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VISUAL IMAGE WORKSHOPS

**A Supplement to the Teaching and Learning Process
of the English Language**

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FACULTAD DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE LENGUAS MODERNAS**

SANTA FE DE BOGOTA, 1992



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of the English Language***

LUZ MYRIAM ULLOA PORTELA

LIBIA FORERO CLAVIJO

***Trabajo de grado presentado
como requisito parcial para
optar al título de Licenciada
en Lenguas Modernas***

**Dr. HUGO RUBEN ACOSTA C.
Director**

**UNIVERSIDAD DE LA SALLE
FACULTAD DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE LENGUAS MODERNAS**

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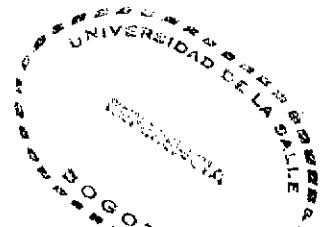


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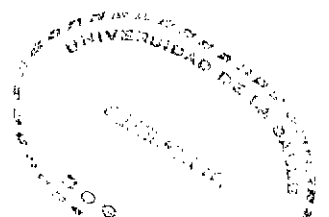
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Queremos expresar nuestra gratitud a la Universidad de la Salle, forjadora de profesionales conscientes y decididos a luchar por los ideales de una juventud en progreso; de igual manera, porque en ella encontramos los medios disponibles para la consulta y elaboración de nuestro trabajo de grado.

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INTRODUCTION

Taking into account the student's needs in the learning process of a second language, it is highly convenient to have a motivational reinforcement such as visual aids.

This work consists of a development of some visual image workshops. Why visuals? Because students learn more easily from an image than from teacher's explanation. Showing visuals focusses attention on meaning, and helps to make the language used in class more real and alive.

The workshops are designed to reinforce the workbooks used in the sixth and seventh grades at the " San Juan Bautista de la Salle " School. The

teaching of English in these two grades is very important because most of the students do not have any idea of what the English language is. Teachers must face the problem of selecting the adequate material and content for the students' capacity and knowledge.

The workshops are based on useful visual materials which are very familiar to the students. It is very much easier to concentrate on thinking about something if the students can see that something.

THEORETICAL FRAME

COMMUNICATIVE APPROACH

It is very important to understand that the communicative approach is based on the function of the language rather than on the mere mastery of structures.

For that reason, teachers must focus their attention to the meaning and value of their classes. They have to make a contextualization of all the dialogues and any device which helps the learners to be in real contact between English and students real life.

The communicative approach principal objective is based on the function of the language, by the fulfillment of this objective students will be able

to interact with other people either through pair and group work, or in their writing; because a person who acquires communicative competence acquires both knowledge and ability for language.

If learners are able not only to produce and understand structures, but also to use them to express the communicative functions they need, that is, to do things through language, we say that they have 'communicative competence'. (1)

Recognising the importance of functions will give the lesson a different emphasis and students will be more aware of why they are practising particular structures. For example, in a class where the teacher is using functions as well as structures, students will not learn 'there is/are' for its own sake or because it is a useful structure. Rather, they will learn how to describe places and in doing so will practise 'there is/are' as well as other necessary structures.

There are some aspects that intervene on the communicative approach:

- ***The main objective of the communicative approach is to get a communicative competence more than a grammatical competence.***

- ***There is a strong emphasis on the utilization of real life language inside the classroom, by presenting activities which can correspond to the reality of the student.***

- ***It emphasizes the activities on the student's work rather than on the teachers.***

- ***The sequence is determined by three aspects :***
 - ***Functions***

 - ***Content***

 - ***Meaning, which keep students motivated.***

- *The English program must be based on the students needs and interests.*
- *It emphasizes the integration of skills from the beginning of the learning process.*

WHAT IS AN IMAGE ?

The component element of imagination are called images, they may come from any sensory field. The most striking and detailed imagery is visual. Images cannot be considered as merely mental, they are closely related to the bodily process.

TYPES OF IMAGES

1. After Image :

It is the persistence of a sensory experience for a brief time after the stimulus is removed.

2. The Eidetic Image :

It is an unusually rich and detailed image, from which one can gain new information.

3. The Memory Image :

It is the typical recollection of a past event; one cannot get new information from this image.

4. Synesthetic Images :

They are rare associations between two different sense fields.

5. Hipnagogic Images :

They are clear images usually visual in nature which occur midway between the awake and the sleeping state.



6. Hallucinations :

They are unusually vivid and detailed images typically confused with reality.

7. Real and Virtual Images :

In a real image the light rays actually are brought to a focus at the image position, and the real image may be made visible on a screen - whereas a virtual image cannot.

WHAT ARE TEACHING AIDS ?

Teaching aids are any material, programmed machine used to help the teacher to explain his/her lesson better.

There are many ways in which aids can be grouped⁽²⁾:

- *According to the senses used :*
 - *Audio Aids*
 - *Visual Aids*
- *According to their nature :*
 - *Flat Aids*

- **Three Dimensional Aids**

- **Moving or Still Aids**

- **According to how they are shown :**
 - **Projected Aids : shown to a group**

 - **Non-Projected Aids : used by individual students**

Teaching aids are designed to help the teacher save time and effort. Some of them relieve the teacher from many routine tasks. All of them make the class more lively and more interesting for the teacher and the students. (3)

Research has proved the educational value of teaching aids under specific conditions. Aids should give a true picture of the ideas which they explain. They should not exaggerate or distract the students from the point in question. They should be suitable for the age level of the learners. They should be properly chosen and presented. (4)

Some manual and artistic skills are needed in handling them. They are usually complicated and expensive. Many teachers are even jealous of some teaching aids. The students respond more readily and eagerly to a film or a tape than they do to a teacher's explanation. The use of aids does reinforce learning. Aids make vague ideas clear and bring them within the level of understanding of the student. They present the same ideas in different situations to help students learn. Also, students will remember the material for a longer period of time and at the same time, it stimulates the growth of vocabulary and the continuation of thought. Aids offer varied experiences that are a welcome change from the routine of language class teaching.

VISUAL AIDS

An English teacher must be aware of the difficulty that the student of English will have at the beginning. For that reason it will be good to keep in mind the importance of motivation; this motivation can be done by using correctly the images and things around the students.

All the activities that are described below can be used in any stage of the lesson. It means in pre, while and post stages.

AIDS FOR LISTENING

Listening is important because students understand what is said to them. The ability to pick up structures and vocabulary will be got later; for that reason we need to give these learners as much opportunity to listen to spoken english as possible.

In real life, there are two ways in which we often listen :

- ***Casual Listening***

Sometimes we listen with no particular purpose in mind, and often without much concentration. We may not remember much of what we hear.

- ***Focussed Listening***

At other times we listen for a particular purpose, to find out information we need to know. In these situations we listen much more closely, but we do not listen to everything we hear with equal concentration - we listen to the most important points or to a particular information.

Focussed listening is used with more frequency in class because teachers can guide listening task and guiding questions.

TECHNIQUES FOR LISTENING

- **Using a dialogue for listening :**
 - **Teachers can introduce the topic before getting the class to listen to the dialogue by showing them a picture, a set of flashcards which tell the students the sequence of the dialogue.**
 - **Teachers could give one or two guiding questions before the listening stage.**
 - **Teachers could divide the listening into stages :**
 - ▲ **First, listening to the main idea only, in order to answer the guiding question.**
 - ▲ **Second, students listen to details. In this section, teachers could divide the dialogue into two parts, and check comprehension after each part.**

- **Using a Cassette recorder :**

- *It gives a chance for students to listen to a variety of voices different from the teacher's.*
- *Recorded material is useful for listening to dialogues, interviews, discussions, etc.*

- **Getting Students to Predict :**

An important part of the skill of listening is being able to predict what the speaker is going to say next; we can help students to listen by giving them some idea of what they are going to listen to:

Students can tell stories of their real life, suddenly teacher can stop the student and ask another student to guess what could continue on the story.

The techniques mentioned above can be developed through the following visual aids:

AIDS FOR READING

Reading involves looking at sentences and words in a real context, recognising them and understanding them - it is a process of making sense of written language. In the early stage, it may also help to say words in a real context, but this is not an essential part of reading.

TECHNIQUES FOR READING

- **Look and say :**

It is useful to give students practice in recognising words. A simple way to do this is to write and draw words or phrases which indicate

any action on pieces of paper like flashcards. The important part of the exercise is looking and understanding; saying the word is just a way of checking that they can recognise the word.

- **Look and do :**

This activity has the same aim as 'look and say'. Students have to look at words and understand what they mean; but there are two ways of checking if students have understood : asking them to perform actions. Also we can ask students to match sentences with a picture, match halves of sentences together, or draw a picture.

- **Sound and Spelling :**

When we read in our own language we do not need to distinguish every single letter; we do not read word by word, our eyes move rapidly across whole sentences. However, when students begin to read an unfamiliar script, students may need to look at individual letters and try to match the word with the way it sounds.

In English it is quite difficult, because the relationship between sound and spelling is very complex. Students can gradually become familiar with those sounds.

- **Reading a text :**

There are three possible ways of reading a text in class :

- *The students all read silently to themselves, at their own speed.*
- *The teacher reads aloud, while the students follow in their books.*
- *Students read aloud in turns.*

Teachers must be aware of how learners feel following the above mentioned ways to read, so we can conclude :

- *Teachers may intend to help students by reading the text aloud, but it could make reading more difficult. In silent reading, students can all read at their own speed, and if they do not understand sentences they can go back and read it again.*

- **Wall pictures**

- **Slides and filmstrips : They are transparent surfaces framed in cardboard. They are shown by means of a projector. (6)**

- **Flashcards**

- **Listening laboratories**

- *We need to give them practice in looking at a text and try to understand it, without always hearing it at the same time.*
- *In silent reading, nothing seems to be happening, but students are in fact concentrating on the text and thinking about meaning.*
- *Reading aloud is not a very useful technique, because only one student is active at a time, the others are either not listening at all, or are listening to a bad model.*
- *By reading aloud students' attention is focussed on pronunciation, not on understanding the text.*

ACTIVITIES BEFORE READING

There are various things we can do before reading a text which will make it easier for students to understand the text and help them focus attention on it as they read. (5)

- ***Presenting Vocabulary :***

We do not need to present all the new words in a text before the students read it. Students can guess the meaning of many words from the context. Only the words which would make it very difficult to understand the text need to be presented beforehand.

- ***Introducing a Text :***

It is important to introduce the topic of the text before we ask students to read it because we can help students in their reading, by giving some idea what to expect. Also, to increase their interest and so make them want to read the text.

We can make that introduction by showing them pictures, various flash-cards, a discussion, etc.

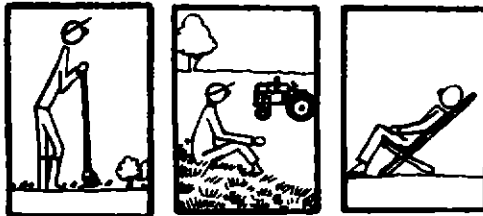
- **Guided Questions :**

Guiding questions should be concerned with the general meaning or with the most important points of a text, and not focus on minor details; they should be fairly easy to answer and not too long. By using guiding questions, teachers give students a reason to read because they are looking for something more specific, so that after the first reading they should have a good general idea of what it is about.

Some useful visual aids used in this skill are :

- **Reading-cards**
- **Reading-pacens**
- **Films**
- **Flashcards:** *Teachers can use flashcards, for example, to illustrate*

what persons do. (7)



AIDS FOR SPEAKING

There are always two sides to any use that we make of language. Outside of the classroom people never talk unless they have a reason to. That reason may be to ask for the bicycle, or to act polite, or simply to be sociable, but it is never to 'practice the present perfect tense'.

Good speech production depends on careful listening to native speakers or to recorded models of their speech. At the elementary stage, students just imitate what has been heard. Later, one of the most difficult problems that the teacher will have, is the students' free production. If students want to get free production, they must have a satisfactory knowledge of vocabulary items, their meaning and usage is also necessary for oral expression.

A very good teacher for beginners is a talkative person with a controlled range of ideas, it means a teacher who enjoys two-way conversation with other people. This is a teacher who can be relied on to keep the stream of conversation moving, but without monopolizing it. The essential point is not to have a limited range of ideas, it is to talk with the students within a vocabulary range that they can handle. At the time that the students begin to produce their own ideas in English, teacher must change his/her 'teacher' image to an understanding and occasional clarifier, at the end teachers can advice their students how to correct their mistakes.

TECHNIQUES FOR SPEAKING

Role Playing

Teachers can evoke rich, lively and purposive use of language when students are playing the role of fiction characters.

Students can decide the role they are going to play in a conversation that can be based in any written dialogue. On the other hand, a pair of students who are already imaginative may generate a conversation which is quite animated and has a clear dramatic structure.

Tell and Show

This technique gives students real material and then leads them gradually into a conversation. In this procedure, however, the words come from the students and not from a book or from a teacher.

For tell and show you will need a physical medium, neutral in appearance, highly flexible and simple to use. One member of the class agrees to serve as originator for the game. The job of the originator is to tell about a place which no-one else in the room has seen. This role gives to the originator absolute power over the facts about which the class will be

talking. This power-sharing can contribute much toward interest and motivation.

The basic steps are :

- ***The originator describes the place that he/she has in mind.***
- ***He/She tells back in his/her own words what he/she remembers.***

The most important aids for speaking activities are:

- ***Language games***
- ***Flat aids, such as :***
 - ***Bullettin-boards***
 - ***Flannelboards***
 - ***Pictures***

- ***Language films***
- ***Filmstrips, and all the aids used in listening can serve because careful listening precedes good production.***

AIDS FOR WRITING

Teaching writing has some similarities to teaching oral skills, we try to develop as much learner interactions as we can, not just a one-way flow between teacher and students. The students can be shown how writing is used to obtain or exchange information, for example, or to get something done, if they use this medium to communicate with one another in the classroom.

Teacher must be aware of his/her students written communication skills in order to use and reinforce those tools. It will be easier for students if they write about the things they like and know in the way they are used to do that.

TECHNIQUES FOR WRITING

Simple Writing Activity :

Let us imagine that the students have just been learning how to talk about their likes and dislikes with reference to a range activities such as swimming, playing football, dancing, watching TV. The students can be asked to write notes to find out more about one another's likes and dislikes. Teacher can provide the students with the model. The same can be done with names, professions, introducing someone, etc.

Pedagogically, even through a simple activity of this kind, they are practising many of the essential features of a letter. It is possible, too, for them to ask you for advice or for you to check there and then what they have written. A variety of language items, structure or functions can be practised through the exchange of short notices.

Extensive Writing Activity :

Select from magazines a variety of ads for well-known products and paste them on the cards. Ask each student in the class to choose one of these ads and to write a short letter of complaint either about the product or the ad.

Divide the class into groups, each representing a big firm responsible for advertising a number of these products. Then distribute the letters to the appropriate 'firms' and ask them to discuss and write their replies. These should then be given to the person who wrote the letter of complaint. Note that the first stage of the activity can be done as homework.

Writing aids are divided into two groups : Some for the mechanical aspects and others that provide students with ideas to express in writing.

Some visual aids that can be used are :

- ***Chalkboards***

- ***Motion pictures***

- ***Television***

- ***Newspapers***

- ***Magazines***

- ***Crossword puzzles***

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- (1) Adrian Doff. Teach English. Teacher's Workbook. Cambridge U. Press, 1988.
 - (2) Salah A. El-Araby. Audio-Visual Aids for Teaching English. Longman Group Ltd., 1974
 - (3) Salah A. El-Araby. Audio-Visual Aids for Teaching English. Longman Group Ltd., 1974
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 - (6) Salah A. El-Araby. Audio-Visual Aids for Teaching English. Longman Group Ltd., 1974
 - (7) Adrian Doff, Teach English. A Training Course for Teachers. Trainer's Handbook. Cambridge University Press.
 - (8) Wright Andrews. Visual Materials for the Language Teacher. Longman Group Ltd., 1976

WORKSHOPS SIXTH GRADE

FUNCTION

STRUCTURE

1. MEETING SOMEONE FOR THE FIRST TIME

. INFORMAL

. HI, MY NAME IS
WHAT'S YOUR NAME ?
HI, MY NAME IS

. INFORMAL AND SPECIALLY
IN U.S.A.

. HI, MY NAME IS
WHAT'S YOUR NAME ?
HI, MY NAME IS

. RATHER FORMAL

. HOW DO YOU DO.

HOW DO YOU DO.

. PLEASSED TO MEET YOU.

PLEASSED TO MEET YOU.

2. ASK AND GIVE INFORMATION

. TO IDENTIFY OBJECTS

. WHAT'S THIS ?

IT IS A

WHAT'S IT ?

IT IS A

. TO DENY THE IDENTITY OF
OBJECTS.

IS THIS A ?

YES, IT IS A

NO, IT ISN'T A ...

ASK FOR THE NAME OF A
PERSON

. WHO'S HE/SHE?

. WHO'S THIS?

. TO IDENTIFY A PERSON

. NAMES

. HE/SHE IS ...

. OCCUPATIONS

. HE/SHE IS A/AN ...

. TO DENY THE IDENTITY OF
A PERSON

. NAMES

. HE/SHE ISN'T ...

. OCCUPATIONS

. HE/SHE ISN'T A/AN ...

. TO ASK AND ANSWER FOR
THE HOUR

. WHAT TIME IS IT?

. IT IS

3. DESCRIBING PLACES

. ASK FOR SOMETHING

. WHERE IS?

. GIVE INFORMATION OF
SOMETHING

. IT IS ON, IN

(PREPOSITIONS OF PLACE)

4. DESCRIBING PERSONS

. ASKING FOR THE ORIGIN OF SOMEONE

. WHERE IS HE/SHE FROM?

. IS HE/SHE FROM ?

. IS HE/SHE(ADJECTIVE)?

. TO GIVE THE ORIGIN OF SOMEONE

. HE/SHE IS FROM

. YES, HE/SHE IS FROM

. YES, HE/SHE IS ... (ADJECTIVE)

. TO DENY THE ORIGIN OF SOMEONE

. HE/SHE ISN'T FROM

. NO, HE/SHE ISN'T FROM ..

. NO, HE/SHE ISN'T(ADJ.)

. TO ASK FOR PHYSICAL CHARACTERISTICS OF A PERSON

. WHAT DOES HE/SHE LIKE ?

- . TO GIVE PHYSICAL INFORMATION OF SOMEONE . HE/SHE IS(ADJ.)

- . TO DENY PHYSICAL INFORMATION OF SOMEONE . HE/SHE ISN'T ...(ADJ.)

- . TO ASK FOR THE AGE OF SOMEONE . HOW OLD IS HE/SHE?
. HOW OLD ARE YOU?

WORKSHOP NUMBER 1

TOPIC : *Chain*

FUNCTION : *Meeting someone for the first time.*

ACTIVITY : *Class and group work.*

STRUCTURE :

* HI, MY NAME IS ... WHAT'S YOUR NAME ?
HI, MY NAME IS ...

* HI, MY NAME IS ... WHAT'S YOUR NAME ?
HELLO, MY NAME IS ...

* HOW DO YOU DO

HOW DO YOU DO

* PLEASED TO MEET YOU.

PLEASED TO MEET YOU.

MATERIAL :

- *Film-strips and reading-cards.*

DESCRIPTION OF THE ACTIVITY :

1. *Teacher will organize the class in a circle.*
2. *Then, teacher will show students a set of film-strips with a class similar to their class, and how they greet themselves.*

At the same time that students are looking at the filmstrips, teacher is reading and acting with some of the students each way of meeting someone.

3. *Then, each student will receive a reading-card which contain half of one of the ways of meeting someone.*

4. *Teacher will explain students that each one must stand up in order to find out another classmate whom with helshe can make a pair.*

EXAMPLE

READING CARD A

<p>- HI, MY NAME IS</p> <p>WHAT'S YOUR NAME ?</p>

READING CARD B

<p>- HI, MY NAME IS</p>

Students will make pairs if they present the set of reading-cards showed above.

Once, students have make pairs, they sit down.

5. Each pair will make the example according to the clues given on each reading-card. The second pair of students must first say the name of the first pair so they can make their example, and so on.

SUGGESTIONS :

- **Teacher can also ask students to represent in a picture the way of greeting that they already have, in order to present it to the class.**
- **This workshop has been designed like a pre-activity for the topic: 'Different ways of greating someone for the first time'.**

WORKSHOP NUMBER 2

TOPIC : Collage of Images.

FUNCTION :

- 1. To Identify Objects**
- 2. To Deny the Identity of Objects**

PRE-ACTIVITY : Appendix Number 1.

ACTIVITY : Pair and group work.

STRUCTURE :

* **WHAT'S THIS ?**

IT IS A

* **WHAT IS IT?**

IT IS A

* **IS THIS A**

No, IT ISN'T.

MATERIAL :

- ***Cards with "Collage of Images"***
- ***Names of objects***
- ***Magazines***
- ***Newspapers***

DESCRIPTION OF THE ACTIVITY

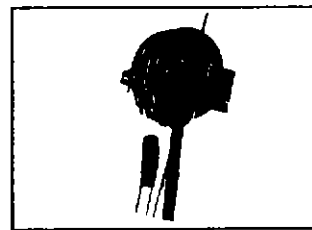
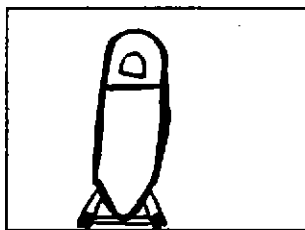
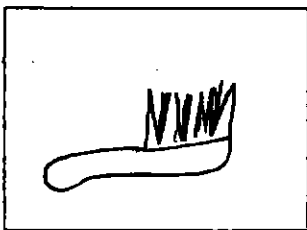
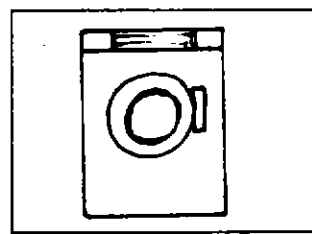
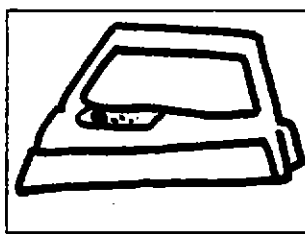
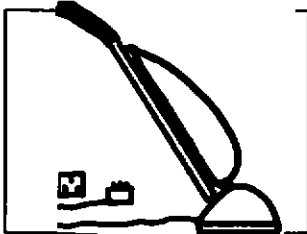
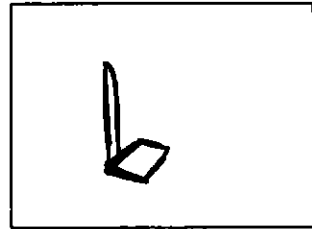
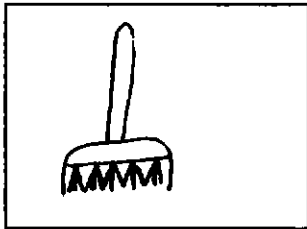
- 1. Teacher will divide the class in pairs. Each pair will receive a card with the soup of images. Each pair must identify the name of the objects and make a list of them. While they are performing each one of the activities planned for this workshop, students must ask and answer according to the structure studied to do so. The student who forgets to do so will have a bad score.**
- 2. As soon as they have finished the identification of them, teacher will make groups of 4 persons. In the groups, each pair will mime the name of their objects to the other students. The pair who guess the majority names of the objects will be the winner.**
- 3. Once they have finished this part of the exercise, the group will receive a card with the name of different objects, as well as some magazines and newspapers. They must make a notice board with the pictures and names of the objects given on the card so they can leave in the classroom.**

PRE-ACTIVITY (APPENDIX NR. 1)

- ***Students can receive in a previous class to this workshop, a paper with the pictures of the objects that will be required to work with. Under the picture students will find a list of words. Students must find the correct word for each picture and write it under the picture.***
- ***Previous to the initiation of this workshop, teacher will have the pictures on a side of the blackboard, and on the other side teacher will have the list of words.***
- ***Then, teacher will divide the class in groups.***
- ***Each group will have 2 minutes to put all the words under the pictures.***

- ***The group of students with less mistakes will be the winner.***

IDENTIFY THE DRAWING IN THE PICTURE WITH
THE CORRECT WORD.



1. FLOWER

2. BROOM

3. IRON

4. WASHING MACHINE

5. VACUUM CLEANER

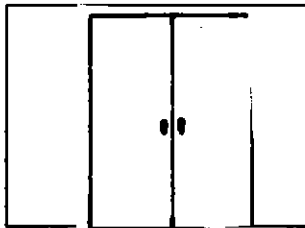
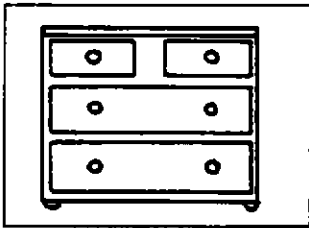
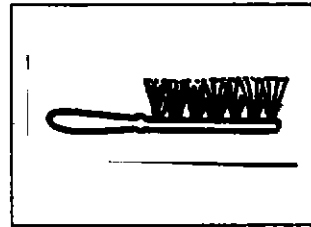
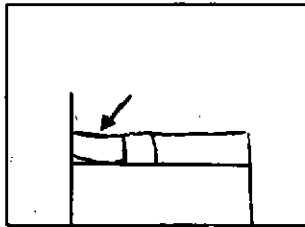
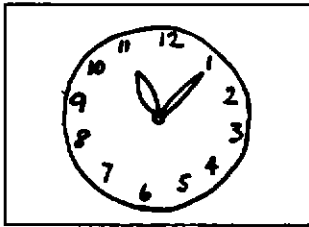
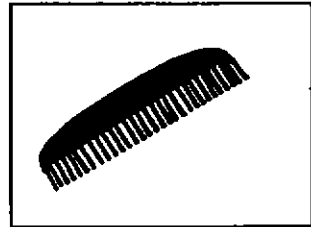
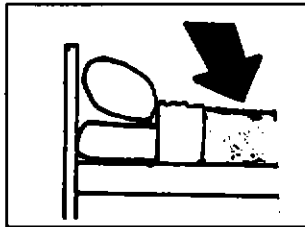
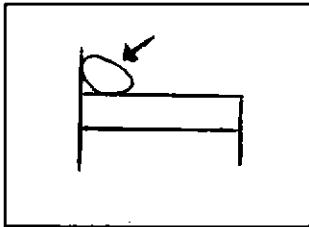
6. SCRUB BRUSH

7. IRONING BOARD

8. MOP

9. DUSTPAN

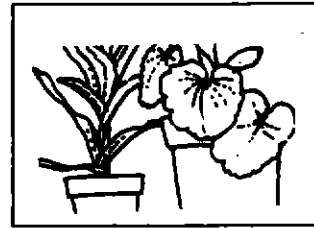
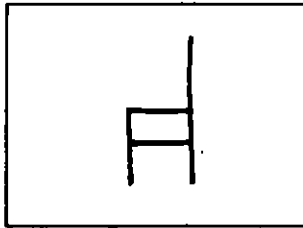
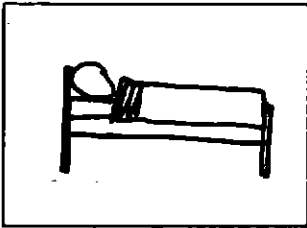
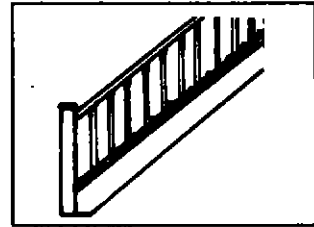
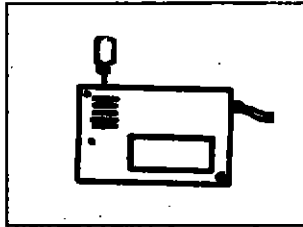
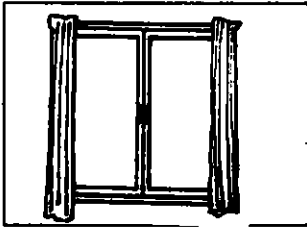
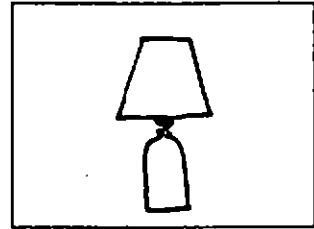
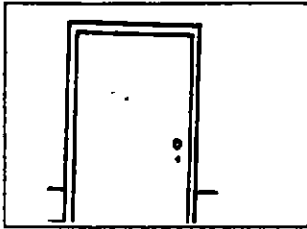
IDENTIFY THE DRAWING IN THE PICTURE WITH THE CORRECT WORD.



- | | | |
|-------------------|----------------|----------------|
| 1. PILLOW | 2. BLANKET | 3. NIGHT TABLE |
| 4. DRESSING TABLE | 5. COMB | 6. SHEET |
| 7. HAIR BRUSH | 8. ALARM CLOCK | 9. CLOSET |



IDENTIFY THE DRAWING IN THE PICTURE WITH THE CORRECT WORD.



1. DOOR

2. STAIRS

3. WINDOW

4. CHAIR

5. LAMP

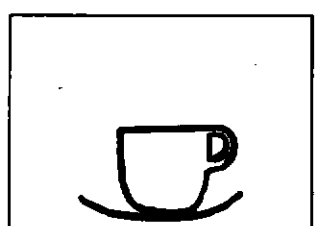
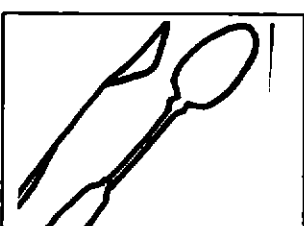
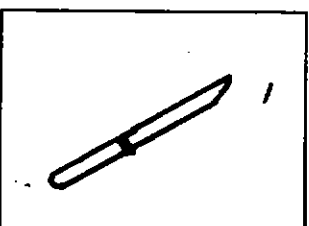
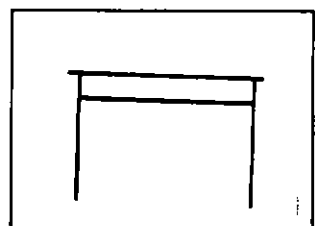
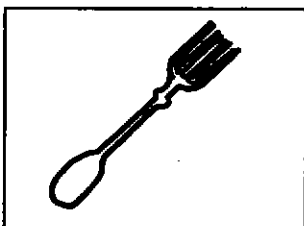
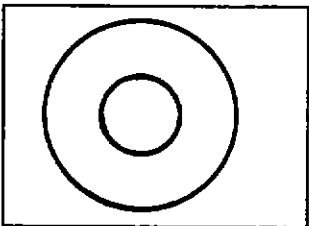
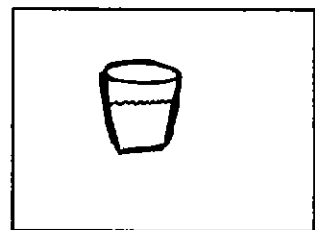
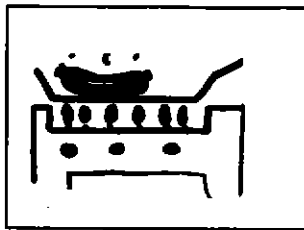
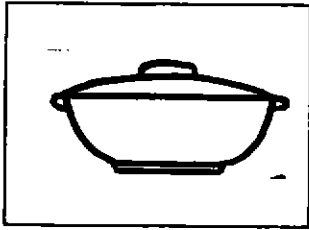
6. RADIO

7. PICTURE

8. PLANT

9. BED

IDENTIFY THE DRAWING IN THE PICTURE WITH THE CORRECT WORD.

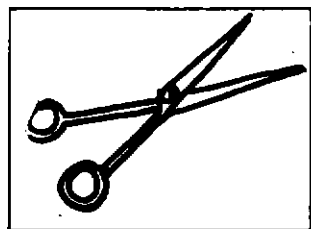
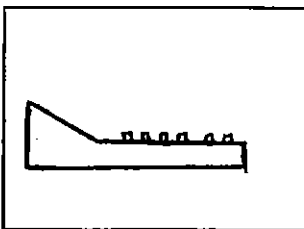
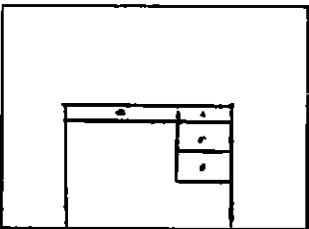
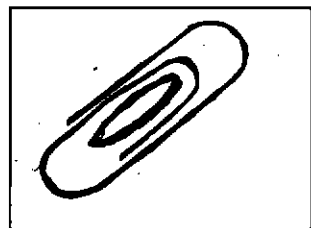
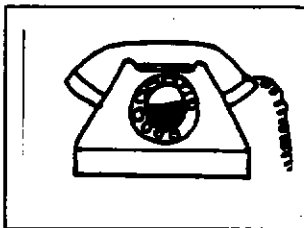
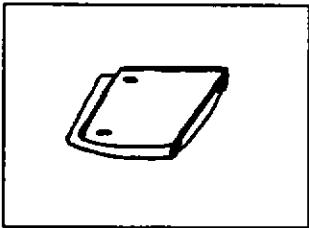
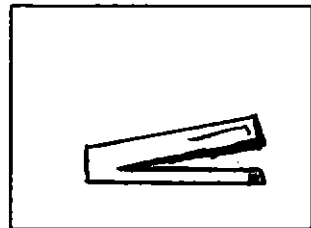
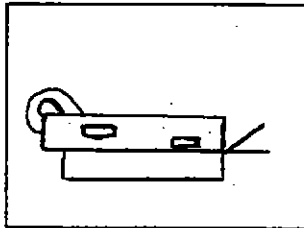
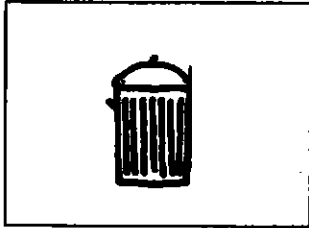


- 1. CUP
- 4. KNIFE
- 7. GLASS

- 2. STOVE
- 5. SPOON
- 8. PLATE

- 3. FORK
- 6. POT
- 9. TABLE

IDENTIFY THE DRAWING IN THE PICTURE WITH THE CORRECT WORD.



1. TELEPHONE

2. CALCULATOR

3. STAPLER

4. HOLE PUNCHER

5. SCISSORS

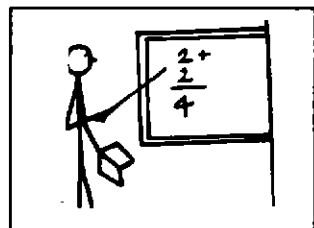
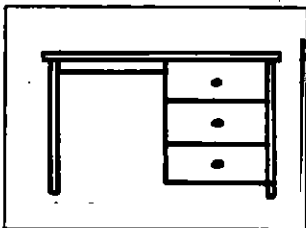
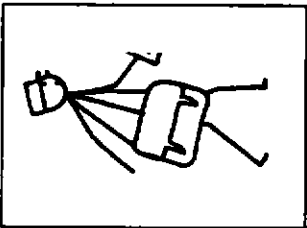
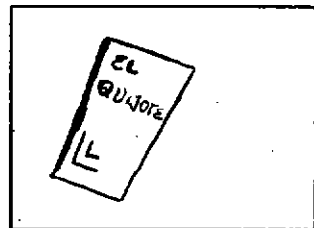
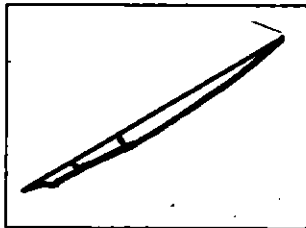
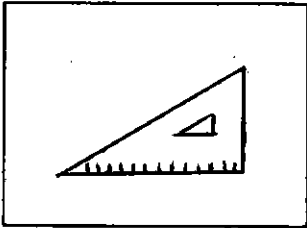
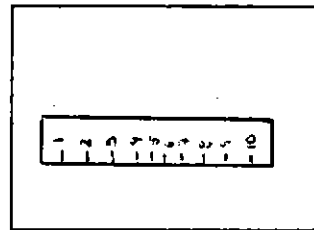
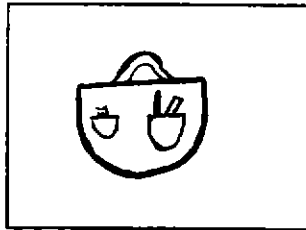
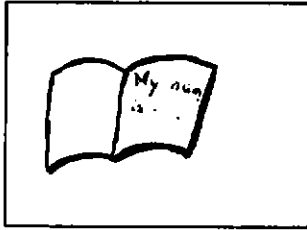
6. PAPER CLIP

7. PHOTOCOPIER

8. DESK

9. WASTEPAPER BASKET

IDENTIFY THE DRAWING IN THE PICTURE WITH THE CORRECT WORD.



1. PEN

2. BLACKBOARD

3. BOOK

4. STUDENT

5. BOOK-BAG

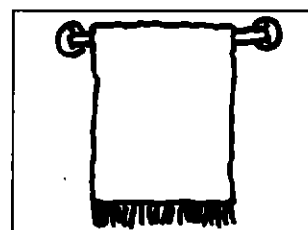
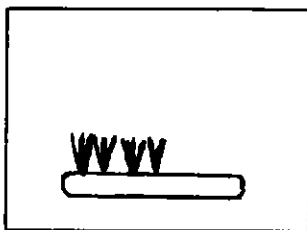
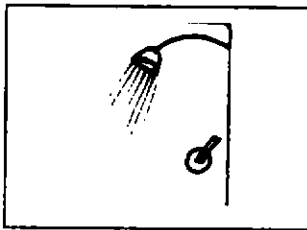
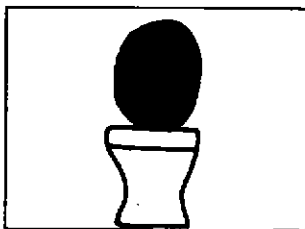
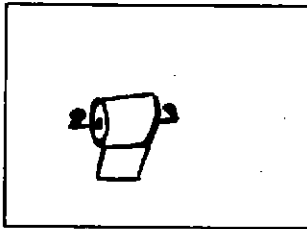
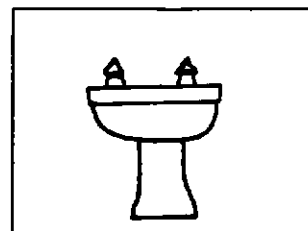
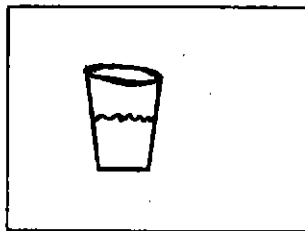
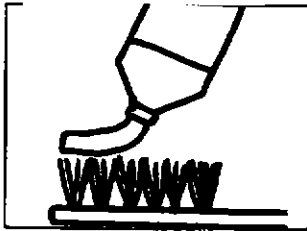
6. DESK

7. RULER

8. SQUARE

9. NOTE-BOOK

IDENTIFY THE DRAWING IN THE PICTURE WITH THE CORRECT WORD.



1. TOOTHBRUSH

2. GLASS

3. TOILET

4. SINK

5. SOAP

6. TOWEL

7. TOILET PAPER

8. SHOWER

9. TOOTHPASTE

WORKSHOP NUMBER 3

TOPIC : Bingo

FUNCTION :

- 1. To identify the occupation of someone.**
- 2. To deny the occupation of someone.**

ACTIVITY : Group work.

STRUCTURE :

*** WHAT'S HE/SHE ?**

HE/SHE IS A... / AN....



* IS HE/SHE A..... / AN ?

NO, HE/SHE ISN'T.

NO, HE/SHE ISN'T A.... / AN HE/SHE IS A..... / AN

MATERIAL :

- *Cards with big pictures of each occupation.*
- *Cards with the picture of different occupations.*
- *papers to cover the pictures.*

DESCRIPTION OF THE ACTIVITY

Previous to the initiation of the game, students will be familiarized with each one of the pictures. In order to do that, teacher will proceed as follows:

1. **Teacher will show each picture to students and will ask : What's *helshe* ? Students will answer, as they have learned, upto the time they identify the correct occupation of the one in the picture.**

2. **Once they identify all the professions in the pictures, teacher can explain the game :**
 - a. **The class will be organized in pairs.**

 - b. **Each pair will receive a card with pictures of different professions.**

 - c. **Teacher will show one of the pictures already studied, and will ask: *What's *helshe* ?***

 - d. **Students with the same picture on their card will say "bingo" and one of them will give the answer to the question.**

 - e. **Teacher can also show the picture and say : *Is she a secretary?*,
If the answer is affirmative, the procedure is the same as above mentioned. If the answer is negative, students must answer, No,**

he isn't; or No, she isn't. She is a nurse. As soon as they identify the correct name of the occupation they can say "Bingo".

- f. Students who say "Bingo" in the above mentioned cases can cover their picture. The winner won't be the first one who covers all the pictures. The winner will be the last one who covers all the pictures.**

WORKSHOP NUMBER 4

TOPIC : A Memory System

FUNCTION : To ask and answer for the time.

PRE-ACTIVITY : Appendix Number 2.

ACTIVITY : Pair and group work.

STRUCTURE :

*** WHAT TIME IS IT ?**

IT IS

MATERIAL :

- **Cards with the different hours.**

DESCRIPTION OF THE ACTIVITY

The aim of this activity is to remember six different hours. The workshop is as follows:

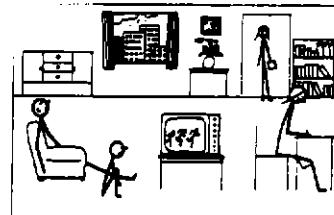
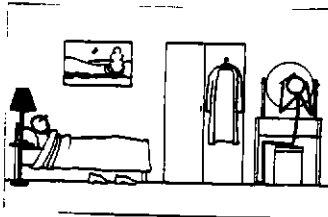
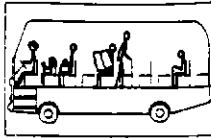
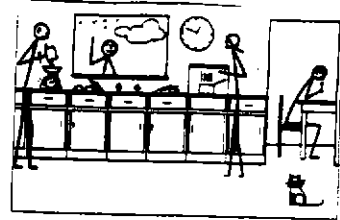
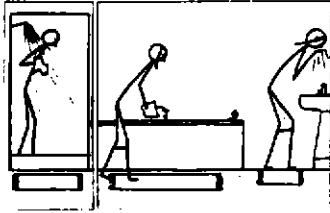
- 1. Teacher will divide the class in groups of four persons.**
- 2. Each group will receive a picture with eight numbers, under each number there will be a watch with an hour.**
- 3. One member of the group will ask the others the time shown on the pictures.**
- 4. When the students can see all the hours given, they are going to have three minutes to memorize them.**

5. Teacher will collect all the cards and put them in front of the class. Each group will name a representative who can remember all the hours given on the card. The winner will be the one who can say the six different hours without any mistake.

PRE-ACTIVITY (APPENDIX NR. 2)

- ***In a previous class, students will receive a paper with different pictures that will show some activities that people used to do in an specific time during the day.***
- ***In the same paper, students will have a list of hours.***
- ***Students must match the picture with the hour in which people used to performe that action.***

IDENTIFY THE PICTURE WITH THE CORRECT HOUR.



1. Six a.m.
3. Seven o'clock.
5. Eight-thirty p.m.

2. Six-thirty a.m.
4. Nine-thirty a.m.
6. Ten o'clock p.m.

WORKSHOP NUMBER 5

TOPIC : Home Fair

FUNCTION : Location.

PRE-ACTIVITY : Appendix Number 3.

ACTIVITY : Group work.

STRUCTURE :

*** WHERE IS ?**

IT IS ON / IN / AT / UNDER

MATERIAL :

- ***Pictures with the house and parts of the house.***
- ***Cards with the objects to be found inside the picture.***

DESCRIPTION OF THE ACTIVITY

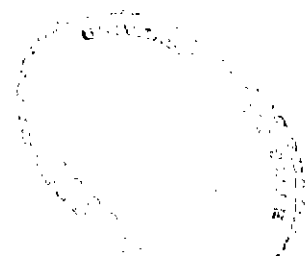
1. ***Class will be divided in groups of three persons.***
2. ***Teacher will present the picture of the house and he/she will tell students that it is his/her house. Also, that he/she wants to change somethings in his/her house and for that reason they are going to go to the fair.***

Teacher will organize a home fair in the classroom. Student will find pictures of the different places of a house, like bedroom, dining-room, etc.

3. ***Each group will buy the part of the house they like.***

4. **Once each group has the picture they already bought, they are going to receive a card with the picture of some of the objects that they can find inside the picture they have. In front of each picture they are going to have the question "Where is the" so students must look for that object inside the picture and answer the question.**

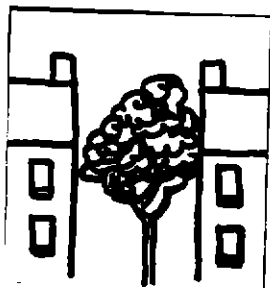
5. **As soon as they finish, all the groups will show in front of the class what they could find as well as their answers.**



APPENDIX NUMBER 3

- *Teacher will give each student a paper with a list of pictures and a list of words.*
- *Students will do a word/picture search.*
- *Then, the teacher with the students will correct it.*

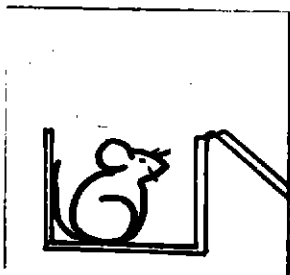
IDENTIFY THE DRAWING IN THE PICTURE WITH THE CORRECT SENTENCE.



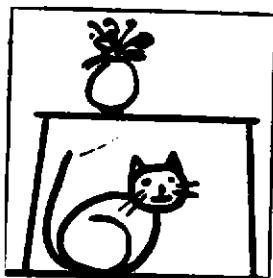
* THE CAT IS UNDER
THE TABLE



* THE TREE IS BETWEEN
THE BUILDINGS



* THE MOUSE IS ON THE
TABLE



* THE MOUSE IS IN
THE BOX

WORKSHOP NUMBER 6

TOPIC : *TV News (Personal News)*

FUNCTION : *Asking and giving information of a person.*

ACTIVITY : *Class work.*

STRUCTURE :

* WHERE IS HE/SHE FROM ?

HE/SHE IS FROM

* IS HE/SHE FROM ?

YES, HE/SHE IS FROM

NO, HE/SHE ISN'T FROM ...

* IS HE/SHE(ADJECTIVE) ?

YES, HE/SHE IS(ADJECTIVE)

NO, HE/SHE ISN'T ... (ADJECTIVE)

MATERIAL :

- *Large pictures of famous persons.*
- *Pictures that students bring of their family or persons they know.*

DESCRIPTION OF THE ACTIVITY

To get students familiarized with the activity, he/she will have three or four photographs of famous persons or people you know about. The picture should be large enough for class use. Students could be asked to bring photos from home or their family or in other case of a person they know.

1. *First, teacher must organize a "Head and Tail" play, so they can ask questions about the big pictures the teacher brings to the class. Each student should act as a TV reporter.*
2. *The first TV reporter on the line will ask a question about any of the pictures.*

3. *The TV reporter on the line will have to answer the question, if he answers correctly he/she will go to the head. In the case that he/she gives the wrong answer, the opportunity will be given to the next person near the tail. The person whose answer is correct will go to the head.*

4. *Once they have finished asking and giving information about the pictures, the class will be organized by pairs.*

5. *At that moment, each student is going to show the picture they have already brought to the class.*

6. *Then, each TV reporter will ask the other TV reporter as much as they can about the person in the picture.*

7. *At the end, each reporter will write all the information he/she got from the person on the picture.*

WORKSHOP NUMBER 7

TOPIC : *Six eyes.*

FUNCTION : *To ask and give physical information of someone.*

ACTIVITY : *Class and individual work.*

STRUCTURE :

* **HOW IS HE/SHE ... ?**

HE/SHE IS (ADJECTIVE)

* **IS HE/SHE (ADJECTIVE) ?**

YES, HE/SHE IS.. (ADJECTIVE)

NO, HE/SHE ISN'T .. (ADJECTIVE)

MATERIAL :

- *Pieces of paper.*
- *Students themselves.*

DESCRIPTION OF THE ACTIVITY :

1. *The learners should know each other quite well. Each learner writes his/her name on a piece of paper. These are then folded and jumbled. Each learner then takes one of the pieces of paper and tries to imagine that he/she is that person.*
2. *Then, each student will give information of that person, as follows :*
 - a. *His/her eyes are brown.*
 - b. *He/she is intelligent.*

3. Once the student has given some clues, the class can ask him questions about that person so they can guess who is he/she representing.

WORKSHOPS SEVENTH GRADE

FUNCTION

1. TALKING ABOUT OUR
DAILY ACTIVITIES

STRUCTURE

- . WHAT DOES HE/SHE DO IN THE
MORNING ?
SHE GETS UP HE GETS UP ...
WHAT DO YOU DO IN THE EVENING?
I GO TO BED ...
- . DOES HE/SHE TAKE THE SHOWER
AT 5:00 A.M. ?
NO, HE/SHE DOESN'T
YES, HE/SHE DOES.

2. TALKING ABOUT THE PAST

. SIMPLE PAST TENSE :

I SAW A COW.

THERE WAS A BOY AND A DOG.

. WERE THERE TREES IN THE PICTURE?

. WHAT DID YOU SEE?

. DID YOU SEE A GIRL?

. NEGATIVE - AFFIRMATIVE ANSWER :

NO, I DIDN'T.

YES, I DID.

NO, I DIDN'T SEE A COW.

YES, I SAW A COW.

3. NAMING THINGS

. NOUNS

VERB TO BE PLUS NOUN.

IT IS A/AN PLUS NOUN

. QUESTION FORM

IS IT A/AN PLUS NOUN ?

4. TALKING ABOUT ABILITIES

. PRONOUN - CAN - PPAL. VERB.

- COMPLEMENT

HE CAN PLAY TENNIS.

. NEGATIVE FORM :

SHE CAN'T SING.

- . QUESTION FORM :
- CAN THEY PLAY CHESS ?
- YES, THEY CAN.
- NO, THEY CAN'T.

5. EXPRESING LIKES AND DISLIKES

- . PRONOUN PLUS LIKE/DISLIKE PLUS COMPLEMENT
- . PRONOUN PLUS DON'T LIKE PLUS COMPLEMENT

- . I LIKE PEOPLE.
- . I DISLIKE GARBAGE.
- . I DON'T LIKE GARBAGE.

- . DO YOU LIKE MUSIC ?
- . DON'T YOU LIKE COLOMBIAN FOOD ?
- YES, I LIKE IT.
- NO, I DON'T LIKE IT.

6. REQUESTING

- . COUNTABLE / UNCOUNTABLE NOUNS
- DO YOU HAVE ANY ?

7. MAKING COMPARISONS

- . BIGGER THAN / SMALLER THAN (COMPARATIVES)

WORKSHOP NUMBER 1

TOPIC : *Half the class knows*

FUNCTION : *Talking about our daily activities.*

PRE-ACTIVITY : *Crossword puzzle.*

ACTIVITY : *Information gap*

STRUCTURE :

* **WHAT DOES HE/SHE DO IN THE MORNING ?**

HE/SHE GETS UP

* **WHAT DO YOU DO IN THE EVENING ?**

I GO TO BED

* DOES HE/SHE TAKE THE SHOWER AT 5:00 A.M. ?

NO, HE/SHE DOESN'T.

YES, HE/SHE DOES.

MATERIAL :

- *A sequence of pictures showing our daily activities, including the time.*
- *Two sets of reading cards with questions and answers about our daily activities*

DESCRIPTION OF THE ACTIVITY

1. *The teacher shows to the students two sequences of drawings, explaining one of the sequences where his/her daily activities are presented.*
2. *The teacher has already prepared two groups of questions and answers related to the sequences of drawings presented by him.*

3. *Divide the class in two groups and hand out the reading cards with the questions to one group and the answers to the other.*
4. *One student reads a question aloud and someone from the other group must have got the answer in his reading card, if he doesn't answer, the group loses a good point.*

EXAMPLE :

READING CARD GROUP 1

WHAT DOES THE TEACHER
DO AT 12:00 P.M. ?

READING CARD GROUP 2

SHE HAS LUNCH.

Suggestions :

You can also draw the sequences in the blackboard, but you save a lot of time preparing them out of class.

WORKSHOP NUMBER 2

TOPIC : *Story behind a photo.*

FUNCTION : *Talking about the past.*

ACTIVITY : *Individual and Group work.*

STRUCTURE

* **SIMPLE PAST TENSE :**

I SAW A COW.

THERE WAS A BOY AND A DOG.

* **QUESTION FORM :**

WERE THERE TREES IN THE PICTURE?

WHAT DID YOU SEE ?

DID YOU SEE A GIRL ?

WHERE WAS THIS TAKEN ?

DID YOU GO THERE ?

* NEGATIVE - AFFIRMATIVE ANSWER :

NO, I DIDN'T.

YES, I DID.

NO, I DIDN'T SEE A COW.

YES, I SAW A COW.

MATERIAL:

Slides with different pictures.

DESCRIPTION OF THE ACTIVITY

1. *Take the students to the film room or take an overhead projector to the classroom.*
2. *Prepare a set of photographs in slides.*

3. *Show a picture to the students for two minutes and ask them to remember the most they can about the picture.*

4. *Ask questions about the first picture, these questions must be with the simple past tense. Then point one student to answer.*

5. *Show the following slide with the same procedure.*

6. *You can ask students to work in pairs, writing a paragraph in the simple past about the picture.*

WORKSHOP NUMBER 3

TOPIC : Draw and guess.

FUNCTION : Naming things.

ACTIVITY . Class work.

STRUCTURE :

It + to be + a/an + noun

It is a / an + noun.

Question Form :

Is it a / an + noun ?

MATERIAL :

- **Reading Cards with words.**
- **Blackboard, chalk and an eraser.**

DESCRIPTION OF THE ACTIVITY

1. **Divide the class in two groups.**
2. **The teacher will show a reading card to one chosen student of a group, he sees the written word on the reading card and without saying anything, tries to draw what the word represents.**
3. **The group must guess the word and say it, if they do so, the leader of the group continue drawing what the teacher shows in the second reading card, they have five minutes to guess the more words they can. Then, it's the other group's turn, the same procedure during five minutes.**

- 4. This is important: the clue words in each five minutes are related to a specific noun, for example:***

Kitchen, bedroom, bathroom, dining-room are clue words related to HOUSE.

The students guess the clue words, then they have a minute to guess the noun related to these words.

If they got only one clue : kitchen, it would be difficult to guess the final noun.

- 5. The leader must be changed in the second, third..., opportunity.***
- 6. Each clue word is one point. The specific noun is two points.***

Suggestions :

- 1. It would be necessary to use the dictionary, but with a specific condition : students can't say anything in Spanish.**
- 2. If they got the word of the drawing but don't remember how to say it in English, they can look at the dictionary which the word is in English, and say it "only in English".**

WORKSHOP NUMBER 4

TOPIC : People with Talent

FUNCTION : Talking about abilities

PRE-ACTIVITY : Choose the correct picture.

ACTIVITY : Group work.

STRUCTURE :

PRONOUN + CAN + PPAL. VERB + COMPLEMENT.

*** HE CAN PLAY TENNIS.**

NEGATIVE FORM :

* SHE CAN'T SING.

QUESTION FORM :

* CAN THEY PLAY CHESS ?

YES, THEY CAN. NO, THEY CAN'T.

MATERIAL :

* *Pictures with famous people.*

DESCRIPTION OF THE ACTIVITY :

- a. *Students are divided in groups.*
- b. *Teacher gives one picture to each group, they can't see each other group's picture.*
- c. *Students in groups discuss about that person's life, writing some of his/her special abilities.*



d. Each group presents his character without saying his/her name in order to students make questions with "can" until they guess the name of the famous person.

Suggestion :

This exercise can be practised between students, It means with students who know each other very well.

WORKSHOP NUMBER 5

TOPIC : "COLLAGE"

FUNCTION : *Expressing likes and dislikes*

PRE-ACTIVITY : *Speaking pre-activity about Colombia.*

ACTIVITY : *Pair and group work.*

STRUCTURE :

PRONOUN + LIKE/DISLIKE + COMPLEMENT

PRONOUN + DON'T LIKE + COMPLEMENT

*** I LIKE PEOPLE.**

* I DISLIKE GARBAGE.

* I DON'T LIKE GARBAGE.

* DO YOU LIKE MUSIC. ?

* DON'T YOU LIKE COLOMBIAN FOOD ?

YES, I LIKE IT. / NO, I DON'T LIKE IT.

MATERIALS :

* *Magazines, paper, text markers, scissors and glue.*

DESCRIPTION OF THE ACTIVITY

a. *This is a pair group workshop.*

b. *Give the students all the material needed for the collage.*

- c. *Students will express through the collage what they like and dislike about Colombia, they'll have 20 minutes to do it.*

- d. *Then, each pair will explain to the class their collage, the other students may ask questions as: Do you like Colombian food.*

Be sure that students use : I like - I dislike or I don't like to explain their collage

- e. *The preactivity of this workshop consists on having a short exchange of ideas with the students about Colombia, just for introducing the topic, for example about weather, population, food, touristic places, etc.*

WORKSHOP NUMBER 6

TOPIC : Shopping List.

FUNCTION : Requesting

ACTIVITY : Class work.

STRUCTURE : Countable / Uncountable nouns.

Do you have any ----- Yes, here you are. No, I don't have any. Is there any sugar Yes, there is some. No, there isn't any.

MATERIAL :

- **A hundred of pictures in separated cards.**

- **Shopping list.**

PROCEDURE :

- **Half the students divide the pictures randomly among them, they are the sellers. The others, are the buyers, take the written lists, and each student chooses ten items he or she wishes to buy. They then approach the sellers, and request their items.**
- **Do you have any apples ?**

- **Yes, here you are.**

- **No, I don't have any.**

I want some glasses.

- **Yes, here you are.**

- **No, I don't have any.**

Is there any sugar ?

- ***Yes, there is some.***

- ***No, there isn't any.***

- ***I want a pen.***
 - ***Yes, here you are.***

 - ***No, I don't have any.***

WORKSHOP NUMBER 7

TOPIC : *Pass the Picture*

FUNCTION : *Making comparisons*

PRE-ACTIVITY : *A short discussion about different topics.*

ACTIVITY : *Class and group work.*

STRUCTURE : *Bigger than ---- Smaller than --- (Comparatives)*

MATERIAL :

- *Ten different pictures.*

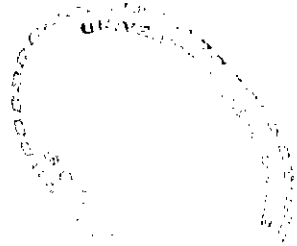
- *A piece of paper for each student.*
- *A pen.*

PROCEDURE :

- *Teacher shows one picture to the student sitting at the front, (you can organize ten rows). Let him see the drawing for ten seconds, then take it back and keep it. The first player must then draw the picture as he/she remembers it. Then he/she shows it to his/her neighbour for ten seconds and so until the last one of the row has passed.*
- *Each student shows what he has drawn and keep his drawing.*
- *Then display the last picture drawn and the first one you showed.*
- *Discuss the differences between the two pictures.*
- *In groups students discuss how the picture was modified.*

Suggestion :

The preactivity is a short discussion, making comparisons between countries, cities, rivers, mountains, etc.



GLOSSARY

AID

To contribute to the fulfillment of a need or to the achievement of a purpose or end. To help, to assist, to give help or assistance, to cooperate; assistance.

BULLETIN BOARD DISPLAYS

It is a board where teachers can have announcements of important events that are related to the language course. Those items can be changed as teachers need.

CHALKBOARD

It is one of the most familiar objects in the classroom. It is standard in every classroom. Teachers can use it to write, draw, etc.

COMIC MAGAZINES

They are series of frames that depend heavily on pictures and drawings, using very few words to express the intended ideas.

COMMUNICATIVE APPROACH

The communicative approach to language teaching takes as its starting point the use of communicative purpose of language. This approach therefore strongly advocates careful attention to use rather than merely for meaning. It would also favour functional-notional organization of teaching materials. It might tend to support a 'deep-end' approach to presentation of new language, in

which students are first to cope with the communication task as best as possible before being given the new, necessary forms.

CROSSWORD PUZZLES

They are a constant source of interest to young and old. Crossword puzzles are basically designed for native speakers. The clues given can be based on pictures.

COMPETENCE

Knowledge of the grammatical and other rules of a language which enable a speaker to use and understand it. By definition a native speaker has perfect competence.

COMPLETION CARDS

One side of the card contains the first part of a sentence; the other includes the rest. Students must complete the sentence.

DISCOURSE CHAINS

These are dialogues reduced to the names of functions and presented diagrammatically with the functions placed in order of occurrence. A discourse chain can produce various versions of a dialogue.

DRILL

A specific task or exercise designed to develop a skill or familiarity with a procedure.

EDUCATION

It has always been a social process by means of which a community society, or nation has sought to transmit to the emergent generation those traditional aspects of its culture which is considered fundamental and vital for its own stability and survival.

FLANNELBOARDS AND MAGNETIC BOARDS

They are used for the same purpose as Chalboards but teachers have prepared all the pictures and words before the class begin. By using flannel and magnetic boards, teachers can move easily one picture or word from one side to another side.

FLASH-CARDS

It is a piece of cardboard or thick paper about 8 x 6 inches on which a word, a phrase or a sentence is written in big letters. They are also used to enrich vocabulary or clarify the meaning and attract the attentio of the students.

FREE PRACTICE

In completely free practice, the teacher does not speak, interfere or attempt to control student production at all. Practice varies in the extent to which it is free. Free practice is sometimes called 'production'.

FUNCTION

The function of a structure is the communicative purpose of that structure on a particular occasion - what the speaker is trying to do through language. For example 'Have you read this book' may be presented perfect interrogative in form but the speaker may be using it to make a suggestion, to suggest that the listener read the book. Suggesting is the function of the structure here. The use of a form can often be expressed in terms of functions.



GRADING

Putting language items in course materials into the best arrangement to maximize learning.

INFORMATION GAP

The principle that two (or more) students engaged in a practice activity do not share exactly the same information. If the task is correctly set, the students must pool their information and are thus forced to communicate through English. The information gap is therefore an important element in many communicative practice tasks.

LANGUAGE

The word language is used in at least three senses. It can mean literary or, especially in recent times, an official language - in this sense it is opposed to dialect, which is not employed as a literary

and administrative tool and is seldom written; it can mean a group of dialects more or less closely connected with one another; and it can mean in broadest sense, the general capacity of man to express himself or to communicate with others through speech.

In linguistics, language is frequently used in the sense of a group of kindred dialects. English, in this sense, means all dialects of England; French, all dialects of Northern France, etc. So used the term has only an approximate value, for it is impossible to indicate exactly where the line should be drawn between French and Provençal.

LEARNING

In psychology, a change in behaviour which results from experience and which leads to greater satisfaction of the motivation giving rise to the behaviour. The behaviour which shows change may be either an already established act which is further perfected, or an act which simply becomes more probable than it previously

was. Buy experience is meant both the environmental circumstances in which the behaviour takes place and the consequences which follow and act. Motivation here means the needs whether biologically determined or in themselves learned, which are use restless activity and direct the learner toward the attainment of a goal or conditions which reduces the underlying need.

MATCHING CARDS

Prepare two sets of cards, one in flashcard size and an identical duplicate in reading-card size. While you are showing one flashcard learners with identical ones should stand up and read them.

MEANING

The conventional or literal meaning of a particular form: for example, that past tense form means past time. The purpose of traditional grammar books is to explain form and meaning.

POSTERS

They are wall-size pictures printed in different colours to attract the attention of onlookers. Every poster is designed to persuade the viewers to do something, believe in certain ideas, or avoid certain difficulties.

QUESTION - ANSWER CARDS

Questions are typed on one side and answers on the other. One student reads the question on his/her card and all class look for the answer. The purpose of this activity is to have all the questions with their answers.

READING CARDS

Reading cards are 3 x 5 inches. Individual learners can use them for sight-reading and comprehension.

READING LABORATORIES

They are learning materials graded in level of difficulty and designed to help the learner starts where he is and move ahead as fast as his ability will allow him. They are usually a series of pamphletes with pictures and small stories graded in vocabulary and grammar.

REINFORCE

To give more force or effectiveness to; strengthen, support.

REINFORCEMENT

The act or process of reinforcing, or the condition of being reinforced. Psychology: The occurrence or experimental introduction of an unconditioned stimulus along with a conditional stimulus. Loosely, any event, circumstance, or condition that increases the likelihood that a response will recur in a situation like that in which

the reinforcing condition originally occurred; any condition strengthening learning.

SLIDES AND FILMSTRIPS

Slides are transparent surfaces framed in cardboard. When they are shown by means of a projector, a large group of learners can view the pictures they contain. Like wall-pictures and bulletin-boards displays they are silent, but they often suggest action and sound. Filmstrips and slides are shown in a dark or half-darkened room.

VISUAL

Serving, resulting from a pertaining to the sense of sight. Capable of being seen by the eye; visible. Having the nature of producing an image in the mind.

VISUAL AID

Graphic material used in education to impact learning by visual means. Often used in the plural.

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