

Classroom observation

PRE -SPEAKING

Step 1 : The teacher read the text.

Step2 : The teacher asked volunteers to read the text. (Volunteers read one sentence of the text one after the other.)

Step3: Students are given time to answer some questions about the text. (Reading Comprehension)

Step 4 : The teacher asked volunteer students to go to the blackboard to answer the questions.

WHILE-SPEAKING

Technique: Group Discussion (Group of four or three people)

Students are asked to discuss about a statement.

‘Only help from rich countries can help poor countries overcome their poverty.’ Do you agree or disagree? Why?

Step 1:

T: Who agree with the statement? And who disagree with the statement?

The students raise their hands according to their position after each question.

T: For those who agree with the statement, I want you to form a group of four or three people and collect ideas.

For those who disagree with the statement form a group of four or three people. You just collect ideas.

Step 2: The teacher asked the students to form another group of four people and in each group

There must be people who are for and people who are against the statement and discuss.

POST-SPEAKING

Technique: Group Work

The teacher asked students to stay in the group but they are going to deal with other question.

T: What are the problems of the third world countries? (The teacher writes the question on the blackboard.)

The students are asked to gather some ideas per group and then answer the question orally. It was the teacher who rephrases their answers and writes their answers on the blackboard.

Answers: Illiteracy, Urban growth, rural exodus, Lack of industry, Famine, Health problems, high birthrate, Indebtedness, Political instability, Lack of infrastructure, Over population, Lack of advanced technology.

APPENDIX 3C : Classroom observation n°3 (cf. p.54)

PRESENTATION

Step 1: The teacher asked one student to copy the dialogue on the blackboard.

Dialogue :

Mrs Field: You should clean this suit darling. It's very dirty.

Mr Field: Ok, I'll take it to the cleaner's.

Mrs Field : I don't know why you always buy dark coloured suits. Light-colored suits are nicer, and they make you look younger too.

Mr Field : But light- coloured suits are showing the dirt. I must clean them once a month darling.

Mrs Field : That's better than once a year. You wash your dark suits once a year.

Mr Field : That's why I like dark coloured suits.

Step 2: The teacher explained some vocabulary in the dialogue.

(The teacher wrote the vocabulary on the board)

A suit: A set of clothes consisting of a jacket and trousers or a skirt.

Light-colours : eg: White, Pink, Yellow, Orange

Dark-colours : eg: Black, Red, Brown, Purple.

To be dirty-The dirt: unclean

To be clean : washed, not dirty

Once a month : one time in a month

Once a year : one time in a year

The cleaners : a shop where clothes and other items are taken to be dry-cleaned.

Step 3: The teacher tried to explain the dialogue by asking questions to his students.

T: The dialogue is between who and who?

T: Are they brother and sister?

Ss: No, they are husband and wife.

T: What is the dialogue about?

Ss: A suit.

T: When do you use a suit?

Ss: 'Cérémonie, baptême'.

T: What is dirty?

Ss: 'Maloto'

T: When your clothes are dirty they need to be cleaned.

T: Where do we clean the clothes?

Ss: At the cleaners.

T: What is cleaners?

Ss: 'La teinturerie'

T: What is darling?

Ss: 'chéri (e)'

PRACTICE

Step 1: The teacher read the dialogue and the students repeated.

Step 2: All boys played the role of Mr Field and all girls played the role of Mrs Field.

PRODUCTION

A boy played the role of Mr Field and a girl played the role of Mrs Field (Pair work)

Students are asked to perform the dialogue in a natural way with the right intonation, gestures, and with facial expressions.

APPENDIX 3D : Classroom observation n°4 (cf, p. 55)

PRE-SPEAKING

Before correcting the previous writing test, the teacher distributes student's writing paper. Then, she gives some instructions for the official exam.

Correction of the previous writing test.

Step 1:

T: We are going to speak first to collect ideas.

T: What is the topic of the writing?

Ss: About women's place.

T: Women's place is at home to look after her husband and children. (On the board)

Step 2: The teacher asks students to form a group of six people.

T: Now, let us suppose all the boys agree and all the girls disagree.

Step 3: The teacher asks them to reform the groups where only boys or only girls belong to a group.

Step 4: The teacher asks students to collect the ideas and to write them on the blackboard.

Husband (FOR)	Wife (AGAINST)
<ul style="list-style-type: none">-Looking after the babies and children.-Doing the washing up.-Cooking meals.-Laying the table.-Tidying the rooms.-Children haven't good moral education and the food wasn't good prepared.	<ul style="list-style-type: none">-Women have the same right as men.-Life is hard so woman should help her husband about necessity of life.-The woman should have a personality.-The different technology can replace the work at home.-Life is more and more difficult and the woman should help her husband.-Women shouldn't be dominated by men and considered women have the right to work at office, to gain money, to be salaried because they have their own needs.

Step 5: A little review about the expressions related to opinions

T: Before building the dialogue, we should remember all the expressions that we need. What are these? (The teacher writes on the blackboard the expressions)

Giving opinions	Agreeing	Disagreeing
I think that As far as I'm concerned According to me,	I think so. I suppose so. I see what you mean. That's right. I agree with you.	I disagree. I'm afraid I don't agree with you.

WHILE SPEAKING (role play)

T: You already have ideas. I need volunteers to perform a dialogue between a husband and a wife.

Eg: Husband: My darling, I think....you stop working because.....I need you to prepare my clothes. Do you understand?

Wife: Yes, but you know I'm not a nurse. I'm your wife. I should work.

Husband: You know, you do not have physical capacity to do that.

Wife: I have the right to work. So, I can do shopping, buy fashions.....and you know, your salary is not enough.

Husband: When I come back home, I need to eat sandwich and you should prepare for me. And in the bathroom I need warm water for my bath.

Wife: Why don't you do it yourself?

Husband: Sorry?

Wife: Why don't you do it yourself!

Husband: 'Cause you are my wife to take care of me and our children.

Wife: Life is hard and I have the same right as you.

Husband: You are right. I love you so much darling. (Hugs)

POST SPEAKING

T: In a written form, build up a dialogue starting with the husband. (The teacher starts the dialogue and asks students to continue.)

On the blackboard: Husband: Please darling, I want to talk to you.

Wife: Yes, I'm listening to you.

Husband: I think that you shouldn't work anymore for the well being of our family.

APPENDIX 3E : Classroom observation n°5 (cf, p.56)

WARM-UP

T: Have you ever been hospitalized?

SS: Yes/ No

T: Why you were hospitalized?

S: Because I was ill.

T: What did you have?

S: I had malaria.

PRESENTATION

Step 1: The teacher shares the handout containing pictures and names of illnesses.

Step 2: The teacher copies the dialogue on the blackboard.

Dialogue:

Lucy: Hello Tom. How are you?

Tom: Hi! Lucy. I'm Okay, How about you?

Lucy: I'm great. Thanks.

Step 3: The teacher reads the dialogue and asks students to repeat after him.

Step 4: The teacher asks students to give another expression related to health. Then, he sticks the craft containing expressions about health on the blackboard.

Positive expressions about health:	Positive and Negative expressions about health	Negative expression about health
-I'm fine -I'm doing well -I'm alright -I couldn't be better	-I couldn't be better -I've been better -Not bad -So so	I've got a <u>toothache</u> .

PRACTICE

Step 1: The teacher asks students to perform the dialogue again, use another expression in the craft and asks them to choose another illness in the handout. Also, they are asked to give the cause(s) of that illness. (Pair work)

Eg: Lucy: Hello Tom. How are you today?

Tom: Hi Lucy. I'm doing well, how about you?

Lucy: I've got nausea because I drank too much alcohol.

Step 2: Review (Conditional type two)

T: What would you do if you caught an incurable disease?

S: I would do what I want.

S: I would pray to God.

PRODUCTION

The teacher shares the board game.

The students are asked to work in groups. (Groups of four people)

After answering the question in the square, students in the group are expected to ask one question related to the topic to the player.

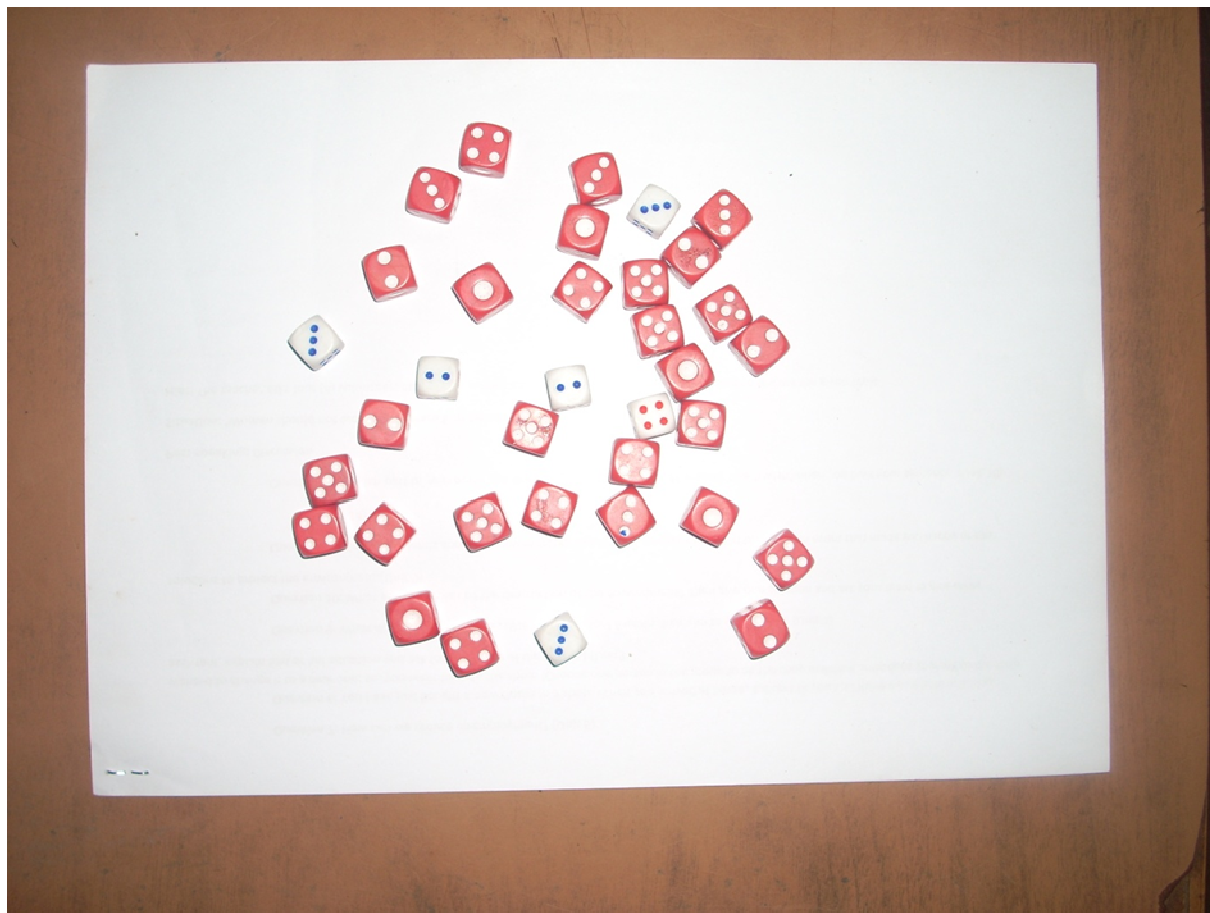
APPENDIX N°4 : ITEMS USED DURING THE EXPERIMENTATIONS

APPENDIX 4A : Items used in experimentation n°3

APPENDIX 4A1 : Counters (Cf p.68-71)



APPENDIX 4A2 : Dices (Cf p.68-71)



APPENDIX 4A3 : Board game (Cf p.68-71)

