**HOMEWORK ASSIGNMENTS**

**Ongoing – for the whole course:**

* Teaching/learning diary/log (see 1 d) below for instructions)
* Send me URLs of useful websites
* Forum – ask me and the other teachers any questions you might have about any issues (whether we have dealt with them or not) or post any comments you may have on the Forum.

**Homework for Workshop 9 29/01/2013**

You should think of an activity you have done in the past which was particularly successful. You will have to describe this activity and discuss why it was successful. That’s all for this week!

**Homework for Workshop 8 – 22/01/2013**

(Sorry this isn’t your description – I forgot to mail it to myself at the end of the lesson)

(For those of you actually teaching and using course books) Identify two activities from one of the books you are using (or have used recently) and which you have actually done with a class, one of which is an excellent activity and one which, plainly speaking, is a waste of time.

For each activity explain why it is such a good/bad activity. Not necessarily in this order you need to ask yourself (among other things):

* What kind of activities they are (not just listening/reading but what specific kind of listening/reading activity)
* What each activity sets out to do,
* how it does it,
* how it (didn’t) achieve(d) what it set out to do
* where it comes in the unit and why (you will also need to reflect on the book’s own organisation and underlying methodological approach).

Look at the books you use/have used recently. Flick through a few units/modules and look at which exercises you consistently include in your lessons and those you systematically skip over. Is there a pattern? Can you explain your choices?

Also reflect on how useful the teacher’s book is in your lesson preparation.

**For those of you not using course books**, choose two activities from any book you have, one you think will be a good exercise, and another you think you would skip if you were using that book. Prepare to do these activities in class on Tuesday, and try to answer the questions above, even though you haven’t actually done the activities.

On Tuesday, we will be brainstorming to answer the question What are the essential features of a good classroom activity?

**Holiday ‘homework’**

* Winter ‘paper’. I would like you to write a **short** paper describing any pronunciation OR listening activity you have done/will do in the next few days with your students. This write up will describe the context WHERE AND WHEN, the target learners WHO, the rationale in doing the activity WHY (NEED), the specific learning objective WHY (SATISFY THE NEED), the preparation the activity itself WHAT, how the activity was received by the learners HOW and your assessment of the activity and whether it did what you set out to do MISSION ACCOMPLISHED?You can use table form/bullet points to organise your write up. This is NOT an essay/composition.

I know classes are drawing to a close, and you won’t have classes again until after the break but if you have no pronunciation activities planned in the next few days, you can write about something you have already done. I know you are working hard and really need the break, but it would help me to receive these papers by Sunday 6th so I can read them on Monday 7th and give them back during our first workshop. Please upload your documents to the Moodle community.

**4. Preparation for Workshop 5 – 18/12/2012 Celebrations around the World + What’s next? + Balloon Debate**

* You will each be given 5 minutes to either explain OR actually carry out a short activity related to celebrations. This part of the workshop will be the first 2 (academic) hours before the break! So if you overrun your 5 minutes, that’s less time for the coffee break!!!
* Tying up lose ends. Summing up pronunciation.
* Varieties of English – as soon as I find time, I will upload the file of links to clips you sent me about varieties. I want you to listen to them and we will discuss which clips are the clearest examples of various varieties of English. We will discuss the question of varieties in class and listen to a couple of your favourite clips.
* Balloon debate. As a ‘fun’ activity to end the year, I thought we could hold a Pronunciation Balloon Debate. I will be giving each one of you a different feature of pronunciation from our syllabus. You will each be given 90 seconds to defend your particular ‘feature’. After you have all spoken, we will vote for which feature(s) will be thrown out of the balloon. You can’t really prepare for this as you don’t know which of the features you will be given. However, you can look at the list and decide WHY each feature should be included on the list. Remember, even if you think the feature you have been given does not deserve to survive, you should be using your persuasive speaking skills to convince us otherwise!

**3. Preparation for Workshop 4 – 11/12/2012 Pronunciation continued + varieties of English + Listening**

* On the webpage you will find a PPT with some thoughts about language. Look through the slides and see which quotes you agree with most.
* On the webpage you will also find the list of features of English pronunciation we brainstormed during last week’s workshop. Send me any activities you may have for practising any of these features. You can send links to websites, references for resource books or course books or self produced materials/describe ideas you have developed. If you make reference to course books, please remember to provide full bibliographical details.
* For next Tuesday’s lesson I want you to start thinking about listening activities. What are the different kinds of activities you can do in class and what do they each try to develop? Go through one or more of the course books you use looking at the different kinds of listening activity and decide whether these activities help develop listening skills.
* Please bring along the clips of varieties of English as we will also be discussing the issue of different pronunciations and the implications both for listening and pronunciation. It would help if you could send me the urls of the clips if you haven’t done so already.
* Don’t forget to make your entry in your learning log/diary.

**2. Preparation for Workshop 3 – 04/12/2012 Pronunciation 2 + varieties of English**

During the lesson on Tuesday, we will be creating an Online (eventually) Pronunciation Teaching Manual. This Manual will have several chapters:

1. Features of English Pronunciation (Phonetics, phonology, prosody, connected speech): a pronunciation syllabus???? WHAT A TEACHER NEEDS TO KNOW
2. Particular difficulties for Italian (or any other L1 group) L1 learners and how to overcome them PROBLEMS A TEACHER NEEDS TO ADDRESS
3. How/When to teach and improve pronunciation - approaches and techniques. WHAT A TEACHER CAN DO
4. Practising pronunciation – useful/fun activities for the classroom and home (with worksheets). HOW A TEACHER CAN DO THIS
5. A bibliography and webography of Pronunciation Resource materials WHERE A TEACHER CAN GET IDEAS
6. Varieties of English/ WHICH ENGLISH SHOULD A TEACHER USE/LEARNER LEARN??

Bearing the above in mind, I would like you all to come to class with:

1. A list of the 10 most important micro features (so NOT ‘the vowel system’ BUT particular vowel sounds) of English pronunciation that are essential for all learners
2. A list of at least 6 difficulties for Italian L1 students
3. A list of the different approaches to teaching pronunciation
4. Any other fun ideas you may have regarding pronunciation that you think would be of interest to the other ‘trainee teachers’.
5. SHORT audio clips (or the urls) of different varieties of English
6. A SHORT audio clip of your favourite actor OR favourite scene of all time, with the script (it would help if you could send me the script before the lesson – if not, no worries)

For any self-produced materials, it would be great to share the files and upload them to the Moodle Platform (when it is up and running). So if you could let me have these in electronic form, great. If you only have them in a hard copy form, I can always scan and upload them. Obviously I cannot upload copyrighted materials.

Can you all send me either the worksheets you used during our last workshop or a description of the activity you showed us, so that I can start uploading to our materials resource folder as soon as the Moodle Community is ready.

**1. Preparation for Lesson 2 – 27/11/2012:**

1. Read the article by Paul Nation *The Four Strands* I sent by email. I cannot upload this for reasons of copyright. As I said in class, I have given you this to read, so that you can see the methodological framework I have personally adopted for my own teaching. This does NOT mean you have to embrace the same approach. But it means you are aware of ‘where I’m coming from’ theoretically speaking.
2. Read the questionnaire *Beliefs about Language and Language Learning* which you will find on the ‘Classwork’ section of the website. This is merely to get you thinking, but I would like to spend some time discussing some of the questions there during lesson 2. There are no right or wrong answers. We all have our own beliefs and opinions. It would help if you bring a hard copy to the lesson.
3. Come to class with either
4. a short pronunciation activity for the rest of the class to do - not necessarily for advanced students, but one which you have/might use with your own classes

OR

1. a description of a pronunciation activity, which is too long or based on previous input which you have/might use with your own classes

IF YOU NEED WORKSHEETS FOR ANY OF THESE, EITHER MAKE 18 PHOTOCOPIES OR EMAIL ME THE WORKSHEET SO THAT I CAN MAKE THE COPIES FOR EVERYONE.

1. Make the first entry in your learning/teaching log/diary. I don’t mind what form this takes. You can either keep a formal log (in table form with date, activity description, outcome, reflections etc. OR it can be simply a diary of reflections in ‘stream of consciousness’ form☺. You can either do this in a real diary, an exercise book or in an electronic file.

You can write about ANYTHING you want related to teaching languages. This can be reflections on a particular lesson or activity (or more than one) during the last week OR anything that particularly struck you during our first lesson OR any general considerations about language teaching in general that might be on your mind. Your reflections might be from the point of view of the learners (whether an activity was well received, whether you think any learning was taking place etc.) or from the point of view of the teacher – about your own practices, approach and attitude or from both points of view.

I will periodically ask to see this, not as a form of assessment, but to see what your reflections actually are. There is no ‘right’ or ‘wrong’ way to do this. It HAS to be personal if you are to enhance your own teaching style.

WHEN YOU WRITE YOUR DIARIES/LOGS, PLEASE DO NOT HAVE IN THE BACK OF YOUR MIND THAT AT SOME POINT I WILL READ IT – THAT IS **NOT** THE POINT.

1. Send me the URLs of any useful website with pronunciation exercises on. I have a webography of useful learning sites (created in part by one of the university’s language teachers, Fliss Hope, to whom I am most grateful). However, we don’t have time to check out every site, so if you have any favourites you want to share, I will add them to my list.