Becoming a Creative Teacher: A Manual for Teaching English to Indonesian Elementary Students
BECOMING A CREATIVE TEACHER

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For many years, teaching foreign language to children was seen as something additional to the normal curriculum of the school system. Increasingly, however, this pattern is changing in many countries. Educators have come to recognize the importance of starting foreign language learning at an early age.

In Indonesia, interest in teaching English to young learners has been steadily growing in recent years. One reason is the rapidly growing demand for it to be taught at younger ages by parents who want to provide their children with a better future. Because of this, the Indonesian Ministry of Education has begun to respond by introducing English as a Foreign Language (EFL) in elementary schools.

The need for good EFL teaching materials is great, and the *Becoming a Creative Teacher* manual was written to respond to this need. The contents are an invaluable resource for those training to become EFL teachers as well as for practicing primary teachers who wish to move into teaching EFL. This manual is also for experienced English teachers who want to learn interactive teaching methods and strategies.

The *Becoming a Creative Teacher* manual consists of 15 modules. The first module is a brief overview of understanding the characteristics and needs of young learners. The second module focuses on lesson planning which is the most important element in teaching preparation. The third module focuses on classroom management which is at the heart of any teaching practice. The next four modules focus on the four language skills (listening, speaking, reading, writing) and grammar and vocabulary; these are followed by five modules on teaching techniques which are especially useful in the elementary classroom. Modules 13 and 14 examine the broader issues of multiple intelligences and the use of basic multimedia. The final module offers information and ideas for assessing young learners.

The accompanying Classroom Demonstrations DVD shows Indonesian teachers teaching in their real classrooms. The recording is meant to encourage Indonesian teachers to teach creatively and interactively with a learner-centered approach. Actively involving students in lessons will enable them to learn to communicate accurately and fluently. A DVD Reflective Analysis activity is provided at the end of the manual. A Resource Activities CD is also provided and contains many ready-to-use activities for the English classroom.

* Becoming a Creative Teacher was written with Indonesian teachers and classrooms in mind. The writers made every effort to offer sound pedagogy and practical applications that will work in any classroom. The modules were field tested through workshops and feedback from teachers before final revisions were made. It is hoped that all English teachers in Indonesia will find valuable information and strategies in this manual to help them teach more creatively and effectively.

Sisilia S. Halimi
Director LBI FIB UI
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UNDERSTANDING YOUNG LEARNERS

"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." Confucius, 450 B.C.

1.1 INTRODUCTION

Young learners are not little adults. They have very different needs, interests, and abilities from adult learners. Teaching English as a foreign language (EFL) to young learners requires that teachers have a thorough understanding of young learners’ development, needs, and characteristics.

1.2 WHY YOUNG LEARNERS ARE DIFFERENT

Teaching young learners requires that teachers create a learning environment that supports and addresses their development, needs, and characteristics.

Cognitive and Metacognitive Development
Young learners are constantly developing cognitive and metacognitive skills. Cognitive development relates to the mental processes of perception, memory, judgment, and reasoning. Metacognitive development refers to thinking about thinking, knowing “what we know” and “what we don’t know.” Metacognitive strategies include the following (Blakely and Spence, 1990):

• connecting new information to previous knowledge
• selecting thinking strategies deliberately
• planning, monitoring, and evaluating thinking processes

Young Learners’ Needs
The teacher of young learners must consider their particular emotional, social, and physical needs. Young learners need:

• affirmation of their abilities and interests
• to believe that they are contributing to the class
• to feel a sense of belonging, that they matter to others
• self-confidence, safety, trust, and acceptance
• interaction with others
• to connect new information to their lives
• to learn in an orderly, clean, and well-lighted environment in which their work is displayed (adapted from Tomlinson, 2002; Miller and Tallal, 2006; and Gregory and Chapman, 2002)

Learning by Doing
Children are natural learners because they are curious about the world around them. They learn by doing and like to have fun in the process. Children learn most efficiently when all of their senses (sight, touch, taste, smell, hearing) are engaged and when they are allowed to experiment.

Children should be challenged to discover and experiment with new information by doing things, by relating what they are doing to real life, and by drawing conclusions (Costa and Kallick, 2000). As students learn by doing, they gain insight into the information presented and stay engaged in their learning.
Short Attention Spans
Young learners are very active and have short attention spans (Shin, 2006). They can concentrate on one activity for only a short period of time, so lessons should include several different types of activities. The following table provides a guide for timing classroom activities:

<table>
<thead>
<tr>
<th>AGE</th>
<th>LENGTH OF ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-7</td>
<td>5-10 minutes (per activity such as song, game, story, etc.)</td>
</tr>
<tr>
<td>8-10</td>
<td>10-15 minutes (per activity such as song, game, story, etc.)</td>
</tr>
</tbody>
</table>

Additionally, using a balance of different types of activities will keep the students engaged in learning (Scott and Ytreberg, 1990). Following are combinations of types of activities that work well together:

- quiet/noisy
- different skills: listening/speaking/reading/writing
- individual/group work/whole class activities
- teacher-student/student-student activities

1.3 STAGES OF LANGUAGE DEVELOPMENT

Having an understanding of the stages of language development will enable teachers to address the needs of their students when setting goals and designing lessons. There are several language development theories that are easily understood and can be applied in the classroom. One important concept is that anyone learning a foreign language goes through five stages of language development (Reed and Railsback, 2003). These stages are as follows:

Stage I: The Silent/Receptive or Preproduction Stage: This stage can last from 10 hours to six months. Students often have up to 500 "receptive" words (words they can understand, but may not be comfortable using) and can understand new words that are made comprehensible to them. This stage often involves a "silent period" during which students may not speak, but can respond using a variety of strategies including pointing to an object, picture, or person; performing an act, such as standing up or closing a door; gesturing or nodding; or responding with a simple "yes" or "no." Teachers should not force students to speak until they are ready to do so.

Stage II: The Early Production Stage: The early production stage can last an additional six months after the initial stage. Students have usually developed close to 1,000 receptive/active words (that is, words they are able to understand and use). During this stage students can usually speak in one- or two-word phrases, and can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/what/where questions.

Stage III: The Speech Emergence Stage: This stage can last up to another year. Students have usually developed approximately 3,000 words and can use short phrases and simple sentences to communicate. Students begin to use dialogue and can ask simple questions, such as "Can I go to the restroom?" and are able to answer simple questions. Students may produce longer sentences, but often with grammatical errors that can interfere with their communication.

Stage IV: The Intermediate Language Proficiency Stage: Intermediate proficiency may take up to another year after speech emergence. Students have typically developed close to 6,000 words and are beginning to make complex statements, state opinions, ask for clarification, share their thoughts, and speak at greater length.

Stage V: The Advanced Language Proficiency Stage: Gaining advanced proficiency in a second language can typically take from five to seven years. By this stage students have developed some specialized content-area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support. Students can speak English using grammar and vocabulary comparable to that of same-age native speakers.

http://www.nwrel.org/request/2003may/general.html#examples
Developed by Krashen and Terrell
Considering both the characteristics of young learners and the stages of language development, it is obvious that appropriate content, teaching strategies, and learning activities are required when teaching young learners.

### 1.4 LEARNER-CENTERED INSTRUCTION

Learner-centered instruction is instruction that is designed with the learners’ needs, interests, and learning styles in mind and has the following characteristics (Costa and Kallick, 2000):

- Instruction is tailored to the needs and characteristics of individual learners.
- Instruction takes into account how social relationships affect the learners’ adjustment.
- Learning tasks are aimed at building skills and increasing competence.
- Oral instructions are clear, focused, and given with students’ full attention.
- Activities are varied and account for all learning styles and multiple intelligences.
- Activities promote interaction with peers (using the target language).
- Instruction relates to the learners’ cultural and social backgrounds.

Young learners need to make connections to content and interact with the material, the teacher, and their peers. As young learners have new experiences, their past experiences are reinforced and built upon. Additionally, each new experience will provide a basis for future experiences.

The teacher has a key role in young learners’ successful acquisition of language. As EFL teachers design and implement a variety of learning activities that meet the students’ needs and interests and which are appropriate to their developmental levels, students will gain confidence in using English for real communication. Additionally, learner-centered activities will enable teachers to assess each student’s development and progress, as well as individual needs for specific help.

### 1.5 CONCLUSION

Teaching English to young learners is challenging. Teachers must understand the learning and emotional characteristics of young learners and adjust their expectations and teaching accordingly. They need to be enthusiastic, supportive, open, innovative, and willing to keep on learning.

Teachers must make conscientious decisions about selecting teaching strategies for specific purposes and about establishing and maintaining a positive and orderly classroom environment. Using a variety of activities and teaching aids and assessing students appropriately will increase teachers’ effectiveness. Reflecting on their teaching (what works, what does not work, how students respond to lessons and activities, etc.) will enable teachers to prioritize their students’ needs and will promote the teachers’ continuous professional development and improvement.

Although teaching young learners is challenging, it is also very rewarding for the well-prepared teacher. The following modules in this manual provide principles for teaching young learners, practical teaching methods and strategies, and learner-centered, interactive activities to help classroom teachers be as effective as possible (see the Table of Contents for a complete list of topics).
2.1 INTRODUCTION

Planning lessons is an essential part of teaching and can make the difference between a lesson that covers the material but is uninteresting to the students and a lesson that not only covers the material but is interesting to the students and engages them in the learning process. When students are active, engaged, and enjoying themselves, their ability to learn and master new vocabulary and other linguistic functions is much higher than if they are simply learning by memorization or drills. A successful lesson in which students are engaged in learning starts with a good lesson plan that helps the teacher decide the following:

- what to teach
- how to teach it
- what materials and classroom management techniques are needed in order to teach the lesson well

Additionally, a good lesson plan
- shapes the outcome of the lesson.
- helps the teacher to be as effective as possible.
- includes varied activities.

Together these elements provide an interactive learning environment and promote effective and enthusiastic language learning.

2.2 PLANNING LESSONS

It is possible to conduct a class without much preparation by simply instructing students to open their books to where they left off during the previous lesson. In this case, the textbook is also the lesson plan for the teacher as the students work through one page at a time. However, this routine quickly becomes uninteresting for both the teacher and the students.

Although the textbook can be very beneficial in guiding the teacher and his or her lesson plans, the language classroom should be engaging and exciting for the students, providing them with as much language practice as possible. The teacher can create this type of classroom by supplementing the textbook as follows (Costa and Kallick, 2000):

- use a variety of teaching techniques and strategies
- vary the types of language activities

It is challenging to learn a foreign (or second) language, and teachers must teach in a way that increases the students’ interest and enthusiasm. A lesson plan allows the teacher to focus on a topic or concept, from either the textbook or another source, and create the kind of class that will most benefit the students.

2.3 INCLUDING CRITICAL THINKING SKILLS

Teaching a lesson is not just about “telling” students what they need to know. Effective lessons are those that cause the students to think. The term critical thinking refers to the thinking skills that give students a foundation for studying topics logically. Learning to think critically can give students a practical set of skills for using English. Basic critical thinking skills can be taught to elementary
students and can be developed into more advanced skills. According to Hunter (2002) the introductory level of critical thinking skills includes the following:

**Describing**
Students describe the characteristics of a person or object, describe an event, describe how something works, etc.

**Comparing**
Students identify categories of similarities and differences between two or more items.

**Classifying**
Students sort objects into categories (or classifications) such as placing animal names in the categories of “Pets” or “Zoo Animals”.

**Arranging in Sequence**
Students arrange a process, jumbled sentence, or jumbled story in its correct sequence.

**Identifying Cause-Effect**
Students identify the cause and effect of a situation. Cause is what makes something happen; effect is what happens; for example, “The girl cried because she fell down.” – the cause is that the girl fell down; the effect is that she cried. Signal words for cause/effect relationships: *because, so, so that, if… then, consequently, thus, since, for, for this reason, as a result of, therefore, due to, this is how, nevertheless, and accordingly.*

**Making Inferences**
Students make inferences when reading a text or listening to a story. Making inferences is an important reading skill that enables students to understand a text by drawing conclusions from their prior knowledge, from their knowledge of pronouns and their antecedents, or from their knowledge of relationships between explicitly stated and implied information.

**Evaluating/Reporting**
Students evaluate or express their opinions about an activity or project they have done. They can also give an oral or written report about their learning experiences during the activity or project.

**Weighing Pros and Cons of Simple Questions**
Students consider the positive and negative aspects of an issue and support their reasoning with known or researched facts. A simple example of this type of activity would be for students to decide if they are for or against wearing school uniforms. They would have to support their reasoning by listing the positive and negative aspects of wearing school uniforms.

The teacher should gain mastery in each of these skills and teach them, one at a time, to the students. Hunter (2002) stated that when students are taught and regularly use critical thinking skills, they learn concepts more quickly and retain the information for future applications, including speaking. (See the Critical Thinking Worksheets at the end of this module for sample handouts for use in teaching some of the introductory critical thinking skills.)

**2.4 STRATEGIES FOR TEACHING CRITICAL THINKING SKILLS**

Lesson planning includes having a clear understanding of how the class ought to proceed while providing some timing and guidance. Preparing a good lesson plan should also help identify some of the types of problems that may occur during the course of the lesson. Also, planning ahead allows the teacher to include instructional strategies that have been proven to be effective. Educational researchers conclude that there are nine categories of effective teaching strategies for increasing students’ critical thinking skills (Marzano, Pickering, and Pollock, 2003). Briefly, these strategies are:
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Identifying Similarities and Differences
Students use comparison charts to identify and categorize similarities and differences between two or more objects or ideas.

Summarizing
Students retell/write about the main ideas of a story, article, event, etc.

Reinforcement
Teachers praise students for their efforts and use assessment rubrics with feedback, etc.

Focused Homework
Homework is targeted to reinforce classroom learning.

Nonlinguistic Representations
Students draw pictures, or make charts, diagrams, etc. to illustrate learned content.

Cooperative/Collaborative Learning
Students are grouped in pairs or small groups to enhance interest and increase learning.

Goal-setting and Feedback
The teacher helps students set learning goals and provides feedback.

Generating and Testing Hypotheses
Students use an inductive approach to a task or problem rather than a deductive one. When using the inductive approach, students make useful generalizations based on facts or observations.

Using Cues and Questions
The teacher elicits information from students and/or guides their learning with focused cues and questions.

Since one of the most important concepts of lesson planning is learning to teach to the needs of the students by varying instructional strategies and learning activities (Marzano, Pickering, and Pollock, 2001), teachers should really understand these strategies and implement them in their classroom. By knowing how to use different teaching strategies, teachers will know how to proceed when the planned lesson changes or has to be modified.

All teachers know that no class can be completely planned. Sometimes, lessons may not go exactly as planned because of interruptions, students not being quite ready for the new topic, or other unexpected matters. Although the planned lesson can change, it is very important for teachers to write their lesson plan well and pay great attention to the students’ needs in writing it. A good lesson plan can be used as a guide in the classroom.

2.5 HOW TO PLAN LESSONS

Educators worldwide agree that there are certain elements that are important to consider when planning a lesson:

Objective
Why is the lesson being taught? What is the point, or focus, of the lesson? Is there more than one objective? Are these goals for the day’s lesson only, or will they be emphasized over many lessons? How will students be evaluated, or how will they demonstrate understanding? (Questions adapted from El-Tigi, 2003.)
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Prerequisites/Work Level
What do students need to know or be able to do before accomplishing the lesson (El-Tigi, 2003)? Is the work the right level for the students? Is it too easy, too hard, just right?

Strategy
How does the plan reach the objective? How will the teacher create interest in the topic? What activity will be used (drill work, role play, a reading, etc.)? Is a variety of activities included to keep the students’ interest? Will students be asked to think critically? Will the activities work with the space in the classroom? Do desks/chairs need to be moved? Is the lesson timed well? Will there be time for the students to talk and practice what they are learning?

Materials
Are the materials needed for the activities available? What will need to be prepared in advance?

Student Response
Will the lesson be interesting for the students and, therefore, motivate the students to do the work?

Possible Problems
Will the students have any problems with the work or activities? Will there be time to deal with these problems? Examples could be pronunciation problems or vocabulary that might be difficult for the students.

Thinking through the above points will help the teacher plan a successful lesson. Planning lessons can be time-consuming at first but eventually less time will be needed to design a good lesson plan. By keeping a file of lesson plans and visual aids, etc., a teacher can begin to develop resources that will save time in future lesson planning.

2.6 PRESENTATION, PRACTICE, PRODUCTION (PPP)

Formats for planning lessons vary widely and use different terminology; however, most contain the three essential elements of Presentation, Practice, and Production (PPP).

Presentation
While planning the lesson, the teacher has the opportunity to think about how the lesson will be presented. To guide this stage the following questions will be helpful:

- How will the teaching point be introduced? Strategies such as eliciting ideas from students by asking specific questions, or giving an example of the teaching point in an understandable context are excellent ways to introduce a lesson (for information on eliciting see the Classroom Management module).
- With what vocabulary words or other concepts in the new lesson might the students have difficulty? Anticipating these problems and having a plan to pre-teach them will help lead to a successful lesson.
- What materials need to be prepared in advance for use in the presentation of the lesson? Examples of materials might be handouts, flashcards, a particular text, realia, etc. (for more information see the Teaching Aids/Basic Multimedia module).

The conversation/information flow at this stage is usually directed from the teacher to the students (T/S), rather than from students to the teacher (S/T), especially in young learners’ classes.

Practice
During the practice phase of the lesson, the students practice the teaching point through a guided exercise of some sort. For example, students might be asked to practice new target vocabulary through
a drill or an exercise that provides intensive practice. The conversation/information flow in the practice stage is directed from the teacher to the students (T/S) and between students (S/S).

Following are two examples of simple guided exercises:

**Sample 1:**
Teacher (pointing to student): “How old are you?”
Student: “I am 10 years old.”
Teacher: “Good! Amin, ask Ary “How old are you?”
(Ary answers Amin and then asks another student the same question. The exercise continues until every student has participated.)

**Sample 2:**
The students can complete a gap-fill or other type of exercise. The blanks provided in the exercise should require the words/language that was practiced orally such as:

“How old are you? I am __________,” and “How old is Amin? He is __________.”

**Production**
At this stage students should be able to use the target vocabulary or language on their own in activities such as role plays, written exercises, cloze exercises, etc. The interaction should be between students (S/S) working in pairs or in small groups.

The following is an example production activity:

The teacher passes out a list of fruit (or other target vocabulary). The students work together and have to ask and answer questions about different fruit – color, texture (smooth, rough, hard, soft, etc.), and taste (sweet, bitter, sour), shape (round, oval, etc.), where it’s grown, etc. The teacher guides the students’ work in comparing fruit. In pairs, students demonstrate their comprehension. Finally, students talk or write about their favorite fruit. The teacher gives error correction during practice and at the end of the activity.

### 2.7 SAMPLE LESSON PLAN

The following is a lesson plan for grade 5 or 6 that uses and extends fruit vocabulary and includes critical thinking activities.

**Topic:** Fruits
**Materials:** Fruit or pictures of fruit, comparison chart handouts, sentence stem exercise handouts.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Warm-up &amp; Introduction</th>
</tr>
</thead>
</table>

**Procedure**

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Materials</th>
<th>Interaction</th>
<th>Timing</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass out some fruit, or pictures of fruit. Ask questions to get the students to start talking about the fruit. For example, “What is the name of this fruit?” What does it taste like?”</td>
<td>Realia: fruit, or pictures of fruit</td>
<td>T/S &amp; S/T</td>
<td>5 minutes</td>
<td>Warm-up &amp; Introduction</td>
</tr>
<tr>
<td>Do a comparing activity, for example a comparison chart; guide students in</td>
<td>Comparison chart drawn on</td>
<td>T/S &amp; S/T</td>
<td>15-20 minutes</td>
<td>Practice new vocabulary;</td>
</tr>
</tbody>
</table>
identifying similarities/differences between two or more types of fruit.

<table>
<thead>
<tr>
<th>Practice</th>
<th>chart paper or on the board</th>
<th>think critically as they compare types of fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students work in pairs, using the information from the comparison chart to complete Sentence Stems (see Critical Thinking Worksheets at the end of this module).</td>
<td>Sentence Stem exercise written on the board or handouts copied for each student</td>
<td>S/S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Production</th>
<th>N/A</th>
<th>T/S &amp; S/T</th>
<th>15-20 minutes</th>
<th>More practice in less controlled activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to talk or write about their favorite fruit – where they buy it, where it’s grown, their favorite fruit recipes, etc. (This task can be finished as homework if necessary.)</td>
<td></td>
<td></td>
<td></td>
<td>Independent activity; reinforcement of new learning</td>
</tr>
</tbody>
</table>

2.8 CONCLUSION

There are many good reasons to plan lessons. Teachers should not be overly dependent on the textbook but should plan a variety of activities to make the class as interesting as possible. Using different activities will appeal to all types of learners. In addition, planning lessons helps the teacher do the following:

- identify an objective for the lesson
- decide on a strategy for teaching the objective and for increasing students’ critical thinking skills
- make sure that the work is the right level for the students
- evaluate the impact of the lesson on the students’ language learning

Although a good lesson plan is important, teachers must remember to continue to teach to the needs of the students when circumstances change in class.
BECOMING A CREATIVE TEACHER

CRITICAL THINKING WORKSHEET 1

**CAUSE/EFFECT**

Instructions: Copy a worksheet for each student or draw the chart on the board and have students copy it. Students identify the cause and effect of an event and fill in the corresponding areas. This may be done as a teacher-guided practice or students may complete it independently once they have had instruction on and practice in using the strategy.

<table>
<thead>
<tr>
<th>CAUSE (what makes something happen)</th>
<th>EFFECT (what actually happens…the result)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CRITICAL THINKING WORKSHEET 2

CLASSIFICATION

Instructions: Determine the 2 categories to be used for the classification activity and write a category at the top of each column. Copy a worksheet for each student or draw the chart on the board and have students copy it. Give students a list of vocabulary words related to the categories and ask them to write each word in the correct column. This may be done as a teacher-guided practice, or the students may complete it independently once they have had instruction on and practice in using the strategy.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

11
CRITICAL THINKING WORKSHEET 3

Comparison Chart

Instructions: Select the items to be compared (2-4) and write them in the chart. Select the characteristics to be compared and write them in the chart under “characteristics”. The following chart has been prepared for comparing 3 characteristics of 4 different types of fruit. The chart can be copied onto large chart paper or onto the whiteboard (or black board) at the front of the classroom. If the chart is copied onto chart paper, it can be used for extended lessons on another day.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>Items to be compared (2-4 items)</th>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Apples</td>
<td>Grapes</td>
<td>Oranges</td>
<td>Pineapples</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Similarities</td>
</tr>
<tr>
<td></td>
<td>Color</td>
<td></td>
<td></td>
<td></td>
<td>Differences</td>
</tr>
<tr>
<td>2.</td>
<td>Taste (sweet, sour, juicy, etc.)</td>
<td></td>
<td></td>
<td></td>
<td>Similarities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Differences</td>
</tr>
<tr>
<td>3.</td>
<td>How to eat (sliced, whole, peeled, segments, etc.)</td>
<td></td>
<td></td>
<td></td>
<td>Similarities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Differences</td>
</tr>
</tbody>
</table>
CRITICAL THINKING WORKSHEET 4

Sentence Stems

Instructions: Copy a worksheet for each student, or write the worksheet on the board for students to copy. Students work independently or in pairs to complete their comparison of 2 objects.

- ___________ and ___________ are similar because they both:
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________

- ___________ and ___________ are different because:
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________
BECOMING A CREATIVE TEACHER

CLASSROOM MANAGEMENT

3.1 INTRODUCTION

Teachers must create a classroom atmosphere that is comfortable for the students and helps them learn to a high standard. All of the teacher’s thoughts, plans, and actions help create an orderly learning environment in which all students feel safe and can be productive (Eggen and Kauchak, 2007).

3.2 MANAGING THE LANGUAGE LEARNING CLASSROOM

Acquiring good classroom management skills takes time and experience. Teachers must be organized and able to make certain decisions in order to conduct effective lessons. They need to know how to arrange the classroom, how to group students for cooperative learning, and how to give clear instructions, elicit information from students, correct errors, manage students’ behavior, and choose an appropriate textbook (Froyen and Iverson, 1999).

Arranging the Classroom

In classrooms with a large number of students, the desk arrangement may not be flexible. However, many classrooms can accommodate different desk arrangements for accomplishing different tasks. When arranging the classroom environment or the desks themselves, the goals of the class must be considered. These goals include (adapted from McIntyre, n.d.):

- promoting attention and minimizing distractions
- providing structure, access, and orderliness
- making efficient use of limited space

Factors that may influence the classroom arrangement are as follows (adapted from McIntyre, n.d.):

- number of students
- size and shape of classroom (this affects movement and teaching strategies such as games, learning centers, etc.)
- placement of non-movable items such as book cases
- available furniture
- types of lessons and activities that will take place

The teacher should be able to move around to every student; and students should be able to move without disturbing others. If there is enough space, the teacher can arrange for various types of groupings and learning formats such as:

- full class presentations by the teacher
- individual or small group practice or application of instruction
- reading groups
- discussion/role-play groups
- learning centers

(A learning center is a self-contained area of the classroom in which students engage in independent and self-directed learning activities. Teachers set up the learning centers to focus on specific areas of study. For more information, see http://www.teachervision.fen.com/learning-center/teaching-methods/58769.html.)
BECOMING A CREATIVE TEACHER

Guidelines to keep in mind when arranging classroom furniture include the following:

- Separate “high traffic” areas such as the teacher’s desk, the computer station, group work areas, and the trash bin.
- Before the students arrive, the teacher can stand in different parts of the room to be sure that all students will be visible from wherever he/she plans to teach. Confirm the arrangement by asking, “Is there anything that might interfere with a clear field of vision to all students from all places?” and “Will I be able to assist every student?”
- Sit in students’ seats and make sure they will be able to see the front of the classroom when the teacher is working on the board (some students may have to shift their chairs for this purpose, but there should be no obstructions between students and the board).
- Keep frequently used material easily accessible, such as flash cards, handouts, models, etc.

The following diagram illustrates five different classroom arrangements for different purposes (taken from Harmer, 1998). Notice that in each arrangement, all students have full view of the board and the teacher is able to move around to each student.

Grouping Students
In an interactive English class, students will be involved in various activities that help them to learn the language. Different activities will require different grouping arrangements to make them more effective and to increase the interaction between the students. It is the teacher’s responsibility to decide whether to have the students work in pairs, in groups, or individually, depending on the task and lesson focus. The teacher must also set a reasonable time limit for each activity.

- **Pair Work**
  - Putting students in pairs to do an activity or exercise is very useful and efficient in language teaching because
    - all students are actively involved
    - students have more opportunities to speak English
    - students are often less shy when they are talking to a friend rather than the whole class
    - pair work is simple to organize and easy to explain. In crowded classrooms, students who sit next to or near each other can work together.

- **Group Work**
  - The benefits of putting students in groups (usually groups of 3-5 students) are the same as those of pair work. However, some activities are better suited to groups, such as working on a project, playing a game, doing a role play involving more than two children, etc.

In crowded classrooms students can be put into groups according to their seating arrangements. For example, two students can turn their chairs to face the students behind them. It is usually much easier to introduce group work when students are already used to working in pairs.
Tips for Successful Pair and Group Work
Following are some helpful tips for using pair and group work successfully:

- Explain what is expected before putting students into pairs or groups.
- Monitor and help the students while they work in pairs or groups, giving help as needed.
- Develop a cue or procedure for putting students into pairs or groups.
- For error corrections, see Correcting Errors below.

3.3 GIVING INSTRUCTIONS

Good classroom management includes giving clear instructions to the students whether the instructions concern what the students are to do or how they are expected to accomplish a task. Giving the students clear instructions will save time and avoid confusion.

In the language-learning classroom, using English to give the students instructions and directions will get them used to real communication, and they will learn to respond accordingly. The teacher can use simple instructions, beginning with the very first English class. Instructions such as “please open your books” or “sit down” can be mimed by the teacher or followed by the same instructions in Indonesian. Teachers should begin with simple commands and build phrases and sentences as students learn classroom vocabulary.

Tips for Giving Instructions in English
- Speak clearly and slowly.
- Use short, simple phrases and sentences.
- Do not use idioms or slang.
- Use repetition.
- Check for understanding.
- Demonstrate complicated instructions and repeat them in Indonesian, if necessary.
- Develop a list of simple and clear instructions and use them frequently.
- Add new instructions and classroom language gradually.

Sample Instructions
Teach basic commands/instructions such as stand up, sit down, raise your hand, form a line, close the door, get out your book. Hint: write each command on a flashcard and use the cards to teach the commands to the students. Show the card, say the command, and have the students repeat the command and perform the action. Repeat several times. In a short time, students will be able to respond to the commands when the teacher gives them orally only.

Developing Commands into Sentences
Teachers can help students develop real communication from the words and phrases the students know. For example:

Please stand up and form a line.
Please sit down now.
Raise your hand if you know the answer.
Please open/close the door.

3.4 ELICITING FROM STUDENTS

Eliciting means getting information, ideas, etc. about the topic or language item that is going to be learned by asking the students questions about the topic and allowing them to share what they already know. Asking questions will encourage students to share what they know and will prepare them for learning new information. (See sample lesson plans throughout this manual for examples of eliciting.)
Tips for Eliciting from Students
Following are some ideas for eliciting information from students:

- Start with a question and answer activity based on a picture, a story, a word, etc.
- Provide information if the students cannot answer some of the questions
- Confirm the students’ answers
- Have the class repeat the answer
- Use elicitation regularly

3.5 CORRECTING ERRORS*

It is important that teachers understand that when students make mistakes, it does not mean that they have not studied, are just guessing, or have forgotten what they learned (Regan, 2003). Making mistakes is part of the learning process and analyzing students’ mistakes can reveal the following:

- whether or not the student is trying to put into practice what he/she has learned
- where an individual student is in his/her development of the language
- what needs to be worked on in class

When helping students with their mistakes, teachers should aim for the following (2003):

- Guide the student(s) toward self-correction and a greater understanding of the language.
- Build self-confidence in the students by encouraging and helping them be more aware of the language.
- Recognize the students’ progress and provide guidance to help them master the language target(s).

Students make many different types of mistakes when learning English. Some of the common mistakes are:

- Direct translation (imitation) of vocabulary or grammar patterns in English. This mistake happens when students use the forms of Bahasa Indonesia in English. For example, “She buy (--) book about animals every week.” (subject-verb agreement and no article: a)
- Structure used in English. For example, “I went to the shop clothes.” (incorrect word order)
- Pronunciation used in English. For example, “Dat (that) is fine.” (no voiced “th” is used)
- Other mistakes include choosing inappropriate verb tense such as “I go swimming last weekend”, or simply forgetting a form previously learned, for example “It’s sunny outside, aren’t you?”.

Following are several methods that teachers can use when correcting students’ errors:

- When working on accuracy (for example, when using drills or practicing new vocabulary or grammar points), teachers should correct mistakes as soon as students make the error.
- When working on fluency (for example, when students are participating in a role play, discussion, or other oral practice), teachers should correct mistakes after the activity is finished.

*For the purposes of this manual, the words error and mistake are interchangeable.

Tips for Correcting Errors
As students begin to use English, they will likely make many mistakes. This is to be expected. If teachers give appropriate correction, students will learn from their mistakes and
their language accuracy will increase. Following are some tips to consider when correcting students’ language errors:

- Identify the mistake for the student (direct correction).
- Elicit the correct word/form from another student; ask the first student for the correct word/form.
- Repeat the sentence, pausing at the error, and let the student try to make the correction.
- Ask a question to help lead the student to the correct word/form.
- Use body language or facial expression to indicate something is not right.
- Use one word questions (when?) (where?), etc.
- Write the sentence with the error on the board; mark through the error and ask the student to give the correction.
- Use a time line on the board when correcting verb tenses.
- Use the phonemic chart to help correct sounds.

3.6 MANAGING STUDENT BEHAVIOR

Part of good classroom management is helping students manage their behavior. When all students are cooperative and in control of themselves, the whole class is productive and all students can learn. Following are some tips for managing student behavior (adapted from McIntyre, n.d.):

- As a class, develop a set of classroom rules and post them in the room. Remind students of the rules as necessary.
- Determine consequences for misbehavior (follow school policy).
- Use different strategies/techniques to get and keep students’ attention (such as a clapped rhythm, switching the lights on and off, etc.)
- Correct student misbehavior privately.
- Place problem students near the front and have a signal for helping them regain control of themselves (such as a subtle touch on their shoulder, etc.).
- Stay positive. Never humiliate and embarrass a student by telling him/her she is lazy, stupid, etc.

3.7 CHOOSING A TEXTBOOK

Many teachers get to choose, or help choose, the textbook they will use for teaching English. Before making a decision, teachers should consider both the positive and negative aspects of using a textbook (adapted from How to Choose a Textbook, 2004).

Positive Aspects of Using a Textbook

- Textbooks provide a framework for the class: teachers do not have to come up with their own materials every day. Having a textbook frees the teacher to plan the lesson by adding activities, or by omitting sections of the textbook that don’t work well with the lesson plan.
- Textbooks are usually sequential with each unit building upon the next. Information is often repeated, so students get plenty of practice with language points to build their self-confidence.
- Textbooks provide a context for introducing vocabulary, grammar, or structure. The context helps the students understand the meaning.
- Experienced authors who understand how to teach English to young learners write textbooks. When the textbook is well written and edited to fit the level of the class, it can provide guidance and content for the teacher.

Negative Aspects of Using a Textbook

- Depending too much on the textbook keeps the teacher from engaging the students in interactive activities.
Students can become bored when they have to follow the same routine every day. Lessons should contain a variety of activities, so teachers will often need to add interesting/interactive activities.

The textbook may not fit the level(s) of the students, especially if there are different levels of language learners in the same class.

Unfortunately, many poorly written English textbooks have been published. These textbooks contain many errors and often do not fit the level(s) of students they were written for.

### Choosing the Best Textbook
When choosing a textbook, teachers should consider the following:

- Is there a teacher’s guide? Teacher’s guides provide ideas for using the material and suggestions for additional activities.
- Are there CDs, DVDs, or cassettes that accompany the textbook? These items provide support for the material that help the students master the language points.
- What is the organization of the textbook? Is it well organized and logical? Will it be easy to use in lesson planning?
- Is there an appendix and/or glossary to help students with self-learning?
- Is the textbook a good fit with the teacher’s approach to teaching?
- Is the textbook suitable for the students’ level?
- Is there a workbook? A workbook can provide reinforcement activities and ideas for practicing the language.
- Is the explanation of language points (vocabulary, pronunciation, etc.) clear?
- Are there self-study homework activities?
- Is the textbook interesting? Is it in color? Is the layout clear and easy to follow? Are the illustrations/photos interesting and up-to-date?
- Does the content suit the culture?
- Is the textbook affordable?

### Using the Textbook
There are many ways to use a textbook, depending on the experience of the teacher.

- New teachers may want to follow the book closely until they have enough experience to begin adding their own materials or activities.
- Experienced teachers can select the best parts of each unit and omit parts that do not work well. Teachers should make sure that every English lesson includes interactive activities and other opportunities for the students to use the language.
- Teachers can supplement the textbook with their own material.
- If there is a teacher’s guide, it can provide many good ideas for using the textbook as well as ideas for extra activities.
- Follow any school rules about using textbooks (for example, the teacher may not be allowed to omit sections of the textbook, etc.).

### 3.9 CONCLUSION

Classroom management includes deciding on a good desk arrangement, grouping students for learning tasks, correcting errors properly, giving clear instructions, eliciting information from students, and managing student behavior, all of which help the teacher have a well-organized, effective classroom. Teachers must understand the language level(s) of their students and choose textbooks that fit their students’ needs. Using a variety of classroom management techniques will help make English class a rewarding experience for both the students and the teacher.
4.1 INTRODUCTION

Of the four skills, listening is naturally the first skill children need to develop before they feel ready to speak, read, and write. They listen to the teacher when he/she is greeting them, introducing new words and expressions, asking questions, giving instructions, playing games, etc. However, children normally have very little exposure to spoken English in their daily lives. Outside English classes, most children do not need to communicate in English and only a few listen to English songs or watch movies in English. Their listening ability will not improve if they depend only on English lessons from a course book. Therefore, students need more opportunities to listen to spoken English.

4.2 PRINCIPLES OF TEACHING LISTENING

Teachers will find the following principles of teaching listening to children useful:

- Listening in English is difficult for many young learners. They often do not understand what the teacher is saying and they ask the teacher to speak in Indonesian. Therefore, it is important that the teacher speak at the students’ level or just above so that they can understand and not lose confidence (Paul, 2003).
- Instructions are the most natural classroom communication that young learners can experience (Scott and Ytreberg, 1990). Children need a lot of exposure to real spoken English, so it is advantageous for them if the teacher speaks and gives instructions in English as much as possible.
- Because students use the teacher as a language model, teachers should think of how to clearly introduce an activity before going to class (Bertrand, 2008). The teacher may need to repeat, rephrase and modify her instructions when the students look confused. This strategy will enable teachers to give instructions in English. However, if needed, the teacher can give the instructions in Indonesian and then repeat them in English, giving the students a frame of reference.
- It is a good idea to support a listening activity with visuals such as pictures, facial expressions, movements, and mimes. When students can relate to what they are hearing with movement or action, they comprehend what they hear and remember it for future use.

4.3 BENEFITS OF TEACHING LISTENING TO CHILDREN

Among the many benefits of teaching listening to children are the following:

- Listening activities can be used to energize students or to create a quiet atmosphere. Some activities require children to make movement and noise, while others make them think and concentrate on their work.
- As children become accustomed to the teacher’s repeated greetings and instructions, they internalize the words and phrases, learn to respond appropriately, and begin to participate in genuine conversations.
- Recorded listening material provides opportunities for children to hear different accents.
- Children use the teacher’s pronunciation as a model for their own pronunciation.
- Listening activities develop children’s abilities to focus on both general and specific information, raising their awareness that they can understand a story or conversation without knowing the meaning of every word.
- Audio lessons using cassette tapes and CDs are useful for modeling correct pronunciation and offering a different approach for students to hear spoken English. (Note: The teacher should prepare the tape before coming to class and stay calm and focused when trying to rewind the tape for a second listening.)
4.4 LISTENING ACTIVITIES

Following is a variety of listening activities that teachers can incorporate into their lessons:

**Songs**

This type of listening is discussed in much more detail in the Using Songs module of this manual. The general principles of using songs as a listening activity are as follows:

- Teachers need to prepare the students before they listen to a song. This can be done by:
  - showing students pictures of the situation or characters from the song
  - using a puppet to sing the song alone or with the students
- Teachers can also use puppets to ask questions, encouraging students to predict what they are going to hear and to show whether they enjoyed the song or not.
- Teachers should encourage students to participate while listening to the song by singing along and moving their bodies. This action will give the students meanings to what they hear, build up their confidence, and create a fun environment.
- Teachers can use the same song again in different lessons to motivate the students and to build their confidence. If students are familiar with what they listen to and say, they will feel more secure about learning English.

**Dictation**

Dictation can be both fun and challenging to students. It does not need to be boring and monotonous. The teacher can dictate anything from single words to a complete text while the students listen and write down what they hear. If a complete text is used, the teacher should dictate word by word or phrase by phrase. Dictation has advantages such as the following (Scott and Ytreberg, 1990):

- It is useful to gain students’ attention and to calm them down after a noisy and energetic activity.
- It is a good activity for a large class.
- It provides not only listening practice related to sounds, sentence structures, and meanings, but also spelling. In addition, it can be used from pronunciation practice when students are asked to repeat what they hear.

It is important that teachers give clear instructions with demonstrations when introducing a dictation activity so that the students know exactly what to do.

**Rhymes (Listen and Repeat)**

Using rhymes in listen and repeat types of listening activities can be fun while motivating students to learn English (Scott and Ytreberg, 1990). Students gain confidence when they can say the English words with the right sounds, stress, rhythm, and intonation. This activity is even more meaningful to the students if combined with movements, objects, or pictures.

Children learn through repetition. Rhymes are naturally repetitive and fun because students can play with the language. Below is an example of a rhyme that can be used with young students:

**Rain**

Rain on the green grass,
Rain on the tree,
Rain on the house-top,
But not on me.

**Filling in Missing Information**

According to Scott and Ytreberg (1990) there is a broad range of listening activities that require students to find general and/or specific information, such as identifying activities in which students
BECOMING A CREATIVE TEACHER

listen to descriptions and then find the pictures being described. *Putting things in order activities* require students to put a number of pictures in the right order according to what they hear. Included in this category are *questionnaire* and *filling in missing information activities* that require students to write the words, phrases, or numbers they hear.

While listening to a song or conversation, children can fill in missing words from the printed song lyrics or from a chart or schedule. For example, while students listen to a dialogue in which two children are talking about their school schedule, they write the missing information into the following schedule.

**Schedule – Term 1, 2009**

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Mental Mathematics</td>
<td>Nature Study</td>
<td>Coloring and drawing</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Music Spelling Reading</td>
<td>Library Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Library</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Music Reading</td>
</tr>
<tr>
<td>Thursday</td>
<td>Physical Education</td>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Mental Mathematics</td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Stories**
The teacher can either tell a story or read a story to the students. In telling a story, the teacher adjusts the language to the students’ level, repeats words and phrases, uses facial expressions and gestures, and keeps eye contact with the students. The teacher can also use puppets to make the story come alive for the children. (See the *Storytelling* module for more information.)

Reading a story is different from storytelling. The teacher reads aloud from a book without adjusting the language. The story can be repeated again and again. When the students are familiar with the lines, they can read the story on their own.

**Responding to Commands – Activities Using Total Physical Response (TPR)**
In this type of activity the students respond physically to the teacher’s commands. TPR can be used to teach classroom language, imperatives, and vocabulary related to actions. It can also be used in routine class instructions, games, or storytelling.

Although TPR does not require students to practice English orally, it is widely practiced with children and beginner learners as it has several advantages:
- Children enjoy moving around and have fun while learning.
- The teacher does not need a lot of preparation for a simple TPR activity.
- TPR activities do not need a lot of space and work well with large classes.

An example of a TPR listening activity is the *Simon Says* game found in section 4.5 below.

**Checking Off Items in a List**
This activity encourages students to listen for specific information. It can be used to practice vocabulary the students have learned or to introduce new words. While listening, the students view a
series of pictures or information and check off any pictures or information for which they hear the vocabulary.

Example:

Have you seen my cat? She has big ears and small eyes. Her fur is white, but her face and ears have different colors. Put a cross by the correct picture.

### Arranging Pictures as a Story is Told Aloud
This activity is usually done in pairs or small groups. While listening to a story, the students look at a series of pictures. By listening to clues and key words, such as names of people, places, things, and physical descriptions, they arrange the pictures in the same sequence as that of the story.

### 4.5 SAMPLE LISTENING LESSON

**Topic:** Parts of Body  
**Materials:** Teacher’s own body or flash cards of parts of the body; for example,

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>At the end of the lesson, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• name body parts</td>
<td></td>
</tr>
<tr>
<td>• play a game in which they respond to spoken commands</td>
<td></td>
</tr>
<tr>
<td>• use newly learned vocabulary to communicate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Procedure</strong></th>
<th><strong>Materials</strong></th>
<th><strong>Interaction</strong></th>
<th><strong>Timing</strong></th>
<th><strong>Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Teacher’s own body parts, or picture flashcards</td>
<td>T/S &amp; S/T</td>
<td>10 minutes</td>
<td>Warm-up, Introducing new vocabulary</td>
</tr>
<tr>
<td>Check how familiar students are with the English names for parts of the body by putting your hands on your head or showing a picture of a head, and then asking “What’s this?” Some children may be able to say “head”. If not, say and have the students repeat the word “head”. Repeat this procedure with other parts of body. Do not teach more than ten new words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BECOMING A CREATIVE TEACHER**

<table>
<thead>
<tr>
<th><strong>Practice</strong></th>
<th><strong>Production</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Show each picture again or point again to the respective body part, having students repeat the words until they can pronounce each body part without help.</td>
<td>Let a student – perhaps the winner of the first round – give the commands for the next round. At this stage, the children can add any body parts vocabulary that they already know.</td>
</tr>
<tr>
<td>Children listen to the teacher mentioning the parts of the body one by one, and they must point to the parts of their own bodies to show they understand. To make this activity fun, play the “Simon says” game.</td>
<td>A variation: <strong>Getting Tricky</strong></td>
</tr>
</tbody>
</table>
| “SIMON SAYS” GAME:  
**Step 1**: Line up the students across from you, 10 to 20 feet away.  
**Step 2**: Tell the students that they should all obey you if you first say the words "Simon says."  
**Step 3**: Tell the students that they are out of the game if they follow an order that doesn't begin with "Simon says," or if they fail to do what Simon says to do.  
**Step 4**: Begin by saying something like, "Simon says, put your hands on your head."  
**Step 5**: Look to make sure everybody has put their hands on their heads.  
**Step 6**: Give another command such as, "Simon says, stand on one foot." Check again.  
**Step 7**: Continue giving commands. Give a few commands without “Simon says”, such as “Raise your right hand.”  
**Step 8**: Call out the players who raise their hands.  
**Step 9**: Continue playing until one person, the winner, is left. | **Step 1**: Give the orders quickly, in rapid succession. |
| **T/S & S/T** | **N/A** | **15-20 minutes** |
| **5-10 minutes** | **S/S** | **20 minutes** |
| **Introducing the pronunciation of the new vocabulary** | **Confirm comprehension** |
| **Practice new vocabulary; listen to and follow commands** | **Reinforcement** |
| **S/S** | **Students** |
### BECOMING A CREATIVE TEACHER

<table>
<thead>
<tr>
<th>Step 2: Cut the orders short, saying, &quot;Simon says, do this,&quot; and make the motion you want mimicked, such as putting your hands on your shoulders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 3: Repeat step 2 several times with a different command each time.</td>
</tr>
<tr>
<td>Step 4: Quickly say &quot;Do this,&quot; and make the motion - put your hands on your waist, for example. Many players will automatically follow your lead (and end up out of the game).</td>
</tr>
<tr>
<td>Step 5: Relax and say something like &quot;Straighten up the line,&quot; in a casual manner. Again, several players will comply (and they will be out).</td>
</tr>
<tr>
<td>Step 6: Single out specific players, especially older ones who are harder to trick. Say, &quot;Ary, move back (or up) a step.&quot; If she does the action, she is out.</td>
</tr>
<tr>
<td>Step 7: Ask a question every now and then. Point and ask, &quot;What's your name again?&quot; If the person answers, he's out.</td>
</tr>
</tbody>
</table>

(Adapted from [http://www.ehow.com/how_18205_play_simon_says.html](http://www.ehow.com/how_18205_play_simon_says.html))

### 4.6 CONCLUSION

There are many teaching strategies and activities that the teacher can use to make listening enjoyable and effective. Choosing listening activities that are focused at the comprehension level of the students and are based on topics that are interesting to them will show students that listening is not difficult. Listening to English through activities such as songs and stories can make children more motivated to listen carefully and understand the text. Most listening activities require little technology, need minimum preparation, and can take place regularly in the classroom.
5.2 PRINCIPLES OF TEACHING SPEAKING

Bailey (2005) states that the three main reasons for getting students to speak in the classroom are:

- to provide students with practice in using English in real life situations.
- to inform the teacher and the students about the students’ progress.
- to get information about the students’ speaking problems.

The teacher is instrumental in helping students learn to speak fluently and should carefully consider the following:

- Teachers should motivate students to practice as much as possible. The more often students use the language, the more automatic and natural their language becomes. Once students feel comfortable using the language, they will be eager to learn more.
- Teachers must give students a reason for speaking. Choosing familiar and interesting topics for students to discuss will motivate them to speak.
- Teaching speaking in the language classroom can be challenging. Indonesian students usually speak Indonesian when they cannot say what they want in English, or they may not speak at all because they are afraid of making mistakes.
- Teachers should provide appropriate feedback and correction. In most EFL contexts, students are dependent on the teacher for useful linguistic feedback. It is important that teachers provide the kinds of corrective feedback that are appropriate for each type of activity.
- Teachers should focus on both fluency and accuracy. It is very common that teachers focus mostly on interactive activities (fluency) and forget about grammar and pronunciation accuracy. Therefore, teachers should make sure that the tasks help students practice both fluency and accuracy.

5.3 TIPS FOR TEACHING SPEAKING

The goal of teaching speaking is to get students to communicate effectively and efficiently. In order to achieve this goal, the teacher should:

- make sure that students use the language to the best of their ability.
- teach students correct pronunciation, grammar and vocabulary.
- explain to students the appropriate context of the communication.

Effective and efficient communication is the result of providing enough language input (Harmer, 1998). The teacher can accomplish this by using English when giving instructions, giving simple commands (such as “get out your math books”), reading passages out loud, etc. Other English activities such as playing games, singing songs, performing a role play, etc. give the students opportunities to communicate in English. As teachers consider including varied speaking activities in the classroom, they may find the following tips useful:
BECOMING A CREATIVE TEACHER

• Help students to become familiar with the topics. Personalize the content to motivate students, elicit what they already know about the topic, and let them share their knowledge with the class.
• Put students into pairs or groups. Working cooperatively in groups is more motivating and less intimidating for the students. Group work also promotes choice, independence, and creativity.
• Rearrange the classroom. If it is not possible to move desks and chairs, get the students to walk around as they perform tasks.
• Give students the English word and its Indonesian translation when they are learning new vocabulary. This strategy gives the students a language reference and helps them understand. Once students understand the meaning of the word, the teacher and students can resume using the English word.

5.4 SPEAKING ACTIVITIES

Many types of speaking activities can be included in lessons, including the following:

Recitation
Students choose a short poem or rhyme and recite it in class. This activity can be done individually, in pairs, or in groups.

Pronunciation Drills
Students repeat correct pronunciation in chorus and individually. This activity helps students practice and remember the vocabulary as well as the pronunciation.

Choral Reading
Students read a short sentence or passage together. As the students read, the teacher can listen for students’ pronunciation and give corrections when the activity ends.

Role Play
Students are given particular roles in an imaginary situation to act out. The teacher can give the students the dialogues or help them prepare their own dialogues for the roles. (See the Role Play and Drama module for more information.)

Storytelling
The teacher can tell a story, adjusting the language to the students’ level, or read a story aloud without adjusting the language. Students can be asked to share their experiences with the class, to retell their favorite story, or to create an ending to a story that the teacher tells. (See the Storytelling module for more information.)

Songs
Students listen to a song and learn the lyrics. Adding physical movements to the song creates a fun environment and helps the students learn pronunciation, vocabulary, and meanings of words. (See the Songs and Rhymes module for more information.)

Questionnaires
Students ask their classmates a set of questions in order to complete a questionnaire. The result of their surveys can be checked by the teacher or discussed together in class. For example:
Students first answer the questions for themselves by writing a check mark (√) next to the activities they can do or a cross (x) next to the ones they cannot do. Next, the students move around the room interviewing their classmates and filling in the questionnaire. When they have finished their interviews, the students can tally the number of students who can or cannot do each activity. The questionnaire above can be used to reinforce the use of *can* and *can’t*.

5.5 SAMPLE SPEAKING LESSON

**Topic:** Zoo Animals  
**Materials:** Pictures of zoo animals, colored pencils or crayons, pencils, paper  
**Objectives:** At the end of this lesson, students will be able to:  
- Recognize and name zoo animals  
- Describe zoo animals

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials</th>
<th>Interaction</th>
<th>Timing</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Ask students if they have been to the zoo. What animals did they see there? What other zoo animals do they know? Write down students’ answers on the board. Ask them to help you spell the words.</td>
<td>Posters, flash cards (several sets), pictures of different kinds of animals</td>
<td>T/S, S/T</td>
<td>5-10 min.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Go through pictures and drill for vocabulary and pronunciation. Expand the information about zoo animals in particular. Ask students to tell what the animals look like, where they live, and what they eat. Give examples of how to describe an animal by saying four sentences about the animal’s characteristics. Write one description example on the board, so students can imitate it. Show a flash card to one student and ask him/her to describe the animal while the others guess. Do this with every student (if time allows).</td>
<td>Flash cards of different kinds of animals</td>
<td>T/S, S/T, S/S</td>
<td>20-25 min.</td>
</tr>
</tbody>
</table>
Production

Divide students into groups of three.

Distribute paper and colored pencils to students.

Ask students to choose one animal they would like to be and draw the animal on their paper.

Ask students to write a brief description of their animal. They can ask their group or the teacher to help them.

After students have finished, groups take turns coming to the front of the class and describing their animals to the class. The students listening try to guess the animal from the description.

At the end of the presentation, the groups show their pictures to confirm the others’ guess. (Note: every time a group guesses correctly, give one star as a reward. The group that can collect the most stars is the winning group.)

<table>
<thead>
<tr>
<th>Production</th>
<th>Colored pencils and paper</th>
<th>T/S, S/S</th>
<th>30-40 min.</th>
<th>Reinforcement of content</th>
</tr>
</thead>
</table>

5.6 CONCLUSION

Speaking is an important productive skill that students need to acquire. Although teaching speaking can be challenging, teachers can make the activities fun and purposeful, creating an enjoyable classroom atmosphere and motivating students to speak. By providing daily opportunities for students to use English orally, the teacher will help the students use the language naturally and develop fluency.
6.2 PRINCIPLES OF TEACHING READING

Two approaches that are useful in teaching reading to elementary school students are the word approach and the whole language approach. Paul (2003) proposed the following principles for teaching reading to young learners using these approaches:

- The word approach is used in introducing new vocabulary. Teaching a written word and its pronunciation without teaching its meaning is ineffective. It is more meaningful if students learn the meaning of a word and how to say it before they see the written word, especially when the sound and spelling are different.

- The word approach can be done with look and say activities or through word recognition games such as matching words and pictures, finding the objects of the words written on cards, rearranging jumbled letters, completing missing letters in words, drawing pictures next to words, putting words in puzzles, etc.

- In the whole language approach, children do not read words in isolation but in connection to other words. They read sentences that have meaning. For example, students read sentences with pictures that show the meanings or read a story that they are already familiar with. If the students find an unfamiliar word, they can guess the meaning by using context clues.

- Combining word and whole language approaches is a good idea (see the sample lesson plan below). Pre-teaching a story’s vocabulary using the word approach before giving the reading text to students helps them understand the text. If the teacher knows that the story text is not too difficult, the whole-language approach can be used, allowing the students to guess the meanings of unfamiliar words in the text.

6.3 BENEFITS OF TEACHING READING

Teaching reading to young children benefits them in many ways, including the following:

- Reading helps children thrive in school.
- Reading expands children’s knowledge of vocabulary, spelling, and writing.
- Reading texts give good models of writing.
- Good reading texts stimulate discussions and imagination.
- Reading aloud exposes children to grammar, phrases, and vocabulary that will be useful in improving their speaking skills and in their ability to express themselves well.
- Reading aloud helps children understand the relationship between printed words and their sounds and meanings.
- Children can expand their vocabulary by guessing the meanings of unfamiliar words based on the context of a reading text.
BECOMING A CREATIVE TEACHER

6.4 TIPS FOR TEACHING READING

Teachers can easily make reading an enjoyable and consistent part of classroom activities. Following are several tips to help teachers achieve this goal:

- Set a regular reading time with the students.
- Supply the students with interesting books to read at school and at home, if possible.
- Encourage parents to have a family reading time.
- Motivate children to read different kinds of texts, such as game directions, road signs, menus, etc.
- Take students to the library, if possible.
- Help students solve their reading problems as soon as possible.
- Show enthusiasm and give genuine praise for students’ reading.

6.5 READING ACTIVITIES

To make reading enjoyable and to help students improve their reading skills, teachers should vary the types of reading activities. The reading activities described below are only some of the many reading activities that can be used with young learners.

**Extensive Reading**
Children choose what they want to read from the selections provided either by the teacher or from other sources outside class such as children’s magazines, comics, storybooks, novels, and web pages. This activity usually involves ‘reading for pleasure’ as the students normally choose what they like.

**Intensive Reading**
This type of reading usually takes place in the classroom, and the teacher generally decides the texts. The teacher uses the texts to help children develop reading skills such as skimming (reading for general information), scanning (reading for specific information), predicting what they are going to read, and guessing the meaning of vocabulary from context.

**Predicting**
The teacher shows pictures that go with the text or, if there are no pictures, uses the title to discuss the topic and ask questions. This process helps the students predict what they are going to read. Students can activate and recall any vocabulary and knowledge related to the topic, which makes the reading easier to understand.

**Jumbled Letters, Words, Sentences, and Paragraphs**

- **Jumbled letters:**
  In the word approach to reading, the teacher might provide the students with jumbled letters for them to practice spelling the words they have learned.

- **Jumbled words:**
  Students arrange words to make sentences. This activity makes the students aware of sentence structures and word relationships needed to make a sentence.

- **Jumbled sentences:**
  Students rearrange sentences to form a paragraph. They must use their knowledge of paragraph structure to connect sentences so they make a meaningful paragraph.

- **Jumbled paragraphs:**
  This activity is only suitable for older students with sufficient knowledge of English. To rearrange the paragraphs, the children use their logic and higher-level knowledge of
BECOMING A CREATIVE TEACHER

connectors and transitions. Younger students can perform this activity if they hear the story read aloud before attempting to arrange the paragraphs in proper order.

Following Instructions
There are a variety of activities in this category, including activities such as read and color, read and draw, and read and act. Also in this category are how to make types of activities that require the students to make something or to operate an instrument by following written instructions. Most students enjoy these activities as they are closely related to what they do everyday, such as playing games.

Comprehension Questions
There is a wide variety of activities to help children understand what they read. Some examples are comprehension questions, true/false questions, completing a chart/table, matching, rearranging pictures, and drawing a scene illustrating what they have read.

Gap-fill Sentences
The teacher gives the students incomplete sentences. A word or phrase is missing from each sentence, and the students must complete the sentences using provided words or phrases. This activity requires students to understand the meaning of each sentence.

Cloze Paragraphs
Similar to gap-fill sentences, this activity requires students to find the missing words or phrases in a paragraph. To do this, the students need to understand the paragraph and how the sentences relate to one another.

Retelling
Retelling helps children develop not only their reading skills but also their verbal skills. After reading a short text, the children are required to practice retelling the text in a small group, using their own language and choice of vocabulary. After practicing with their groups, students may be asked to retell the text to the whole class.

Introducing New Books
Following are ideas for introducing new books and encouraging students to read them (Scott and Ytreberg, 1990):

- In a class of young learners, the teacher reads the book to the whole class several times. When the students are familiar with the story, many of them will want to read it again on their own.
- For older students (grades 4-6), the teacher can show the students the book and tell them what it is about.
- The teacher shows the book’s cover and pictures to the students, and students predict what the happens in the story.
- The teacher reads an interesting or funny part of the book.

Book Reviews
Having students write book reviews can develop their critical thinking skills. Additionally, the students’ reviews can help the teacher choose suitable types of books for the students. They can also help the teacher observe the students’ progress. Reviewing what they read helps the students develop critical thinking and allows them to reflect on their progress. Following is an example of a simple way to record book reviews (adapted from Scott and Ytreberg, 1990):

The teacher asks the students to keep a record of the books they have read. Face images can be used to show the children’s responses:

J the child likes the book
L the child does not like the book
K the child does not have a strong feeling about the book
Example of an Individual Book Review Record:

<table>
<thead>
<tr>
<th>Name: Rininta Octaviani</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book’s title</strong></td>
</tr>
<tr>
<td>1. Happy Elephant</td>
</tr>
<tr>
<td>2. The True Princess</td>
</tr>
</tbody>
</table>

Likewise, the teacher can keep a record of what each child thinks of a particular book. For example:

<table>
<thead>
<tr>
<th>Happy Elephant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children’s name</strong></td>
</tr>
<tr>
<td>1. Rininta Octaviani</td>
</tr>
<tr>
<td>2. Irma Suryani</td>
</tr>
</tbody>
</table>

### 6.6 SAMPLE READING LESSON

**Topic:** Reading a Story  
**Materials:** Copies of the “Little Red Riding Hood” Story and the Picture Cards Handout, cut out so that each group of children has a set/copy of each  
**Objectives:** At the end of the lesson, students will be able to:  
- predict the events in a story  
- apply new learning in an independent task

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials</th>
<th>Interaction</th>
<th>Timing</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>Picture Cards Handout</strong> and the text so that each group of 3 to 5 students has a copy. Cut out the pictures and the story sections so they are ready for the classroom activity.</td>
<td>T/S &amp; S/T</td>
<td>5-10 minutes</td>
<td>Warm-up, elicitation and pre-teaching vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
*Pre-teach vocabulary:* One by one show the students pictures of the following: forest, riding cloak, picnic basket, flower, butterfly, frog, wolf, woodsman, wardrobe, nightgown, sleeping cap. Elicit as many words from the students as possible.  
If the students do not know the words, teach the vocabulary and explain the meanings.  
Ask the students about their favorite stories. Then ask if they have heard the story of “Little Red Riding Hood.”  
If yes, elicit the story from them. If not, ask students whether they have been to a forest. Ask what they might see in the forest and whether or not it is dangerous to play in a forest, etc. |  
**Picture Cards Handout,** or point out each item using a copy of the story’s pictures | T/S & S/T | 5 minutes | Lead-in questions – setting up context |
Tell students they are going to read a story of a little girl who went to a forest to visit her grandmother.

Encourage the students to predict what happens to the girl.

Put the students in groups of 3 to 5, depending on the class size.

Give each group one set of the pictures. Make sure the pictures are jumbled (not in the right order).

Allow students to look at the pictures and arrange them in the order they think is correct.

Discuss the correct order of the pictures with the whole class.

If the pictures are not in color, students can be asked to color the cloak red in each picture.

**Practice**

Ask the students to listen while you read the story. (See the **Story Telling module** for techniques of reading a story.)

Give each group a copy of the story and a set of the **Picture Cards**, each cut up into 9 parts and jumbled.

Ask students to match the parts of the story with the pictures.

Have students practice reading the story aloud in the group (optional).

**Production**

At this stage, the students can do project work, such as making a poster on a chosen theme like animals in the forest, forest fires, or the environment. They must search books/magazines for information.

When finished, the posters should be displayed in the classroom where all students can read and enjoy them.
6.7 CONCLUSION

Besides improving children’s reading skills and encouraging positive reading habits, reading activities can be used for communicative purposes, as part of other activities, as sources of information, to identify specific uses of language, and as a preliminary activity to a speaking or writing activity.
There was once a little girl who lived in a village near the forest. She wore a red riding cloak. Everyone called her Little Red Riding Hood.

One morning, Little Red Riding Hood wanted to visit her grandmother and asked her mother if she could go.

"That's a good idea," her mother said. She made a nice picnic basket to take to her grandmother.

"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful."

Little Red Riding Hood saw some beautiful flowers in the forest. She forgot her promise to her mother. She picked some flowers, watched the butterflies fly about, listened to the frogs singing and then picked a few more flowers.

Little Red Riding Hood was enjoying the warm day very much. She did not see what was coming out of the forest behind her...
Suddenly, a wolf was beside her.
"What are you doing, little girl?" the wolf asked in a friendly voice.
"I want to see my Grandma who lives in the forest, near the river," said Little Red Riding Hood. Then she realized she was late and quickly ran to her Grandma's house.
The wolf took a shorter way to Grandma’s house...

The wolf arrived at Grandma's house and knocked at the door.
"Oh, thank goodness, dear! Come in, come in!" said Grandma thinking that the knock was her granddaughter.
The wolf came in. Poor Granny did not have time to say another word before the wolf ate her up!

The wolf was full and happy. He opened Granny's wardrobe to find a nightgown. He took a sleeping cap and put on some of Granny's perfume behind his ears.
A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose. "Who is it?" he called.
"It's me, Little Red Riding Hood." "Oh, how lovely! Do come in, my dear," said the wolf.

When Little Red Riding Hood entered the little house, she almost could not recognize her Grandmother.
"Grandmother! Your voice sounds different. What’s wrong?" she asked. "Oh, I just have a cold," said the wolf, adding a cough at the end.

"But Grandmother! What big ears you have," said Little Red Riding Hood as she got closer to the bed. "To hear you better, my dear," replied the wolf. "But Grandmother! What big eyes you have," said Little Red Riding Hood. "To see you better, my dear," replied the wolf. "But Grandmother! What big teeth you have," said Little Red Riding Hood. "To eat you with, my dear," said the wolf, and he jumped out of the bed and began to chase the little girl.

Almost too late, Little Red Riding Hood realized that the person in the bed was not her Grandmother but a hungry wolf. She ran across the room and through the door, shouting "Help! Wolf!" as loudly as she could. A woodsman who was chopping wood nearby heard her cry and ran towards the house as fast as he could.
He grabbed the wolf and made him spit out the poor Grandmother who was a bit tired by the experience, but still alive.

"Oh Grandma, I was so scared!" cried Little Red Riding Hood, "I'll never speak to strangers or play in the forest again."
"There, there, child. You've learned an important lesson. Thank goodness you shouted loud enough so that this kind woodsman heard you!" The woodsman carried the wolf away into the forest where he wouldn't bother people any longer. Little Red Riding Hood and her Grandmother had a nice lunch and a long chat.

Pictures taken and story adapted from http://www.dltk-teach.com/rhymes/little_red_riding_hood_section.htm
7.1 INTRODUCTION

Writing requires students to use grammar and vocabulary in order to clearly and correctly express what they want to say. Students’ writing shows how well they are mastering the language at their levels of learning.

As students write, they must think about and process the language they use. Their completed writing becomes a record of both the content and the language they have learned so far.

7.2 PRINCIPLES OF TEACHING WRITING

For students to be interested in writing, the kind of writing they are asked to do should suit their age, language ability, and interests. Young learners enjoy writing about topics that are familiar to them, such as writing about themselves, their families, their activities, their best friend, and their hobbies.

For beginners, learning how to write in English may involve simple activities such as labeling objects, copying sentences, writing out short answers to questions, or completing sentences. These activities help students learn correct spelling, structure, vocabulary, punctuation, and capitalization. At the lower elementary level, the students’ purpose for writing is to learn the forms of written English.

At the upper elementary level students can start writing short texts consisting of several sentences. When writing short paragraphs in this way, the students learn to relate one sentence to the next by connecting the sentences using pronouns and conjunctions. Students should be introduced to this type of writing activity in steps. First, they can be given picture prompts. By writing simple sentences to describe the pictures, they can write a simple short paragraph or story.

Grammar Basics for Writing

Unlike in the past, grammar teaching today is more learner-friendly. Teachers can use a variety of activities to teach grammar, such as games, songs, poems, or task-based activities. If the activities are enjoyable and repetitive, the students will internalize the language through the patterns they use and hear during the activities. Once students understand the concept, they can begin using the grammar in their writing.

Young learners often have difficulty understanding logical explanations, and abstract grammar concepts may confuse them. Elementary school students can learn simple grammar if it is taught at their level of learning. The teacher should give students a grammar focus for their writing. For example, teachers can ask students to write in present tense, use newly learned adjectives to describe their story’s characters, or check that they have used article adjectives correctly, etc.

More formal writing, such as report writing, is challenging because it focuses on the whole text. In this type of writing students must:

- use language suited for the assignment.
- complete the writing in a certain way.
- develop and practice good writing style.

7.3 BENEFITS OF TEACHING WRITING

Writing can be used to improve students’ understanding and use of vocabulary and structure. Students who write often usually show an improvement in their use of structure and vocabulary words as long as the teacher provides them with feedback.
When writing is assigned as a follow up to reading and listening activities, students benefit for the following reasons:

- Students’ awareness and appreciation of the different purposes of reading increase.
- Through writing, students see the difference between written and oral language.
- Writing is particularly good for reinforcement of vocabulary, grammar and structure.
- When students write their own reflections on an activity, they strengthen the ideas that they have learned through reading and listening.

7.4 THE PROCESS OF WRITING

Students’ writing improves as they master each stage of the writing process. As each stage of the writing process is taught, students should be given the opportunity to practice and receive feedback from the teacher. According to McCloskey (1999), the stages of writing include the following:

Planning What to Write
At this stage, the teacher guides students in deciding on a topic, purpose, and audience. Students need clear instructions on the kind of writing the teacher expects from them. For example, to celebrate Mother’s Day, the teacher might tell students to write a short letter of appreciation to their mothers. Using the Mother’s Day topic, the teacher can elicit ideas and vocabulary from the students that will help them write their letters. If needed, the teacher can teach some new vocabulary to supplement what the students already know.

Writing a First Draft
Students write their first draft. They might need the teacher’s help with some vocabulary and grammar, so the teacher should walk around the class and be ready to help.

Checking the First Draft
The teacher encourages students to read their first draft to see if the content flows logically. The students should also try to find any spelling, word choice, or grammatical mistakes they have made. Students will probably need the teacher’s help during this stage.

Second Draft
Students write a second draft, improving the content and correcting their mistakes first draft. The teacher may want to check individual papers and give more feedback before students write the final draft.

Writing the Final Draft
After they finish reflecting on the mistakes they made in previous drafts, the students write a final draft that is free from the earlier mistakes. For example, they can write their final draft of a Mother’s Day letter on a nice piece of paper, add some drawings or pictures cut from magazines, and put it in an envelope to give to their mothers.

7.5 WRITING ACTIVITIES

There are different types of writing activities that can be given to students, depending on their ability levels. Among the activities are:

Copying Sentences
Students read from a passage they have been given in class and copy selected sentences. This activity helps to reinforce students’ visual recognition of words and sentences and their meanings.

Another technique is to introduce a topic to the students and write a sentence about it on the board. Give the students time to read the sentence, then erase it and ask them to write the sentence from
memory. Continue with each sentence in the text. At the end of the activity, show the students the complete text, or read it aloud, and have them correct their sentences.

**Gap-fill Sentences**
Students recall and fill in missing words from sentences. The missing words are provided and the students have to choose the correct word. Or, the students can be asked to fill in the gap without any prompts. This activity is often accompanied by pictures that illustrate the meaning of the sentence and is good for reinforcing structure and vocabulary.

Example:
- It’s 6.30 in the morning. It’s time for ____________.
- It’s 12 o’clock. It’s time for ____________.
- It’s 7 o’clock in the evening. It’s time for ____________.

**Cloze**
Students supply the correct word for a blank in a text. This activity reinforces students’ comprehension of a short text and of word knowledge.

Example:
My brother’s favorite animal is the crocodile. It has small ___________. It has a big ___________ with sharp ___________. It has short ___________ and a long ___________. It eats other ___________.

**Sentence Completion**
Students describe what they see in a picture by completing sentences. This activity can also be used to check students’ comprehension of a reading passage.

**Jumbled Sentences**
Students arrange mixed-up sentences into an organized, meaningful paragraph, short text, or story. This activity can include pictures so that the students can visualize the story.

### 7.6 CREATIVE WRITING

Creative writing assignments provide opportunities for students to use their imaginations and express their ideas, thoughts and feelings. For creative writing assignments, students may use the language they already know in a more personal and creative way. To spark students’ interest, the teacher can introduce examples of creative writing, such as poems, stories, or journal entries and teach students how to write them. Remember, any writing assignment must be on the students’ level.

A simple creative writing assignment to start with is the Japanese haiku, a 5-7-5 syllable poem. Because the haiku needs only 17 syllables, writing haiku is not intimidating. In fact, it is short, simple, and appropriate for young students.

Example of a Haiku:

```
A bird in my tree!   (5 syllables)
Sing me your sweet coo-coo-ru    (7 syllables)
Can I sing with you? (5 syllables)
```
Besides haiku, students can work in groups to write a dialogue and act it out in front of the class. This activity reinforces students’ writing, expands their knowledge, and improves their language ability. It also provides a fun, relaxed, and natural environment in which the students may feel more confident about writing.

### 7.7 CREATIVE WRITING ACTIVITIES

Several of the writing activities in section 7.5 can be developed into creative writing activities. The following are additional examples of creative writing activities:

**Story strips**

The teacher provides several story strips (comic strips work well) without dialogue. Students work in groups to make up and write a story based on their story strip. (See the Sample Lesson Plan in section 7.6).

**Dialogues and Role Play**

This activity can be done as a follow-up to an activity in which the students read and act out a very short play. Or, the teacher can assign a topic and the students, working in pairs or groups, write a dialogue or role play about the topic. (See the Role Play and Drama module for more information.)

**Pictures**

Bring in a picture or a scene and let students write descriptions about it using words or sentences. It is important to choose a picture for which the students already know most of the vocabulary they need to describe it. Students can work individually or in groups.

**Stories**

There are several ways to use stories in teaching writing. Following are two simple ideas that teachers may find useful:

- Provide the students with a simple story and tell them to write it from a different perspective. For example, students read a Cinderella story and write the story from the point of view of other characters besides Cinderella.
- Ask students to write their own stories but give them certain elements that must be included. For example, tell them they can write any kind of story, but it must include a prince, a beautiful girl, a dragon, a treasure, and so on. Give different elements to each group. Make a class storybook by binding the stories together. Another alternative is for the students to write their stories on large sheets of paper and illustrate each scene. When the project ends, the teacher can display the students’ work so that the whole class can read the stories.

**Practical Writing**

For this type of activity students write an invitation to a party, an announcement about an event, a simple letter, a thank you note, etc.

### 7.8 SAMPLE WRITING LESSON

**Topic:** Writing a story

**Materials:** The Hungry Cat Story Strip, paper, pencils, pictures of pets (optional)

**Objectives:** At the end of this lesson, students will be able to:

- predict events in a story
- understand the events in a story
- write a short story

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials</th>
<th>Interaction</th>
<th>Timing</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Flashcards &amp; pictures of</td>
<td>T/S, S/T</td>
<td>10 min.</td>
<td>Recalling and talking about</td>
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<tr>
<td>Ask students if they have pets at home.</td>
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<tr>
<td>Ask them what kind of pets they have.</td>
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### BECOMING A CREATIVE TEACHER

<table>
<thead>
<tr>
<th>Practice</th>
<th>Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask what those pets eat. Elicit answers from the students about what cats like to eat. Tell the students that they are going to write a story about a hungry cat.</td>
<td>Ask the students to write the story (as much of it as they are able). Offer help as needed.</td>
</tr>
<tr>
<td>different kinds of pets the children might have</td>
<td>Paper and pencil</td>
</tr>
<tr>
<td>previously learned material</td>
<td>T/S, S/self</td>
</tr>
<tr>
<td><strong>The Hungry Cat Story Strip.</strong> If possible make an overhead transparency of each picture in the strip to show one by one on an overhead projector. Alternatively give each student a copy of <em>The Hungry Cat Story Strip.</em></td>
<td>T/S, S/self</td>
</tr>
<tr>
<td>Recruit and write; reinforce spelling and structure</td>
<td>10-15 min.</td>
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<tr>
<td>Answer context questions</td>
<td>Predict what happens next</td>
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<td><strong>Production</strong></td>
<td><strong>Production</strong></td>
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<tr>
<td>Show the first picture in the sequence and ask the students questions about it. For example, “What do you see in the picture?” “What is the cat feeling?” (He’s feeling hungry.) “What is the fish feeling?” (He is afraid of the cat.)</td>
<td>Show the third picture and ask the students what happened.</td>
</tr>
<tr>
<td>Show the second picture and ask the students questions about the picture. For example, “What is the cat doing?” “Do you think he will be able to catch the fish?”</td>
<td>The students stick the picture in their exercise book or on a piece of paper and write the story underneath.</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td><strong>Production</strong></td>
</tr>
<tr>
<td>Recall and write; reinforce spelling and structure</td>
<td>Write a story using correct spelling, structure and punctuation and capitalization</td>
</tr>
<tr>
<td>Answer context questions</td>
<td><strong>Production</strong></td>
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<td><strong>Production</strong></td>
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<td><strong>Production</strong></td>
<td><strong>Production</strong></td>
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### 7.9 CONCLUSION

Writing is an essential part of learning a language. Teachers can make writing enjoyable for students by varying the types of writing assignments and by allowing students to share their writing with the class. As students practice and improve their writing, their understanding of language increases, their vocabulary and grammar is strengthened, and they internalize the language they have learned. Writing skills, taught along with listening, speaking, and reading, help the students become confident and fluent in English.
THE HUNGRY CAT STORY STRIP
BECOMING A CREATIVE TEACHER

STORYTELLING

8.1 INTRODUCTION

Children naturally enjoy listening to or telling stories. Besides the enjoyment they provide, stories can help children to develop their language skills. Teachers can read from storybooks or retell or create stories, all of which enrich the interactive language environment in the classroom. Storytelling allows children to think imaginatively, develops their listening skills, and introduces them to other cultures and worldviews.

8.2 BENEFITS OF USING STORYTELLING TO TEACH ENGLISH

Storytelling is an important tool for teaching English. Stories engage the students’ imaginations and hold their interest, especially if there are pictures to go with the story. Among the benefits of using storytelling to teach English are the following:

- As they listen to stories, students begin to develop mastery in the rhythm and structure of the language.
- Storytelling makes the language come alive through pictures, gestures and the intonation the teacher uses.
- Through listening to stories, students develop their vocabulary and grammar knowledge, which improves their fluency in verbal expression and writing (Speaker, 2004).
- Telling or reading stories to children increases their curiosity about the topics and helps develop their love for reading.
- Stories help to develop children’s imaginations. Children can learn about the world even at a young age because stories increase their knowledge and understanding of other places, races and beliefs.
- Stories teach children to listen and concentrate and promote their thinking, oral language proficiency, and reading and writing abilities.
- Stories provide models of story patterns, themes, characters and incidents.
- Stories help children understand something concrete before going on to related abstract concepts.
- Stories help children cope with feelings. By reading or being told stories containing feelings, children can accept their own feelings and understand how others feel.
- Stories help develop confidence. By listening to stories told by parents about family history – “When mom was a little girl” – children can build their sense of belonging, which raises their self-esteem and confidence.
- Special story time helps to create closeness between the students and the teacher. Consequently, storytelling helps build a relaxed atmosphere in the classroom.
- Stories help a child escape from the stresses and pressures of the world.

8.3 TIPS FOR CHOOSING BOOKS FOR STORYTELLING

Books or stories for children should be chosen carefully. The context and language level must be suitable for the children’s ages and abilities. Following are some suggestions on how to choose books for children:

- Choose books with endings that fit with what happens in the story. Children like endings they have been looking forward to, so it will be better to choose books with happy endings.
- Find books with interesting pictures (colorful, if possible), words and rhymes as well as humor, pop-up pictures, and jumbled words.
- Search for books about children who are the students’ own ages, or books about animals (almost all children love animal stories).
8.4 STEPS FOR USING STORYTELLING TO TEACH ENGLISH

Following are steps that will enable teachers to successfully use storytelling in the language classroom:

- The teacher decides whether to read, retell, or create a story.
- The teacher should adjust his/her own language to that of the students (Greenburg, 2006).
- Set the scene before beginning the story by showing pictures of the main characters.
- Bring the characters to life by giving a short description of them.
- Read or tell the story clearly with appropriate intonation (not monotonous) by showing pictures.
- Accompany the reading with appropriate gestures to make it clearer.
- Let students follow the actions and gestures. Later, they can do them on their own as they retell the story in their own words.
- Read or tell the story many times or let students retell it, first to a partner and then to the class.

8.5 SAMPLE STORYTELLING LESSON

**Topic:** Sea Animals

**Materials:** Copies of the “Timmy, the Little Dolphin” Story (first, number the paragraphs 1, 2, 3, 4); copies of the Story Visuals; names of animals written on the board

**Objectives:** At the end of the lesson, students will be able to:
- understand the story
- perform actions according to the teacher’s directions
- match the names of animals with their pictures
- answer oral questions
- write a short description of an animal

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials</th>
<th>Interaction</th>
<th>Timing</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show the students some pictures of sea animals (see the Story Visuals).</td>
<td>Pictures of sea animals</td>
<td>T/S, S/S</td>
<td>15-20 minutes</td>
<td>Warm-up and introduction of the topic</td>
</tr>
<tr>
<td>Give a short description of each animal.</td>
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<tr>
<td>Read the story clearly with appropriate intonation while showing the pictures at the right time.</td>
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<tr>
<td>Read the story again using gestures. Let students watch first and later let them follow the actions.</td>
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<tr>
<td>Ask students to do the gestures by themselves as the story is read aloud.</td>
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<tr>
<td><strong>Practice:</strong></td>
<td><strong>Materials</strong></td>
<td></td>
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</tr>
<tr>
<td>Distribute the story to the students.</td>
<td>Copies of the story,</td>
<td>T/S, S/S</td>
<td>15-20 minutes</td>
<td>Confirm comprehension</td>
</tr>
</tbody>
</table>
Assign each student to read one paragraph and have them read their paragraphs silently.

Ask students who have the same paragraph to come together in a group.
Have students read the paragraph together and explain the context to each other.

Ask students to answer the questions according to the paragraph they get (see Comprehension Questions at the end of the story).

Ask students to go back to their former groups and share their paragraphs with each other.

Call on students at random from each group to answer the questions orally.

**Production:**
Ask students to sit in pairs or in groups.

Distribute the pictures of sea animals (other pictures, such as seals, sea lions, whales, sharks, etc. can be added) and write the names of the animals on the board.

Ask students to match the pictures and their names.

Ask students in pairs/groups to choose one sea animal and write a short description of it (related to the animal’s habitat, the food they eat, etc). This can be done for homework.
Put the students’ work in one folder/book, so the class has a book about sea animals.

**“Timmy, the Little Dolphin”**

<table>
<thead>
<tr>
<th>Pictures and names of the sea animals written on the board</th>
<th>S/S</th>
<th>10-15 minutes</th>
<th>More practice in less controlled activity</th>
</tr>
</thead>
</table>

8.6 CONCLUSION

The activities in this module can be varied to include more vocabulary and grammar exercises. Games, rhymes, and songs might be added to make the classroom atmosphere more relaxed and fun. Depending on their levels and ages, students can be asked to perform a play out of the story. As students enjoy storytelling activities, they will practice real language communication, develop their listening, speaking, reading, and writing skills and, hopefully, grow to love reading.
STORY: “TIMMY, THE LITTLE DOLPHIN”

Once upon a time there lived a little dolphin with his father, mother, brothers and sisters in the big blue ocean. His name was Timmy. He liked to play with other dolphins. As he was the youngest, his parents paid extra attention to him which he sometimes disliked. Nevertheless, he thought that life was wonderful.

One day when Timmy was playing hide and seek with other dolphins, he saw a ship in the far distance. He asked his father what it was. His father said it was a ship. ‘Where does it go?’ asked Timmy. His father replied that it went to faraway places in the world. Timmy became curious about the place called ‘world’. He wanted to go there too, to see many things.

Timmy did not want to ask his parents if he could go to see the world. He was afraid that they might laugh at him. Besides, he wanted to show them that he was a ‘big’ dolphin now. He started his journey and met a seahorse frolicking in the water. Timmy asked ‘Where is the world?’ The seahorse was surprised and answered, ‘I do not know, perhaps it is that way.’ Timmy swam in the direction the seahorse pointed. After a while he met a starfish and asked the same question, ‘Where is the world?’ The starfish opened one eye and grumbled, ‘That way.’ Timmy continued his journey, although he felt very tired. At last he met a big octopus. He thought that the octopus could give him an answer because he looked so wise. When Timmy asked him, ‘Where is the world?’, the octopus was startled from his sleep. He woke up and swung his tentacles around in every direction. Timmy became scared and swam away as quickly as possible. Suddenly, he realized that he was alone.

Timmy felt a cold wind and when he looked up he saw black clouds covering the sky. The wind blew harder and the waves became bigger. He felt afraid and began to shout for help. It seemed that nobody heard him. In his loneliness he began to think of the warmth of his home with his parents, brothers and sisters. Suddenly, from the dark blue water popped up a huge turtle. She asked Timmy, ‘Who are you and why are you here alone?’ ‘I am Timmy’, he cried, ‘I want to go home!’ The turtle smiled and said, ‘Ok, I will bring you home. You can jump on my back and I will take you there.’ Without further thought Timmy got on the turtle’s back and fell asleep. He woke up when he heard the cries of the dolphins. His parents, brothers and sisters came rushing forward to meet and hug him. Everybody was happy to see him. Timmy was especially happy. He knew then that his world was his home.

COMPREHENSION QUESTIONS:

**Paragraph 1:**
- What was the name of the little dolphin?
- What did he like to do?
- Did he like his life with his family?

**Paragraph 2:**
- What did Timmy see one day?
- Who did he ask about it?
- What did he want to do after that?

**Paragraph 3:**
- What did Timmy decide to do?
- Did he tell his parents about his plan?
- What sea animals did he meet on the way?
- Which sea animal made him afraid?

**Paragraph 4:**
- What happened with the wind and waves?
- How did Timmy feel about it?
- Who came to help him?
- Did he find his “world” at the end?
STORY VISUALS
9.1 INTRODUCTION

Role play and drama activities are rare in conventional language classrooms. This is due to several factors, such as limited time, insufficient practical experience, and extra work for the teacher. However, many believe that in teaching foreign language to young learners, drama is a very useful and efficient method that promotes language learning. Gavin Bolton (as quoted in Dougill, 1987) stated that "drama is a unique tool, vital for language development" as it simulates reality, develops ideas, and involves emotions, feelings, and self-expression. In other words, when the students play, act out stories, imitate other people, experiment with social roles, and pretend to be someone else, they are expanding their language skills and learning to express themselves.

9.2 DEFINITIONS

Drama is the art of acting, of putting on a play. Drama is a general term embracing a variety of techniques that allow the individual to adopt a character and act out a story. Drama techniques allow the individual to experience aspects of life and relationships they would not normally experience: to become people they would not normally be and to tell a story alone or with others.

Role play is a drama technique that involves adopting a specific role such as car mechanic or shop assistant. The individual engaged in role play does the things that a person carrying out that role would do. They may dress as that person and use real or replica objects familiar to that person.

9.3 BENEFITS USING ROLE PLAY AND DRAMA

Role play and drama are extremely valuable techniques for second or foreign language teaching. Some benefits young learners may gain from role playing are as follows:

- Drama and role play provide young language learners opportunities to practice and use their English in real conversations. Through such activities, English is taught in the context in which it will be used. This will develop students’ awareness of the language as a means of communication.
- The conversational use of language in an ESL play script promotes fluency. While learning a play, children listen to other students’ lines and respond by speaking their own lines. By repeating the words, phrases, and sentences, they become familiar with them and are able to say them with increasing fluency.
- Drama and role play help children become clear and confident speakers. They allow children to pronounce words properly and to project their voices when they speak.
- When the children are acting out or watching other students’ performances, they have to listen to the lines, see the actions, observe the stage properties, create movements and use expressions. These activities address young learners’ different learning styles (see the Learning Styles and Multiple Intelligences module for more information on learning styles).
- Role play and drama require the participation of every student in the classroom. Students contribute their intelligence, imagination, creativity, and emotions. By encouraging self-expression, drama motivates children to use language confidently and creatively.
- Role play gives young learners opportunities to explore and learn about the roles and responsibilities of others, such as policemen, farmers, teachers, etc.
Role play allows children to express their emotions, both positive and negative, in appropriate ways. Role play allows each student to explore his/her own self-image and identity and helps to build self-esteem. Drama and role play are ideal for children in classrooms with various language levels. Children whose language skills are still very limited can be given fewer lines. They can communicate using nonverbal cues such as body movements and facial expressions. On the other hand, those who are more advanced can have more lines and use more verbal language.

9.4 DIFFERENT TYPES OF ROLE PLAY AND DRAMA ACTIVITIES

Following is a selection of commonly used role play activities:

Who Am I?
An individual student performs a simple role play. One example is “Famous People”. In this simple guessing game, a student pretends to be a famous person. Other students ask questions in order to guess his or her identity. The student can also give further clues by miming the specific actions of that particular famous person.

Pair/Group Role Play
Two or more students work collaboratively in a team to prepare and act out a script. The script includes plot, characters, and action and can be provided by the teacher or created by the students. By working as a group, the students can all learn the actions and dialogue without fear of being singled out.

Skits
Students, in turn, try on outfits and accessories such as a white coat, glasses, wig and hat. Next, they make up dialogues that go with the roles they are playing. The other students comment on their performance. Follow-up discussions can focus on uniforms people wear in their daily lives.

Picture Role Plays
Students are put into groups of four and given pictures of four different people. Each student must imagine the life of the person in the picture he/she is given and write a brief story about him/her. Next, each student plays the role of his/her person as the group members interview each other. This activity provides practice in different tenses.

Neighbors: May I Borrow?
Students practice making polite requests. They are given picture cards showing cooking ingredients that they either need or have a lot of. They explain what they are cooking and must borrow ingredients from each other.

9.5 STEPS TO CREATING AND PERFORMING A ROLE PLAY/DRAMA

In order to create a successful role play, a teacher should carefully follow some steps. Kodotchigova (2002) suggested steps for creating a role play. The following is a modified series of these steps:

Selecting an Appropriate Situation
The first step for creating a role play is to choose an appropriate situation. When selecting a situation, the teacher must consider students’ needs and interests and determine the language points or functions to be practiced. The teacher should provide an appropriate context for the students to practice what they have learned. Depending on the language abilities of the students, the teacher can list common situations in
Designing Role Play Based on Students’ Language Skills
At this stage, the teachers need to come up with ideas on how the situation may develop. For low intermediate and more advanced levels, role plays with problems or conflicts work very well because they motivate the characters to talk. For beginners, role plays that display daily activities are appropriate.

Predict the Language Needed
After the appropriate role play is selected, the teacher should adjust the language to the students’ language proficiency level. The teacher may need to anticipate the language the students will use in the role play and preteach some new vocabulary and grammar. For example, a teacher may ask students a question, such as “When someone needs directions, what will he ask?” The response may then be listed on the board.

Factual Preparation
This step deals with giving instructions, information, and clear role descriptions to the students. Its purpose is for increasing students’ confidence in playing the roles. For example, in a situation at a restaurant, the person who plays the role of a waiter or waitress should have relevant information: a menu and price list. A teacher may also provide cue cards containing any other information needed for the role play.

Assigning the Roles
The next step is to assign the roles. The teacher can let students choose their roles or can assign the roles to students in advance.

Practice the Role Plays
Students can practice in pairs or in small groups. After they have played their own roles a few times, students can exchange roles. Students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

Modify the Situations and Dialogs
Once students have finished and become familiar with an original role play situation, they can modify the situation and/or dialogue to create their own variations of the original role play.

Follow-up
Once the students finish performing the role play, a teacher should spend some time on evaluation. The teacher and the students discuss what has happened in the role play and what they have learned. Huang (2008) suggested that student evaluations should include oral and listening tests related to the role plays. Oral tests can include the following.

- Students are asked to answer some simple questions relating to the role plays.
- Students are asked to recreate the role plays.
- Students are asked to translate the role plays into their native language.

For listening tests, beginning students can do simpler tasks such as the following: "listen and circle", "listen and number", and "listen and match" types of questions. More advanced students can be asked to write the words, lines, and/or dialogues in the role plays.
9.6 PERFORMING A PLAY WITH CHILDREN

Performing a play is a great opportunity for children to be creative, imaginative, and to have fun using English. Preparation for the performance can take several weeks, but it is well worth the time invested. Preparing for and performing a play is a memorable experience for children. Following are simple steps for preparing and performing a play:

Choose a simple and popular story or fairy tale. Write a script based on the story. “The Three Little Pigs” story has been adapted and included in this module. Because there are many characters in this play, it is a good one to use in class. There are 8 characters, and different children can take turns performing the role of the narrator. The narrator’s 12 lines can be divided among 12 or 6 children to ensure that every student gets a role. Divide older children into groups of 9 or 10 and the groups can each perform the play.

Tell the story to the children. Use the story telling techniques in the Story Telling Module to tell the story to the class.

Provide copies of the script. Tell the children that they are going to perform the play and give them each a copy of the script, or have pairs of students share a copy. The script can also be copied on a transparency and projected it on the wall for all the children to see.

Assign the students their roles. Ask children to volunteer for roles, or write the different characters on pieces of paper and have each student draw a role.

Read the play together with the children. Ask the children to improvise their voices to match the character. The teacher may need to demonstrate this technique.

Practice reading the play several times. As a variation, the children can switch roles with each reading.

Make paper plate masks to represent different characters. When the students have learned their lines, have them make paper-plate masks like the ones in the Arts and Crafts Module.

Practice the play using the masks. When the students have finished making their masks, practice the entire play using the masks as different characters.

Design a setting and props for the performance. Help the children design and make the setting and props for the performance. These can be very simple or quite elaborate, depending on the abilities of the students.

Invite others to the performance. Assign the children to design posters and invitations for their performance.

Stage the performance and have fun. When students know they will perform before an audience, they will be motivated to practice and do well. They will enjoy the entire process as they learn and act out their roles and perform for their friends and families.
THE THREE LITTLE PIGS

Characters:
Narrator
Mother Pig
The three little pigs: Harry
Gary
Jerry
First Man
Second Man
Third Man
Wolf

Narrator: Once upon a time there was a mother pig who had three little pigs, Harry, Gary and Jerry. The three little pigs grew very big. The house was too small for them.

Mother Pig: My dear sons, you are too big to live here any longer. You must go and build houses for yourselves. But take care that the wolf does not catch you.

Harry, Gary, Jerry: Yes, mother we will go and build our own houses. We will take care that the wolf does not catch you.

Mother Pig: Bye-bye Harry, bye-bye Gary, bye-bye Jerry. Remember: build strong houses so the wolf cannot catch you.

Narrator: The three little pigs set off. Soon they met a man who was carrying some straw.

Harry: Will you give me some straw, please? I want to build a house for myself.

1st Man: Yes, certainly. I have enough straw to share with you. You can have some straw to build your house.

Harry: Thank you very much!

1st Man: You're welcome. Make your house nice and strong.

Narrator: Then Harry built himself a house of straw. He was very pleased with his house.

Harry: My house is ready. It is nice and strong. Now the wolf won't catch me and eat me.

Gary: I shall build a stronger house than yours.

Jerry: I shall build a stronger house than yours, too.

Narrator: Gary and Jerry went on along the road. Soon they met a man who was carrying some sticks.

Gary: Will you give me some sticks, please. I want to build a house for myself.
2nd Man: Yes, certainly. I have enough sticks to share with you. You can have some sticks to build your house.

Gary: Thank you very much!

2nd Man: You're welcome. Make your house nice and strong.

Narrator: Then Gary built himself a house of sticks. It was stronger than the house of straw. Gary was very pleased with his house.

Gary: My house is ready. Now the wolf won't catch me and eat me.

Jerry: I shall build a stronger house than yours.

Narrator: Jerry walked on, along the road, by himself. Soon he met a man carrying some bricks.

Jerry: Will you give me some bricks, please? I want to build a house for myself.

3rd Man: Yes, certainly. I have enough bricks to share with you. You can have some bricks to build your house.

Jerry: Thank you, very much!

3rd Man: You’re welcome. Make your house nice and strong.

Narrator: The man gave Jerry some bricks. Then Jerry built himself a house of bricks. It took him a long time to build it, for it was a very strong house.

Jerry: My house is ready. I worked hard to build this house. Now the wolf won't catch me and eat me.

Narrator: The next day the wolf came along the road. He came to the house of straw which Harry had built. When Harry saw the wolf coming, he ran inside his house and shut the door. The wolf knocked on the door.

Wolf: Little pig, little pig, let me come in.

Harry: No, no. By the hair of my chinny chin chin, I will not let you come in.

Wolf: Then I'll huff, and I'll puff, and I'll blow your house in.

Narrator: So he huffed, and he puffed, and he huffed, and he puffed. The house of straw fell down. Harry ran as fast as he could. He ran to his brother’s house of sticks.

Harry: Please, brother, let me in. The wolf has blown my house in. He wants to catch me.

Narrator: The wolf was very angry that the pig had run away. He was very hungry. He walked farther along the road. He came to the house of sticks that Gary had built. The wolf knocked on the door.

Wolf: Little pig, little pig, let me come in.

Gary: No, no. By the hair of my chinny chin chin, I will not let you come in.

Wolf: Then I'll huff, and I'll puff, and I'll blow your house in.
BECOMING A CREATIVE TEACHER

Narrator: So he huffed, and he puffed, and he huffed, and he puffed. The house of sticks fell down. The two pigs ran as fast as they could to their brother’s brick house.

Harry and Gary: Brother, please let us in. The wolf has blown our houses in. He wants to catch us.

Narrator: The wolf was very angry that the second pig had run away. He was very hungry. He walked farther along the road. He came to the house of bricks. The wolf knocked on the door.

Wolf: Little pig, little pig, let me come in.

Jerry: No, no. By the hair of my chinny chin chin, I will not let you come in.

Wolf: Then I’ll huff, and I’ll puff, and I’ll blow your house in.

Narrator: So he huffed, and he puffed, and he huffed, and he puffed. And he huff, and he puffed. But the house of bricks did not fall down. The wolf was very hungry. He wanted to eat the pigs.

Wolf: I’m very hungry. I must catch those pigs. I know! I will go down the chimney.

Narrator: The wolf climbed on the roof. Then he went down the chimney. Jerry was cooking a big pot of porridge for his brothers and himself. The wolf fell into the pot with a big splash. He was covered with hot porridge. He ran out of the house howling and screaming and jumped into a pond. The three little pigs never saw him again.

(Adapted from http://math-www.uni-paderborn.de/~odenbach/pigs/pig2.html.)

9.7 SAMPLE ROLE PLAY

Topic: Buying and selling toys
Materials: Realia and/or a copy of the Pictures of Toys Handout (cut into flashcards); copies of Worksheets 1 and 2
Objectives: At the end of the lesson, students are able to:
  • name some toys
  • understand dialogue
  • perform a role play

<table>
<thead>
<tr>
<th>Procedure</th>
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</thead>
<tbody>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Put some pictures of toys on the board and have students name them.</td>
</tr>
<tr>
<td>Ask students if they have toys at home.</td>
</tr>
<tr>
<td>Ask them to mention toys they have.</td>
</tr>
<tr>
<td>Continue with other questions: “Where do you buy your toys?”, “Do you buy toys with your mom?”,”Do you always choose the toys yourself?” “Do you want to buy a toy for your brother’s birthday?”</td>
</tr>
<tr>
<td>Show the picture of a young boy shopping for toys (Worksheet 1).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures of Toys, a picture of a boy shopping; copies of Worksheet 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/S, S/T, S/S</td>
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</table>

<table>
<thead>
<tr>
<th>Timing</th>
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<tbody>
<tr>
<td>5-10 min.</td>
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</table>

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up the lesson; introduce types of toys; elicit students’ prior knowledge</td>
</tr>
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</table>
### BECOMING A CREATIVE TEACHER

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give students copies of <strong>Worksheet 1</strong>.</td>
<td>Ask students to reorder the sentences into a dialogue between a shop assistant and a customer who wants to buy toys. Discuss their work.</td>
<td>10-15 min.</td>
<td><strong>Worksheet 1-ANSWER KEY:</strong> 1, 5, 4, 3, 6, 2</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Handout <strong>Worksheet 2</strong> and assign students to reorder the dialogue. Discuss the dialogue with the students.</td>
<td>Copies of <strong>Worksheet 2</strong></td>
<td>Check students’ pronunciation; students learn and practice dialogue; perform the role play; check students’ understanding on the dialogue</td>
</tr>
<tr>
<td></td>
<td>Model the dialogue by reading it aloud. Have students read the dialogue aloud in turn.</td>
<td>T/S, S/T, S/S</td>
<td>30-45 min.</td>
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<tr>
<td></td>
<td>Ask students to work in pairs and practice the dialogue according to the roles assigned.</td>
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<tr>
<td></td>
<td>Have students memorize the lines.</td>
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</tr>
<tr>
<td></td>
<td>Ask students to perform the dialogue in front of the class.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Ask some simple questions related to the dialogue: “Who are the speakers in the dialogue?” “Where are they?” “What does the boy want to buy?”, etc.</td>
<td></td>
<td><strong>Worksheet 2- ANSWER KEY:</strong> 4, 1, 5, 8, 3, 10, 7, 2, 6, 9</td>
</tr>
<tr>
<td></td>
<td><strong>Production</strong></td>
<td>Divide the class into groups of 3 or 4. In each group, one member will be the shop assistant and the other the customers. Those who act as customers should take one picture of a toy provided. The customers will buy the toys for their sister / brother / friend.</td>
<td>Give opportunities to practice the target language; encourage students’ creativity in developing the dialogue; work cooperatively with peers</td>
</tr>
<tr>
<td></td>
<td>Divide the class into groups of 3 or 4. In each group, one member will be the shop assistant and the other the customers. Those who act as customers should take one picture of a toy provided. The customers will buy the toys for their sister / brother / friend.</td>
<td>Pictures of <strong>Toys</strong></td>
<td>40 – 50 min.</td>
</tr>
<tr>
<td></td>
<td>Give each group several minutes to prepare and practice the dialogue before acting it out in front of the class.</td>
<td>T/S, S/S</td>
<td></td>
</tr>
</tbody>
</table>
9.8 CONCLUSION

Role play and drama are effective and useful alternatives for teaching children a second or foreign language. They give students an opportunity to develop their language skills, especially speaking and listening. They promote active and fun learning, enriching and reinforcing their more traditional school experiences. Eventually, by using drama techniques to teach English, students will also be encouraged to practice communicating in different social contexts and in different social roles using the target language.
### PICTURES OF TOYS

<table>
<thead>
<tr>
<th>balloons</th>
<th>a doll</th>
<th>soccer ball</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Balloons" /></td>
<td><img src="image2.png" alt="Barbie" /></td>
<td><img src="image3.png" alt="Soccer Ball" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>a puzzle</th>
<th>crayons</th>
<th>a robot</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Puzzle" /></td>
<td><img src="image5.png" alt="Crayons" /></td>
<td><img src="image6.png" alt="Robot" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a mask</th>
<th>a teddy bear</th>
<th>a toy gun</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="Mask" /></td>
<td><img src="image8.png" alt="Teddy Bear" /></td>
<td><img src="image9.png" alt="Toy Gun" /></td>
</tr>
</tbody>
</table>
BECOMING A CREATIVE TEACHER

- a toy train
- a music box
- a yoyo
- toy soldiers
- a puppet
- a catapult
- Hoops
- skateboard
- a toy car
BECOMING A CREATIVE TEACHER

WORKSHEET 1

1. Good afternoon, Danny. Can I help you?

2. OK. I’ll take that one.

3. That’s good. How much is it?

4. How about this white and blue ball?

5. Good afternoon, Ms. Mia. I’d like to buy a soccer ball.

6. It’s Rp 15,000,-.

See lesson plan for the answer key.
1. Good afternoon, Ms. Mia. I’d like to buy a soccer ball.

2. That’s good. He likes white and blue ball. How much is it?

3. Oh, great. How about this golden soccer ball?

4. Good afternoon, Susan. Can I help you?

5. Is it for you?

6. It’s Rp 15.000,-.

7. And how about this white and blue ball?

8. No. It’s for my brother, Bob. Tomorrow is his birthday?

9. OK. I’ll take that one.

10. I don’t think he likes that color.

See lesson plan for the answer key.
10.1 INTRODUCTION

Singing and reciting rhymes are activities that children of all ages enjoy because they naturally love to repeat songs and rhymes over and over again. Children can quickly learn jingles and songs from radio and television. The use of children’s songs and rhymes in the classroom is not a new concept as many teachers have been practicing this teaching method for years. However, teachers often use songs or rhymes as activities to end the lesson or as a reward for studying hard. Songs and rhymes are not typically seen as valuable learning activities.

10.2 PRINCIPLES OF USING SONGS AND RHYMES TO TEACH ENGLISH

Songs and rhymes provide language input, which is an essential element of language acquisition (Krashen and Terrell, 1983). Rhymes are particularly effective for practicing the rhythm and intonation of English. Becoming familiar with rhyming sounds helps students learn to recognize the different spelling of similar sounds. Most rhymes are repetitive and children enjoy repeating them again and again. This repetition makes it easy for them to memorize the rhymes. Most importantly, children will continue singing the songs or reciting the rhymes outside the English class.

Some songs and rhymes do not use standard grammar and can be quite confusing for beginners. However, if well chosen, songs and rhymes can be a valuable source of grammar reinforcement. Songs can also help to enhance listening skills as they provide students with practice in listening to various forms of intonation and rhythm.

10.3 BENEFITS OF USING SONGS AND RHYMES

Songs and rhymes are not only fun, but they also help students learn a language in a more effective and enjoyable way. Some of the benefits of including songs and rhymes in lessons are that they:

Create a Fun Atmosphere
Since children naturally love singing, the use of songs makes learning enjoyable. Children quickly learn new words and phrases through the repetition that songs provide.

Include Visual, Auditory, and Kinesthetic (VAK) Activities
One of the main principles of teaching is to include a balance of Visual, Auditory and Kinesthetic activities. By using songs in the classroom, these three types of learning are reinforced. Students practice listening, observing, and hands-on learning as they move along with the simple rhythm and choreography that songs provide (see the Learning Styles and Multiple Intelligences module for more information on learning styles).

Provide Good Listening Comprehension Practice
Songs can provide good listening comprehension practice through the lyrics, particularly those that tell a story. Comprehension activities can include vocabulary exercises, filling in the blanks or choosing the correct word from pairs of rhymes, and discussing the song’s message after listening.

Reinforce Grammar and Language Patterns
Although songs tend to neglect grammatical rules for the sake of rhythm or rhyme, there are many songs with good language patterns which can be used in the classroom. When students listen and sing a song several times, they will remember the language patterns.
BECOMING A CREATIVE TEACHER

Introduce the Culture of the Target Language
Songs can address culture, vocabulary, listening, grammar, and other language skills in just a few verses. Bringing songs into the classroom is an effective way to introduce these elements.

10.4 STRATEGIES FOR SELECTING SONGS AND RHYMES

There are many songs for teaching English to young and beginning learners available on the market. Cassetses and CDs are easily available, and some songs can be downloaded from the internet for free. Before selecting a song for the class, the teacher should decide on an objective by asking the following questions:

- Does the song/rhyme address the objective of the lesson?
  Select a song that is closely related to the theme of the lesson so that learning is reinforced. Remember that the song will be a part of the lesson, and not just a filler or a time-killer. How well students sing or perform actions is not important. The objective is to learn and or reinforce language.

- Does the song match the students’ competency level?
  Songs with difficult vocabulary will discourage and/or confuse the students. Find a song with appropriate vocabulary content and sentence patterns if possible. If students are able to sing along and build fluency, their confidence in using English will increase.

10.5 STEPS IN USING SONGS/RHYMES IN THE CLASSROOM

The main purpose of using songs in the classroom is to promote language learning. Teachers should focus on helping the students understand the song’s meaning and on pronouncing the words and sentences correctly. The following steps can help teachers use songs/rhymes effectively:

Pre-listening Activities
Introduce the vocabulary using pictures, gestures, etc.

While Listening
Assign activities with a single focus. For example, the focus might be filling in the blanks with words from the song, finding the correct word from a pair of rhymes, selecting the correct pictures that illustrate the song, etc.

Post Listening
Students can perform the song using gestures or choreography, answer simple questions, or draw pictures of the song’s meaning. Older students can write and perform their own songs.

10.6 SAMPLE LESSON PLAN: USING A SONG

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Describing Things and Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>Copies of the “Teapot” Visual and Lyrics</td>
</tr>
<tr>
<td>Objectives:</td>
<td>At the end of the lesson, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• recognize an object described in song lyrics</td>
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<td></td>
<td>• mime actions described in a song</td>
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</table>

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials</th>
<th>Interaction</th>
<th>Timing</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Ask students questions, such as “What do you</td>
<td>Copies of</td>
<td>T/S, S/T</td>
<td>15-20</td>
</tr>
</tbody>
</table>
BECOMING A CREATIVE TEACHER

usually drink for breakfast?”,”Which one tastes better, tea or coffee?”,”Can you make tea by yourself?”,”What items do you need to make tea?”

Draw a teapot on the board and elicit the names of the parts of the teapot (see the “Teapot” Visual and Lyrics).

Write the answers in such a way that will lead to the lyrics of the song.

As all parts are named, review the vocabulary following the lyrics of song while asking the students to perform gestures.

For example:

**Teapot:** students stand up and put their hands on their waists.

**Short and stout:** students lower themselves and visualize ‘stout’ with their face, hands and shoulders.

**Handle and spout:** students extend one arm and pretend it’s the spout. The other arm, hand on waist, is the handle.

Point at and sing the sentences of the song. Ask the students to repeat each line.

Lead the class in singing the whole song together again.

**Practice**

Introduce another verse of the song and elicit different ways of acting it out (there are no right or wrong ideas, so let the students decide which actions they think are best for the song).

**Production**

Ask the students to work in groups and create their own choreography for the song, “I’m a Clock” (see the script below). Have each group perform; discuss the performances.

**10.7 SAMPLE LESSON PLAN: USING NURSERY RHYMES**

**Topic:** Practicing numbers 1 to 10; the imperative sentence

**Material:** Copies of the “One, Two Buckle My Shoe” Rhyme and the “One Two, The Sky is Blue” Worksheet (or write them on the board); a belt with a buckle; 2-3 sticks

**Objective:** At the end of the lesson, students will be able to:
- count to ten
- make imperative sentences
- recognize rhyming words
### Procedures

**Presentation**
Review the vocabulary in the song that the students already know and introduce the new vocabulary by eliciting information from the students:

- Ask the students what they wear on their feet when they go to school.
- Ask one of the students to put the belt on. Show the buckle and demonstrate how to use it.
- Point to the classroom door and ask, “What is that”? Students should say, “That’s a door”.
- Ask a student to shut the door.
- Show the sticks to the students. Ask the students, “what are these?” (Give students the word if they don’t know.)
- Explain the adjective ‘straight’ by drawing or demonstrating standing up straight.

**Materials**
Before class, write the rhyme, “One Two, Buckle My Shoe” on the board (see Practice section below).

**Interaction**
T/S, S/T

**Timing**
10-15 minutes

**Objectives**
COUNTING to ten; making imperative sentences; recognizing rhyming words.

### Practice
Read the lines of the poem and have the students repeat.

- Introduce gestures that go with each line. For example, show the numbers using your fingers and mime the activities.
- Students repeat several times until they know the rhyme and actions.

**Materials**
Refer to the rhyme on the board.

**Interaction**
T/S, S/T

**Timing**
10 minutes

**Objectives**
Confirm comprehension.

### Production
Children produce a different version of the rhyme by filling in the blanks of the “One Two, the Sky is Blue” worksheet. When students have finished filling in the blanks, ask them to get into groups, create the actions to go with the rhyme, and perform them for either their group or the whole class.

(Answers to worksheet:
One, two
The sky is **blue**.
Three, floor
Sit on the **floor**.
Five, six

**Materials**
Copies of the “**One Two, the Sky is Blue**” Worksheet

**Interaction**
S/S

**Timing**
20 minutes

**Objectives**
Reinforcement.
Find some bricks.
Seven, eight
Open the gate.
Nine, ten
That’s the end.

**Final Production Activity**
In groups, students practice the imperative sentences from the rhymes. They can take turns giving commands as the other members of the group carry them out.

| N/A | S/S | 10 minutes | Review |

### 10.8 CONCLUSION

Activities that involve action and songs or rhymes make learning fun for students. When the teacher participates and has fun, too, the students will be motivated to try the new activities. When the focus is placed on language acquisition, adding learning activities such as songs and rhymes is an effective way of helping students learn and practice new vocabulary, grammar, and sentence patterns.
“TEAPOT” VISUAL AND LYRICS

I’m a little teapot short and stout.
Here is my handle, here is my spout.
When I get all steamed up, I will shout,
Tip me over and pour me out!

VARIATION: “I’M A CLOCK” SONG LYRICS

I’m a little clock I have some numbers,
One, two, three, four until twelve.
I can show the time to anyone
By pointing to the time with both my hands!

Image source:  http://www.sundayschoolprintables.com/
“ONE TWO, THE SKY IS BLUE” Worksheet

Complete the rhyme by filling in the blanks from the words in the box.

One, two
The sky is ___________

Three four
Sit on the ___________

Five six
Find some ___________

Seven eight
Open the ___________

Nine ten
That’s the ___________

<table>
<thead>
<tr>
<th>bricks</th>
<th>blue</th>
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<tbody>
<tr>
<td>cat</td>
<td>end</td>
</tr>
<tr>
<td>gate</td>
<td>floor</td>
</tr>
<tr>
<td>milk</td>
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</tbody>
</table>
11.1 INTRODUCTION

Children love games. Playing fun and interesting games can promote and maintain children’s motivation and interest in learning English. Teachers can use games to provide practice in the four language skills and different types of communication and to help create a relaxed environment in which students engage in real communication.

11.2 PRINCIPLES OF USING GAMES TO TEACH ENGLISH

Playing games is an important and natural part of growing and learning. Children like playing games, and they can learn a lot from them. Through games, they can learn things in a fun way. As they enjoy the activities of a game, the children will not be afraid to speak English and will likely use it as a natural part of the game (Paul, 2003).

The language of games is useful and meaningful. When children are laughing, smiling, surprised, etc., the content of a game is obviously meaningful to them. The children experience the meaning of language as they listen, read, speak, and write.

11.3 BENEFITS OF USING GAMES

Playing games allows students to explore and become familiar with words and phrases. Among the many specific benefits of using games to teach English are the following:

- Games help the teacher create contexts in which the language is useful and meaningful.
- Games help the teacher build better class relationships and encourage class participation.
- Games provide language practice, review, and consolidation in the various skills - speaking, writing, listening and reading.
- Through games, children experiment, discover, and interact with others.
- Games encourage the creative and spontaneous use of language and promote real communication.
- Games are enjoyable and challenging but not threatening. They are a nice break from the normal routine of the language class.
- Games promote healthy competition and help students overcome shyness about using the language.

11.4 TIPS FOR USING GAMES

Games can be used in a variety of learning situations. Among these situations are:

- when the teacher wants to introduce new vocabulary.
- when the students need to practice or review the language points they have learned.
- when the teacher wants to energize the class.

Before using games to teach or reinforce language, the teacher should consider the objective of the language lesson and choose a game that helps teach or reinforce the language in the lesson. The following tips will help teachers select and conduct games appropriately:

- The teacher should prepare the game ahead of time and make sure the game is appropriate for the available space in the classroom and will fit well in the time frame of the lesson.
BECOMING A CREATIVE TEACHER

- Students need to understand the instructions and/or rules of the game. The teacher may need to simplify the instructions, repeat them several times. Examples and demonstrations should be given when possible.
- Because games can give meaningful language practice to students, it will be useful for the teacher to build up a collection of different types of games with specific purposes for different language levels.
- Teachers should not use a game as the only lesson activity and should not use them to evaluate students.
- Games must be suitable to the students’ language level and must have a learning objective, such as to learn, practice, or review specific language points.
- Games should encourage students to focus on the use of language rather than on the language itself.
- Games should keep all of the students involved and interested and any competition should be positive and friendly.
- If students become bored with an activity, they stop paying attention, so games must be ended when the fun is still at its peak.

11.5 TYPES OF GAMES

Collaborative Games
Collaborative games are those in which the students cooperate with one another rather than compete with each other. Following are the instructions for a collaborative game called Whispers:

- Divide the students into several groups and have them form lines with about 1 meter distance between each line.
- The teacher asks the first student from each group to come forward and shows them a sentence in English.
- The students must memorize the sentence and whisper it to the second student in their line.
- The second student repeats the sentence to the next student and the procedure is repeated until the sentence has been whispered to the last student in the line.
- On the teacher’s cue, the last student in each line says the whispered sentence aloud.
- The winner is the group that first finishes the task with the most correct sentence.
- The teacher should not try to find who makes the mistakes in each group but instead keep the focus on language use and collaboration.

Board Games
Board games are usually played in groups of 3 to 5. Each group has a game board, a die, and small objects to indicate steps and positions. Examples of this type of game are Snakes and Ladders, Forfeit, and Tell Us About..., in which the players take turns throwing the die and moving their objects accordingly. (For an example of this type of game, see the Resource Activities CD.)

Card Games
Card games consist of a pack of cards and can be bought or made by the teacher. For an example of this type of game, see Happy Animals on the Resource Activities CD.

Movement Games
Movement games require students to move around the class and talk to friends. An example is the Find Someone Who… game. In this game each student is given a list of items and must complete a survey by asking as many friends as possible to identify or explain the items. The students must report their findings.
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to either the class, in writing, or both. (For examples of this type of game, see the Teaching Listening, Teaching Speaking, and Songs and Rhymes modules.)

Role Play
Role play can be done in pairs, small groups, or with the whole class. Each student is given a role in order to take part in the game. For example, students can be assigned to play a role in a family; one student is the father, another is the mother, and others are the children. One of them has lost an item and must ask the others if they have seen it. The others must respond to the questions and give ideas where the item might be found. Each student takes a turn as the one who has lost an item. See the Role Play and Drama module for more information and examples.

11.6 SAMPLE LESSON: USING GAMES

**Topic:** Keeping Our Bodies Fit

**Materials:** Copy of the Pictures Handout, cut into flash cards; copy of the Picture Clues Handout; copy of the Ailments and Advice Handout, cut into cards; copies of the “Tips for Keeping Fit” Reading Text I, copies of the “Putri, My Best Friend” Reading Text II

**Objectives:** At the end of the lesson, students will be able to:

- name various physical exercises
- use action verbs
- give commands to others
- use “should” and “shouldn’t” to give advice

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials</th>
<th>Interaction</th>
<th>Timing</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Introduce the topic by eliciting information from students by asking questions. For example, “Do you like sports?” What’s your favorite sport?”, “Why do people play sports?”</td>
<td>T/S, S/T</td>
<td>5-10 min.</td>
<td>Elicit information</td>
</tr>
<tr>
<td></td>
<td>Place the flashcards of people participating in different kinds of sports on the board. Explain to the students that they are going to play the “hit and run” game.</td>
<td>Pictures Handout (flashcards of different sports)</td>
<td>T/S, S/T</td>
<td>15-20 min.</td>
</tr>
<tr>
<td></td>
<td>Divide the students into 2 groups. Read the clues and ask the groups to take turns removing the picture that matches the given clues.</td>
<td>Picture Clues</td>
<td>T/S, S/T</td>
<td>20-25 min.</td>
</tr>
<tr>
<td></td>
<td>Hand out copies of the reading “Tips for Keeping Fit.” (see Reading Text I) Give the students a purpose for reading by telling them the following: “Now you’re going to read about some tips for keeping your body healthy.”</td>
<td>Reading Text I</td>
<td>T/S, S/T</td>
<td></td>
</tr>
</tbody>
</table>
After the students have read the text, ask them questions based on the reading. For example, “Is it fun to be ill?”, “What can we do every day to keep ourselves healthy?” “What shouldn’t we do?” Discuss the answers with the students.

### Practice
Divide the students into two groups, namely A and B. Distribute two sets of flashcards, one containing ailments and one containing advice.

Have students go around the classroom. Those who hold cards with ailments should seek advice from those holding advice cards. (See the **Ailments and Advice Handout**).

Have students go around the classroom once more and talk to each other about what they do to keep fit.

### Production
Ask students to read the short text entitled “Putri, My Best Friend” (See **Reading Text II**). Discuss the reading text with the students. Have students write advice for Putri.

### Conclusion
Using games to teach English is a very effective strategy, especially in young learner classrooms. Games are motivating and encourage students to interact and communicate as they practice English. Including games in lessons creates a fun and relaxed environment which promotes language learning and reinforces real communication.
PICTURES

baseball  bowling  jogging  chess

soccer  tennis  golf

basketball  swimming  volleyball
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PICTURE CLUES:

1. It is the cheapest sport. We don’t need any tools to do it. We can do it alone or with friends. (Jogging)

2. It is a famous sport. We need a ball to play it. There are two teams. Each team consists of 11 people. They kick the ball into a goal to score. (Soccer)

3. This sport can be played by two or four players. They use a racquet and a small ball. (Tennis)

4. This sport needs a heavy ball. We have to roll the ball carefully. The ball must hit all pins. (Bowling)

5. This sport is a popular sport. There are five players on each team. The two teams try to throw a ball into baskets. (Basketball)

6. This sport is a water sport. We need to wear special clothes to do it. Sometimes we need special training before we can do it well. (Swimming)

7. There are nine players on each team. They use a stick to hit a ball. It is played on a pentagonal field. (Baseball)

8. We can call this sport a brain sport. It is played by two players. It uses a checked board. (Chess)

9. This sport is played by two teams. Each team consists of six players. This sport uses a ball and a net. To score the players must hit the ball with their hands or fingers. (Volleyball)

10. This sport is an expensive sport. The player needs sticks and a small ball to play. This sport makes us walk a lot. (Golf)
TIPS FOR KEEPING FIT

Everybody wants to be healthy. Nobody wants to be sick. When we are ill, we have to go to a doctor and take some medicine. When we are ill, we should stay in the bed for several days and shouldn’t go outside the house. We can’t go to school or play with our friends. To keep from getting ill, we should do all we can to keep fit.

Following are some tips for keeping fit:

You could...

♣ jog at least twice a week
♣ go swimming or participate in another sport once a week
♣ eat fruits and vegetables
♣ drink at least eight glasses of water
♣ take some vitamins everyday
♣ wake up early in the morning
♣ take a shower twice a day
♣ take a short nap
♣ brush your teeth when you get up and before you go to bed
♣ get enough sleep

And you shouldn’t...

♣ watch too much television
♣ stay up late at night
♣ eat unhealthy food
# AILMENTS AND ADVICE CARDS

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't have a bicycle. I don't know what to do for exercise.</td>
<td>Wash your hair regularly.</td>
</tr>
<tr>
<td>I have stomachache. I ate too much chili.</td>
<td>Take some vitamins.</td>
</tr>
<tr>
<td>I have terrible toothache.</td>
<td>See a doctor.</td>
</tr>
<tr>
<td>My head (scalp) is very itchy.</td>
<td>Go to your dentist.</td>
</tr>
<tr>
<td>I feel very weak and can’t concentrate.</td>
<td>Do some exercises.</td>
</tr>
<tr>
<td>I think I am overweight. I can’t move easily.</td>
<td>Walk to and from school.</td>
</tr>
</tbody>
</table>
PUTRI, MY BEST FRIEND

Putri is my best friend. She is 10 ten years old. She lives near my house. Every day, she goes to school by car. She has two physical education classes a week, but she doesn’t play for any sport teams. She doesn’t like sports.

At home, Putri spends most of her time watching TV. She plays computer games every day. She doesn’t play outside a lot. She spends many hours inside the house.

Putri loves fast food. She goes out for hot dogs, hamburgers, pizza, French fries, and pasta many times a week.

ADVICE FOR Putri

1. ................................................................................
2. ................................................................................
3. ................................................................................
4. ................................................................................
5. ................................................................................
BECOMING A CREATIVE TEACHER

ARTS AND CRAFTS

12.1 INTRODUCTION

Children learn effortlessly when they are doing things that they enjoy. Most children love to draw and make things. Including activities that involve arts and crafts can enhance children’s interest and proficiency in learning English. However, it is important that the teacher chooses and introduces the activities in such a way that the language plays an important role. Keeping the focus on language learning can be achieved by encouraging the children to:

- listen to or read simple instructions on how to do something
- ask their teacher or friends for help
- borrow things from their friends
- receive and give praise and encouragement
- express their feelings and ideas
- describe what they are doing
- evaluate what they or their friends have made

12.2 BENEFITS OF USING ARTS AND CRAFTS TO TEACH ENGLISH

Using arts and crafts to teach English enables the teacher to address the learning styles of every student. In addition, children benefit from participating in arts and crafts activities as they:

- learn meaning in a real context when they associate language directly with objects, actions and experience.
- get used to listening to or reading instructions.
- receive and give praise and encouragement.
- describe, evaluate, and express feelings and ideas.
- have something to display in class or to take home.

Teachers do not need any special skills or artistic talent to use arts and crafts activities in the classroom. If the activity is chosen carefully, it will help to teach the language target and will not take too much time. The activities can also be done as ongoing projects over several lessons.

12.3 STEPS FOR PREPARING AN ARTS AND CRAFTS LESSON

The following simple steps should be helpful as teachers plan an English lesson that includes an arts and crafts activity:

- Choose an activity that is related to the language focus of the lesson.
- Decide whether the activity will be finished in one lesson or continue over two or more lessons.
- Collect the items needed for the activity.
- Prepare information to tell the class about the topic/theme.
- Practice explaining in simple English what the students will make and how they will make it.
- Think of gestures and actions that will help the students understand the instructions more clearly.
- Prepare and practice phrases that will be useful for commenting on the students’ work while the activity is in progress.
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- Think of questions or comments the students might have and plan how to restate their questions and comments in English.

12.4 HOW TO INTRODUCE THE ARTS AND CRAFTS ACTIVITY

Preparing the students for the activity will help the project go smoothly. Following are some suggestions for teaching a successful arts and crafts activity:

- Introduce the topic and talk a little about it.
- Explain the activity and show students what they are going to do or make.
- Give the students the material they need for the activity.
- Show the students how to make the object step by step. Remember to use simple English while demonstrating what they must do.
- Have the students follow what you are doing step by step.
- Repeat the instructions as many times as needed.
- Go around the classroom, encouraging assisting the students, using simple English.
- Ask the students to perform an activity involving the use of English related to the object. For example, they can describe the object orally or create a short story about it in writing.

12.5 SAMPLE LESSON PLAN FOR ARTS AND CRAFTS

**Topic:** Parts of the Face  
**Activity:** making a mask  
**Materials:** pre-made paper plate mask (the teacher should make the sample mask before class), pictures of drawings of different facial expressions (happy, sad, mad, etc.), paper plates, colored paper, crayons, scissors, glue, rubber bands  
**Objective:** At the end of the lesson, students will be able to:

- identify the different parts of the face  
- identify emotions such as happy, sad, mad  
- follow instructions to make a mask  
- use the mask to introduce their “new” identity

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Materials</th>
<th>Interaction</th>
<th>Timing</th>
<th>Objective</th>
</tr>
</thead>
</table>
| **Presentation**  
Bring in a picture of a face or draw a face on the whiteboard.  
Elicit the names of the different parts of the face by pointing to different features and asking questions such as, “What is this?” If the students do not know the names of the parts of the face yet, teach them the vocabulary: mouth, nose, eyes, eyebrows, ears, hair.  
Show that different lines or shapes of the eyebrows, mouth and lips, etc. can represent different expressions (happy, sad, angry, etc). | Examples of masks, whiteboard, markers, pictures of different expressions | T/S, S/T | 10-15 min. | Set up the situation; introduce parts of the face and different expressions |
### Practice
Write the names of the parts of the face on the whiteboard around the face in random order and pronounce each word. Have the students repeat the word while looking at the written word.

Ask the students to come forward to match a word with the part of the face by drawing a line from a word to the correct part.

Check the students’ work as the whole class looks at the exercise together.

| White board and markers | T/S, S/T | 30-45 min. | Check students’ understanding; mastery of vocabulary |
---|---|---|---|

### Production
Tell the students that they are going to make a mask from a paper plate and colored paper. Show them a sample mask and explain how to make it.

Put the students in groups of three or four. Each member of the group will make a mask. The teacher can assign students to make different masks with different expressions. For example, one student makes a happy face, one a sad face, one a mad face, and so on.

As students work on their masks, go around the room and give assistance when needed.

When all the masks are ready, display them in front of the class.

Alternatively, the students can introduce their “new” characters to each other or to the whole class.

| Pre-made sample mask, paper plates, colored paper, markers, glue, and rubber bands | T/S, S/S | 40 – 50 min. | Practice English; encourage creativity; work cooperatively while practicing English |
---|---|---|---|

### Sample Masks:

12.6 CONCLUSION

Using arts and crafts in the language classroom can make a lesson more fun for the students because they are actively involved in making or creating something. While doing arts and crafts activities, students have the opportunity to use English for real communication as they listen to the instructions of the teacher and carry them out. With careful preparation by the teacher, the activity will be very rewarding for the students, and they will have a handmade item to take home or display in the classroom.
13.1 INTRODUCTION

Children learn differently and have varying interests. One of the greatest challenges faced by teachers is finding ways to help each student learn to his or her potential while keeping a high level of academic expectations for all students. In Indonesia there are often forty students or more in individual classes and, as noted, children learn and approach things in different ways. What should teachers do to meet each student’s learning needs? Understanding the students’ learning styles and multiple intelligences will help teachers plan learning activities that enable all students to learn.

13.2 LEARNING STYLES AND MULTIPLE INTELLIGENCIES

Learning Styles
In his book *Principles of Language Learning and Teaching*, Brown explained that the way someone learns and approaches information in general is called cognitive style (2000). For educators, cognitive style is known as learning styles. The most well-known terms for different learning styles are auditory, visual, and kinesthetic. Auditory learners learn best by hearing; visual learners learn best by seeing illustrations, diagrams, etc.; and kinesthetic learners learn best by performing a task. In combination with a basic, preferred learning style, every learner has a combination of intelligences that help them learn.

Multiple Intelligences
According to the dictionary, intelligence is the “capacity to acquire and apply knowledge; the faculty of thought and reason” (Webster’s, 1991). According to Gardner’s Theory of Multiple Intelligences, every person has a combination of intelligences that are somewhat influenced by the cultures in which they are raised (Gardner, 1999). Intelligences serve as tools for learning, problem-solving, and creating. The eight intelligences are: linguistic, logical-mathematical, visual/spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic (1999).

In order for every student to learn at their highest level, learning activities must be designed to appeal to every learning style and intelligence. This can be accomplished through integrated learning. Integrated learning is an approach to curriculum, instruction, and assessment that addresses multiple intelligences and learning styles in a meaningful and practical way through a variety of purposeful activities. Both learning styles and multiple intelligences have particular strengths and weaknesses, and integrating a variety of activities creates the opportunity for all students to learn. Integrated learning is effective, practical, and fair (Silver, 2000).

The Eight Intelligences
Below is a brief explanation of each of the intelligences:

**Linguistic Intelligence**: the ability to use words effectively both orally and in writing. This intelligence includes such skills as the ability to:
- remember information
- talk about language itself
- convince others to do something

**Logical/Mathematical Intelligence**: the ability to use numbers effectively and reason well. This intelligence includes such skills as:
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- understanding the basic properties of numbers
- the ability to analyze data
- understanding the principle of cause and effect
- the ability to use simple machines.

**Visual/Spatial Intelligence:** the ability to have sensitivity to form, space, color, line, and shape. This intelligence includes the ability to graphically represent visual or spatial ideas.

**Bodily/Kinesthetic Intelligence:** the ability to use the body to express ideas and feelings and to solve problems. This intelligence includes such physical skills as:
  - coordination
  - flexibility
  - speed
  - balance

**Interpersonal Intelligence:** the ability to understand another person’s moods, feelings, motivations, and intentions. This intelligence includes such skills as responding effectively to others in some situations, such as getting students and friends to participate in a project.

**Intrapersonal Intelligence:** the ability to understand yourself, your strengths, weaknesses, moods, desires, and intentions. This intelligence includes such skills as:
  - understanding how you are similar to or different from others
  - reminding yourself to do something
  - knowing your own learning style and intelligences
  - knowing how to handle your feelings, such as what to do and how to behave when you are angry or sad

**Musical Intelligence:** the ability to have sensitivity to rhythm and pitch. This intelligence includes such skills as the ability to recognize simple songs and the ability to vary speed, tempo, and rhythm in simple melodies.

**Naturalist Intelligence:** the ability to find patterns and recognize and classify plants, minerals, and animals, including rocks and many varieties of flora and fauna.

13.3 CLASSROOM APPLICATION

Before teachers begin designing activities that address different learning styles and multiple intelligences, it is important to consider the following:

**Benefits of Applying Learning Styles and Multiple Intelligences**
Students demonstrate many different individual strengths and skills; they are constantly changing, learning and growing. Mastering the knowledge of learning styles and multiple intelligences will help teachers plan learning activities so that each student learns effectively. Including activities that favor only a certain style will make other students bored. However, grouping students having the same style in one class is not only impossible but will also block the students’ chances to develop other learning styles. Teachers should help develop students’ learning styles and intelligences as part of equipping them to continue to learn to the best of their abilities.
Personal Learning Styles and Intelligences
It is understandable that teachers tend to teach using the styles they are comfortable with. For example, a teacher who is a strong visual learner will tend to use a lot of visuals; likewise, a teacher who has a strong logical-mathematical intelligence will use a lot of activities involving tables and problem-solving.

With a strong understanding of the benefits of applying learning styles and multiple intelligences in classroom activities, teachers can equip themselves with different teaching techniques that will meet every learner’s needs.

Examples of Activities and Their Benefits
Each activity designed for classroom teaching may contain more than one intelligence benefit. Some examples include:

- **Storytelling**
  - Visual/Spatial: fosters creative expression
  - Linguistic: develops vocabulary
  - Interpersonal: gives opportunities for students to work together

- **Problem Solving**
  - Logical/mathematical: develops logical thinking skills
  - Intrapersonal: gives opportunities for students to learn about themselves
  - Interpersonal: gives opportunities for students to work together

- **Describing Rooms in the House**
  - Visual/Spatial: develops vocabulary for talking about common household items
  - Bodily/Kinesthetic: develops a sense of the logical relationships between household items and the rooms they usually belong in
  - Interpersonal: gives opportunities for students to work together

Key Points for Teachers
There are several important points regarding learning styles and multiple intelligences that teachers must keep in mind. They are as follows:

- **Each student possesses a unique combination of all of the learning styles and intelligences.**
  Some have high levels of functioning in all or most of the intelligences. Others may have some highly developed intelligences, some that are modestly developed, and a few that are underdeveloped.

- **Styles and intelligences can be developed.**
  With appropriate enrichment input such as training, encouragement and practice, everyone has the capacity to continually develop their styles and intelligences to a reasonably high level of performance.

- **Learning styles and intelligences work together in complex ways.**
  For example, a strong kinesthetic learner plans to make a birthday cake for his/her mother. He/she starts by searching for the recipe, reads it (linguistic), maybe doubles the measurements to make a bigger cake (logical/mathematical), and thinks of the type of cake decorations that his/her mother likes (interpersonal).
There are many different ways to learn to be intelligent. There is no set standard for determining how a person is to be assessed as intelligent. Someone who claims to be kinesthetic can be awkward in a dance class but excel in building and construction. Everyone is unique in how they learn and think.

13.4 TIPS FOR INCLUDING MULTIPLE INTELLIGENCES IN LESSONS

Teachers must find or design their own teaching techniques and strategies in light of student differences. The following are several steps for improving instructional planning and practice through the use of multiple intelligences:

**Introduce yourself to the basic theories.**
Teachers can learn the basic theories of multiple intelligences by participating in seminars and workshops. However, note that because of the limited time allocation in such seminars and workshops, theories are simplified. The best way is to read the theories presented in more detail and discuss your understanding with fellow teachers.

**Take an inventory of your own multiple intelligences.**
Armstrong (1994) believed that before teachers apply a model of learning to the classroom, they should apply it to themselves first as educators. In other words, once teachers understand the theories, they should identify their own styles and intelligences. A *Multiple Intelligence Inventory* is provided for this purpose at the end of this module.

**Learn to categorize familiar language activities.**
Every teacher should keep a list of language activities and categorize them into the chart of learning styles and intelligences. This activity can be done together with colleagues and will help teachers balance the learning styles addressed in a lesson.

For example:

<table>
<thead>
<tr>
<th>Name of Activities</th>
<th>Intelligence Fostered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Songs</td>
<td>Musical, kinesthetic ...</td>
</tr>
<tr>
<td>Journal Writing</td>
<td>Intrapersonal; linguistic</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>Interpersonal, linguistic, logical mathematical</td>
</tr>
<tr>
<td>.....</td>
<td>.....</td>
</tr>
</tbody>
</table>

**Conduct a personal audit.**
Review a lesson plan used in a certain period of time - say one week - and do an inventory, putting each activity included in the lesson plan onto the menu chart of learning styles and intelligences (see *Eight Ways of Being Smart* at the end of this module). Teachers will be surprised to learn how they have favored only certain styles or intelligences and will, hopefully, begin to use a greater variety of learning activities.

**Develop assessment techniques that address the learning styles and intelligences.**
Besides varying teaching activities so that all students can learn, teachers should also use a variety of assessment activities. Using different assessment activities helps the teacher know how well each student has learned (see the *Assessing Young Learners* module for more information). Following are examples of different types of assessments:
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• Verbal/Linguistic Assessment Approach
Assigning an essay or writing assignment at the end of a unit allows students to review what they have accomplished. Essays and writing assignments ask students to construct meaning, interpret their experiences, and reveal their mastery of content.

• Logical-Mathematical Assessment Approach
Numerical scoring (rubrics) is used to determine a certain academic criterion. Such score sheets can be used to evaluate portfolios, products, essays, etc. Since this is criterion based, student work is not compared with other students’ work but is scored on the basis of pre-established criteria. (For an example, see the Analytic Rating Scale information and model in the Assessing Young Learners module.)

• Visual-Spatial Assessment Approaches
Concept maps or mind maps can reveal what students know before, during, and after a unit of study. The use of flow charts, three-dimensional models, photographic essays, videotapes, etc. will help students to show their real intelligences.

• Bodily / Kinesthetic Assessment Approaches
Learning progress can be assessed through performance tasks. This activity involves students in developing products or giving presentations.

• Musical Assessment Approaches
Working independently or in groups, students can select certain musical approaches to demonstrate content knowledge. The demonstrations may be in the form of dances, sound scripts, or compositions.

• Interpersonal Assessment Approaches
In pairs or in groups students can work on content area problems identified by the teacher. Roles can be assigned to each student in the pair or group. Interviews, service projects, or role plays are ideal for this type of assessment.

• Intrapersonal Assessment Approaches
Students can maintain a journal to track content they are learning. Teachers can assign topics for the students to write about. Other forms can be writing editorials, autobiographical sketches, writing memoirs, or goal setting.

• Naturalist Assessment Approaches
Observational checklists can be used for formal or informal assessment. Skills to be observed are discussed with the students, so they are aware of what they have to accomplish.

13.5 SAMPLE LESSON PLAN

Topic: Numbers
Materials: One 2” x 11” strip of colored paper for each student, one hole-puncher for each student or small group
Objectives: At the end of the lesson, students will be able to:
• have meaningful practice in working with numbers (logical/mathematical)
• develop basic computational skills (spatial; mathematical and kinesthetic)
• develop colors vocabulary (intrapersonal)
• develop finger dexterity and muscle coordination (kinesthetic)
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- have an opportunity to work together (linguistic & interpersonal)
- improve mathematical skills (bodily/kinesthetic)

<table>
<thead>
<tr>
<th>Procedures</th>
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<th>Interaction</th>
<th>Timing</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare strips of colored paper containing a number at one end of each of the strips. Give a strip to each student. Say the number that appears on each strip as it is handed to the student.</td>
<td>Strips of colored paper</td>
<td>T/S</td>
<td>5-10 min.</td>
<td>Introduce numbers</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for a volunteer to hand out the hole-punchers – one for each student. Using the hole-puncher, students make holes in the paper corresponding to the number written on the strip.</td>
<td>Hole-punchers</td>
<td>S/S</td>
<td>2 min.</td>
<td>Equip students for the activity</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After everyone has finished punching the appropriate number of holes in their strips of paper, ask the students to stand in their numbered groups (for example, all 6s stand together). A good way to handle this is to write the numbers on the board or post them around the room. Then ask the students to stand in front of their numbers. If the class is large, call out numbers 1-5 first, followed by 6-10. Each student says the color name of his/her paper. Together with the group, students count the total number of holes. As they count, they point to the holes they punched in their individual papers.</td>
<td>N/A</td>
<td>T/S</td>
<td>10 min.</td>
<td>Confirm comprehension</td>
</tr>
</tbody>
</table>

13.6 CONCLUSION

Not all learners are alike, and everyone has a blend of learning styles and multiple intelligences. Understanding students’ learning styles and intelligences is one of the ways that make language learning more efficient and effective. Being aware of students’ learning styles and multiple intelligences will enable teachers to provide all students with the best possible opportunities for learning.
### BECOMING A CREATIVE TEACHER

#### EIGHT WAYS OF BEING SMART  
(Source: [www.gigglepotz.com/mi8.htm](http://www.gigglepotz.com/mi8.htm))

<table>
<thead>
<tr>
<th>Intelligence Area</th>
<th>Is strong in:</th>
<th>Likes to:</th>
<th>Learns best through:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal-Linguistic</strong></td>
<td>reading, writing, telling stories, memorizing dates, thinking in words</td>
<td>read, write, talk, memorize, work at puzzles</td>
<td>reading, hearing and seeing words, speaking, writing, discussing and debating</td>
</tr>
<tr>
<td><strong>Math-Logic</strong></td>
<td>math, reasoning, logic, problem-solving, patterns</td>
<td>solve problems, question, work with numbers, experiment</td>
<td>working with patterns and relationships, categorizing, abstract</td>
</tr>
<tr>
<td><strong>Spatial</strong></td>
<td>reading, maps, charts, drawing, mazes, puzzles, imaging things, visualization</td>
<td>design, draw, build, create, daydream, look at pictures</td>
<td>working with pictures and colors, visualizing, drawing</td>
</tr>
<tr>
<td><strong>Bodily-Kinesthetic</strong></td>
<td>athletics, dancing, acting, crafts, using tools</td>
<td>move around, touch and talk, body language</td>
<td>touching, moving, processing knowledge through bodily sensations</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td>singing, picking up sounds, remembering melodies, rhythms</td>
<td>sing, hum, play an instrument, listen to music</td>
<td>rhythm, melody, singing, listening to music and melodies</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>understanding people, leading, organizing, communicating, resolving conflicts, selling</td>
<td>have friends, talk to people, join groups</td>
<td>sharing, comparing, relating, interviewing, cooperating</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>understanding self, recognizing strengths and weaknesses, setting goals</td>
<td>work alone, reflect, pursue interests</td>
<td>working alone, doing self-paced projects, having space, reflecting</td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>understanding nature, making distinctions, identifying flora and fauna</td>
<td>be involved with nature, make distinctions</td>
<td>working in nature, exploring things, learning about plants and natural events</td>
</tr>
</tbody>
</table>
MULTIPLE INTELLIGENCES INVENTORY
Put an “x” (x) next to those statements which are basically true about you.

LINGUISTIC INTELLIGENCE (language, speaking, writing, etc.)
1. ___ I love books.
2. ___ I can mentally hear words even before I speak or write them.
3. ___ I often enjoy radio, CDs, and recordings more than TV, movies, or plays.
4. ___ I like word games like Scrabble, Yahtzee, Anagrams, Crosswords, etc.
5. ___ I like to recite tongue twisters, silly rhymes, and puns.
6. ___ People often ask me to speak in common vernacular so they can understand me.
7. ___ English and classes based on reading (like history) are generally easier for me than math or science.
8. ___ I read the billboards on the highway more than I look at the scenery.
9. ___ I often talk about things I've read or heard (more than what I've seen or done).
10. ___ I am proud of what I write. Sometimes I get special recognition for my writing.

SCORE: ___

LOGICAL-MATHEMATICAL INTELLIGENCE (LM) (math and science)
1. ___ I can easily compute numbers in my head.
2. ___ Math and/or science are among my favorite school subjects.
3. ___ I enjoy games and brainteasers that involve math.
4. ___ I enjoy creating little "what if" experiments. (e.g. How much can I save if I skip buying desert at lunch for a week? What will happen to my average if I score below a 90% on this test?)
5. ___ My mind searches for and finds patterns, rules, or logical sequences in things.
6. ___ I’m interested in new developments in science.
7. ___ I believe that almost everything has a rational explanation.
8. ___ I sometimes think in abstract concepts (rather than words or images).
9. ___ I like finding logical flaws in things people say or do (this doesn't mean being negative).
10. ___ I feel I know something better when it has been measured, categorized, analyzed or quantified in some way.

SCORE ___

SPATIAL INTELLIGENCE (art, design, etc.)
1. ___ I often see clear visual images when I close my eyes.
2. ___ I am sensitive to color.
3. ___ I like to take pictures with a camera or camcorder.
4. ___ I like jigsaw puzzles, mazes, or other visual puzzles.
5. ___ I have vivid dreams at night.
6. ___ I can generally find my way around when I am in new places.
7. ___ I draw and doodle.
8. ___ I like geometry better than algebra.
9. ___ I can easily visualize a birds-eye view of a location.
10. ___ I prefer books and reading materials that have lots of illustrations.

SCORE ___
BECOMING A CREATIVE TEACHER

BODILY-KINESTHETIC INTELLIGENCE  (dance, gymnastics, sports, etc.)
1. ___ I participate in at least one sport or physical activity on a regular basis.
2. ___ I find it difficult to stay still for long periods of time.
3. ___ I like to use my hands creatively at activities such as sewing, or carving, carpentry or model building.
4. ___ My best ideas often come to me when I am out for a long walk, jogging, working out, or engaged in some other physical activities.
5. ___ I often like to spend my free time outdoors.
6. ___ I use hand gestures and body language when I talk to people.
7. ___ I like to hold or touch things to learn more about them.
8. ___ I like the daredevil rides (like roller coaster) at amusement parks, and other thrilling experiences (like surfing, or mountain biking).
9. ___ I am well coordinated.
10. ___ To learn a new skill I need to do it, rather than just hear about it or see it done.

SCORE: ___

MUSICAL INTELLIGENCE
1. ___ I have a good singing voice.
2. ___ I can tell when a note is off-key or out of pitch.
3. ___ I listen to music a lot.
4. ___ My life would be much less happy without music.
5. ___ I often have a tune running though my mind.
6. ___ I can easily keep time with a song, tapping, playing a percussion instrument, etc.
7. ___ I know lots of melodies to songs or musical compositions.
8. ___ If I hear a song once or twice, I can usually play or sing most of the melody.
9. ___ I often make tapping sounds or sing or hum when I am studying or working.
10. ___ I play a musical instrument.

SCORE: ___

INTERPERSONAL INTELLIGENCE  (politics, leadership, public relations, etc.)
1. ___ People come to me for advice, or to tell me their worries.
2. ___ I prefer group sports (like soccer or football) to solo sports (like jogging or swimming).
3. ___ I seek out friends or professional help (teachers, counselors, etc.) to help me solve my problems rather than trying to work it out by myself.
4. ___ I have at least three close friends.
5. ___ I prefer social games such as Monopoly or Magic over individual recreation like solitaire or video games (when played alone).
6. ___ I like to contribute ideas or projects in class, and I like to show others how to do things.
7. ___ I am a leader.
8. ___ I like being in a crowd.
9. ___ I like to get involved with clubs and other social gatherings.
10. ___ I'd rather spend my evenings at a party or with friends than be at home by myself.

SCORE: ___
BECOMING A CREATIVE TEACHER

INTRAPERSONAL INTELLIGENCE (insightful, spiritual, sympathetic)
1. ___ I like to meditate, pray, or just think about things
2. ___ I have received counseling or gone to groups to learn more about myself.
3. ___ I am able to handle setbacks. I am resilient.
4. ___ I have a special hobby or interest that keeps me pretty much to myself.
5. ___ I have a clear idea of who I am and what my talents or weaknesses are.
6. ___ I have personal goals which I think about often.
7. ___ I am insightful and can sympathize or empathize with other people’s feelings.
8. ___ I am strong willed and independent.
9. ___ I keep a diary or journal of my inner life (thoughts and feelings.)
10. ___ I prefer school assignments that allow me to chose what I want to do.

SCORE: _____

NATURALISTIC INTELLIGENCE
1. ___ I like to recycle things.
2. ___ I participate in or follow the news about a political activist group of some kind
    which supports ecology and/or natural living.
3. ___ I enjoy programs and/or magazines that have to do with nature.
4. ___ I enjoy hiking and camping.
5. ___ I like New Age products and ideas.
6. ___ I feed the birds or plan my flower garden to attract butterflies.
7. ___ I am concerned about the depletion of the rain forest, the ozone layer, and pollution.
8. ___ I am fascinated by native cultures that teach that man is part of nature.
9. ___ I like vegetarian food because it is healthier.
10. ___ I support human rights, animal rights, and protecting trees.

SCORE: ___

Count the Xs in each section and enter your scores below:

Linguistic _______
Logical _______
Spatial _______
Kinesthetic _______
Musical _______
Interpersonal _______
Intrapersonal _______
Naturalistic _______

List the intelligences in order of strongest (most Xs) to weakest to understand your dominant intelligences.
14.1 INTRODUCTION

It has long been understood that using teaching aids and multimedia enhances student learning (Houghton, 2004). Modern teaching aids include computer-based and web-based multimedia such as Pro Boards, Smart Boards, the Internet, Power Point, etc. In reality many teachers are unable to take advantage of technology-based multimedia, but most teachers do have access to simpler teaching aids such as flashcards, posters, art, charts, CDs, film, overhead projectors, concrete objects, and all forms of realia (or real objects). Using available teaching aids on a regular basis will increase student understanding and help the teacher develop interesting, effective lessons.

14.2 HOW USING TEACHING AIDS AFFECTS STUDENT LEARNING

Houghton (2004) reported that using teaching aids and/or multimedia impacts student learning in the following ways:

- Diagrams, charts, video, film, animation, plays, pictures (flashcards), and audio help students who do not understand language concepts by giving them a variety of perspectives.
- Students need material that is of high interest and grabs their attention. Using teaching aids/multimedia provides a variety of ways to enhance lessons.
- Students may not be able to understand completely unless an aid is used alongside the text (for example, photographs of Saturn’s rings, sounds of the ocean, etc.).

14.3 TYPES OF TEACHING AIDS/MULTIMEDIA

Teaching aids can be as simple as a picture from a magazine or as sophisticated as computer-based internet-delivered multimedia. Following are brief explanations of various types of teaching aids/multimedia:

**Flashcard**
A piece of paper or card stock that contains some type of image; can be used to introduce and/or review vocabulary, verb phrases, commands, etc. Flashcards can be bought or teacher-made.

**Diagram**
A plan, sketch, drawing, or outline designed to demonstrate or explain how something works or to clarify the relationship between the parts of a whole. For example, venn diagrams, mind maps, etc., are commonly used diagrams in classrooms.

Venn Diagram: A basic venn diagram can be used to compare and contrast the differences and similarities between items. For example, the characteristics of apples that are different from oranges, such as color (red), taste (sweet), stem, texture (smooth), etc. are listed under the word *Apples*. The procedure is repeated for *Oranges*. Characteristics that are similar, such as *both are fruit*, are listed in the shaded, overlapping area.
Mind Map: A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. The teacher can guide the students in brainstorming words that are related to the idea or topic. Following is a mind map of synonyms for the word search:

```
<table>
<thead>
<tr>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>search</td>
</tr>
<tr>
<td>look</td>
</tr>
<tr>
<td>seek</td>
</tr>
<tr>
<td>explore</td>
</tr>
<tr>
<td>find</td>
</tr>
</tbody>
</table>
```

**Chart**
A map or other document that shows specific characteristics of a topic, such as charts of the alphabet, the vowel sounds, writing steps, pictures and names of fruit, etc.

**Poster**
A large piece of paper or card stock that illustrates something such as math facts, writing tips, etc.

**Video/film**
Of or related to moving images (includes DVDs and VCRs).

**Animation**
The rapid display of a sequence of images of 2-dimensional (2-D) or 3-dimensional (3-D) artwork or model positions in order to create an illusion of movement; mostly associated with the work of filmmakers.

**Audio**
Of or relating to sound; using songs, stories, poems, recordings, etc. increases students’ listening skills.

**Overhead Projector**
A projector capable of projecting enlarged images of written or pictorial material onto a screen or wall from a transparency placed on the lighted surface.

**Power Point**
A presentation program developed by Microsoft. It is part of the Microsoft Office system and is used for presentations; requires a projector such as In Focus.

**Smart Board**
A large, touch-controlled screen that works with a projector and a computer. The projector puts the computer’s desktop image onto a screen or wall and works interactively with the computer. See www.smarttech.com for details.

**14.4 INTERNET BASICS**
The internet is a rich source of information on just about any subject. For teachers, especially, there are countless sites for lessons, clip art, flashcards, power point presentations, songs and other audio, professional development, and more. Knowing how to narrow a topic for an effective internet search will
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save time. The following information will help teachers learn how to conduct an effective internet search using Google:

**URL**

URL is the abbreviation for “Uniform Resource Locator” which is the global address of documents and other resources on the World Wide Web (www). The first part of the address is the protocol identifier and indicates what protocol to use; the second part is called a resource name. The resource name specifies the IP address (or domain name) where the resource is located. The protocol identifier and the resource name are separated by a colon and two forward slashes.

For example:  [http://www.webopedia.com](http://www.webopedia.com)  In this example, the protocol identifier is http and the resource name is www.webopedia.com.

**Domains**

The last three letters in a web address indicate its domain. Following is a guide for finding different types of sites:

- **Government Sites**
  Look for .gov, .mil, .id, etc. These sites include information about government departments, military websites, etc.

- **Education Sites**
  Look for .edu These sites are the domain of universities, providing information on colleges and Universities, their published syllabi, etc. Some professors have their own websites through which they share their knowledge or sell their books.

- **Nonprofit Organization Sites**
  Look for .org These websites are managed by organizations that typically want to share information about their projects or services. They do not sell advertising space on their websites.

- **Countries**
  Websites within specific countries use that country’s domain. For example, the web address of the Indonesian Department of National Education is [http://www.depdiknas.go.id/](http://www.depdiknas.go.id/)  (.id is the domain for Indonesia)

**Search Engines**

Internet search engines allow users to search the Web for images, news, products, video, and other content. There are many search engines, including Google, Yahoo!, Ask.com, AltaVista, Web Crawler, etc. Google seems to be the most popular search engine for the following reasons:

- Google is huge, containing more than 25 billion pages.
- Search results often include what the user wants.
- Google features shortcuts and special databases and services.
- Google includes Google Books (which allows the user to search and preview millions of books from libraries and publishers worldwide) and Google Scholar (an engine for finding scholarly articles).
- Google Advanced Search allows fine tuning of search terms to make the search more efficient.
- Google’s Page Rank feature ranks search results by popularity.
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Education Sites
The internet is a rich source of information and ideas, especially for teachers. While many education websites require a paid membership, a vast number are free. These sites are a wonderful resource for teachers who want to improve their lessons by discovering new ideas, activities, games, songs, etc. For a list of websites for teaching and for professional development, see the Internet Resources section in the back of this manual.

Blog / (web log)
A website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. There are many interesting and informative blogs for teachers. See www.edublogs.org for details.

Online Forum
A discussion area on a website. Website members can post discussions and read and respond to posts by other forum members; can be focused on nearly any subject. An Internet forum is also called a message board, discussion group, bulletin board or web forum. However, it differs from a blog; an Internet forum usually allows all members to make posts and start new topics. Participating in an internet forum for teachers helps increase the teacher’s expertise through sharing ideas. For a list of teachers’ forums, enter teachers’ forums in Google.

14.5 BASIC INTERNET SEARCH TECHNIQUES AND STRATEGIES

Finding what you need on the internet can be quick and easy if you know a few techniques for narrowing your search. Before you begin the Search Strategies exercises, consider the following:

- **When performing an internet search,** use **likely words** or words likely to appear on the pages you want.

- **Do not use questions.** Instead of, [Does Indonesia have Starbucks], use [Indonesia Starbucks store].

- **Be specific.** Think who?, what?, when?, why?, and how? For example, narrow your search by typing what you are looking for. Instead of typing [English], which is too broad, use [English grammar].

- **Be brief.** Use a few precise words. Instead of [program on teaching English to young learners in Indonesia], use [efl young learners Indonesia]. Have you noticed that you don’t have to use articles and verbs in your search phrases?

- **You do not have to correct your spelling.** Google will probably recognize your mistakes and suggest an alternative spelling. Then you can look up the word in an online dictionary.

**Search Strategies…10 Exercises** (adapted from Googling, n.d.).

1. In the address bar (URL, or ‘uniform resource locator’), type: www.google.com/; press the “enter” key on your keyboard.

2. In the Google search bar, type [efl young learners]; **do not** type the brackets […]. What is the first site listed?

Right click on the name of this site. Name a few things that are available on the site:
3. Find the “Search” bar at the top of your screen. You are already in the Google search engine, so you can now use this search bar as a shortcut.

   In the search bar, type in [efl young learners]; do not type the brackets. This time, click on the “I’m Feeling Lucky” button. What happens?

4. In the Google search bar, type [efl young learners +songs]; do not type the brackets! Describe the results you get with this strategy:

5. In the Google search bar, type the following:
   [efl young learners –tefl]; do not type the brackets!
   What do you notice about all of the sites listed?

6. In the Google search bar, type the following: [~efl young learner]; do not type the brackets!
   What is the common synonym used with/instead of efl?

7. In the Google search bar, type the following: [animals]; do not type the brackets! Briefly read the list of sites. Now, in the Google search bar, type the following: [“animals Indonesia”]; do not type the brackets!

   What is the main difference between your first search on animals and your search on “animals Indonesia”?

8. In the Google search bar, type the following: [efl young learners OR efl adult learners]; do not type the brackets! Notice that the results you get will be information for all ages and levels of EFL learners.

9. In the Google search bar, type the following: [Indonesia 1999..2009]; do not type the brackets! Take a moment to skim the titles of the articles listed and click forward to subsequent pages (find the page changer at the bottom of the page under the Google logo).

   For what might this search be used?

10. DON’T STOP NOW! Try an advanced search.
    There are many techniques for performing advanced searches. Additionally, there are a variety of good websites to help you know where to look when you have specific information to find. Try the following one:

    In the URL bar at the top of your screen, type the following:
    http://www.noodletools.com

    On the web page, find and click the “Teacher Resource” button. Next, scroll down to “Information Literacy”. Under this title, find and click on “Choose the Best Search Engine for your Information Need”. What kind of information does this page give you?

14.6 CONCLUSION

Using teaching aids/multimedia to enhance lessons increases interest and learning for all students. These aids enable students to make real connections to what they are learning as they experience all types of
visual representations of the content they are learning. Although many teachers do not have access to technology in the classroom, all teachers can impact student learning by using basic teaching aids such as flashcards, diagrams, posters, pictures, charts, etc. As teachers gain access to the Internet, they can take advantage of the thousands of educational websites that will provide ideas and resources for enhancing and enriching their lessons.

Most of the modules in the *Becoming a Creative Teacher* manual provide visual aids to go with the sample lessons and activities. Additionally, the accompanying *Resource Activities CD* contains many activities that include ready-to-use visual aids.
15.1 INTRODUCTION

For the last two decades, an interactive, learner-centered approach to teaching English has been promoted. This new teaching approach includes teaching methods and strategies that help learners learn the language in a more relaxed environment. Since assessment of students should reflect how students are taught (instructional practices), the assessment of students’ progress and achievement in EFL classes should be carried out in a manner that does not cause anxiety in students (Georgiou-Ioannou and Pavlou, 2003).

15.2 DEFINITION OF ASSESSMENT

Assessment refers to collecting information to evaluate a learner’s knowledge (Brindley, 2003). It is a set of ongoing processes which can be formalized and reported on in a variety of ways. Assessment can be based on samples of students’ language performances and can be reported with words or figures. Words can provide learners, teachers, and parents with ‘results’ which are more meaningful and informative than numerical grades.

When we think of assessment, we usually think of teachers identifying how well an individual learner or a group of learners are doing. Assessment is closely related to instruction. Assessment provides feedback to the learner and the teacher about the suitability of the curriculum and instructional materials, the effectiveness of the teaching methods, and the strengths and weaknesses of the students. It is needed to help teachers and administrators make decisions about students’ progress in learning.

Good language teachers need to understand and use different assessment methods. The success of any assessment depends on the effective selection and design of the assessment as well as on the correct interpretation of students’ performances. With the increasing use of classroom-based assessment, the classroom teacher has an important role in assessing students.

15.3 PRINCIPLES OF ASSESSING YOUNG LEARNERS

There are a number of considerations to take into account before assessing young learners:

Reasonable Expectations
Make sure that the expectations for the learners are reasonable. Assessment tasks should not extend beyond the child’s experience of the world. Also, too often there are unrealistic expectations for children to become fluent in English. If children have only one and a half hours of English per week, they should not be expected to be fluent within two years (see the Understanding Young Learners module for detailed information about young learners’ stages of language development).

Wait Time
Wait time is the length of time that the teacher waits for a learner to respond to a question. When assessing children, it is important to wait at least five seconds for a learner to respond.

Transitioning into English
Young language learners usually think in their native language. Therefore, before children are given an English language assessment, they need time to learn and practice the language targets.
Instructions to Learners
Instructions should be clear and easy to understand. The following questions can help teachers to check whether or not their instructions are clear (Linse, 2006, p. 142):

1. Are the instructions broken down into short sentences?
2. Are the instructions written at or below the children’s reading level?
3. Is it clear what the children are expected to do first, and what they do next?
4. Is all of the needed information included?
5. Is the vocabulary used in the instructions appropriate for the children’s age and language level?

Flexibility
As discussed in module one, young learners have particular needs and require careful attention. This is especially true in the area of assessment. When they are assessed, it is important that children experience success and a sense of progress. Since children develop at different rates, it is unlikely that assessments designed for broad groups of young learners are appropriate for all children. Therefore, there should be some flexibility in assessment so that all children can experience some degree of success.

15.4 CLASSROOM-BASED ASSESSMENT

According to Shaaban (2001) the assessment tools and procedures used in classrooms have moved from traditional formal assessments (i.e. written tests) to less formal ones. This is in line with the learner-centered approach which is now widely used. Learner-centered assessments take into account the students’ needs, interests, and learning styles. Assessment is an important part of teaching and identifies successful performance, highlights positive traits, and provides information about the student’s language development and usage (formative assessment) rather than about the student’s knowledge (summatative assessment, usually in the form of a written test).

Formative assessment generally decreases the level of anxiety caused by the need for accuracy and increases students’ confidence by stressing fluency. Formative assessment is performance-based, requiring young language learners to perform authentic tasks using oral and/or written communication skills.

The Performance-Based Assessment
The performance-based assessment includes a focus on children’s abilities in real-world tasks. Language use tasks are goal-oriented, meaning that the learner knows what is to be achieved because objectives are specific (Bachman and Palmer, 1996). Language use tasks engage learners’ listening, speaking, reading, and/or writing skills.

15.5 ASSESSMENT TASKS

Following are several different assessment tasks that are effective and practical for measuring students’ abilities, progress, and achievement. They should be used only after careful consideration of the factors discussed in section 15.3.

Tasks Involving Speaking Only

- **News telling**
  This task involves children telling other children what they have done recently. This may be done in a whole-class setting, in a small group or in partners. The abilities of children in the audience to listen carefully for detail, and to ask questions can be assessed.
• **Storytelling**
  Children’s ability to tell a story can be assessed with the use of pictures. If they have already heard the story, they are likely to know the vocabulary and language they need. If the story sequence is new, they may need help to practice the vocabulary first.

• **Picture talk**
  Children are asked to describe a picture. They can be given one or two minutes to look at the picture before they describe it.

• **Naming things**
  Children are asked to name things in pictures. This task is suitable for children who are still at the speech emergence stage.

The following dialogue demonstrates this method. The teacher and the young learner are sitting together at a table. The teacher takes out a colorful picture of a family at the beach and prompts the child to talk about the picture. The teacher wants to determine specifically how well the child uses the present progressive tense (be + ing). The teacher carefully phrases her questions using the present progressive with the hope that the student responds using the target structure.

**Dialogue 1**
Teacher (T): *Hello Rina. How are you today?*
Student (S): *I’m fine, thanks.*
T: *I’ve got some nice pictures. Do you want to see one?*
S: *Yes.*
T: *OK. Look at this picture. What do you see?*
S: *Family.*
T: *A family, yes. What are they doing?*
S: *Picnic.*
T: *Yes they are having a picnic.*
T: *Do you like going on a picnic?*
S: *Yes, I like.*
T: *How many people do you see in the picture?*
S: *Four*
T: *Who are they?*
S: *Mother, father, girl, boy.*
T: *Yes, a mother and father and their son and daughter.*
T: *Can you tell me what that is?* (The teacher points to a picnic basket and waits a few seconds for the student’s answer.)
S: *It’s a basket. A picnic basket.*
T: *What color is it?*
S: *It is color yellow ... and green.*
T: *Is it yellow and green?*
S: *No .... no ... blue ... and yellow.*
T: *What is the father doing?* (The teacher waits 4 or 5 seconds.)
S: *Making a sandwich.*
T: *He is making a sandwich. Mmm, that looks delicious. What else is he doing?*
S: *He is laughing.*
T: *Yes, he is laughing!!*
(adapted from Linse, 2006)
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From the dialogue above it is clear that the student, Rina, understood the questions. Her answers corresponded exactly with the questions. She had trouble with some vocabulary (she mixed blue and green), made some mistakes (used the word color in front of yellow), and said Yes, I like, but she was able to use the present progressive tense correctly. When teachers assess students, their questions should elicit the language target they want the students to use. Teachers should provide feedback when students make major mistakes.

Tasks Involving Both Speaking and Listening

- **Question and answer tasks**
  Simple one-word answer questions are useful for eliciting vocabulary and expressions from beginning learners. Since the goal is communication, question and answer tasks can be extended by doing the following:

  1. adding an element of surprise and unpredictability
  2. increasing the complexity of the questions (even though the expected response may remain simple)
  3. including new vocabulary (sometimes unknown) into the questions
  4. supporting new language in questions with gestures, objects, pictures to help children to predict from the context
  5. supporting new language by asking follow-up questions where needed

Dialogue 2 demonstrates how a skilled English teacher added the element of surprise and unpredictability to his questions and pushed his students to respond quickly and creatively (adapted from McKay, 2006). He walked around the class, picking up students’ bags as he found them, and then randomly asked students in the class to answer his questions.

**Dialogue 2**

T: Look what I found! What is this?
S: It’s a bag.
T: Whose bag is this?
S: It’s Hari’s bag.
T: What color is it?
S: It’s blue.
T: What about this one? Whose is this? Is it your bag, Masitoh?
M: No.
T: Is it Alia’s bag, Putri? Putri, ask Alia if it is her bag.
P: Alia, is it your bag?
A: Yes, it is.
T: What do you think is inside Alia’s bag, Ary?

Question and answer tasks like the one above can be extended according to the proficiency level of the students and can be used in individual or whole-class sessions.

- **Mini dialogues and role plays**
  These types of assessment are useful for teachers to check children’s rote learning of a dialogue. After students have role played the dialogue, ask them to practice it again by changing some of the information in the dialogue with information about themselves.

- **Oral information gap tasks**
  These tasks require students to interact and use language to complete a task. Oral information gap tasks assess students’ abilities to give explicit and complete information to their partners, to
monitor information they hear, and to use questions to clarify or gain further information. Students can work with an adult or with a peer.

The example below demonstrates this method. The teacher explains that students are going to work in pairs. Each student has a copy of the same picture but with different parts missing. They are going to take turns describing the picture and drawing in what is missing.

Shinta (S): Adi, what is your picture?
Adi (A): Yes, my picture a room.
S: Our pictures are the same. It is Anita’s bedroom. What can you see in your picture?
A: I can see a desk.
S: I can’t see a desk in my picture. Where is the desk?
A: It near the window. What you can see in your picture?
S: (Shinta draws a desk on her paper). I can see a cupboard.
A: I can’t see a cupboard in my picture. Where the cupboard?
S: It is between the desk and the bed.

Information gap tasks like the one above can be adapted according to the proficiency level of the students. From the dialogue above it is clear that both students understood the questions. Their answers corresponded exactly with the questions. Adi made some mistakes (omitted the verb ‘to be’; did not use the correct word order). As always when assessing students, teachers need to make sure that the instructions are clear, so that students know what they are expected to do. In addition, teachers should provide feedback for students’ major mistakes.

Tasks Involving Listening Only

- **Total physical response (TPR) tasks**
  TPR tasks are action tasks that involve children in a physical response to a request or command. The requests can be simple, or become more complex, depending on what is to be assessed.

- **Matching tasks**
  Students listen to a description and point to or circle the correct item (or picture) being described.

- **Responding to a series of comprehension questions**
  Students listen to a recording and answer a series of comprehension questions orally or in writing. Students should be given the questions to review before they hear the recording.

Tasks Assessing Reading

- **Reading and picture-matching**
  Students match a word, a short phrase, or a paragraph with a corresponding picture.

- **Reading and retelling**
  Students are asked to retell or rewrite as much as possible of a text they have read. The tasks may be free writing or writing from a prompt. Story retells are valuable for beginning learners as the students do not need to reinvent a plot.

- **“Read and Do” tasks requiring a longer written answer**
  Children can be asked to respond to their reading with longer written answers. Children can be asked to write a letter to a character in a story or write a summary of what they have read.
Tasks for Assessing Writing

- **Sentence writing**
  Students are asked to write a simple or complex sentence, depending on their language proficiency levels.

- **Writing in response to a picture**
  Pictures or familiar scenes in which young children are involved in an activity are effective in prompting ideas for a writing task.

- **Open response writing**
  This type of assessment plays a key role in classroom writing assessment. Open response writing tasks may be guided in that some structure and/or vocabulary may be given, or the task may be free writing on a particular topic.

### 15.6 PORTFOLIOS

**Portfolio Assessments**
In addition to performance-based assessments, portfolio assessment is now widely used because it can validate classroom assessments. A portfolio is a collection of samples of a student’s work collected over a period of time. There are three basic types of portfolios (O’Malley and Pierce, 1996):

- **Showcase Portfolios**
  Showcase portfolios are typically used to display a learner’s best written work and tend to leave out the path by which learners arrived. Entries in the portfolios are carefully selected to illustrate the student’s best work, so the process itself is missing.

- **Collection Portfolios or Working Folders**
  Collection Portfolios literally contain all of the learners’ work that shows how they deal with daily class assignments. These portfolios are interesting for both students and their parents. However, these portfolios are not efficient for assessment purposes because they are not organized for a specific focus.

- **Assessment/Developmental Portfolios**
  Assessment portfolios are focused reflections of specific learning goals that contain systematic collections of students’ work, self-assessments, and the teacher’s assessment. The contents are often selected to show growth over time. Each entry is evaluated based on criteria specified by both the student and the teacher.

A well-planned portfolio offers a more complete picture of a learner’s work and development than any other assessment technique.

**Deciding Criteria by Which Students’ Responses are Evaluated**
The standards that teachers look for when they are deciding what defines a successful performance are called criteria. Criteria may be written as headings (such as *Fluency* or *Accuracy*), as assessments (*can participate in group activities*) or as questions (*Is the learner able to write a short letter to friends with appropriate informal language?*). Criteria may be broadly defined (*Can write a letter*) or more specifically defined (*Can pronounce final consonants clearly*).

**Reporting Assessment Results**
The kinds of assessment decisions classroom teachers make about children’s performances are often determined by how much time the teacher has to organize assessments. Teachers generally rely on their
own understandings of the curriculum objectives to determine the results they expect to see from learner assessments. It is, therefore, necessary for a classroom teacher to make clear what criteria is being used. This can be done by designing a scoring method. A scoring method usually consists of the following:

- the criteria used to evaluate students
- how the score will be calculated

**Deciding on How to Arrive at a Mark or Score**
There are different ways that a performance can be scored. In language use tasks, where the quality of the performance is to be evaluated, scoring procedures should be designed in ways that enable teachers to identify the proficiency levels at which students are performing.

**15.7 SCORING ASSESSMENTS (RUBRICS)**

**Types of Scoring Rubrics and Reporting Scales Used with Young Learners**

- **Observation checklists**
  These are commonly used as teachers observe, note and check off children’s performances during classroom teaching and learning activities. When observation checklists are teacher-made and based on previous observations of learners, they are more likely to be appropriate. See the sample Observation Checklist at the end of this module.

- **Criteria sheet**
  A criteria sheet is a one page table of descriptors accompanied by a scoring method that guides teachers in evaluating the quality of the student’s performance of a particular task. Criteria sheets are commonly used by classroom teachers of young learners for both formative and summative assessment purposes. See the sample Criteria Sheet at the end of this module.

- **Holistic and analytical rating scales**
  Both of these scales provide descriptions of ability at a number of different levels. These levels are provided on a single scale, which is divided into levels labeled in various ways, for example from ‘needs improvement’ to ‘good’ to ‘outstanding,’ or from ‘Level 1’ to ‘Level 5’. Analytical rating scales differ from holistic scales in that they allow teachers to make a decision about the level of performance on each criterion. They can be used for both formative and summative purposes. See the sample Holistic and Analytic Rating Scales at the end of this module.

**15.8 FORMAL ASSESSMENTS**

Paper-and-pencil tests have been traditionally used in Indonesian classrooms and are still the primary method of testing in English language classrooms, being given in the middle and at the end of every term. These tests focus on evaluating students' understanding of language forms and vocabulary; therefore, they are inadequate for assessing communication skills and other aspects of language performance.

In recent years standardized English tests have been introduced for grades six and up for students in Indonesia. The most well known test is the Cambridge Young Learner’s Test (see www.cambridge-efl.org.uk for information about the test). While standardized and pencil-and paper tests do have value, their results are limited for purposes of assessing student performance.

One of the main criticisms of large-scale standardized testing is that they do not provide immediate feedback for test-takers to improve their learning, or for teachers to improve their teaching methods or content. Yet, many argue that large-scale standardized tests play an important role in education. Standardized tests can reinforce the teaching of the published curriculum. In addition, they allow parents
to be more aware of how their children are progressing in relation to other children. However, because the results of standardized tests reveal little about students’ abilities to use language in real communication, it is recommended that they be used in combination with performance assessments.

15.9 CONCLUSION

As new approaches to teaching EFL have moved in the direction of developing communicative skills, the traditional paper-and-pencil tests do not provide adequate assessment of the variety of activities and tasks that take place in the classroom. In the field of assessment, there has been a major shift toward including informal assessment techniques that stress formative evaluation. To be able to conduct formative assessments effectively, it is necessary for teachers to understand the different assessment types and their scoring methods. Although standardized tests serve important purposes, and paper-and-pencil tests can measure students’ mastery of English structure and vocabulary, balancing them with less stressful classroom-based performance assessments will provide a more accurate evaluation of young learners’ language abilities.

-----------------------------------

OBSERVATION CHECKLIST (taken from McKay, 2006, p. 278)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Yes/No</th>
<th>Comments (When? Where? How well?)</th>
<th>Teaching points to follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme: My favorite animal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can name their favorite animal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can label the parts of the animal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can ask someone else about their favorite animal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can tell a story about their animal, with the help of a paper model and pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CRITERIA SHEET (taken from McKay, 2006, p. 282)

Student’s name ___________________  Level/stage _______  Date _________________

**Description of task (including characteristics of setting, input, etc.):**

News telling: Oral presentation to class

**Additional support given to the student:**

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Comments</th>
<th>low</th>
<th>medium</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text content and organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- includes key information (where, when, who, what)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- provides appropriate elaboration and detail</td>
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<td></td>
<td></td>
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<tr>
<td>- maintains fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- concludes appropriately</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Vocabulary and sentence structure</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>- connects ideas using appropriate conjunctions (and, but, then, unless, so)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- uses adjectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- uses varied and specific vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- is generally accurate in structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- articulates words clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsiveness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- is aware of interests and needs of other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- makes appropriate eye contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- responds appropriately to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

**Final mark**:  
*Instead of using low, medium, or high ratings, teachers can use a numeric scale (such as 1-5).
### HOLISTIC RATING SCALE* (adapted from McKay, 2006)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| Outstanding     | Describes most story elements (characters, setting, beginning, middle and end of story) through oral or written language or drawings  
|                 | Demonstrates strong and meaningful personal response to the story  
|                 | Provides accurate and detailed description of the story  
|                 | Develops criteria for evaluating the story                                                   |
| Good            | Describes many story elements through oral or written language or drawings  
|                 | Demonstrates thoughtful personal response to the story  
|                 | Provides accurate description of the story with some details  
|                 | Analyzes something about the story (plot, setting, character, illustrations)                  |
| Satisfactory    | Describes some story elements through oral or written language or drawings  
|                 | Demonstrates some personal response to the story  
|                 | Provides accurate description of the story                                                    |
|                 | Explains why he or she likes or does not like the story                                       |
| Needs improvement | Describes few story elements through oral or written language or drawings                    |
|                 | Demonstrates little or no personal response to the story                                      |
|                 | Provides less than accurate description of the story                                          |
|                 | States that he or she likes or does not like the story                                        |

### ANALYTICAL RATING SCALE* (adapted from McKay, 2006)

<table>
<thead>
<tr>
<th>Categories of Criteria</th>
<th>Needs improvement</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of the story elements</strong></td>
<td>Describes few story elements through oral or written language or drawings</td>
<td>Describes some story elements through oral or written language or drawings</td>
<td>Describes many story elements through oral or written language or drawings</td>
<td>Describes most story elements (characters, setting, beginning, middle, and end of story) through oral or written language or drawings</td>
</tr>
<tr>
<td><strong>The nature of the personal response</strong></td>
<td>Demonstrates little or no personal response to the story</td>
<td>Demonstrates some personal response to the story</td>
<td>Demonstrates thoughtful personal response to the story</td>
<td>Demonstrates strong and meaningful personal response to the story</td>
</tr>
<tr>
<td><strong>The accuracy of the story description</strong></td>
<td>Provides less than accurate description of the story</td>
<td>Provides accurate description of the story</td>
<td>Provides accurate description of the story with some details</td>
<td>Provides accurate and detailed description of the story</td>
</tr>
<tr>
<td><strong>Evaluation of the story</strong></td>
<td>States that he or she likes or does not like the story</td>
<td>Explains why he or she likes or does not like the story</td>
<td>Analyzes something about the story (plot, setting, character, illustrations)</td>
<td>Develops criteria for evaluating the story</td>
</tr>
</tbody>
</table>

*The same criteria are used in both of the above samples. Note, however, that the categories in the analytic scale are separate and specifically labeled.
After studying the manual, view the accompanying DVD. While viewing, consider what you have learned through this manual and analyze each lesson presented on the DVD by using the following Analysis Sheet. Complete the Analysis Sheet as follows:

- Identify evidence of the practices in the first column.
- Make notes in the second column about what specifically you heard or observed in the lesson that provides evidence of these practices/characteristics.
- In the third column, write down comments, questions, and reactions about the practices/characteristics evident in the lesson. What worked well? What didn’t work well? What suggestions would you have for the teacher regarding improving the lesson?
- Share your analysis with a colleague. Discuss how you might improve in each of the areas listed in the first column.

**Note:** The complete lesson plan and visual aids for each of the lessons presented on the Classroom Demonstrations DVD are available on the accompanying Resource Activities CD.

**Example of how to fill in the DVD Analysis Sheet:**

<table>
<thead>
<tr>
<th>Practices...what I looked for</th>
<th>Evidence...what I heard or observed</th>
<th>Analysis...my comments, questions, and reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher support and competency sample analysis</strong></td>
<td>Flashcards and realia were used as the teacher introduced the story’s characters. The teacher demonstrated what the students would do. Instructions were given after students were busy in their groups, and they ignored them.</td>
<td>All students were involved in the lesson and seemed to be having fun. They were using English without thinking about it. I must remember to give clear instructions and make sure I have the students’ attention.</td>
</tr>
<tr>
<td><strong>Lesson plan and activities sample analysis</strong></td>
<td>The teacher included a variety of activities and managed them well. Each student in the group had a task to do. Students asked questions in English.</td>
<td>I like how the teacher kept the class going smoothly from activity to activity. She was well-prepared and organized.</td>
</tr>
</tbody>
</table>
## DVD ANALYSIS SHEET

<table>
<thead>
<tr>
<th>Practices…what I looked for</th>
<th>Evidence…what I heard or observed</th>
<th>Analysis…my comments, questions, and reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher support and competency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of realia, visual aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Modeling the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Modeling the language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Repetition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Eliciting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respectful and positive interaction with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Error correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Varied activities to meet students’ learning needs and interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classroom management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wait time…gave students time to think before answering</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson plan and activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Well planned with clear presentation, practice, and production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Variety of activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Promoted student involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students used the target language throughout the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Activities were well managed and interesting to students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


BECOMING A CREATIVE TEACHER


INTERNET RESOURCES FOR TEACHERS

SITES FOR TEACHER DEVELOPMENT:
The sites listed below provide practical professional development information for teachers.

http://forum.state.gov/ (English Teaching Forum Magazine)
http://oelp.uoregon.edu/ (Shaping the Way We Teach English)
http://www.free.ed.gov/ (Free Resources for Educational Excellence)
http://www.eric.ed.gov (U.S. government site for education)
http://www.eltforum.com/forum/pdfs/materials_classroom.pdf (young learner information)
http://www.eflnet.com/vocab/index.php (reading, audio, visuals, grammar, etc.)
http://www.askeric.com (lots of “how to” articles)
http://bc.s.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx (English handbook online)
http://owl.english.purdue.edu (well-known online writers’ lab)
http://breakingnewsenglish.com (daily current event with audio and varied tasks)
http://www.eslcafe.com (huge teacher’s forum, lesson ideas and more)
http://www.nclrc.org (site for language teachers)
http://www.teachenglishinasia.net (site dedicated to teaching English in Asia)
http://www.rong-chang.com/podcast.htm (lists various podcasts specifically for esl/efl)
http://school.discoveryeducation.com/schrockguide (links to useful sites and information for busy teachers)
http://www.sitesforteachers.com (ranks education websites by popularity)
http://tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html (ideas for motivating students)
http://www.pacific.net/~mandel/ClassroomManagement.html (ideas for classroom management)
http://www.theteachersguide.com (free lessons, lots of information and ideas)

SITES FOR LESSONS, VISUAL AIDS, AND ACTIVITIES:
Many of the sites listed below contain great lessons on all English topics. Some of the sites are dedicated to particular topics indicated in the parentheses.

http://www.fun-and-easy-english.org (lessons designed for Indonesian elementary schools)
http://www.eslguide@about.com (lessons, worksheets, audio)
http://www.english-to-go.com (lessons on various topics)
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http://www.lessonplanspage.com (lessons on various topics)
http://www.esl4kids.net (lessons on various topics)
http://www.younglearners-esl.com (lessons for young learners)
http://www.mes-english.com (great flashcards, lessons, games, worksheets, etc.)
http://www.lessonplanet.com (lessons on various topics)
http://www.eslflow.com (lessons on various topics)
http://www.theteachersguide.com (songs and lyrics)
http://kids.niehs.nih.gov/music.htm (sing-along songs and lyrics)
http://www.lanterntree.com/nurseryrhymes (rhymes for children)
http://www.primaryresources.co.uk/music/pdfs/3teddybear.pdf (songs for children)
http://www.songs4teachers.com (lots of free downloadable song lyrics)
http://www.dcrafts.com/ http://kidsmusictown.com/childrenssongslyrics/weather-seasons/ (songs for teaching about the weather)
http://www.songs4teachers.com/kindergartensongs.pdf (a welcome song for the start of class)
http://www.lanterntree.com/nurseryrhymes (rhymes for children)
http://www.eslgold.com/speaking situations.html (speaking activities)
http://www.britishcouncil.org/languageassistant-teaching-listening-and-speaking.htm (listening and speaking activities)
http://www.britishcouncil.org/languageassistant-tips-using-dictation.htm (listening activities)
http://www.123listening.com (listening activities, visual aids, and more)
http://www.kidsource.com/schwab/developing.reading.skills (reading activities)
http://www.babybirdproductions.com/bbpaultreadingessayparent (reading activities)
http://www.dltk-teach.com/rhymes/little_red_riding_hood_section.htm (reading activities)
http://www.teachingenglishgames.com (games for teaching English)
http://www.uoregon.edu/~leslieob/pizzaz.html (great writing activities)
http://www.bbc.co.uk/schools/ks2bitesize/english/writing.shtml (interactive writing activities)
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http://www.britishcouncil.org/learnenglish (storytelling ideas)

http://www.readaloudamerica.org/ReadingList2007.htm (list of books for storytelling)

http://www.eurotales.eril.net/fish2uk.htm (story for storytelling with activities)

http://www.thevaltualvine.com/rainbowfish.html (story for storytelling with activities)

http://library.uncc.edu/files/5/cimc/pdfs/units/rainbowfish.pdf (ideas for connecting storytelling to different content areas)


http://www.storyplace.org/preschool/other.asp (easy language stories for storytelling)

http://www.childdrama.com/mainframe.html (role play and drama activities)

http://teachingenglishgames.com/eslplays.htm (role play and drama activities)

http://www.eslflow.com/roleplaysdramatheatregames.html (role play and drama activities)

http://lth3.k12.il.us/rhampton/mi/lessonplanideas.htm (multiple intelligences activity ideas)

SITES FOR NATURE THEMES (ANIMALS, WEATHER, ETC.):

http://www.indonesianfauna.com (articles and pictures of Indonesian animals)

http://www.nationalgeographic.com/education (lots of interactive material)

http://www.bbc.co.uk/cbbcnews (BBC children’s education website)

SITES FOR CLIP ART:

http://www.clipartguide.com (easy to use clip art on many topics)

http://dir.coolclips.com (good variety of clip art)