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Some rights reserved. This material is CC - BY licensed. Full terms of use and attribution available on www.akshara.org.in/cc Basic English Workbook - I Std , developed and designed by akshara Foundation There are many non-professional teachers who teach English as 2nd or foreign languages. The teaching attitude varies greatly; to friends, on a charity, on a voluntary basis, as a part-time job, as a hobby, etc. One thing quickly becomes clear: Speaking English as a mother tongue not an ESL or EFL (English as a second language /English as a foreign language) teachers do! This guide is provided for those of you who would like to know some of the basics of teaching English to non-native speakers of English. It provides some basic guidelines that will make your teaching more successful and satisfying for both the student and you. Teaching English grammar is tricky because there are so many exceptions to rules, irregularities in word forms, etc. that even if you know your grammar rules, you are probably going to need some help when providing explanations. Knowing when to use a particular tense, word form or expression is one thing. Knowing how to explain this rule is quite another. I highly recommend getting a good grammar reference as quickly as you can. Another point to consider is that a good university-level grammar guide is certainly not appropriate for teaching non-native speakers. I recommend the following books that have been designed specifically for teaching ESL/EFL: British Press Practical English Use by Michael Swan published by Oxford University Press – Advanced – Good for TeachersEnglish Grammar in Use by Raymond Murphy published by Cambridge University Press – for both beginners and intermediate American Press Keep It Simple A problem that teachers often encounter is trying to do too much, too quickly. Here's an example: Let's learn the verb to have today. - OK - So, the verb to have can be used as follows: He has a car. He has a car. He had a bath this morning. He has lived here a long time. If I had the opportunity, I would have bought the house. Etc. Of course, you are focusing on one point: The verb to have. Unfortunately, you cover almost every use of has which then also brings in games the current simple, has for possession, previously simple, current perfect, has as an extra verb etc. Overwhelming to say the least! The best way to approach teaching is to choose just one use or function, and focus on the specific point. Using our example from above: Let's learn how to use has been given for possession. He has a car is the same as saying he has a car ... Etc. Instead of working vertically i.e. uses of have, you work horizontally i.e. the different uses of have to express possession. This will help keep things simple (they are pretty hard already) for your student and give him/her tools on like that Native speakers are often not aware of how fast they speak. Most teachers have to make a conscious effort to slow down when speaking. Perhaps more importantly, you need to become aware of the type of vocabulary and structures you use. Here's an example: OK, Tom. Have you done your homework for today? At this point, the student is probably thinking WHAT! (in their mother tongue)! By using common idioms (hit the books), you increase the chance that the student will not understand you. By using phrasing verbs (getting through), you can confuse students who may already have a pretty good grasp of basic verbs (finish instead of getting through in this case). Slowing down speech patterns and eliminating idiom and phrasing verbs can go a long way to helping students learn more effectively. Maybe the lesson should start like this: OK, Tom. Let's start. Have you finished your homework for today? One of the best ways to give a lesson form is to focus on a particular feature and take that function as a cue for the grammar that is taught during the lesson. Here's an example: This is what John does every day: He gets up at 7 o'clock. He takes a shower and then he eats breakfast. He drives to work and arrives at 8:00. He uses the computer at work. He often calls clients... Etc. What do you do every day? In this example, you use the feature to talk about daily routines to introduce or expand on the simple gift. You can ask students questions to help teach the interrogation form and then have the student ask questions about your daily routines. You can then move on to questions about his/her partner – thereby including the third person singular (When does he go to work? – instead of – when do you go to work?). This helps students produce languages and improve language skills while providing structure and understandable language pieces. The next feature in this series will focus on standard curricula to help you structure your studies and some of the better classroom books currently available. BRC KATTAKADA Hello English Documentation (Five Days) Under the direction of Sarva Siksha Abhiyan, a special project study in elementary schools in Kerala started for learning enhancement programs in English. The important purpose of this program is to develop the standard of claying English among children and also manage the English language easily. To this end, hello english programme was inaugurated in GLPS Kulathummal at 10-11-2016. In this function Smt. Ansajitha Rassel presided over the program . BPO Sri. Vivekananthan welcomed the members. The honorable MLA Sri I.B. Sathesh inaugurated the program. State Project Director, Sri Kutty Krishnan and Program Manager Sri. Sreekumar talks about the importance of English in our schools. Smt.Ajitha. S and Smt Sreerexha were spoken with desire. The AEO Smt.Vijayakumari dedicated his gratitude. Inauguration closed at 10.45 am . Hello English Learning Improvement program was directed by DIET FACULTY Mrs. Geetha Nair, Educators Mr. Anul Roy and Mr. Jayakumar First day there are 6 activities based on teacher talk. These activities helped to improve the ability to speak English without fear and to get children to interact freely by using English. Second day sessions focused on how to build teachers talking participants had the chance to engage in meaningful dialogue and to plan the business using apt body language, simple sentences and meaningful chunks. learning objects could be achieved to all pupils without using their mother tongue. The session on case study helped them to rephrase their response in English or mega phone it so that it gives them confidence to respond in English. The videos about anitha teacher class help students understand how students can achieve learning outcomes without using native language. The session ended with the preparation of TLM for 1-4 standards for the next day tryout class. On the third day the participants were ready with their teaching manual for the tryout class at GLPS Kulathummal. Each group received the first unit in the second part of 1-4 standards. Two members from each group handled the classes and two others wrote down their teacher call that was used in the class and one member took the video of the class. After the tryout class, the groups presented the teacher talk used in the class. Almost all teachers used the teacher talk other than in the teaching manual. After evaluating whether to try out the class participants gained confidence how to prepare the teaching manual by writing all the teachers talk we will use in the class. The session ended with the story storytelling in an interacting way. The fourth day sessions gave importance to developing efficiency in storytelling. The day began by showing a video with a movie The Dreams. This helped us to know how a myth affects the culture of each site and participants discussed how it affected us thoughts and characters actions, attitude point of view and theme. Participants watched a video of an interactive story about the crock. The whole group was divided into 3 and acted out a story Our BPO Mr. Vivekananthan published a story book prepared by RPS called Hello English and distributed to all teachers. After this the participants were divided into groups and task was assigned. Each group had to perform the story in 3 ways – Interactive Way, Innovative Way, and Stills (Tell It and Act Out). The session ended by giving scattered words of a book without prepositions and asked participants to guess the title. Participants were divided into 4 groups and asked them to select a title and write sentences using the words from the screen. Then she gave a paper drawing diagram to lines in diagonal fashion. Four places were there and asked to become 4 member groups. Each wrote different titles of 4 and make meaningful sentences. After writing a sentence, rotate and write another sentence in another person column process continues. By this way children can make meanings meaning from scattered words prepared by the teacher. The last day began by continuing the previous day's activity RP asked the groups to gather their own work in the chart and to read up. Then she raised a question about what is reading. Many responses arose from the groups and then she told her reading makes predictions and motivational thoughts. It must be purposefully planned in advance to determine the linguistic materials and the way to relate text. The one she gave the text of The Letter to Ann Frank by Lady Isadora. Participants were asked to make Atlas of Planets by providing reading material. The session went on to provide reading tips for 10 groups and selected one person from each group and asked them to read alike. The entire group evaluated the way to read and ended the session with a game. By preparing the teaching manual of unit one of part 2 (1-4 standard). The teachers had tryout class in PSM LPS Kattakada. After the class, merits and disadvantages were discussed. The session concluded that without using native language students can achieve the expected learning outcome. .

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