

Methods and Techniques of Teaching Basic English

—for the Teachers of Tomorrow—

児童英語教育のための方法と技術



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PREFACE

English teaching plays an important role in Japanese society these days, because the country has become more internationalized and welcomes more than twenty million tourists from abroad each year. It is expected to provide students with enough language education to meet the requirements arising from such fields as transportation, accommodation, catering, international trade and tourism.

The government of Japan, therefore, has started to underline the importance of English education, and has been expanding it to include younger children in elementary schools. To meet the educational guidelines set by the government, elementary school teachers are now required to teach English to students from the third grade, and probably even from the first grade in the near future. Following curriculum changes in the Japanese school system, teacher training has been required to catch up to the new trend in teaching English.

This textbook is designed for teacher trainees, who are preparing to teach basic-level English at elementary schools. It will enable them to learn (1) more English for their own personal use, (2) how to adopt the teaching methods proposed in this textbook, (3) basic-level English teaching methods and skills for their future careers, and (4) new trends in basic-level English teaching in this Internet age. It is absolutely necessary for teacher trainees to actually put into practice what they learn from this textbook, as theoretical knowledge alone does not make a good teacher, because teaching is a practical profession.

This textbook contains 16 chapters, each of which presents teacher trainees with an English teaching situation in an elementary school. Each chapter begins with a vocabulary preview and a keynote reading article that explains the target theme of the chapter, such as “Forming a Good Relationship with Students,” “British English and American English,” “Teaching Aids,” or “Utilizing the Internet as Teaching Resources.”

The Keynote Reading is followed by such activities as “Important Phrases/Words in the Keynote Reading,” “Listening Activity,” “Further Study,” “Keeping a Class Journal,” and “Discussion Topics.” All of these are deeply linked to actual English teaching methods in elementary schools. Teacher trainees are, therefore, expected to learn the useful phrases and words from the keynote reading, and to practice the dialogue with their peers so that they will be able to make use of these expressions in practice when actually teaching students and children.

There are two main characters in this textbook; Keiko-sensei, a homeroom teacher (HRT), and David, an assistant language teacher (ALT). They appear in the dialogue section as well as in the class journal section of almost all chapters, so that you can compare yourself to the HRT and learn from the ALT. The character introductions including the other two ALTs are shown below.

By understanding the reading and dialogue sections and doing the accompanying activities, users of this textbook will be sure to gain confidence in teaching basic-level English.

Good luck, future colleagues.

The Author

Character Introductions

Homeroom Teacher (HRT)

Keiko

Keiko Watanabe is a Japanese teacher. She is a homeroom teacher of Class 5B. Her students call her Keiko-sensei. She does not speak good English, but she is very interested in studying and teaching English.



Assistant Language Teachers (ALTs)

David

David Smith is from Idaho, USA. He is a very popular ALT working together with Keiko-sensei, and helps her a lot. He is not a good speaker of Japanese, but he knows a lot about computer technology.



Kevin

Kevin is an ALT from London, UK.

Leonard

Leonard is an Italian-American ALT.

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Appendix: ***Interview Test, Quick Reference for Classroom English***

Chapter 1

Forming a Good Relationship with Students



I Vocabulary Preview

Match each word in Column A with a word or phrase in Column B of similar meaning. One has been done for you as an example.

| Column A | Column B |
|-----------------------------|--|
| 1. adolescence (d) | a. foster, help grow up |
| 2. enthusiastic () | b. belief in yourself and your abilities |
| 3. obtain () | c. having or showing great interest |
| 4. nurture () | d. teens, puberty |
| 5. self-confidence () | e. get by effort |

II Keynote Reading

The article below includes essential tips for you to put into practice in class. Read the article and answer the following questions.



Teachers have the important responsibility of nurturing the development of young people from childhood **through to** adolescence. It is not surprising therefore, that teachers soon notice that students all have their own unique personalities. Some may be very outgoing and talkative; some can be troublesome, while others are quiet or even shy. Knowing how to establish good relationships with all types of students is a skill which teachers in training need to obtain. 5

Many students, especially those who are enthusiastic or gifted, often impress the teacher by actively **participating in** classroom activities or expressing their personal opinions. The quieter students, however, are usually willing to remain silent and as a result, the others receive all or most of the teacher's attention. This imbalance can be corrected by making sure that quieter students receive more of the teacher's attention, for instance, **by way of** morning greetings and general conversation before and after class. This will **lead to** an increase in self-confidence in quiet students and potentially better results in class. 15

The subject of English, more than other school subjects, enables the teacher to establish a close relationship with students through daily conversation, since it is **a means of** communication and not just a subject of memorization of grammar rules and vocabulary. This regular conversation will increase self-confidence in students and lead to a closer relationship between students and teachers. 20

III Important Phrases/Words in the Keynote Reading

Fill in the blanks of the following sentences with the phrases/words in bold type in the reading passage.

- _____ the beauty pageant is the first step to becoming a Hollywood star.
- We are going to Beijing, the capital city of China, _____ Tokyo.
- This northbound train goes _____ Union Station via Central Station.
- The streetcar system was developed as _____ improving the traffic situation.
- Your daily efforts will surely _____ great success in the future.

IV Listening Activity

Listen to the recording and fill in the blank spaces. Then learn the expressions for your future use.



(HRT=Homeroom Teacher, ALT=Assistant Language Teacher, SS=Students)

HRT: I'm your **1.** _____, Keiko Watanabe. Nice to meet you, class.

SS: Nice to meet you, Ms. Watanabe.

HRT: You **2.** _____ Keiko-sensei.

SS: Nice to meet you, Keiko-sensei.

ALT: I'm your **3.** _____, David Smith. Nice to meet you, class.

SS: Nice to meet you, Mr. Smith.

ALT: Call me David, everyone.

SS: Nice to meet you, David.

HRT: From today, David and I will teach you English.

ALT: I will help you **4.** _____ and **5.** _____ in English. Do you like English?

SS: Yes, we do.

HRT: That sounds great. **6.** _____ some games?

ALT: Let's play "Simon Says." Do you know the rules, class?

SS: Yes, we do.

ALT: All right. Stand up, everyone. Simon says, "**7.** _____ three times." Simon says, "**8.** _____." Put your hands down.

HRT: Oh, no one put their hands down. **9.** _____!

V Further Study

Give possible expressions of praise or encouragement similar to the two examples given below.

| <i>Good job, Kaoru!</i> | <i>Congratulations, Class!</i> |
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VI Keeping a Class Journal Listen to the recording and fill in the blanks.

It was my first day today to 1. _____, Class 5B. I was
 2. _____ because I have never had 3. _____
 before. However, I 4. _____ because all students were
 5. _____. Maybe it was because the students
 6. _____ and observed me 7. _____
 I was a good teacher or not. From today, 8. _____ since I became
 an elementary school teacher two years ago, I have to 9. _____
 _____ all students and know them well to 10. _____
 _____ with each of them.

**Questions**

Write your own journal answering the following questions. Suppose you were an elementary school teacher.

1. Which class did you meet for the first time in April?
2. Have you had the 5th graders before?
3. How did you feel on that day?
4. How do you describe your new students?
5. Why did you think students were also nervous?
6. When did you become a teacher?
7. What do you plan to do from today?
8. Why do you have to know your new students well?

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VII Discussion Topics Discuss the topics below with your peers.

1. What should you do to form a good relationship with students?
2. How can that good relationship be maintained?
3. How can the student's confidence be won and maintained?
4. What should be done if a student appears to be emotionally upset?