

Interactive Teaching and Learning Techniques

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Many teachers still follow the traditional method of lecturing to teach English as a foreign language rather than making students actively engage in learning processes. This lesson focuses on different activities to engage beginners actively to learn English language.

Content: Identifying the objects

Level: Beginner

Skill: Understanding, Listening, Speaking

Teaching resources: A set of picture flashcards with the word included

Product: Vocabulary, Simple answer

Activities: Drilling, game, use of pictures on the board or flashcards,

Language/Structure: What's this?/Is it a?, (This is a/Yes it is/No it isn't)

Time: 45 - 50 minutes

Objectives:

The interactive technique of teaching enables students to: 1. recognize the pictures and their names, 2. reply the question in simple sentences, 3. actively engage in different classroom activities.

Lead - in

1. When you, the teacher, enter the classroom, greet the students and wait for their response. If they reply, encourage them to use the right responses and repeat the greeting again.
2. Warm-up the students by singing a song (See below) with proper gesture and

posture. At first, teacher asks all the students to stand-up and do some bodies stretch to get ready to sing. Then, the teacher asks them to follow. During singing activity, students may pronounce some word incorrectly, so to minimize the pronunciation difficulties of the students, the teacher need to sing in normal speed with a clear voice. You can also repeat the song if needed.

Note: This helps to attract the attention of the students towards the lesson and the activities.

Example:

Hello..... Say Hello!!!

Hello..... Say Hello!!!

When you meet someone.

You will say "Hello"

When you pick up the phone

You will say "Hello"

If you want to make a friend

You just say "Hello"

Hello..... Say Hello!!!

Hello..... Say Hello!!!

Don't be shy.... Come and smile

And say "Hello"

If you don't know what to say

You can say "Hello"

Hello..... Say Hello!!!

Hello..... Say Hello!!!

You can make a lot of friends

If you just say "Hello".

Hello.... Say Hello!!!

Hello.... Say Hello!!Source: <https://www.youtube.com/watch?v=s1LcqrO4u0c>

Main Activity

- To begin, show them the flashcards one by one and ask each student to guess the name of the picture. They might reply the answer but in their mother tongue. Therefore, you name the pictures in English and ask them to repeat the name.
- To make them clear, show them your own body parts like: hand, foot, ear, mouth, eyes, nose, arm, body and head. While showing your body parts, you can even make interesting activities so that students can easily remember those words.

Example:

Teacher: This is my hand. Show me your hand now? Now let's make a clap. (Clap, clap, clap....).

Teacher: Where is your foot? (Pause for a while). Great, let's make a walk around the room in circle (if there is lack of space then, ask them to make sound by tapping the feet or ask them to do other possible activities.)

This way, teacher shows each body parts and asks every students (one by one or in the whole group) to show their body parts too. Try to make this as much fun as you can while demonstrating. But remember not

to spell the words. Just make them understand and pronounce the words in English.

- Ask the students to stand up and stretch their body once again. Teacher demonstrates first and asks students to follow the teacher. Then make the class lively by singing a song with full of gesture and posture. Tell the students to sing with you. Teacher can repeat the song too if needed.

Example:

Two Little Eyes

Two little eyes to look around.

Two little ears to hear each sound.

One little nose to smell what's sweet.

One little mouth that likes to eat.

Source: www.english-time.eu

FOLLOW - UP

- In this part of the lesson, the teacher can crosscheck the level of their understanding by asking few questions. For this, the teacher can show them flashcards of body parts and ask them some questions to identify the right parts. Certain language structures can be used to ask and respond.

Question: What is this? Or, Is it a?

Answer: This is a Or, Yes it is/ No it isn't.

- Then after, the lesson progresses towards the function of each body part. At this point, the teacher again asks the question and waits for the answer. At first, the teacher has to wait for their answers and then he or she replies the answers just in a word or phrase. For example;

Question: What can we do with our hands?
(Ears?/Eyes?/Nose?/Mouth?/Foot? Etc.)

Answers:

Clap. (Teacher: Let's make a clap. Clap!!!
Clap!!! Clap!!!)

Listen.(Teacher: Let's listen to a song. La!!!
La!!! La!!!)

See. (Teacher: Oh I lost my pen. Have you
seen it? Let's search!!! Let's search. Yes, I
can see my pen now, it is under the desk.)

.....and So on.

- Finally, involve students to play a game. For example, the teacher lines-up the flashcards with the name of the body parts (see appendix 1): hand, foot, ear, mouth, eyes, nose, arm, and head on the floor. Then line up another set of flashcards (see appendix 1) with function for those parts. Just pick one flashcards at a time and read aloud the written word. Show the students the card, then randomly call a student and ask him/her to match the flashcard with the function arranged on the floor. Once the student matches it correctly, then clap. If they do not, help them to find the correct match. Repeat the same process to match other flashcards too.

Additional information

Primary level English curriculum also focuses on 'a happy atmosphere where the children hear and speak English in a natural way through a variety of activities. It further aims of having a variety of activities, suitable for the children's age and interests. These can include: use of sound(s), and look and say but no spelling aloud, and actions to aid word retention'. Therefore, keeping this in mind, these activities intend to help young learners engage as much as possible. Furthermore, the activities motivate learners to learn language in a natural environment meaningfully.

Reference

CDC. (2008). *Curriculum of primary level*.
Bhaktapur: Curriculum Development
Centre.

Appendix - 1

Flashcard Set 1: Name of the body parts



Appendix 2

Flashcard Set 2: Function of body parts



Source: Drawing Art Gallery
<https://drawingpics.com/s/body-parts-pictures-for-kids.py>

Contributor

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BOOK REVIEWS

Book Review - 1**Is transmission of knowledge more important than child-centeredness in early grades?****Madhu Neupane***Hong Kong Polytechnique University*

Hirsch, E.D., Jr. (2016) *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories*. Cambridge, MA: Harvard Education Press. Pages: 269, Price: \$29.50 (paperback), ISBN-13: 978-1-61-250952-5

In present-day educational context, individualized instruction, child-centered curriculum, and skills development for early grade learners are taken for granted whereas transmission of knowledge and centralized curricula are criticized as lock-step teaching, indoctrination, and one-size-fits-all policy. Is our understanding of early grade education well founded? No, says Hirsch the author of the book *Why knowledge matters: Rescuing our children from failed education theories*.

Hirsch, in the prologue of the book, *The tyranny of three ideas*, declares that widely acclaimed theories and cherished truisms (i.e., naturalism, individualism, and critical thinking) about education and child development are WRONG. He exposes their negative and unintended consequences by drawing on data from neuroscience and evidence from educational reforms in France, Sweden, United States, Britain, and Germany and shows how they deprive the children of much-needed knowledge to succeed in academia and widen achievement gaps.

The book is organized around six educational frustrations (i.e., over-testing of students, preschool fadeout, the narrowing of the elementary curriculum, the low verbal scores of high school graduates, persistent educational achievement gaps, and the tribulations of the common core curriculum) in the US context. These frustrations, claims Hirsch, are the inevitable results of widely held, well-intended but flawed theories of education based on Dewy's progressive philosophy. The author has spent most of the space in discrediting naturalism, individualization, and skill-centrism and endorsing communal education, common core curriculum, autonomy and equality of opportunity. He questions the claims that problem-solving, critical thinking, creative thinking, and cooperative thinking skills are all purposive and general because they are dependent on domain-specific knowledge and expertise. He strongly emphasizes that social impositions (not natural unfolding) are the most natural things for human development.