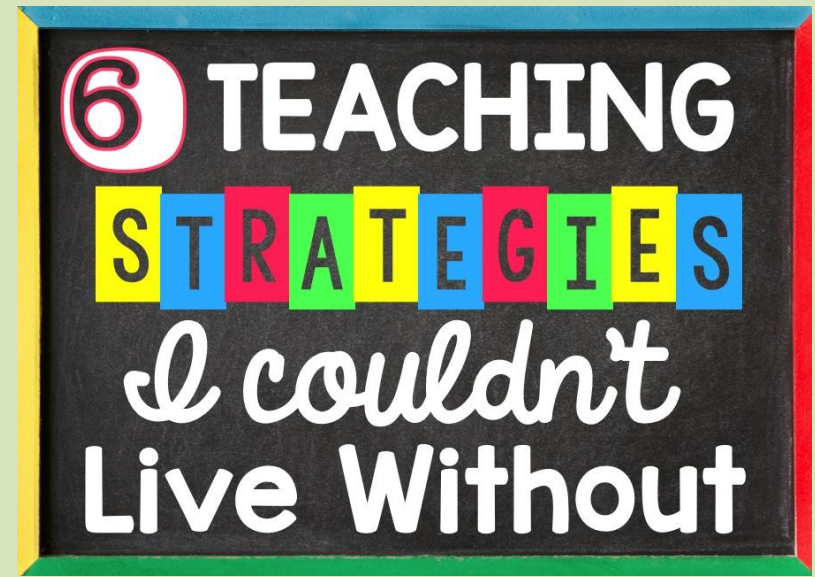
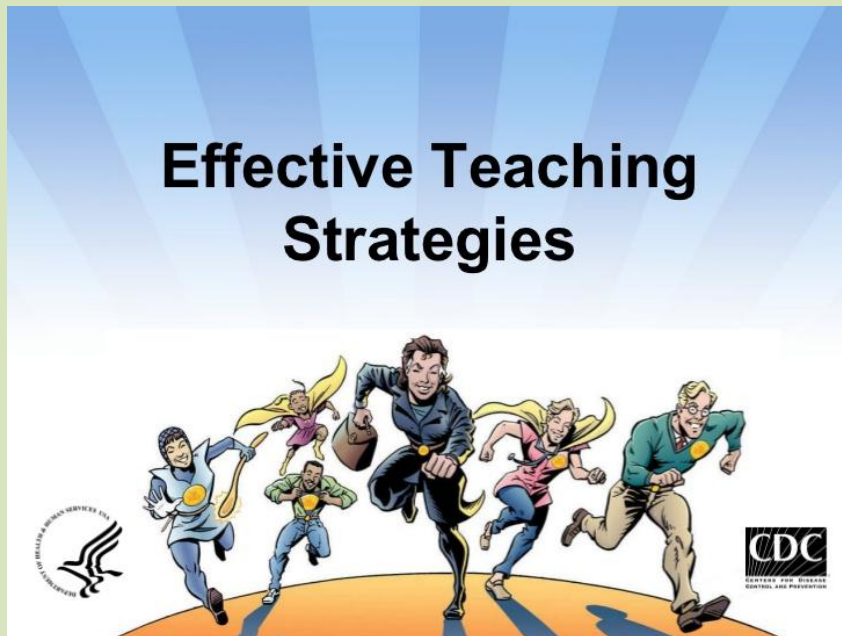


# SOME EFFECTIVE TEACHING STRATEGIES



**Effective teachers** work to **motivate** and **engage all** their pupils in learning rather than simply accepting that some of them are destined to do poorly.

They believe that every pupil is capable of achieving success at school and they do all they can to find ways of making each pupil successful.



# Some general teaching strategies



- the lesson starts **from** the pupils' experiences, and embraces questions and activities that involve them;
  - teacher uses a **combination of activities** that tackle different learning styles/ intelligences: visual, auditory, kinesthetic etc.\*;
  - the lesson involves an **active** participation of the pupils in the learning process, through carrying out experiments, simulations, solving problems also by means of a computer.
- Project-Based Learning (PBL): pupils acquire key knowledge and skills through the development of projects that respond to real-life problems.(E-Twinning)



\*The theory of **multiple intelligences** was developed in 1983 by **Dr. Howard Gardner**, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes **eight** different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- **Linguistic intelligence** (“word smart”)
- **Logical-mathematical intelligence** (“number/reasoning smart”)
- **Visual/Spatial intelligence** (“picture smart”)
- **Bodily-Kinesthetic intelligence** (“body smart”)
- **Musical intelligence** (“music smart”)
- **Interpersonal intelligence** (“people smart”)
- **Intrapersonal intelligence** (“self smart”)
- **Naturalist intelligence** (“nature smart”)

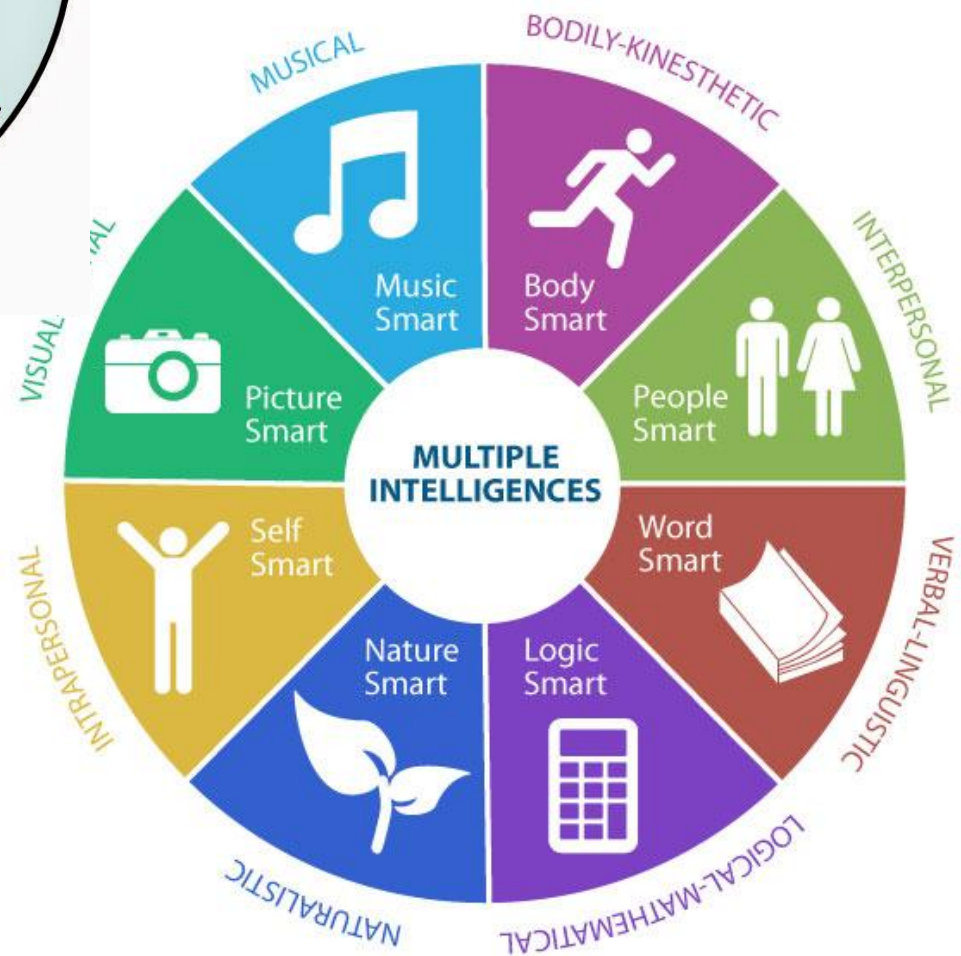
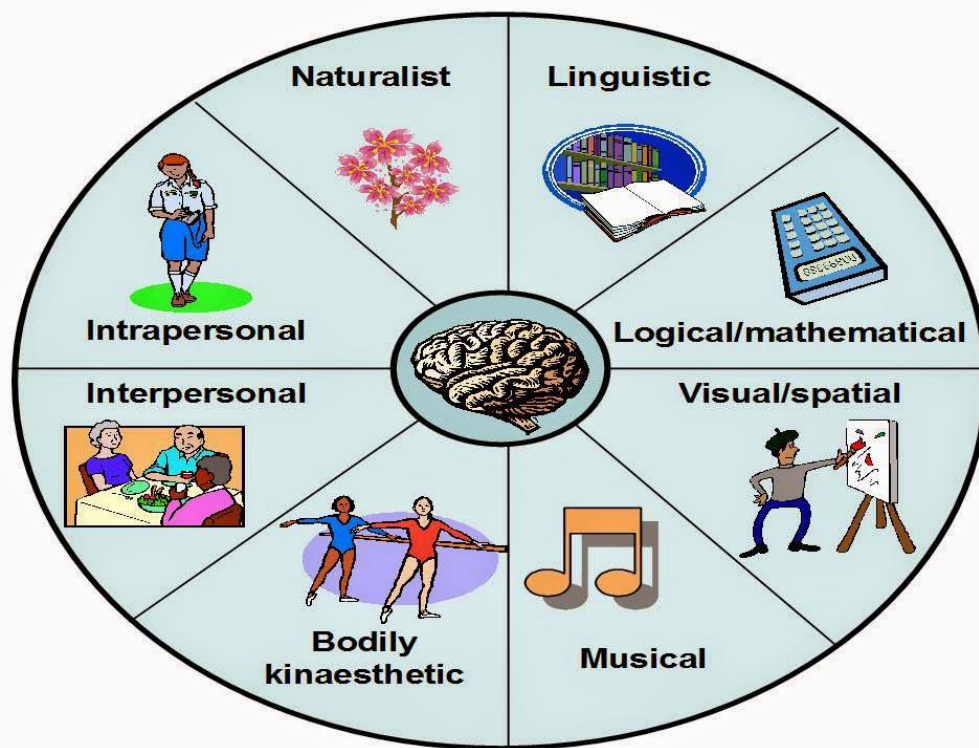
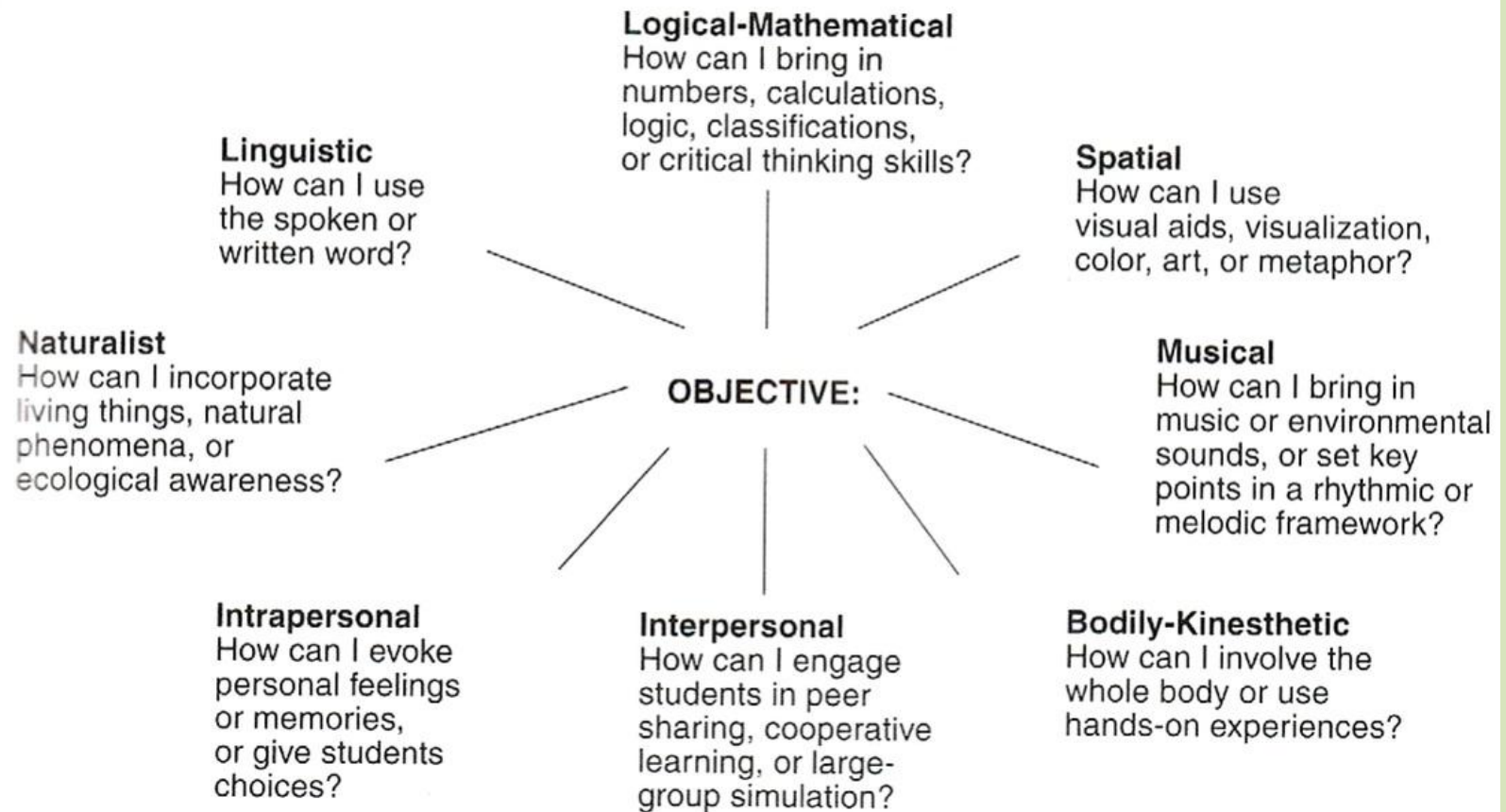




FIGURE 5.2  
MI PLANNING QUESTIONS



What are these techniques? When do you use them? What is their aim? (group work)

Brainstorming

Anticipating/Making hypothesis

Mind maps

KWL

Listening with key words

Using graphic organizers

## **Brainstorming**

An excellent teaching strategy to generate ideas on a given topic. Brainstorming helps promote thinking skills. WHEN ? Before a reading/listening activity, to start a new topic. ....

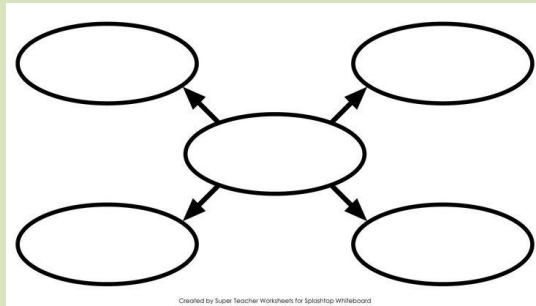
**Aims** .....

## **Anticipating /making hypothesis**

Before reading /listening to a text or starting a topic . The teacher asks the students to make hypothesis about the content by using different strategies: guess the topic from a picture /title , key words or phrases from the text ,True/False sentences.

**Aims** .....





## Mind Maps

**WHEN ?** Before students discuss a new topic / write a paragraph/an essay on a given topic.

At the beginning with the teacher's assistance (choral activity), then students may list items first and web later or they may web as they list, creating new links and categories .

**Aims**.....

**K-W-L** It is a metacognition strategy

**WHEN ?** At the start of a unit /lesson each student is given a K-W-L organizer. Each student completes the first two categories ,the "learned" column will be completed at the end of the learning process.

**Aims** .....

<b>KWL</b>		
What I Know	What I Want to Know	What I Learned

**Listening with key-words**

Select a text , Give each pair/group a set of key words. Give time to read and help each other understand them. While you read the text, they must place the key words in the order in which they hear them. Read the text twice. Each group glues the key words on paper trying to write the missing verbs/words to make sentences .Groups take turns to retell the text by using the key-words to make sentences .

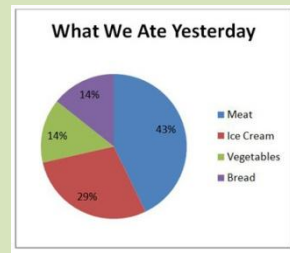
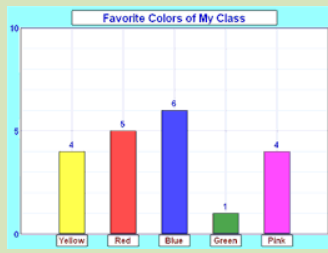
**Aims.....**

**Graphic organizers \*\***

Graphic organizers encourage and develop key thinking skills, such as comparing and contrasting, sequencing, recognizing part/whole relationships, matching cause and effect and classifying. They involve learners in active thinking and help a clearer understanding of content .When ? .....

**Aims . ....**

There are many types of graphic organizers :Venn diagrams, tables and grids, graphs, pie charts ,bar graphs , flow charts ,tree diagrams.



# What do you know about Cooperative Learning?



## Numbered Heads Together

It is a cooperative learning technique, each student is accountable for learning the material. Students are placed in groups , each person is given a number . The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as the spokesperson for the group.

### Aims

.....

## Think, Pair, Share

It is a cooperative learning technique that is applicable across all grade levels and class sizes. Students think through questions using three steps:

- 1.Think:** Students think independently about the question that has been posed, forming ideas of their own.
- 2. Pair:** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- 3. Share:** Student pairs share their ideas with a larger group, such as the whole class.

Students feel more comfortable presenting ideas to a group with the support of a partner. Students' ideas become more refined through this three-step process.

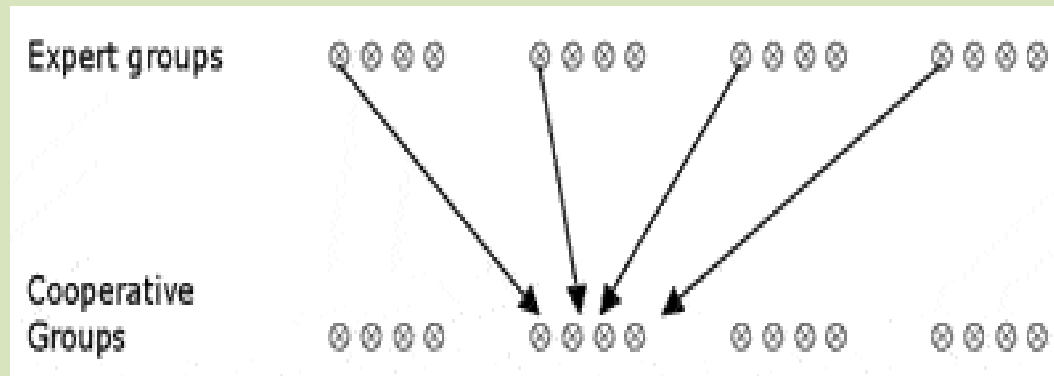
### Aims.....

## Jigsaw

It is a cooperative learning technique that is characterized by participants within a cooperative group who become experts on different aspects of one topic of study/ one part of a longer text .

Before presenting and teaching to the cooperative group, students form **Expert Groups**.

1. In each expert group partners study their topic and plan effective ways to teach important information when they return to their cooperative groups.
2. Participants can return to their cooperative groups and each member teaches the others the part of the topic /text they are now experts in.



**Aims** .....

# TPR



**Total physical response** is a teaching method that was developed in the 1970s by **James Asher**, professor of Psychology at the San Jose State University in California.

Its aim is to teach language or vocabulary by using physical movement to react to verbal input.



**Asher** observed how children learn to speak their mother tongue. Adults tell them what to do: “Pick up the ball.” “Sit down.” “Open your mouth.” The child would look to the parents for instructions, and then perform the movements required. **Comprehension** is the **first** step to language acquisition. **TPR** mimics the process of the children picking up their mother tongue. The purpose of this method is to create a brain link between speech and action to boost language and vocabulary learning.

**Total Physical Response** contains elements which we can use in our classrooms to teach grammar and vocabulary.

1) Get 2 pupils to do the actions with you for the first time. They imitate you as you move. You **say** the words while you and the 2 learners **do** the action/s.

2) **Say** the words again. This time **only** the two pupils **do** the action/s. **Repeat**.

3) Now, while you say the words **all** the pupils **do** the action/s.

4) Do that twice.

**So far** your pupils have not spoken a single word,  
but

have demonstrated their understanding by doing the action/s while you were saying the words (“natural passive learning”).

In TPR learners are usually silent for the first 3 /4 weeks, then the pupils say the sentences and the teacher/other pupils move to their commands.

T writes the word or phrase on the Bb so that pupils can make the connection between oral and written words.

You can find a lot of material about TPR on the web.

**Simon Says.** 1 player takes the role of "Simon" and issues instructions (usually physical actions such as "jump in the air" or "stick out your tongue") to the other players, who should only follow the instructions if prefaced with the phrase "Simon says" or are eliminated .

**Bring me** scenario. Group the class into four or five teams (each team of three to four players) and tell them to bring you something.

## **Action Songs for the Whole Class**

Action songs are actually TPR but with music. Children love them. They are the perfect memory aids that can effectively fix language and movement into the long-term memory.

