

Women Teaching Women English: A Beginning Level Integrated Skills EFL Text Teacher's Manual

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Free Text Download

This text is available at no cost in PDF format from the website: <http://aei.uoregon.edu/wtwe/>

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This textbook has been developed for students participating in the program Teach Women English (TWE), a U.S. State Department funded project operating in Lebanon since 2008. The local partner organization, Hayya Bina (“Let’s Go!”), has implemented TWE classes in over 40 locations across the country annually. Now entering its fourth year, the program has benefitted over 3,000 women facing challenging socio-economic circumstances. Like TWE, these materials aim to address the specific needs of adult women learning English. While piloted in Lebanon, they will hopefully serve others in the Middle East, the region, and beyond as part of a broader goal to empower women as leaders and providers in their communities. Hayya Bina is a Lebanese, non-governmental organization established in 2005. Hayya Bina works to promote civil society and freedom of expression across Lebanon, with a special focus on underrepresented communities. More information is available at: <http://www.hayyabina.org>

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GENERAL NOTES

Introduction

Women Teaching Women English is designed by women, for women. We want to help women become more skilled in English in order to help themselves build a better future for themselves and their families. The goal of this book is not just greater proficiency in English, but also women's empowerment in the form of greater self-confidence and self-knowledge.

The focus of this book is on integrated skills, so it includes readings, listening, speaking, vocabulary, and writing activities. The topics are designed to be of interest to women of a range of ages, from a variety of family types, living in both cities and the countryside.

The book includes 12 units and an optional pre-level 1 unit. The book is designed to be used in class for 6 hours per week for about 8 months per year, for a total of approximately 180 hours. In each unit, you will find many different activities. All of the units begin with a discussion of what learners know about the unit topic. This warm-up helps them be ready to deal with the topics in the book. The initial warm-up typically includes a photo and some questions to answer about the photo. Next, we have a dialogue with people whose lives we will follow throughout the book, *The Hilwe w Morra Story*.

Throughout, learners are asked to think about how what they are reading related to their own lives. Each unit also includes a short reading. The readings are based on authentic material, but modified to be at the appropriate level for the learners using this book. Vocabulary, grammar, listening, and speaking activities are built from *The Hilwe w Morra Story* and from the reading. Interaction in pairs and small groups, as well as whole-class activities, are part of every unit. Follow-up activities use the English skills learned during the lesson. Activities include making something such as a card or poster, writing or recording a report, and more. The units also have surveys for learners to ask each other, as well as their friends and families.

We hope that you will find the book enjoyable and helpful. We'd love to hear from you! Please email or write us and let us know what you think about the topics, the activities, and possible topics for a future book. See our website:

<http://aei.uoregon.edu/wtwe/>

Audience

This book is designed for women from the ages of 17 to 70, but with an assumption that most of the learners are ages 25-50. The learners may also be at a range of language proficiency levels, but this book is primarily for beginners: Level 1 with elements of Level 2 on the ILR scale (See Appendix A). Learners and their teachers may live in urban or in rural settings. Some learners work in the home, some work outside. Many are mothers. Learners have different reasons for being interested in learning English. Some are interested in English because it offers a level of prestige, access to the Internet, and possible jobs. Others are interested in English in order to help their children with their studies. The unifying theme is that the learners are women, with women's issues and interests.

The teachers who use this book are also varied. They live and work in urban or rural settings, they have different levels of background knowledge about English, and they have a range of prior teaching experience. The Teacher's Manual is designed to offer helpful suggestions for teachers at all levels in understanding the objectives of each element in each unit. We would encourage teachers to share information with each other and to use the extended resources on the related website at <http://aei.uoregon.edu/wtwe/>.

Pedagogy

The pedagogy in this book makes use of a number of assumptions about language learning in general and adult learning in particular. Overall, we take a constructivist perspective: the teacher does not "pour" knowledge into an empty head. Instead, learners actively fit new information into their existing background knowledge to create their own understanding. The teacher plays an important role in selecting and presenting information, putting information into context, providing learning help

(“scaffolding”), and creating a friendly, supportive environment for adults to learn. Learners gain from working with each other, providing scaffolding for each other through sharing their individual knowledge and understanding.

This book offers several features that are common to constructivist learning environments. These include

- working on meaningful topics,
- collaborating with others effectively,
- encouraging creative and critical thinking,
- building independent learning,
- putting learning into practice, and
- enabling different learning styles.

For example, topics in the book are based on adult women’s real lives, placed in a Lebanese and Middle Eastern regional context. Collaborative and cooperative learning activities enable each person to use her strengths to help others in the group and to build their leadership skills by offering guidance, support, and motivation to their peers. Extensive interaction with others helps build motivation and confidence as well.

The activities are designed to cover the full range of activity types from remembering to creating, following Bloom’s revised taxonomy. Adults have a wealth of information to bring to the discussions in this book. We count on their diverse experience to give multiple perspectives on a question or an issue, enhancing critical thinking.

Adults generally like to feel in control of their own learning, at least to some extent. We include skill-building activities and optional supplemental activities that learners can use outside of class, as well as self-assessments.

To truly be able to master a subject takes knowledge in practice, not just knowledge in theory. Each unit in the book provides projects – authentic tasks – where learners work with others to apply what they are learning to their own lives and communities. Because different people learn in

different ways, each unit includes text to read and listen to, graphics to clarify ideas and to prompt discussions, non-verbal activities and movement that demonstrate understanding, various writing activities, and individual and pair or group work.

Continuity and cohesion are important to learning over time. Each unit includes certain repeated elements: warm-up activities that include graphics and a short dialogue to activate learners’ background knowledge; a short reading and/or listening passage with related vocabulary and grammar notes; post-reading activities; and a task or project. The initial dialogues take place among a group of family and neighbors, at least some of whom reappear in each unit. Learners gather information about these characters from each unit to fill out a table and build a relationship map, both located at the beginning of the book. Key vocabulary and grammar are recycled, so learners have multiple opportunities to build their competence.

The language used in the book is based primarily on the Dolch list of 1000 most common words in English, with further reference to the Fry Word List and the General Service List. Language skills are integrated: reading, listening, discussion, vocabulary, grammar, and writing are part of each unit and are linked thematically. The target language level is 1 (Elementary) on the Interagency Language Roundtable (ILR) scale, where learners are expected to understand basic discourse about everyday topics. Grammar and vocabulary are relatively limited. (See Appendix A for descriptors.) We provide opportunities to improve not only in text-based literacy, but also in visual literacy: understanding tables, graphics, and other non-linear reading material.

The users of this book are likely to be of a range of ages, from a variety of different locations, with a corresponding range and variety of life experiences. The dialogues, activities, and projects are designed to build on that diversity. At the same time, supplemental material in the teacher’s manual will offer additional resources. The plans are to include material for the teacher to use with learners with more English proficiency, with access to the Internet, and who are younger or older than our targeted 25- to 50-year old age group. The list of references also includes links to websites for more information about teaching and learning.

Teacher Language

If the students are at a very low level, the teacher will need to explain basic “teacher language,” the commands we give to students. Using the commands in English is another opportunity to expand the learners’ English vocabulary. The commands include the following:

- Open (your book)
- Look at (the page, the picture)
- Circle (a word)
- Put a check or tick (✓) by
- Draw (a line, a picture)
- Listen (as I read)
- Read (the word, the sentence)
- Read along (with the teacher)
- Ask (a partner)
- Discuss or talk (with a partner, with a group)
- Practice (with the teacher, with a partner)
- Repeat (a word, a phrase)
- Say (the word, the phrase)
- Tell a partner
- Work with (a partner, a group)
- Guess (the word, if something is true)
- Imagine
- Think (about a picture)
- Complete (the sentence)
- Copy (a word, a phrase)
- Fill in the blank

- Write
- Act out (a story)
- Bring (a photo, something for Reader’s Theater)
- Hand in

Specific Components

Warm-up

Each unit includes a warm-up section. The warm-up is designed to bring out learners’ background knowledge related to the topic, preparing them for the rest of the unit. The warm-up typically includes questions and a picture task. It is helpful to have learners connect the topic to their own lives by adding their own content – pictures and stories – where possible. There are no “correct” answers in this section.

Hilwe w Morra Story

This is an ongoing story, with more information about the characters added in each chapter. It builds on the chapter theme (e.g., family, health and beauty, plans and dreams) while engaging learners in the characters’ lives. Dialogues are designed to be realistic and lively; learners can enjoy listening, reading, and acting out the conversations. Learners can add the new information they learn about the characters to the *Hilwe w Morra* Family Tree in the front of the book.

Vocabulary building

Vocabulary activities occur throughout the unit. They take different forms: matching picture to word, fill-in, choosing the best definition, flash card activities, and others. Learners work individually, in pairs, and in small groups of the different activities. The Think-Pair-Share method is useful here: learners work individually, first, then share with a partner or small group, then share answers in the large group. The activities address a variety of learning styles: text, graphical, auditory, kinesthetic, individual, and group in order to encourage retention of the new words.

Group Work

The Group Work sections personalize the topics, recycling the vocabulary and grammar from the unit. Learners ask themselves and each other what they think and how they feel about the topics in the unit. There are no “correct” answers in these activities; the objective is to have learners speak, using the vocabulary and grammar.

Discussion

Discussion occurs throughout the units. Questions are designed to build understanding and to encourage critical thinking. The questions are typically in order from easiest to most difficult. The learners can be grouped in different ways, but it is most helpful to assign roles to group members, such as time-keeper (the one who makes sure the discussion stays on time – this can be a person with relatively weak language skills), organizer (the one who asks the questions – this can be someone with relatively weak language skills), reporter (the one who shares the group’s ideas with the rest of the class – someone with strong oral skills), and note-taker (the one who writes the answers, where appropriate – someone with strong writing skills). Groups can also be organized so that the learners in each group are at roughly the same language proficiency level.

The Discussion Plus questions can be used by anyone, but they are designed especially for those with stronger English skills who may get through the easier questions quickly. These questions should take longer to complete.

Readers Theater

Readers Theater is a special kind of theater play. The actors do not memorize their lines, but they do practice them ahead of time so that they can work on intonation and expression. Even beginning level learners can generally perform in the Readers Theater format. Start as a whole class, reading each line together. It is good to encourage the class to be as emotional as possible in reading their lines - that makes it more fun and motivating. Having small props such as cups and cookies also helps learners feel more like actors, and thus less self-conscious. Wearing different head coverings makes it easy to feel like someone else.

Practice as often as needed to have everyone feel comfortable in reading the different lines. It often works well to choose a group of more advanced students to be the first to model the activity. It is also good to bring in “props” – small objects that make this seem more like a theater play, such as cups for a scene with tea. The teacher may wish to use a rubric to assess the activity, focusing only on the most critical aspects of the performance. In early units, these could include whether the speaker was understandable (all of the time/most of the time/some of the time/rarely) and whether the speaker looked up from the text at the audience (most of the time/some of the time/very little/never). In the later units, the rubric could add elements such as use of intonation, facial expression, gestures, pronunciation, and fluency.

Active Listening

When one group is speaking, it’s easy for the rest of the class to go off task and stop paying attention. The Active Listening component works with Readers Theater and other presentation activities. It structures the listening tasks and gives the teacher a checklist that could be used to assess the listeners.

Reading

The readings are drawn from authentic material in the news and from interviews with different women. The readings have been re-written to approximately the Dolch 1000 word level. In **Guess**, learners try to predict the content of the story just from the title. There are no wrong answers at this point, but learners can go back after they read the story to see if they were right or wrong in their guesses.

This is another good opportunity for the Think-Pair-Share method, where learners mark their individual answers first, then share with a partner, then hear what others in the class think.

Several activities follow the reading. These may include the recognition-level Listen-Read-Circle, where learners listen to the reading, then circle specific words or types of words. A fill-in activity, Listen-Read-Write, builds vocabulary knowledge using the reading. A sentence order activity

encourages learners to be more aware of the content of the reading and of cohesive devices.

What's the Buzz?

This survey activity encourages learners to put vocabulary and content to use in speaking. When learners discuss why the answers are the same or different, they engage in critical thinking. They can also add information from friends and family, taking the activity outside the classroom in an engaging way. In this activity, as in many others in each unit, there are no “correct” answers. The objective is to perform the task.

Creative Activity

Each unit includes at least one project or creative activity that results in a physical object. Learners create a gift card, a recipe that they can share, and the like. These activities encourage creative thinking and artistic expression – and there are no “correct” answers. If desired, a rubric can be used to ensure that learners are meeting the basic targets of the activity.

Writing

Writing activities extend the content introduced in the *Hilwe w Morra* Story and in the reading. In early units, the class as a whole works together to brainstorm content, which learners can then copy into their books and use as a basis for further writing. In later units, learners move from group work to individual writing, building on the content in the story and the reading. Less proficient learners will re-use the vocabulary and grammar from the unit, while more proficient learners can add their own ideas and content. A rubric allows the teacher to assess the writing while still encouraging learner creativity.

Supplemental activities

The supplemental activities give the teacher flexibility in the classroom. These can be used with learners who finish early, for a change of pace, or as follow-up activities to reinforce learning. Some, like the flash cards, can be used by learners on their own at home. These are generally not designed to be assessed.

Project

The project in the supplemental activities results in a physical object. These activities are designed to add more personal content to the language that students are learning. The activities are also helpful for those who learn well from pictures and from graphical elements, such as visual relationships between words.

Internet

These activities are designed for those with Internet access. If a computer with Internet access and a projector are available in the classroom, the teacher can model the activities and use them with the whole class. It works best if there is a connection between what learners do outside the classroom and what they are doing in class. If these are used outside of class, encourage learners to share what they have done with the class.

Comprehension check

Each unit in the Teacher's Manual has a photocopiable quiz or other assessment for the teacher to use. These are a separate download from the website.

Gradesheet

A photocopiable table that teachers can use to record students' names and grades on assignments is included for each unit. These are a separate download from the website.

SCOPE AND SEQUENCE

UNIT	Language Functions	Listening	Speaking	Reading	Writing	Grammar	Projects
1 Family	Describe family relationships & events. Compare and contrast information. Congratulate. Offer condolences. Predict events. Interview/survey others.	Listen to a conversation with Hilwe w Morra women about triplets. Listen for feelings of happiness, sadness, anger. Listen for key words.	Describe photos. Practice a dialogue. Add to the dialogue. Relate topics to personal experience. Describe emotions of a character. Use intonation to express emotion. Write a condolence note. Survey class members and report the information.	Read a family tree chart. Recognize key vocabulary. Predict story content. Read a brief story.	Write a congratulatory note. Predict events in a story. Write names of family members on a family tree. Add to the dialogue. Do a gap-fill activity.	Verb “to be” review Same/different Pronouns Questions/Short responses	Share family photos.
2 Food	Offer an invitation. Talk about likes and dislikes. Describe a recipe. Exchange information.	Listen to the ongoing Hilwe w Morra conversation about family and food. Listen for feelings. Identify key vocabulary.	Use stress patterns to express emotion. Describe a favorite celebration/meal. Respond to questions about preferences. Invite guests to a birthday party.	Recognize key vocabulary. Read an article about food. Follow the steps in a recipe.	Write a recipe to exchange with a friend. Write an invitation to a birthday party.	Present tense have + do + regular verbs Negatives in present tense Contractions in short answers	Make a class cookbook.
3 Health & Beauty	Explore natural health remedies. Describe clothing. Share beauty tips and advice.	Listen to the Hilwe w Morra conversation about beauty and growing up. Listen to questions and answers related to health and beauty.	Give compliments. Talk about favorite clothes and health. Answer questions about health and beauty using key vocabulary and grammar.	Recognize key vocabulary. Read an interview about health and beauty. Comprehend main and supporting ideas.	Write about personal use of beauty, beauty products, good diet, and exercise. Interview each other.	Present continuous tense There is/are	Create and share natural beauty products. Give advice.

UNIT	Language Functions	Listening	Speaking	Reading	Writing	Grammar	Projects
4 Home & Community	Describe housing, work, neighborhood. Offer help to others in the community. Ask about and describe routines. Express needs, wants, hopes, and wishes.	Listen to the Hilwe w Morra conversation about life changes. Listen for feelings.	Discuss hopes and plans. Ask interview questions about preferences. Discuss rules for a game.	Recognize key vocabulary. Read a short news story about community.	Make a to-do list. Write rules for a game.	Verb + to (need to, like to, want to) Object pronouns Adverbs and adverbial phrases of order	Make a map of good places to shop.
5 Shopping	Identify different types of things to make and buy. Express preferences, feelings, and opinions. Ask about and describe locations of places.	Listen to the Hilwe w Morra conversation about shopping. Read a story and a conversation about beauty and selling handmade items.	Discuss shopping. Discuss how often you do different things. Express preferences and feelings.	Recognize key vocabulary. Read a short story about women selling what they make.	Make a list. Complete a table.	Past tense of "be" Adverbs of frequency	Do a shopping role-play. Plan a cooperative.
6 In a Restaurant	Identify different types of foods. Order and pay for food. Express food preferences. Put events in order.	Listen to the Hilwe w Morra conversation about a wedding. Listen to questions about likes and dislikes.	Ask and answer wh-questions and questions about likes and dislikes. Order food in a restaurant. Discuss a sequence of events. Do a restaurant or wedding role play.	Recognize key vocabulary. Read a short article about a restaurant.	Write a letter describing a past event.	Past tense of regular verbs Use of "do," "have" and "would like" + noun Additional adverbs of frequency Ordinal numbers	Plan a party. Plan a menu for a restaurant.

UNIT	Language Functions	Listening	Speaking	Reading	Writing	Grammar	Projects
7 Through the Eyes of Others	See, Think, Feel (STF): What do you see? What do you think? What do you feel? Compare/contrast ideas. Distinguish fact and opinion. Solve a mystery.	Listen to the Hilwe w Morra conversation about a loss. Listen to mysteries. Identify main ideas.	Ask and answer questions about past events. Offer condolences. Talk about your childhood.	Recognize key vocabulary. Read and solve two mysteries Interpret and analyze information.	Write a structured creative story (Mad Lib).	Past tense of irregular verbs Sequence adverbs Placement of frequency adverbs	Illustrate the mysteries. Find strange photos for discussion.
8 Plans and Dreams	“Me” timeline Take charge of your own destiny. Make requests (for help and information). Rank-order goals.	Listen to the Hilwe w Morra conversation about a plans and dreams. Listen for feelings of jealousy and pride. Listen to a reading about UN goals.	Ask and answer questions about wishes and hopes (I would like, I’d like). Talk about changing hopes and dreams over time.	Recognize key vocabulary. Read about United Nations goals for Lebanon. Evaluate the goals from the reading.	Write a wish list in table format.	Future tense with “will” Want to/ would like to + V Because	Create your own shop with photos of items to buy and sell. Create a poster of dreams and goals.
9 Women at Work	Identify different jobs. Express possibilities. Describe women’s work and women’s roles. Describe habits.	Listen to the Hilwe w Morra conversation about a work and family. Listen for feelings of hope.	Ask and answer questions related to plans and dreams. Talk about work: what you do and what you would like to do.	Recognize key vocabulary. Read stories about women at work.	Write a letter to ask for a job.	Future tense with “be going to” Verbs to nouns with -er Past tense review	Create a poster about your dream job. Write a letter to a business.
10 Women on the Move	Identify past and present abilities. Talk about rights. Read and write poetry.	Listen to the Hilwe w Morra conversation about the past year. Identify the main ideas.	Give advice. Talk about past and present abilities and goals. Talk about changing abilities over time.	Recognize key vocabulary. Read an interview with a successful business owner.	Write a structured poem.	Ability: can/could Questions with can/ could	Create a group drawing without talking. Make Sabine’s recipe. Find pictures about past, present, and future abilities.

ABOUT THE AUTHORS

Dr. Leslie Opp-Beckman is on faculty and Director of Distance Education in the University of Oregon's Linguistics Department/American English Institute. She develops, teaches, and coordinates face-to-face and online distance education courses and programs, primarily professional development for in-service and pre-service English as a Foreign Language educators, trainers, and administrators. She has published, lectured and conducted workshops in educational technology and computer-assisted language learning in more than 50 countries. She is the author of the *Shaping the Way We Teach English* video-based training materials.

Dr. Deborah Healey has taught English and trained teachers for over 30 years. She currently offers distance education courses for teachers internationally and teaches in the Master's program in Linguistics, Language Teaching Specialization. She worked in Yemen and has presented extensively throughout the Middle East, North Africa, Asia, and Latin America. The former editor of *ORTESOL Journal*, she is a co-author of *TESOL Technology Standards: Description, Implementation, Integration*. She is a Senior Instructor at the UO's Linguistics Department/American English Institute.

Rawan Yaghi is the Educational Director at Hayya Bina in the "Teach Women English" program. She is an English teacher and coordinator at Nabil Sleiman Secondary Public School in Lebanon. Besides being a teacher trainer since 2005, Rawan has opened an ESL center in Baalbeck, Lebanon. She is a social activist and a cultural expert who attempts to bridge cultures.

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Deanna Hochstein is a senior member of the faculty of the Linguistics Department/American English Institute at the University of Oregon. She developed the current Critical Thinking online course offered by the AEI. She presents frequently at U.S. and international conferences. Her most recent professional focus has been online delivery of teacher training courses, including critical thinking and *Shaping the Way We Teach English*. She holds an MA in Linguistics.

Lys Opp-Beckman has worked in a variety of arts-related areas including graphic design, product design and the fine arts. She received her Bachelors in Product Design from Parsons The New School for Design. She has had gallery shows in New York and worked for designers such as Movado and John Houshmand. In 2008, she worked in Jordan with the US State Department on the development and implementation of A.V.E.A., an Arts and English immersion summer camp for teens. She is currently pursuing a Masters at the University of Oregon.

Rebecca Force has over 35 years of broadcast experience. When she began teaching at the University of Oregon, she became involved with the TV program *UO Today* and produced 366 episodes over 11 years. She is also the advisor for *Duck U*, the University's student-produced variety television program. Last spring Rebecca was inducted into the National Academy of Television Arts and Sciences' Silver Circle in honor of more than 25 years of outstanding service in television.

LIST OF SOURCES AND CREDITS

Unit 1

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Unit 2

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Reading, page 43:

Unit 2, Fern el Sabaya - A Woman's Bakery in Aamchit. Adapted with permission from <http://myculinaryjourneythroughlebanon.blogspot.com/2011/02/fern-l-sabaya.html>. Permission: 25 April 2011. The full article is on page 55.

Unit 3

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Reading, page 85:

Goodbye Cafe Gemmayzeh. Adapted from <http://www.happyplanetlebanon.com/newsdetails.aspx?Id=313&CatType=1>. Permitted use for education. The full article is on page 97.

Unit 5

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Reading, page 108:

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Unit 6

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Unit 7

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Musician or woman? Widely available, such as on NIEHS Kids page: <http://kids.niehs.nih.gov/illusion/illusions6.htm>. Accessed 11 July 2011.

How many faces? Widely available, such as on NIEHS Kids page: <http://kids.niehs.nih.gov/illusion/illusions10.htm>. Accessed 11 July 2011.

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Mystery: An Emergency. Riddle widely in use, for example, on Internet TESL Journal: <http://iteslj.org/c/jokes-riddles.html>

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Unit 8

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Reading, page 185:

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Unit 9

Readings, pages 205-206:

Women-Only Businesses: Pink Taxis. Adapted from Women-only Businesses Thrive in Beirut, <http://marketplace.publicradio.org/display/web/2009/08/05/pm-pink-taxis/>. Permission: 4 May 2011. The full article is on page 216.

UNDP Helps Women. Adapted from “UNDP Help Lebanese Women in War-Worn Communities” at <http://content.undp.org/go/newsroom/2011/march/international-womens-day/undp-help-lebanese-women-in-conflict-worn-communities.en>. Permitted use. The full article is on page 217.

Related photo: <http://content.undp.org/assets/images/3192382.png>. Permitted use.

Unit 10

Page 219 images, top to bottom:

Getty Image Bank, RF#115620849, permission acquired 26 June 2011.

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Reading, page 230:

Interview with Sabine Kassouf, Owner of “A New Earth” Store. Permission: 24 April 2011.

Write a Poem, page 236:

Adapted from <http://pages.uoregon.edu/leslieob/bio-poem.html>. Permission: 26 June 2011.

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