

**Kingdom of Saudi Arabia**

**Ministry of Education**

**The English Department**

**Central Office**



Most of the significant advances in civilization have been the result of the work of teachers.

j0200397



**What makes a good teacher ?**

These are some of the students' responses to the above question ;

**☑** They should make their lessons interesting so you do not feel asleep in them.

**☑** A teacher must love her job. If she really enjoys her job that will make the lessons more interesting.

**☑** I like the teacher who shares her personality and does not hide it from the students.

**☑** I like the teacher who has lots of knowledge, not only of her subject.

**☑** It's important that you can talk to the teacher when you have problems.

**☑** A good teacher is somebody who has an affinity with the students that she is teaching.

**☑** A good teacher should try to draw out the quiet ones and control the more talkative ones.

**☑** She should be able to correct people without offending them.

**☑** A good teacher is someone who helps rather than shouts.

**☑** A good teacher is someone who knows our names.

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***Class room Management***

The inexperienced or nervous teacher tends to start teaching as soon as she enters the classroom. There are several things to do first, which ' pay of ' in terms of avoiding trouble later on.

**🖆** **Checking your equipment**: make sure you have got every thing you need and you have not left something vital in the staff room.

**🖆** **Checking the room equipment: \*** see that the board is clean.

\* There are pens to write on the board.

**🖆** **Ensuring access:** It is important to make sure that you will have access to every student in the class. ( to hear the speaker clearly- to be ableto answer individuals- to control the least interested students. ).

**🖆** **Reducing distance:** If there are more desks than the students, get the students at the back to fill desks in front**.**

**🖆** **Removing distractions:** Make sure that students have on their desks only things you want them to have.

**🖆** **Seating arrangement :** Determine who sits next to who- how to change the arrangement to fit the activity.

**🖆** **Giving clear instructions.**

**🖆** **Monitoring . group and pair work**

**🖆** **Using students' names.**

**🖆** **Starting the lesson .**

**🖆** **Finishing the lesson: Remember to set homework.**

**🖆** **Farewells and socializing .**

**Top 10 Tips for Classroom Discipline and Management**

Classroom discipline and management causes the most fear and consternation in new teachers. However, classroom management is a skill that is not only learned but practiced daily. Here are ten tips that can lead to successful classroom management

and discipline. These tips can help you cut down on discipline problems and leave you with fewer interruptions and disruptions.

**☑ 1) It's Easier to Get Easier**

Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be

allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline techniques. However, it is never tough to get easier as the year goes on.

**☑ 2) Fairness is Key**

Students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labelled as unfair and students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too get punished for it.

**☑ 3) Deal with Disruptions with as Little Interruption as Possible**

When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible.

If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If

you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

**☑ 4) Avoid Confrontations in Front of Students**

Whenever there is a confrontation in class there is a winner and a loser. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much

better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any

chance of actually teaching that student anything in your class.

**☑ 5) Stop Disruptions with a Little Humor**

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with

sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Use your best judgment but realize

that what some people think as funny others find to be offensive.

**☑ 6) Keep High Expectations in Your Class**

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students

your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

**☑ 7) Over plan**

Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this, over plan. When you have too much to cover, you'll never

run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons as described elsewhere on this site.

**☑ 8) Be Consistent**

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on

someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same everyday.

Moodiness is not allowed. Once your lose your student's respect, you also lose their attention and their desire to please

you.

**☑ 9) Make Rules Understandable**

You need to be selective in your rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking

your rules are also clear and known beforehand.

**☑ 10) Start Fresh Everyday**

***What if …………?***

* **What if students are all at different levels ?**

🖌 Use different materials. While one group is working on a piece of language study (e.g. present continuous ), the other group might be reading or doing a more advanced grammar exercise.

🖌 Do different tasks with the same material. Where teachers use the same material with the whole class, they can encourage students to do different tasks depending on their abilities. A reading text can have questions at three levels.

🖌 Use the students: peer help and teaching so the better students can help weaker ones.

💻 **What if the class is very big ?**

🖌 Use worksheets.

🖌 Use pair and group work..

🖌 Use chorus reaction.

🖌 Use group leaders.

🖌 Use the size of group for your advantage.

💻 **What if students keep using their own language ?**

🖌 Talk to them about the issues.

🖌 Only respond to English use.

🖌 Create an English environment: use signs, pictures…etc..

🖌 Keep reminding them.

💻 **What if students are uncooperative ?**

🖌 Talk to individuals.

🖌 Use activities.

🖌 Enlist help. Talk to colleagues.

💻 **What if students do not want to talk ?**

🖌 Use pair work..

🖌 Allow them to speak in a controlled way first.

🖌 Use acting and reading aloud.

🖌 Use role-play.

💻 **What if students do not understand the listening tape ?**

🖌 Introduce interview questions or role-play so that they can predict what is the listening going to be about.

🖌 One task only: straightforward task, which does not demand too much detailed understanding.

🖌 Play the first segment only.

🖌 Use the tape script: it can be cut into bits. The students put them in the right order as they listen.

🖌 Use the tape script 2: the tape script can have words or phrases blanked out.

💻 **What if students in groups finish before everybody else ?**

🖌 Provide them with some spare activities ( little worksheets , puzzles…..etc )

🖌 Plan extensions to the original task so that if group finished early, they can do extra work on it.



***Teaching Vocabulary***

A good store of words is important for understanding and communication. A major aim of most teaching programs is to help students gain a large vocabulary of useful words.

**What does it mean to " know' a word ?**

Knowing a word fully means that the learner should be able to :

🖌 understand the meaning of that word upon hearing or reading it.

🖌 spell the word correctly when she needs it in writing.

🖌 pronounce the word correctly when she uses it in speaking.

🖌 use it correctly in a spoken or written sentence.

🖌 read it correctly.

**Modes of presentation;**

**☑** **Ostensive means by "showing" .**

● Realia ( real things ) ● Pictures ● Body ( facial expression- gestures – mime and actions )

**☑** **Verbal definitions**

● Word sets: groups or related words.

● Synonyms: words which mean more or less the same.

● Antonyms: words which have an opposite meaning.

● Cognates: words in the students native language which have the same or similar form of the English word.

● Illustrative sentence.

● Build on general knowledge.

**Teaching Procedure:**

There are three important stages the teacher needs to take into consideration when preparing and teaching the new lexical items.

**Recognition Stage:**

At this stage the teacher presents the phonic form, graphic form, lexical meaning and the grammatical position of each word. During this stage, the teacher:

🖌 says the word two or three times, pronouncing it correctly.

🖌gets the class to repeat the new word a few times. Check the pronunciation carefully. If you are using a visual, keep it in front of them to make sure they associate sound and meaning.

🖌 write the new word on the board and have the class read it with out distorting the pronunciation . ask individuals and have choral repetition.

🖌puts a short sentence on the board so that the meaning will be clear to any one reading the notes afterwards. Encourage students to compose good illustrative sentences, but the teacher still need to prepare her own.

**Receptive Stage:**

During this stage, the teacher provides the learner with exercises that stress reception rather than production, which may further illustrate the meaning.

**Productive Stage:**

At this stage, the teacher will concentrate on how to use the newly learned word productively. The teacher may ask questions, the answers require the use of the target word.

**Testing Vocabulary:**

**Vocabulary tests focus on the students' ability to discriminate between words.**

**☑** Words and their connotations.

**☑** Words and their opposites.

**☑** Fill spaces from lists or without.

**☑** Complete sentences from options.

**☑** Synonyms- choose the word or phrase that has the same meaning.

**☑** Word formation. **☑** Definitions **☑** Odd-man out

**☑** Matching. It can be either adjectives with nouns or nouns with verbs.

***For presenting and practicing the new structure, the teacher may attempt the following procedures :***

***\* Step 1 : Presentation of new structure***

➀ Evoke the new structure by reminding pupils of a familiar dialogue or text, in which it was used.

➁ Use the new structure in a simple dialogue or conversation whose words and forms are familiar to pupils . Another possibility is to accompany the new structure with actions to illustrate its meaning.

➂ Repeat the new pattern several times chorally and individually. Start with more able pupils.

➃ For grammatical structures which are difficult to present in a context. The teacher may present the rule or give a formal explanation provided with enough examples and practice.

➄ Relate examples to the pupils’ experience to be more effective and motivating.

***\* Step 2 : Identification of the new pattern***

🗣Write the new pattern on the board for further discussion.

🗣 Draw the pupils’ attention to the form of the pattern.

🗣 Give more examples to reinforce the pupils; comprehension of both meaning or form if necessary.

🗣 Ask questions to lead students to use the new pattern to check understanding of its function or structure.

***\* Step 3 : Mechanical drills***

🖹The purpose of these drills is to help pupils learn the forms of the new pattern and to practise oral fluency.

🖹The following are some of the possible manipulative drill types

✓ Repetition drills 🡺 The model presented by the teacher is repeated by students.

✓ Substitution drills 🡺 The sentence and cue words are given and students are asked to substitute the cue words in the sentence.

✓ Chain drill 🡺 In this drill all pupils have the chance to ask and answer a question in a chain-like manner.

✓ Transformation 🡺 In this drill the pupils are given a sentence to transform into another- e.g. a question or a negative or a passive sentence .

✓ Expansion drill 🡺 In this drill the pupils are given a word or expression to be added to the model sentence.

***\* Step 4 : Meaningful drills***

☞ With mechanical drills the emphasis is on the form and on automaticity and there is only one response to the stimulus by the teacher.

☞ Meaningful drills focus on the content instead of the form. And the response can be expressed in more than one way.

☞ Some examples are:

✓ Restatement 🡺 To conduct this drill, the teacher whispers to a pupil a question. The second pupil is instructed to answer.

✓ Rejoinder 🡺 The teacher makes a statement containing a certain syntactic structure, then a pupil responds by communicating something about herself.

✓ Question and answer.

✓ Situation drills 🡺 by using charts, pictures, drawings, objects or actions – dialogue or situation – factual drills ( questions and answers ) .

***\* Step 5 : Communicative drills***

🞛 In communicative drills there is no control of the response. The pupils are free to express themselves or their ideas.

🞛The following interaction activities are typical.

Interviews –Role – playing – Problem –solving.

🞛While conducting communicative activities, the teacher must not keep interrupting the flow of the activity to correct pupils’ utterances.

***Correcting mistakes in drilling***

☑ In mechanical drills where the objective is to internalize new structures, the teacher is advised to correct the mistake as soon as it occurs

☑ At the meaningful drill stage, the teacher can draw the attention of pupils to the mistake in order to allow them to correct it themselves or may give them the appropriate form of expression.

☑ In communicative drills, the teacher should overlook mistakes, except for serious errors, in order not to discourage pupils’ participation effectively in the activity.

***Teaching Listening***

**Teaching listening in the classroom ( guidelines )**

🖭 The tape recorder is just as important as the tape.

🖭 Once will not be enough

🖭 Prepare your students for what they are going to hear.

🖭 Do not ask them to just listen to the text. Set a task of some sort.

🖭 Different listening stages demand different listening tasks.

🖭 Tasks should be varied and realistic.

🖭 Limit listening time.

🖭 Train students not to understand every word.

🖭 Get students to respond in non- linguistic ways.

**The procedure of a listening lesson should contain the below three stages:**

**1-Pre-listening stage:**

**Warm up exercises:**

🖎 **Elicitation/ discussion about the topic ( perhaps based on visuals or titles )**

⧫ To elicit something associated with the topic.

⧫ To encourage students to exchange ideas/opinions about the topic.

⧫ Students looking at the pictures.

🖎 **Brainstorming**

⧫ Word-star: ask students to predict the words and expressions likely to appear in the passage..

⧫ Teacher writes them on the board.

⧫ Giving background information.

🖎 **Games**

⧫ For warming up relaxation.

⧫ For training basic listening skills, e.g. miming words and expressions heard; minimal –pair distinctions.

🖎 **Guiding questions**

⧫ Reading through while listening questions..

⧫ Questions / answers session.

Students should always be given some preparatory work. There are few occasions when people listen without any idea of what they expect to hear.

⧫ Written exercises.

**2-While-listening stage:**

🖎 **Comparing**

⧫ To compare passage with pre-listening prediction.

⧫ Obeying instructions . students are given instructions and show comprehension by physical movement.

🖎 **Filling in gaps**

⧫ Students hear only one of the participants and are asked to reconstruct the utterance of the others..

🖎 **Repetition**

⧫ Students are asked to repeat short phrases or complete utterance recorded...

🖎 **Ticking off items ( bingo )**

⧫ Students listen to a list of words and tick off or categorize them as they hear them.

🖎 **Information transfer.**

⧫ maps, plan, grids, forms, lists, pictures…..

🖎 **paraphrase.**

⧫ Students are asked to focus certain sentences and paraphrase them.

🖎 **Sequencing**

⧫ Give the right order of a series of pictures...

🖎 **Information search**

⧫ Answer a particular question

🖎 **Filling in blanks.**

⧫ Students are given the transcript of the listening with some words missing and must fill in the blanks while listening.

🖎 **Matching.**

⧫ Match items that have the same meaning to those they hear.

**3-While-listening stage:**

🖎 **Answering to show comprehension of the message.**

⧫ Multiple-choice or true /false questions.

🖎 **Summarizing.**

⧫ Students are given several possible summary sentences and asked to say which of them fits a recorded text.

🖎 **Jigsaw listening.**

⧫ Different groups of students listen to different but connected passages then they come together to exchange information to complete a story or perform a task.

🖎 **Reading as a follow up to listening activities.**

⧫ Match listening with a reading text.

🖎 **Writing as a follow up to listening activities.**

⧫ Letters, telegrams, postcards, messages; related to passages.

🖎 **Speaking as a follow up to listening activities.**

⧫ Debate, interview, discussion, role-play associated with the passage heard.

The aim of these is to check whether the students have understood the overall message of the text.

***Teaching Speaking***

**" Learning to speak is more effectively achieved by speaking "**

**One of the challenges of a foreign language is finding a way to help students improve their oral fluency.**

**Our students:**

● Share a common mother language.

● Have little or no exposure to English outside the classroom.

● Do not need to communicate in the foreign language.

● Shy or afraid of making mistakes.

**How can we teach speaking ?**

**I –Mechanical practice:**

☑ Train students in sound discrimination.

☑ Pronunciation should be stressed from the very beginning (( habits acquired at the start of language study are often difficult to change later on )

☑ Imitation+ repetition +chorus ( key words & pictures ).

☑ These drills are totally controlled. Students have no choice in what they say. It helps with pronunciation- give students self confidence-develop fluency

☑ Repetition+ memorization=fluency +Ss' self confidence.

Examples: repetition- substitution drill. Totally controlled drills ( boring )

**II –Meaningful drills :**

☑ The structural controls are progressively relaxed.

☑ Allow students some choice in what they say.

☑ No chorus work.

☑ Teacher can give a model and allow students to answer truthfully- or use pictures to get responses.

Examples; questions and answers exchanges between students

☑ Introduce pupils to social formulas : greeting- introduction-complaints- asking for information- expressions with which they can express their ideas creatively.

☑ Teacher provides situation- content- what to be said.

☑ Topics have to be interesting motivating and relaxed to students experiences.

**Pupils should have the opportunity to express their likes and dislikes.**

**Teacher Role;**

🞛Teacher's job is to help students to interact.

🞛Behave more a friend than a teacher.

🞛No immediate correction of mistakes (This destroys students' self-confidence. ( correct mistakes which lead to miscomprehension )

🞛Supply the general topic for assignment and students are responsible for generating details.

🞛Supply notes containing most of vocabulary &structures useful to the activity.( if needed)

🞛Assign topic for the next class so students have time to think about it.

🞛Teach students cooperative skills.( pair work and group work )

***Speaking English fluently is achieved through communicative interactive activities***

**Examples of meaningful oral work:**

● Questions / answers exchanged between students.

● Dialogue adoption.

● Prepared talk.

● Role-play activities ( keep situation simple- provide essential language )

● Questionnaire & quizzes.

● Games.

● Commercials

**Dialogue adoption:**

I'm sorry, but I can't. I'm a stranger here too.

Excuse me. Could you tell me the way to oxford Street.

1-Alter the dialogue to make it conform to the reality surrounding you and your students.

2-Write the dialogue on the board and have students' suggest more substitutions.

3-Students can prepare the lines of the dialogue. ( choose their own words and structures )

4-Students adapt and paraphrase.( act out the dialogue )

5-Outline a similar situation & ask students' to perform conversation of their own .

This form can be used to teach students new vocabulary and expressions taught in every unit.

|  |  |
| --- | --- |
| **Topic** |  |
| **Vocabulary** | **●**  **●**  **●**  **●**  **●** |
| **Useful expressions** | **●**  **●**  **●**  **●**  **●** |

**Evaluating speaking:**

The teacher can assess students:

1-Willingness and ability to speak.

2-Certain oral activities in class.

3-Make a rubric with clear criteria for content and fluency e.g.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content** | **1** | **2** | **3** | **4** | **5** |
| **fluency** | **1** | **2** | **3** | **4** | **5** |

- Students who speak easily+ good pronunciation= have plenty to say. ( 5+5 ).

-\Students who make themselves understood+ some people in pronunciation + produces two or three sentences ( 3-4)

10 Ways to ……………….

Keep Students Speaking English

☺ **Message:** Have messages on the walls, the board and on cards for pairs and groups. Speak English /We speak English here…

☺ **Monitor:** Each group appoints a monitor whose job is to keep the group speaking English.

☺ **St the task in English:** If groups or pairs know that they will have to speak in English to other groups, they will do more of the work in English.

☺ **Compulsory talking in their own language:** When learners began to lose concentration and began to speak their own language, give them one minute or two then ask them to speak English for the next nine minutes.

☺ **Transform the classroom:** Some teachers transform the whole classroom into an English environment by hanging pictures……..etc.

☺ **Microphones:** A teacher can either use a real tape or a cardboard one and have students believe that they are recording each other. This makes them remember or use English all the time.

☺ **I don't understand:** Teacher frowns when students use their own language and pretends that she can not understand. She smiles and compliments as learners speak English.

☺ **Become a character:**

☺ **A's and B's :** Pair students into A's and B's. give the B's new names and let them pretend to be native speakers in a certain situation.

☺ **Matchsticks:** Give each group ten matchsticks. A student who speak her language forfeits on of her group sticks.

***Teaching Reading***

Reading means looking at words and sentences, recognizing and comprehending them. The more students practice reading, the better they will be in making sense of what they read.

***Some principals behind the teaching of reading:***

🖆 Reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures the words are painting and understand the argument.

🖆 Students need to be engaged with what they are reading. If they are not actively interested in what they are doing, they are less likely to benefit from it.

🖆 Students should be encouraged to respond to the content of a reading text, not just to the language.

🖆 Prediction is a major factor in reading.

🖆 Match the task to the topic. Teachers should choose the right kind of activities.

***Reading Stages***

Classroom reading normally goes through three stages:

○ Pre-reading: skimming- scanning- vocabulary- guide questions.

○ Reading ( silently ) guide or comprehension questions.

○ Post-reading: discussion.

**1-Pre-reading:**

It is a very important stage because in it is the arousal of interest.

***How to preview the passage:***

**☑** **Illustration:** pictures help understand and predict.

**☑** **Introduce the title:** Announce the title of the passage and give a brief idea of the content.

-Use one's own knowledge or background information about the topic they are reading,

-Arouse students' interest in the text by using the title to predict the theme.

-Ask questions about the title that lead to the theme.

**☑** **Present new words:** present new words as they arise in the text.

**☑** **Look for the key words:**

**☑** **Guiding questions:** They should concentrate on main points.

**2-Reading:**

Students read the passage silently to answer the assigned questions

**3-Post reading:**

The teacher evaluates students' comprehension through questions

**☑** **Answering to show comprehension of the message:** Multiple-choice or true/false questions.

**☑** **Summarizing:** Students are given several possible summary sentences and asked to say which of them fits the text.

**☑** **Jigsaw reading:** Different groups of students read different but connected passages then they come together to exchange information to complete a story or perform a task.

**☑** **Writing as a follow up to reading activities:**

Letters, telegrams postcards; related to passages.

***The plan of a reading lesson may contain the following sequencing:***

🞛 The teacher writes on the board the day and the date, lesson number, part number and page.

🞛 The teacher motivates the class by reviewing the material of the previous lesson.

🞛 The teacher presents some of the new words that will appear in the section she planned to teach.

🞛 The teacher tries to arouse the students' interest in the reading. If there is a picture, she can ask them about it,

🞛 Now the students are ready to read the passage silently

🞛 After silent reading, the teacher asks few comprehension questions on the passage content to comprehend what they have read.

🞛 The next step is model reading. The teacher can read the passage aloud with students listening or repeating to give them an example they should imitate.

🞛 After model reading, students may read the passage aloud and individually. The main function of this skill is to practice special pronunciation problems.

🞛 The class may then do some of the exercises on words or patterns usually included in the textbook.

🞛 The lesson ends with the teacher assigning new homework on

***Dealing with a Difficult text***

***Help students by :***

🖌 More background information.

🖌 Pre teach key words the day before

🖌 Divide the text into small chunks.

🖌 Sign post questions for main points.

🖌 Ask easy questions.

🖌 Paraphrase difficult ideas.

🖌 set easy tasks like matching questions and answers.

🖌 Praise and encouragement.

🖌 Well lesson plan.

🖌 Organize thoughts and ideas.

***Model Reading***

It is performed by the teacher as an example to be imitated by students. When they read aloud . it usually comes after silent reading and before students' reading aloud. Here the attention is focused on pronunciation not meaning.

***Reading aloud:***

When the students read aloud, the teacher is advised to notice the following:

● Start with good students to read aloud to be good models for their classmates.

● Let her face the class to draw students' attention. Moreover. acing people when reading or talking to them is the natural way.

● Urge students to listen carefully and participate actively in the correction of mistakes made by the reader.

● Start with good students to read aloud to be good models for their classmates.

● Do not let one student for a long time. Allow others to participate.

● Lt reading aloud come after students' reading, class discussion and model reading.

● Reading aloud is more interesting by running a competition among groups.

**Teaching Writing**

**🗎 Learning to write is a gradual process which begins with simple copying and ends with free composition.**

**🗎 The first stage of writing skill includes handwriting, copying, dictation and spelling.**

Dictation ; -

⏺ *Dictation material should be brief , familiar and not beyond the pupils’ range of comprehension.*

*⏺ In the early stages of spelling, pupils are usually given words or simple patterns chosen from their textbooks.*

***A dictation exercise may follow these steps ;***

**①** The teacher assigns a familiar passage to be prepared at home for dictation.

**②** The teacher dictates to her class the whole assigned passage or some selected sentences or words. Each dictated unit has to be repeated three times at a fairly slow speed. The teacher has to pay additional attention to the accuracy and clarity of her pronunciation while dictation.

**③** After dictating comes to an end, correction starts.

**④** Model answers are written on the chalkboard by students or the teacher.

**⑤** Each student may check her own exercise. Students may exchange copybooks and check one another’s exercise. In some cases, the teacher may collect the exercise copybooks to do the correction herself.

**⑥** The teacher is expected to discuss common mistakes with her class.

**⑦** Every student is required to write the miss-spelled words in their correct forms three to five times each .

*⏺ In brief , a dictation exercise passes through the steps of preparation, dictation, correction and finally re-writing.*

*⏺ Moreover, to help students improve their spelling, they may be provided with some spelling generalizations on condition that these generalizations are given to the suitable level of students and in suitable doses.*

**🗎 The second stage of teaching writing involves two graded steps of composition writing, namely controlled composition and semi-controlled / guided composition.**

***Controlled writing may take any of the following forms :***

Missing words – Word ordering –Re-arrangement of sentences- Imitation of specific patterns – Parallel paragraph – Sentence expansion – Sentence completion – Guided writing using pictures

***Exercises used at semi- controlled composition stage include :***

Written interviews, real or imaginary – Pictorial exercises –Narrative exercises- Short story completion – Letter writing – Cued dialogue – Cloze exercises

**🗎 Free writing stage involves free composition.**

***\* As a teacher is preparing students to write a composition, she has to ;***

##### *🗍 Stress on the four elements of composition*

***Content*** 🡺 ideas – subject – importance – interest – involvement - fun .

***Organization***🡺 transition words – order of events or ideas- relevance of ideas – topic sentence – summaries .

***Mechanics***🡺 grammar – spelling – punctuation - vocabulary .

***Form***🡺 heading – title – handwriting – margins – capitals – indentation – periods – spacing – neatness.

**🗍 Remember to ask these questions**

🖋 What is the subject of the composition ?

🖋 What is the topic sentence ?

🖋 How are you organizing the ideas ?

🖋 What tense are you using ?

**🗍 Check spelling, grammar and punctuation.**