

VICTORIA UNIVERSITY BANGLADESH

ENG 203

English Teaching

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1. Elementary literacy instruction must emphasize the foundational aspects of reading and writing, including phonological awareness(of which phonemic awareness is a component) decoding and word analysis, vocabulary, fluency and comprehension. Reading texts also provide opportunities to study language; vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text. Lastly, good reading texts can introduce interesting topics, simulate discussion, excite imaginative responses and be the springboard for well- rounded, fascinating lessons.

**Principles of teaching reading**

• **reading is not a passive skill:** reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.

•  **students need to be engaged with what they are reading:** as wish everything else in lessons, students who are not engaged with the reading text – not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

• **students should be encouraged to respond to the content of a reading text, not just to the language**. It is important to study reading texts for the Where they used language for number of paragraphs they contain and how many times they use relative clauses. But the meaning the message of the text, is just as important and we must give students a chance to respond to that message in some way.

• **student should be encouraged to respond to the content of reading text, not just to the language.** Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message so they must be allowed to express their feelings about the topic thus provoking personal engagement with it and the language.

 • **prediction is a major factor in reading.** When we read texts in our language, we read Books covers give us A hint of what in the book, photographs, and headlines hint at what articles are about and reports look like reports before we read a single word. The Moment we get this hint on the book cover, The headlines, and the word-Processed page, our brain starts predicting What we are going to read. Expectations are set up and the active process of reading is ready to begin. teachers should give students ‘So that they can predict what’s coming too. It will make them better and more engaged readers.

**• Match the task to the topic.** We could give students Hamlet's famous soliloquy ‘To be or not to be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what hamlet means and what the menu foods are.

**• Good teachers exploit reading texts to the full.** Any Reading text is full of sentences, words, Idea’s descriptions, etc. It doesn’t make sense just to get students to read it and then drop it to move on to something else. good teacher integrates the reading Text into interesting class sequences, using the topic for discussion and further tasks, Using the language for study and later activation.

I always use this principle for my class. These principles for teaching reading help me to Understand my class what I am reading.

2) handwriting, Reinforcing our reading and language process could ls. Writing over time to slows down the thought process enabling the writer to think about the words, how are spelled, and the structure of the writing all making the writer more adept at the language they are using. Handwriting is an essential skill for both children and adults.

**.Share ideas before writing:**

Students orally share ideas before writing (with a peer, as a whole group, or even record ideas using a technology device) - This gets the creative juices flowing. Students who struggle with coming up with their own ideas might get inspired YPES OF STRUGGLING WRITERS YPES OF STRUGGLING WRITERS their classmates’ thoughts. Having students share ideas also helps to solidify and ground the idea so it isn’t lost. Students orally share ideas before writing (with a peer, as a whole group, or even record ideas using a technology device) - This gets their creative juices flowing. Students who struggle with coming up with their own ideas might get inspired YPES OF STRUGGLING WRITERS YPES OF STRUGGLING WRITERS their classmates’ thoughts. Having students share ideas also helps to solidify and ground the idea so it isn’t lost.

. **Collaboratively write:** This is an opportunity for the whole class to get involved. Instead of having students start writing on their own, first, collaboratively write together as a class. Have different students share ideas to create a collaborative writing sample. This demonstrates for struggling writers how to approach the assignment and it provides them with ideas of what to write about.

. **Use** **sentence** **starters**: These help trigger ideas in struggling writers. Often a student will say, “I don’t know what to write about,” and a sentence starter can help guide them with their writing.

 **Writing Warm-up:** Writing warm-ups are great to help students get their creative juices flowing. They are also helpful to encourage students to write down their thoughts. Using a writing warm-up like Power Writing or Freewriting: (where students write without stopping or without worrying about spelling or grammar) their ideas can flow and they don’t have to deal with writing paralysis.

**Prewriting:**  This is a critical step for helping struggling writers construct ideas. Using tools like brainstorms or Focus storms, helps students quickly get as many ideas as possible. The blank page can be daunting to young writers who struggle with coming up with ideas.

**Chunk Assignments with Graphic Organizers:** Many struggling writers do better with a visual. Breaking writing up into more manageable chunks (i.e.. breaking a paragraph into sentences) makes the task seem less daunting and students.

 **Students’ choice:** students choice with what they write about. Even a little choice goes a long way with student writing. When students feel invested in a topic they will have more to say, thus more to write.

 **Scaffolding instruction:** scaffolding is a means by which teachers can build upon students’ strengths. They should be contextual, society and temporary framework used to support successful learning with a specific academic domain such as writing. This scaffolding technique can also be used in different manner involving students scaffolding amongst themselves leaving the teacher as a less active participant.

**make practicing fun:** offer your students a special pencil or a rainbow of colored ones. Don’t just give her to words copy.

**Pinpoint the problems:** common handwriting problems lie in four main areas : letter formation, sizing, spaces, between words, and line – alignment

Strategies for secondary students:

• specific praises and encouragement given for using joined handwriting.

• A separate mark given for handwriting and presentation.

• Discourage individual ‘quirks’ which affect speed and legibility.

• Ready praises for extra effort or even quite small improvements, to be positive.

• Remind pupils to sit appropriately with the nonwriting hand resting on the writing surface.

• Discourage pupils from writing with unsatisfactory writing instruments as this can affect the standard of writing quite significantly.

**Advanced** **students** **strategies**

• Teaching writing is not only the job of the English Department alone. writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all adult.

•Lets students know that you value good writing .stress the importance of clear, thoughtful writing. Faculty who tell students that good writing will be rewarded and poor writing will be penalized receive better essays than instructors who don’t make such demands.

• regularly assign brief writing exercises in your classes. To vary the pace of the lecture course, ask students to write a few minutes during class.

• guide the writing process. After you have made the assignment, discuss the value of outlines and notes, explain how to select and narrow a topic and critique the first draft define plagiarism as well.

**3)** since we have said listening to types is a bringing different kinds of speaking into the classroom, we will want to play different kinds of tape to them, announcements, conversations, telephone exchange lectures, “ plays” news broadcasts, interviews others. Radio program stories are read and loud. As a teacher, we always hope that our students are listening carefully to our lessons and assignment instructions. Different types of listening activities these also use to encourage students speaking skills:

• classroom meetings are another great to model and practice listening skills. It is also helps student speaking skills. The class sits together in the circle and takes turns sharing their thoughts and feeling on the topic being discussed.

• pair children up and given them a general discussion topic. Each child turns better speaker or the listener. When the speaker is finished speaking have the listener repeat one of the speaker’s points and offer them a compliment. If students speak and listen to each other points they growing up their speaking skills and listening skills.

• one way to see a marked improvement in your student’s listening skills is to give them short, daily skill practice. Daily skills practice any daily practice should be fun, And practical. In this case, the skills should include encouraging kids to focus on oral instructions, Visualizing the task given, and completing them accurately. In this way, their speaking skills grow also they listen to others’ responses.

•In this game, you start a story with a beginning press and then each child in the classroom adds one word to the story in turn. Students must be participants and follow the story closely so that when their time comes to add a word the story will make sense.

• Sort children into groups of three. In these “ pods” They are to play the storytelling game only in successive story events rather than one word.For example the first student starts with an event such as “ the rabbit found a carrot in the garden”. Then the second student adds an event that happens afterward in the story.

•Questions listening game, IN this classic game lots of listening skill and speaking English speaking skills are practiced without even explicitly calling it a “lesson in listening skills”. Play this game anytime you feel you need subject review and practicing listening skills and speaking skills.

•students are presented with “a moral dilemma” e.g. Students can cheating is in important exams. Given the student’s circumstances which of the five possible courses of action should be followed?

• Students role-play a formal business social occasion where several people introduced themselves.

Teaching and learning are two basic processes underlining the activity of students and teachers nowadays. The learning process put both parties toward each other what it teaches and what it takes for the teacher and the student.

**3)** Books and other materials that can be used along with the course book are called materials. Theses easily includes skills development materials, Vocabulary, phonology grammar practice materials collections of communicative activities and teachers resource we can find supplementary materials from authentic resource Materials From authentic sources such as newspaper articles ,magazine, articles videos etc. IN some course book packages we can find supplementary materials have been included. We have to know whether we can find the types of material that we need. I choose a supplementary book for class nine - ten to teach English 2nd paper. The book name is **Advanced grammar in use supplementary exercise** is a good book for teaching English language

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| Grade | Outstanding | Good | Average | Need to consider |
| Presentation Format | Balanced margin with eye appeal  | No use of Acronyms | Sometimes balanced margin | Not applicable  |
| Spelling & Grammar | No spelling errors | 1 spelling or grammar error | 2 spelling or grammar error | Not applicable |
| Skill Summary | At least one point includes how skill developed | Use of relevant knowledge | Some employers targeted to potential error | Not applicable |