow absorbing a correct picture of the language, that by interacting with you, the learner is learning to interact with a competent user of the language, that this is far more useful than talking to a poor user. Thus, by this argument, time spent talking to another learner is not particularly useful time. This is OK as far as it goes, but there are a number of challenges to the statements. Some are to do with available time: if you talk most of the time, how much time will learners get to speak? If the only conversation practice learners get is one-to-one with you, they will get very little time to speak at all. In a class of 25 learners, how much time will you have available to speak to individuals? Divide a one-hour lesson by 25 and you get just over two minutes each. That doesn't sound very much.

Statement 1(b) suggests that we could maximize learner speaking time at certain points of the lesson by putting them into pairs or small groups and getting them to talk to each other. Thus, instead of two minutes' speaking time in a whole lesson, they all get a lot of speaking practice within a short space of time. You could use this time effectively by discreetly monitoring what the students are saying and using the information collected as a source of material for future feedback or other work. (I am, of course, making other assumptions, I'm assuming that it is important to give learners opportunities to have useful interaction with others).

Statements 2 (a) and 2 (b) are about different ways of learning. I believe, from my own learning experiences and from observing teachers at work, that the most efficient way of learning is for a student to be really involved in a lesson. Explanations, especially long ones, tend to leave me cold, I get bored, I switch off. (A learner might also have real problems in following what is being said.) But challenge me, give me a problem to do or a task I want to complete, and I will learn far more by experimenting, by practising, by taking risks.

I think you can guess my views on statements 3 (a) and 3 (b) by now. (Neither the extremes of a nor b, but closer to b than a.) Observers who watch new teachers at work often comment that they talk too much. An essential lesson that every new teacher needs to learn is that 'talking at' the learners does not necessarily mean that learning is taking place. Working on ways to become aware of unnecessary TTT (Teacher Talking Time) is something to add to your list of priorities.

Increasing student-student interaction

When working in a whole-class stage, a large amount of interaction tends to go from teacher to student and student to teacher, as shown in Figure 5.1. How could you get more students interaction?

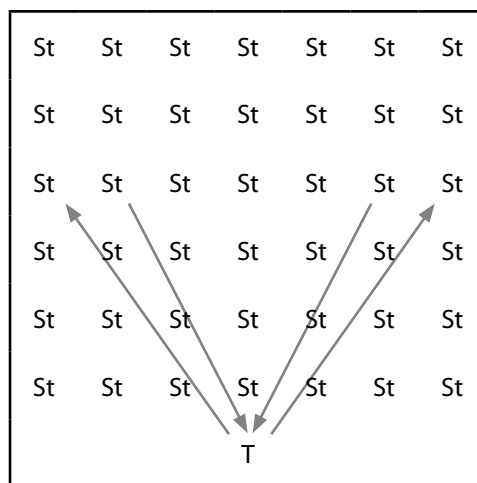


Figure5.1: Interaction between teacher and students

Commentary

Maximising student interaction in class: some ideas

- Encourage a friendly, relaxed learning environment. If there is a trusting, positive, supportive rapport amongst the learners and between learners and you, then there is a much better chance of useful interaction happening.
- Ask questions rather than give explanations.
- Allow time for students to listen, think, process their answer, and speak.
- Really listen to what they say. Let what they say really affect what you do next. Work on listening to the person and the meaning, as well as to the language and the mistakes.
- Allow thinking time without talking over it. Allow silence.
- Increase opportunities for STT (Student Talking Time).
- Use gestures to replace unnecessary teacher talk.
- Allow students to finish their own sentences.
- Make use of pairs and small groups to maximize opportunities for students to speak. Do this even in the middle of longer whole-class stages, e.g. ask students to break off for 30 seconds and talk in pairs about their reactions to what you've just been discussing.
- If possible, arrange seating so that students can all see each other and talk to each other (i.e. circles, squares and horseshoes rather than parallel rows).
- Remember that you don't always need to be at the front of the class, Try out seating arrangements that allow the whole class to be the focus (e.g. you take one seat in a circle).
- If a student is speaking too quietly for you to hear, walk further away, rather than closer to them! (This sounds illogical, but if you can't hear them, then it's likely that the other students can't either. Encourage the quiet speaker to speak louder so that the others can hear.)
- Encourage interaction between students rather than only between student and you, and you and student. Get students to ask questions, give explanations, etc. to each other, rather than always to you. Use gestures and facial expressions to encourage them to speak and listen to each other.
- Keep a diagram like the one in Figure 5.2 in your head as a possible alternative to the one in Figure 5.1. Think 'How can I get students speaking and listening to each other as well as to me?'

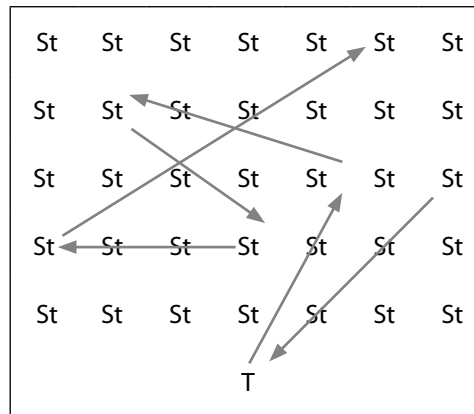


Figure 5.2 Interaction between students

Participate, monitor or vanish?

Your role in pair and group activities

What is your role once you have set up an activity in which students will mainly work on their own in pairs or groups?

- Sit down and read a book?
- Go out of the room and have a coffee?
- Wander round and look at what students are doing?
- Sit down and work with separate groups one by one, joining in the tasks as a participant?
- Listen carefully to as many students as possible, going over and correcting mistakes when you catch them, offering ideas when students get stuck, etc.?

Commentary

Well, I think all of these answers are possible, even the first two (which you may have dismissed as unlikely). It all depends, of course, on the nature of the specific activity and on its aims. The next section suggests a general strategy for making decisions about what to do.

Deciding on your role while students do an activity

Let's distinguish two steps.

Step1: The first 30 seconds: are they doing the task set?

Immediately after you have given the instructions for a task and students start doing it, there is often an immediate need to check to make sure that students are doing the activity that you have asked them to do and have understood the basic instructions and the mechanics of the activity.

You could do this by quietly and relatively inconspicuously wandering around the room, listening in briefly to snatches from many groups and assuring yourself that students are doing what they are supposed to. We could call this monitoring to check the mechanics.

Step2: The task itself

In many activities, the prime aim is for learners to get a chance to work on their own, speaking fluently and trying out things without too much interference and correction. If they are doing the task correctly, then possibly they don't need you anymore once the task is under way. Your presence might actually be an interference. If you are around and very visible, they might look to you for language items and help whenever they hit a problem, whereas it might be more useful for them to struggle a little and learn to make use of their own resources. So once an activity is safely under way, your options often boil down to the following choices: *monitor discreetly or vanish*.

In some tasks - especially those in which students might not move forward quickly, but need ongoing advice, support, input and encouragement – you may find that some kind of more active role is called for. In these cases, your best options are probably *monitor actively or participate*.

A. Monitor discreetly

Discreet monitoring is when you maintain a presence in the room, but do not overtly offer help, interfere, correct, etc. Your aim is that the students know you are there, but your watching and listening does not in any way disturb them. They will not feel tempted to call on you unless there is a significant problem – and when they do ask for help, do this swiftly and effectively, then return to the discreet monitoring role. You are sending a message that you are interested, but that the main task is for them to do using their own resources as much as possible.

B. Vanish

There are cases when any teacher presence can actually interfere with and diminish the usefulness of work being done. Sometimes the best option for you is to vanish, i.e. get out of immediate eyeshot. You could go into a corner of the room and sit quietly.

It is often a good idea to have something concrete to do (e.g. read something) in order to prevent yourself from constantly worrying about how students are doing and getting drawn back into it. You need to keep a small percentage of attention on the room, in order to know when the activity is reaching an end or a crisis point, but otherwise restrain yourself from doing too much. Relax and stop being a teacher for a while.

In a few specific cases, you might want to emphasise the point that students need to work without your help, and in such cases even leaving the room for a few minutes may be an option. (Whenever I have done this, I have been interested to learn that most students do not even notice that I have been out of the room!)

C. Monitor actively

You can monitor as described above, but be more visible and allow students to be more aware of your presence and of the possibility of calling on you for help and advice. A teacher who is actively monitoring will be walking around, viewing and listening in to many different groups and frequently offering spontaneous advice and corrections, as well as responding to requests and questions from students.

D. Participate

You may sit down and join a group (temporarily or for the whole task) and take part as if you were one of the group, offering ideas, helping with questions, joining in discussions. You could quietly move on to another group. By the end of the task, you might have worked with a number of groups.

Eliciting

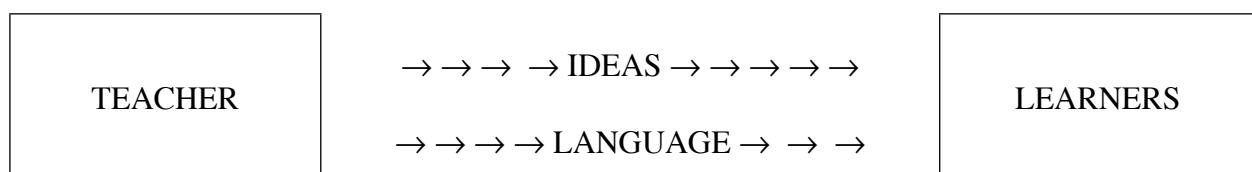
‘Eliciting’ means drawing out information, language, ideas, etc. from the students. It is a technique based on the principles that:

- students probably know a lot more than we may give them credit for,
- starting with what they know is a productive way to begin new work,
- involving people in a question-and-answer movement towards new discoveries is often more effective than simply giving ‘lectures’.

Eliciting enables me to start from where the learners are and then to work forward from there. The learners have a real effect on the outcomes of the lesson in--- ideas, language and pace. With constant learner involvement, I can work more at their speed rather than my own. I can find out where the real difficulties and problems are.

There are three steps to editing:

1. I convey a clear idea to the students, perhaps by using pictures, gestures or questions, etc.
2. They then supply the appropriate language, information, ideas, etc.
3. I give them feedback.



I can elicit: language, ideas, feelings, meanings, contexts, memories, etc.

I can't elicit: things they don't know.

Source: Scrivener, Jim. 2005. *Learning Teaching*. Macmillan Books For Teachers.

Our

Adventure

With Reflective Teaching