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AN IN-SERVICE TRAINING PROGRAMME ON EDUCATIONAL MEDIA FOR ENGLISH LANGUAGE TEACHING

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ENGLISH Language Teaching (ELT) has been witnessing major changes especially in the last few years, as a result of the immense studies being done on theoretical and applied linguistics and related disciplines such as sociolinguistics and psycholinguistics, as well as methods of teaching, educational media and methods of teaching and evaluation. English language teaching in Kuwait and other Arab countries has been guided by such changes which implied the introduction of a teaching methods called the "Communicative method". This new methods takes into account not only the structural rules but also the functional nature of the language. Accordingly, a new approach to the selection and grading of the content of text books, based on the functions of language, was adopted. In terms of classroom teaching and learning, teaching techniques and educational media used were also revised. This paper suggests an in-service training programme, of ten week's duration, intended for teachers who are beginning teaching through the use of the new method. It is assumed that those teachers are B.A. graduates from Arab universities, with little or no previous training into how to teach the new method. Since emphasis here is on the use of natural (authentic) English, that is, English used in (every day) communicative situations, the use of educational media, especially audio-visual materials, becomes of vital importance. However, such a - v materials should not be taught / trained in isolation, but within the context of the overall course to be taught.

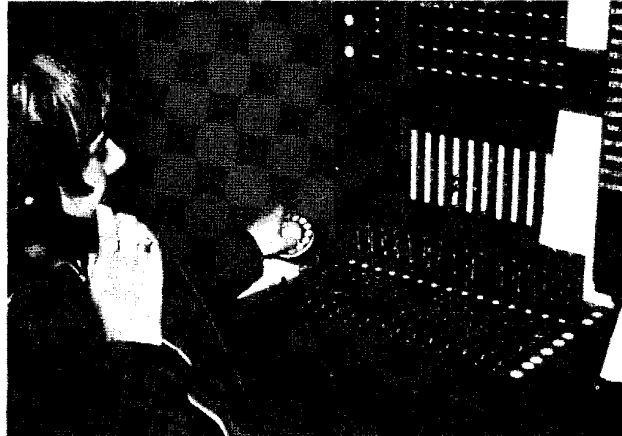
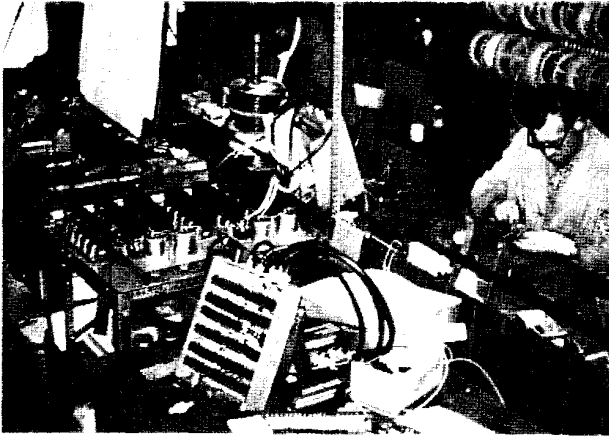
THE following are the contents of the suggested programme :

1 — COMMUNICATION IN THE CLASSROOM AND OUTSIDE :

This section will include methods and techniques of teaching English as a foreign language. Here the trainees' previous knowledge and experience, if any, will be taken as the starting point for introducing the new method. The place of communication in effective learning and teaching will be highlighted. This will lead to a focus on the place of educational media in creating and maintaining the learners' motivation and interest in English.

2 — STRESS AND INTONATION :

While realizing that, perhaps for most foreign language learners, it might be very difficult, if not impossible to acquire a native-like mastery of the foreign language being taught, it is necessary, however to acquire a pronunciation (and accordingly stress and intonation patterns) which can be easily understood. The learner himself must also be able to understand what other people say. Teachers of English in the Arab World are usually native-Arabic speakers, and a great majority of them are usually unaware of either how exactly the English pronunciation system works or of the transfer of Arabic on learner's acquisition of English. Hence the emphasis and weight given to stress and intonation in the suggested training



programme.

3 — ELT CONTENT AND CHANNELS :

The complementary relationship between the language content (e.g. topics, description, report, views, argument, explanation) and language channel (e.g. spontaneous speech, a book, a telephone conversation, taped material, T.V. serial, etc.) will have to be made clear. Further more, effective manipulation of lexical, structural, and functional items through various media will have to be trained. Exemptions have to be extracted from the teaching materials and aids used in the given textbooks.

4 — EDUCATIONAL MEDIA :

The training programme will emphasize those types of teaching media immediately relevant to and closely linked with the textbooks being used. These aids will be divided into visual aids (e.g. blackboard, transparencies, wall charts, etc.) audio aids (e.g. cassettes), and audiovisual (e.g. a T.V. programme). They will also be divided into four types: integrated with texts prescribed, un-integrated, teacher-made and pupil-made aids. These two divisions are arbitrary and only motivated by the desire to help trainees give each type of aid its due importance.

5 — EVALUTION :

Evaluation will aim at achieving two ends :

(a) To assess the trainees interest in and benefit from the course. This could be achieved

through on-going assessment during the programme, field visits by trainers to schools to observe trainees in action and/or by assigning tasks to be prepared by trainees and reported in the programme's sessions. These procedures imply also an assessment of the effectiveness of the programme itself.

(b) Follow-up after the completion of the training programme. This follow-up has to be extended over a whole school-year, and conducted by, say, senior teachers and / or inspectors. The aim in view will be to assess how much the trainees have benefited from the programme, in the longer term as well as for feed-back useful in preparing other/similar programmes for new teachers.

6 — PROGRAMME TEXTBOOKS :

Since there is a proliferation of communicative materials at present available, it is suggested that trainees should depend on references, specialized journals and lecturers' handnotes, in addition, of course, to prescribed textbooks and educational media. However, copies of the books and journals in the bibliography (see below), as well as others should be made available.

The following is the suggested programme to be given over a period of ten weeks spread over twenty four sessions. It should be mentioned that this programme is a tentative one, and reflects the bias of its writer; however, it could be revised in light of the specific needs of different types of trainees and of the programme teachers' comments and views.

**A 10-WEEK, 24 - SESSION IN-SERVICE
TRAINING PROGRAMME ON EDUCATIONAL
MEDIA FOR ELT TEACHERS**

WEEK	SESSION	CONTENT
One	1	Objectives of English Language Teaching I) Language for communication II) Teaching meaningful language use (the classroom situation) III) The teacher as a model IV) The importance of stress and intonation.
	2	Stress and Intonation (Unit 1)
	3	How to use your textbooks
	4	Stress and Intonation (Unit 2)
Two	5	Objectives of English Language Teaching I) Creativity in language Use II) Teaching meaningful language use (The creation of extra-classroom situation inside the classroom). III) The place of systematic error and translation.
	6	Stress and Intonation (Unit 3)
	7	Classroom Techniques : The aural/oral skills
	8	Stress and Intonation (Unit 4)
Three	9	Classroom Techniques: black/white board use
	10	Stress and Intonation (Unit 5)
Four	11	Classroom techniques: Wall pictures/charts, OHP transparencies, Flash cards
	12	Stress and Intonation (Unit 6)
Five	13	Classroom techniques: Slides, filmstrips, realia,
	14	Stress and Intonation (Unit 7)

Week	Session	CONTENT
Six	15	Classroom techniques Tapes, cassettes and lanugae laboratory.
	16	Stress and Information (Unit 8)
Seven	17	Classroom techniques video cassette and films
	18	Stress and Intonation (Unit 9)
Eight	19	Classroom techniques
	20	Teacher-made aids Stress and Intonation (Unit 10)
Nine	21	Classroom techniques
	22	Pupil-made aids Reading and writing
Ten	23	Teaching vs testing
	24	OPEN FORUM

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Middle East Education	International Trade Pub., England.
Programmed Learning & Educational Technology	Kogan Page Ltd., London.
AV Communication Review	Dept. of Audiovisual Instruction, Washington
Audiovisual Instruction	Association for Ed. Comm. & Tech. Washington.
Visual Education	National Committee for AV Aids in Ed. London.
Educational Television International	Centre for Ed. Television Overseas, London
Oversea Visual Aids Centre (O. V. A. C.)	OVAC, Tavistock House, London

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