

# Classroom Skills and Techniques

## 1-Gestures:- ايماءات

Gesture is a facial or body movement that communicates meaning; examples include a smile, a frown, a shrug, a shake or nod of the head. Gestures often accompany verbal communication.

**Giving Directions** اعطاء اوامر \*

**Vocabulary** توضيح المفردات :-

**\*Practice** ممارسة :-

Gestures and mime can be really helpful in numerous classroom situations and using them often can assist both you and your student.

## 2-Eliciting:- استنباط

Techniques or procedures which a teacher uses to get learners to actively produce speech or writing‘ ,.

**Eliciting means getting information from people as opposed to giving it to them - asking, throwing questions back at the students, in a nutshell.**

the best way to teach is often to shut up. Give the students the opportunity to teach. This is best achieved through elicitation, or eliciting.

What is it?

How ?

**Tips for eliciting:-**

Eliciting is a basic technique and should be used regularly, not only at the beginning of a lesson but whenever it is necessary and appropriate.

❖ **Why is it used?**

**Eliciting helps to develop a learner-centered classroom** and a stimulating environment, while making learning memorable by linking new and old information.

The teacher can elicit ideas, feelings, meaning, situations, associations and memories.

❖ **Eliciting helps students learn how to guess.**

**Eliciting is based on several premises** الاستنباط يكون مبني على عدة نقاط منطقية :-

The teacher provides **stimulus** using visuals or the board.

A situational dialogue, example sentences or a listening/reading text may provide the context from which the target language is elicited.

By using pictures, the teacher is able to elicit predictable responses in a more interesting way and with less teacher-talk.

learners should be encouraged to use their imagination and make guesses or predictions about stories or dialogues.

**When is it used?**

1- it is used to define the meaning of words, or get synonyms for new words from the class.

2-A third purpose of elicitation is the definition of rules and grammar. This can be done simply by asking about the tense, condition and meaning of a piece of language which will draw students to a logical conclusion.

3-Learners can elicit from each other, particularly during brainstorming activities. This helps to build confidence and group cohesion as well as shifting the focus away from the teacher.

➤ **Encourage rather than correct**

Try not to correct when learners are volunteering background information about a topic - confidence-building, not accuracy is important here.

If we are engaged in activities aimed at improving accuracy, we may consider it important to respond to incorrect forms. A simple nod, facial expression, gesture, or repeat of a mistake with rising intonation is often sufficient indication of an incorrect form, which the student is capable of correcting him/herself.

**3-Giving instruction:-**

**Its Procedures** 1) Plan how you're going to give the instructions before you go into the classroom, instruction would be fine for an intermediate class, but would lose a group of beginners: "

2) Think too about the speed of your speech - slow down slightly if necessary - and insert pauses to allow students to take in each piece of information before you go on to the next.

3) Make sure that your instructions are fully explicit.

### Some Guidelines for Giving Effectives Instructions

1- Think ahead what words and illustrations to use.\*

2\* Make sure to have all the students' attention before giving instructions and before dividing them into groups or handing out materials.

3\* Use repetition or paraphrase as well as the presentation of the instruction in different modes.

4\* Be brief in explanations especially if these contain a string of directives.

5\* Make an actual demonstration of the activity either with the full class or with one student.

6\* Check understanding but not just by asking students if they understand but by requesting them to do something that will show their understanding.

7\* Avoid long explanations and at the same time give students a reasonable amount of time to comply with the command.

8- The formulations should be short, easy to understand and precise. \*

### 4-personalization:-

1- To personalize language means to use it to refer to subjects that feel personal.

2- Personalization is the process of tailoring a particular service to meet the needs of the user. Within the context of a personalized education service, personalized learning equates to learning that respects the individual needs, aptitude, learning preferences and interests of learners – with the key aim of ensuring that every learner achieves the highest standards possible.

3- Personalized instruction is the effort on the part of a school to take into account individual student characteristics & needs, and flexible instructional practices in organizing the student learning environment.

4-Personalization happens when activities allow students to use language to express their own ideas, feelings, preferences and opinions.

5- Personalization is an important part of the communicative approach, since it involves true communication, as learners communicate real information about themselves.

The goal of personalized learning is to ensure learners achieve their potential by working in a collaborative learning environment.

### **5-Language games:-**

Interest is a key to success in the teaching process. Teaching can be made attractive and pleasant by introducing learning games.

#### **Why using games in language teaching?**

There are many advantages of using games in the classroom:--

- 1-Games are a welcome break from the usual routine of the language class.
- 2-Games add interest to what students might not find very interesting.
- 3-Games provide a context for meaningful communication. This meaningful communication provides the basis for comprehensible input.
- 4-The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction.
- 5-The variety and intensity that games offer may lower anxiety, thus making the acquisition of input more likely.
- 6-Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.
- 7-Games also help the teacher to create contexts in which the language is useful and meaningful.
- 8-Games are highly motivating, entertaining and challenging because they are amusing and interesting.
- 9-They encourage students to interact and communicate.
- 10-Games help students to make and sustain the effort of learning.
- 11-They can give shy students more opportunity to express their opinions and feelings.

12-They also enable learners to acquire new experiences within a foreign language.

13-Games encourage, entertain, teach, and promote fluency.

14-Games help learners recall material in a pleasant, entertaining way.

15-Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.

16-Games usually involve friendly competition and they keep learners interested.

17-Games encourages creative and spontaneous use of language.

18-The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction and promotes communicative competence.

19-Games builds class cohesion, fosters whole class participation and promotes healthy competition.

### **When to Use Games?**

Games are often used as short warm-up activities or when there is some time left at the end of a lesson.

### **Elicitation Techniques:-**

#### **Questioning:--**

Questioning is the most effective activation technique used in teaching, mainly within initiation-Response- feedback pattern. In many situations, the teacher uses different types of utterance (a statement, an incomplete sentence or an order) to elicit an oral response from the student(s). In other words, the teacher's questions are not always realized by interrogatives.

#### **What kinds of questions can you ask your students?**

#### **Display questions**

**Display questions:** are those, which the teacher asks. Yet, he knows their answers in advance.

Display questions have other objectives; e.g. pointing out that the student has done something wrong:

#### **What are you doing, AHMED?**

The student, here, feels that he is about to be in trouble for doing 'nothing'.

## **Are you a student?-**

The teacher directs the student's attention that her behavior is not accepted from a student.

### **Genuine questions**

**Genuine questions:** the teacher really wants to know a certain answer; he elicits information from the student(s):

Have you been to Alex, before?

### **Closed and open-ended questions**

#### **Closed questions:-**

**Closed questions** require a single right answer. The student is usually involved in convergent thinking collecting previously-learned information or reorganizing it in order to reach to one correct answer. thinking leading them to any one solution.

#### **Open-ended questions**

**Open-ended questions**, on the other hand, have different right answers. Many answers are possible. They lead to divergent thinking. Divergent thinking includes evaluative questions and other questions that require imagination and creativity , e.g.,

What might have happened if the world is one country?

### **Question forms**

**1-Yes / No questions:**

**2-Or questions:**

**3-Wh- questions**

**4-Question-tags or tag questions**