Effective English Language Teaching Strategies and Instructions: A Classroom Vision for Teachers

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Abstract
A teaching strategy is an organized and systematic procedure employed by a teacher in making students learn. It consists of steps which are logically arranged. A teacher employs it to make the learning process more directed undertaking and to make it highly efficient, thus maximizing the teaching output. Without it, learning becomes cumbersome and a big waste in terms of efforts, time, and even money. The teaching strategy is primarily a matter of organization of materials and effort to get certain definite things done. The organization of the content to be taught and to be learned is part of this method.

Teaching strategy in English teaching is an organized, orderly, systematic and well-planned procedure aimed at facilitating and enhancing student’s learning. It is undertaken according to some rule which is usually psychological in nature. That is, it considers primary the abilities, needs and interests of the learners. It is done to achieve certain specific aims of instruction. To make it as an effective instrument, it should be presented with certain amount of efficiency and ease.

Keywords: English Language Teaching, Teaching Strategies, Education, Skills in Teaching English, Reading, Writing, Grammar, Vocabulary, Speaking and Listening

Summary of Research Study

A. Teaching Strategies in Reading

It aims to achieve greater teaching and learning output, thus saving time, effort and money and even money on the part of both the teacher and the learner. It directs and guides the teacher and the students in undertaking any class lesson or activity like reading. The following are the suggested teaching strategies in teaching reading such as:

1. PRP Strategy – Pre-Reading, Reading and Post Reading Strategy
   - Pre-Reading activities help prepare the students to interact intellectually with the reading text. They also encourage good reading habits such as looking at the title of the selection and at any pictures, captions, charts or graphs.
   - Reading activities encourage the students to become actively involved in the text by looking for specific information. Tell them to ask themselves questions about the text as they read.
   - Post Reading activities tell the students to answer questions about the text, making sure they can justify their answer. Help them to process the materials through filling in charts, drawing diagrams, or writing reports. Ask them to summarize the text in their own words or act out events from the story or poem.

2. Diagrams Strategy – two kinds of diagrams that the students should use are word maps and venn diagrams.
   - World Map – clearly visual representation of relationships among words and ideas. Because they show at a glance the association and meanings the words have for the students, they are useful tools in understanding reading texts and developing vocabulary. The students can make a word map as a pre-reading activity and then expand on it after reading.
   - Venn Diagrams – also show a type of relationship. Items are compared and contrasted in a visual representation that shows how they are alike and how they are different. It can be applied to reading texts. It also depicts two items in the story character, or even two separate texts, on the same subject in such a way that the characteristics they share and do not share can readily be seen.

3. Storytelling Technique – in this technique both the reading and the storytelling have certain aims to achieve. Reading a passage or two allows the class to focus its attention on particular points. It also
makes learning less cumbersome since it does not take a bit of information and not a big “chunk” of knowledge. On the other hand, storytelling activity has an appreciative basis since students are able to bring into a consciousness of the whole class their very own experience.

4. **Simulation Game Technique** – the term simulation comes from its verb form stimulate which means to imitate, to pretend, to counterfeit, or to feign. As it is, it may mean an opening imitation of a real process. This technique is suitable to use in reading lesson. The students will dramatize in front of the class the situations that they have read. It also require for the students to act it out like what is being done in both the dramatization and role-playing.

5. **Debate and Opinion Presentation** – one technique of teaching reading well-liked by many students is debate. Such interest has been manifested in several classroom activities. In this technique the students excites both intellectually and emotionally. It becomes a battle for personal prestige and recognition on the raise issues. It arouses deeper thinking and develops mental alertness. The issue debated on eventually is brought down a highly-spirited encounter, allowing no dull moment to set in.

**Suggested Teaching Strategies**

1. In the first stage of comprehension, a variety of activities is used which test literal understanding of the text. Children may be asked to find or remember (a) names of characters, and the kind of people they are; (b) events in the text and the order in which they happen and (c) where and when events happen.

2. Teaching notes suggest ways of making these exercises interactive so that the class completes them together with the teacher. This approach gives teachers the opportunity to assess during the lesson how well the class has understood the text generally and to check on the level of understanding of individuals.

3. In the second stage of comprehension, children are required to think beyond the literal meaning by two kinds of questions:

   (a) Inferential questions require children tom use ideas and information not in the text but which can be understood from the text by using intuition and by relating personal experience to the text. Children may be asked: (a) why a character is behaving in a particular way; (b) the reasons for events happening; (c) and what might happen next.

   (b) Evaluative questions require children to use thinking skills, intuition and experience to give personal opinions. Children may be asked: (a) whether character have behaved well or badly, done right or wrong (b) how the piece of writing makes them feel; and (c) whether they agree with statements made in a text.

4. Learning how to answer different kinds of questions is an important part of developing skills in English. Notes are given to assist teachers in leading the class by discussion towards full answers. For questions where may be no right or wrong answers, different responses are acceptable and notes are given to guide teachers in helping children to express and justify their opinion.

5. Different vocabulary activities systematically practise a variety of word skills which help children to recognise and produce more interesting language.

**B. Language Building**

1. The teacher introduced the lesson proper and explains to the class. In this point the teacher explains the lesson using examples. Ask the children of other examples and write them on the board for emphasis. Ask individuals to read the examples. Point out the first answer. Check your answer with the class.

2. Let the children apply the rule as explain by the teacher by using the examples in the book. Let the children answer the given activities in their language book. The teacher checks their answer for understanding.

3. The children complete one or two activities in their language and practice which put the rule into practice.

**Grammar**

1. Example structures are presented using characters from the story so that children are reminded of the context for the language. The presentation on the grammar page gives children a clear model to refer back to.

2. The structure is practised orally and in written exercises, allowing the teacher to check children’s ability to use it correctly.

   - Read speech bubbles.
   - Children follow.
   - Children speak in pairs.
   - Children read and complete.
   - Prepare children for the practice book by checking they understand the tasks.

3. The listening activities reinforce the structures and vocabulary for the unit and help children to develop their aural skills.

   - Read speech bubbles.
   - Teacher explains the activities.
   - Play the language cassette track.
   - Children listen.
   - Play the track again.
   - Children do the activity.
C. Strategies in Teaching Grammar and Language

In the teaching of grammar and language, the goal of the teacher is to enable students to carry out their communication skills properly. This goal has three implications:

1. Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.

2. Error correction is not always the teacher’s first responsibility. Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.

3. Present grammar points in written and oral ways to address the needs of students with different learning styles.

An important part of grammar instruction is providing examples. The teachers need to plan their examples carefully around two basic principles:

1. The teacher must give examples that are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used and be to the point of the lesson.

2. Use the examples as teaching tools. The teacher must focus the examples on a particular theme or topic so that students have more contact with specific information and vocabulary.

Comparison between the traditional model and the communicative competence model in the teaching of grammar and language:

1. Traditional Competence Model
   - Teach the regular /ed/ form with its two pronunciation variants.
   - Teach the doubling rule for verbs that end in /d/ (for example /wed-wedded/).
   - Hand out a list of irregular verbs that students must memorize.
   - Do pattern practice drills for /ed/.
   - Do substitution drills for irregular verbs.

2. Communicative Competence Model
   In the communicative competence, the purpose of learning grammar is to learn the language of which the grammar is a part. The teachers therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete.
   - Distribute two short narratives about recent experiences or events, each one to half of the class.

- Teach the regular /ed/ form, using verbs that occur in the texts as examples. Teach the pronunciation and doubling rules if those forms occur in the texts.
- Teach the irregular verbs that occur in the texts.
- The students read the narratives, ask questions about points they don’t understand.
- The students work in pairs in which one member has read Story A and the other Story B. Students interview one another; using the information from the interview, they then write up or orally repeat the story they have not read.

Textbooks usually provide one or more of the following three types of grammar exercises.

1. Mechanical drills - each drill has only one correct response, and students can complete the exercise without attending to meaning.

2. Meaningful drills - each drill has only one correct response, and students must attend to meaning to complete the exercise.

3. To use textbook grammar exercises effectively, the teachers need to recognize which type they are, devote the appropriate amount of time to them, and supplement them as needed.

4. Before the teaching term begins, inventory the textbook to see which type(s) of drills it provides. Decide which you will use in class, which you will assign as homework.

Comparison between Declarative Knowledge and Procedural Knowledge in Teaching Grammar

1. Declarative knowledge - is knowledge about something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.

2. Procedural knowledge - is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

To address the declarative knowledge and procedural knowledge teachers and students can apply several strategies.

1. Identify the relationship of declarative knowledge and procedural knowledge to student goals for learning the language. Students who plan to use the language exclusively for reading journal articles need to focus more on the declarative knowledge of grammar and discourse structures that will help them understand those texts.

2. Students who plan to live in-country need to focus more on the procedural knowledge that will
help them manage day to day oral and written interactions.

3. Recognize that development of declarative knowledge can accelerate development of procedural knowledge. Teaching students how the language works and giving them opportunities to compare it with other languages they know allows them to draw on critical thinking and analytical skills. These processes can support the development of the innate understanding that characterizes procedural knowledge.

4. Understand that students develop both procedural and declarative knowledge on the basis of the input they receive. This input includes both finely tuned input that requires students to pay attention to the relationships among form, meaning, and use for a specific grammar rule, and roughly tuned input that allows students to encounter the grammar rule in a variety of contexts.

5. Mechanical drills in which students substitute pronouns for nouns or alternate the person, number, or tense of verbs can help students memorize irregular forms and challenging structures. However, students do not develop the ability to use grammar correctly in oral and written interactions by doing mechanical drills, because these drills separate form from meaning and use. The content of the prompt and the response is set in advance; the student only has to supply the correct grammatical form, and can do that without really needing to understand or communicate anything.

6. Communicative drills encourage students to connect form, meaning, and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example, to practice questions and answers in the past tense in English, teacher and students can ask and answer questions about activities the previous evening.

### D. Suggested Teaching Strategies

**Spelling**

1. The target phoneme (unit of sound) is presented in a sentence from the reading text of unit so that children see and hear the word in a context they have already studied.

2. The component sounds are clearly presented on the page so that children see and hear the phonetic structure of the word. Teachers may choose one of the following methods of sounding and making the words with the class:

   **Strategy 1**

   Children stand spaced out front of the class and hold each phoneme on a card. The teacher points to each phoneme and says each sound separately; class repeats each sound separately.

   The teacher moves the children closer together, points to each phoneme and says the sounds with less time between each sound. Class repeat each word.

   The teacher moves the children closer together, points and says the phonemes close together.

   Children hold the cards together to show the whole word; teacher points and says the whole word. Class repeats.

   **Strategy 2**

   The teacher follows the method above, but sticks cards on the board and moves them gradually closer.

   **Strategy 3**

   A children point to phonemes in their books and repeat as the teacher says the sounds following strategy 1. Teachers must be confident, however, that all children are pointing to the correct phoneme when it is said. The other methods give the teacher control over what children are looking at as they speak.

**Notes on Strategies 1 to 3**

- It may be appropriate to begin with one method and move on to another during the year. These methodologies give children a strategy for reading unknown words, pronouncing them correctly and learning to spell them.

- The important skill of sounding out phonemes and making words can be practised in the class game.

3. Children write the word in the context of a sentence. Children practise reading and spelling the target group of words. All lessons end with an activity to practise spelling skills.

### E. Suggested Teaching Strategies

**Class Writing**

Children are set a writing task which follows the form of the text type studied in reading. This also serves as a model for the writing task. The language book gives preparatory ideas and instructions for writing. The teacher guides the class through these so that the task is clear. The teacher helps the class to make notes on the board before writing. This is planning stage and is identified under before writing in the lesson notes.

**Shared Writing**

1. The teacher helps the class to compose writing from the notes on the board. The form of writing is always the same as the reading text and is given in the lesson summary box. This is the drafting stage.

2. The class reads the completed piece of writing with the teacher and discusses any possible improvements. This is the editing stage.
3. A final version is agreed and read. This is the final stage. The writing is removed from the board before children begin their own piece of writing independently.

4. The aim of the activity is to produce a good piece of original writing. The aim is not for children to recall the class writing exactly. The process of shared writing shows children how to compose something from ideas and notes. The board writing is an example that the class completes together. Children’s finished pieces, written independently can and should usually vary.

Practise Book Writing

1. It is recommended that the two pages of writing tasks are completed in lesson time, if possible. The first page is preparation for independent writing: it reminds children of the key features of the text type they are going to write, introduces useful vocabulary they will need and usually includes a short task. The class completes this page under the teacher’s guidance so that all children understand what is required in the main writing task.

2. Children complete the writing task on the second page. The class should be able to work largely independently, but will benefit from teacher support while they write and make improvements. This last writing task should not be seen as a test. It is another part of the process of learning to write well.

3. When appropriate, children make neat copies of their work, incorporating corrections, as the final part of this process. The notes in this guide explain the key features that teachers should look for in assessing children’s practice book writing. Examples of finished writing are not given as work will vary widely.

F. Teaching Strategies in Writing

1. In the teaching of writing the teacher must look for strategies that are helpful to the students. The teacher should have to:

   - Look and evaluate the difficulties of the students in writing. The teacher should see the results of the previous writing activities of the students.

   - Ask also the students on their viewpoints about writing. Pointing out their problems, difficulties and experiences in writing.

   - Additional insight can be gained by studying student papers to infer where writers are having difficulty and by observing writers at work.

2. The teacher should use the guided writing approach. In this approach the teacher create a model or sample writing for the students to see. In doing this the teacher should have to:

   - They speak their thoughts while writing, calling particular attention to the strategy they are recommending for students.

   - Sometimes they ask students to contribute to the writing the teacher is doing, to copy the writing for them, or to compose a similar piece of writing in connection with the writing the teacher is doing.

   - Teachers also frequently model writing strategies during individual conferences with students.

3. The teacher must help the students to try the strategy with teacher assistance.

   - This is best done in a writing workshop. The workshop setting is ideal for giving varying degrees of assistance according to individual needs.

   - It is also ideal for conferring with individuals and for setting up partnerships and peer groups so that students can assist each other in the learning of strategies.

   - Even when a writing workshop is not used, some amount of in-class writing with teacher assistance is necessary to make sure that writers practice using the strategy being taught.

4. Helping students to work toward independent mastery of the strategy through repeated practice and reinforcement means giving them opportunities to use the strategy many times with decreasing amounts of assistance each time.

   - The idea here is that it is better to teach a few key writing strategies well than it is to teach many of them insufficiently.

   - Students value and master the things they have them do repeatedly. In a way this gets back to identifying strategies worth teaching.

   - Look for ones that are crucial to writing processes, such as strategies for planning particular types of writing, or for structuring texts certain ways. Then practice and repeat.

G. TEACHING STRATEGIES IN LISTENING

It has been estimated that students spend almost half their communication time through listening, and students may receive as much as 90% of their in-school information through listening to their teachers and to one another. Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener).

Listeners often must process messages as they come, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The suggested strategies geared towards
the development of the listening skills of the students.

Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. The teacher must show to the students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. The teacher must help the students develop a set of listening strategies and match appropriate strategies to each listening situation.

Suggested Teaching Strategies in Listening

The following teaching strategies in listening are techniques or activities that contribute directly to the comprehension and recall of the listening activities of the student.

(1) **Top-down strategies** are listener based - the listener (students) taps into background knowledge of the topic, the situation or context, the type of text or the selection, and the language. This background knowledge activates a set of expectations that help the listener (students) to interpret what is heard and anticipate what will come next. Top-down strategies include:

- Listening to the main idea of the selection
- Predicting outcomes of the selection
- Drawing inferences from the selection
- Summarizing the selection

(2) **Bottom-up strategies** are text based - the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- Listening for specific details of the selection.
- Recognizing vocabulary and there meaning.
- Recognizing word - order patterns or the theme to be developed.

(3) **Extract for Meaning Strategies** – In this strategy it comes from a listening text the students need to follow the four basic steps in this strategy such as:

- Figure out the purpose for listening. The teacher gives the students background knowledge of the topic or selection in order to predict or anticipate the content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

(4) **Listening for Comprehension Strategies** – in this strategy each listening situation will help the students’ select appropriate listening strategies. The following steps should be observed:

- Identification - recognizing or discriminating specific aspects of the selection.
- Orientation - determining the major facts about the selection.
- Main idea comprehension - identifying the higher - order ideas in the selection.
- Detail comprehension - identifying supporting details in the selection.
- Replication - reproducing the message orally or in writing.

(5) **PLP (Pre-Listen-Post Teaching Strategies)** - The factors listed below can help you judge the relative ease or difficulty of a listening text for a particular purpose and a particular group of students.

- **(a) How is the information organized?** Does the story line, narrative, or instruction conform to familiar expectations?

  The selection texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.

- **(b) How familiar are the students with the topic?**

  Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

- **(c) Does the text contain redundancy?**

  At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of the language.

- **(d) Does the text involve multiple individuals and objects?** Are they clearly differentiated?
It is easier to understand a text with a doctor and a patient than with two doctors, and it is even easier if they are of the opposite sex. In other words, the more marked the differences, the easier the comprehension.

(e) Does the text offer visual support to aid in the interpretation of what the listeners hear?

Visual aids such as maps, diagrams, pictures, or the images in a video help contextualize the listening input and provide clues to meaning.

Use pre-listening activities to prepare students for what they are going to hear or view.

The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may

- assess students' background knowledge of the topic and linguistic content of the text
- provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess
- clarify any cultural information which may be necessary to comprehend the passage
- make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening
- provide opportunities for group or collaborative work and for background reading or class discussion activities

Sample pre-listening activities:

- looking at pictures, maps, diagrams, or graphs
- reviewing vocabulary or grammatical structures
- reading something relevant
- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- predicting the content of the listening text
- going over the directions or instructions for the activity
- doing guided practice

Match while-listening activities to the instructional goal, the listening purpose, and students' proficiency level.

While-listening activities relate directly to the text, and students do them during or immediately after the time they are listening. Keep these points in mind when planning while-listening activities:

(a) If students are to complete a written task during or immediately after listening, allow them to read through it before listening.

Students need to devote all their attention to the listening task. Be sure they understand the instructions for the written task before listening begins so that they are not distracted by the need to figure out what to do.

(b) Keep writing to a minimum during listening.

Remember that the primary goal is comprehension, not production. The practice such as writing while listening may distract students from this primary goal. If a written response is to be given after listening, the task can be more demanding.

(c) Organize activities so that they guide listeners through the text.

Combine global activities such as getting the main idea, topic, and setting with selective listening activities that focus on details of content and form.

(d) Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole.

Before the listening activity begins, have students review questions they will answer orally or in writing after listening. Listening for the answers will help students recognize the crucial parts of the message.

(e) Use predicting to encourage students to monitor their comprehension as they listen.

Do a predicting activity before listening, and remind students to review what they are hearing to see if it makes sense in the context of their prior knowledge and what they already know of the topic or events of the passage.

(e) Give immediate feedback whenever possible.

Encourage students to examine how or why their responses were incorrect. Sample while-listening activities

- listening with visuals
- filling in graphs and charts
- following a route on a map
- checking off items in a list
- listening for the gist
- searching for specific clues to meaning
- completing cloze (fill-in) exercises
- distinguishing between formal and informal registers
(6) **Audio or Video and Textbook Listening Strategies** - Students can use this outline for both in-class and out-of-class listening/viewing activities. Model and practice the use of the outline at least once in class before you ask students to use it independently.

1. Plan for listening and viewing
   - Review the vocabulary list, if you have one
   - Review the worksheet, if you have one
   - Review any information you have about the content of the tape/video or the selection

2. Preview the tape or video
   - (tape) Use fast forward to play segments of the tape; (video) view the video without sound
   - Identify the kind of program (news, documentary, interview, drama)

3. Listen and view intensively section by section. For each section:
   - Jot down key words you understand
   - Answer the worksheet questions pertaining to the section
   - If you don't have a worksheet, write a short summary of the section

4. Monitor the comprehension of the students.
   - Does it fit with the predictions you made?
   - Does your summary for each section make sense in relation to the other sections?

5. Evaluate the listening comprehension progress of the students.

**References:**


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