VII. PEDAGOGY

A. KEY FEATURES OF PEDAGOGY

The approach to teaching and learning English is based on a view of language as a human capacity that allows one to express oneself and communicate with others and to learn from and about others. It is also a means for learning about the world and participating in global knowledge construction. It is based on a view of learning as the development of intellectual, linguistic and problem-solving capacities in school that will enable students to tackle cognitively and pragmatically challenging situations both in and out of school.

The pedagogy that forms the basis of the curriculum is rooted in the Guiding Principles. The Guiding Principles are organized around a view of *language*, a view of *learners and learning* and a view of *teachers and teaching*. This section explains the pedagogy that supports the teaching of English. The section is organized around the Guiding Principles. Each principle is followed by the *background* to the principle, the *pedagogy* needed to enact the principle and *examples* to illustrate the pedagogy in the classroom. The pedagogy for each principle are the same teacher competencies outlined in Section I.

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1 English facilitates two-way communication with the world
English is a tool for communication that enables learners to make connections with the world and communicate something about one's self, community and country to others.

Background

English has become the global lingua franca, i.e. a common language used by speakers for whom it is not their mother tongue. It is used by millions of people around the world to communicate with each other (Graddol 2006.) English belongs to those who use it, not to those speakers for whom it is their mother tongue (McKay 2002). For this reason, it is important to be able to use English to describe one's community, country and culture, to others both in writing and in personal interactions.

English is also the international language of science, technology and business. It has become a necessary skill for functioning in the modern world. Proficiency in English provides access to information about the world and to educational and economic opportunities. It is the language of participation in global knowledge construction (Graves & Lopriore 2009). To access information, one needs to be able to read English texts and understand spoken English. To participate in global knowledge construction one needs to be able to speak and write in English.

Pedagogy

1.a. *The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.*

Learners learn to talk and write about what they know and what is important to them: themselves, their interests, their community and their country in English. They are engaged in meaningful and relevant communication.
• Example from sample unit: At the end of the unit, learners give a presentation on a place to visit in Algeria.

1.b. *The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing a classmate, writing about a past experience, reading an email, listening to a phone message.)*
Language is a living, dynamic process that is best learned by using it, not by studying about it. Focusing classroom activities on real life communication allows learners to develop active competency rather than passive knowledge. Right from the start, learners are engaged in *doing* things with the language using all four skills.
• Example from sample unit: Learners interview each other about their favorite places in their town and write a blog about their town.

1.c. *The teacher introduces a variety of topics of interest to learners that are related to other cultures, comparison of cultures and international issues.*
As a result, learners learn how to access information in English about other cultures and areas of interest.
• Example from sample unit: Learners learn about famous landmarks and places in a variety of countries including Japan, China, Egypt, Cambodia

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2 Communicative competency is the aim of language learning
Communicative competency in English involves interacting with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a range of language strategies that help convey and clarify meaning.

Background
We use language to communicate with each other. We communicate in person through speaking and listening to each other or at a distance through audio/video/internet technology. We communicate across time and space by reading and writing texts. The aim of learning a language is to be able to communicate in order to learn from/about others and for others to learn from/about us. In order to communicate in another language we need to develop communicative competency (Bachman 1990, Canale & Swain 1980, Celce-Murcia, Dörnyei & Thurrell 1995).

Communicative competency is aimed at being able to *do* something in and with the language, supported by knowledge of its grammar and vocabulary. In the past, the aim of language learning has been to *know* the grammar and vocabulary of a language with the idea that then one can do something with them. When the focus is on doing something, grammar and vocabulary take a supporting role.

When we communicate in the real world, we have a purpose and a context for the communication—we use language to buy things in shops, to order food in restaurants,

to get information at the station, to relax while watching TV, to write a letter of congratulations to a friend and so on. Language is always contextual, meaningful an purposeful. Context, meaning and purpose need to be created in the classroom.

Real communication is not scripted or predictable. For this reason, it is important to develop strategies that help learners make sure they understand what they are hearing, and also to develop strategies that help them to get our meaning across. When speaking, they need to know how to initiate, sustain and repair breakdowns in communication. When reading an unfamiliar text, learners need to know how to use their background knowledge of the world and of how texts are written, in addition to their linguistic knowledge, in order to understand and interpret it.

Pedagogy
2.a *The teachers uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.*
For example, interviewing a classmate, writing an email, reading a brochure and deciding what to do, listening to a weather report.
Language is a living, dynamic process that is best learned by using it, not by studying about it. Focusing classroom activities on real life communication allows learners to develop active competency rather than passive knowledge. Right from the start, learners are engaged in *doing* things with the language using all four skills.
• Example from sample unit: Learners interview each other about their favorite places in their town and write a blog about their town.

2.b *The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.*
Learners learn to talk and write about what they know and what is important to them: themselves, their interests, their community and their country in English. They are engaged in meaningful and relevant communication.
• Example from sample unit: At the end of the unit, learners give a presentation on a place to visit in Algeria.

2.c *The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.*
Learners build their competency step-by-step.
Example from sample unit: In order to write the blog about their town, learners 1) read a blog about another town to use as a model; 2) interview each other about their favorite places, events, things to do and things they don't like; 3) write down their own ideas about their hometown; 4) write a draft with the help of a graphic organizer; 5) \ exchange drafts with a classmate and comment on each other's blogs; 6) revise their drafts; 7) publish their blogs on an internet blog site.

2.d *The teacher introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning.*
In this way, learners learn grammar and vocabulary to support communication.
Example from sample unit:

What is an example you can see in the unit? Or, how would you change the unit to make this competency more clearly demonstrated?

2.e *The teacher teachers learners how to use language strategies to aid their learning and communication.* Learners develop strategies to be able to use what they know to get their meaning across or to make sure they understand what they hear and read. Example from sample unit: While reading a magazine article about a group of teens in South Africa, learners take a moment to write how they plan to complete the task—by doing this they become aware of the strategies they use (or don't use).

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3 Successful learning depends on supported and purposeful development
Learners benefit and get more involved when each activity builds on previous material so that knowledge and skills build logically towards achieving and developing specific competencies.

Background
We learn to be communicatively competent in steps, not all at once. Language learning needs to be broken down into manageable, incremental targets based on each of the competencies. The targets include interpretive competency (being able to understand what is read and heard), interactional competency (being able to interact orally with others), and productive competency (being able to produce meaning in writing and speaking). Those competencies are supported by a foundation in grammar and vocabulary as well as a repertoire of strategies.

Each learning target is like a destination. In order to reach a destination, we must travel step by step down the path that leads to it. When there are several paths, we try to find the most efficient path for reaching our goal. If there is a huge chasm between two parts of the path, we cannot reach the destination. In teaching, we need a target or aim for our students' learning, we need to provide a solid, step-by-step path so that students reach the target.

For example, if our aim is for students to prepare a poster in English about a topic, in order to achieve the aim they need to a) know about the topic so they have something to present or know how to get information about it, b) have the English vocabulary to write about the topic, and c) know how to prepare a poster. If we simply tell students to prepare a poster, but omit a), b), or c), we have created a chasm that will prevent them from reaching the target. Instead, we need to determine the learning targets and the steps they need to take in order to achieve the targets. These steps provide a scaffold for their learning (Gibbons 2006). In the case of the poster, they need to develop their productive writing competency in order to organize and write the information in the poster; their writing needs to use appropriate vocabulary and grammar. The lessons leading up to the preparation of the poster need to break down the parts into teachable components, for example, choosing a topic, researching a topic, writing a draft of the content, deciding how to organize the content visually and so on. Each step builds on knowledge or skills gained in the previous one. For example, learners first research the topic and then write a draft about it. The knowledge gained in the research provides the basis for the writing.

Pedagogy

3.a *The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.*
Communicative objectives are framed in terms of what learners can accomplish using the language as a tool. Each objective can be broken down into steps the learners need to take in order to meet the objective. Learners work towards communicative targets, step-by-step.
• Example from sample unit: In order to write the blog about their town, learners 1) read a blog about another town to use as a model; 2) interview each other about their favorite places, events, things to do and things they don't like; 3) write down their own ideas about their hometown; 4) write a draft with the help of a graphic organizer; 5) \ exchange drafts with a classmate and comment on each other's blogs; 6) revise their drafts; 7) publish their blogs on an internet blog site.

3.b *The teacher breaks down functions, genres and skills into smaller component/skills/parts in order to present realistic 'chunks' of the language for learners to process.* Communication involves learning functions (e.g. expressing opinions), genres (e.g. a discussion), and skills (e.g. speaking and listening). By breaking down the communication targets into smaller component parts, the teacher is able to plan activities that build toward a whole.
• Example from sample unit: The first part of the unit culminates in a one minute conversation between students about travel. In order to have the conversation, learners practice the necessary vocabulary, listen to someone describing a trip they took, learn and practice a conversation strategy.

3.c. *The teacher stages the lessons so that what the learner learns/practices in each step prepares for the next ones.*
Each step prepares for the next one, each new step builds on the previous one. In this way, the teacher scaffolds the learning.
• Example from sample unit: (See 3a.)

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4 Active Learners are successful learners
Learners acquire and retain language best when the topics meet their interests and when they are active participants in their learning: finding personal meaning, learning cooperatively with peers, and making connections to life outside of class.

Background
One cannot acquire a language by being passive. Acquiring language competency requires learners to express themselves orally and in writing, to listen and read for understanding, to interact with others. Learners are more apt to try to understand and to express themselves when the topic sparks their interest and they are able to make a personal connection to it. Students make personal connections when the topic is linked to their previous experience and builds on their previous knowledge. They also create personal connections by using their imagination.

Learning a language is a process of exploring new lexicon, grammar, sociolinguistic conventions and cultural understandings. Learning by discovery is more motivating than being given the answer or lectured to. Learners are more likely to remember what they have thought about, imagined or discovered on their own, than what they

have been told. They are more likely to remember what they themselves have done through practice and exploration.

Language is a social activity—we always listen to someone, speak to someone, write to someone, read what someone has written (Hadley 2001, Shrum & Glisan 2005.) Language is acquired through interaction with others. In the language classroom, learners engage with their peers in activities that require cooperation and mutual engagement.

For language to be meaningful beyond the classroom, learners must be able to make connections to life outside of class. These connections take the form of classroom activities that use language for real-life purposes such as asking for directions, establishing connections with people beyond the classroom such as e-pals or guest speakers, learning how to describe one's country and culture to people from other countries and cultures.

Pedagogy
4.a *The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.*
Learners acquire and retain language best when topics meet their interests. No textbook can meet the needs or match the interests of all the learners who use it. A textbook comes alive when learners can connect the content to what they know and are interested in.

4.b *The teacher sets tasks that allow the learner to discover how the language works in its form, meaning and use.*
Language can be fascinating when one is allowed to explore it and make sense of it. It can seem dull and lifeless when it is taught as a set of rules to be memorized. Each aspect of language has a form, means something, and is used in certain ways. Learners are more likely to remember the form, meaning and use of an aspect of language when they have thought about it, or discovered it on their own, than what they have been told. They are more likely to remember what they themselves have done through practice and exploration.
• Example from sample unit:

What is an example you can see in the unit? Or, how would you change the unit to make this competency more clearly demonstrated?

4.c *The teacher plans lessons so that learners have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.*
Students are able make personal connections to the language when the topic is linked to their previous experience and builds on their previous knowledge. Cognitive psychology tells us that the mind remembers what the mind does. When a lesson challenges learners to think and use their imagination, they become engaged in learning activities and retention is improved.
• Example from sample unit: The learners undertake a project to design a travel poster for a family vacation in Algeria.

4.d *The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.*
Cooperation and collaboration among learners don't happen simply because they are put into groups. Teachers must structure activities that give learners diverse roles and responsibilities so that they have reasons to work together to exchange and negotiate information and accomplish learning tasks.
• Example from sample unit: In the writing activities, learners talk to a partner to help expand their ideas and then learn to peer edit each other's work.

4.e *The teachers uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.*
For example, interviewing a classmate, writing an email, reading a brochure and deciding what to do, listening to a weather report.
Language is a living, dynamic process that is best learned by using it, not by studying about it. Focusing classroom activities on real life communication allows learners to develop active competency rather than passive knowledge. Right from the start, learners are engaged in *doing* things with the language using all four skills.
• Example from sample unit: Learners interview each other about their favorite places in their town and write a blog about their town.

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5 Meaningful activities and tasks support and encourage learning
Classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

Background

It is easier to understand something when it is connected to what we know and what we are interested in or want to know about. We are more likely to get involved in something when we are interested in it. It is hard to sustain interest in something that does not seem to have any connection to oneself. Language is a medium for self expression and communication and so learners should be given opportunities to talk, write and read about topics that allow them to express what they know, what they think, what they like and dislike, what they want to know and so on. When they write an email, for example, it is about something they know or want to find out about directed to someone who is interested in what they have to say. When they give their opinion, it is in relation to something about which they have an opinion. When they read or search online for information, it is because they want to learn about the topic in order to, for example, make a presentation about it. The language classroom is a place where learners can take part in activities in which they learn about themselves, their community and the world.

Pedagogy

5.a. *The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.*
Learners have diverse interests and experience. The material in a textbook cannot meet the interests of all learners all the time.

5.b. *The teachers uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.* Language is a living, dynamic process that is best learned by using it, not by studying about it. Focusing classroom activities on real life communication allows learners to develop active competency rather than passive knowledge. Right from the start, learners are engaged in *doing* things with the language using all four skills.
• Example from sample unit: Learners interview each other about their favorite places in their town and write a blog about their town.

5.c. *The teacher contextualizes the activities and provides a purpose for them.* This means that learners have a purpose and a context for using the language. For example, when they learn how to use language to purchase something, it is for specific item(s) in a specific place. When they write an email, it is to someone, e.g. a friend, for a reason e.g. to thank them for a favor, to tell them some news. When they read a travel brochure, they read it to plan a specific trip.
• Example from unit: Prior to writing a blog about their town, learners are asked to plan who they want to read the blog so they can write it with that audience in mind.

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6 Learning is an active, evolving process
Learning a language requires opportunities to use what one knows for communicative purposes, making mistakes and learning from them. The aim is to perform competently, while recognizing that errors may still occur.

Background
In the field of language learning a distinction is sometimes made between accuracy and fluency (Brumfit 1992). Accuracy broadly refers to the ability to express oneself in grammatically and lexically correct ways. Fluency broadly refers to one's ability to express one's ideas easily and fully. In classrooms, if the emphasis is solely on accuracy, then correctness rather than communication becomes the goal and learners may feel reluctant to speak or write for fear of making mistakes. If every time a learner speaks in the classroom, his or her mistakes are singled out and corrected by the teacher, the learner's willingness to speak will diminish and they will see language as a test.
Mistakes are part of any kind of learning; one doesn't become a master of anything without trial—trying to use what one knows and can do—and error—making mistakes along the way. Mistakes show us what we need to learn.

Learning a language is a cumulative and generative process. It is cumulative because each new phrase, word or expression adds on to one's store of what can be produced or understood. It is generative, because each new phrase, word or expression can be combined in a huge variety of ways with everything else one knows. The term *interlanguage* has been used to describe learner language as it evolves and develops toward fluency (Selinker 1974) A learner's interlanguage may exhibit features of the learner's native language that are not part of the target language, e.g. forming the negative, or it may exhibit generalizations about newly learned target language rules, e.g. adding 'ed' onto every verb to form the past tense. These features are a natural part of language learning (Shrum & Glisan 2005.). As a learner's interlanguage develops, he or she uses previously learned language and incorporates new language and skills.

Pedagogy

6.a. *The teacher plans activities within each lesson in which learners use the language freely without worrying about errors, so that they can focus on fluency and communication.*

Learners must have ample opportunities to speak without fear of being corrected so that they can learn to use the language freely and unselfconsciously. One can't learn to speak a language by being silent.

• Examples from the sample unit: For the writing tasks, learners write a discovery draft in which they focus on getting their ideas on paper, without worrying about the accuracy of the language. They then share the draft with a partner who provides feedback. For listening and reading tasks, after activities that ensure they understand each listening and reading, learners talk freely with a partner about their reactions to what they heard or read.

6.b. *The teacher provides a balance of activities that focus on accuracy and fluency.*
Learners also need to know the correct way to express themselves in order to be understood and build their confidence in the language. True fluency includes accuracy.

• Example from sample unit:
What is an example you can see in the unit? Or, how would you change the unit to make this competency more clearly demonstrated?

6.c. *The teacher gives learners opportunities to recognize errors and figure out how to correct them.*

Learners are the only ones who can correct their own errors. This means they have to recognize the errors and know what to do about them and then have the opportunity to make the correction. Too often the teacher automatically 'corrects' the error by giving the correct answer, which means the learner does nothing—and learns nothing. Use error correction techniques that focus on learners' awareness of errors and then give them opportunities to self-correct.

• Example from sample unit: during the Grammar 2 section on adjective clauses, learners complete a grammar-matching activity; the teacher elicits answers and guides students to self-correct or use peer correction to arrive at the accurate form.

6.d. *The teacher plans activities in which learners use previously learned language and skills and incorporate new language and skills.*

Learning a language is a cumulative process. Learners' previously learned language is the foundation for new learning. They add new phrases, words and expressions to their existing store of language. At the same time, the new language allows them to use the previously learned language in new and more complex ways.

• Example from the sample unit: In one writing task, they write about their favorite place. The writing incorporates previously learned language about places and modals and incorporate newly learned grammar of clauses and adjectives.

7 Assessment is an ongoing part of learning
Ongoing, or regular, assessment should take various forms and address the competencies that have been learned in class, so that the assessment can provide

useful information on individual progress and achievement, which teachers and learners can review to aid learning.

This principle is explained in Section VII on Assessment.

8 Teachers are facilitators of learning
Teachers support learner learning by taking a primarily facilitative role in the classroom: designing and structuring learning experiences with learner interests and needs in mind; guiding and monitoring learner learning; assisting learners in contributing to their own learning in a learner-centered teaching environment.

Background
The more the teacher does, the less the learner does. The more the learner does, the more the learner learns. A teacher's role is to facilitate learning by designing and structuring learning experiences, i.e. ensuring that learners have something worthwhile to do and know how to do it, and by guiding and monitoring learning, i.e. ensuring that learners receive help and feedback in order to do it well. Learners are more likely to be involved when the activities draw on their interests. They are more likely to try when they can see the activities meet their needs. Finally, the teacher assists the learners in contributing to their own learning, i.e. the more active and involved they are, the more they will contribute to their own learning and not feel they have to be dependent on others in order to learn.

Pedagogy
8.a. *The teacher finds out the needs, interests, and language difficulties of the learners*.
By carefully listening to, watching and making notes about learners one can understand their difficulties and needs. In order to find out what they are interested in, one can ask them to discuss or fill out informal surveys about their interests. The information gathered from listening, watching, note-taking, discussions and surveys can be used to design and structure learning experiences with learner interests and needs in mind.
• Example from the sample unit: At the beginning of the unit learners say the places *they* would like to visit; they interview each other about the kinds of places they like and then make sample sentences that are later used in the grammar.

8.b. *The teacher selects and introduces activities and materials for language work that meet learner needs*.
Once the teacher has information about learner needs, activities and materials can be adapted or created to meet those needs.
• Example from the unit: The learners undertake a project about a family vacation to a place they like or would like to visit.

8.c. *The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.*)
Language is a social activity and the classroom is a community. The more learners cooperate with, show respect for and trust each other, the more effectively and enjoyably they can learn. In order to foster a group feeling, the teacher has students work collaboratively in groups in such a way that they learn from each other.

• Example from the unit: Throughout the unit learners work in pairs and then share their ideas with the whole class; they thus don't have to say something in the large group before they've tried it out on someone else.

8.d. *The teacher organizes learners so that interaction can be facilitated (using space, classroom furniture, time, etc.) so that the teacher is not the focus of the lesson*; Interaction among students is necessary for language learning in classrooms. The traditional arrangement of the classroom is chairs in rows facing the teacher. This arrangement discourages interaction among students. It also suggests that students should be desk-bound. Most language use in the world outside the classroom is not individual or desk bound. It is worth the time and effort to manipulate the space and furniture in the classroom so that learners can interact with each other, and the teacher can move around and monitor students' participation and needs.
• Examples from the unit: In presenting the grammar material the focus is on the language and the learners work inductively to discern the patterns. In this way, the teacher can monitor their understanding and provide guidance when needed. Additionally, throughout the unit there are mingling activities, games and opportunities to exchange personal ideas about each topic.

8.e. *The teacher varies patterns of interaction (e.g. teacher eliciting from class, pair work, learners presenting to class, learners mingling) within the lesson to support the objectives of the class and the feeling/energy of the group.*
The traditional form of interaction in classrooms is for teachers to hold forth and for students to speak only when spoken to by the teacher. This interaction pattern prevents language learning because the students have so few opportunities to use the language. It prevents development of competencies because the students are dependent on the teacher for knowledge. When the patterns of interaction include pair work, group work and mingling, students are much more active. When students have opportunities to present what they know to their peers, they can demonstrate their competency. The language classroom should be a lively, thinking, noisy place.
• Examples from the unit: Throughout the unit there are mingling activities, games and opportunities to exchange personal ideas about each topic.

8.f. *The teacher ensures that the learners find their involvement sufficiently challenging.*
There are two parts to motivation—one is challenge and the other is success. If something is not challenging, we lose interest. If something is too challenging, we won't try it because we can't be successful. For learners to be motivated in the classroom, there must be enough challenge that they will be stimulated to make efforts, and through those efforts to be successful. Learners readily become involved in activities that require them to be active, to think, to use their imagination and build on prior knowledge in order to be successful.
• Examples from the unit: When learning new grammar, learners are not told the grammar rules, they have to figure them out. In the writing activities, learners are challenged to make their writing better—to go beyond what they personally can do, which is different for each student.

8.g. *The teacher teaches learners how to use language strategies to aid in their learning and communication.*

We need strategies when something doesn't work the way we thought it would. This is especially true in communication. If someone doesn't understand us, what do we do to help them understand? If we don't understand someone, what do we do to ensure we understand them? We need strategies to help us repair and sustain communication. We also need strategies to be more directed in our learning. When we approach an unfamiliar text, for example, we need strategies to help us understand the text.

• Example from sample unit: The first reading text is a long email about a trip to Great Barrier Reef in Australia. Learners read the first paragraph and then predict the content based on what they've read. Prior to reading a web magazine article in the second reading, learners write about how they plan to read the text; after reading it, they assess how well their strategy/ies worked.

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9 Teachers foster a supportive earning environment and effective classroom management
Teachers have a positive impact on learner learning by creating a supportive and relaxed learning environment and using appropriate classroom management: communicating warmth and respect for learners, encouraging them to participate and work cooperatively and to develop self-confidence.

Background
Learners need structure, space and encouragement to learn. By providing clear structures, standards and expectations, teachers can manage the classroom effectively. By providing learners with space—both literally and figuratively—they can take the initiative to experiment and practice and teachers can guide and monitor their efforts. By providing encouragement for their efforts, teachers can motivate learners to continue and learn from both their successes and their mistakes. Language is an interactive, social phenomenon. Working with peers to learn together in a supportive and collaborative way is important for language leaning. Self-confidence increases with each problem that is overcome and each successful step.

Pedagogy
9.a. *The teacher creates a friendly atmosphere (e.g. by using learners' names, encouraging them, using positive reinforcement like praising and rewards, employing games to practice and review material*)
When the atmosphere in a classroom is friendly, learners look forward to coming to class and are more likely to try new activities and take risks because they are among friends, not evaluators. When teachers use learners' names, they feel they are people, not names in a record book. When learners are praised for their efforts, they feel appreciated and are more likely to make further efforts. Games are lively ways to review and practice materials and help to create a purposeful, friendly atmosphere.
• Examples from sample unit: Learners review vocabulary from the unit by participating in a board game; prior to writing a draft of their blog, learners do a quick interview mingle to talk about their ideas.

9.b. *The teacher uses effective techniques to build learner self-confidence (e.g. scaffolding so learners can succeed, using informal types of assessment that produce less anxiety, giving feedback to learners on their work in an encouraging way; employing self assessment and goal setting).*

Learning a language requires learners to make efforts and to take risks. It is important for learners to feel successful and self-confident in order to make progress.
• Example from sample unit: The stages of grammar development are designed to build learner self-confidence and to develop skills step by step. First they notice the pattern; then they have 'close focus' controlled practice; they then have an opportunity to use the new grammar in a freer way.

9.c. *The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.,)*
Learning a language requires interaction with others in order to try out new ways of saying things and expressing one's meaning. It also requires support from each other as one makes efforts and, inevitably mistakes. Learning is enhanced when there is a positive group feeling and learners support each others' efforts.
• Example from the unit: Throughout the unit learners work in pairs and then share their ideas with the whole class; they thus don't have to say something in the large group before they've tried it out on someone else.

9.d *The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.*
Cooperation and collaboration among learners don't happen simply because they are put into groups. Teachers must structure activities that give learners diverse roles and responsibilities so that they have reasons to work together to exchange and negotiate information and accomplish learning tasks.
• Examples from sample unit: In the writing activities, learners talk to a partner to help expand their ideas and then learn to peer edit each other's work.

9.e. *The teacher manages the class so learners know what is expected of them (e.g. sharing the daily agenda and classroom rules, providing rubrics for learner performance).*
When we know what is expected of us, we can use our time wisely and productively because we know what to focus on. There are many ways to let learners know what is expected of them. Sharing the daily agenda helps learners to know what they will focus on that day. Providing classroom rules and consequences gives learners clear limits within which to act. Providing rubrics for learner performance defines the target outcomes so that they can put their efforts into attaining them.
• Examples from the sample unit: It is assumed that the teacher shares objectives and agenda each day. There is a rubric for their writing and project assessment.

PEDAGOGY TASK TYPOLOGY

The following presents an overview of selected classroom tasks and assignments which teachers can use in their lessons to meet the principles outlined above. The examples include a variety of activities and interactions that allow students to practice and use target vocabulary, grammar, and language structures.

TASK TYPES AND EXAMPLES

I. ACTING—Students engage in role playing activities in which they practice and use the target vocabulary, grammar, or language structures/functions. Students may work together to create their own original dialogues, or complete partial dialogues given by the teacher and then perform them in groups or for the whole class.

Interaction types: pair, group, whole class
Primary aims: Application of target language in a situational/conversational context, fostering active learning, building communicative competency and ability to be creative with language, focusing on fluency

Examples:

Students…
- mime vocabulary for occupation titles while other students try to guess the titles
- practice a scripted dialogue between a job interviewer and a prospective employee
- complete a partial dialogue between two college students discussing their ideal jobs and perform it for the class
- prepare and perform an original dialogue role play between a job interviewer and a prospective employee

II. ASKING AND ANSWERING QUESTIONS—Teachers may provide questions which students must answer (in writing or speaking), or students may come up with their own questions. For example, students may speak or write answers to comprehension questions following a reading or listening task, ask classmates questions to complete a questionnaire, or design and conduct a class survey.

Interaction types: pair, group, whole class
Primary aims: Focusing on grammatical accuracy, developing listening and reading comprehension skills, building communicative competency and skills for real, spontaneous use of language

Examples:

Students…
- read or listen to a text about a person's family and answer multiple choice or true/false questions about the text
- generate a questionnaire about the topic of friendship and interview their classmates. Then present their finding to the class.
- conduct a class survey to find out what students think are the qualities of a good friend

III. CLASSIFYING—Students are asked to sort linguistic input or information into two or more categories. Tasks may include sorting vocabulary words according to pronunciation or meaning (e.g., word families), differentiating between grammatical structures such as verb tenses, or categorizing words, phrases and texts according to ideas or opinions expressed (positive or negative, for or against), etc.

Interaction types: individual, pair, group
Primary aims: vocabulary-building, focus on grammar form and meaning, developing critical thinking skills, fostering active learning

Examples:

Students…
- sort food vocabulary into categories (fruit, vegetable, dairy, etc)
- get two sets of instructions written on individual strips of paper for two Algerian dishes, and sort the strips to come up with the correct recipes, then put the strips into the correct order
- classify vocabulary by part of speech (noun, adjective, verb)
- sort words by pronunciation of a particular phoneme (/θ/ vs/ /ð/), or by stress (first syllable, second syllable, total numbers of syllables)

IV. COMPLETING—Activities require students to supply missing information in order to complete a task. For example, students may complete missing letters to spell a word correctly, supply missing words to complete sentences, or fill in missing information in paragraphs, dialogues, tables, or charts. Teachers ensure that the missing information is related to the learned skills and knowledge of the unit.

Interaction types: individual, pair
Primary aims: writing (spelling), vocabulary-building, focus on grammar form and   meaning, scaffolding and supporting learning

Examples:

Students…
- complete proverbs about lifestyles with missing words and phrases
- complete a passage about daily habits with the correct time expressions

and   clauses
- work in pairs to complete an information gap* about a person's daily schedule/habits

*See examples below.

Information gaps—In an information gap, partners (Student A and Student B) must work together to complete a task. One partner has half of the necessary information, and the other partner has the other half. Partners take turns asking each other questions to get the information they need in order to complete the task.

EXAMPLES

1) Daily schedule information gap

Instructions: Work with your partner. Find out the missing information to complete Jeffrey's daily schedule. Ask questions like these:
What time does Jeffrey…? What does Jeffrey do after/before/at___ o'clock…?

Student A information

Student B information

Jeffrey's daily schedule
_____ **am** - wake up
6: 45 am - take a shower
_____ – eat breakfast
7:15 am – leave for school
8:30 am – start classes
_____ **pm** – finish classes
5:00 pm – go to the gym
6:30 pm – _____
7:00 pm – eat dinner
8:15 pm – _____
10:00 pm – watch TV
11:00 pm – go to sleep

Jeffrey's daily schedule
6:30 am - wake up
6: 45 am - _____
7:00 am – eat breakfast
7:15 am – leave for school
_____ **am** – start classes
3:45 pm – finish classes
5:00 pm – _____
6:30 pm – get home
_____ **pm** – eat dinner
8:15 pm – do homework
10:00 pm – watch TV
11:00 pm – _____

2) Describing locations information gap

Instructions:
Work with your partner.
Student A, ask Student B where these places are. Mark the places on your map.

the post office   the flower shop   the park   the school

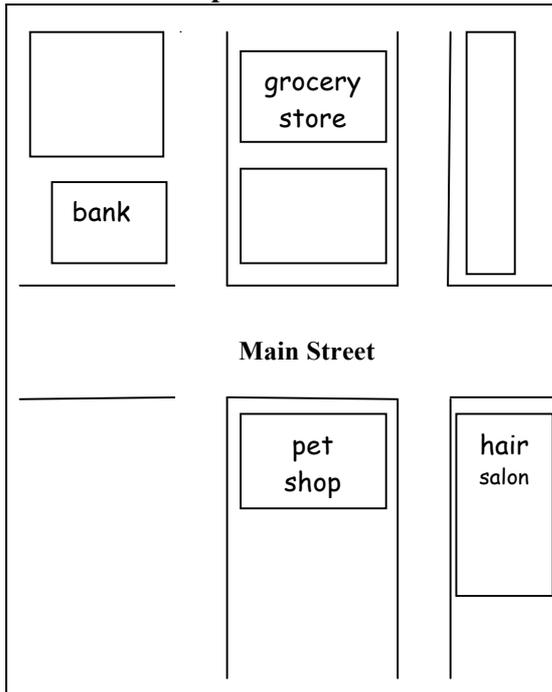Student B, ask Student A where these places are. Mark the places on your map.
the grocery store   the bank   the pet shop   the hair salon
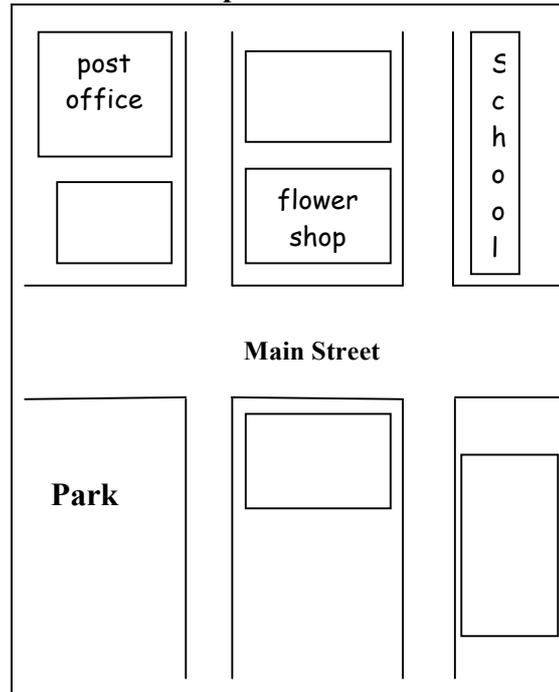
Example conversation:
Student A: Excuse me. Can you tell me where the _____ is?
Student B: Sure. It's next to/across from/on the right/on the left/on the corner___?

Student A map

| | grocery store | |
| bank | | |

Main Street

| | pet shop | hair salon |

Student B map

| post office | | School |
| | flower shop | |

Main Street

| Park | | |

V. FREE WRITING—Students are asked to write freely on a topic. The teacher may assign a specific topic, or ask students to choose one of their own. Tasks are designed to help students organize their thoughts and express their ideas freely and fluently in writing without concern about accuracy. Free writing may be used to activate students' background knowledge about a new topic, for helping students generate ideas for writing projects, or in preparation for speaking activities.

> **Interaction type**: individual
> **Primary aims**: schema-building, activating background knowledge (content and language), focus on fluency and self-expression in the target language, supporting and scaffolding learning

> **Examples:**

> Students…
> - write for five minutes about a particularly memorable personal experience they have had
> - write a journal entry about a person/people who has/have influenced their lives in some way
> - write as many descriptive details as they can about their hometowns in preparation for writing factual descriptions of their hometowns
> - at the end of class, write what they enjoyed about the class, what was most helpful to their learning, what was enjoyable or challenging about the class.

Note: *As the purpose of free writing is to encourage students to write freely without inhibition or concern about accuracy, teachers should stress that students' free writing work will not be read by anyone else, including the teacher or the other students in the class.*

VI. MATCHING—Tasks require students to make one-to-one connections between items. For example, students may be asked to match sounds and spellings, connect vocabulary words to pictures or written definitions, find synonyms or antonyms, matching audio text to pictures, or connect statements or questions to appropriate responses.

> **Interaction types**: individual, pair, group
> **Primary aims**: vocabulary-building, listening comprehension skills, presentation and practice of functional phrases, fostering active learning

Examples:

Students…
- practice phrasal verbs related to technology (hook up, turn on, plug in, run out, etc). Students get a separate set of verb cards (hook, turn, etc.) and a set of preposition cards (up, on, etc.). They then match the verbs to the correct prepositions, and make an original sentence using the verb.
- are given a list of pairs of words practice the pronunciation of initial /h/
  and/hand
  ate/hate
  eat/heat
  art/heart
  The teacher then reads a list of words, reading only one word from each pair on students' list. Students listen and circle the word they hear.
- match personality traits to the correct definitions (reliable = someone a person who always helps his friends)

VII. PLAYING GAMES—Tasks are designed to be fun and lighthearted and to provide students with enjoyable practice of the target language. Games may be structured as competitive or non-competitive activities.
> **Interaction types**: pair, group, whole class
> **Primary aims**: facilitating learner-centeredness and active learning, fostering enjoyment of learning, practice of target vocabulary, grammar, and language structures

Examples:

Students…
- complete crossword or hidden word puzzles to practice vocabulary for natural disasters (flood, hurricane)
- listen to verbal clues about personality traits, for example, *this is a person who can wait for a long time*, then race to spell the word with Scrabble© letters
- listen to verbal clues about famous landmarks and then race their partners to write the answers, for example: *This is a landmark that is usually built to honor someone or something important. It is often a statue or a building or a tower. It can be anything, but it is usually large. (monument)*
- play "concentration" to practice vocabulary for natural disasters. Pairs of students get a set of cards, including both the vocabulary words (flood, tornado, etc) and pictures representing the words. Pairs place the cards face down, and then take turns turning over two cards at a time trying to make a match. The person with the most cards at the end wins.

• Play a conversation board game created by the teacher in order to practice   talking about their opinion on various issues and current events in Algeria.

Sample board game prompts:
- *What do you think is the most important issue affecting Algeria today? Why?*
- *Talk about your opinions on working women.*
- *Ask the person to your right his or her opinion about ....*

Students play the board game in groups, taking turns moving around the board and responding to the prompts when they land on them.

VIII. PROBLEM SOLVING—Tasks require students to analyze information and make conclusions or recommendations. Students typically work with others to discover information and negotiate meaning and conclusions.

Interaction types: pair, group, whole class
Primary aims: developing critical thinking skills, fostering learner-centeredness   and collaboration, building communicative competency

Examples:

Students…
- read brief situational prompts about accidents or unexpected events (e.g., borrowing a friend's car and having an accident, sending a private email to the wrong person). They then work in pairs or groups to decide on the best solution for each problem.
- read or listen to a narrative text in which a young person describes his or her   struggle to follow his or her parents' strict rules. Students then work in groups to come up with advice for the young woman.
- are given the task of making plans for an event (a class party, a group study session, a field trip or outing). They must work together to negotiate time, place, materials needed, and all other necessary planning details.

IX. NOTICING—Students are asked to analyze and notice similarities between a set of examples, for example of a particular grammar point, and then use inductive reasoning to make generalizations about patterns in form, meaning, and use. Typical tasks include circling or underlining the examples of a particular structure in a text, followed by guided discussion about the features students notice.

Interaction types: individual, pair
Primary aims: focusing on grammar form, meaning, and use, scaffolding and supporting learning, building critical thinking skills

Examples:

Students…
 • read a transcript of a job interview and circle all of the verbs in the present   continuous.
 • look at a list of questions that give alternatives and draw arrows indicating   the rising and falling intonation.
 • read a passage about natural disasters which includes some grammatical   errors with the passive structure. Students must cross out the errors and   write the form correctly.

X. SELECTING— Students are asked to identify and select the correct information from a set of options. Tasks may include identifying the main idea in a listening or reading text from a set of options given by the teacher, identifying key words in a reading or listening text, choosing the correct picture to match a listening text, responding to true/false questions following a listening, etc.

 Interaction types: individual, pair
 Primary aims: focusing on listening and reading comprehension, scaffolding and   supporting learning

Examples:

Students…

 • listen to an audio extract of a student talking about his or her own
       language learning strategies and check the strategies s/he mentions from a list.
 • read a brief narrative about a memorable experience and select the correct   summarizing sentence from a set of options.
 • read or listen to four descriptions of natural health relaxation techniques   and select the corresponding picture to match each description.

XI. SONGS AND CHANTS—Students may listen to (and may also sing) existing songs, or may create original songs that contain target vocabulary, grammar, language structures, or thematic content. Possible applications include using songs to create cloze (fill-in-the-blank) exercises, having students listen and then answer follow-up questions about the song's content, asking students to identify grammatical structures within the context of a song, etc. Teachers may have students repeat chants (brief, sometimes rhyming passages) as whole class choral practice, or in pairs.

 Interaction type: whole class
 Primary aims: developing fluency and pronunciation skills, vocabulary-building,   presentation and practice of grammatical structures, introducing or reinforcing   thematic content

Examples:

Students…
- do choral repetition of a chant to practice the distinction between /ɵ/ and /t/, for example:

Thank you, Tony. Thank you, Tom.
Through thick and thin, I thank you, Mom.
Just one more thing I think I'll say…
Thanks again, you made my day!

- listen to James Taylor's song *You've got a friend* and complete a fill-in-the-blank (cloze) exercise with the lyrics. Then sing the song.
- listen to U2's *I still haven't found what I'm looking for* and circle the verbs in the present perfect tense.

XII. STORIES—Teachers may ask students to read, reflect on, discuss, retell, or summarize existing stories that contain target vocabulary, grammar, language structures, or thematic content. Students may also create original stories based on their own ideas and experiences.

Interaction types: individual, pair, group, whole class
Primary aims: building reading and writing skills, developing students' ability to be creative with language, introducing or reinforcing thematic content

Examples:

Students…
- choose a story starter prompt (See examples) and then write an original story based on a true experience:
  I was walking home from school…
  When I was in grammar school…
  I met my best friend when I was…
- do a free write about an experience when they enjoyed and felt successful learning or using English. Then tell about the experience in pairs or small groups.
- draw a picture representing a dream they have had in the past. Then tell about the dream in pairs or small groups.
- read a news story about a current event in Algeria, and summarize the story.

Using the following sentence starters create a story of your own and share with a partner.

XIII. TRANSFERRING/TRANSFORMING INFORMATION—Tasks require students to transfer information from one source to another, for example from a chart or diagram to written or spoken sentences, from pictures to written text, from non-

verbal to verbal, etc. Students may also be asked to transform information from one form to another, for example from one verb tense to another, from affirmative to negative, etc.

Interaction types: individual, pair, group
Primary aims: focusing on grammatical accuracy, practicing specific linguistic   patterns or functions, developing students' ability to be creative with language

Examples:

Students…
- change sentences about natural disasters to the passive voice, for example: *The storm destroyed several homes.* ➝ *Several homes were   destroyed by the storm.*
- look at a graph or chart showing trends in technology use. Then write a   summary of the information in the graph.
- look at a person's daily schedule. Then use the information to write a narrative summary using time expression (As soon as …, While …,   After…).

XIV. PROJECTS— Tasks require students to create a tangible *product*, such as an essay, poster, or portfolio which consolidates the skills and knowledge learned in the unit. Students may present products in class, either in pairs or groups or to the whole class, and/or turn them in to the teacher for feedback.

Interaction types: individual, pair, group
Primary aims: fostering learner-centeredness and cooperative learning, encouraging active learning, assessing students' grasp of language skills and thematic content taught

Examples:

Students…
- research a famous landmark or natural wonder and create a poster that
  gives information about it. Then present to poster in groups or
  to the   whole class.
- design a travel brochure for a popular tourist site in Algeria
- create an instructions manual for how to do a particular skill or talent

- create job interview questions for a discussion board game. Then make
  the game and play it in class.
- develop and present a public service announcement about an important
  issue in students city or in Algeria.
- plan and hold a whole class event such as a class field trip,
  international   food night, party, movie night, etc.

XV. PRESENTING INFORMATION— Students are asked to research a topic and to prepare and give a presentation in class. Students may give their presentations in groups, or to the whole class. Presentations may include the use of visual aids such as posters or presentation software.

Interaction types: individual, pair, group
Primary aims: fostering learner-centeredness and cooperative learning, encouraging active learning, assessing students' grasp of language skills and thematic content taught

Examples:

Students…
- demonstrate for the class of how to cook a favorite traditional
  ethnic dish.
- develop a short speech on "the best place for a vacation in Algeria"
  and   present it in small groups or to the whole class.
- research an invention that has changed Algerian society, and write an
  essay or paper about the invention's history and development.
- have a group discussion and share opinions about a current issue in
  Algerian society. Then present the group's opinions to the
  class.