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# Multiple Intelligences, Oral Communication and

# Language Learning

## By

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# Dedication

I dedicate this work to Gehan, my soul-mate and wife….

   To my two sons, Hazem and Noureddin, the two shining stars in my life…and
To the souls of my father and mother who always wished to see me in the best
academic position.

   ….Mahmoud Abdallah 2010

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## Introduction

We live in a period marked by vast changes and instability; change has become the rule while stability is the exception. These changes have affected our life so greatly that we can never live detached from them. The scientific, the technological and the cultural advancements are reflected in every field in our life. Being a very vital component in the human life, education should react to these changes because they have immense impact on the teaching process in general, and on the teaching of foreign languages in particular. They are clearly depicted in the new methodologies that have emerged and imposed themselves upon the educational institutions and the curricula taught there. There are so many examples of these methodologies and approaches which have emerged at the end of the past century, and during the third millennium such as Content-Based Instruction, Inquiry-Based Learning, Cooperative Learning, Problem Solving-Based Instruction, Self-Paced Instruction, Individualized Instruction, Cognitive Apprenticeship, Web-Based Instruction, Computer-Assisted Language Learning (CALL), Task-Based Instruction and Multiple Intelligences (MI)-Based Instruction.

These new methodologies or approaches have gained power and dominance for many reasons: One reason is that they try to cope with the students' learning styles and address their natural individual differences; it has been proven that "students learn more effectively when they learn through their own initiatives. When their learning styles are matched with appropriate approaches in teaching, then their motivation, performances, and achievements will increase and be enhanced" (Kang, 1999:6). This

indicates the importance of caring for students' needs as an essential prerequisite in the teaching process as well as accommodating teaching styles so as to meet these needs.

Another reason is that the role of the teacher has changed a lot. He is no longer the implanter of knowledge; instead he is a "friend, manager, monitor, counselor, facilitator of learning, reliable informant on language, social worker, and model for the students" (Prodormou 1994:24). The teaching-learning situation is currently directed towards creating an active, enjoyable, and relaxed atmosphere of learning. As Begin notes: "Students who are placed in an environment which allows them to interact freely help one another develop a positive attitude toward learning and support each other emotionally" (Hahn,1994:77). Having positive attitude toward the language they learn and good relationships with each other, students learn more actively and do any task enthusiastically.

Putting this into consideration, Rogers (2000:2) proposes many scenarios as determinants that may shape teaching in the third millennium. One of these scenarios is "multi-intelligentsia" which means basing instruction on a multiple intelligences view in which different approaches play to different learner talents, and thus address more students in the teaching-learning situation. This new outlook on the educational process is considered necessary to cope with the new changes occurring in life in general and in education in particular.

In his most celebrated book *'Frames of Mind: The Theory of Multiple Intelligences'* that was published in 1983, Gardner discusses the different human talents or faculties calling them *'intelligences'*. He argues that all human beings possess these *'intelligences'*, but with varying degrees. According to Gardner, intelligence has

traditionally been defined in terms of Intelligence Quotient (IQ), which measures a narrow range of verbal/linguistic and logical/mathematical abilities (Gardner, 1993: 3-11).

It is quite clear that Gardner does not want to limit his discussions to the restrictions of the linear concept of intellect; rather, he asks the human species to make the best use of their multiple intelligences. Therefore, he describes his theory as a *"pluralistic view of mind, which recognizes many different and discrete facets of cognition and acknowledges that people have different cognitive strengths and contrasting cognitive styles"* (Cahill, 1999: 1).

If we apply this to the educational process, we will find that MI Theory changes our outlook upon the students' themselves. It draws our attention to an important fact: there are many strengths in the students which should be put into consideration so as to make our teaching, as educators, more effective:

"The theory of multiple intelligences (MI) brings a pragmatic approach to how we define intelligence and  allows us to use our students' strengths to help them learn. Students who read and write well are still smart, but they are joined by other students who have different talents. Through MI, schools and classrooms become settings in which a variety of skills and abilities can be used to learn and solve problems" (Hoerr, 2000:1)

Therefore, MI Theory offered many great contributions to education and language teaching. It suggests that the teacher should diversify his teaching styles and techniques to enable his students to get the maximum benefit of teaching. In other

words, teachers need to expand their repertoire of techniques, tools, and strategies beyond the typical linguistic and logical ones predominantly used (Armstrong,1994: 48). By doing so, they will be able to address more students and make their teaching more effective. Thus teachers have to adopt new techniques and possess the appropriate approaches that cope with their students' learning styles and individual differences.

In the field of foreign language teaching and learning, it is known that the mastery of language is described in terms of four main language skills: listening, speaking, reading, and writing. Speaking is a productive skill that includes communicative functions of the target language, and thus, it involves a very important social communicative aspect of this language. In other words, it involves many other subskills or social skills such as asking and answering questions, naming different objects, giving instructions, retelling a story, conversing with another one or other people about real events in life, discussing a certain topic and giving reasons, describing a picture or a drawing, making suggestions and accepting or refusing them, expressing points of view or opinions, giving oral presentations about a certain topic, expressing likes and dislikes, and expressing sympathy.

To speak or communicate orally in a foreign language is not an easy job; speaking is regarded as a very difficult and demanding skill, particularly when, under some educational systems, students' mastery or proficiency of a foreign language is always assessed in writing, not orally:

> Of the four language skills, speaking is generally considered the most difficult to learn. Many students have the misconception that writing in the target language is superior to speaking. Nevertheless, it is only our tongue that builds a communication bridge between the listener and the speaker (Tunaboylu, 1993: 47).

Giving the due attention to speaking without losing sight of speech, teachers should create the appropriate environment to develop the speaking skills inside the classroom and their focus should be on students' fluency in using the target language so as to fulfil real communicative purposes, not on error correction. This entails providing the proper atmosphere that helps them to communicate naturally in the target language. The classroom, thus, must be a non-threatening environment where students are eager to communicate and where the focus is on the process of learning not on error correction. Errors should be viewed as a natural part of the learning process, never as a drawback (De Porto 1997: 51).

Moreover, Students should speak a foreign language in a proper way. They "must know how the language is used in a social context" (Shumin, 1997: 8). They should use English to fulfill certain communicative purposes inside the classroom. They should use the language freely in simulated real-life situations without hesitation. They should, for example, know which expressions to be used in order to make a request, and how to respond to a request made appropriately, what one should say when s/he suggests something, how one can answer the question, 'what do you think of the current situation?' in the proper way giving his/her own personal point of view, and how to make oral presentations when they want to present a certain topic. To enable his/her students to do that, the teacher of English needs to teach them in a non-traditional way that facilitates real-life communication inside the classroom.

Therefore the teacher should use the appropriate type of instruction that helps students to develop their speaking skills and avoid, or at least delimit, the traditional methods, procedures and techniques that hinder this development. S/he should, for example, "move from 'controlled pair work', such as dialogue memorization, to creative sketches in which students decide for themselves what to say and how to say it" (De Porto, 1997: 51).

The type of instruction, which is based on the students' multiple intelligences, may help the students to utilize all (or some of) their intelligences in the learning process in general, and in developing their oral communication skills in particular. Those skills may be developed if the students use their various intelligences during the learning process. These various intelligences open many windows in their minds enabling them to interact with the information they receive in a variety of ways. This may lead to a better understanding and a more active participation in the speaking activities inside the classroom.

For example, they can use their *linguistic intelligence*, utilizing their sensitivity to the linguistic patterns, in order to express themselves verbally and communicate orally with other classmates and identify the proper linguistic rhythms used in the communication process; they can also, as Armstrong (1994: 54) says, use their *logical/ mathematical intelligence* which enables them to say words and sentences in a logical sequence, arrange ideas in their minds, and argue in a reasonable way; they can also use their *spatial intelligence* which enables them to imagine places and visualize abstract ideas; they can use their *interpersonal intelligence* which enables them to interact freely with other classmates and exchange talk to fulfill language functions; they can use their *intrapersonal intelligence* in order to communicate with oneself; there is a category of human communication which Redmond (2000: 18)

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refers to as '*intrapersonal communication*' which means communication within ourselves to direct our self-discussions and thoughts to ourselves. This enables them to express their own ideas and reflect upon something; they might use their *bodily/kinesthetic intelligence* in order to dramatize something and communicate non-verbally. It is assumed that "nonverbal communication works in conjunction with verbal communication" (Redmond, 2000: 105).

Interaction is very important here because it could be the aim in a speaking situation in which students are required to use the target language to achieve communicative purposes. This requires creating the suitable atmosphere in which interaction occurs and where the teacher does not dominate the learning situation: "If interaction is the aim, it is necessary to create a suitable atmosphere that would allow students to express themselves freely and make them eager to communicate, to mean in the foreign language. A teacher-centered classroom would never provide the opportunities for the students to interact" (De Porto 1997: 51).

There are many studies which were conducted to prove the effectiveness of MI Theory as a philosophy on which instruction can be based (Goodnough, 2000: 10). Many researchers and educators assume that MI theory can result in fruitful outcomes if it is applied in teaching. (Adamus, 2000; Baney, 1998; Campbell, 1998; Carson, 1995; Elliot & Gintzler, 1999; Osborne, 1995). For example, Campbell (1998) describes his experience with applying MI Theory in his third grade classroom with seven learning centers based upon the intelligences identified by Gardner. During the 1989-1990

school year, an action research project was undertaken to explore students' reactions to a multiple intelligences-based instructional model. The following conclusions were obtained:

1-The students displayed increased independence, responsibility and self-direction over the course of the year.

2-Ability to work multi-modally in students' presentations increased throughout the school year with students using a minimum of three to five intelligence areas in their classroom reports.

3-Daily work with music and movement in content areas helped students to retain information.

4-The role of the teacher changed as the year progressed, becoming less directive and more facilitative, less of a task master and more of a resource person and guide.

5-Students became progressively more skilled at working effectively in this unique and non-traditional classroom format.

Besides, there are some studies which have been conducted to prove the effectiveness of using MI Theory in many aspects of foreign language teaching such as teaching vocabulary (Condis, et al., 2000), improving spelling (Brecher, et al.,1998), and reading comprehension (Kuzniewski, et al., 1998).

### *Problem of the Study*

Before stating the problem of the study, it is important to shed some light on the context of the problem in order to clarify the nature of the problem and to justify the importance of conducting this study.

### *a) Context of the Problem*

Teaching the oral skills in general and the speaking skills in particular in a foreign language context is not an easy job; rather, it puts heavy demands on both the teacher and the students who should learn these oral skills in order to be able to communicate in the target language. It is necessary, therefore, to give these skills more attention and more consideration.

Many writers and researchers emphasize that language should be taught and learned for communication. For example, Mercer and Swan (1996: 1) point out that the main aim of learning and teaching English as a foreign language is to enable students to develop their communicative competence, in order to provide the society with graduated students who can converse, write and read English fluently; either to work in a foreign company, banks, schools, agencies or to conduct higher research in different fields.

Although the ultimate goal of teaching English as a foreign language is to enable the learners to communicate in English either orally or in writing, yet oral communication

skills are not given due attention by both the teacher and the student; Some teachers think that they are so much burdened with many educational responsibilities such as teaching many items or conveying a certain amount of knowledge. Thus, speaking skill is always deferred until eventually it is neglected.

Many studies have indicated that oral language development has largely been neglected in the classroom. Most of the time oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, seldom functions as a means for students to gain knowledge and to explore ideas (Zhang & Alex, 1995).

Teachers of English in the secondary stage think that the current courses of English are so much loaded with linguistic items that have to be covered within a short period of time. This was concluded throughout the interviews that were conducted with some teachers and inspectors of English (See Appendix (1). The interviewed teachers said that these overloaded English courses impose many obligations on them in such a way that they find themselves unable to give much practice to all the main four language skills, especially speaking as a major oral communication skill.

Therefore, speaking is discouraged in the Egyptian English classes because *"teachers of English still consider linguistic competence in terms of vocabulary and grammar as their ultimate goal whereas communicative competence is mostly neglected"* (Abdel-Halim, 2004: 12).

This idea is clearly emphasized by one of the studies conducted on the speaking skill in the Egyptian secondary school classroom: For example, Al-Khuli (2000:16)

conducted a study that aimed at developing the secondary-stage students' speaking skills in English. He noticed that speaking is generally discouraged in the Egyptian EFL classes. He also noticed that speaking in class is used only when students are called upon to repeat or recall an answer, and that silence is one of the characteristics of the English language classroom. He asserted that since students are active listeners and passive speakers, oral production of the target language is almost absent in English classes.

Teachers' neglect of developing their students' oral language skills and thinking skills, as a result of being so much involved in routine work, is emphasized by Stabb (1986), cited by Zhang & Alex (1995), who notices that teachers often become "so involved with establishing routine, finishing the textbook, covering curriculum, and preparing students for standardized tests that (they) have forgotten one of (their) original goals, that of stimulating thought."

In addition to that, there is some sort of misunderstanding of the role that the teacher is supposed to perform inside the classroom; it is commonly thought that the main role of the teacher is to talk most of the time so as to deliver the knowledge s/he has of a certain topic. This assumption results in ignoring the students' oral skills which cannot be developed inside this teacher-dominated classroom:

> "The teacher's role is to teach--is usually interpreted to mean that to teach means to talk. Accordingly, teachers spend hours and hours teaching by talking while the children sit listening passively. Such conventional teaching-learning is one of the obstacles preventing the real development of oral language (skills). Children leaving these classrooms tend to

carry this passivity over to their learning attitudes, and tend to be 'disabled' in their learning abilities, as well" (Zhang & Alex, 1995).

As a result, secondary-stage graduates join the English department at Assiut Faculty of Education without being sufficiently trained in the oral communication skills required for fulfilling real communicative purposes in English, such as giving opinions, expressing their likes and dislikes, and making requests. Besides, there is no specific or focused training in the oral communication skills in the students' four-year training programme during the undergraduate stage. This idea was emphasized by Hanna (1984), cited by Ibrahim (2000: 7), who assured that the absence of training in oral language skills is a source of the problem. After analyzing the English curricula for prospective teachers of English in many faculties of education, she concluded that the oral language skills are neglected in almost all the faculties' programmes.

Therefore, the student-teachers are not given the sufficient training required to develop their oral communication skills while they are studying at the Faculty of Education. Thus, students are not given due training that helps them speak English in real interaction.

The same idea was also emphasized by Nazir (1989: 8) who said that although the student-teachers at Assiut Faculty of Education are provided with training in reading, writing, and listening skills, yet speaking is neglected.

Many researchers have conducted studies on the English majors in the faculties of education in which they identified some problems and shortcomings related to the students' oral skills in general, and oral communication skills in particular. They concluded that the students were unable to communicate and express themselves in English in the desired fashion.

Nazir (1989, 7-8), for example, conducted a study that aimed at developing verbal communication among prospective teachers of English at Assiut Faculty of education through a suggested communication programme. Throughout his interaction with student-teachers, whether during teaching in the workshops or during teaching practice, the researcher has noticed that most of the studentteachers cannot interact or communicate freely with each other, either inside or outside the classroom, and that they find it difficult to speak fluently.

Hassan (1996: 79) conducted a study that attempted to design and experiment a programme to develop listening and speaking skills of first year EFL majors at Sohag Faculty of Education. and to examine its effect on their oral communicative performance. The problem of the study was that the oral communicative performance of the EFL students was underdeveloped. This was noticed when they were asked to express their ideas or opinions about themselves or about others.

Ibrahim (2000: 6-7) conducted a study of some linguistic and cognitive factors that affect the oral fluency of first-year-English majors at Assiut Faculty of Education. To identify the problem of the study, the researcher conducted a pilot study in which she asked students to talk freely about some certain subject such as sports or being English teachers. The majority of the participating students were unable to express themselves showing many problems, and that they were not at ease when they were asked to talk about a certain topic for some time.

The students' incompatible oral performance and the origins of the problem which are related to the poor communication skills that the students demonstrated were concluded throughout the interviews that the researcher conducted with first-year English majors (See Appendix 2). These interviews were divided into two sections: The first section was devoted to test their oral communication skills. Students were asked to interact with each other in order to discuss something, make requests, or give their own opinions. The second section was devoted to identifying the factors that lie behind the students' poor oral performance where the students were asked direct questions about things such as their teachers in the secondary school, their courses, their attitudes towards the English language, their tests and exams, and so many other things.

These interviews were tape-recorded. After the researcher had analyzed the recordings, the following conclusions were drawn in regard to the students' level in the oral communication skills (the first section):

1-Most of the students were not able to use the appropriate structures to discuss something, to give opinion about a certain topic, to express sympathy, to make requests, or to talk about their likes and dislikes.

2-Almost all the students lack the ability to give oral presentations in the proper way although this is an important skill for them as student-teachers and future teachers of English.

3-A lot of students spoke hesitantly making a lot of grammatical mistakes as a result of tension.

4-Many students were unable to use the right words in the right contexts

5-Most of the students were unable to speak naturally and freely while communicating with other classmates

Many conclusions were reached in regard to identifying the factors that lie behind their poor oral performance (the second section):

These interviews showed that the students' insufficient oral communication skills were attributed to many factors and reasons: First of all, the students' main focus while learning English as a foreign language was on accuracy, not on fluency; in other words, they cared more for memorizing grammatical rules, writing the words correctly and memorizing the Arabic meanings of the English vocabulary, than for speaking English fluently and using the structures they had learned in accomplishing real communicative purposes.

Second, students were not exposed to real-life situations that should involve them to use English for communication. Though the Hello! Series courses in the secondary stage contained a separate section devoted to develop the students' communication skills, yet the students were not given the appropriate training which helps them to use English in semi-real life situations.

Third, they have never taken any oral tests that test their oral performance in English; all the English tests that they have already taken were in the written form. Fourth, the students held passive attitudes towards English; in other words, they look upon English as unimportant and find no reason for learning it since they are not required to use it in daily-life interaction; their only concern was to get the highest marks in the final tests and exams. Students emphasized the fact that they were learning English

for examinations, and not for communication, and therefore, they were not interested in using English to communicate with other people.

Fifth, the teachers themselves did not concentrate on developing the communication skills of their students. Students said that their teachers were focusing on training them on how to answer written tests, rather than on encouraging them to communicate in English and involving them in situations that foster this communication.

Many researchers studied this problem with the secondary-stage students. For example, Al-Khuli (2000: 3) observed that secondary-stage students are unable to express their thoughts orally. The researcher attributed the students' oral inability to their teachers' methods of teaching. The careful analysis of EFL teachers' methods of teaching applied in their classes revealed that they usually focus on lecturing rather than practice.

The fact that the students are neither given the right kind of instruction nor provided with the atmosphere that encourages them to communicate in English is emphasized by Abdel-Halim (2004:12-14) in her study that aimed at developing primary school pupils' English language speaking skill. She revealed that teachers usually focus on lecturing rather than practice, and that they give priority to reading and writing over listening and speaking; they are unable to design the proper speaking activities that involve pupils in using English in real situations. The same fact was also emphasized by Al-Khuli (2000: 16-17) who states that

> It has traditionally been very difficult to achieve good standards of oral production because the input students receive is insufficient. In addition, it is difficult to find realistic situations which motivate the students to communicate in the target language. Consequently, students could not share ideas, exchange thoughts or even converse in the target language."

*b) Statement of the Problem*

The problem of the study can be stated in the following main question: *"What is the effect of using a multiple intelligences-based training programme on developing first-year English majors' oral communication skills?"*

This main question can be branched into the following questions:

1-What is the effect of using a multiple intelligences-based training programme on developing first-year English majors' skill of giving oral presentations?

2-What is the effect of using a multiple intelligences-based training programme on developing first-year English majors' skill of expressing sympathy and responding to sympathy offered?

3-What is the effect of using a multiple intelligences-based training programme on developing first-year English majors' skill of talking about likes and dislikes?

4-What is the effect of using a multiple intelligences-based training programme on developing first-year English majors' skill of giving opinion and agreeing or disagreeing with an opinion?

5-What is the effect of using a multiple intelligences-based training programme on developing first-year English majors' skill of making requests and responding to requests made?

### *Importance and Significance of the Study*

A number of considerations that may give value and importance to this study can be stated as follows:

1-It adopts a new theory (MI Theory) in the field of English Language Teaching, which may result in many useful implications for teachers and researchers. MI Theory calls for multi-modal teaching in which students are given more chances or options while they are learning. This may increase the students' chances for success.

2-It adopts a new type of instruction based on Gardner's MI Theory that differs from the traditional type of instruction commonly used in the educational settings which focuses on only two intelligences: the verbal/linguistic intelligence and the logical/ mathematical intelligence. This new type of instruction is supposed to involve and reach more students in the learning process because it addresses their multiple intelligences which involve other non-scholastic intelligences (other than the verbal/linguistic intelligence), such as the interpersonal intelligence, the intrapersonal intelligence and the bodily-kinesthetic intelligence. In other words, the MI-Based Instruction addresses many human abilities, capacities, or talents that haven't already been considered or taken care of in the teaching-learning process because they have never been regarded as intelligences at all.

3-It calls for much concentration on the oral communication skills in general and the speaking skills in particular, which are becoming among the most important goals of learning a foreign language. Besides, mastering oral communication skills has become a pre-requisite for the persons who apply for current jobs. Nowadays, many employment advertisements on the Internet have begun to include phrases such as: *"Must have strong effective oral and written communication skills." – "Outstanding*

*communication skills" – "Excellent written and verbal communication, organizational, and supervision skills" – "Seeking individuals with good communication and people skills" – "Seeking the right candidate with strong interpersonal, organizational, and communication skills"* (Redmond, 2000: 3).

4-It sheds some light on the importance of coordinating between students' potentialities and teachers' types of instruction. In other words, it highlights the importance of catering for students' individual differences and learning styles as they are vital components in the learning process that cannot be ignored. This goes with the new trends in teaching in general, and in English language teaching in particular.

5-It suggests that the student-teachers who are majoring in English at the faculties of education should study communicative courses in English in their training programmes that help to develop their oral communication skills. Needless to say, mastering communication skills is very important for those prospective teachers of English because they will be involved in situations that require them to be welltrained in such important skills.

### *Objectives of the Study*

The main objective of the current study is to investigate the effect of using an MI-Based Training Programme on developing some of first-year English section students' oral communication skills in English.

Out of this general objective, we can draw some minor objectives. These are:

1-Identifying the oral communications skills that the first-year English majors need to develop so as to use English in real-life social contexts to fulfill real communicative and functional purposes.

2-Designing an MI-Based Training Programme that may help first-year English majors to develop some oral communication skills

3-Introducing Multiple Intelligences-Based Instruction as a teaching approach in the field of teaching English as a foreign language in general, and using it in developing some of the students' oral communication skills in particular.

4-Evaluating the feasibility and the effect of using an MI-Based Training Programme on developing students' oral communication skills in English.

### *Hypotheses of the Study*

The following hypotheses were tested:

1-There would be statistically significant differences between mean of scores of the research group in each of the pre and the post administration of the whole oral communication test in favour of the post-administration.

2-There would be statistically significant differences between mean of scores of the research group in each of the pre and the post administration of section one (Giving Oral Presentations) in favour of the post-administration.

3-There would be statistically significant differences between mean of scores of the research group in each of the pre and the post administration of section two (Expressing Sympathy) in favour of the post-administration.

4-There would be statistically significant differences between mean of scores of the research group in each of the pre and the post administration of section three (Talking about Likes and Dislikes) in favour of the post-administration.

5-There would be statistically significant differences between mean of scores of the research group in each of the pre and the post administration of section four (Expressing Opinion and Agreeing or Disagreeing with an Opinion) in favour of the post-administration.

6-There would be statistically significant differences between mean of scores of the research group in each of the pre and the post administration of section five (Making Requests and Responding to Requests Made) in favour of the postadministration.

*Research Tools*

1-A pre-post oral communication test

(Prepared by the researcher).

2-A Multiple Intelligences (MI)-Based Training Programme (Prepared by the researcher).

*Limitations of the Study*

1-The present study was limited to 30 first-year English majors who were willing to participate in the study in Assiut Faculty of Education where the researcher works. Those students were particularly chosen because they needed a training programme to develop their oral communication skills at the beginning of their study in the English department.

2-It was limited to five oral communication skills which are: Giving oral presentations, expressing sympathy and responding to sympathy offered, talking about likes and dislikes, giving opinions and agreeing or disagreeing with an opinion, and making requests and responding to requests made. Those five skills were recommended by specialists as the most important skills that first-year English majors need to develop.

3-The content of the programme was based on four intelligences only:
Verbal/linguistic intelligence, intrapersonal intelligence, interpersonal intelligence, and bodily/kinesthetic intelligence. Gardner (1999:89-90) states that we can teach any content area using any number of intelligences, and that it is not necessary to use all the intelligences to teach the same lesson

5-The results would be confined to the Egyptian environment and the social and cultural background of the Egyptian students in Assiut City.

*Definitions of Terms of the Study*

**1-***Intelligence*

Gardener, cited by Laughlin (1999:4), defines intelligence as: *"the ability to solve problems, or to fashion products, that are valued in one or more cultural or community settings"*

Gardner (1999:34) defines intelligence as: *"a bio-psychological potential to process information that can be activated in a cultural setting to  solve problems or create products that are of value  in a culture."*

This is the definition which the researcher adopts in this study.

**2-***Multiple Intelligences Theory*

Gardner (1999:3-4) states that MI Theory is a new pluralistic view of intelligence according to which "human beings possess a range of capacities and potentials – multiple intelligences – that, both individually and in consort, can be put to many productive uses."

**3-***Multiple Intelligences-Based Instruction*

Gardner (1999:142-144) views Multiple Intelligences-Based Instruction as a tool through which any content area can be conveyed to students by utilizing their different inner capacities, abilities or intelligences. Under this type of instruction, many of the students' intelligences are addressed because students are involved in various activities which are based on different intelligences.

**4-*Speaking***

Philips et al., (1975) defines speaking as a process in which two or more human beings become related through the exchange of symbols that evoke meanings.

Rivers (1981: 186) defines speaking saying that *"an act of speech involves more than knowledge of the code. It involves the selection of integrated patterns of elements of the code for the expression of an intention, and the assembling of the necessary features without undue hesitation."*

Florez (1999) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Speaking is defined in the present study a*s "an interactive process in which two persons or more are involved in a real-life situation in which they exchange talk or use the language so as to fulfill a certain communicative purpose or accomplish a certain social function.."*

**5-*Communication***

Reid (1977: 18) defines communication as *"a relationship between a speaker and a listener. The roles of the speaker and the listener are simultaneous; speaker is also a listener and a listener is also a speaker."*

Redmond (2000: 6) defines human communication as *"a special form of communication that occurs between and among people. The connection made among*

*humans through communication involves the use of spoken symbolic language – the words we speak – as well as nonverbal cues such as gestures, facial expressions, and tone of voice."*

In this study, communication as defined as *"an interactive and communicative process in which there is a message (knowledge, feelings, ideas, or intentions) that is communicated or conveyed by someone (some people) to another one (other people) in a certain social context."*

### *Procedures of the Study*

1-Reviewing related literature and previous studies to write the theoretical background of the study.

2-Interviewing first-year English majors, specialists in linguistics and English language Teaching, inspectors and teachers of English so as to identify the most important skills that first-year English majors need to develop.

3-Suggesting a list of 20 oral communication skills and displaying it over specialists in linguistics and English Language Teaching so as to identify the most important skills that students need to develop.

4-Writing down the final list of the resulting highly-frequent oral communication skills.

5-Suggesting a frame of the MI-Based Training Programme, displaying it over jury members, and then modifying it in the light of their comments.

6-Suggesting the MI-Based Training Programme, displaying it over jury members, and then modifying it in the light of their comments.

7-Piloting the programme with a randomly selected sample from among first-year English majors, and making the necessary modifications in the light of the results of the pilot study.

8-Suggesting an oral communication pre-post test, displaying it over jury members, and then making any necessary modifications in the light of their comments.

9-Piloting the oral test with a randomly selected sample from among first-year English majors, and making the necessary modifications in the light of the results of the pilot study.

10-Selecting the group of the study from among first-year English majors according to their willingness to participate, excluding those who participated in the pilot study.

11-Pre-testing the group of the study for 4 days.

12-Teaching the training programme for 6 weeks.

13-Post-testing the group of the study.

14-Writing down students' scores and analyzing them statistically.

15-Writing down results, discussing them, and writing the final conclusions, suggestions, and recommendations.

# Chapter Two

# (Theoretical Background)

## Multiple Intelligences Theory

-History of MI Theory and IQ Tests

-The Multiple Intelligences

-Importance of MI Theory in Education

-MI-Based Instruction

## Communication Skills

-Importance of Communication

-Communication and Speaking

-Speaking and Instruction

## Learning Styles and Strategies

-Learning Styles

-Learning Strategies

*Introduction*

There has been a significant shift in the history of education: a shift from the traditional teacher-centered approaches to learner-centered ones. For so long time, educators and principals had been so much concerned with implanting knowledge in a uniform way and giving students some previously-prepared courses. This led to creating stereotypes of students. Those students have been the victims of a traditional way of instruction that addressed all the students in the same way.

With the appearance of 'humanism' in the sixties, new ideas in teaching came to the scene. These ideas were the direct result of the new outlook of the student. The conventional, authoritative teacher-centered instruction has given way to the learner-centered mode of instruction. Educators started paying attention to the impact that learners' affective factors may bring in the process of learning ( Lin, 2000 ).

Educators and psychologists began to view education according to another perspective; they highlighted the necessity for caring for the learners' individual differences and learning styles because they represent the foundation upon which instructors should build their instructional methods. Gardner suggests that the challenge of this millennium is whether we can make these differences central to teaching and learning or whether we will instead continue to treat everyone in a uniform way. Gardner proposes 'individually configured education'-an education that takes individual differences seriously and craft practices that serve different kinds of minds equally well (Berman, 2001:5).

To teach effectively does not mean just to present the content in a skilful way. There are many other factors involved in the teaching-learning process. Teaching is not something that is completely performed by the teacher, who is supposed to be the active side all the time, and directed to the students, who are considered the passive side. The students are never passive, anyway, because they handle the information they receive:

> Effective teaching requires a thorough understanding of the learning process, characteristics of students at different stages of development, individual differences, factors that influence motivation, and procedures for maintaining orderly classrooms. Teachers rely on this background when they make decisions about what they will teach, which points they will emphasize, and how they will present content to their students (Eggen & Kauchak, 1994:545).

### Multiple Intelligences Theory

Since Multiple Intelligences (MI) Theory is a relatively new term for many people, the researcher devotes this section to shed some light on the theory. The theory will be tackled according to these angles: The new concept of intellect; history of MI Theory; main principles of MI Theory; the multiple intelligences. Multiple Intelligences Theory has come as a reaction to the classical outlook upon the human intelligence; it is a revolutionary theory which came at the same time when many theories appeared so as to explain the human intellectual abilities. Multiple Intelligences (MI) Theory offers a revolutionary, multi-faceted model of human intelligence. Gardner (1983) claimed that intelligence cannot be characterized by a single quantifiable test score and consists of several discrete abilities (Campbell, 2000).

There have been two main theories which appeared in the 20<sup>th</sup> century and which were an attempt to interpret human differences and to design educational models around these differences: Learning Styles Theory which has its roots in the psychoanalytical community and Multiple Intelligences Theory which is the fruit of cognitive science (Silver, et al., 1997:22).

Multiple Intelligences Theory was first proposed by Howard Gardner, a professor of cognition and education at Harvard University, in his most celebrated book, *Frames of Mind,* in 1983. He regarded it "as a pluralistic view of mind which recognizes many different and discrete facets of cognition and acknowledges that people have different cognitive strengths and contrasting cognitive styles (Cahill, 1999:2). Since then, educators have become so interested to apply this theory as a means through which they can improve teaching and learning in a multiplicity of ways. The theory represents a new orientation towards the nature of intelligences (Goodnough, 2000).

In designing his theory, Gardner opposes the traditional view of the intellect stating that his theory is a new outlook of the human intelligence. He considers the intelligences as a new definition of the human nature. Throughout the history of humanity, many philosophers and scientists have defined the human nature in many different ways. Their definitions have relied on their own perspectives or points of view. Gardner (1999:44) states that Socrates looked upon man as a rational and sophisticated animal, while Freud saw him as an irrational being. Gardner describes

man as an organism who possesses a basic set of intelligences. Thus he looks upon human beings in the light of a group of intelligences that they are supposed to have.

### 1-A New Concept of Intelligence

Traditionally, psychologists have looked upon intelligence as a linear concept that can be simply measured by IQ tests. They found that intelligence is the most difficult term to define. The first generation of psychologists of intelligence, such as Spearman (1927) and Terman (1975), cited by Gardner (1993:xii), tended to believe that intelligence was best conceptualized as a single, general capacity for conceptualization and problem solving. They sought to demonstrate that a group of scores on tests reflected a single underlying factor of general intelligence.

Gardner (1993:3-11) presented a new concept of the human intelligence. This new concept contrasts completely with the traditionally accepted concept which states that the human intelligence is a linear concept which is measured by IQ tests.

Further, MI Theory suggests that every one is capable of learning and knowing about the world around him. Thus the theory suggests a new definition of intelligence. For most of the history of human beings, there was no scientific definition of intelligence. People spoke about the concept of intelligence so often and classified people as either 'dull' or 'bright' with varying degrees (Gardner, 1993:xii).Gardner defines intelligence as "the ability to solve problems, or to fashion products, that are valued in one or more cultural or community settings" (Cahill, 1999:1).

Gardner (1999:34) refined his definition, giving a more comprehensive and accurate one which highlights the great effect that society or culture has on intelligence. He defines intelligence as: *a bio-psychological potential to process information that can*

*be activated in a cultural setting to solve problems or create products that are of value in a culture."*

Again Gardner (1999:1) emphasizes the impact which the cultural forces have on the human intellect. That is why some intelligences are developed in some person, while others are not developed in the same person. The environment in which the individual lives, the culture which he acquires, and the surrounding people with whom he interacts, play a great role in shaping his intelligences:

> Every society features the ideal human being. The ancient Greeks valued the person who displayed physical agility, rational judgement, and virtuous behaviour. The Romans highlighted manly courage (Gardner, 1999:1).

It is better to refer to the human intellectual power as composed of many talents which can be referred to as intelligences. In this way, man is looked upon in a fair way:

> Human cognitive competence is better described in terms of a set of abilities, talents or mental skills, which we call 'intelligences'. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination (Walters & Gardner, 1995:53).

It is evident that all human beings, provided that they are normal, possess all these intelligences, but with varying degrees. No two individuals are the same; they may deal with same subject matter or topic in a different way.

Gardner (1999:34) considers his new concept of intelligence as an expansion of the term 'intelligence'. This new concept includes areas that had not been considered of any relation to intelligence at all. There are many human capacities, talents or skills which are not considered intelligences at all, such as the musical talent, social skills, and bodily skills. People who are sociable, for example, are regarded as socially skilled, but are not regarded as having an interpersonal intelligence. Similarly, people, who are able to perform beautiful dances or difficult movements with amazing coordination of their body muscles, are considered skillful at using their body, but are not regarded as having a bodily-kinesthetic intelligence.   In this respect, the human intelligence will encompass many capacities which are relatively independent of one another.

Moreover, we should admit that our minds are so different and distinct from one another; no two persons have the same kinds of minds. Consequently, our mental abilities or capacities are not the same. That is to say, we do not process the information we receive identically in the same way:

> We do not have the same strength in each intelligence area, and we do not have the same combination of intelligences. The idea is that our minds are just as distinct as our personalities (Sakamoto & Tsai, 2000).

**2-History of MI Theory and IQ Tests**

*a) History of MI Theory*

Tracing back Multiple Intelligences Theory in the history of education and instruction, one can find that it is not totally a new concept. It appeared in many forms a very long time ago when philosophers and educators began to call for modifying instruction in the light of the learners' personalities. They realized the importance of

caring for the learners as individuals who should learn in a peaceful, and non-threatening way. A long time ago, in the early history of education, philosophers called for making things easy for the students to learn. As philosophy guiding instruction, the theory is not a new concept (Dorathy, 1999). For example, Plato, cited by Campbell (1997), states his advice to educators saying:

> Don't then train youths to learn by force and harshness, but direct them to it by what amuses their minds so that you may be better able to discover with accuracy the peculiar bent of genius of each.

This ancient call that was made by this great philosopher is considered the origin of the idea of the multiple intelligences; Plato admitted that each student is smart and has a kind of genius that should be discovered. In order to discover it, teachers should teach their students in an amusing way that appeals to them. This is the core of the educational implications of MI Theory.

More recently, the pioneers of modern education called for basing education on more than verbal teaching. They wanted to develop new systems of education in which the student was to be in focus. The famous philosopher, Jean Jacque Rousseau in the 18th century declared that "the child must learn not through words, but through experience; not through books, but through the book of life" (Armstrong, 1994:49).

Also, the Swiss reformer Johanna Heinrich Pestalozzi emphasized an integrated curriculum that regarded physical, moral, and intellectual training based solidly on

concrete experiences. The founder of modern day kindergarten, Friedrich Froebel, developed a curriculum consisting of hands-on experiences with manipulatives, playing games, singing songs, gardening and caring for animals. Froebel created a respect for children including their individuality, dynamic, and creative abilities (Dorathy, 1999).

In the 20th century, innovators like Maria Montessori and John Dewy evolved systems of instruction based upon multiple-intelligences-like techniques, including Montessori's tactile letters and other self-paced materials, and Dewey's vision of the classroom as a microcosm of society.

The traditional concept of intelligence limits the human capacities in a very narrow scale. Intelligence is not a linear concept that is always measured by IQ tests. Intelligence is so wide that it cannot be measured in this way (Gardner, 1999:1-14).

Therefore, there were alternative theories of intelligence which appeared to change this traditional concept of intelligence. These theories were espoused by Sternberg (1985), Ceci (1990), Feldman (1986), and others, cited in White et al. (1995:180). They have been popular in the educational circles. These theories share something in common; they assert that human beings exhibit intelligent behaviour in a wide variety of ways. People are not simply 'smart' or 'dumb'. They vary in their intellectual strength depending on the context in which they are working (White, et al., 1995:180).

### b) IQ tests and Identifying or Classifying Students

IQ tests were developed by Binet and were used to assess the children's potential in school (Berman, 2001:4). The main problem with these standardized tests is that they focus on two intelligences only: linguistic intelligence and logicalmathematical

intelligence, which have been always regarded as 'scholastic' intelligences (Gardner, 1999:1-10; Hoerr, 2000:1-15)

Another problem is that IQ tests are not predictive of the total performance of the individual. There are so many aspects of the human performance that are not predicted by IQ tests:

> Hurrnstein and Murray (1994), cited in Sternberg (1996:18), " in The Bell Curve argue that IQ is predictive of almost any kind of success that is imaginable in our society…What they fail to highlight, though IQ is predictive, is that the prediction is quite weak…Conventional academic intelligence tests account for less than 10 percent of the individual variation differences in actual performance…More than 90 percent of the variation we see in performance is not accounted for by conventional ability tests.

The marks which the student gets cannot represent a final judgement on his performance in a particular field. The student's level can be higher than the marks indicate. A final conclusion cannot be drawn just from these marks. A teacher who has to give a failing mark often does so with the nagging sense that the student is smarter than the grade indicates (White, et al., 1995:174). In addition to that, performance in the classroom is not indicative of the person's mastery of every thing; a lot of people excel in many fields after they are graduated. Very few people who make it to the top of their fields are the same ones who were the top performers in school (Sternberg, 1996:18).

### 3-The Multiple Intelligences

Gardner states that there are at least seven intelligences, and that there is a possibility of the existence of more intelligences. Here is a demonstration of the seven intelligences according to three main dimensions: The meaning of each intelligence; the characteristics of the persons who exhibit each intelligence; examples of the jobs or life fields in which each intelligence appears.

### a-Verbal-Linguistic Intelligence

*Meaning:*

Verbal/linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals (Gardner, 1999:37).

*Characteristics:*

A person with well-developed verbal/linguistic intelligence usually  (1) listens and responds to the sound, rhythm, colour, and variety of the spoken word; (2) learns through listening, reading, writing, and discussing; (3) listens effectively, comprehends, paraphrases, interprets, and remembers what has been said; (4) reads and speaks effectively, comprehends, summarizes, interprets or explains, and remembers what has been read; (5) exhibits ability to learn other languages and uses listening, speaking, writing, and reading to communicate, discuss, explain and persuade (Laughlin, 1999).

*Examples:*

There are many people who demonstrate a high degree of this intelligence such as Poets, lawyers, public speakers and writers. Those people are able to use the written and spoken word properly.

### b-Logical/mathematical intelligence

*Meaning:*

It entails the ability to reason either deductively or inductively, recognize and manipulate abstract patterns and relationships (White et al., 1995:181). It is applied to those who investigate issues scientifically (Gardner, 1999:42).

*Characteristics:*

A person with well-developed logical/mathematical intelligence usually (1) demonstrates skill at logical problem-solving; (2) enjoys complex operations such as computer programming, or research methods; (3) thinks mathematically; (4) expresses interest in careers such as accounting, computer technology, law, engineering, and chemistry (Laughlin, 1999).

*Examples:*

There are many kinds of people who exhibit a high degree of this intelligence such as scientists, mathematicians, philosophers, logicians, computer programmers and accountants. Besides, there are many people throughout history who demonstrated a well-developed logical/mathematical intelligence such as the famous philosophers, *Plato* and *Aristotle,* and the great scientist, *Archimedes*.

### c- Intrapersonal/introspective intelligence:

*Meaning:*

It involves the capacity to understand oneself: (i.e. one's own desires, fears, and capacities). It also involves using such information effectively in regulating one's own life (Gardner, 1999:43).

*Characteristics:*

A person with well-developed intrapersonal intelligence usually (1) is aware of his range of emotions; (2) finds approaches and outlets to express his feelings and thoughts; (3) works independently and is curious about the "big questions" in life: meaning, relevance, and purpose; (4) attempts to seek out and understand inner experiences; (5) gains insights into the complexities of self and the human condition; (6) strives for self-actualization (Laughlin, 1999).

*Examples:*

There are many kinds of people who exhibit a high degree of this intelligence such as independent learners, self-paced learners, and great thinkers and decisionmakers.

**d-Interpersonal intelligence:**

*Meaning:*

It denotes a person's capacity to understand other people (i.e. their intentions, motivations, desires, hidden goals, etc.), and consequently, to work effectively with others (Gardner, 1999:43).

*Characteristics***:**

A person with well-developed interpersonal intelligence usually: (1) forms and maintains social relationships and recognizes and uses a variety of ways to relate to others; (2) perceives the feelings, thoughts, motivations, behaviours, and lifestyles of others; (3) influences the opinions or actions of others; (4) understands and communicates effectively; (5) adapts behaviour to different environments or groups;

(6) expresses an interest in interpersonally-oriented careers such as teaching, social work, counseling, management, or politics (Laughlin, 1999).

*Examples:*

There are many kinds of people who exhibit a high degree of this intelligence such as religious leaders, political leaders, teachers, and psychologists.

### e-Bodily/kinesthetic intelligence

*Meaning:*

It entails the potential of using one's whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products (Gardner, 1999:42). In other words, it involves using the body to solve problems, create products, and convey ideas or emotions (White, 1995:181).

*Characteristics*:

A person with well-developed bodily/kinesthetic intelligence usually (1) explores the environment and objects through touch and movement; (2) learns best by direct involvement and participation and remembers most clearly what was done, rather than what was said or observed; (3) enjoys concrete learning experiences such as field trips, model building, or participating in role play, games; (4) is sensitive and responsive to physical environments and physical systems; (5) demonstrates skill in acting, athletics, dancing, sewing, etc; (6) may express interest in careers such as those of an athlete, dancer, surgeon, or builder (Laughlin, 1999).

*Examples:*

There are many kinds of people who exhibit a high degree of this intelligence such as dancers, actors, athletes, and craft-persons.

***f-Visual/spatial intelligence***

*Meaning:*

It is the ability to create visual-spatial representations of the world and transfer those representations either mentally, or concretely. It features the potential to recognize and manipulate the patterns of wide space as well as the patterns of more confined areas (Gardner, 1999:43).

*Characteristics:*

A person with well-developed visual/spatial intelligence usually (1) learns by seeing and observing; (2) recognizes faces, objects, shapes, colors, details, and scenes; uses visual images as an aid in recalling information; enjoys drawing, painting, etc; (5) creates concrete or visual representation of information; (6) expresses interest or skill in being an artist, photographer, engineer, architect and designer (Laughlin, 1999).

*Examples*:

There are many kinds of people who exhibit a high degree of this intelligence such as navigators, pilots, sculptures, sailors, engineers, painters and all those people who are concerned with drawing, designing, sailing and recognizing space.

***g-Musical/rhythmic intelligence***

*Meaning:*

It entails skill in performance, composition, and appreciation of musical patterns (Gardner, 1999:42). It includes sensitivity to pitch, timbre, and rhythm of sounds, as well as responsiveness to the emotional implications to these elements.

*Characteristics:*

A person with well-developed visual/spatial intelligence usually (1) listens and responds with interest to a variety of sounds (White, 1995:181); (2) enjoys and seeks out opportunities to hear music or environmental sounds in the learning environment; (3) responds to music kinesthetically by performing and moving; (4) collects music and information about music in various; develops the ability to sing and/or play an instrument alone or with others; (5) enjoys playing with sounds, and when given a phrase of music, can complete a musical statement in a way that makes sense; (6) may offer his or her own interpretation of what a composer is communicating through music; may express interest in careers involving music such as being a singer, instrumentalist and sound engineer (Laughlin, 1999).

*Examples:*

There are many kinds of people who exhibit a high degree of this intelligence such as composers, instrumentalists, vocalists, and birds' singing lovers.


### 4-Importance of MI Theory in Education

Since Gardner proposed his Multiple Intelligences Theory in his book, *Frames of Mind* in 1983, a great majority of educators have been applying it in education. They have considered the idea of multiple intelligences as a 'powerful medicine' for the shortcomings that are existent in the educational system. Whether they used it as a

teaching approach, method or strategy or as an assessment tool, they agreed on that instruction should be tailored according to the multiple intelligences of the students. They called for considering the strengths of the students that may exist in other areas other than the logical-mathematical and verbal-linguistic areas. Common sense tells us that it is so hard to deny the importance of the 'nonacademic' intelligence such as musical activities, self-awareness, or visual spatial abilities (Shearer, 1999).

In the following section, there is an illustration of the points that give value and importance to the application of MI Theory in the educational settings. These points show the advantages of MI Theory in the field of education and encourage all the teachers around the world to use it in their teaching in a way that suits the subject matter they teach and the educational conditions they have.

*a) MI Theory as a Tool to Achieve More Success*

Teachers are strongly motivated to help all students to learn. Therefore, they have explored MI Theory as a tool that makes more kids learn and succeed. The great majority of the classrooms are characterized by the existence of scholastic winners and losers. MI Theory is important here because it teaches us that all the kids are smart, and that they differ only in the way in which they are smart. Thus, all children have potential and using MI increases the opportunities for students to learn and succeed, giving adults more ways to grow professionally and personally (Hoerr, 2000:x).

*b) MI Makes Learning More Enjoyable*

Students learn better if they like what they are learning and enjoy it. It is hard for students to learn without interest. When students do not like what they learn, they feel bored and tired even if they are able to learn well and succeed in the final exam.

Therefore, it is better to create an enjoyable classroom atmosphere in which students like what they learn and enjoy it. Using MI Theory in the classroom can help teachers to create such an encouraging atmosphere:

> Students learn best when they enjoy what they are doing. Giving them the opportunity to display their talents, learn new skills without fear of embarrassment or failure, and laugh in the process makes the learning experience rewarding for both teacher and student (Bailey, 1999:37).

*c) MI Cares for Individual Differences in Learning*

All students are different. No two persons are exactly the same even the identical twins. Even the same person is different from one period to another or from one situation to another in many ways. Difference is the rule and stability is the exception. This is applied to students while they are learning in the classroom:

> It is a fact of classroom life that what interests one student leaves another bored, literally, to distraction. It is also a fact that the student who is the most enthusiastic on Tuesday is often the one who is the most bored on Wednesday. This phenomenon can leave students feeling short-changed and teachers feeling frustrated and guilty for failing to reach their students. The theory of Multiple Intelligences (MI)…not only helps explain this phenomenon, but helps teachers find ways around the obstacles to learning" (Bailey, 1999:36).

It is evident that we will never reach all the learners, whatever approach to teaching we adopt, unless we teach multi-modally and cater for all the intelligences in our lessons (Berman, 2001). Therefore, MI Theory is greatly required so as to deal with the different students who have different minds. It will involve all the students with their different personalities to have more chance for learning and achieving success in spite of these differences that cannot be considered.

*5-Multiple Intelligences-Based Instruction*

Multiple Intelligences Theory and its applications in the educational settings are growing so rapidly. Many educators began to adopt MI-Based Instruction as a way to overcome the difficulties which they encounter with their students as a result of their individual differences and their learning styles. These difficulties may be represented in their inability to reach most of their students. As a result, they become frustrated and their students lose interest in the teaching-learning process as a whole. These difficulties may be caused by the uniform way in which they teach their students : *"There are currently thousands of MI teachers and ten thousands of students undergoing MI-based classroom instruction"* (Campbell, 2000:12).

Once Multiple Intelligences Theory is understood, it can be applied in education in a variety of ways. There is no one definite way through which the theory can be applied in education. The theory is very flexible and it can be adapted to the context in which it is applied. The theory can be implemented in a wide range of instructional contexts, from highly traditional settings where teachers spend much of their time directly teaching students to open environments where students regulate most of their own learning (Armstrong, 1994:51).

Thus instruction can be modified and organized in the light of MI Theory. The theory in this case acts as a framework for teaching upon which teaching is organized:

> On a deeper level…MI theory suggests a set of parameters within which educators can create new curricula. In fact, the theory provides a context within which educators can address any skill, content, area, theme, or instructional objectives, and develop at least seven ways to teach it. Essentially, MI Theory offers a means of building daily lesson plans, weekly units, or monthly or year-long themes and programs in such a way that all students can have their strongest intelligences addressed at least some of the time (Armstrong, 1994:57).

Using MI in instruction means that students learn in different ways and express their understanding in many ways. Using paper and pencil measures as traditional measures limits the students' capacity to the linguistic skills which they use in writing their answers (Hoerr, 2000:12-14).

Under the use of MI-Based instruction, the students are treated as individuals. The students' talents and interests are not ignored because it is not fair to concentrate on some students and neglect others whose capacities and talents are not wellidentified. This idea is emphasized by Hoerr (2000) who gives a definition of MI approach in the light of which instruction is delivered in a way that considers students' interests and talents:

> An MI approach means developing curriculum and using instruction that taps into students' interests and talents. Students are given options, different ways to learn, and they share responsibility in their learning (Hoerr, 2000:12)

Gardner (1999:151) proposed another alternative to the traditional way of learning called 'individually-configured education'. This way considers individual differences seriously and crafts practices that can be useful to different kinds of minds.

In this type of education, the human individual differences are given primacy to anything else. The students are not obliged to learn in a uniform way in which the student who has a different kind of mind is viewed as a stupid one This is a very limited view of this student who is not linguistically or mathematically talented. This

unfair view does not allow the other talents to come out. Instead, the individual talents and interests are given more focus, and are also allowed to come out.

Consequently, the teacher's role is different from the one he used to perform in the traditional way of instruction:

> *In the traditional classroom, the teacher lectures while standing at the front of the classroom, writes on the blackboard, asks students questions about the assigned reading or handouts, and waits while students finish their written work. In the MI classroom, the teacher continually shifts her method of presentation from linguistic to spatial to musical and so on, often combining intelligences in creative ways* (Armstrong, 1994:50).

The teacher's role has to be changed, simply because the philosophy under which the new role is performed is completely different from the old one: In the old philosophy, which is completely teacher-centered, instruction is dominated by the teacher who is considered the source of information and the implanter of knowledge.

Using MI theory in education involves using it as a content of instruction and as a means of conveying this content at the same time. This indicates that using MI Theory can take many forms. The ultimate goal of any form in which the theory is used is to facilitate instruction as much as possible, and reaching all the students at the same time:

> *Under MI Theory, an intelligence can serve both as the content of instruction and the means or medium for communicating that content. This state of affairs has important ramifications for instruction. For example, suppose that a child is learning some mathematical principle but that this child is not skilled in Logical-Mathematical Intelligence. The child will probably experience some difficulty during the learning process...In the present example, the teacher must attempt to find an alternative route to the mathematical content-a metaphor in another medium. Language is perhaps the most obvious alternative, but spatial modeling and even*

*bodily-kinesthetic metaphor may prove appropriate in some cases (Walters & Gardner, 1999:74-75).*

In teaching English, Multiple Intelligences-Based Instruction can be effective in many ways: first of all, the students are given many options and opportunities to express themselves in the English language. Second, students are not confined to answer their exams using only two types of tests:

> *Using MI in curriculum and instruction means that students learn and show their understanding in many different ways. While paper and pencil measures--essays and objective tests--have their role, they invariably limit the students' responses to a few intelligences…By limiting students to writing their answers, relying on their linguistic skills, the teacher may find out whether a student has a good command of the English language and writes well, but she may shortchange students' understanding in other ways" (Hoerr, 2000:13-14).*

To base the instruction of the English language on MI Theory means that the teacher should use a variety of teaching strategies which should be used in a way that makes this instruction address the intelligences which the students possess. In this way, the English language is taught in a natural atmosphere. This is a model of instruction which applies the MI philosophy:

> *On one level, MI Theory applied to the curriculum might be best represented by a loose and diverse collection of teaching strategies. In this sense, MI Theory represents a model of instruction that has no distinct rules other than the demands imposed by the cognitive components of the intelligences themselves. Teachers can pick and choose from (many) activities, implementing the theory in a way suited to their own unique teaching style and*

*congruent with their educational philosophy (as long as that philosophy does not declare that all children learn in the same way) (Armstrong, 1994:57).*

Catering for the various intelligences which the students possess is not an easy task; it needs much effort from both the teacher and the students. The teacher is obliged to achieve a match between the standard curriculum and the student's proclivities:

*Making the match between the standard curriculum and each student's proclivities is not easy, but progress can be achieved with the efforts of teachers and students. Teachers can take an active role by shaping their presentations of the curriculum to fit the needs of a wider range of students. Experienced and successful teachers often cater to a range of students by teaching each part of the curriculum in many different ways (White, 1995:186)*

This means that those successful and experienced teachers do not deal with some concept or some content area in a uniform way. Rather, they diversify their methods of presentation in such a way that the same concept or content area is dealt with in many different ways. This will result in the involvement of more of the students' multiple intelligences at the same time, and thus, involving more students in the teaching-learning process. Thus, they provide the learners with several opportunities to understand and learn the same concept:

*They tend to revisit a key concept or theme often and with variations to provide several opportunities for students to approach a concept from different perspectives. In multiple intelligences terms, this variety provides the multiple paths to understanding necessary to engage the multiple intelligences that students bring to the classroom (White, 1995:186).*

To develop his instruction under the MI philosophy, the teacher has to do his best in order to develop the materials in a way that makes them appropriate to address the students' multiple intelligences. In other words, the teacher has to translate the linguistic materials into activities that cope with MI Theory. The teacher of English,

for example, has to consider the linguistic content he is dealing with and try to involve other intelligences and translate this content, not into French for example, but into the languages of these intelligences:

> *The best way to approach curriculum development using the theory of multiple intelligences is by thinking about how we can translate the material to be taught from one intelligence to another. In other words, how can we take a linguistic symbol system, such as the English language, and translate it--not into other linguistic languages, such as Spanish or French, but into the languages of other intelligences, namely, pictures, physical or musical expression, logical symbols or concepts, social interactions, and intrapersonal connections (Armstrong, 1994:57-58).*

The following seven-step procedure suggests one way to create lesson plans or curriculum units using MI Theory as an organizing framework (Armstrong, 1994:58-60):

1.      Focus on specific objectives

2.      Ask key Multiple Intelligences Questions

3.      Consider the Possibilities

4.      Brainstorm
5.      Select Appropriate Activities

6.      Set Up to a Sequential Plan

7.      Implement the Plan.

However, we should keep in mind that the theory is not a rigid model that must be applied in a certain way. The teacher can adapt the theory in a way that serves his/her stated objectives and carry out his/her goals. He should be thoughtful and creative so as to use it effectively inside his classroom. In this way, the theory becomes a means to an end, not an end in itself:

> *Although the multiple intelligences theory provides an effective instructional framework, teachers should avoid using it as a rigid pedagogical formula. One teacher who attempted to teach all content through all eight modes every day admitted that he occasionally had to tack on activities. Even students complained that some lessons were really stretching it. Instructional methods should be appropriate for the content"* (Campbell, 1997).

This means that the theory is very flexible and has many ways of application in the teaching process. Also, we should keep in mind that it is not obligatory to use all the intelligences to teach a certain content. This may take so much time. Also, this makes the learning process boring instead of making it interesting to the students. Therefore, we should always ask ourselves about the main idea of this model in the teaching-learning process. The main idea lies in the fact that we can teach anything in a variety of ways. This makes our teaching appeal to many students:

> *The master code of this learning style model is simple: for whatever you wish to teach, link your instructional objectives to words, numbers or logic, pictures, music, the body, social interaction, and/or personal experience. If you can create activities that combine these intelligences in unique ways, so much the better"* (Armstrong, 1994).

Gardner (1999) indicated three positive ways in which MI can be – and has been – used in schools:

1) The cultivation of desired capacities.

2) Approaching a concept, subject matter, or discipline in variety of ways.

3) The personalization of education.

To begin lesson planning, teachers should reflect on a concept that they want to teach and identify the intelligences that seem most appropriate for communicating the content (Campbell, 1997). This is the main strategy which the researcher will adopt in order to teach and develop the speaking skills. To teach speaking effectively using MI-Based Instruction, the teacher should determine the intelligences which are the most closely related to the speaking skills. Of course all the intelligences are related, but there are some intelligences which are more related to the speaking skills than others. Besides, some intelligences might come into play in one situation more effectively than others.

There are many intelligences which are closely related to the speaking skills. These intelligences are interpersonal intelligence, intrapersonal intelligence, verbal/linguistic intelligence, bodily-kinesthetic intelligence. For example, the interpersonal intelligence is concerned here because it entails the person's ability to communicate with other people. This ability is needed to develop speaking skills because speaking involves an interactive communication with other people. This interaction can be fostered if the teacher uses some activities which are based on the interpersonal intelligence. The intrapersonal intelligence is involved here because it my enable the individual student to reflect upon something and then express himself/herself using the target language. The bodily-kinesthetic intelligence is also involved because it can be used to make students move and act roles while they are speaking.

*Communication Skills*

*1-Introduction*

Communication is a very vital process which plays a very important role in our life. This process is not peculiar to human beings only; animals and all other living beings are able to communicate, but in their own ways to achieve their own purposes and satisfy their particular needs. This implies that life will be impossible without communication.

As human beings, we have our own ways of communication: We are able to speak and express ourselves orally. We have many languages which we use to communicate orally. We also have our non-verbal language which is very common among us no matter how different we are from each other. In this regard, human communication is known as "a special form of communication that occurs between and among people. The connection made among humans through communication involves the use of spoken symbolic language – the words we speak – as well as nonverbal cues such as gestures, facial expressions, and tone of voice" (Redmond, 2000:6).

Communication in a foreign language, either orally or in writing, is the ultimate goal of teaching this foreign language. It is a skill which students are supposed to master to reach some end. In this case it is a means to an end. At the same time, it is an end in itself. Students are required to express themselves in the target language so as to reflect their understanding of the comprehensible input they are exposed to by the teacher. This process could be a problem with the students who are studying English as a foreign language.

## 2-Importance of Communication

Generally speaking, communication is very important in our human life. As human beings, we need to communicate our own ideas, feelings, and experiences to other people. This makes communication an essential component in our everyday life. In our everyday life we communicate for many reasons: Normally, we communicate in order to satisfy needs, gain information, manage relationships, derive pleasure and entertainment, get self-validation, coordinate and manage tasks, and persuade and gain something from others (Redmond, 2000:8-10).

Besides, mastering communication skills nowadays has become a very important requirement for many jobs. This is very natural because we are currently living in the age of communication and technology. This idea is emphasized by the employment advertisements which we see in the newspapers or on the Internet. These advertisements require that the applicant should master communication skills. Here are some of the phrases related to communication that have recently appeared in jobs ads in Indianapolis Star and News, The Denver Post, and the Seattle Times:

> *'Must have strong effective oral and written communication skills' - 'Outstanding communication skills' – 'Excellent written and verbal communication, organizational, and supervision skills' (Redmond, 2000:3).*

However, communication is regarded as a severe problem to a lot of people who find it extremely difficult to communicate their own ideas. Those people struggle with this problem because they need to master the communication skills which enable them to succeed in their careers:

*In spite of the increasing importance placed on communication skills, many individuals continue to struggle with this, unable to communicate their thoughts and ideas effectively – whether in verbal or written format. This inability makes it nearly impossible for them to compete effectively in the workplace, and stands in the way of career progression" (Fowler, 2004).*

### 3-Communication and Speaking

In the communication process, we speak in order to convey the message that we have, and in this way, we encode a message. At the same time, we expect the listener to interpret or *decode* this message. In this way, we frame our message and select the linguistic elements to express it so as to arouse in the receiver the meaning we are trying to convey (Rivers, 1981:221).

Recently, the way through which speaking is looked upon has changed a lot. Scholars have begun to focus on the functional aspects of speaking. This has led to expanding the definition of speaking to involve the functional and communicative aspects:

*Definitions of speaking have been expanded. One trend has been to focus on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems. A third trend has been to focus on basic competencies needed for everyday life -- for example, giving directions, asking for information, or providing basic information in an emergency situation. The latter approach has been taken in the Speech" (Mead, & Rubin, 1985).*

Thus, we find the relationship between communication and speaking embodied in the following points:

1-Speaking is a means through which communication takes place.

2-In the communication process there is a *message* to be conveyed by someone to another one. This message can be conveyed by speaking.

3-By speaking, we form the message to be communicated in a linguistically valid way that can be comprehended by people.

4-Communication is always involved in and related to the main four language skills: listening, *speaking*, reading, and writing.

5-In teaching English as a foreign language, we develop the students' speaking ability to the point at which they can concentrate on the *message* rather than on the *code* (Chastain, 1976:334) so as to make them communicate meaningfully in English.

6-The speaking skill involves more than the superficial learning of grammar and patterns of the language. To be able to speak involves the ability to use the language system for the purpose of communication (Reid, 1977:33).

7-Speaking is always used in a functional way so as to achieve real communicative purposes and needs.

Developing oral production or speaking is very difficult in English-non-speaking communities In these communities English is not used in the outside environment.

Therefore, it is discouraged and neglected as students do not use it to achieve real objectives in their lives, and among their family members or friends:

> *Developing oral skills is a real challenge for many EFL school teachers since the students do not live in an English speaking environment and most of them attend schools where English is taught as a curricular subject* (De Porto, 1997:51).

### a) What is Speaking?

It is evident that speaking is a complicated skill because it involves many processes or operations working together. Speaking does not involve the linguistic component only. Yet, it includes other components or elements which make it a distinguished as well as a complicated skill. This gives it specificity and importance as far as it is taught. In addition to the linguistic component, speaking involves the social, psychological, cultural components. Speaking is the only skill which needs another person in order to be carried out. The social aspect of speaking is apparent when we deal with another one who may have a different social or cultural background. Therefore, when we define speaking, we should not restrict ourselves to the linguistic component which constitutes only small part of the speaking process.

Florez (1999) defines speaking as *"an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking."*

This definition is comprehensive to some extent because it emphasizes the interactive nature of speaking as well as the importance of the context in which speaking occurs. This context is represented in the social, psychological, and physical factors that influence speaking.

*b) Components of Speaking*

While we are speaking, the linguistic component is not the only component which is involved in this process There are many other components involved in speaking. When we speak, we do not pronounce only; we have a message which we want to convey. This message is affected by many factors which are referred to as 'paralinguistic'. These factors can either be psychological (inside the speaker himself), or social (related to the social environment in which the person interacts).

Many writers emphasize this idea. Hymes (1971) also assumes that second language learners need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships. To communicate with other people, one is not required to be wellacquainted with the linguistic competence only. Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, and strategic competence (Shumin, 1997:8).

El Menoufy (1997:9) states that there are several elements involved in the speaking skill which make it the most difficult skill to teach. This leads it to be neglected by the teacher. These elements are:

1.      Pronunciation or the linguistic knowledge aspect
2.      Communicative/interactive ability
3.      Style of speech

Teachers are so much concerned with the first component only. They find it easy to make their students repeat the new words and correct their pronunciation errors. Therefore, they disregard the other two elements which need more effort on the part of the teacher.

Rivers(1981:186) stresses the fact that *"an act of speech involves more than knowledge of the code. It involves the selection of integrated patterns of elements of the code for the expression of an intention, and the assembling of the necessary features without hesitation."*

This emphasizes the existence of a 'paralinguistic' component which is involved in the speaking skill other than the linguistic component; the speaker should keep in mind intention while he is speaking, the vocabulary and structure that he should choose, and the features s/he needs to assemble so as to be fluent while s/he is speaking.

### c) Importance of Developing Speaking Skills in the Foreign Language Classroom

Speaking is very important inside the classroom. In Egypt, where English is not used as a means of communication among the Egyptian citizens, English is taught as a foreign language. This teaching of English takes a very classical and traditional form which does not allow for the development of the students' verbal or oral skills. English is practiced only inside the classroom. For this reason, practice should be intensified and given more focus:

> *Since most EFL learners learn the target language in their own culture, practice is available only in the classroom. So, a key factor in L2 or foreign language development is the opportunities given to learners to speak in the language-promotion interaction. Teachers must arouse in the learners a willingness and need or reason to speak (Shumin, 1997:11).*

Speaking practice is very important because students cannot learn to speak a foreign language unless they are involved in activities which stimulate them to express themselves in the target language. Rivers (1981:188) considers speaking as a skill which is more demanding on the teacher than any other language skill. Therefore, she advises the teachers to give their students many opportunities to practice speaking.

Since testing English as a foreign language in Egypt takes a written form without using any oral skills, writing in English has been emphasized in Egypt at the expense of speaking. But now the importance of speaking or oral expression should be recognized because it has received a great deal of attention from Ministry of Education in Egypt (Al-Khuli, 2000:4).

### d) Developing Speaking Skills Needs a Good and Effective Instruction

In Egypt, speaking is not given neither adequate nor effective instruction. This is represented in the poor manifestation of the Egyptian students to their speaking skills. In most cases speaking and listening are neglected and not given enough practice in teaching. "Speaking and listening are neglected areas of instruction that should be emphasized more in language arts classes and infused throughout the curriculum" (Cramand, 1993:44).

To teach speaking effectively, a good and effective instruction is needed. Students cannot develop their speaking skills unless the teacher is able to make them use English naturally and properly in the classroom. According to Mostafa (2000:142),

the main reasons for the students' limited speaking skills are shyness, lack of appropriate language, fear of making mistakes, and having nothing to say.

Most of these reasons are psychological in the first place. For example, when a student is shy, he is not expected to speak up and express himself freely in the classroom even if he has a good linguistic competence. Similarly, when another student is afraid of making mistakes in front of his teacher or his classmates, he is not expected to speak fluently even if he has good vocabulary and structure.

Therefore, the point here is that delivering a sufficient instruction in the linguistic competence is not enough. Teachers should keep in mind the psychological aspects of the learners which are involved in the learning process. For example, they should put into consideration the individual differences among their students. They should also keep in mind the learning styles by which they learn the same content. Students are different from one another. Some students may learn English more quickly while others seem to struggle (El Naggar, 2000:14).

Effective instruction should give equal importance and concentration to the four language skills. Yet, active instruction in speaking is also de-emphasized in the schools. It has been estimated that only 10% of instruction time is devoted to teaching speaking skills (Cramand, 1993:44).

Therefore, there is a bad need to modify our instruction in a way that encourages students to speak English freely: First of all, teachers of English should change students' attitudes towards speaking. Many students think that acquiring a foreign language necessitates that they should sit silently all the time listening passively to the teacher. Many other students are afraid of making mistakes. Therefore, the teacher's role in assisting the students in perfecting their performance skills is one of fostering the proper students' attitudes for productive participation in communicative

speech activities and of providing activities for this type of practice (Chastain, 1976:335).

Secondly, teachers should direct their instruction in a way that develops three main items: Form, meaning, and fluency. Considering one item only is not sufficient for the students who need to master all the three items simultaneously: (1) Formfocused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth; (2) meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes; and (3) opportunities to improve fluency. Elements of all of the above items should be present throughout a speaking program, with emphasis on form-focused instruction at the elementary levels and, as the learners progress, on meaning-focused instruction at the higher levels (Brown & Paul Nation, 1997).

Thirdly, Teachers should expose their students to the English language as much as possible so as to enable them to talk freely and easily. Learning to speak will be facilitated when students are actively engaged in communication in the target language (Nunan, 1991:51). A possible way of stimulating learners to talk might be to provide them with extensive exposure to authentic language through audiovisual stimuli and with opportunities to use the language (Shumin, 1997:11).

## 4-Difficulties of Speaking in the Classroom

There are many reasons for the difficulties which teachers and students find with teaching speaking in the classroom. Teachers do not encourage students to speak

English properly in the classroom. The following quotation may be the best description of the problem of speaking English in the Egyptian classroom: Al-Khuli (2000:16) notes that speaking is generally discouraged in EFL classes and schools for speaking in class is used only when students are called upon to repeat or recall an answer, and therefore, silence is one of the characteristics of English language classroom. Students are active listeners and passive speakers. As a result, oral production of the target language is almost absent in English classes.

Some teachers find it frustrating to carry out oral activities in the English class because when encouraged to speak, students speak perfunctorily without being really involved. They lose their patience quickly and their attention is not captured (Bailey, 1999:37).

The difficulties and problems which students find while trying to speak or talk may be stated as follows: First of all, it is naturally difficult for students to speak in the foreign language they are learning. Brown and Yule (1993) claimed that learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning to help students with (Brown and Yule, 1993:25).

Secondly, the teaching conditions that students are involved in can impede the development of their speaking skills. These conditions may be represented in the number of students in the classroom, the time allowed, the quality of textbooks, and examination system which does not give considerable importance to the spoken language (Byrne, 1995:10).

Thirdly, the teachers' methods of teaching can hinder the oral ability of their students. Some studies conducted on speaking concluded that the traditional methods of teaching which focus on lecturing rather than practice were the main cause of the students' oral inability. They suggested that importance and concern on teachers'

pedagogical techniques and their attitudes inside the EFL classes should be placed (Al-Khuli, 2000:3).

Fourthly, students have passive attitudes towards English, particularly in Egypt. They are reluctant to participate in the speaking activities inside the classroom. In Egypt the students use the English language neither in the classroom nor outside it and so they see no reason for learning it (Seleim, 1998:150). The general attitude of the students towards English in Egypt does not encourage them to take an active role of participation inside the classroom.

Fifthly, there are psychological factors that may passively influence the students' performances in speaking. Speaking is often 'anxiety-provoking'. Students my feel extreme anxiety when they re exposed to new or unexpected situations in which they may be required to use new words. Besides, students may be afraid of making mistakes because they may think that errors would be an indication of ignorance (Shumin, 1997:8).

### 5-MI-Based Instruction and Speaking Skills

Acquiring or learning language is not a one-way street; it does not depend solely on the direct instruction delivered by the teacher. There are many other vital components, which are involved in this too complicated process:

> *Language learning is a two-way street. Learners, and all the mental and physical machinery they come with, comprise one dimension. The environment, including the teacher, the classroom, and the surrounding community, is the other (Burt & Delay, 1983:38).*

To develop their speaking skills in English, students need an effective environment which enables them to speak and interact with each other freely; that is to say,

classroom environment should encourage students to speak up and participate in speaking activities without feeling anxious, threatened or stressed:

> *Children acquire a second language in a socially stimulating environments where freedom and flexibility to interact and meet a wide variety of needs are fostered. The social and interactive nature of language is an integral aspect of language acquisition that allows the learners to evolve as they collaborate and negotiate meaning, problem solve, and think critically (Poole, 2000:535).*

It has been found that basing instruction on Multiple Intelligences Theory enables us to discuss positive strengths in all children and to plan appropriate learning strategies for a more effective classroom environment (El Naggar, 2000:25).

This effective environment cannot be provided under the traditional mode of instruction. The main reason for that is that this traditional mode treats students in a uniform way. This does not give equal opportunities for students to speak. The students who are dominant in the speaking practice are those who are linguistically talented only. Thus, many other students who are talented in other areas are deprived from sharing and taking an active role in the classroom.

MI-Based Instruction provides both the teacher and the learners with the suitable environment for developing the speaking skills. This environment should be characterized by being more natural and more encouraging than the traditional classroom environment. The MI classroom offers a holistic, integrated, stimulating, multi-modal, and cooperative learning environment for all children (Poole, 2000:11). This environment allows students to be more active and more involved in learning.

Another point is that students are motivated when they are more involved in the learning process. They are also motivated when they receive instruction which enables them to be reflective about their own learning (Schaller and Callison, 1996:2). Modifying instruction in the light of MI Theory enables students to be active while

they are learning. This is required for teaching speaking because it requires that students should be active and responsive. This is needed so as to achieve the maximum benefit of teaching a foreign language. Research conducted on teaching speaking suggests that learning to speak in a second or foreign language will be facilitated when students are actively engaged in attempting to communicate (Nunan, 1991:51).

Another point is that students' individual differences and learning styles should be taken into consideration as far as effective teaching is required. Gardner suggests that not only do all humans have multiple intelligences, but we have different strengths in each intelligence area which make each individual uniquely different from each other (Poole, 2000:10). Since students learn differently, it is not fair to teach them in the same way. Teachers need to provide their students with a range of learning options and activities to cope with their individual differences and learning styles (Nunan, 1971:170).

Teachers' knowledge and mastery of the content they are teaching is not sufficient for effective teaching. Effective teaching requires a thorough understanding of the learning process, characteristics of students at different stages of development, individual differences, factors that influence motivation, and procedures for maintaining orderly classrooms (Eggen & Kauhak, 1994:545).

Consequently, instruction should be based on the individual learners rather than on the teacher. When individual learners are put into consideration, teaching will reach more students. That is to say, there should be a learner-centered instruction which considers the students' backgrounds while learning is taking place.

A learner-centered classroom enforces teaching English in general, and teaching the speaking skill in particular. When the students find that their personalities, including their needs and interests, are put into consideration, they will be willing to speak and communicate inside the classroom. In a learner-centered environment, students become autonomous learners, which accelerates the language learning process. A learner-centered environment is communicative and authentic. It trains students to work in small groups or pairs and to negotiate meaning in a broad context. The negotiation of meaning develops students' communicative competence (Altan and Christine, 2001).

In the learner-centered classroom, students learn in an encouraging environment which is characterized by being relaxing and non-threatening. In such a classroom, the teacher provides the students with multiple opportunities to communicate with other individuals (Poole, 2000:14-15). This environment is provided by MI-Based Instruction which cares for the individual student and provides him with many options and alternatives for learning. Besides, it fosters learning by creating the encouraging environment that is necessary for developing the speaking skills. It is supposed that this kind of instruction will allow for the effective classroom atmosphere which involves all the students in the learning process and cares for their personalities.

### *Learning Styles and Learning Strategies*

### *1-Introduction*

Generally speaking, it is a well-known fact in human life that people are different from each others. No two persons, even the identical twins, are the same in every thing. Each human personality is as unique as the finger print. Each individual has his own nature, his own moods, temperaments, personal traits, characteristics, ways of thinking and so many other things which can never be possessed by another individual in the same way or to the same degree.

Based on this fact, there are many styles through which people can learn or understand anything around them. Educationally speaking, students differ in the way they perceive or learn a new content because they have different and contrasting learning styles which determine the way through which they learn. These learning styles should be put into consideration by the teachers so as to reach more students in the teaching-learning process:

Research on learning styles, on the other hand, has provided teachers with a different view of learning and demonstrated how to apply it to classroom teaching. An awareness of individual differences in learning has made ESL/EFL educators and program designers more sensitive to their roles in teaching and learning and has permitted them to match teaching and learning styles so as to develop students' potentials in second and foreign language learning" (Kang, 1999:6).

## *2-Definition*

There are many definitions for learning styles:

1-*"Learning styles refer to an individual's natural preferred way of absorbing, processing and remembering new information and skills that persist regardless of teaching methods, culture or subject"* (Gold, 2002).

2-According to Reid (1995:viii), learning styles refer to *"an individual's natural, habitual and preferred way(s) of absorbing, processing, and retaining new information and skills."*

3-*"Learning styles are internally-based characteristics of individuals for the intake or understanding of new information"* (Kang, 1999:6).

These previous definitions agree on that learning styles refer to the preferred way(s) through which an individual processes or understands any information that he receives.

### 3-Categories of Learning Styles

Reid (1995:x) categorizes styles of young learners as follows:
1-*Auditory learner:* Learns more effectively through the ear (hearing). This style resembles the verbal/linguistic intelligence that deals with language and words which are to be heard by our ears.

2-*Visual learner:* Learns more effectively through the eyes (seeing). Again this style resembles the visual/spatial intelligence which deals with what can be seen by the eyes.

3-*Tactile Learner:* Learns more effectively through hands-on experience (touch).

4-*Kinesthetic learner:* Learns more effectively through correct body experience (whole-body movement). This style resembles the bodily-kinesthetic intelligence which involves using the body and movement.

This implies that, during the learning process, students, unconsciously, prefer to use some senses and neglect others. Some students, for example, prefer to hear or listen to the teacher while they are learning. In this case, their dominant learning style is the auditory learning style. As a result, these students prefer lecturing, as a teaching style, and tend to learn best when they listen to speech delivered by the teacher. Consequently, they remember what has been said by the teacher in a very strong way:

When learning a language, the ears, eyes and hands are all actively involved. Some learners prefer using one sensory channel over the others, while some students prefer using a mixture of all three channels. Students with greater learning-style flexibility

are also greater achievers, as they are able to process information in whatever way it is presented (Gold, 2002).

*4-Learning Strategies*

The idea of learning strategies is closely related to learning styles. Now that students have different learning styles, they can be presented with different learning strategies that involve them in difficult and demanding tasks. Learning strategies are defined as *" the actions or behaviours students use to try to improve their learning"* (El Naggar, 2002:19).

O'Malley and Chamot (1990:196) classify learning strategies into three main types which are:

1-*Meta-cognitive Strategies:* Planning, monitoring, and evaluating one's learning.

2-*Cognitive Strategies:* Making mental or physical images, grouping, taking notes.

3-*Social/Affective Strategies:* Interacting with others, co-operating, asking questions.

Teachers should provide students with various and different learning strategies so as to encourage them to learn and get more involved in the learning process. These strategies can help students do difficult tasks which require learners to exert more effort:

> *"Teachers should also consciously develop students' learning strategies to help students approach challenging learning tasks. For example, teachers can let students use cognitive*

*strategies such as note-taking and summarizing to sort and organize language information and prepare them for speech and written production" (Kang, 1999:9).*

Such learning strategies can be used by the teacher when s/he uses MI-Based Instruction. Under MI-Based Instruction, many learning strategies which are based on the students' multiple intelligences can be used. For example, the teacher can use personal connection and self-expression as two learning strategies which are based on the *intrapersonal intelligence*. In the same way, s/he can use verbal interaction and writing reports as two learning strategies which are based on the *verbal-linguistic intelligence.*

# Chapter Three
## (Review of Previous Studies)

- **Introduction and Classification of Related Studies.**

- **Studies Dealing with MI and Education in General.**

- **Studies Dealing with MI-Based Instruction.  Studies Dealing with MI in Teaching Foreign Languages.**

- **Studies Handling MI in ELT (English language Teaching).**

- **Studies Dealing with MI and Speaking.**

- **Conclusion.**

*Introduction*

Since the publication of Gardner's book *Frames of Mind: The Theory of Multiple Intelligences* in 1983, a lot of studies have been conducted in the field of education. There is another book by Gardner called *"Theory into Practice"* which provides teachers, educators and practitioners with many ideas and insights into applying MI Theory in education. Since the publication of Frames of Mind: The Theory in Practice, multiple intelligences theory has been used by practitioners in a variety of ways to make teaching and learning more meaningful (Goodnough, 2000:10).

Educators have deducted many educational implications from the theory that were reflected in their studies. These studies have approached the theory from many angles and according to the researchers' own discretions. Besides, they have applied the theory to many aspects in the educational settings and the teachinglearning situations. The theory, therefore, has gained great popularity in the field of education. Educators and researchers are still conducting research studies that deal with MI Theory in the fields of cognitive psychology, curriculum development, instruction and teaching methodology, and many other fields that are not directly related to education such as neuro-psycology.

Due to the great number of studies that have dealt with MI Theory, the researcher is going to make a survey of the studies which are more related to education and instruction in general, and the previous studies that tackled English language Teaching in particular. Every study that will be mentioned has its own unique nature. This uniqueness is due to two reasons: the first reason lies in the fact that there is no one definite way for applying MI Theory; the theory is very flexible and can be adapted according to the purpose for which it is used. The second reason is that each study has its own circumstances. For example, the diversity of the population under

experimentation makes the study different from another study conducted on the same topic, but with some other population located in another place and who have their own ethnical and cultural backgrounds.

Some studies have dealt with the theory as (1) *a means of instruction*, and have designed teaching models that modify the curricular content in the light of the multiple intelligences which the students are supposed to possess. Some other studies have been conducted so as to test the effectiveness of MI Theory as (2) *an approach for teaching*. Under the latter type, there have been studies which have compared between Multiple Intelligences Instruction as a mode of instruction, and other traditional or classical modes of instruction that are commonly used in education.

Some studies have been conducted to test the effectiveness of MI Theory as (3) *an assessment tool* compared with the traditional assessment tools which were based on the linear concept of intelligences, and thus limiting the range of measuring the student's capacity. There are some other studies, which the researcher considers of great relevance to this study, that have been conducted so as to test the foreign language instruction which is based on MI Theory. However, the most relevant study is a study which was conducted on teaching a public speaking course by modifying instruction in the light of MI Theory. The researcher considers it the most relevant study because it is the only study the researcher found which deals with both MI Theory and speaking. In order to illustrate these studies in a clear good way, the researcher classifies the studies into some categories:

*Classification of Studies*

In the light of the previously-mentioned categories of the related previous studies on MI Theory, the researcher will divide them into the following sections which are graded from those general studies in education, to those specific to English Language Teaching and speaking skills:

1-Studies dealing with MI and education in general.

2-Studies dealing with MI-Based Instruction.

3-Studies dealing with MI in teaching foreign languages.

4-Studies handling MI in ELT (English language Teaching).

5-Studies related to MI and speaking.

*1-MI and Education in General*

Since the emergence of MI Theory in 1983, a great number of educators and researchers have been investigating its effectiveness in the field of education. They have held in mind their own educational ideas and perspectives regarding the application of the theory in the educational settings. This has resulted in so many studies conducted to apply the theory in many educational aspects. Thus, the theory has been applied in many different ways. For example, many educators and psychologists have used the theory as a tool through which they can identify gifted children. It has proved to be a fair and strong tool because the traditional tools of identifying gifted students have neglected many aspects of the student's personality as a whole.

In this regard, the researcher will shed some light on some representative examples of these studies:

Adams, (2000) conducted a qualitative case study which describes how high school students exposed to MI Theory altered their perceptions of reality as a result. The results showed that the theory made sense to the participants, they were able to recognize and tolerate others' multiple intelligences profiles, they were able to evaluate their teachers' and schools' accommodation of the theory, they used the theory to heighten relations with friends and family, and to evaluate their chosen career pathways, and they saw no differences in how each gender interpreted the theory. This study contains implications for balancing high school course offerings, across-curricular and context-bound instruction, authentic assessment, school climate concerns, gender equity issues.

This study refers to the changes that occurred in the students after being exposed to MI Theory. These changes occurred in the personal, social, and academic levels. It implies that school should have a good contact with reality and the outside environment. MI Theory activates this vital job which any school is responsible for undertaking .

There was an action research project conducted by Baldes et al. (2000) in order to motivate students to learn through Multiple Intelligences, Cooperative Learning, and Positive Discipline. This action research project implemented and evaluated a

program to motivate students to learn through multiple intelligences, cooperative learning, and positive discipline. Data indicated that the programme reduced inappropriate behaviours and increased student motivation. Teacher/researchers' time correcting misbehavior was reduced, leaving more time available for academic instruction and resulting in student academic and personal growth.

The strategies used in the programme were very effective. They motivated students to learn and improve their academic achievement. The learning environment, which these strategies (including MI Theory) offer to students, provides them with the suitable atmosphere for learning, thus encouraging them to take a more active role.

A study was conducted by Hubbard and Newell (1999) which describes a programme designed to increase academic achievement in reading and writing among first and second grade students in a rural, middle-income area. The study used a three-prolonged problem –solving approach incorporating lessons built on cooperative learning and multiple intelligences to increase academic achievement in reading and writing. The students showed a remarkable improvement in these areas. Since students learn in a variety of ways, the multiple intelligences-based lessons catered for the students ways of learning. As a result of cooperative learning and multiple intelligences, the students' academic achievement in reading and writing improved in all areas.

Again, the students' achievement increased as a result of using both MI Theory and Cooperative Learning as a basis on which instruction was modified. The lessons based on MI Theory enabled the students to learn in a variety of ways. This increased their chances of learning and achievement.

There is another study conducted by Baney (1998) whose purpose was to describe the experiences and perspectives of four fifth-grade teachers as they worked together as a team to implement strategies based on Gardner's MI Theory. Throughout the process, participants enhanced their knowledge of MI Theory and gained insights into their own teaching practices through personal reflection and through interaction with each other. The experiences of the teachers also provide insights and implications for education regarding educational change and putting research theory into practice.

This experience of the teachers with MI Theory has an important educational implication; teachers should have insight into their teaching so as to know their strong as well as their weak points. They should work together to implement the new theories in education, like MI Theory, so as to improve their teaching and get new ideas.

Carver, et al. (2000) conducted a study dealing with an important issue in teaching: the transfer of knowledge. Students study at school spending all their time not just to know things and facts, but also to transfer the knowledge they gained to real life experiences. The study aimed at increasing students' ability to transfer knowledge through the use of multiple intelligences. A review of solution strategies suggested that students improve their knowledge transfer through the use of multiple intelligences, cooperative learning experiences, and journaling. These strategies were implemented over 15 weeks. Post intervention data indicated an increase in student transfer of knowledge from classroom to daily life activities.

In the study entitled: "The Application of Multiple Intelligences (MI) Principles by Special Education Teacher Interns in Classroom Environmental Adaptations"

conducted by Borrego (1998), the researcher aimed at examining the environmental modifications implemented in the classroom by special education interns enrolled in a university in northern California. The researcher considers that creating a learning environment that meets the students' needs in which students are responsive is essential. The study explored the use of the seven multiple intelligences (Gardner, 1993) within the classroom and the teachers' background knowledge in the multiple intelligences. Results indicated that training provided in the multiple intelligences enhanced their ability to implement this strategy effectively in the classroom.

Contemplating on the previously reported studies, it is concluded that:

1-Using MI Theory, by manipulating such strategies as cooperative learning, proved its effectiveness in teaching and learning.

2-Using MI Theory in teaching affected both the affective and cognitive components of the students' personalities making them change their passive attitudes towards teaching as a process, and the school as a place.

3-Using MI theory in the classroom affected both the teacher and the students; the teacher became more involved and enthusiastic in the teaching process. He gained insights into his own teaching practices and began to think of ways to reach all the students; the students enjoyed the learning situations inside the classroom. They became more interactive and positive as a result of the relaxing atmosphere they were indulged in.

## 2-MI-Based Instruction

A lot of studies were conducted on MI-Based Instruction. The main assumption on which these studies relied was that MI-Based instruction increases the students' chance of success. It provides them with more than one chance to learn. In this section, the researcher will demonstrate some of these studies which favoured MIBased

instruction at the expense of the traditional mode of instruction. This will clarify the concept of MI-Based Instruction and how it may be more successful than the traditional one.

There was an action research project conducted by Campbell (1998) which was undertaken to explore student reactions to multiple intelligences-based instructional models. Students' behaviour, attitudes and abilities to work in nontraditional ways such as with music, movement, visual arts and cooperation were studied. The students displayed increased independence, responsibility and selfdirection over the course of the year. Cooperative skills improved in all students. Ability to work multi-modally in students' presentations increased throughout the school year with students using a minimum of three to five intelligence areas in their classroom reports. The role of the teacher changed as the year progressed, becoming less directive, and more facilitative, more diversified and more guiding.

This shows that teaching should consider students' different talents while teaching; teaching will not be useful to them until students are given multiple chances of success. Besides, it is important to provide students with the encouraging environment. This will make them willing to learn.

The importance of including this action research project is that the results of applying MI-Based Instruction denote positive changes and strong improvements for both teachers and students. These changes and improvements are reflected in that students used many intelligences when they were learning. Also, they displayed positive

attitudes and behaviours. Students cooperated with each other and were not passive while they were learning. The teachers changed too and their role became less authoritative and more facilitating.

In Carson's study (1995), the purpose was to determine whether teaching mathematical problem solving through the Multiple Intelligences Approach would make any difference in the problem-solving competences of individual students, with diverse learning abilities and cultural backgrounds. Behaviours observed and recorded before and after instruction showed a significant improvement in the use of communication and problem-solving processes in the experimental classes. Results indicated that the experimental group's gains were significantly more than those of the control group. Improvement was also seen in the number of problems attempted, the elegance of solutions, and the accuracy of responses in the experimental group.

This implies that using a Multiple Intelligences Approach could be more effective than traditional approaches. It could make difference because it may enable students to develop academic skills such as problem solving while they are learning.

Nguyen (2000:ii) conducted a study, which aimed at improving student achievement on standardized tests by using multiple intelligences instruction. He concluded that MI is successful in the sense that it emphasizes different kinds of activities and more diverse ways of learning and provides an alternative to the traditional classroom.

There are many conclusions that the researcher came out with from going through the studies dealt with MI-Based Instruction: First of all, most of these studies proved that MI-Based Instruction is more effective than the traditional type of instruction; It is more effective in the sense that it enables students to learn in an effective way. It

provides them with the suitable environment in which they are more active and responsible for their own learning. Second, many students were able to improve many skills while being exposed to MI-Based Instruction; for example, they were able to improve problem solving skills as well as some of their social skills. This has an important implication for this study; MI-Based Instruction may help the teachers to develop their students' academic skills including speaking skills. Third, MI-Based Instruction improved communication skills among students, and this holds an important implication for teaching English in general, and teaching speaking in particular; teaching speaking depends on the students ability to communicate with each others. Fourth, MI-Based Instruction increased the students' chances of success.

Florido (2004) conducted a study whose main purpose was to determine the effect of using the Simulated Multiple Intelligence Learning Environment Strategy (SMILES) on high school Physics Achievement. Lessons in Physics were presented to these students using the SMILES approach. To find the effect of the SMILES approach on students' achievement, the means of the pre-test and post-test scores for the achievement test were recorded and analyzed. This study also looked at the performance of each intelligence group. Results of the t-test showed that there was a significant difference between the pretest and posttest scores of each intelligence group. To compare the performance of each intelligence group against each other, One-Way Analysis of Variance was used. The ANOVA results showed that each intelligence group performed equally well.

In identifying the perceptions of students to the use of the SMILES approach, journal entries, interview transcripts, and answers to a perception questionnaire were analyzed. Students noted that SMILES made physics learning enjoyable and interesting, helped them determine their strengths and weaknesses, and allowed them to work with members of different intelligences, which helped them interact in different ways. It was proved that SMILES promotes students' achievement in high school Physics, and students enjoy doing the MI activities.

*3-MI in Foreign Language Teaching*

In this section, the researcher will demonstrate the studies dealing with MI Theory in foreign language teaching. Researchers found that those who learn foreign languages are not exposed to real communication with native speakers of the target language they study. Therefore, it is important to create a classroom atmosphere that reinforces language learning. However, they wanted to improve many language arts and skills through using MI Theory. The following studies are examples:

Feeney (1999) conducted a study which aimed at examining the impact of Howard Gardner's Theory of Multiple Intelligences on the change in middle school language arts curriculum. The effect of implementation of multiple intelligences on language arts curriculum in middle schools is examined through the reflections offered by middle school language arts teachers who have implemented multiple intelligences in their classrooms. Four broad domains were the focus of the study: student performance, pedagogy, curriculum and assessment. The highest level of change when multiple intelligences was implemented was found in the area of student performance. What students were asked to contribute to their learning included interest-based topics as well as suggestions through brain storming. Pedagogy ranked

second in change, and assessment ranked third in change when it was implemented. Curriculum change was lowest in rank. Results included a close rating for each teacher relative to level of implementation of multiple intelligences in the classroom and questionnaire questions one to twenty-eight suggesting that multiple implementation does affect change in the classroom in the four domains in relation to teachers levels of implementation rated as low, medium, and high.

Geimer, et al. (2000) conducted a study that aimed at improving student achievement in language arts through implementation of Multiple Intelligences Strategies. Student achievement was low in language arts in Suburban Chicago, Illinois school districts. This action research project was designed to determine the effect of incorporating multiple intelligence strategies into the language arts curriculum. The selected intervention led to a comparison between traditional methods of teaching and multiple intelligence strategies. Post intervention data indicated a general trend toward an increase in achievement through the use of multiple intelligences strategies. A major increase was seen in students with Individual Education Programs (IEPs) and lower achieving students. An improvement was also noted in homework completion, quality of homework, student time on task, and student enjoyment of activities.

Another study was conducted by Condis, et al. (2000) which aimed at enhancing vocabulary and language using Multiple Intelligences. It describes a program for advancing language development across the curriculum through the use of multiple intelligences. Teachers reported an increase in the number of students exhibiting

language delays and the vocabulary skills needed for engaged communication. Collection and analysis of post intervention results indicated a significant improvement in students' expressive and receptive language with an intense daily intervention using the multiple intelligences.

There is a report written by Anderson (1998) which describes an experiment for increasing retention of foreign language vocabulary by using multiple intelligence approaches and memory enhancement tools. Student difficulty with vocabulary retention had been ascribed to the teacher's emphasis on verbal-linguistic teaching methods, students' lack of study skills, and varying degrees of student motivation. Students were instructed using methods that introduce several multiple intelligence strategies and several memory improvement techniques, and were directly involved in composition and design of study materials in cooperative learning context. Postintervention data showed an increase on bi-weekly vocabulary quizzes, an increase in awareness of memory techniques for foreign language vocabulary mastery, and awareness of varied learning styles in both teacher and students.

*4-MI in ELT (English language Teaching)*

In this section, the studies which are closely related to the field of English Language Teaching will be illustrated. There were many studies conducted in this area. After the emergence of MI Theory, educators of English Language Teaching, whether in the area of Teaching English as a Foreign Language (TEFL) or in the area of teaching English as a Second Language (TESL), began to find ways in which they can make a good use of the educational implications  of the theory in teaching English.

A programme was developed by Brecher et al. (1998) for improving the spelling of high frequency words in daily writing across the curriculum through the use of multiple intelligences. Analysis of probable cause data revealed that students performed well in weekly spelling tests, yet did not transfer this knowledge to spelling high frequency words in daily writing across the curriculum. One of the solution strategies that were proposed was the incorporation of multiple intelligences center to practice words. Results showed significant improvement in spelling and transferring 100 high frequency words. They were able to internalize and use these words in daily writing.

Ali (1998) conducted a study which aimed at investigating whether the application of MI Theory to the writing process will shape a more informed method of teaching writing that focuses on the individual writer/learner, and to help students find some effective composing strategies. The researcher used many tools, such as personal journals and interviews, to stimulate discussions and probe for connections to various intelligences. Multiple Intelligences Assessment Scales (MIDAS) were used to assess students' cognitive profiles.

The researcher noted certain characteristics in various students' composing profiles that suggested connection with a particular intelligence. There was a connection between students' specific composing strategies and their level of development in specific intelligences. The study reached the conclusion that teaching writing from a multiple intelligences perspective may have significant advantages for students. It

also suggested that students should be shown how to utilize their intelligences that are already well-developed and use this to their advantages not only for writing, but for other subjects as well.

Ali's study was useful to the present study in many ways: First, the researcher made a good use of this study in writing the theoretical background about MI Theory and its educational implications. Second, The MIDAS Profile was useful because the researcher reflected upon the items of the scales so as to find similar items related to the speaking skills. It is worth mentioning that both speaking and writing are productive skills, and therefore, they have common characteristics when addressed by MI Theory.

Also, there was an action research project, conducted by Kuzniewski, et al. (1998), which describes a program for expanding multiple intelligences to increase reading comprehension in both English and math. There was an incorporation of multiple intelligences strategies combined with cooperative learning techniques in English and math units. Data indicated an increase in student reading comprehension skills in English and math, and an increase in student learning expectations.

Another study was conducted by Kallenbach and Viens (2001) to examine how Multiple Intelligences Theory can support and enhance learner-centered instruction and assessment in adult basic education, and English for Speakers of Other Languages This study was concerned with deepening understanding of instruction and assessment strategies that draw on MI and that were effective with adult learning. The teacher reports that the students were highly engaged in the activity.
They could also solve the math problems using one or more of the intelligences.

It is evident that using MI theory in teaching foreign languages in general and in teaching English in particular, has been successful in many ways: First of all, it helped students to change their attitude towards foreign languages. Second, it helped students to improve their performances in many skills such as reading and composition writing. The key point is that teachers tried to involve students in many ways and help them to learn according to their preferred learning styles.

### 5-MI and Speaking

The following study is about both MI Theory and speaking. It provided the researcher with insight into how to apply MI Theory to speaking:

Schaller and Callison's paper (1996) is the most relevant of the literature the researcher surveyed to both MI Theory and speaking. The purpose of the paper is to introduce communication educators to MI Theory, and also to delineate ways to apply it in basic public speaking course. Gardner's MI Theory provides an excellent framework for basic public speaking instructors to address different student intelligences. Teachers cannot individualize their instruction, but MI framework provides a variety of teaching methods that can be adapted to diverse student learning styles. They argued that the basic public speaking course is an ideal forum to incorporate MI Theory. It suggested a number of activities for each intelligence (such as personal reflections, interpersonal exchange, dramatization, idea sketching, and discussion) so as to stimulate the students' intelligences and to increase students' motivation, satisfaction, and learning.

The educational implication that the researcher came out with from this paper was that in order to enable students to speak English properly and communicate effectively in English, educators should provide them with diverse activities that address their multiple intelligences, and thus, increase their chances of success.

The researcher made a good use of this paper in the following way: After going through the suggested activities for the public speaking course which address the students multiple intelligences, the researcher got an insight into how to design similar activities which will be adapted for the preparatory English course. Besides, the paper was useful in the sense that it provides the researcher with a good idea about the relationship between Multiple Intelligences Theory and the speaking skills, and how educators can find ways to incorporate MI in teaching in general, and in teaching speaking in particular.

*Conclusion*

Having reviewed some related studies, the researcher can draw the following conclusions:

1-Most of the studies proved the success of MI Theory as a basis in the learning process and recommend it to the teacher as both a method, or approach of instruction and as an assessment tool as well.

2-There is no definite way or format for applying MI Theory that educators or researchers agreed upon. However, they agreed that the theory is very flexible and can be applied in many ways. This depends on the objectives of whoever wants to apply it and the field in which he wants to apply it.

3-Some studies have been conducted to test the effectiveness of MI Theory as a type of instruction such as (Elliot, et. al 1999) and proved its effectiveness and its positive influence on the learners and their attitude towards learning. (Osborne et. al 1995).

4-The theory has been used in the field of teaching foreign languages, and side by side with other techniques, helped students to learn well by remembering words easily after a long period of time (Anderson, 1998) and improve their reading comprehension (Kuzniewski, et. al, 1998).

5-Reviewing the literature has revealed that MI theory has been successful in the field of ELT in general. However, there are very few studies conducted on using MI theory especially to improve or develop these skills. There is one study to the best knowledge of the researcher which was mentioned.

6-Many studies proved the effectiveness of the theory in developing many academic skills, such as speaking, reading, writing, and problem solving, as well as social skills, such as communicating with other people.

# Chapter Four

## (Methods and Procedures)

This chapter includes the following main points:

1.    The Experimental Design
2.    Group of the Study
3.    Variables of the Study
4.    Oral Communication Skills List
5.    Tools of the Study
        -Oral Communication Pre-Post Test

        -MI-Based Training Programme

*Introduction*

The main purpose of this study is to investigate the effect of using a Multiple Intelligences – Based Training Programme on developing the oral communication skills of first-year English majors at Assiut Faculty of Education. The study was conducted at Assiut Faculty of Education where the researcher works. The tools of the study were designed in the light of its main purpose, the philosophy of Gardner's Multiple Intelligences Theory, and the social nature of the oral communication skills utilized in the study.

In this chapter, the researcher sheds some light on the experimental design of the study which includes: tools of the study, group of the study, and the procedures which were followed to conduct the study (In this way, the experimental aspect of the study will be sufficiently covered, and  the details of the experiment will be clarified).

The experiment took place during the second semester of the academic year 2004/2005. It lasted for six weeks, beginning from February, 8th to March, 25th 2005. Interviewing students before exposing them to the training programme (pretesting) took 4 days. Each week of the six weeks was devoted to teaching one of the six units that constituted the programme. Each unit consists of three lessons, and each lesson was taught during one session which lasted for two hours. To keep students refreshed during the whole session, they were given a short break of ten minutes.

## The Experimental Design

The present study followed the one-pre-post experimental group design in which only one experimental group was used in the implementation process. This design was chosen because the study aims at developing some oral communication skills of a group of students and not at comparing between two groups. This group was exposed to an oral communication pre-post test and a training programme based on MI Theory to develop the students' oral communication skills in English.

## Group of the Study

Since the major aim of this study was to develop first-year English majors' oral communication skills in English, the sample under investigation was derived from first-year English majors at the Faculty of Education, Assiut University where the researcher works. Thirty students were chosen according to their willingness to participate in the study. Students were exposed to a training programme that was expected to develop their oral communication skills in English. It was based on MI Theory. The programme lasted for six weeks (i. e. each of the six units was supposed to take one week) during the second semester of the academic year 2004/2005.

## Students' Selection

The group of the study consisted of 30 first year English majors at Assiut Faculty of Education who participated voluntarily in the study (i.e. this is the final number of students after excluding the drop-outs). There were many reasons for choosing the sample of the study from First-year English majors: First of all, it was proved that they lack the necessary oral communication skills needed in everyday interaction as it was clear in the interview. Second, the training programme was designed for those particular students as a transitional course between the secondary stage and the

English Department. Third, it was necessary to teach some oral communication skills to those juniors or freshmen so as to enable them to deal effectively and communicatively with each others on one hand, and with their teachers on the other, particularly when communication was carried out in English. Fourth, those fresh students needed to be familiarized with an important educational oral skill like *giving oral presentations* from the very beginning. As future English teachers, they needed to develop and master this skill as it is closely related with the educational process.

The following procedure was used to select students: Some students were individually invited to an interview in which they were given an idea about the programme, the philosophy of MI Theory, and the importance of developing their oral communication skills as prospective teachers of English. At the end of this open interview, each student had to decide whether to participate or not. This procedure was used in order to assure that the participating students would be active, serious, and willing to develop their own oral communication skills.

The number of the students who initially desired to participate in the study was 40. Ten students did not complete till the end of the training programme, and therefore, they were not post-tested. The remaining 30 students were involved in one experimental group in which they were instructed and trained to develop some oral communication skills in English through an MI-Based Training Programme which was designed, built, and taught by the researcher. They were introduced to MI Theory as a means through which the content of the programme was to be conveyed to them.

### *Control Variables*

### *A-Age*

Since the students are enrolled in the same academic year, they are supposed to be of the same age level that ranged from 16 to 17 years old.

### *B-Gender*

As for gender differences, the final group of the study consisted of 24 females and only 6 males because most the drop-outs were males. Besides, sex or gender was not an important factor in the study.

### **C-***Academic level*

The participating students were homogenous in terms of their academic level in English in general. This was reflected by the students' scores that they got in the English language at the end of the secondary stage. The mean of scores of the participating students was (47.5) out of 50 (the total mark). For raw scores, see Appendix 12- table 10).

### *D-Pre-Testing*

Students were subjected to an oral communication pre-test which lasted for 4 days before being exposed to the training programme. The test was in the form of an interview, to determine each one's actual performance level in the five oral communication skills before training and to be a basis on which the post performance would be compared. After that each individual student was tested in the five sections of the interview which covered the five oral communication skills included in the programme. Each student was asked to speak up according to the instructions or questions given. The pre-test was scored by three raters to assure objectivity. The

mean of students' scores was (30) out of 60. The maximum score was (38), while the minimum score was (14). See Appendix (10) Table (7).

## *1-Validity of the Test*

To assure the validity of the test, it was judged by some specialists who were asked to evaluate the test in terms of its suitability to the general and specific objectives of the programme, its suitability to the students' level, its suitability to the content of the programme, and its linguistic statement. Modifications were made to the test in the light of their points of view.

## *2-Piloting the Test*

The oral communication pre-post test was piloted with a sample of 15 first-year English majors to test its validity and the reliability of the test items to the students and to adjust the timing of the test, and to make any necessary modifications.

Individual interviews were tape-recorded and analyzed. The following conclusions were obtained:

1-The initially estimated duration of each interview was reduced from 20 minutes to 15 minutes because the time spent with each student interviewed ranged from 10:15 minutes, and did not exceed 15 minutes for all the students.

2-Some words needed to be added to the instructions that the interviewer said so as to clarify what was exactly required of the students.

3-Some items were added in order to cover all the skills and sub-skills which were to be covered throughout the programme such as *"agreeing and disagreeing with an opinion"* and *"responding to a request made."*

4-Some questions, which were too easy for the students, were rephrased so as to suit the students' proficiency level in the English language.

Each student was interviewed individually so as to avoid peer influence. The interview lasted for 15 minutes. A warming-up was done so as to put students at ease. It consisted of simple direct questions, such as: "what's your name?" - "Why did you join the Faculty of Education?" – "Do you like the English Department?"

### *Variables of the Study*

1-*The Independent Variable*: Using a Multiple Intelligences-Based Training Programme.

2-*The Dependent Variable:* Developing English majors' oral communication skills.

### *A List of Oral Communication Skills*

Before constructing the programme, it was necessary to determine the main oral communication skills that first-year English majors needed to develop. After interviewing some teachers of English at the secondary stage, some inspectors of English language teaching, some university staff members specialized in linguistics in the English Department at the Faculty of Arts and others specialized in Curriculum and English Language Teaching at the Faculty of Education in Assiut University (see Appendix 1), and some first-year English majors at Assiut Faculty of Education (see Appendix 2), and after reviewing the courses of Assiut Faculty of Education and

going through literature on oral communication skills, a list of 20 skills was suggested (see Appendix 4). This list was submitted to a panel of jury members of 15 specialists in TEFL and linguistics. Members of the jury were asked to:

1-determine the most important oral communication skills that first-year English majors need to develop

2-modify the linguistic statement of any skill when necessary

3-add any other necessary skills that students would need to develop

The following skills were the ones of the highest obtained frequency:

1-Giving oral presentations.

2-Expressing sympathy and responding to sympathy offered.

3-Talking about likes and dislikes.

4-Giving opinion and agreeing or disagreeing with an opinion.

5-Making requests and responding to requests made.

## *Tools of the Study*

### *1-The MI-Based Training Programme*

### *a) General Objective of the Programme*

The main objective of the programme was to develop first year English majors' oral communication skills. This main objective was divided into some specific objectives that were expected to be achieved throughout the units of the programme. To achieve this main objective, a framework of the programme is conceptualized (see Appendix 3).

*b) Frame of the Programme*

Based on the general objective of the programme and the suggested five oral communication skills, a suggested frame of the programme was prepared. It included the following: the specific objectives of each of the six units of the programme, the instructional behavioural objectives, the content area, the teaching methods and techniques, types of activities, and finally the evaluation techniques that should be used to assess students' performance.

*c) Building the Programme*

The training programme consisted of a teacher's guide (see Appendix 5) and a student's handbook (see Appendix 6). The general objective was represented in *"developing English majors' oral communication skills."* The specific objectives were based on the previously determined oral communication skills. The programme was designed according to the philosophy of Gardner's Multiple Intelligences (MI) Theory. Four intelligences (Verbal-Linguistic Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence, and Bodily Kinesthetic Intelligence) were chosen because they were judged to be closely related to oral communication and were most needed by the students. These four intelligences were assumed to act as an effective medium through which the content (i.e. five oral communication skills) was to be delivered.

Having reviewed literature, the researcher was able to design the programme following these procedures:

1-Identifying the oral communication skills needed by first-year English majors.

2-Choosing five oral communication skills.

3-Determining the most appropriate intelligences. These are:

*a)* *Verbal-Linguistic Intelligence* because it involves sensitivity to spoken language and the ability to use language to accomplish certain goals (Gardner, 1999: 41).

*b)* *Intrapersonal Intelligence* because it involves the capacity to understand oneself – including one's own desires, fears, and capacities – and to use such information effectively in regulating one's own life (Gardner, 1999: 43). Understanding oneself is very important during social interaction with other people.

*c)* *Interpersonal Intelligence* because it involves the ability to understand other people, to notice their goals, motivations, intentions, and to work effectively with them (White, Blythe and Gardner, 1995: 182). Understanding other people is very important during the communication process.

*d)* *Bodily-Kinesthetic Intelligence* because it involves using the body to solve problems, to create products, and to convey ideas and emotions and communicate with other people (White, Blythe and Gardner, 1995: 181). Nonverbals affect the meaning conveyed, and therefore, non-verbal communication (in which gestures, movements and actions are used) is as important as verbal communication (Redmond, 2000: 99-100).

4-Determining the specific and bahavioural objectives of the programme.

5-Choosing the most appropriate activities based on the previously-mentioned four intelligences.

6-Building the frame of the programme and judging it.

7-Building up the whole programme: Teacher's Guide and Student's Handbook.

8-Judging the whole programme.

9-The training programme in its final form is as follows:

It consists of six units:

-*Unit One: (Introduction and Orientation)*

-*Unit Two: (Giving Oral Presentations)*

-*Unit Three (Expressing Sympathy)*

-*Unit Four (Talking about Likes and Dislikes)*
-*Unit Five (Giving Opinion)*

-*Unit Six (Making Requests)*

Each unit consists of three lessons: The first one gives an introduction to the new topic, and the other two lessons give practice. This is not the case with unit one in which the three lessons give a theoretical background about MI Theory.

Each lesson consists of four activities; each activity is based on one of the four intelligences:

-*Activity One* is based on the Verbal-Linguistic Intelligence.

-*Activity Two* is based on the Intrapersonal Intelligence.

-*Activity Three* is based on the Interpersonal Intelligence.

-*Activity Four* is based on the Bodily-Kinesthetic Intelligence.

Each activity consists of two to four MI-based tasks.

For the training programme in its final form, see Appendix (5) for Teacher's Guide, and Appendix (6) for Student's Handbook.

### d) Judging the Programme

To ensure the validity of the programme, it was judged by a panel of specialists (see Appendix 7). They were required to give their points of view in regard to the suitability of the programme to the group of the study, and the suitability of the suggested activities, techniques, content area, and evaluation techniques to the general and specific objectives of the programme. The programme was modified in the light of the jury's comments and suggestions.

One of the jury members who evaluated the programme was Professor Howard Gardner, the founder of MI Theory. He approved of the validity of the programme, saying that the researcher's work "is quite reasonable" (Gardner, personal communication, January, 10, 2005), and gave very valuable suggestions concerning implementing MI Theory in the field of teaching foreign languages (see Appendix 8).

### e) Piloting the Programme

In order to assure the validity of the content of the programme with the first-year English majors and adjust the timing for the tasks and activities, some sample activities were randomly selected and taught to 15 students who were randomly chosen from first-year English majors. Those students were excluded from the group of the study.

During piloting, the researcher noticed the following: (1) The activities and tasks included in the programme were new to the students. Therefore, the students took some time to get used to such type of activities. (2) The students were somewhat hesitated and shy at the beginning. Therefore, the researcher motivated them to share and talk freely to achiever real communicative purposes. (3) Once students understood the idea and instructions of a sample task or activity, they became able to deal properly with any other similar tasks or activities.

The researcher modified the content of the programme in the light of the pilot study as follows:

1-The timing of each lesson was reduced from 160 minutes to 120 minutes. 2-Some instructions were modified or removed, and others were added to facilitate students' understanding.

3-The linguistic statement of some items and tasks were modified so as to suit the students' proficiency level in English.

4-Some procedures were modified and/or rearranged so as to be more appropriate to the students.

### f) Teaching the Programme

**A-Methods and Techniques Used to Teach the Programme**

The researcher used three teaching methods and techniques to teach the programme:

### 1-Brainstorming

Students were asked to give as many ideas or words as they could in regards to the new topic. The main goal of using this technique is to make use of the students'

background and to make them ready and curious to know about the new topic. All students' ideas were accepted. Finally the teacher highlighted the most related and used them as an introduction to the lecture. The brainstorming session was not to exceed 10 minutes

*2-Lecturing*

Students were then asked to listen attentively to a lecture about the new topic. Before the lecture began, students were asked to go through the questions written in their handbooks and to listen attentively to the lecture to answer them. The teacher's main task during the lecture was to organize the text written in the students' handbooks, make it understandable to the students, and direct students to the main points. The teacher used examples and many different teaching aids to clarify the topic. The lecture did not exceed 15 minutes.

*3-Discussion:*

Then teacher asked students to discuss some topics in groups. Students were to discuss either the questions that teacher posed or some difficult points that they chose from the text. The discussion did not exceed 15 minutes.

**B-Procedures Followed to Teach the Programme**

The researcher followed the same procedures to teach each unit of the programme, except for unit one because of its theoretical nature. Each lesson dealt with a different topic related to MI Theory to orient students to the programme and to make them

aware of the philosophy of MI Theory (and this is very significant here because one of the most educational implications of MI Theory is to make students aware of how they are learning and reflect upon their own strengths and weaknesses while they are learning).

Therefore, the three lessons of unit one were taught in the same way; the same activities were used in each lesson. However, this was not the case with the remaining five units because  lesson one gives a theoretical background on the main skill in focus, while the other two lessons tend to be more practical. Therefore, it makes more sense to divide the procedures followed into two categories: Procedures followed to teach lesson one in each unit and procedures followed to teach lessons two and three in each unit.

*I-Procedures Followed to Teach Lesson One in Each Unit*

Each unit consists of three lessons. Lesson one in each unit always gives a theoretical background or an introduction about the oral communication skill (which the whole unit aims to develop) in terms of meaning and significance, the main structures or expressions used, the main components, and sometimes some sample life situations. This theoretical background was supposed to help students to acquire adequate information to be used during the next two lessons. Therefore, the procedures followed to teach this lesson were as follows:

1-Asking students to go through the main objectives of the unit, and the lesson. 2-Brainstorming students to produce the most relevant ideas to the new topic (a verbal linguistic task).

3-Asking students to read the questions above the text in their handbooks so as to find the answers during the lecture.

4-Giving students a short lecture that dealt with the theoretical background of the unit, asking them to listen attentively and refer back to the text included in their handbooks when asked to (a verbal linguistic task).

5-Discussing some ideas or questions related to the main topic (a verbal linguistic task)

6-Asking students to work individually to read the text (or parts of it) and write their own impressions about it, and then give an individualized speech (an intrapersonal task).

7-Asking students again to work individually to choose any part of the text that appeals to them and comment on it relating it to their personal life experiences (an intrapersonal task).

8-Dividing students into pairs to work as a teacher and a student (assigning part of the text for each teacher in each pair to explain to his/her student) to enable students to learn from each others; the learner in each pair was supposed to demonstrate what s/he understood from his/her teacher (an interpersonal task).

9-Dividing students into fairly-small groups to discuss part of the text, and then present a final report or summary of their discussion, assigning roles for each student to perform (e.g. as a writer, reporter, or facilitator) during discussion (an interpersonal task).

10-Asking students to deliver the summary they prepared using their body language, such as movements or gestures (a bodily-kinesthetic task).

11-Asking students to work in groups to dramatize (or act the roles of) the different expressions they studied (a bodily-kinesthetic task).

12-Asking students direct questions to test their background.

*II-Procedures Followed to Teach Lessons two and three in Each Unit*

Since the second and third lessons in each unit of the programme (except for unit one) are more practical in regards to developing the main skill in focus, the procedures followed to teach them were the same.

1-Asking students to read the instructional behavioural objectives of the lesson. 2-Warming students up by asking them some questions related to the theoretical background included in the first lesson.

3-Asking students to read the text silently to identify the different expressions used in the text that are related to the main skill of the unit (a verbal-linguistic task). 4-Asking students to read aloud the sentences which contain the main expressions (a verbal-linguistic task).

5-Asking students to write down these sentences (a verbal-linguistic task).

6-Asking students to write other sentences of their own that include the same expressions (a verbal-linguistic task).

7-Asking students to deliver an oral presentation on the text to describe it (a verballinguistic task).

8-Asking students to repeat some words and phrases related to the main skill which was being covered (a verbal-linguistic task).

9-Asking students to relax and think of any life situations using the main expressions of the lesson (an intrapersonal task).

10-Giving students freedom to choose any topic to talk about using the expressions dealt with in the lesson. This task is called *Choice Time* (an intrapersonal task).

11-Asking students to write self-reports in which they had to tell about any personal experiences they had in regards to the main skill (an intrapersonal task). 12-Asking

students to sit in pairs to exchange three ideas at least that they understood from the lesson (an interpersonal task).

13-Dividing students into fairly-small groups (assigning roles for each student to do as reporters, leaders, facilitators, and writers) to agree upon a final report to be presented by a reporter (an interpersonal task).

14-Asking students to role-play or dramatize the report they made using gestures, miming, and body movements (a bodily-kinesthetic task).

15-Asking students to move parts of their bodies when they hear certain words or phrases (a bodily-kinesthetic task).

16-Asking students to dramatize the expressions they hear without saying a word (a bodily-kinesthetic task).

### C-The Teacher's (Researcher's) Role

Since the MI-Based teacher's role is quite complex and new to the Egyptian context, the researcher taught the programme himself. Besides, it was difficult to find teachers trained in the light of MI Theory, or orient other teachers to the programme, especially because MI-Based activities are new, strange, and need much effort to be exerted during the training process. In addition to that, it was difficult to train other teachers on how to deal with MI-Based activities in a limited period of time.

The teacher was working as a guide, facilitator, friend, manager, monitor, counsellor, reliable informant on language, social worker, and model for the students. These are the roles which are consistent with the MI-based environment in which students are supposed to feel relaxed and motivated to learn, and also with the nature of the oral

communication skills to be developed. As a result, the teacher did not dominate the teaching-learning situation. Instead, he gave students the best chance to express themselves freely in English.

In this sense, the teacher's role was represented in the following:

1-Familiarizing students with the MI-based activities.

2-Brainstorming students before initiating any new topic so as to make use of the students' background as a means to prepare them to the lecture.

3-Giving students short lectures about the new topic.

4-Dividing students into pairs or groups based on the nature of the task to be performed (i.e. interpersonal task, intrapersonal task, verbal linguistic task, or bodily-kinesthetic task)

5-Going around students to check, guide and help.

6-Giving students clear and direct instructions to assure that all students understood what they were going to do.

7-Encouraging students to work cooperatively and freely.

8-Giving students enough time to read, think, and prepare something.

9-Giving feedback at the end of students' talks in order not to interrupt them while they were talking.

10-Asking students to use their personal journals as long as intrapersonal tasks were performed.

11-Giving students models by dramatizing the situations included in their handbooks.

12-Asking students questions to check their understanding and asking them to act real-life situations when necessary.

13-During discussion, the teacher had to lead the discussion and pose questions or ideas.

### D-The Students' role

1-Students participated actively in the brainstorming session by giving as many ideas as they could.

2-They were active listeners to the lecture, and concentrated to find answers to the questions written above the text.

3-They discussed any points or questions communicatively.

4-They followed the teacher's instructions to perform a certain task.

5-They worked individually, in pairs, or in groups according to the nature of the task.

6-They worked individually to write down in their personal journals personal situations, ideas, or reflections when they were asked to perform an intrapersonal task.

6-Students worked cooperatively in pairs or groups to interact with each others when they were involved in an interpersonal task.

7-Students read, wrote, spoke, listened or gave oral presentations when they were involved in a verbal-linguistic task.

8-Students used their body language (i.e. movements, gestures, miming) or dramatized something when they were involved in a bodily-kinesthetic task.

### 2-The Oral Communication Pre-Post Test

### Objectives of the Test

The main objective of the pre-post oral communication test was to evaluate the effect of the MI-Based training programme and identify the amount of development that occurred in the students' oral communication skills. The pre-test was used to identify

the students' performance in the oral communication skills before being exposed to the training programme, while the post-test was used to identify the effect of the programme and the development that occurred.

### *Description of the Test*

The oral communication pre-post test was in the form of an interview (see Appendix 9) because the interview is "the most common of all the oral tests. It is the direct face-to-face exchange between the learner and the interviewer" (Underhill, 1987). This form was used because of its suitability to the nature of the oral communication skills. Besides, each student needed to be interviewed individually to take his/her time to speak freely with the interviewer. In this way his/her oral performance could be easily assessed in both the pre-test and the post test.

### *Construction of the Test*

The test or the interview consists of five sections. Each section is devoted to test one skill of the five oral communications skills:

-*Section1:* Giving Oral Presentations.

-*Section2:* Expressing Sympathy and Responding to Sympathy Offered.

-*Section3:* Talking about Likes and Dislikes.

-*Section4:* Expressing Opinion and Agreeing or Disagreeing with an Opinion.

-*Section5:* Making Requests and Responding to Requests Made.

### *Instructions of the Test*

Clear and direct instructions are given to the examiner. There is an introductory warming-up which is intended to make students feel at ease. The overall time of the interview is 15 minutes. During the interview, students were asked to imagine,

respond directly to instructions, and give information about personal things (see Appendix 9).

Students were given many options during the interview, especially when they were asked to give an oral presentation about a topic in which they were interested. This made it easy for them to be prepared properly and to express themselves freely.

### *Item Type*

The items of the test were in the form of direct instructions given to students. Each student is asked to

1-give an oral presentation

2-talk about his/her likes and dislikes

3-complete the missing parts in a dialogue

4-imagine a situation

5-remember a situation and tell the interviewer about it

6-say what s/he will say in certain daily life situations (e.g. expressing sympathy, responding to sympathy offered and making requests)

### *Scoring the Test*

The total scores of the test are 60. Each section is scored using four criteria: (1) accuracy, (2) appropriacy, (3) fluency, and (4) comprehension. To each criterion, a maximum of 3 marks is given (i.e. the individual student is given from 0 to 3 for each criterion according to his/her overall performance in the section). Thus, 12 marks are given for each of the five sections.

The interviewer was required to write initial scores for each student during the recording. After listening attentively to the tapes and analyzing the recordings, the interviewer was to give his/her final scores. To assure the objectivity of the scores, he asked other two specialists (a teacher of English and a specialist in English Language Teaching) to score the test. Finally, he calculated the scores of the three raters to get the average scores for each student (see Appendix 10 Table 9).

# Chapter Five

# Findings, Discussion, and Conclusions

- **Verifying Research Hypotheses**
- **Discussion of the Results**
- **Summary**
- **Conclusions**
- **Recommendations and Suggestions for Further Research**

*Introduction*

Since it is essential to clarify the main contribution of the study by displaying the outcome of the training programme in a logical scientific way, this chapter is devoted to: (1) displaying the results of the study throughout the data collected via applying the Oral Communication Pre-Post Test; (2) shedding some light on the statistical procedures used to collect data via comparing the pre-test with the posttest both of which were administered to the same group to quantify the development that occurred to the students' oral communication skills; (3) verifying the research hypotheses; (4) discussing the results obtained; (5) and finally giving a final summary, conclusions, recommendations, and suggestions for further research.

*Testing the Validity of Research Hypotheses*

*1-The First Hypothesis*

The first hypothesis of the present study predicted that "*There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of the whole oral communication test in favour of the post-administration.*"

To test the validity of this hypothesis, T-test (third formula) was used to compare between the students' total scores on the pre-test and their total scores on the posttest (Dalen, 1962:319). T. value (17.03) is significant at 0.01 level. Thus, the first hypothesis is accepted. Table (1) presents a summary of the analysis of the obtained data in the pre-post performance of the study group.

Table (1)

Means, Standard Deviations, t-Value, and Significance of Differences Between Means of the Total Scores of the Study Group in the Oral Communication Skills Test

| Group | No of Ss | Test | Mean | SD | Standard Error | DF | "t" Value |
|-------|----------|------|------|-----|----------------|-----|-----------|
| Exper. | 30 | Pre | 29.96 | 5.37 | 1.06 | 29 | 17.03 |
| | | Post | 48.00 | 3.82 | | | |

SD = Standard Deviation

DF = Degrees of Freedom

To identify the level of effect, effect size was calculated using the Effect Size formula that is compatible with the one-group-sample design. The obtained effect size for the whole oral communication test was (0.9), which was regarded as a high effect size value according to the criteria of the used formula (See Appendix 11).

## 2-The Second Hypothesis

The second hypothesis of the present study predicted that: "*There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section one (Giving Oral Presentations) in favour of the post-administration.*"

To test the validity of this hypothesis, T-test (third formula) was used to compare between the students' scores in section one on the pre-test and their scores on the same section on the post-test. The following table was obtained after conducting the statistical procedures:

Table (2)

Means, Standard Deviations, t-Value, and Significance of Differences Between Means of the

Total Scores of the Study Group in Section (1) of the Oral Communication Skills Test

| Group | No of Ss | Test | Mean | SD | Standard Error | DF | "t" Value |
|---|---|---|---|---|---|---|---|
| Exper. | 30 | Pre | 4.53 | 1.59 | 0.34 | 29 | 14.63 |
| | | Post | 9.56 | 0.97 | | | |

SD = Standard Deviation

DF = Degrees of Freedom

The obtained "t" value (14.63) was found to be higher than the tabular T value (2.46) at the level of (0.01). This means that the calculated "t" value was highly significant. Thus, the second hypothesis is accepted. Table (2) presents a summary of the analysis of the obtained data in the pre-post performance of the study group.

To identify the extent of the effect that occurred, it was necessary to obtain the effect size of the first skill "Giving Oral Presentations" (section one). After using the proper effect size formula which was consistent with the one-sample group design, (see Appendix 11), the resulting calculated value was (0.9), which was significantly-high according to the criteria of the used formula (more than "0.8" indicates the existence of a strong and high effect size).

### 3-The Third Hypothesis

The third hypothesis of the present study predicted that "*There would be statistically significant differences between means of scores of the research group in each of the*

*pre and the post administration of section two (Expressing Sympathy) in favour of the*
*post-administration.''*

To test the validity of this hypothesis, T-test (third formula) was used to compare between the students' scores on section two on the pre-test and their scores on the same section on the post-test. The following table was obtained after conducting the statistical procedures:

Table (3)

Means, Standard Deviations, t-Value, and Significance of Differences Between Means of the

Total Scores of the Study Group in Section (2) of the Oral Communication Skills Test

| Group | No of Ss | Test | Mean | SD | Standard Error | DF | "t" Value |
|-------|----------|------|------|------|----------------|------|-----------|
| Exper. | 30 | Pre | 6.23 | 1.59 | 0.34 | 29 | 10.79 |
| | | Post | 9.93 | 1.14 | | | |

SD = Standard Deviation

DF = Degrees of Freedom

The obtained "t" value (10.79) was found to be higher than the tabular T value (2.46) at (0.01) level. This means that the calculated "t" value was highly significant. Thus, the third hypothesis is accepted. Table (3) presents a summary of the analysis of the obtained data in the pre-post performance of the study group in section (2).

To identify the extent of the effect that occurred, it was necessary to obtain the effect size of the second skill "Expressing Sympathy" (section two). After using the proper effect size formula which was consistent with the one-sample group design,   (see Appendix 11), the resulting calculated  value was (0.8), which was significantly high according to the criteria of the used formula ( "0.8" or more indicates the existence of a strong and high effect size).

### 4-The Fourth Hypothesis

The fourth hypothesis of the present study predicted that "There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section three (Talking about Likes and Dislikes) in favour of the post-administration."

To test the validity of this hypothesis, T-test (third formula) was used to compare between the students' scores on section three on the pre-test and their scores on the same section on the post-test. The following table was obtained after conducting the statistical procedures:

Table (4)

Means, Standard Deviations, t-Value, and Significance of Differences Between Means of the Total Scores of the Study Group in Section (3) of the Oral Communication Skills Test

| Group | No of Ss | Test | Mean | SD | Standard Error | DF | "t" Value |
|-------|----------|------|------|-----|----------------|-----|-----------|
| Exper. | 30 | Pre | 5.73 | 1.28 | 0.22 | 29 | 15.97 |
| | | Post | 9.30 | 1.5 | | | |

SD = Standard Deviation

DF = Degrees of Freedom

The obtained "t" value (15.97) was found to be higher than the tabular T value (2.46) at (0.01) level. Thus, the fourth hypothesis is accepted. Table (4) presents a summary of the analysis of the obtained data in the pre-post performance of the study group.

To identify the extent of the effect that occurred, it was necessary to obtain the effect size of the third skill "Talking about Likes and Dislikes" (section three). After using the proper effect size formula which was consistent with the onesample group design, (See Appendix 11), the resulting calculated value was (0.9), which was significantly high according to the criteria of the used formula (0.8) or more indicates the existence of a strong and high effect size).

### 5-The Fifth Hypothesis

The fifth hypothesis of the present study predicted that "*There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section four (Expressing Opinion and Agreeing or Disagreeing with an Opinion)  in favour of the post-administration.*" To test the validity of this hypothesis, T-test (third equation) was used to compare between the students' scores on section four on the pre-test and their total scores on the same section on the post-test. The following table was obtained after conducting the statistical procedures:

Table (5)

Means, Standard Deviations, t-Value, and Significance of Differences Between Means of the Total Scores of the Study Group in Section (4) of the Oral Communication Skills Test

| Group | No of Ss | Test | Mean | SD | Standard Error | DF | "t" Value |
|---|---|---|---|---|---|---|---|
| Exper. | 30 | Pre | 6.53 | 1.61 | 0.29 | 29 | 9.73 |
| | | Post | 9.40 | 1.03 | | | |

SD = Standard Deviation

DF = Degrees of Freedom

The obtained "t" value (9.73) was found to be higher than the tabular T value (2.46) at (0.01) level. This means that the calculated "t" value was highly significant. Thus, the fifth hypothesis is accepted. Table (5) presents a summary of the analysis of the obtained data in the pre-post performance of the study group.

To identify the extent of the effect that occurred, it was necessary to obtain the effect size of the fourth skill "Giving Opinion and Agreeing or Disagreeing with an Opinion" (section three). After using the proper effect size formula which was consistent with the one-sample group design,    (See Appendix 11), the resulting calculated  value was (0.8), which was  significantly high according to the criteria of the used formula, as (0.8) or more indicates the existence of a strong and high effect size.

### 6-The Sixth Hypothesis

The sixth hypothesis of the present study predicted that "*There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section five (Making Requests and Responding to Requests Made) in favour of the post-administration.*"

To test the validity of this hypothesis, T-test (third formula) was used to compare the students' scores on section five on the pre-test with their scores on the same section on the post-test. The following table was obtained after conducting the statistical procedures:

Table (6)

Means, Standard Deviations, t-Value, and Significance of Differences Between Means of the Total Scores of the Study Group in Section (5) of the Oral Communication Skills Test

| Group | No of Ss | Test | Mean | SD | Standard Error | DF | "t" Value |
|---|---|---|---|---|---|---|---|
| Exper. | 30 | Pre | 6.93 | 1.55 | 0.28 | 29 | 10.29 |
| | | Post | 9.80 | 1.03 | | | |

SD = Standard Deviation

DF = Degrees of Freedom

The obtained "t" value (10.29) was found to be higher than the tabular T value (2.46) at (0.01) level. This means that the calculated "t" value was highly significant. T. value (10.29) is significant at 0.01 level. Thus, the sixth hypothesis is accepted. Table (6) presents a summary of the analysis of the obtained data in the pre-post performance of the study group.

To identify the extent of the effect that occurred, it was necessary to obtain the effect size of the fifth skill "Making Requests and Responding to Requests Made" (section six). After using the proper effect size formula which was consistent with the one-sample group design, (see Appendix11), the resulting calculated value was (0.8), which was significantly high according to the criteria of the used formula, as (0.8) or more indicates the existence of a strong and high effect size.

*Discussion*

The first result of the study proved that there are statistically significant differences between means of scores of the research group in each of the pre and the post administration of the whole oral communication test in favour of the post-administration. Throughout the results indicated by both T-test and Effect Size as two statistical procedures which were applied to the whole test, it has become evident that the MI-Based Training Programme helped to develop some of the English majors' oral communication skills in English.

The high "t" value (17.03) and the high effect size value (0.9) indicate the existence of a change in the students' oral performance. This high change may be attributed to the programme to which the research group were exposed to. It seems that the MI-Based activities were effective in developing the students' oral communication skills because they required students to interact freely and communicatively using the target language.

These MI-based activities may have helped students to be more exposed to the English language, and to use it to achieve real communicative purposes. Students were more free and interactive during the MI-based lessons as the researcher provided them with the proper relaxing atmosphere that may have helped them to improve their oral

performance and gain new communicative experiences. The effect size value was highly significant. This may be attributed to the nature of the MI-based tasks and activities that may have fostered the students' ability to communicate and express themselves freely in English.

Being exposed to the training programme may have helped students to improve their performance during the post-administration of the oral communication test. While the researcher was teaching them the programme, he noticed that students began to speak fluently, accurately, and freely after a few sessions at the beginning of the training programme. Similarly, the researcher noticed an improved performance in the students' oral communication skills during the post-administration of the oral communication test compared with their performance in the pre-administration of the same oral test. This improved performance was reflected in the students' improved fluency, accuracy, comprehension, as well as their improved ability to use the expressions appropriate to the situations which they were required to deal with.

This result is consistent with the studies conducted by Baldes et al. (2000), Hubbard and Newell (1999), which helped to improve students' academic achievement in reading and writing through using an MI-based programme, Carver, et al.'s study (2000), which proved the effectiveness of students' multiple intelligences in the transfer of knowledge, and Carson's study (1995), which proved that an MI-based approach was more effective than the traditional approach.

This result is also consistent with the studies which used MI-based instruction, programmes and activities in developing many skills and learning abilities of the students in the field of English Language Teaching, such as the study conducted by Brecher et al. (1998) and proved the effectiveness of an MI-based training programme in improving the students' spelling of high frequency words. The study conducted by Ali (1998) proved the effectiveness of MI Theory in writing English composition. The study conducted by Kuzniewski, et al. (1998) helped to increase students reading comprehension in both English and Maths, and the study conducted by Kallenbach and Viens (2001).

The second result of the study proved that there are statistically significant differences between means of scores of the research group in each of the pre and the post administration of section one (Giving Oral Presentations) in favour of the post-administration. The significant improvement in the students' performance in the skill of giving oral presentations may be attributed to many factors:

1-The evident fact that the students have never studied anything related to giving oral presentations in any formal course before being exposed to the training programme. Therefore, their scores in the pre-administration of the oral communication test were noticeably low compared with their scores on the other oral communication skills on the same test.

2-Students acquired a good significant theoretical background in the introductory lesson of unit two which dealt with giving oral presentations. This background may have helped them to know how to give oral presentations.

3-The programme provided them with an MI-based intensive practical training on how to give an oral presentation. This practical training enabled all the students to participate and give their individual oral presentations.

4-Throughout the whole programme, many tasks (i. e. interpersonal and intrapersonal tasks) required students to give oral presentations and oral reports, whether individually or in groups. This might have helped students to retain this skill till they were post-tested.

This result is consistent with many studies which dealt with using MI Theory in developing and improving many academic skills in the field of teaching foreign languages in general (Anderson, 1998; Condis, et al., 2000; Geimer, et al., 2000),  in the field of English Language Teaching in particular (Brecher et al., 1998 and Ali, 1998), and in the field of speaking (Schaller and Callison's, 1996).

The third result proved that there are statistically significant differences between means of scores of the research group in each of the pre- and the post administration of section two (Expressing Sympathy) in favour of the post-administration. This may be attributed to the MI-based activities that fostered the students' ability to use the different expressions which are used to express sympathy and respond to sympathy offered. During the training programme, the students were involved in many situations in which the different expressions of sympathy were used. Students were required to act roles, read and write different expressions, and discuss many points related to expressing sympathy with each other, and give their own personal reflections concerning expressing sympathy.

Students studied 'expressing sympathy' in a very limited way during the secondary stage, and therefore, they did not practice using it communicatively. The programme

was built on the students' previous knowledge and competence of this skill. Therefore, their performance on the post-test improved to a big extent. This result is consistent with many studies which dealt with using MI Theory in developing and improving many academic skills in the field of teaching foreign languages in general (Anderson, 1998; Condis, et al., 2000; Geimer, et al., 2000), and in the field of English Language Teaching in particular (Brecher et al., 1998 and Ali, 1998), and in the field of speaking (Schaller and Callison's, 1996).

The fourth result proved that there are statistically significant differences between means of scores of the research group in each of the pre and the post administration of section three (Talking about Likes and Dislikes) in favour of the postadministration. This significant change in the students' oral performance on section three may be attributed to many factors:

1-The MI-based activities made students express their personal likes and dislikes freely.

2-The new expressions of likes and dislikes that the students studied enabled them to talk about different degrees of expressing their likes and dislikes.

3-The programme connected students with their real personal feelings concerning the things or persons that they really liked and/or disliked.

4-There were many situations in the training programme in which students were required to speak frankly about their real life experiences concerning the things or persons that they personally liked or disliked.

This result is consistent with many studies which dealt with using MI Theory in developing and improving many academic skills in the field of teaching foreign language in general (Anderson, 1998; Condis, et al., 2000; Geimer, et al., 2000), and

in the field of English Language Teaching in particular (Brecher et al., 1998 and Ali, 1998), and in the field of speaking (Schaller and Callison's, 1996).

The fifth result proved that There are statistically significant differences between mean of scores of the research group in each of the pre and the post administration of section four (Expressing Opinion and Agreeing or Disagreeing with an Opinion) in favour of the post-administration. This significant change in the students' oral performance on section four may be attributed to many factors:

1-The MI-based activities made students give their points of view and agree or disagree with someone's point of view freely.

2-Students were exposed to an interview in their handbooks, in which different expressions of giving opinion and agreeing or disagreeing with an opinion were dealt with.

3-Throughout the whole programme, students were provided with much training on how to give their points of view and agree or disagree with them. Many tasks required students to discuss something, comment on it, and give their own or personal points of view (such as group discussion, and peer teaching).

4-Students enjoyed studying this topic very much and were active during the tasks that dealt with it.

This result is consistent with many studies which used MI Theory in developing and improving many academic skills in the field of teaching foreign language in general (Anderson, 1998; Condis, et al., 2000; Geimer, et al., 2000), and in the field of English

Language Teaching in particular (Brecher et al., 1998 and Ali, 1998), and in the field of speaking (Schaller and Callison's, 1996).

The sixth result states that there are statistically significant differences between mean of scores of the research group in each of the pre and the post administration of section five (Making Requests and Responding to Requests Made) in favour of the post-administration. This significant improvement in the students' oral performance on section five may be attributed to many factors:

1-The MI-based activities made students make requests and respond to requests made freely and communicatively.

2-Students were exposed to many situations in their handbooks, in which different expressions of making requests and responding to requests made were dealt with.

3-Students were involved in real life situations in which they were required to make requests during the training programme.

This result is consistent with many studies that used MI Theory in developing and improving many academic skills in the field of teaching foreign language in general (Anderson, 1998; Condis, et al., 2000; Geimer, et al., 2000), and in the field of English Language Teaching in particular (Brecher et al., 1998 and Ali, 1998), and in the field of speaking (Schaller and Callison's, 1996).

### *Conclusion*

Throughout the discussion of the results, it has become clear that the MI-Based training may have a significant role in developing the students' oral communication

skills. This is reflected in the significant "t" value of the test as a whole and of each separate skill (section) in the test. It is also reflected by the significant effect size (which was high for all the five skills) of the test as a whole, and of each section or skill separately. All the values were highly significant.

The MI-based Training programme proved to be effective for many reasons:

1-It addressed the students' different intelligences, and therefore, it exploited their varying learning styles.

2-It communicated the content in four different ways, instead of conveying it in one traditional way.

3-It gave students more chance to use the English language communicatively. 4-It provided students with the relaxing positive teaching-learning environment that helped them to develop their oral communication skills.

5-It made students active most of the time through the practical communicative tasks which they were asked to perform.

6-It connected students with their own personal life experiences, and thus, made learning more realistic to them.

7-It provided students with information about their own learning, and how to utilize their multiple intelligences in the teaching-learning situations.

## *Recommendations*

In the light of the results and conclusions of the present study, the following recommendations are suggested:

1-MI-based Instruction should be incorporated in teaching speaking in different educational stages so as to enhance students' abilities in oral communication. 2-Using MI-Based Instruction in teaching different aspects of the English language, such as grammar, pronunciation, and vocabulary.

3-Changing the role of the teacher from being the main source of knowledge to being a guide, facilitator, counselor, and social worker.

4-Teachers should use MI-based activities in his daily teaching so as to add variety and change the monotone of teaching.

5-Teachers should care for students' individual differences by diversifying their teaching methods in such a way that involve the different intelligences that they possess.

6-Teachers of English should develop their students' oral communication skills by giving them the proper time to interact with each others naturally and freely. 7-Teachers should convey the same content of instruction in different ways that cope with their students different learning styles.

8-During the teaching of speaking or oral communication, students should be provided with a relaxing, effective, and interactive environment that fosters interaction and helps to develop the students' speaking or oral communication skills.

9-Constructing MI-based training programmes that act as a remedy to the students' shortcomings or deficiencies in the different language skills.

10-Providing teachers of English with the appropriate resources that enable them to use Multiple Intelligences Theory and MI-based activities in their daily teaching. 11-Teaching a special course in oral communication to first-year English majors to train them to use English to achieve real communicative purposes as they need such courses at the beginning of their study in the English department.

*Suggestions for Further Research*

In the light of the results of the present study, more studies are suggested in the area of using Multiple Intelligences Theory in Teaching English as a Foreign Language (TEFL):

1-Using MI-Based training programmes with second, third, and fourth-year English majors to develop their English language proficiency.

2-Using Multiple Intelligences-based activities to teach English as a foreign language to primary, preparatory and secondary stage students.

3-Using MI-based training programmes to develop the reading, writing, and listening skills of the English majors at the Faculty of Education.

4-Using MI-based training programmes to develop essay writing and notes-taking skills for the English majors at the Faculty of Education.

5-Using a Multiple Intelligences-based Training Programme to develop English language proficiency of preparatory stage students.

6-Using a Multiple Intelligences-based Training Programme to develop the mechanical writing skills of primary stage pupils.

7-Using a Multiple Intelligences-based Training Programme to develop kindergarten students' self-expression skills in English.

8-The effectiveness of using Multiple Intelligences-based activities in the students' retention of the English vocabulary.

9-The effectiveness of using Multiple Intelligences-based activities in the students' retention of the English grammar.

10-The effect of using Multiple Intelligences Theory on the students' attitudes towards English as a foreign language.

## Summary of the Study

### Introduction

We live in a period marked by vast changes and instability. These changes have affected our life so greatly that we can never live detached from them. Being a very vital component in the human life, education should react to these changes because they have immense impact on the teaching process in general, and on the teaching of foreign languages in particular. These changes are clearly depicted in the new methodologies that have emerged and imposed themselves upon the educational institutions and the curricula taught there. It has become very important to address more students in the teaching-learning situation. This involves using Multiple Intelligences-based approaches, strategies, and methods to involve all the students in the educational process.

### Problem of the Study

After interviewing first year English majors and many teachers and inspectors of English language, it became evident to the researcher that first year English majors experience problems in their oral communication skills. These problems were reflected in their poor oral performance and their inability to use the English language to achieve real communicative purposes.

## Statement of the Problem

Therefore, the problem of the present study was represented in the following main question: *"What is the effect of using a Multiple Intelligences-Based Training Programme on developing first-year English majors' oral communication skills in English?"*

## Objectives of the Study

The main objective of the current study was to investigate the effect of using an MI-Based Training Programme on developing some of the first-year English Department students' oral communication skills in English.

Out of this general objective, some minor objectives were identified. These are: 1-Identifying the oral communication skills that first-year English majors need to develop so as to use English in real-life social contexts to fulfill real communication and functions or purposes.

2-Designing an MI-Based Training Programme that may help first-year English majors develop some oral communication skills.

3-Introducing Multiple Intelligences-Based Instruction as a teaching approach in the field of Teaching English as a Foreign Language (TEFL) in general, and using it in developing some of the students' oral communication skills in particular.

4-Evaluating the feasibility and the effect of using an MI-Based Training Programme on developing students' oral communication skills in English.

*Hypotheses of the Study*

The following hypotheses were tested:

1-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of the whole oral communication test in favour of the post-administration.

2-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of the section one (Giving Oral Presentations) in favour of the post-administration.

3-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section two (Expressing Sympathy) in favour of the post-administration.

4-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section three (Talking about Likes and Dislikes) in favour of the post-administration.

5-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section four (Expressing Opinion and Agreeing or Disagreeing with an Opinion) in favour of the post-administration.

6-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section five (Making Requests and Responding to Requests Made) in favour of the postadministration.

*Group of the Study*

The sample under investigation consisted of (30) first-year English majors at the Faculty of Education, Assiut University, where the researcher works. They were chosen according to their willingness to participate in the study.

*Research Tools*

1-A Pre-Post Oral Communication Test

(Prepared by the researcher).

2-A Multiple Intelligences (MI)-Based Training Programme (Prepared by the researcher).

*Limitations of the Study*

1-The present study was limited to 30 first-year English majors at Assiut Faculty of Education.

2-It was limited to five oral communication skills which are: Giving oral presentations, expressing sympathy and responding to sympathy offered, talking about likes and dislikes, giving opinions and agreeing or disagreeing with an opinion, and making requests and responding to requests made.

3-The content of the programme taught was based on four intelligences only: Verbal/linguistic intelligence, intrapersonal intelligence, interpersonal intelligence, and bodily/kinesthetic intelligence.

4-The results were confined to the Egyptian environment and the social and cultural background of the Egyptian students in Assiut City.

*Procedures of the Study*

The following procedures were followed in conducting the present study:

1-Reviewing literature related to Multiple Intelligences Theory and Oral Communication.

2-Writing the theoretical background of the study which included chapters one, two, and three.

3-Identifying some of the oral communication skills that first-year English majors need to develop, and coming out with a list of 20 skills.

4-Displaying the list over a panel of jury members, making the necessary modifications in the light of their comments, and then identifying the five oral skills of the highest frequency.

5-Suggesting a frame of the programme, displaying it over a panel of jury members, and making the necessary modifications.

6-Suggesting the MI-based training programme and displaying it over a panel of jury members and making the necessary modifications.

7-Suggesting a pre-post oral communication test and displaying it over a panel of jury members and making the necessary modifications.

8-Piloting the test and the programme and making the necessary modifications in the light of the results.

9-Selecting the group of the study on the basis of their desire to participate in the study.

10-Pre-testing students and writing down the average scores of each one after analyzing the recordings and getting the scores written by the other two raters.

11-Teaching the programme for six weeks.

12-Post-testing students following the same procedures that were followed in the pre-test..

13-Gathering data and writing the results after using the appropriate statistical procedures.

14-Discussing the results, writing suggestions and recommendations, and writing the final report of the study.

### *Results of the Study*

It was found that the MI-based training programme had a significant positive effect on developing the first-year English majors' oral communication skills. It was also found that there were statistically significant differences at 0.01 level between the students' mean of scores in each of the pre and post administration of the oral communication test in favour of the post administration of the whole test, and the post administration of each of the five sections included in the test (each section represented one of the five oral communication skills).

*Recommendations*

In the light of the results and conclusions of the present study, the following recommendations are suggested:

1-MI-based Instruction should be incorporated in teaching speaking in different educational stages so as to enhance students' abilities in oral communication.

2-Using MI-Based Instruction in teaching different aspects of the English language, such as grammar, pronunciation, and vocabulary.

3-Changing the role of the teacher from being the main source of knowledge to being a guide, facilitator, counselor, and social worker.

4-Teachers should use MI-based activities in his daily teaching so as to add variety and change the monotone of teaching.

5-Teachers should care for students' individual differences by diversifying their teaching methods in such a way that involve the different intelligences that they possess.

6-Teachers of English should develop their students' oral communication skills by giving them the proper time to interact with each others naturally and freely.

7-Teachers should convey the same content of instruction in different ways that cope with their students different learning styles.

8-During the teaching of speaking or oral communication, students should be provided with a relaxing, effective, and interactive environment that fosters interaction and helps to develop the students' speaking or oral communication skills.

9-Constructing MI-based training programmes that act as a remedy to the students' shortcomings or deficiencies in the different language skills.

10-Providing teachers of English with the appropriate resources that enable them to use Multiple Intelligences Theory and MI-based activities in their daily teaching.

11-Teaching a special course in oral communication to first-year English majors to train them to use English to achieve real communicative purposes as they need such courses at the beginning of their study in the English department.

*Suggestions for Further Research*

In the light of the results of the present study, more studies are suggested in the area of using Multiple Intelligences Theory in Teaching English as a Foreign Language (TEFL):

1-Using MI-Based training programmes with second, third, and fourth-year English majors to develop their English language proficiency.

2-Using Multiple Intelligences-based activities to teach English as a foreign language to primary, preparatory and secondary stage students.

3-Using MI-based training programmes to develop the reading, writing, and listening skills of the English majors at the Faculty of Education.

4-Using MI-based training programmes to develop essay writing and notes-taking skills for the English majors at the Faculty of Education.

5-Using a Multiple Intelligences-based Training Programme to develop English language proficiency of preparatory stage students.

6-Using a Multiple Intelligences-based Training Programme to develop the mechanical writing skills of primary stage pupils.

7-Using a Multiple Intelligences-based Training Programme to develop kindergarten students' self-expression skills in English.

8-The effectiveness of using Multiple Intelligences-based activities in the students' retention of the English vocabulary.

9-The effectiveness of using Multiple Intelligences-based activities in the students' retention of the English grammar.

10-The effect of using Multiple Intelligences Theory on the students' attitudes towards English as a foreign language.

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# Appendices

## *Appendix (1)*

### *Interview with Teachers and Inspectors of English at the Secondary Stage*

1-Hello, you are welcome!

2-Please, introduce yourself.

3-How long have you been teaching English to secondary stage students?

4-Are you satisfied with your students' level in oral communication skills? Why? 5-Do you think that your students need to develop their oral communication skills in English? How?

6-In your opinion, what are the oral communication skills that secondary stage students need to continue developing after they join the English Department? 7-Are students given the proper time that is required to enable them to use English communicatively? Why?

8-In your point of view, why aren't students able to use English to fulfil real communicative purposes inside or outside the classroom?

9-Do you think that students' poor level in speaking English and using English for real communication is a serious problem? Why?

10-What are the oral communication skills in which students' performance is apparently poor?

# Appendix (2)

# Interview with First-Year English Majors to Identify the Problem of the Study

## *Interview to Identify the Problem of the Study*

## <u>*Introduction:*</u>

This interview was conducted with first-year English majors at Assiut Faculty of Education so as to identify the problem of the study. The interview was divided into two sections: The first section was devoted to test their oral communication skills in which the students were asked to interact with each others in order to discuss something, make requests, or give their own opinions. The second section was devoted to identifying the factors that lie behind the students' poor oral performance in which the students were asked direct questions about things such as their teachers in the secondary school, their courses, their attitudes towards the English language, their tests and exams, and so many other things.

<u>**The First Section:**</u> **(Students' Communication Skills)**

1-Work together to discuss the following giving your own points of view:

   1) The modern songs

   2) The Internet in our life

   3) Teaching as a profession

   4) Modern Egyptian Movies

2-Give a short speech about one of the following:

1) My personal attitude towards life

2) Reading

3) My favourite sport

4) My favourite movie star

5) The meaning of happiness


3-Ask your colleague to:

1) buy something for you

2) give you his/her scanner

3) go to the cinema with you


4-Express your likes or dislikes in many different ways. You can choose many different things or persons that you personally like and dislike. (e.g. Students are encouraged to speak like this: I love…because…I don't like…because…)


5-Please sympathize with a friend of yours who(se):

1) had an accident

2) father died

3) failed in passing a test


***The Second Section:*** **(Students' Background in the Secondary School)**

1-Please try to tell me about your attitude towards English as a foreign language during the secondary stage.

2-Did your teachers give you opportunities to use English to interact with each others and fulfil real communicative purposes? How?

3-Were you motivated to use English to speak outside the classroom? Why?

4-Do you think that your teachers were enthusiastic enough to teach you how to communicate in English? How?

5-Do you think that you needed more training in using English for communication during studying at the secondary school? Why?

6-Tell me about the oral communication skills that you need to develop.

Or: Write a list of the oral communication skills that you need to develop.

# Appendix (4)

# Oral Communication Skills Primary List and Final List

Dear Professor,

Please go through the list below to determine the most important oral communication skills that first year English majors need to develop, add any other skill(s) that you think important, and restate any skill when necessary. Tick in front of each skill either as needed or not needed:

| Oral Communication Skills | Needed | Not Needed |
| --- | --- | --- |

| | | |
|---|---|---|
| 1-Discussing a certain topic with a friend | | |
| 2-Talking about past life events | | |
| 3-Talking about future life events | | |
| 4-Giving oral presentations | | |
| 5-Giving sympathy to someone | | |
| 6-Conversing with a classmate about real life events | | |
| 7-Describing someone or something | | |
| 8-expressing points of view | | |
| 9-Talking about likes and dislikes | | |
| 10-Giving oral reports | | |
| 11-Introducing oneself to other people | | |
| 12-Giving reasons | | |
| 13-Making requests | | |
| 14-Offering to do something | | |
| 15-Making suggestions | | |
| 16-Expressing concern | | |
| 17-Expressing hopes and wishes | | |
| 18-Describing pictures and drawings | | |
| 19-Declining an invitation<br>20-Interviewing someone | | |

After displaying the primary list over the jury members, the following final oral communication list was obtained:

1-Giving oral presentations.

2-Offering sympathy and responding to sympathy offered.

3-Talking about our likes and dislikes.

4-Giving opinion and agreeing or disagreeing with an opinion. 5-Making requests and responding to requests made

# Appendix (5)

**Teacher's Guide**
**The Programme**

*Introduction*

This programme is intended to train first-year English majors in developing some oral communication skills. It is based on the philosophy of Multiple Intelligences (MI) Theory suggested by Gardner in 1983. What is particular about this programme is that each lesson is taught in four different ways based on four different intelligences: Verbal/Iinguistic intelligence, Intrapersonal/Introspective intelligence, Interpersonal intelligence, and Bodily/Kinesthetic intelligence. The training activities are designed in the light of the four intelligences, in such a way that each single activity is based on one of the four intelligences. In this way, each of the three lessons in each of the six units, of the programme , is composed of several tasks (two tasks at least).

*Significance of the Programme*

1-This programme introduces MI Theory as a philosophy on which the teachinglearning process could be based.

2-In the introductory unit, the students are introduced to MI Theory so as to enable them to learn about their own learning. Recent research has proved that students become more involved in the learning process if they are informed about how to learn, and also about the objectives that they are expected to accomplish.

3-The same content is dealt with four times using four intelligences as four channels through which the content is to be conveyed.

4-It is expected that the students will enjoy learning through their multiple intelligences because it is assumed that some of their multiple intelligences are addressed during the training process.

5-The programme is supposed to develop some of the students' oral communication skills which students need to develop so as to use the English language in different social contexts to fulfill many communicative purposes.

*General Objectives of the Programme*

This MI-based training programme aims at making students well-acquainted with some oral communication skills and helping them to develop these skills, which are:

1-Giving oral presentations
2-Expressing sympathy and responding to sympathy offered
3-Talking about their likes and dislikes

4-Giving opinions and agreeing and/or disagreeing with an opinion 5-Making requests and responding to requests made.

### *General Directions to the Teacher*

1-The first lesson in each unit gives a theoretical background about the communication skill to be developed. This applies to the whole programme except for the first unit which deals with Multiple Intelligences Theory and its applications in education in general, and in English language teaching in particular.

2-Start the first lesson in each unit with a brainstorming session in which you ask for as many ideas as possible from the students. Then, you are supposed to deliver a lecture to them which gives a theoretical background about the main points. After that you are supposed to proceed to discussion.

3-Ask students in the next two lessons to practice the ideas of lesson one through the given activity.

4-As long as you have an activity based on the *verbal/linguistic intelligence,* keep in mind that the activity depends on the verbal (oral or written) interaction (i.e. reading, writing, listening, speaking, and so on).

5-As for the second activity, which is based on the *intrapersonal intelligence*, keep in mind that you will have to rely on individual work only for students are supposed to think, write, speak, and work alone.

6-As for the third activity, which is based on the *interpersonal intelligence*, organize your students either in pairs or in groups as the activity is based on pair or group interaction.

7-As for the fourth activity, which is based on the *bodily/kinesthetic intelligence*, you should recognize that students are supposed to carry out the activity using their bodies: body language, body movements, gestures, and dramatization. Students are expected to use non-verbal communication side by side with verbal communication. For example, while students are dramatizing a situation, they are supposed to speak and express themselves according to the roles they are acting (verbal communication) and, at the same time they are supposed to use their body movements or gestures to express themselves while they are talking (non-verbal communication).

### *Contents of the Programme*

The ultimate goal of the programme is to develop some of the first-year English majors' oral communication skills. Therefore, the content of the programme is carefully selected so as to reach this particular goal as follows:

*Unit One (Introduction and Orientation)*
  -Lesson One: Introduction to MI Theory
  -Lesson Two: The Multiple Intelligences
  -Lesson Three: Applications of MI Theory in Education and English
     Teaching

*Unit Two (Giving Oral Presentations)*

-Lesson One: Introduction to Giving Oral Presentations

-Lesson Two: Reading as a Skill

-Lesson Three: The Internet in Our Life

*Unit Three (Expressing Sympathy and Responding to Sympathy Offered)*

-Lesson One: Introduction

-Lesson Two: Her Grandmother's Death        -

Lesson Three: That's Sweet of You!

*Unit Four (Talking about Our Likes and Dislikes)*

-Lesson One: Introduction

-Lesson Two: My Hobbies and Preferences

-Lesson Three: What Do They Hate about Their Work?

*Unit Five (Giving Opinions and Agreeing or Disagreeing with an Opinion)*

-Lesson One: Introduction

-Lesson Two: A TV Interview

-Lesson Three: She Had a Right to Do That.

*Unit Six (Making Requests and Responding to Requests Made)*

-Lesson One: Introduction

-Lesson Two: Just One More Thing…

-Lesson Three: What about another Time?

*Methods and Techniques of Presentation*

The researcher adopts the *Communicative Teaching Method* based on a *Multiple Intelligences-Based Approach* (an MI-Based Approach). This is the most appropriate method for the nature of the study, the philosophy on which the programme is based, and the social/functional nature of the oral communication skills selected to be developed throughout the course of the programme.

The *main teaching methods and techniques* included in this study are:

1-Brainstorming

2-Lecturing and Presentation

3-Discussion

*Activities and Tasks*

Most of activities and techniques used in this study were adapted from Armstrong (1994). Each lesson consists of four activities: The first activity is based on the *verbal/linguistic intelligence*; the second one is based on the *intrapersonal intelligence*; the third one is based on the *interpersonal intelligence*; and the fourth one is based on the *bodily/kinesthetic intelligence*.

Each activity involves several tasks. These tasks represent sub-activities based on the main intelligence on which the main activity is based. The *verbal/linguistic* tasks (sub-activities), for example, are represented in *reading, writing, listening and repeating, and short talks or oral presentations*. The *intrapersonal* tasks (subactivities), for

example, are represented in *individualized speech, self-expression, choice time, and self-report.*

*Evaluation Techniques*

The evaluation techniques are selected on the basis of the oral nature of the communication skills. These techniques are represented in:

1-Oral responses according to oral instructions.

2-Oral questions and answers.

3-Oral presentations.

4-Short talks.

5-Interviews

# <u>Unit One</u>

# Introduction and Orientation

## General Objectives:

**This unit aims at enabling your students to:**

**1-get a general understanding of the main idea and philosophy of Multiple Intelligences (MI) Theory.**

**2-acquire a theoretical background about the different intelligences that people possess.**

**3-acquire a theoretical background about the applications of MI Theory in education and English teaching.**

**Lesson One Introduction to Multiple Intelligences (MI) Theory**

*Behavioural Instructional Objectives:*

By the end of the lesson, your students are expected to be able to:

1-give an account on the main idea of MI Theory and its main propositions.

2-explain Gardner's view of intelligence compared with the traditional view and the idea of I.Q. test.

3-name the different intelligences that Gardner identified.

4-indicate how MI Theory is fair in looking upon people.

*Organization:* Individual Work/Pair Work/Group Work.

*Duration:* 120 minutes.

## Procedures:

## Activity One

### *(Based on Verbal/Linguistic Intelligence)*

### *Task One*

1-Using the brainstorming technique, ask students to give as many meanings as possible to the word 'intelligence'.

2-Accept any relevant ideas from them and write what they say on the blackboard (BB) without any comments or criticism.

3-Organize what is written on the BB by selecting the most relevant ideas (meanings).

4-Again ask your students to give as many examples or demonstrations as they can to the human activities that they consider as indications of intelligence.

5-Follow the same steps (steps 1, 2 and 3) so as to get your students' ideas.

6- Help students to recognize that there are many different intelligences that people possess. (This will help as an introduction to the lecture you are going to deliver on MI Theory).

### *Task Two*

1-Ask your students to listen attentively to the lecture and refer back to their handbooks to answer the questions written above the text.

2-Give students an introduction in which you make an overview of the main points that you are going to deal with. You are expected to talk in the following way:

> *"Well, now we are going to deal with an Introduction to MI Theory. We are going to cover the following main points: The Main Idea and Meaning of MI Theory – The key propositions of MI Theory – The New Outlook upon intelligence and the Names of the Intelligences. Please listen attentively to the lecture and think of answers to the key questions written above the text."*

3-Go briefly through the main points you have mentioned referring back to the students' handbooks. You are expected to begin like this:

> "*Well, the idea of MI Theory is quite simple: We are not the same in regards to our mental abilities and talents. Excellence at school is not everything. There are many persons who fail at school and thus are considered stupid or idiot by their society, and yet they are excellent in many other fields. Look at the examples written in your handouts about some phenomena and try to give logical explanations to these phenomena…etc."*

4-In the same way deal with all the other points you have to cover asking students to refer back to their handbooks to look at  statements or examples that clarify the main ideas.

5-Conclude your lecture by summarizing the main ideas you have dealt with. You are expected to talk like this:

> *"Thus we have covered the main points of the lecture which are…I hope that you've found answers to the key questions written in your handbooks. Thank you very much for listening."*

## The Text

### I-Introduction

"It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have

different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with many problems that we face in the world."

*--Howard Gardner (1987)*

*Try to find explanations or to these phenomena:*

*Though he is severely mentally retarded, he is able to paint and draw beautiful drawings and masterpieces.*

*Ahmad is very good at English, but he always fails in Maths.*

*Mona's school achievement is very low, yet she is socially successful because she knows how to deal with other people and attract the attention of those who are around her.*

*Hazem is a very smart student who always get the highest marks in most school subjects, but he always quarrels with his classmates because he doesn't know how to get along with them.*

These are some phenomena or life situations that we may find in our lives. MI Theory (proposed by Howard Gardner in 1983) will helpyou to explain and interpret these phenomena. So Let's see.

## II-The Main Idea and Meaning of MI Theory *The*

*Beginning:*

-In 1983, Howard Gardner, a professor of cognition, proposed a new theory of intelligence that he called "Multiple Intelligences Theory".

-It has made a great revolution in people's view concerning what it means to be "intelligent" or "smart".

*New Meaning and Idea:*

Gardner's MI Theory presents a new concept of intelligence that differs from the traditional one.

MI Theory maintains that we all possess several different capacities for solving problems and creating products.

Intelligence has always been regarded as a single construct that exists in human beings since they are born with no change occurring upon it.

Intelligence is not fixed at birth; rather it can be learned, taught, and enhanced.

Multiple Intelligences (MI) Theory suggests that everyone is capable of at least seven "ways" of knowing. According to this theory, human beings know the world and solve problems through:

1.        Language

2.        Logical/mathematical analysis

3.        Visual/spatial representations

4.        Musical thinking

5.        The use of the body

6.        An interpersonal understanding of others    7.      An intrapersonal understanding of self

### *Key Propositions of MI Theory:*

MI Theory, according to Gardner, involves three key propositions:

We are not all the same.

We don not all have the same kinds of minds.

Education works most effectively if these differences are taken into account rather than denied or ignored.

*From these key propositions, we can derive some other minor propositions:*

All people are smart, but with varying degrees.

There is no completely stupid or dull person.

All of us have talents that might not be discovered by people around us.

It's unfair to treat all the people in a uniform way.

Taking individual differences among people into account is very important.

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Intelligence has no certain definite form or formula.

*The Multiple Intelligences:*

Instead of suggesting the existence of just ONE *linear* intelligence measured by I.Q. tests, Gardner suggests that there are *at least* seven intelligences which are:

*Verbal/linguistic intelligence*

*Logical/mathematical intelligence*

*Visual/spatial intelligence*

*Intrapersonal intelligence*

*Interpersonal intelligence*

*Bodily/Kinesthetic intelligence*

*Musical/rhythmic intelligence*

o        MI Theory allows us to use our students' strengths to help them learn.

o        Students who read and write well are still smart, but they are joined with other students who have different talents.

o        Through MI, schools and classrooms become settings in which a variety of skills and abilities can be used to learn and solve problems.

o        Being smart is no longer determined by a score on a test; being smart is determined by how well students learn in a variety of ways.

o        Of course, we know this is nonsense. How could all of an individual's abilities and potential possibly be captured by a single test, much less a single score?

o        Yet many important educational decisions, including whether a student is accepted into a program or a school, are heavily influenced by a single test or a single score.

*Summary*

In 1983, Howard Gardner proposed his MI Theory which changed the idea of intellect.

Gardner admits that we, as human beings, possess many capacities and talents that should be put into consideration.

Human talents will develop if we take care of them.

People cannot be traditionally classified as either "smart" or "stupid" for this is very unfair.

Intelligence can be learned, taught and enhanced throughout our lives.

The key propositions of MI Theory are that we are not the same and we do not have the same kinds of minds.

The idea of Multiple Intelligences is opposed to the idea of I. Q. test that measures the human intelligence.

An I. Q. test is an unfair way to measure the human intelligence.

*Human beings possess at least seven intelligences.*

## Task Three

1-Pose some questions to discuss with your students such as: *Do you like the idea of MI Theory? Why? - Gardner said that he created nothing new by proposing MI Theory, instead he 'poured an old wine in a new bottle.' How?*

2-Ask your students to go through the text and select any difficult words, phrases, or sentences to discuss them with you, or you  select certain parts from the text to discuss with your students.

3-Ask individual students to come out to the BB and write any words, phrases, or sentences they would like to discuss with you, and then begin a new discussion.

## Activity Two

## (Based on Intrapersonal Intelligence)

### *Task One*

1-Ask students to go individually through the text to write their own impressions about it in their personal journals (e.g. They can write about their own points of view concerning the idea of MI Theory; they can write personal stories that have something to do with MI Theory and the examples cited in the text…*etc.*)

2-Go around students and check that they are doing the task properly.

3-After they finish, ask individual students to come out and give individualized speech about what they have written in front of the whole class.

### *Task Two*

1-Ask students to work individually to choose any part of the text that appeals to them to comment on it and/or relate it to their personal life experiences.

2-Ask students to write their comments in their personal journals, and then talk about what they have written in front of the class.

3-Ask students to work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell you the reason why they have chosen these items in particular. Students are expected to talk like this:

*"I chose…because it is…Besides it reminds me of something that happened to me while I was…When I read this word, the first thing that comes to my mind is…There are many examples in the text that I have already seen in reality. For example…etc"*

### *Activity Three*

### (Based on Interpersonal Intelligence)

#### *Task One*

1-Divide your students into pairs and assign a *teacher* in each pair to explain to his/her classmate some part of the text that you determine (e.g. Gardner's View of Intelligence – The Names of the Different Intelligences, etc.).

2-Ask the *student* in each pair to listen attentively to his/her (supposed-to-be) *teacher* because s/he is going to give a demonstration of what s/he has learned.

3-Give students 10 minutes at least to work in pairs as *teachers* and *students*.

4-Go around students and check that they are doing the task in the proper way.

5-Ask some students (who have acted as *learners*) to come out and demonstrate what they have learned from their *teachers*.

#### *Task Two*

1-Divide your students into fairly-small groups, assigning part of the text for each group to discuss together (e.g. The idea of multiple intelligences) and then ask them to deliver an oral presentation based on the text.

2-Assign roles for students in each group clarifying the tasks they are going to do:

1) There should be a *leader* who is supposed to lead the group while they are working.

2) There should be a *writer* who is supposed to work as a secretary for the group.

3) There should be a *reporter (presenter)* who is supposed to present the work of the group.

4) There should be a *facilitator* who is supposed to facilitate matters and clarify anything difficult to his/her group.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final summary.

### *Activity Four*

### **(Based on Bodily/Kinesthetic Intelligence)**

### *Task One*

1-Ask students to work in their assigned groups to deliver the summary they have already prepared using their body language.

2-Ask each group to assign someone who is skilled at using his/her body (I.e. movements and gestures) to express himself/herself while delivering the summary.

3-Ask students to imitate his/her movements and gestures while they are listening to him/her.

### *Task Two*

1-Ask each pair of the students who have acted as *teachers* and *students* to prepare themselves to dramatize a situation that occurred while they were working together.

2-Go around students and check what they are doing to assure that they are preparing themselves in the proper way.

3-Ask some pairs of students to come out and dramatize part of the teachinglearning situation that they went through together.

### *Evaluation*

I-Ask your students to orally answer the questions written in their handbooks.

II-Ask your students to:
1-Tell what is meant by MI Theory.
2-Name the multiple intelligences that people possess.
3-Paraphrase some words, sentences or phrases such as: No one is completely stupid/Everyone is capable of at lest seven "ways" of knowing/All people are smart.

III-Ask your students to:

1-Deliver a short oral presentation on MI Theory.

2-Give their points of view concerning the idea and philosophy of MI Theory.

## Lesson Two

### The Multiple Intelligences

***Behavioural Instructional Objectives:***

By the end of the lesson, students are expected to be able to:

1-Tell the meaning of each intelligence of the multiple intelligences.

2-Mention the main characteristics of the persons who possess a certain intelligence to a high extent.

3-Give examples of the abilities and capacities that are included under each intelligence.

4-Illustrate examples of some jobs, professions or everyday activities in which each intelligence appears.

***Organization:*** Individual Work/Pair Work/Group Work.

<u>*Duration:*</u>  120 minutes.

## Procedures:

### *Activity One*

### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Using the brainstorming technique, ask students to give as many characteristics as they can of the person with a highly developed verbal/linguistic intelligence.

2-Accept any relevant ideas from them and write what they say on the BB without any comments or criticism.

3-Organize what is written on the BB by selecting the most relevant ideas
4-Follow the same steps asking your students to give as many examples as they can of the jobs or professions that require a highly developed verbal/linguistic intelligence. (This will help as an introduction to the lecture you are going to deliver about *The Multiple Intelligences*).

### *Task Two*

1-Ask students to listen attentively to the lecture and refer back to their handbooks to read parts of the text to answer the questions written above the text.

2-Give students an overview of the main points that you are going to talk about. You can talk like this:

> "*Well, after having an idea  about MI Theory, I'd like to go through the multiple intelligences themselves. We are going to tackle each one of the seven intelligences according to three aspects: meaning, characteristics of persons with this intelligence highly developed in them,*

*examples of jobs or professions and persons who represent this intelligence. Please listen attentively to the lecture and think of answers to the questions above the text."*

4-Go briefly through the main points you have mentioned referring back to the text when necessary. You can begin like this:

*"Well, we begin by speaking about the verbal/linguistic intelligence. Consider the following types of people: The smart student who is able to remember every word the teacher says …The poet who is able to compose a poem within a few minutes…, etc."*

5-In the same way, deal with all the other points you have to cover asking students to refer back to their handbooks when necessary.

6-Conclude your lecture by summarizing the main ideas you have dealt with.

## The Text

*Here is a demonstration of the seven intelligences according to three main dimensions: The meaning of each intelligence; the characteristics of the persons who exhibit each intelligence; examples of the jobs or life fields in which each intelligence appears:*

### 1-Verbal/Linguistic intelligence

*" Words are, of course, the most powerful drug used by mankind"*

*-Rudyard Kipling*

**Meaning**

Verbal/linguistic intelligence involves:

sensitivity to spoken and written language,      the ability to learn languages  and  the capacity to use language to accomplish certain goals.

### *Characteristics*

The characteristics that a person with well-developed verbal/linguistic intelligence usually exhibits:

1-Listens and responds to the sound, rhythm, color, and variety of the spoken word.

2-Learns through listening, reading, writing, and discussing.

3-Listens effectively, comprehends, paraphrases, interprets, and remembers what has been said.

4-Reads and speaks effectively, comprehends, summarizes, interprets or explains, and remembers what has been read.

5-Exhibits ability to learn other languages and uses listening, speaking, writing, and reading to communicate, discuss, explain and persuade.

### *Examples*

*Poets, lawyers, public speakers and writers.* One of the most prominent persons who represent such intelligence is the famous English poet *Alexander Pope* who wrote a magazine nearly at the age of ten.

### 2-Logical/mathematical intelligence

*"Every solution to a problem is a new problem."*

*-Goethe*

### *Meaning*

-It entails the ability to:

reason either deductively or inductively,       recognize      and manipulate abstract patterns and relationships.

-It is applied to those who investigate issues scientifically.

*Characteristics*

- Demonstrates skill at logical problem-solving.

- Enjoys complex operations such as computer programming, or research methods.

- Thinks mathematically.

- Expresses interest in careers such as accounting, computer technology, law, engineering, and chemistry.

*Examples*

Scientists – Mathematicians – Philosophers – Logicians - Computer Programmers - Accountants

People throughout history: *Plato* and *Aristotle* as philosophers, *Archimedes* a scientist.

### 3-Intrapersonal/introspective intelligence

"When one is a stranger to himself, then one is estranged from others too." *-Anne Morrow Lindbergh*

*Meaning*

-It involves the capacity to understand oneself:

One's own desires

One's own fears

One's own capacities

-It also involves using such information effectively in regulating one's own life.

*Characteristics*

Is aware of his range of emotions.

Finds approaches and outlets to express his feelings and thoughts.

Works independently and is curious about the "big questions" in life: meaning, relevance, and purpose.

Attempts to seek out and understand inner experiences.

Gains insights into the complexities of self and the human condition.

Strives for self-actualization.

*Examples*

 Independent learners - Self-paced learners - Thinkers

*4-Interpersonal intelligence*

" But an important variable in leadership seems to be the ability to sense, to be aware of, what is going on in oneself as well as what is happening in the group or organization." -Joseph Luft

*Meaning*

-It denotes a person's capacity to understand other people (i.e. their intentions, motivations, desires, hidden goals, etc.) and consequently to work effectively with others.

*Characteristics*

- Forms and maintains social relationships and recognizes and uses a variety of ways to relate to others.

- Perceives the feelings, thoughts, motivations, behaviors, and lifestyles of others.

- Influences the opinions or actions of others.

Understands and communicates effectively.

Adapts behavior to different environments or groups.

Expresses an interest in interpersonally-oriented careers such as teaching, social work, counseling, management, or politics.

*Examples*

Religious leaders - Political leaders – Teachers - Psychologists

One of the most famous figures who represented this intelligence is *Anne Sullivan.*

*5-Bodily/kinesthetic intelligence*

*" If anything is sacred, the human body is sacred."*

*-Walt Whitman*

***Meaning***

-It entails the potential of using one's whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products.

-In other words, in involves using the body to: Solve problems, Create products, and convey ideas or emotions.

***Characteristics***

•        Explores the environment and objects through touch and movement.

•        Learns best by direct involvement and participation and remembers most clearly what was done, rather than what was said or observed.

•        Enjoys concrete learning experiences such as field trips, model building, or participating in role play, games.

•        Is sensitive and responsive to physical environments and physical systems.

•        Demonstrates skill in acting, athletics, dancing, sewing, etc.

•        May express interest in careers such as those of an athlete, dancer, surgeon, or builder.

Dancers – Actors – Athletes - Craft-persons. One of the most prominent figures who represented this intelligence is ***Babe Ruth***

## 6-Visual/spatial intelligence

" Art is the only way to run away without leaving home."

-Twyla Tharp

*Meaning*

-It is the ability to:

•       Create visual-spatial representations of the world.

•       Transfer those representations either mentally, or concretely.

•       It features the potential to recognize and manipulate the patterns of wide space as well as the patterns of more confined areas.

*Characteristics*

•       Learns by seeing and observing.

•       Recognizes faces, objects, shapes, colors, details, and scenes.

•       Uses visual images as an aid in recalling information.

•       Enjoys drawing, painting, etc.

•       Creates concrete or visual representation of information.

•       Expresses interest or skill in being an artist, photographer, engineer, architect and designer

*Examples*

•       Navigators – Pilots – Sculptures – Sailors – Engineers - Painters

### 7-Musical/rhythmic intelligence

*" Where there is music there can be no evil."*

*-Mignel De Cervantes*

*Meaning*

-It entails skill in performance, composition, and appreciation of musical patterns.

-It includes sensitivity to pitch, timbre, and rhythm of sounds, as well as responsiveness to the emotional implications to these elements.

*Characteristics*

Listens and responds with interest to a variety of sounds.

Enjoys and seeks out opportunities to hear music or environmental sounds in the learning environment.

Responds to music kinesthetically by performing and moving.

Collects music and information about music in various.

Develops the ability to sing and/or play an instrument alone or with others.

Enjoys playing with sounds, and when given a phrase of music, can complete a musical statement in a way that makes sense.

- May offer his or her own interpretation of what a composer is communicating through music.

- May express interest in careers involving music such as being a singer, instrumentalist, sound engineer, etc.

***Examples***

- Composers – Instrumentalists- Vocalists – Birds' singing lovers

The most prominent figure who represents this intelligence is ***Yehudi Menuhin,*** who, by the time he was ten years old, was an international performer.

## ***Task Three***

1-Pose some questions to discuss with your students such as: "*Which intelligences do you consider yourself strong at? Why? Do you think that there are more than seven intelligences? Why…etc.*"

2-Ask your students to go through the text and select any difficult words, phrases, or sentences to discuss them with you. Or you can select parts from the text to discuss with your students.

3-Ask individual students to come out to the BB and write any words, phrases, or sentences they would like to discuss with you, and then pose these items to discussion.

## *Activity Two*
## **(Based on Intrapersonal Intelligence)**

### *Task One*

1-Ask students to go individually through the text to write their own impressions about it in their personal journals (e.g. They can write about their own points of view concerning each intelligence of the seven intelligences, or they can write personal stories that have something to do with the multiple intelligences and the examples cited in the text).

2-Go around students and check that they are doing the task properly.

3-After they finish, ask individual students to come out and give individualized speech about what they have written in front of class.

### *Task Two*

1-Ask students to work individually to choose any part of the text that appeals to them to comment on it relating it to their personal life experiences (e.g. Some students may recall how they were skilled at solving problems for their friends).

2-Ask students to write their comments in their personal journals, and then to talk about what they have written.

3-Ask students to work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell you the reason why they have chosen these items in particular. Students may be expected to say: *" I chose 'sensitivity to the rhythm of words' because I think that I'm very sensitive to every word I hear to…etc."*

### *Activity Three*
### (Based on Interpersonal Intelligence)

### *Task One*
1-Divide your students into pairs and assign a *teacher* in each pair to explain to his/her classmate part of the text that you determine (e.g. The meaning of each intelligence, or the characteristics of people exhibiting each intelligence with a high degree , etc.)

2-Ask the *student* in each pair to listen attentively to his/her (supposed –to-be) *teacher* because s/he is going to give a demonstration to what s/he has learned.

3-Give students 10 minutes at least to work in pairs as teachers and students.

4-Go around students and check that they are doing the task in the proper way.

5-Ask some students (who have acted as *learners*) to come out and demonstrate what they have learned from their *teachers.*

### *Task Two*

1-Divide your students into fairly small groups, assigning part of the text to each group to discuss together (e.g. The meaning of each intelligence) and then deliver an oral presentation based on the text.

2-Assign roles to students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators*.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check and guide when necessary.

6-Ask each group to present the final summary.

### *Activity Four*
### (Based on Bodily/Kinesthetic Intelligence)
### *Task One*

1-Ask students to work in their assigned groups to deliver the summary they have already prepared using their body language.

2-Ask each group to assign someone who is skillful at using his/her body (movements and gestures) to express himself/herself while delivering the summary.

3-Ask students to imitate his/her movements and gestures while they are listening to him/her.

### *Task Two*

1-Ask each pair of the students who have acted as *teachers* and *students* to prepare themselves to dramatize a real situation that occurred while they were working together.

2-Go around students and check what they are doing to assure that they are preparing themselves in the proper way.

3-Ask some pairs of students to come out and dramatize part of the teachinglearning situation that they went through together.

### *Evaluation*

I-Ask your students to orally answer the questions written in the handout

II-Ask your students to:

1-Tell what is meant by each intelligence of the seven intelligences.
2-Give examples of the jobs and/or professions which exemplify             each intelligence.

3-Paraphrase some words, sentences or phrases such as: "to understand intentions, motivations, and desires of other people."

III-Ask your students to:

      1-Deliver a short oral presentation about The Seven Intelligence.

2-Give similar examples of people who exhibit different

intelligences.

      3-Speak about their own abilities and talents in the light of the      seven

   intelligences they have studied.

# Lesson Three

## Applications of MI Theory in Education and English Teaching

### *Behavioural Instructional Objectives:*

By the end of the lesson, your students are expected to be able to:

1-mention some educational implications of MI Theory.

2-give an account on the importance of using MI Theory in the educational process.

3-indicate how to apply MI Theory to English Language Teaching.

4-talk bout the MI-based activities and teaching strategies that can be used in English Language Teaching.

*Organization:* Individual Work/Pair Work/Group Work.

*Duration:* 120 minutes.

## Procedures:

### *Activity One*

### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Using the brainstorming technique, ask students to give as many implications as they can of MI Theory in education.

2-Accept any relevant ideas from them and write what they say on the BB without any comments or criticism.

3-Organize what is written on the BB by selecting the most relevant ideas

4-Again follow the same steps to ask your students to give as many examples as they can to the fields of education in which MI Theory can be applied.

## *Task Two*

1-Ask students to listen attentively to the lecture and refer back to their handbooks to read parts of the text to answer the questions written above the text.

2-Give students an overview of the main points that you are going to talk about. You are expected to talk in the following way:

> "*Well, after we dealt with the seven intelligences, I'd like to go through 'The Applications of MI Theory in Education and English Teaching.' We are going to deal with this topic in the light of the following points…etc.*"

3-Go briefly through the main points, and then conclude your lecture.

## The Text
### Educational Principles and Implications

If we contemplate Multiple Intelligences Theory, we can draw many educational principles or implications based on the core philosophy of the theory. Here are some examples of these principles or implications:

> All children have talents.
>
> The arts are important.
>
> Who you are is more important than what you know.
>
> Ability is not fixed as it can be developed.
>
> Every student has the opportunity to specialize and excel.

Schools can provide students with more opportunities for success.

Students who know well about their own strengths, weaknesses and talents can learn more effectively.

Teachers can present the same content in many different ways.

A school is responsible for helping all students to discover and develop their strengths and talents .

If the classroom monotonous atmosphere is broken, students may love school and enjoy it.

### General Educational Applications

First of all, we should keep in mind these assumptions concerning the educational applications of MI Theory:

There is no one certain way of applying MI Theory in the educational process.

Applying MI Theory in education involves the idea of teaching the same content through different ways.

It also involves the idea of addressing more intelligences in the students.

Traditional curriculum can be taught through innovative and creative ways based on MI Theory.

### The MI School

MI is a student-centered model in which the curriculum is often modified to fit the students.

Take this example: students might use their spatial intelligence in drawing, their musical intelligence in composing a song, or their bodily-kinesthetic intelligence in acting.

In an MI school, students should be provided with experiences that activate and develop most (if not all) of their intelligences.

According to Gardner, an MI school should provide students with extra-curricular activities.

Gardner suggests that in an MI school, students might spend their mornings working on traditional subjects in non-traditional ways.

### The Classroom Environment:

In an MI-based instruction, the classroom environment (or atmosphere) is characterized by being cooperative, encouraging, and enjoyable.

Communication among students is fostered because they are always asked to work together.

Students are given more choices and options during the educational process, and therefore they find themselves more in the MI environment.

Students interact with each others in pairs, small groups, and large groups.

### *The MI Teacher:*

*The MI teacher is completely different from the traditional teacher whose job is confined to lecturing and asking students questions to check their understanding:*

S/he is not lecturing most of the time while standing at the front of the classroom.

Besides, s/he is a facilitator, manager, guide, and counselor.

S/he addresses many intelligences by changing his/her method.

S/he also draws pictures on the blackboard or shows videotapes to clarify an idea.

S/he provides hands-on experiences that may involve more students in the learning process.

### MI and English Language Teaching

English language teachers are better aware of the fact that students bring with them specific strengths, unique learning styles, and different learning potentials. MI Theory offers them a way to examine and form their best teaching techniques and strategies in light of human differences. There are many teaching strategies and activities that can be used in English Language Teaching which address the different intelligences.

1-Verbal-Linguistic Intelligence:

Teachers can use lecturing, discussion and brainstorming. They can involve students in reading, writing, listening, speaking, and communicative activities.

2-Logical-Mathematical Intelligence:

Teachers can teach using deductive methods, and problem-solving-based activities. They can encourage students to think logically, especially when they are learning grammar.

3-Spatial/Intelligence:

Teachers can use visual aids that help students to learn. For example, they can use flashcards to present new words and check understanding. They also can involve students in imagination activities.

4-Bodily/Kinesthetic Intelligence:

Teachers can use body language (movements, gestures, etc) in teaching. They can involve their students in hands-on activities that require them to act out and move.

5-Musical Intelligence:

Teachers can sing to class or use background music while they are teaching. They can ask students to sing rhymes or sentences.

6-Interpersonal Intelligence:

Teachers can use techniques or strategies based on this intelligence such as peer teaching and cooperative learning. Teachers may ask students to do anything in the English language (e.g. reading, writing, speaking) communicatively.

7-Intrapersonal Intelligence:

Teachers may involve his/her students in individualized activities, such as personal reflections, self-expressions, and writing personal journals.

## *Task Three*

1-Pose some questions that you can discuss with your students such as:

*What do you think of the educational principles or implications of MI Theory? Are they logical?  Why? Do you have any educational applications other than those mentioned in the text? If so, what are they?*

2-Ask your students to go through the text and select any difficult words, phrases, or sentences to discuss them with you. Or you can select some parts from the text to discuss with your students.

3-Ask individual students to come out to the BB and write any words, phrases, or sentences they would like to discuss with you, and then open discussion.

## *Activity Two*

## (Based on Intrapersonal Intelligence)

### *Task One*

1-Ask students to go individually through the text to write their own impressions about it in their personal journals (e.g. They can write about the educational implications or applications of MI Theory).

2-Go around students and check that they are doing the task properly.

3-After they finish, ask individual students to come out and give individualized speech about what they have written in front of class.

### *Task Two*

1-Ask students to work individually to choose any part of the text that appeals to them to comment on it and/or relate it to their personal life experiences (e.g. Students may recall how they were taught by some of their teachers in ways that may be related to MI Theory).

2-Ask students to write their comments in their personal journals, and then talk about what they have written.

3-Ask students to work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell you the reason why they have chosen these items in particular.

### *Activity Three*

### (Based on Interpersonal Intelligence)

### *Task One*

1-Divide your students into pairs and assign a *teacher* in each pair to explain to his/her classmate part of the text that you determine (e.g. Educational Implications of MI Theory).

2-Ask the *student* in each pair to listen attentively to his/her (supposed-to-be) *teacher* because s/he is going to give a demonstration to what s/he has learned.

3-Give students 10 minutes at least to work in pairs as teachers and students.

4-Go around students and check that they are doing the task in the proper way.

5-Ask some students (who have acted as *learners*) to come out and demonstrate what they have learned from their *teachers.*

### *Task Two*

1-Divide your students into fairly small groups, assigning part of the text to each group to discuss together (e.g. The MI teacher) and then deliver an oral presentation based on the text.

2-Assign roles to students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators*.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working properly and provide help and guidance when necessary.

6-Ask each group to present the final summary.

### *Activity Four*

### (**Based on Bodily/Kinesthetic Intelligence**)

### *Task One*

1-Ask students to work in their assigned groups to deliver the summary they have already prepared using their body language.

2-Ask each group to assign someone who is skillful at using his/her body (movements and gestures) to express himself/herself while delivering the summary.

3-Ask students to imitate his/her movements and gestures while they are listening to him/her.

### *Task Two*

1-Ask each pair of the students who have acted as *teachers* and *students* to prepare themselves to dramatize a situation that occurred while they were working together.

2-Go around students and check what they are doing to assure that they are preparing themselves in the proper way.

3-Ask some pairs of students to come out and dramatize part of the teachinglearning situation that they went through together.

### *Evaluation*

I-Ask your students to orally answer the questions that you posed at the beginning of the lecture.

II-Ask your students to:

-Give examples on the educational applications of MI Theory.

-Give an short talk on the educational applications of MI Theory in ELT.

# Unit Two

# Giving Oral Presentations

## General Objectives:

**This unit aims at enabling your students to:**

**1-acquire a theoretical background on giving oral presentations**

**2-indicate how to prepare for an oral presentation**

**3-deliver an oral presentation**

**Lesson One Giving**

**Oral Presentations** _**Behavioural Instructional**_

_**Objectives:**_

By the end of the lesson, your students are expected to be able to:

1-give a short talk on the importance of giving an oral presentation.

2-indicate how to prepare an oral presentation.

3-give an account on how to organize an oral presentation.

4-talk about how to deliver an oral presentation.

_**Organization:**_ Individual Work/Pair Work/Group Work.

_**Duration:**_ 120 minutes.

## Procedures:

### _Activity One_

### (Based on Verbal/Linguistic Intelligence)

### _Task One_

1-Using the brainstorming technique, ask students to give as many meanings as they can guess to the word "presentation".

2-Accept any relevant ideas from them and write what they say on the BB without any comments or criticism.

3-Organize what is written on the BB by selecting the most relevant ideas. This helps as an introduction to the lecture you are going to deliver on _Giving Oral Presentations._

### _Task Two_

1-Ask students to listen attentively to the lecture and refer back to their handbooks when necessary to answer the questions written there.

2-Give students an introduction in which you make an overview of the main points that you are going to talk about. You are expected to talk in the following way :

> "*Well, today we are going to deal with an important communication skill which is "giving oral presentations". As future teachers, you should be well-acquainted with this skill because great part of what you do as a teacher is presenting something new. Besides, being successful as a teacher may depend to a great extent on your presentation skills and your ability to express yourself and affect others. We are going to deal with "giving oral presentations" in the light of these main points…etc."*

3-Go briefly through the main points you have mentioned referring back to the students' handbooks.

4-Conclude your lecture by summarizing the main ideas you have dealt with.

## *The Text*
### I-Introduction

- It is important for every human being to know how to communicate his ideas to others.
- Man needs to be well acquainted with the skills that enable him to influence others:

1-To persuade and convince them
2-To change their attitude towards something
3-To share ideas with them

- The ability to communicate through *effective* speaking is as important to language skill development as is the ability to write effectively.

It is important for teachers to be well acquainted with some oral communication skills, such as giving oral presentations, that enable them to communicate their ideas in the proper way.

Teaching is one of the jobs that need the skill of giving oral presentations because great part of the teacher's work is devoted to presenting new material.

It is well – known that the way we use to present or convey the content is as important as the content itself.

We are going to tackle oral presentation in regard to the following points: Planning and preparing an oral presentation, organizing an oral presentation, delivering an oral presentation, and finally some guidelines for giving an oral presentation.

## II-Planning and Preparation

*Initial Planning:*

Before preparing the presentation determine:

1-The type of talk you will be expected to give.

2-The composition of the audience.

3-The time allotted for the talk.

4-Expectations concerning content.

*Preparation:*

Irrespective of the method of delivery, the presenter must consider the following elements in preparing for the presentation:

1-Knowledge of the Audience

2-Knowledge of Subject

3-Use of Time and Rehearsal

4-Personal Appearance

## III-Organization

An oral presentation consists of three main parts: the introduction, the body, and the conclusion. **1-The Introduction:**

An introduction is a must. It "sets the scene" and engages the audience by motivating them to listen by relating the topic to their interests.

It should provide the audience with several pieces of information:

1-Who you are and an accurate pronunciation of your name;

2-Your qualifications to speak about the subject;

3-The type of presentation (informational, instructional, problem-solving, etc.);

4-Background information as needed;

5-Your thesis;

6-A preview of the main ideas to be covered in the body;

7-The procedure(s) to be followed during the presentation.

The purpose of an introduction is to quickly build rapport with your audience and gain their attention.

## 2-The Body:

-The main part of the presentation is the body.

-The body must expound, explain, support, and defend the thesis revealed in the introduction.

-All main points must be covered.

-The body should be dealt with in a logical progression: A then B then C.

-Use examples and illustrations for statements that are difficult for the audience to understand.

## 3-The Conclusion:

-The presentation should conclude with a well-planned ending.

-In this stage, the presenter should review, highlight, emphasize key points and draw conclusions

*-The following four points should be considered as you plan your ending:*

I-A clear summary of your purpose and main points will insure that the audience gets the big picture. It should answer the question, "So what?" Try to drive your main points home and insures that your listeners have a clear understanding of your intentions.

2- Make a crisp statement and end your presentation on a positive note. Plan and memorize the ending statement, then use it.

## IV-Delivery

### *The Moment of Truth (Delivery Stage):*

1-Take several deep breaths as you are being introduced.

2-State your objectives at start of your talk, then restate them again at the end of the talk. In between, discuss how your material relates to these objectives.

3-Choose a natural, moderate rate of speech and use automatic gestures.

4- If appropriate, converse with your audience. Involve them in the process of the presentation by posing questions and making eye contact.

5-Keep an eye on your time.

6- Always maintain eye contact with your audience

7-Take the message back before you leave by giving a clear summary.

8-Speak clearly. Don't shout or whisper

9-Deliberately pause at key points. This has the effect of emphasizing the importance of a particular point you are making.

10-To make the presentation interesting, change your speed and pitch of voice

11-Use your hands to emphasize points but don't indulge into much hand waving.

## V- Some Guidelines for Oral Presentations

### *1-Consider Your Audience*

What is their current level of knowledge of the subject? If possible, convey to them information they haven't heard before, or weren't aware of.

*2-Practice*

Review your notes a few times before your presentation. If you have not done many presentations before, practice before a knowledgeable friend.

*3- Be Positive*

Begin the presentation with obvious attitudes that suggest that you're confident and certain in front of your audience.

*4- Avoid Reading*

Try to refer back to notes, rather than reading through pages and pages of material.

*5-Maintain Eye Contact*

Keep as much eye contact with members of your audience as possible. Gauge their reaction to your presentation and adjust accordingly.

If you are a shy person, one way to begin this practice is to look slightly *above* the eye level of members of the audience.

*6- Involve Your Audience*

For large audiences, you may have to rely more on a lively presentation and on visual aids. For smaller audiences, you may want to involve them on a more personal level.

## The DOs and DON'Ts of Oral Presentations

The following are some "DOs" and "DON'Ts" for good oral presentations:

**"DOs"**

1. Organize the presentation to flow from one section to another.

2. Tell the audience in the introduction your subject, who you are, and your qualifications to speak about the subject.

3. State your main ideas at the beginning.

4. Provide adequate support for your ideas.

5. Integrate relevant, supportive, and attractive audio-visual aids into your presentation.

6. Use words that express your ideas clearly.

7. Use acceptable language and pronunciation.

8. Dress appropriately.

9. Avoid distracting body movements.

10. Maintain eye contact with the audience.

11. Display enthusiasm and genuine concern for your subject.

12. Use appropriate tone.

13. Start and stop your presentation on time.

### "DON'Ts"

1. Don't be afraid to pause and take a deep breath.

2. Don't speak in a monotone or mumble.

3. Don't read your notes.

4. Don't pace back and forth.

5. Don't forget your audience and don't avoid eye contact.

Don't use technical terms unfamiliar to your audience and provide clear explanations and definitions.

### *Task Three*

1-Pose some questions to discuss with your students such as: *"In your opinion, is it important for you know how to give an oral presentation? Why? Why is it important for you as future teachers to master this skill?"*

2-Ask your students to go through the text and select any difficult words, phrases, or sentences to discuss them with you, or choose any items to discuss with them. 3-Ask individual students to make an oral presentation of the main ideas tackled during the discussion.

## *Activity Two*
### **(Based on Intrapersonal Intelligence)**

### *Task One*

1-Ask students to go individually through the text and read parts of it to write their own impressions about it in their personal journals (e.g. They can write about their own points of view concerning the main components of an oral presentation, or they can write personal stories about real-life situations related to oral presentations, etc.)

2-Go around students and check that they are doing the task properly.

3-After they finish, ask individual students to come out and give individualized speech about what they have written in front of class.

## *Task Two*

1-Ask students to work individually to choose any part of the text that appeals to them to comment on it relating it to their personal life experiences (*e.g. Some students may recall how they were afraid when their teachers asked them to explain something, etc.*)

2-Ask students to write their comments in their personal journals, and then talk about what they have written.

3-Ask students to work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell you the reason why they have chosen these items in particular. Students are expected to talk in this way:

> *"I chose ' Great part of the teacher's work is devoted to presenting new material' because I see the teacher as a successful presenter of the subject matter. I remember that some teachers ...etc."*

## *Activity Three*

## **(Based on Interpersonal Intelligence)**

## *Task One*

1-Divide your students into pairs and assign a *teacher* in each pair to explain to his/her classmate some part of the text that you determine (e.g. How to plan and prepare for an oral presentation.)

2-Ask the *student* in each pair to listen attentively to his (supposed –to-be) *teacher* because s/he is going to give a demonstration of what s/he has learned.

3-Give students 10 minutes at least to work in pairs as teachers and students.

4-Go around students and check that they are doing the task in the proper way.

5-Ask some students (who have acted as *learners*) to come out and demonstrate what they have learned from their *teachers.*

### *Task Two*

1-Divide your students into fairly-small groups, assigning part of the text to each group to discuss (e.g. How to deliver an oral presentation.)

2-Assign roles for students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators*.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final summary.

## *Activity Four*

## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Ask students to work in their assigned groups to deliver the summary they have already prepared using their body language.

2-Ask each group to assign someone who is skillful at using his/her body (movements and gestures) to express himself/herself while delivering the summary. 3-Ask students to imitate his/her movements and gestures while they are listening to him/her.

### *Task Two*

1-Ask each pair of the students who have acted as *teachers* and *students* to prepare themselves to dramatize a situation that occurred while they were working together.

2-Go around students and check what they are doing to assure that they are preparing themselves in the proper way.

3-Ask some pairs of students to come out and dramatize part of the teachinglearning situation that they went through together.

### *Evaluation*

I-Ask your students to orally answer the questions that you posed at the beginning of the lecture.

II-Ask your students to:
1-Tell what is meant by initial planning of an oral presentation.

2-Give examples on the main components of an oral   presentation.

3-Paraphrase some words, sentences or phrases such as: *" Make eye contact" –* *"Enthusiasm for your topic"*

III-Ask your students to:

 1-Give a short talk on *how to prepare an oral presentation.*

 2-Give similar examples of real situations in which they are exposed to oral presentations delivered.

3-Speak about their experiences with giving speeches or oral   presentations.

# Lesson Two

## Reading as a Skill

*Behavioural Instructional Objectives:*

By the end of the lesson, your students are expected to be able to:

1-plan for an oral presentation.

2-indicate how to prepare an oral presentation.

3-organize an oral presentation.

*Organization:* Individual Work/Pair Work/Group Work.

*Duration:* 120 minutes.

### Procedures:

### *Activity One*

### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Warm up your students by asking them some questions related to how to plan, prepare, and organize an oral presentation (*e.g. What are the main components of an oral presentation? – What should you take into consideration while planning for an oral presentation?*)

2-Ask your students to read the text silently to identify the main points or the main ideas included in the text. Students are expected to produce these main ideas: *What is reading? (Definition of reading) – The difference between reading and listening – Purposes of reading – The skills needed while reading a text – Techniques of reading.*

3-Ask individual students to read aloud the sentences which include the main ideas of the text. Students are expected to produce sentences such as:

*Reading is one of the major skills involved in language learning - Reading differs from other skills such as listening - There are many purposes for reading - The reader needs some skills to interpret and understand a reading passage - There are many techniques of reading.*

## The Text
### *Reading as a Skill*

*Reading is one of the major skills involved in language learning. It is one of the major skills which means perceiving the written text in order to understand its contents. In other words it means decoding and understanding the written word.*

*Reading differs from other skills such as listening; the difference between reading and listening is quite clear: In reading, the medium is written, while in listening the medium is oral. In reading, the text is permanent, while in listening the text is transient or temporary. Written texts have tight control over structure and organization and usually contain more complex vocabulary and structures than oral texts. Oral texts generally have frequent hesitations, pauses, repetitions, false starts, etc.*

*Different people read for different purposes. In other words, there are many purposes for reading. Here are some examples of these purposes: People read for information (specific or general); they also read in order to get the main points; they sometimes read for pleasure and enjoyment; at other times, they read for academic purposes like research; Some people read in order to pass tests or exams; Some other people read for the whole communicative structure. These different purposes affect the way one reads. For example, when one reads to gather some data on a particular topic, he/she reads selectively. In contrast, reading for taking tests requires more concentration on more specific details.*

*The reader needs some skills to interpret and understand a reading passage. Such skills can be represented in: Recognizing structure (tenses) and words (meanings), understanding relationships, recognizing communicative functions, recognizing main points, recognizing contrast, recognizing details, and recognizing examples.*

*There are many techniques of reading: There are main four techniques: Skimming, scanning, intensive reading, and extensive reading. Skimming means to read in order to get the main idea or ideas from a passage. In skimming, the reader lets his or her eyes pass over headlines, titles, subtitles, topic sentences, conclusions and summaries. Scanning means reading quickly in order to locate or find a particular piece of information without necessarily understanding the rest of a text or a passage. Intensive reading means reading for details; it means reading with proper attention to word study, to grammar, and constructions. It is used in class to teach new words and new patterns. Extensive reading means reading with view of grasping the main points or ideas and gaining general understanding of what is read. It is intended to develop good reading habits and encourage a liking for reading.*

### Task Two

1-Ask your students to come out and write the main ideas of the text on BB. Students are expected to write ideas such as: *What is reading? (Definition of reading) – Purposes of reading.*

2-Ask students to summarize the main ideas that have just been written by writing key words on BB (*e.g. Definition – Purposes – Techniques).*

3-Ask students to write the sentences which include the main ideas (*e.g. Reading differs from other skills such as listening - There are many purposes for reading).*

### Task Three

1-Ask students to work in pairs to prepare themselves to give a speech on how to plan, prepare and organize an oral presentation.

2-Ask individual students to come out and give a speech on the previouslydetermined topic. Your students are expected to talk in the following way:

> *"When I organize an oral presentation, I should take care of determining the three main parts of this text. I have to create an introduction for this text that stimulates my audience to…etc"*

## *Task Four*

1-Ask your students to listen attentively to you while you are telling them how to plan, prepare, and organize an oral presentation based on the text they have in their handbooks. You are expected to talk like this:

> *"Actually while planning, organizing, and preparing for an oral presentation based on this text, the first question that you should ask yourself is: 'What is the purpose or the objective behind the talk?"*

2-Ask your students to repeat after you some phrases and/or sentences that they may be useful to them while preparing for an oral presentation such as: "*Consider your audience – Keep a clear and definite objective"*

4-You may also ask students to repeat some sentences after you while you are telling them how to prepare an oral presentation based on this text (*e.g. Repeat after me: 'main ideas' – 'body of the presentation').*

## *Activity Two*

**(Based on Intrapersonal Intelligence)**

### Task One

1-Ask your students to write in their personal journals their comments and points of view concerning how to prepare and organize an oral presentation based on the text they have in their handbooks. You can instruct them to do so in this way:

> *"Now relax please and feel free to write your own comments and points of view concerning how to prepare an oral presentation based on this text. Don't waste so much time in thinking; write whatever occurs to your minds...etc."*

2-Ask individual students to speak up and express themselves in regard to the ideas they have just written in their personal journals in the way they like.

### Task Two

1-Ask your students to choose any part from the text to prepare an oral presentation on it in the way they like and in the light of the background they have acquired on how to prepare and organize an oral presentation.

2-Go around students, check and provide guidance when necessary.

3-Ask individual students to speak up and give their own preparation of the part they have already chosen.

4-Ask students to choose any topic they would like to speak about and prepare a very short oral presentation about it. You can suggest a variety of topics and give students freedom to choose from among these suggested topics (*e.g. a student with a well-developed bodily/kinesthetic intelligence may choose to speak about sports or*

*exercises; another student with a well-developed interpersonal intelligence may choose to give a speech on 'clubs' or 'parties', and so on.)*

### *Task Three*

1-Ask students to write self-reports on what has happened while they were preparing for an oral presentation on the topic that they have already chosen.

2-Ask individual students to speak up and deliver their self-reports. (Students can talk about their own thoughts and personal reflections).

### *Activity Three*

### **(Based on Interpersonal Intelligence)**

### *Task One*

1-Distribute cards to your students on which there are big numbers written.

2-Ask students to raise these cards up and ask each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas. Students may speak like this:

> *"Well, I understood that giving an oral presentation needs much preparation, and that the organization of an oral presentation has a logical sequence, and that determining the purpose in mind is very essential…etc."*

## Task Two

1-Divide your students into fairly-small groups, assigning part of the text to each group to prepare together for a short oral presentation (*e.g. Purposes of Reading.*)

2-Assign roles for students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators*.

3-Let students work in their own groups for 15 minutes.

4-Go around students to check that they are working appropriately and provide help and guidance when necessary.

5-Ask each group to present the final summary. The presenter/reporter is expected to talk like this:

> "*Good morning! We prepared for an oral presentation of part of the text under the heading 'Techniques of Reading'. We referred back to the handouts that we received on GIVING ORAL PRESENTATIONS so as to make use of some guidelines. We read this part of the text many times so as to determine the main purpose of this part…etc.*"

## Activity Four

### (Based on Bodily/Kinesthetic Intelligence)

## Task One

1-Ask students to role-play or dramatize the main components of an oral presentation connecting them to the text they have in their handbooks.

2-Give students enough time to work in groups to prepare roles for these components telling students that each component should speak for itself demonstrating its identity and importance.

3-Ask individual students to come out and dramatize or role-play using their body language (e.g. movements and gestures). Students are expected to role-play in this way:

> *"My name is Mr. Introduction. I come at the beginning of the oral presentation, and therefore, I'm very important. What's particular about me is that I set the scene for the whole presentation…etc"*

## Task Two

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain words, phrases, or sentences.

2-You can give them instructions in this way:

> *"Move your head when you hear the word 'introduction'. Jump when you hear the word 'body'. Raise your right hand when you hear the word 'conclusion."* and so on.

## Task Three

1-Ask students to listen to some questions which are related to preparing an oral presentation, and also to the text they have in their handbooks requiring them to answer these questions using their bodies and without any oral production.

2-Ask students to try to answer each question using their bodies. You can instruct them in this way: "*Now you are going to listen to some questions. Please try to answer these questions using your body. Don't speak at all; you can nod; you can shake your head; you can do anything to express yourselves in the way you like.*"

3-Ask students questions such as: *How many components is an oral presentation composed of?*

4-Instruct students to mime statements such as the following: *"An oral presentation is composed of three main parts: The introduction, the body, and the conclusion."-"The body includes the main message that you should convey."*

### *Evaluation*

I-Ask your students some direct questions such as
1-What should you keep in mind while preparing for an oral presentation?
2-How can you prepare an oral presentation based on the "Reading as a Skill" text?
3-How can you organize this text?

II-Ask your students to:
1-Choose a topic that appeals to them and give a short talk on how to prepare an oral presentation based on it.
2-Talk about the main components of an oral presentation in the light of a given text.
3-Give an account on how they can prepare an oral presentation based on a given text.

# Lesson Three

## The Internet in Our Life

***Behavioural Instructional Objectives:***

By the end of the lesson, your students are expected to be able to:

1-revise how to deliver an oral presentation

2-write notes that may be needed while delivering an oral presentation

3-deliver an oral presentation in front of other classmates ***Organization:***

Individual Work/Pair Work/Group Work.

***Duration:*** 120 minutes.

## Procedures:

### *Activity One*

### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Warm up your students by asking them some questions related to how to deliver an oral presentation (*e.g. what are the main guidelines that you should take into account while delivering an oral presentation?*)

2-Ask your students to read the text silently to identify the main ideas included in the text. Students are expected to produce these main ideas: *What is the Internet? - The future of the Internet – The Internet in its initial form (the beginning of the Internet) – Benefits of the Internet in our everyday life.*

3-Ask individual students to read aloud the sentences which include the main ideas of the text. Students are expected to produce sentences such as: *What is the linguistic meaning of the word 'internet'?*

## The Text

### The Internet in Our Life

*There is an important question that we should ask ourselves: What is the linguistic meaning of the word 'internet'? In other words, what is the linguistic origin of this word? The word Internet is a new word known to almost everybody today. It consists of two parts: "inter" and "net". "Inter" is the first part of "international" or "interconnected". "Net" is the first part of the word "network". "Internet" then refers to the global network of interconnected computers, which makes it possible for any connected computer to communicate information with any other connected computer wherever it is on Earth.*

*The Internet is a huge number of computers interconnected together, just like the leaves of a huge tree. Tree leaves are connected in patterns through branches which vary in size. So are the Internet computers which are connected in similar patterns through cables and satellites at different networks. A Local Area Network (LAN) connects computers in one location. A Wide Area Network (WAN) joins neighboring locations to the Metropolitan Area Network (MAN) which connects a whole city to the whole world.*

*What about the beginning of the Internet? The first recorded description of the social interactions that could be enabled through networking was a series of memos written by J.C.R. Licklider of MIT in August 1962 discussing his "Galactic Network" concept. The first two locations connected up by computers were about 500 kilometers apart. This first step towards the internet took place in 1969 in California, USA. The estimated number of Internet users all over the world today varies considerably. At the turn of the millennium, one of the estimates was more than 700 million people. The figure may have exceeded 1,000,000,000 while you are reading these lines.*

It is quite clear that the future of the Internet is very promising. It will play an essential role in shaping our life in the future. The evolution of the Internet has not ended yet. More and more services will be based on the Internet. If you are not an Internet user already, you will probably be one in the near future. It seems that very soon everybody will be using an Internet device, much like the mobile phone in all hands nowadays. Some mobile phones can already give you access to the Internet today through what is called Wireless Application Protocol (WAP).

There are many benefits, uses or services that the Internet provides in our everyday life. One of the most important services is the electronic mail (e-mail). If you do not have an e-mail address already, you should have one as soon as you can. It seems that everybody is going to have one very soon. Some people who do not have an e-mail address may be embarrassed when asked about their e-mail addresses. An e-mail address may be like this: msayed40@yahoo.com. E-mail is the latest and most convenient means of written communication man has ever has. Messages reach the recipient in almost no time. Anyone can access his e-mail box from any part of the world. All what you need is a computer with Internet connection where you can key in your name (Id) and password.

*The World Wide Web (WWW) contains thousands of sites for commercial business (com), organizations (org) or educational institutes (edu). If you have not got a private web page already, you can create and format your first page. You can even upload it from your computer to the web server. You do not have to own or represent a company in order to use electronic publishing.*

*Websites are very useful for organizations which need to achieve publicity and show their activities. Businesses can increase their profits by advertising their products or services. Research centers, inside and outside educational institutes, can use their sites as channels for briefing interested Internet users about the latest research findings in different fields of knowledge.*

*It is possible today to call anybody on the other side of the globe via the Internet. Such an Internet phone call (IP) will not cost more than the price of a local call. All what you need is compatible configuration, as a fast modem, suitable software, headphones and microphones.*

*You can "chat" privately even with a person unknown to you through "I Seek You" (ICQ), the yahoo Messenger, or the MSN. The person who you chat with receives your message as soon as you type it. Even when he/she is offline, the message stays till he/she becomes online and read it. Millions of internet users have actually met in real life after developing a relationship through chatting.*

*There are over 25,000 newsgroups or discussion groups in the world today. Each of these groups has a special interest in a certain topic. Members of each group discuss the ideas, and exchange the news, relevant to their domain of interest.*

### Task Two

1-Ask your students to work individually to write in their personal journals some notes that they can use while delivering an oral presentation based on this text.

2-Check and help students to realize that notes are written in order to help the presenter to remember the main points or things such as numbers or examples, while delivering an oral presentation and tell them that the notes are just for reminding the presenter, not for reading.

3-Ask students to write samples of these notes.

### Task Three

1-Ask students to work in pairs to prepare themselves to deliver an oral presentation based on the text they have in their handbooks.

2-Encourage students to speak with each others about how to deliver an oral presentation by practicing delivery with each others. You can instruct them like this:

> *"Now after you have had an idea about the text, I'd like you to talk in pairs in order to practice how to deliver an oral presentation based on this text. Imagine that your partner is the audience and deliver to him/her your presentation. After you finish, receive his/her feedback, and let him/her deliver his/her own presentation."*

3-Ask individual students to come out and give or deliver their own oral presentations.

4-After students finish their demonstrations, give them your own feedback.

### *Task Four*

1-Ask your students to listen attentively to an oral presentation that you are going to deliver.

2-Ask them to repeat some words or phrases after you finish the oral presentation.

3-Give your students your own oral presentation. You should give it like this:

> *"Good Morning! My name is Mr. Mahmoud Abdallah. I'm Assistant Lecturer at Assiut University College of Education, Egypt. I've been using the Internet for four years since I was appointed here. Of course there are many persons among you who have already used this marvelous invention! I'd like you to listen to my talk so as to appreciate the importance*

*of the Internet and how it has provided so many facilities to our life. I can't imagine our life without this exciting means of communication which is able to bring two persons together, no matter how far they are from each others. I'm going to tackle the following points: What is the Internet? – The beginning of the Internet – The future of the Internet – The benefits and uses of the Internet in our everyday life. Let's begin with 'what is the Internet? Concerning the literal meaning of the Internet, we'll notice that it's an abbreviation of two words. Look here at the blackboard as I'm writing. The word 'inter' which is the abbreviation of …Now look at this drawing that will clarify this point to you. You can figure out how the computers are connected together through cables and satellites. Refer back to the text and read the three patterns or sizes of this connection. Now let's talk about 'The beginning of the Internet'. Of course there was one great idea behind this great invention…Now what about the future of the Internet? The future of the Internet is very promising indeed. It is expected that the number of internet users will increase in the future…Look at the numbers you have in the text to see how the number of internet users is increasing rapidly…Thus we have dealt with the meaning of the internet and…I have summarized the most important information that you should know. If you would like to read more about the Internet, feel free to ask for any references you want from me. Thank you for this wonderful time, and I hope that you have enjoyed it.*

4-Ask students to repeat phrases and/or sentences you have just mentioned, such as: "'*Good morning! My name is…' – 'I'm…' – 'I'd like you to…' – 'The main points that we are going to cover are…' - The first point that we are going to deal with is…' – 'We can conclude that…' - I hope that you have enjoyed it…etc*".

### *Activity Two*

### **(Based on Intrapersonal Intelligence)**

### *Task One*

1-Ask your students to write in their personal journals their comments, points of view, and impressions concerning the presentation that you have just made.

2-Ask individual students to speak up and express themselves in regard to the ideas they have just written in their personal journals in the way they like.

### Task Two

1-Ask your students to relax and think individually of how to deliver a very short oral presentation on the topic that they have already prepared in lesson two.

2-Go around students, check and provide guidance and directions when needed and encourage students to concentrate on the main parts while presenting without making much elaboration as time is limited.

3-Ask students to write notes that may help them while giving the oral presentation.

### Task Three

1-Ask students to write self-reports on what happened while they were preparing themselves to give an oral presentation.

2-Ask individual students to speak up and deliver their self-reports.

3-Encourage students to speak like this:

*"I began to think of how to face the audience. I was terrified of the idea of facing an audience for the first time. Then I remembered that I should be self-confident enough to face them because they are ...etc."*

## *Activity Three*
## (Based on Interpersonal Intelligence)

### *Task One*

1-Distribute to your students cards on which there are big numbers written.
2-Ask students to raise these cards up, and then ask each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas. Students are expected to talk in the following way:

*"Well, I understood that giving an oral presentation needs much confidence, and that the presenter's introduction is very important because when s/he does it properly and confidently...etc."*

### *Task Two*

1-Divide your students into fairly small groups, asking each group to work together in order to choose a particular topic to give an oral presentation on.

2-Assign roles to students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators*.

3-Let students work in their own groups for 15 minutes.

4-Go around students to check and guide.

5-Ask each group to present the final summary. The presenter/reporter is expected to deliver an oral presentation properly.

## *Activity Four*

## **(Based on Bodily/Kinesthetic Intelligence)**

## *Task One*

1-Ask students to demonstrate their understanding by dramatizing a life situation in which someone gives an oral presentation (e.g. a salesman who tries to convince some people to buy something on TV) encouraging students to use body-language (e. g. miming and gestures).

2-Give students enough time (at least 10 minutes) to work in groups in order to prepare roles and act out situations.

3-Help students to realize that it is very important for them to move around while delivering the presentation, and that using body language may help to give more emphasis to the idea we want to express.

4-Ask individual students to come out and dramatize the situation using body movements and gestures. Students are expected to role-play in this way:

*"My name is Mr. Kamal. I'm the co-manager of the TL Company. This company is specialized in producing healthy and natural milk. Please trust our production for the following reasons…etc."*

### *Task Two*

1-Ask students to listen to some questions which are related to delivering an oral presentation.

2-Ask them to answer each question using their bodies.

3-Ask students questions like these: *How can you mime the introduction without any oral production?*

4-Instruct students to mime statements such as the following:

*"The first point that I'd like to speak about is the meaning of the Internet - We can conclude that the Internet is very important in our everyday life to the extent that we can't imagine our life without it."*

### *Evaluation*

I-Ask your students some direct questions such as:

1-What should you keep in mind while delivering an oral presentation?

2-How can you deliver an oral presentation based on the "The Internet in Our Life" text?

3-How can you deliver this text?

II-Ask your students to:

1-Choose a topic that appeals them and give a short talk or a short oral presentation about it.

2-Talk about the importance of reading from notes for the presenter while delivering an oral presentation.

3-Give an account on deliver an oral presentation based on a given text.

# Unit Three

# Expressing Sympathy and Responding to

# Sympathy Offered

## General Objectives:

**This unit aims at enabling your students to:**

**1-acquire a theoretical background on expressing sympathy and responding to sympathy offered.**

**2-express or offer sympathy.**

**3-respond to sympathy offered.**

## Lesson One

### Introduction to Expressing Sympathy *Behavioural*

*Instructional Objectives:*

By the end of the lesson, your students are expected to be able to:

1-give an account on the meaning of giving sympathy and when we offer it.

2-indicate how to express sympathy in different situations.

3-mention the most popular structures and expressions used to express sympathy.

4-talk about how to respond to sympathy offered.

*Organization:* Pair Work/Individual Work/Group Work.

*Duration:* 120 minutes.

### Procedures:

*Activity One*

**(Based on Verbal/Linguistic Intelligence)**

*Task One*

1-Using the brainstorming technique, ask students to give as many meanings of *expressing sympathy* as they can.

2-Accept any relevant ideas from them and write what they say on the BB without any comments or criticism. Students are expected to produce meanings such as: *expressing feelings to a person who had something bad happened to him/her– saying words that show concern… etc.)*

3-Organize what is written on the BB by selecting the most relevant ideas

4-Again follow the same steps asking your students to give as many examples of the ways we commonly use to express sympathy.

### *Task Two*

1-Give students an introduction in which you have to give an overview of the main points that you are going to talk about. You are expected to talk in the following way:

> "*Well, today we are going to deal with another communication skill which is 'Expressing Sympathy and Responding to Sympathy Offered.' While we are dealing with people around us, we should give them the impression that we care for them and that we are sharing feelings with them, especially when they go through difficult situations. We are going to cover the following points: meaning of sympathy…etc.*"

2-Go briefly through the main points you have mentioned referring back to the text asking students to refer back to their handbooks to look at examples or statements that clarify something.

3-After you finish dealing with the main points, conclude and summarize.

## The Text

# I-Meaning and Significance

-When it comes to the meaning of expressing sympathy, we can say that expressing sympathy means:

-Saying some words to a person who has gone through a bad experience.

-These words reflect our feelings towards the person in this bad situation.

-Of course all of us have already expressed sympathy in some way or another throughout the course of our social life

-We may remember that we went to a close friend to offer sympathy to him/her after his/her father's death: Do you remember what you said then?

-Expressing sympathy means offering sympathy to people who have experienced something unfortunate or bad, such as: a disappointment, an illness, an accident, a loss, or the death of someone close to them.

-It is often hard to know what to say at a difficult time like this.

-Much of what we say depends on the situation.

-But in every case we

1-Support the person

2-Offer words of consolation, comfort, and encouragement

3-Try to show that we understand what the person feels

-We should communicate to him/her the idea that we are beside him/her, and that we are ready to help him/her in the best way.

## II-How to Express Sympathy

What are the most common ways used to express sympathy?  In other words, what are the proper expressions that should be used to express sympathy?

There are many different ways that involve many different expressions. Let's consider the following expressions:

*1-I am/was {deeply – really – truly} sorry to hear about…  (your father's death).*

*2-I'm sorry that…(you lost your job).*

*3-I want to tell you how sorry I am that… (your grandmother is ill).*

*4-I was {shocked – sorry – upset} to learn that …(you'll be leaving the company) 5-What a shame that …(you didn't win the photography contest)!*

*6-How {shocking – sad – awful – terrible – horrible) to hear about …(Joe's accident)*

*This is not everything. Sometimes we want to show people that we understand what they are going through (experiencing) or how they must feel. We empathize with their sadness or disappointment.*

*Here are some typical <u>ways of expressing this shared sorrow:</u>*

*1-I know how you must feel.*

*2-I understand what you are going through right now.*

*3-I know your feelings.*

*4-I understand how {sad – angry – upset – hurt – frustrated} you must feel.*

*We can show further concern by offering our assistance in some way:

*1-Please let me know if there's anything I can do.*

*2-I'll be here if you need me.*

*3-If you need me, please call.*

*4-Is there anything I can do for you?*

*5-Please don't hesitate to ask if there's something I can do.*

How much sympathy we show naturally depends on the seriousness of the situations. Situations may vary from bad luck to problems (financial, social, business, etc.) to failures to illnesses to death.

### III-How to Respond to Sympathy Offered

Responding to or accepting sympathy can be done simply, without a lot of unnecessary words:

*1-I'm deeply {moved – touched – grateful}. Thank you very much. (Formal) 2-I appreciate your kindness.*

*3-Thank you.*

*4-It's very {nice – kind – sweet} of you to offer help.*

*5-Thank you for …(your sympathy -your kindness -all your help-showing your care -being here when I need you -your concern -your great support)*

### IV-Real Life Situations <u>Bereavement:</u>

-Bereavement (the loss of a loved one through death) is one of the most difficult situations to know how to handle.

-When someone dies, we often avoid using the words death, dead, or died.

-Instead using the verb die, we can use pass away or pass on.

-For instance, you might say, *"I was sorry to hear about your father's passing away."* Or you just say, *"I was sorry to hear about your father" and stop there.*

*Sample Situational Dialogues:*

It's impossible to give examples of every kind of sad or tragic experience for which we might have to offer sympathy and consolation, but the following two dialogues illustrate two typical unfortunate incidents and how sympathy might be offered and accepted: *A. Phil's car was stolen:*

*Claude:  Phil, I was really sorry to hear about your car being stolen. Do the police have any leads?*

*Phil:      Only a few, I'm afraid.*

*Claude:    Well, if you need to borrow my car, just ask.*

*Phil:        Thanks a lot, Claude. I will.*

*B. Carla had an accident:*

*Keiko:    I heard about your accident, Carla. Are you okay?*

*Carla:   Yes, I'm fine, but my car is going to be in the shop for several days.*

*Keiko:  I'll be glad to give you a ride to work until it's fixed.*

*Carla:    Thanks. That's sweet of you.*

### Task Three

1-Pose some questions that you can discuss with your students such as: "*In your opinion, is it important for you know how to express sympathy? Why? Do you agree that the simple words, which cost us nothing, that we say to someone who went through a misfortune may have a magical effect upon him/her?*"

2-Ask your students to go through the text and select any difficult words, phrases, or sentences to discuss them with you (or you can select some parts from the text to discuss with your students).

## *Activity Two*

## (Based on Intrapersonal Intelligence)

### *Task One*

1-Ask students to go individually through the text and read parts of it to write their own impressions about it in their personal journals (e.g. They can write about their own points of view concerning *how to express sympathy, or how to respond to sympathy offered,* and they can write personal stories about *real-life situations in which they were required to give sympathy to someone*).

2-Go around students and check that they are doing the task properly.
3-After they finish, ask individual students to come out and give individualized speech about what they have written in front of other classmates. Students are expected to talk in the following way:

> *"I think that there are many other ways of expressing sympathy. For example, I may say: 'It was very hard for me to learn about your father's death' – 'I know that you're strong enough to manage that' – 'May Allah give you patience!'…etc."*

### *Task Two*

1-Ask students to work individually to choose any part of the text that appeals to them to comment on it relating it to their personal life experiences (*e.g. Some students may recall how they were embarrassed when they had to offer sympathy to a friend whose father had died*).

2-Ask students to write their comments in their personal journals, and then talk about what they have written.

3-Ask students to work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell you the reason why they chose these items in particular. Students are expected to talk like this:

> *" I chose 'I know how you must feel' as a way that is used to offer sympathy because it is a very strong expression that shows how much we share feelings with the afflicted person…etc."*

### *Activity Three*
### **(Based on Interpersonal Intelligence)**

### *Task One*

1-Divide your students into pairs and assign a *teacher* in each pair to explain to his/her classmate some part of the text that you determine (e.g. '*The Meaning and Significance of Giving Sympathy' or 'The Ways or expressions which are Used'…etc.*)

2-Ask the *student* in each pair to listen attentively to his/her (supposed –to-be) *teacher* because s/he is going to give a demonstration to what s/he has learned.

3-Give students 10 minutes at least to work in pairs as teachers and students.

4-Go around students and check that they are doing the task in the proper way.

5-Ask some students (who have acted as *learners*) to come out and demonstrate what they have learned from their *teachers.*

### *Task Two*

1-Divide your students into fairly-small groups, assigning part of the text to each group to discuss (e.g. How to Express Sympathy.)

2-Assign roles to students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators*.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final summary.

### *Activity Four*

### **(Based on Bodily/Kinesthetic Intelligence)**

### *Task One*

1-Ask students to work in their assigned groups to deliver the summary they have already prepared using their body language.

2-Ask each group to assign someone who is skillful at using his/her body (movements and gestures) to express himself/herself while delivering the summary.

3-Ask students to imitate his/her movements and gestures while they are listening to him/her.

### *Task Two*

1-Ask each pair of the students who have acted as *teachers* and *students* to prepare themselves to dramatize a situation that occurred while they were working together.

2-Go around students and check what they are doing to assure that they are preparing themselves in the proper way.

3-Ask some pairs of students to come out and dramatize part of the teachinglearning situation that they went through together.

### *Evaluation*

I-Ask your students to orally answer the questions above the text in their handbooks.

II-Ask your students to:
1-Tell what is meant by expressing sympathy.
2-Give examples on the main expressions which are used in expressing sympathy. 3-Paraphrase some words, sentences or phrases such as: *"I was so sorry to hear*

*about…"- "Please don't hesitate to ask if there's something I can do" – "When someone dies, we often avoid using the words death, dead, or died. "*

III-Ask your students to:

1-Deliver a short oral presentation about *How to Express Sympathy.*

2-Give similar examples of real situations in which they were    required to offer sympathy, or respond to sympathy offered.

3-Speak about their experiences with giving sympathy.

**Lesson Two Her**

**Grandmother's Death** *Behavioural Instructional*

*Objectives:*

By the end of the lesson, your students are expected to be able to:

1-express sympathy with someone's death

2-sympathize with people who have gone through different kinds of bad situations

3-offer sympathy to other people in many different ways

4-use the appropriate expressions and/or structures to express sympathy.

*Organization:* Pair Work/Individual Work/Group Work.

*Duration:*  120 minutes.

**Procedures:**

*Activity One*

**(Based on Verbal/Linguistic Intelligence)**

*Task One*

1-Warm up your students by asking them some questions related to how to sympathize with someone (*e.g. How can you offer sympathy to your friend whose father died? What are the different expressions used?*)

2-Ask your students to read the text silently to identify the different situations in which sympathy is offered and also the main expressions which are used to give sympathy. Students are expected to talk like this:

> "*In the first situation, we have Elena whose grandmother died, and we have her friend, Brenda, who is expressing sympathy to her. It seems that Brenda is so much affected by the death of Elena's grandmother, and therefore, she says, 'Elena, I'm deeply sorry to…'*"

3-Ask individual students to read aloud the sentences which include the main expressions which are used to offer sympathy.

**The    Text    Her**

**Grandmother's Death The First Situation:**

*Brenda:  Elena, I'm deeply sorry to hear about your grandmother. She was a wonderful person, and I loved her like my own grandmother.*

*Elena:  Thank you for your sympathy; I'm deeply touched. She loved you, too.*

*Brenda:  Please let me know if there's anything I can do. I bought over a baked chicken. I know you have enough things to worry about without having to think about cooking.*

*Elena:   That was really thoughtful, Brenda. And thanks for the flowers too. They're beautiful.*

*Brenda:   Well, I'll let you go now. There are a lot of people waiting to talk to you. I'll see you tomorrow at the services. In the meantime, if there's anything at all I can do just ask.*

*Elena:  Thanks, Brenda. I will.*

**The Second Situation:**

*Mike:  Hi, honey. How did it go at work today?*

*Yoko:  I'm so upset, Mike. I found out I didn't get the promotion I was hoping for!*

*Mike:  I can't believe it! I'm really sorry, honey. I know how much you were counting on it. And if anyone deserved it, you did!*

*Yoko: Thanks, Mike. I really did think I was going to get it. That's what makes the disappointment so much worse!*

*Mike: Don't let it get you down. There'll b other promotions.*

**The Third Situation:**

*Jean: Celina, I was shocked to hear about Joe's skiing accident! I'm so sorry!*

*Celina: Thank you, Jean. We're just thankful that it wasn't any worse than it was.*

*Jean: Please let me know if there's anything I can do. I'll be glad to look after the kids while you go to the hospital.*

*Celina: Thanks a lot. I might take you up on it tomorrow if you don't mind.*

*Jean: Not at all. And please tell Joe we're all thinking about him and wishing him a fast recovery. I'll send him a card tomorrow.*

## *Task Two*

1-Ask your students to come out and write the sentences which include the main expressions of sympathy on the BB.

2-Students are expected to write sentences such as the following: *I can't believe it! I'm really sorry, honey. I know how much you were…etc.)*

3-Ask students to write similar sentences of their own that contain the same expressions. Students are expected to write sentences like: *I can't imagine what happened, Ahmad! I'm really sorry for that! You're the most excellent student at school, and so…etc."*

4-Ask students to write other expressions that can be used in the same situations (*e.g.* Students may write expressions like these: *It's shame that you didn't get the promotion – I was so sad to hear about your grandmother's passing away*).

### *Task Three*

1-Ask students to work in pairs to say the same situation in other ways.

2-Ask individual students to come out and give a speech on how to express these situations in other ways. Students are expected to talk in the following way:

> *Instead of saying, 'I was really sorry to hear about your grandmother', we can say, 'I was TRULY sorry to hear about you grandmother'S DEATH'. – Instead of saying, 'I was shocked to hear about Joe's accident', we can say, 'I was UPSET to LEARN about WHAT HAPPENED TO Joe.'*

### *Task Four*

1-Ask your students to listen attentively to you while you are reading the text. Ask students to repeat after you while you are reading dialogues.

2-Ask your students to repeat after you the sentences, then the phrases, then the words which express sympathy. (Students are expected to repeat phrases or sentences such as "*I was deeply sorry…Deeply sorry…Truly sorry…Sorry…Don't let it get you down…Don't let….I was shocked to hear about Joe's skiing accident…I was shocked…Was shocked…Shocked.*" )

### *Activity Two*
### **(Based on Intrapersonal Intelligence)**

### Task One

1-Ask your students to relax and think for a few moments of some real-life situations in which they were required to express sympathy to other people. You can instruct them like this:

> "*Now please sit down and relax…Relax…Close your eyes and travel back through time. Remember a situation in which you offered sympathy and how you offered it.*"

2-Ask students to write in their personal journals their personal stories or situations which are related to offering sympathy.

3-Ask individual students to speak up and read what they have written. Students are expected to talk like this:

> "*Last year I heard that a close friend of mine had an accident and that he wouldn't be able to come to school for two weeks. I went to visit him and said to him: 'I was terribly affected by what happened to you. I hope that you'll be back so soon'.*"

### Task Two

1-Ask your students to individually choose any situation in which sympathy is to be offered and compose a dialogue in the way they like.

2-Go around students, check and provide guidance and directions when needed.

3-Ask individual students to speak up and read the dialogues that they have prepared individually.

4-You can suggest a variety of topics and give students freedom to choose from among these suggested topics (*e.g. a student with a well – developed bodily/kinesthetic intelligence may choose to speak about accidents while practicing sports or exercises.*)

## *Task Three*

1-Ask students to write self-reports on what has happened while they have been preparing their dialogues.

2-Ask individual students to speak up and deliver their self-reports.

## *Activity Three*

## **(Based on Interpersonal Intelligence)**

## *Task One*

1-Distribute cards to your students on which there are big numbers written.

2-Ask students to raise these cards up and ask each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas related to the ways which are used to offer sympathy. Students may talk in this way:

> *"Well, I understood that giving sympathy to someone whose father died should be done in an indirect way without directly using the words 'death' or 'die'. For example, I can say ...etc."*

*Task Two*

1-Divide your students into fairly-small groups, and assign a dialogue to each group and ask them to make similar dialogues of their own.

2-Assign roles to students in each group clarifying the tasks of *leaders, reporters, writers,* and *facilitators*.

3-Let students work in their own groups for 15 minutes.

4-Go around to check and guide when necessary.

5-Ask each group to present the final dialogue.
6-The *reporter/presenter* in each group may present a dialogue like this:

> *"Adel: Ahmad! I was very sorry to hear about your brother's passing away. I considered him and elder brother to me!*
>
> Ahmad: Thank you very much, Adel, for …etc."

*Activity Four*

**(Based on Bodily/Kinesthetic Intelligence)**

*Task One*

1-Ask students to role-play the dialogues they have in the text of activity one, task one.You can speak with them like this: "*Mona! You are going to be Brenda. Your voice should imply great sadness. Your tone should be so passionate with your friend…etc.*"

2-Give students enough time to prepare themselves to dramatize the dialogues. (10 minutes at least).

3-Go around students, check, guide, and give help if needed.

4-Ask pairs of students to come out and dramatize the dialogues.

## Task Two

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain words, phrases, or sentences. You can give them instructions in this way:

> *"I want you to listen to the words or phrases I say and then move parts of you bodies. Move your head when you hear the word 'sorry'. Move you right hand when you hear the word 'let me know' and move your left hand when you hear the word 'shame'.*

2-Read some sentences such as: *"Hello! How are you doing?" "Not bad" "I was deeply sorry to hear about your uncle's death." "Thank you for your feelings" "Please let me know if you want anything".*

## Task Three

1-Ask students to listen to some expressions used to offer sympathy and ask them to mime and dramatize these expressions using their bodies.

2-Ask students to mime expressions like these: *"I was deeply sorry to hear about your brother's passing away – I'm really touched – let me know if you want anything."*

## Evaluation

I-Ask your students some direct questions such as -What should you say in the following situations:

a)  Your friend's father died and you are willing to offer        anything so as to help him/her.

b)  Your uncle had an accident and you go to visit him in the hospital.

c)  Your cousin didn't succeed in the job interview though he was very efficient for the job.

II-Ask your students to:

a)  Work in pairs to choose a situation that appeals to them in which sympathy is offered and act out a dialogue.
b)  Use different expressions to express sympathy regarding the same life event.
c)  Tell personal stories of real – life situations in which they were required to express sympathy to someone.

## Lesson Three

## That's Sweet of You

***Behavioural Instructional Objectives:***

By the end of the lesson, your students are expected to be able to:

1-respond to sympathy offered in many different ways.

2-use the appropriate expressions and/or structures commonly used in responding to sympathy offered.

3-compose short dialogues in which sympathy is responded to.

***Organization:*** Pair Work/Individual Work/Group Work.

***Duration:*** 120 minutes.

## Procedures:

*Activity One*

**(Based on Verbal/Linguistic Intelligence)**

*Task One*

1-Warm up your students by asking them some questions related to how to respond to sympathy offered by someone (*e.g. How can you respond to sympathy offered? What are the different expressions used?*)

2-Ask your students to read the text silently so as to identify the different main expressions which are used to respond to sympathy offered. Students are expected to read these expressions:

> "*The first expression in this dialogue is said by Mohsen when he responds to the sympathy offered by Khalid. It is 'Thank you for your concern and kindness' – The second one is ...etc.*"

3-Ask individual students to read aloud the whole dialogue stressing on the sentences which include the main expressions which are used to respond to sympathy offered.

**The Text** That's

Sweet of You

*Khalid:* Good morning Mohsen! How is it going with you?

*Mohsen*: Good morning Khalid! I'm pretty well thanks, and you?

*Khalid:* Fine! How horrible to hear about your accident last week! Are you okay now?

*Mohsen:* Quite well now. Thank you for your concern and kindness.

*Khalid:* And what about your car?

*Mohsen:* My car's going to be in the shop for several days.

*Khalid*: I'll be glad to give you a ride to work until it's fixed.

*Mohsen:* Thanks. That's sweet of you.

*Khalid:* I'm also ready to give you any money that you might need in repairing your car.

*Mohsen:* I'm deeply grateful. I appreciate your kindness. How is your brother now? I was upset to know that he was ill last week.

*Khalid:* He's getting better now. Thank you for showing care.

*Mohsen:* Would you like me to help him in anyway?

*Khalid:* Thank you for being here when I need you.

## Task Two

1-Ask your students to come out and write the sentences which include the main expressions of sympathy on BB. Students are expected to write sentences such as the following: *Thank you for your concern and kindness - Thank you for showing your care...etc.)*

2-Ask students to write similar sentences of their own that contain the same expressions. Students are expected to write sentences like: *"I'm really grateful to you – Thank you for showing kindness – That's very thoughtful of you."*

3-Ask students to write other expressions that can be used in the same situations.

4-Students are expected to write expressions like these: *"It's very sweet of you to offer help – Thank you for your great support…etc."*

## Task Three

1-Ask students to work in pairs to say the same situation in other ways.

2-Go around students, check and give help when needed encouraging students to use alternative ways to express the same ideas included in the same dialogue.

3-Ask individual students to come out and give a speech on how to express this situation in other different ways. Students are expected to talk like this: *Instead of saying, 'Quite well now. Thank you for your concern and kindness.', we can say, 'He's ok now. Thanks for showing care'.*

4-Ask your students to act the roles of the people in this situation.

5-Give students help and guidance.You can speak with them like this: "*Ali! You are going to be Khalid. Your voice should imply great concern and readiness to help Mohsen. Your tone should be so passionate…etc.*"

### *Task Four*

1-Ask your students to listen attentively to you while you are reading the text.

2-Ask students to repeat after you while you are reading the dialogues.

3-Ask your students to repeat after you the sentences, then the phrases, then the words which express responding to sympathy offered.

## *Activity Two*

## **(Based on Intrapersonal Intelligence)**

### *Task One*

1-Ask your students to relax and think for a few moments of some real-life situations in which they were required to respond to sympathy offered by other people.

2-Ask students to write in their personal journals their personal stories or situations which are related to sympathy offered.

3-Ask individual students to speak up and express themselves in regard to the ideas or the stories they have just written in their personal journals in the way they like. Students are expected to speak like this:

> *"Once upon a time, when I was very young, I went through a very sad experience. My mother died! I didn't know what to do. A lot of friends came to offer sympathy…etc."*

### *Task Two*

1-Ask your students to individually choose any situation in which responding to sympathy offered is required encouraging them to compose a dialogue in the way they like.

2-Go around students, check and provide guidance and directions.

3-Ask individual students to speak up and read the dialogues that they have prepared.

4-You can suggest a variety of topics and give students freedom to choose from among these suggested topics.

### *Task Three*

1-Ask students to write self-reports on what happened while they were preparing their dialogues.

2-Ask individual students to speak up and deliver their self-reports. Students may be expected to speak like this:

> *"Actually, I was confused about what to choose. Then I decided to write about a financial problem or crisis because I'd like to speak about something related to money. I imagined that I was a businessman who had lost ...etc."*

### *Activity Three*
### **(Based on Interpersonal Intelligence)**

### *Task One*

1-Distribute some cards to your students on which there are big numbers written.

2-Ask students to raise these cards up and ask each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas or things that they have understood related to the ways used to respond to sympathy offered. Students may speak like this:

*"Well, I understood that there is no one format of responding to sympathy. There are many different ways for responding to sympathy offered! If you look again at the dialogue between Khalid and Mohsen, you'll notice that the ways that Khalid used to respond to sympathy are different from…etc."*

## *Task Two*

1-Divide your students into fairly-small groups, and to read the dialogue in their handbooks and make similar dialogues of their own.

2-Assign roles to students in each group clarifying their tasks as *leaders, reporters, writers,* and *facilitators*.

3-Let students work in their own groups for 15 minutes.

4-Go around to check and guide when necessary.

5-Ask each group to present the final dialogue.

6-The reporter/presenter in each group may present a dialogue.

## *Activity Four*
## **(Based on Bodily/Kinesthetic Intelligence)**

## *Task One*

1-Ask students to prepare themselves to role-play the dialogues they have already prepared using miming, gestures and movements while they are dramatizing.

2-Give students enough time to prepare themselves to dramatize (not less than 10 minutes).

3-Go around students, check, guide, and give help when necessary.

4-Ask pairs of students to come out and dramatize.


### *Task Two*

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain words, phrases, or sentences. You can give them instructions in this way:

> *"I want you to listen to the words or phrases I say and then move parts of you bodies. Move your head when you hear the word 'appreciate'. Move you right hand when you hear the word 'concern' and move your left hand when you hear the word 'kindness'.*

2-Read a dialogue such as the following:

> *"Hello! How are you doing?" "Not bad" "I was deeply sorry to hear about your uncle's death." "Thank you for your concern" "Please let me know if you want anything" – "I appreciate your kind feelings. That's kind of you"*

### *Task Three*

1-Ask students to listen to some expressions used to offer sympathy and ask them to mime these expressions without using a word.

2-Ask students to use their bodies (i.e. movements, gestures, miming, etc.) and instructing them to do that in this way:

> *"Now you are going to listen to some expressions. Please try to mime or dramatize these expressions using your body. Don't speak at all; you can move your hands; you can walk; you can do anything to express yourselves in the way you like except speaking!* 3-Ask students to mime

expressions like these: *I was deeply moved and touched – You're here when needed – Thank you for your concern.*

### *Evaluation*

I-Ask your students some direct questions such as:

-What should you say in the following situations:

1) A relative of yours died and some close friends offer sympathy to you.

2) Your uncle had an accident and a friend of yours offer help and encouragement.

3) You didn't pass a TOEFL test  though your English is very good and your brother offers sympathy to you.

II-Ask your students to:

1) Work in pairs to choose a situation that appeals to them in which sympathy is offered and responded to and act out a dialogue.

2) Use different expressions to respond to  sympathy offered regarding the same life event.

3) Tell personal stories of real – life situations in which they were required to respond to sympathy offered by someone.

# Unit Four

# Talking about Our Likes and Dislikes

## General Objectives:

**This unit aims at enabling your students to:**

**1-acquire a theoretical background about Talking about Likes and Dislikes**

**2-talk about their likes**

**3-talk about their dislikes**

**Lesson One**

**Introduction to Talking about Likes and Dislikes _Behavioural_**

_Instructional Objectives:_

By the end of the lesson, your students are expected to be able to:

1-indicate how to express our likes

2-mention how to express our dislikes

3-give an account on the different structures used to express our likes and dislikes

_Organization:_ Pair Work/Individual Work/Group Work.

_Duration:_ 120 minutes.

**Procedures:**

_Activity One_

**(Based on Verbal/Linguistic Intelligence)**

_Task One_

1-Using the brainstorming technique, ask students to give as many meanings of _likes and dislikes_ as they can

2-Accept any relevant ideas from them and write what they say on the BB without any comments or criticism.

3-Students are expected to produce meanings such as: *Likes are things that we like; things that we love; something that we like to do, while dislikes are things that we don't like or prefer ...*etc.

4-Organize what is written on the BB by selecting the most relevant ideas

5-Follow the same steps asking your students to give examples of the ways we commonly use to express our likes and dislikes.

### *Task Two*

1-Ask students to listen attentively to you while you are delivering a lecture on: *"Talking about Likes and Dislikes,"* referring back to their handbooks to answer the questions written above the text they have.

2-Give students an introduction in which you give an overview of the main points that you are going to talk about. You can talk like this:

> *"Well, today we are going to deal with a third communication skill which is 'Talking about Our Likes and Dislikes.' While we deal with people around us, we may be required to express our likes and dislikes. For example, when we are asked whether we like actions movies or not, we might say, 'I hate action movies', or 'I adore action movies.'… Therefore, we are going to cover the following points: Introduction on Likes and Dislikes – Structures and Expressions of Likes – Structures and Expressions of Dislikes – A Sample Real – Life Situation…etc."*

3-Go briefly through the main points you have mentioned referring back to the students' handbooks. You can begin in this way:

> *"Well, let's begin with an introduction to talking about likes and dislikes. Of course all of us have already gone through…etc."*

4-Conclude your lecture by summarizing the main ideas you have dealt with.

# The Text

## I-Introduction

Throughout everyday communication with people, we sometimes find ourselves obliged to express our likes and dislikes.

We usually talk about our likes and dislikes concerning the food we prefer to eat; the drinks we prefer to have; the movies we would like to watch; the songs we would like to listen to; the countries or cities we like to visit; the hobbies that we like to practice; the books or stories that we are interested in, etc.

There is no one definite way of expressing likes and dislikes, and therefore, people differ in the way they express their likes and dislikes. Also the situations may vary. Some situations, for example, require us to express a strong liking to something.

## II-Structures and Expressions of Likes

**\*There are many degrees of expressing likes:**

_Very strong liking:_

What would you say when you like something to a _very high degree?_

1- _I love/adore …_(something) e.g. I _adore_ reading - She _loves_ music.

2- _I'm crazy/mad about …_(something)  e.g. My brother is _crazy about_ detective stories. 3- I'm _mad about_ watching horror movies.

3-_I admire…(infinitive) e.g_. I _admire_ being here with you. 4-_This might be interesting, but … (is) what (I) really like._

e.g. _This movie might be interesting, but_ action movies _are what I really like._

5-_What I really like is…_(something).

e.g. _What I really like is_ folk music. 6-_I'm deeply/completely interested  in_   …(something).

e.g. *I'm deeply interested in* music 7-*I love/like (something) so/very much.*

e.g. *I like* swimming very much.

*Normal (moderate) liking:*

*What would you say when you like something, but *your liking is not very strong?*

1-*I like…*(something)  e.g. *I like* classical music.

2-*I'm fond of…*(something) e.g. I'm fond of folk music.

3-*I quite like…*(something) e.g. *I quite like* pop music.

4-*I'm interested in …*(something) e.g. *I'm interested in* classical music.

5-*I'm quite interested in…*(something). e.g. *I'm quite interested in* playing football.

6-*I'd like to…*(verb). e.g. *I'd like to* begin with lentil soup.

*I'd like to* have another baby. 7-*I feel like…*(gerund). e.g. *I feel like* going to the cinema

*I feel like* eating now!

8-*I've always enjoyed…*(gerund or noun).  e.g.  *I've always enjoyed* swimming.

9-*I'd rather…*(infinitive).

e.g. I don't like to play football. *I'd rather* go to the movies'.

## III-Structures and Expressions of Dislikes

Again, what are the structures and/or expressions that you should use when *talking about dislikes?*

*Moderate and Weak Disliking:*

There are many ways for talking about dislikes, and consequently, there are many structures and/or expressions which can be used to express your weak (not very strong) disliking. Here are some examples of these structures and/or expressions:  1-*I don't like…*(something). e.g. *I don't like* Chinese food  2-*I don't think much of…*(something).

e.g. *I don't think much of* that book.

3-*I'm not very keen on…*(something).

    e.g. *I'm not very keen on* sport.

4-*He dislikes …*(something) e.g. *He dislikes* Indian food. (More formal) 5-*I*

*don't feel like…*(gerund) e.g. *I don't feel like* going to the cinema.

6-*I'm not very interested in…*(gerund) e.g. *I'm not very interested in* writing letters.

7-*I'm not fond of…*(gerund – noun) e.g. *I'm not fond of* classical music. - *I'm not fond of*

listening to classical music


*Strong Disliking:*

* Here are some examples of these structures and/or expressions of strong disliking:

1-*I hate… (gerund or noun)* e.g. *I hate* noisy children.

2-*I detest…(someone)* e.g. *I detest* people who tell lies.

3-*I can't stand/bear…(gerund)* e.g. *I can't stand* waiting for buses.

4-*I despise …(someone)* e.g. *I despise* people who are selfish.

5-*I loathe…(gerund)* e.g. *I loathe* having to type all day.

6-*I get tired of…(gerund)* e.g. *I get tired of* being talked about behind my back.

### IV-Sample Situation

Read the following dialogue between Salwa and Mona. You will find many expressions of likes and dislikes:

    *Mona: Hi Salwa. How is it going with you?*

*Salwa: Pretty well, Mona, thanks, and you?*

*Mona: Fine! What about going to the opera today? I'm crazy about classical music!*

*Salwa: I'm afraid, Mona, I can't. I don't think much of classical music. I get tired of sitting for long hours without understanding anything! How about going to the cinema?*

*Mona: Well, What's the show of tonight?*

*Salwa: It's Tom Cruse's Mission Impossible 2. I've always enjoyed watching Tom Cruse's movies. I love his style!*

*Mona: I'm not very interested in action movies! I'd rather watch romantic ones.*

*Salwa: I see. Have you ever watched Titanic?*

*Mona: Of course I have! It was a fantastic movie. I loved it very much to the extent that I watched it more than five times! What do you think of horror movies?*

*Salwa: For me, I hate horror movies. I don't like them at all because I can't stand being terrified by strange surprises every moment!*

### *Task Three*

1-Pose some questions to discuss with your students such as: (*In your opinion, is it important for you know how to express your likes and dislikes? Why? -How can we summarize this text? ... etc.*)

2-Select some parts from the text to discuss with your students).

3-Ask individual students to come out to the BB and write any words, phrases, or sentences they would like to discuss with you, and then pose these items to discussion.

### *Activity Two*

### **(Based on Intrapersonal Intelligence)**

### *Task One*

1-Ask students to go individually through the text and read parts of it to write their own impressions about it in their personal journals (e.g. They can write about their own points of view concerning *how to talk about likes and dislikes.*)

2-Go around students and check that they are doing the task properly.

3-After they finish, ask individual students to come out and give individualized speech about what they have written in front of class. Students are expected to talk in this way:

*"I think that talking about likes and dislikes can also involve talking about interests and preferences. For example, I may say: I prefer football matches to movies. ... etc."*

### *Task Two*

1-Ask students to work individually so as to choose any part of the text that appeals to them to comment on it relating it to their personal life experiences. Students may recall how they have already expressed their likes and dislikes while talking with their friends…etc.

2-Ask students to write their comments and personal reflections or stories in their personal journals, and then talk about what they have written.

3-Ask students to work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell you the reason why they have chosen these items in particular (e.g. Students may be expected to say: *"I chose 'I'm crazy about movies' because this is the only expression that can describe my liking to the movies ...etc."*).

## *Activity Three*

## **(Based on Interpersonal Intelligence)**

### *Task One*

1-Divide your students into pairs and assign a *teacher* in each pair to explain to his/her classmate some part of the text that you determine (e.g. *The structures which are used to express likes – The ways or expressions which are used to talk about dislikes*).

2-Ask the *student* in each pair to listen attentively to his/her (supposed –to-be) *teacher* because s/he is going to give a demonstration of what s/he has learned.

3-Give students 10 minutes at least to work in pairs as teachers and students.

4-Go around, check and provide help and guidance when necessary.

5-Ask some students (who have acted as *learners*) to come out and demonstrate what they have learned from their *teachers.*

### *Task Two*

1-Divide your students into fairly-small groups, assigning part of the text to each group to discuss (e.g. How to Talk about Our Likes).

2-Assign roles to students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators.*

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final summary.

7-The *reporter/presenter* in each group is supposed to present it.

## *Activity Four*

## **(Based on Bodily/Kinesthetic Intelligence)**

### *Task One*

1-Ask students to work in their assigned groups to deliver the summary they have already prepared using their body language (e.g. movements).

2-Ask each group to assign someone who is skillful at using his/her body (movements and gestures) to express himself/herself while delivering the summary.

3-Ask students to imitate his/her movements and gestures while they are listening to him/her.

### Task Two

1-Ask students to work in groups so as to dramatize the different expressions which are used to *talk about likes and dislikes.*

2-Go around students and check what they are doing to assure that they are preparing themselves in the proper way.

3-Ask some students to come out and dramatize or role-play the different structures/expressions. Students are expected to talk in this way:

> "*My name is Mr. 'I can't stand'. I'm used to express strong disliking. I'm informal. I mean 'I can't bear' or 'I can't tolerate'*"

### Evaluation

I-Ask your students to orally answer the questions that you posed at the beginning of the lecture.

II-Ask your students to:

1-Tell what is meant by likes and dislikes and give examples of the main expressions used to express likes and dislikes.

2-Paraphrase some words, sentences or phrases such as: *"I can't stand!"*

III-Ask your students to:

1-Deliver a short oral presentation on likes and dislikes.

2-Give similar examples of real situations in which they were required to talk about likes and dislikes and talk about related real experiences.

3-Converse with another classmate to discuss something about the topic.

**Lesson Two My Hobbies and Preferences** *Behavioural Instructional Objectives:*

By the end of the lesson, your students are expected to be able to:

1-talk about their likes in many different ways

2-use the appropriate expressions to talk about their likes in many different situations

3-converse with other classmates to express their likes *Organization:*

Pair Work/Individual Work/Group Work.

*Duration:* 120 minutes.

## Procedures:

### *Activity One*

### **(Based on Verbal/Linguistic Intelligence)**

### *Task One*

1-Warm up your students by asking them some questions related to how to talk about likes and dislikes (*e.g. How can you talk about your favourite sports? What are the expressions used to express your likes?*)

2-Ask your students to read the text and the dialogue silently to identify the different expressions which the speaker used to express his/her likes. Students are expected to talk in this way:

> "*The first expression which Hazem used to express his likes is: 'I'M CRAZY ABOUT ping-pong.' The second one is: 'I LIKE TO play it everyday.' … etc.*"

3-Ask individual students to read aloud the sentences which include the main expressions which are used to talk about likes and dislikes.

## The Text

## My Hobbies and Preferences

Hi. My name is Hazem. I'm a university student. I'm 19 years old. I'd like to talk about my likes and preferences. Actually there are many things that I like. Also there are many hobbies that I like to practice nearly everyday. There are many things that I'm crazy about. There are many other things which I'm quite interested in. So let's begin!

First of all, I'd like to talk about the sports I like. I'm crazy about ping – pong. I like to play it everyday. I admire it because it's easy and doesn't need much effort or much preparation. I've enjoyed playing it for about 10 years. Also I love volleyball very much. I feel like going to play it right now! I feel very happy while playing it because I'm fond of jumping most of the time as I feel free when I do so.

Second, I'd like to speak about foods and drinks. I adore rice and macaroni, though my parents advised me many times not to eat much of them. Yet I can't help eating till I'm satisfied! I quite like mango juice because it's very tasty and healthy as well. Also, I'm fond of oranges. There are many other fruits which may be more attractive, but what I really like is oranges.

Third, I'd like to talk about famous persons who I like. I love Gandhi very much. I consider him a wise and great leader who was able to attract people and gather them around him. He is commonly known as *mahatma* which means *great soul*. What I particularly like about him is the ways he used to manage problems and provide people with patience and tolerance. I'm also mad about Talat  Harb, the man of economics. I appreciate the efforts he exerted in order to establish the first national bank in Egypt. I like what he did because it was considered a great victory of the Egyptian will over the British occupation.

Fourth, I'd like to talk about one of the most preferable hobbies for me: reading. I adore reading and can't imagine my life without it. I love reading because through reading I can travel to many places in spite of not moving from my room. I'm so much interested in reading because I like to spend most

of the time with myself thinking and imagining. I'm deeply in love with the English language. I love it because they say that acquiring a new language means having a new soul. I'm fond of novels, especially those written by Charles Dickens. I'm also interested in Shakespearean plays because they contain many sophisticated and philosophical ideas.

These are some of my likes. As you have seen, I have so many likings and have so many things to admire. What about you?

## A Movie for Tonight's Party

### Read the following dialogue between a man and a woman:

Man: Hey, Kathy. I'm thinking about renting a movie for tonight's party, and I want to know what kind of movies you like.

Woman: Okay. What kind of movies do you have in mind?

Man: Well, what about action movies?

Woman: Ah, I don't really like action movies. Too much violence.

Man: Okay, do you like comedies?

Woman: Now, I do enjoy comedies.

Man: Fine. Well, what do you think of horror movies or love stories?

Woman: Uh . . . I'm not really crazy about horror movies, but love stories are often fun to watch. Oh, and I really like foreign films, too.

Man: Okay. I'll go to the video store and see what I can find. Thanks.

### *Task Two*

1-Ask your students to come out and write the sentences which include the main expressions which are used to talk about likes and dislikes on BB. Students are expected to write sentences such as the following:

> 'I ADMIRE it because it's easy and doesn't need much effort or much preparation'. – 'I feel very happy while playing it because I'M FOND OF jumping most of the time as I feel free when I do so'…etc."

2-Ask students to write similar sentences of their own that contain the same expressions. Students are expected to write sentences like:

> *'I'VE ENJOYED playing tennis everyday for three years.' – 'I ADORE the Internet to the extent that I can't imagine how my life would be like without it!'*

3-Ask students to write other expressions that can be used in the same situations (*e.g.* Students are expected to write expressions like these: 'I ADMIRE reading and can't imagine my life without it!' – 'I LOVE the English language VERY MUCH – I'D LIKE TO play it right now!'

4-Ask students to go through the dialogue between the man and the woman in order to write the expressions of likes.

### *Task Three*

1-Ask students to work in pairs to say the same report and the dialogue in other different ways.

2-Ask individual students to come out and give a speech on  how to express these ideas in other ways. Students are expected to talk like this: "*Instead of saying…we can say…"*

3-Ask your students to prepare themselves to give an oral presentation based on the text.

4-Go around students giving help and guidance when necessary. Students are expected to talk like this:

> *"Hello! I'm Ahmad. I'm going to speak about the report that Hazem gave. We should keep in mind that Hazem spoke about many things all of which he likes: He spoke about his favourite sports, his favourite foods and drinks …etc"*

### *Task Four*

1-Ask your students to listen attentively to you while you are reading the text and the dialogue between the man and the woman, and ask them to repeat after you while you are reading.

2-Ask your students to repeat after you the sentences, then the phrases, then the words which express likes and dislikes. Students are expected to repeat phrases or sentences such as: *I'm crazy about ping – pong…I'm crazy about…Crazy about…Crazy… I quite like mango juice…I quite like…Quite like…Like…Like…etc."*

### *Activity Two*
### (Based on Intrapersonal Intelligence)

### *Task One*

1-Ask your students to relax and think for a few moments of some real-life situations in which they were required to talk about their likes and dislikes.

2-Ask students to write in their personal journals their personal stories or situations of talking about their likes.

3-Ask individual students to speak up and express themselves in regard to the ideas written in their personal journals in the way they like. Students are expected to speak like this:

> "*Last week, I was conversing with a friend of mine about favourite movie stars. I said, 'I admire Adel Emam. I love his style. I love all his movies, especially the recent ones.'*"

### Task Two

1-Ask your students to individually choose any other topics to speak about and encourage them to talk about other things that they like.

2-Go around students to check and guide when necessary.

3-Ask individual students to speak up and read the sentences that they have written.

4-You can suggest a variety of topics and give students freedom to choose from among these suggested topics.

### Task Three

1-Ask students to write self-reports like the one in the text (e.g., They can make use of the sentences that they have just written).

2-Ask individual students to speak up and deliver their self-reports. Students may be expected to speak like this:

*"Hi. My name is Magdi. I'm a student at the English Department at the Faculty of Education, Assiut University. I'm 18 years old. I'd like to talk to you today about the things that I like and prefer. First, allow me to give you an idea about the sports that I like. I adore football. I'd like to play it right now…etc."*

## *Activity Three*

## **(Based on Interpersonal Intelligence)**

### *Task One*

1-Distribute cards to your students on which there are big numbers written.

2-Ask students to raise these cards up and ask each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas or things that they have understood regarding the ways which are used to talk about likes. Students may speak like this:

> *"Well, I understood that there are many ways used to talk about our likes. I also got the idea that there are many degrees for expressing likes - There is a difference between 'I love' and 'I adore'…etc."*

### *Task Two*

1-Divide your students into fairly-small groups, and ask them to discuss individual reports together to agree upon a single report to deliver.

2-Assign roles to students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators.*

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.
5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final report. (The *reporter/presenter* in each group is supposed to present it).

### *Activity Four*

### (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Ask students to role-play the report they have prepared using gestures, miming, and body movements.

2-Give students enough time to prepare themselves to dramatize

3-Go around students, check, guide, and give help when necessary.

4-Ask individual students to come out and dramatize the report they have written.

5-Ask students to dramatize the dialogue between the man and the woman. You can instruct them like this:

> *"Ok Hanan, you're the woman who is coming from outside. Don't forget to show that you're a little bit tired because you've just entered. When you say, 'Ah, I don't really like action movies. Too much violence.' You can say it with disgust…etc."*

### *Task Two*

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain words, phrases, or sentences. You can say: *"Move your head when you hear the word 'love'"*

2-Read some sentences such as: *There are many things that I like. I love watching TV at night. I admire some TV serials. What I like about …etc.*

### *Task Three*

1-Ask students to listen to some expressions used to talk about likes and dislikes and ask them to mime and dramatize these expressions without saying a word using their bodies (i.e. movements, gestures, etc.).

2-Ask students to mime expressions like these: *I'm deeply interested in football– I adore this singer! I'd like to eat fish now!*

### *Evaluation*

I-Ask your students some direct questions such as

-What should you say in the following situations:

1-Your friend asks you about your favourite sports.

2-You are at a restaurant and the waiter asks you about the foods and drinks that you would like to have.

3-You are asked to give an oral report about your own likes.

II-Ask your students to:

1-Work in pairs to converse with each others about their likes.

2-Use different expressions to express their liking of the same thing.

3-Tell personal stories of real-life situations related to expressing likes.

## Lesson Three What Do

## They Hate about Their Work?

### *Behavioural Instructional Objectives:*

By the end of the lesson, your students are expected to be able to:

1-talk about their dislikes in many different ways

2-use the appropriate expressions to talk about their dislikes in many different situations

3-converse with other classmates to express their dislikes *Organization:*

Pair Work/Individual Work/Group Work.

*Duration:* 120 minutes.

### Procedures:

### *Activity One*

### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Warm up your students by asking them some questions related to how to talk about their dislikes (*e.g. How can you talk about the sports or the foods that you don't like ? What are the different expressions used?*)

2-Ask your students to read the text silently so as to identify the different expressions which the speakers used to express what they dislike about their jobs. Students are expected to speak like this:

> "*The first performer used this expression to express what he hates about his job: 'I get tired of…' The second one used another expression which is: 'I don't appreciate… , etc.*"

3-Ask individual students to read aloud the sentences which include the main expressions which are used to talk about dislikes. Students are expected to read these sentences: 'I get tired of them changing our lines.' – 'I don't appreciate people criticizing our music when they don't understand it' and so on.

4-Ask students to go through the dialogue between Soha and Hassan silently so as to identify the main expressions of disliking that the speakers used. Students are expected to identify these expressions: "*I don't like…- I'm really getting tired of… - I dislike… - I can't stand… - I generally hate… - I'm not interested in… - I'm not fond of… - I despise people who…*"

5-Ask individual students to read aloud the sentences in the dialogue that include expressions of disliking: *"I CAN'T STAND your being sarcastic about me! "*

6-In the same way, ask them to read the dialogue between Mr. and Mrs. Beans.

**The Text**

**What Do They Hate about Their Work?**

We asked some performers what they love and hate about their work. This is what they said: *1-Directors can be very impatient and very insensitive. They yell at me in front of everyone else. I especially don't like them to yell at me in front of everyone else.*

*2-Writers often seem indecisive. I get tired of them changing our lines.*

*3-Our music is very different. It's a completely new sound. I don't appreciate people criticizing our music when they don't understand it.*

*4-It's nice to be recognized in public. People ask me for my autograph. I really like that. 5-I used to work on stage, but now I'm in television. I miss the audience applauding after a performance.*

Read the following dialogue to make similar ones:

*Soha: Hassan! I don't like your style of speaking with me! I'm really getting tired of your teasing me about my diet!*

*Hassan: I'm awfully sorry, Mona. I don't intend to tease you. I dislike your starving yourself!*

*Soha: Oh, terrible! I can't stand your being sarcastic about my diet!*

*Hassan: Well, Soha. I generally hate going on a diet. That's it!*

*Soha: You know, Hassan, that I'm not interested in eating fats because they increase my weight. I'm not fond of rice either.*

*Hassan: You are free to do whatever you like. But for me, I don't like to confine myself to eating this, or not eating that.*

*Soha: You are free too. But I despise people who interfere with other people's affairs.*

*Hassan: I'm not interested in interfering with other people's affairs. But I feel with pity for you!*

*Soha: Pity? Why?*

*Hassan: Because you nearly eat nothing!*

*Soha: Ok, Hassan. Don't think much about that.*

**I Don't Mind Her!**

*Mr. Bean:  Hello, darling. Do you fancy going out tonight?*

*Mrs. Bean: Oh, no thanks, I don't really feel like it tonight. How about renting a film instead.*

*Mr. Bean: OK. Do you feel like watching the new Bruce Willis film, Die Hard 13?*

*Mrs. Bean: Oh, no. I hate him. Do you like Julia Roberts?*

*Mr. Bean: I don't mind her.*

*Mrs. Bean: Well I really like her. Let's rent her new film then.*

### Task Two

1-Ask your students to come out and write the sentences which include the main expressions which are used to talk about dislikes on the BB.

2-Ask students to write similar sentences of their own that contain the same expressions. They are expected to write sentences like: *I GET TIRED OF walking for a long time – I DON'T APPRECIATE her being unfair!*

3-Ask students to write other expressions that can be used in the same situations (*e.g.* Students are expected to write expressions like these: *I HATE your style of speaking with me! – I CAN'T BEAR your being sarcastic…etc.*

### Task Three

1-Ask students to work in pairs to give a short oral presentation on the performers' comments and the dialogue.

2-Go around students, check, give help and guidance, and encourage them to comment on what is written in the text.

3-Ask individual students to come out and deliver their oral presentations. Students are expected to talk in this way:

> "*Hello everybody! I'm Tamer. I'm going to comment on … The first text contains comments presented by some performers who are not satisfied with some aspects of their jobs. As you*

*see, the first one says: 'I especially don't like directors to yell at me… He hates being yelled at by them in front of everyone else. What about the second performer?...etc. Now let's move to the dialogue we have between Soha and her brother Hassan… etc."*

4-In the same way  ask them to deal with the dialogue between Mr. Beans and Mrs. Beans.

## *Task Four*

1-Ask your students to listen attentively to you while you are reading the text, and ask them to repeat after you  while you are reading.

2-Ask your students to repeat after you the sentences, then the phrases, then the words which express likes and dislikes. (Students are expected to repeat phrases or sentences such as: "*I especially don't like that… I especially don't like…Don't like…Don't like…"*

## *Activity Two*

## (Based on Intrapersonal Intelligence)

### *Task One*

1-Ask your students to relax and think for a few moments of some real-life situations in which they were required to talk about their dislikes.

2-Ask students to write in their personal journals their personal stories or situations of talking about their dislikes.

3-Ask individual students to speak up and express themselves in regard to the ideas they have just written in their personal journals in the way they like. Students are expected to talk in this way:

*"Yesterday, I was about to quarrel with my brother because he was listening to the cassette while I was studying…etc."*

### Task Two

1-Ask your students to individually choose any other topics to speak about encouraging them to talk about other things that they personally dislike.

2-Go around students, check, guide, and help when necessary.

3-Ask individual students to speak up and read the sentences that they have written. Students are expected to say sentences such as: *I can't stand being criticized by anyone – I don't think much of going abroad – I hate traveling by train – I despise people who…etc.*

4-You can suggest a variety of topics and give students freedom to choose from among these suggested topics.

### Task Three

1-Ask students to write self-reports like the one they have studied in the previous lesson, but this time ask them to write about their dislikes.

2-Ask individual students to speak up and deliver their self-reports. Students may be expected to talk in this way:

> "*Hi. My name is Ali. I'm a student at Assiut University. I'm 18 years old. I'd like to talk to you today about the things that I dislike and don't prefer.. First, allow me to give you an idea about the sports that I don't like. I hate football. I can't stand watching football matches on TV. I don't like to be exhausted with tension…etc*"

### *Activity Three*

**(Based on Interpersonal Intelligence)**

### *Task One*

1-Distribute cards to your students on which there are big numbers written.

2-Ask students to raise these cards up and ask each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas or things.

### *Task Two*

1-Divide your students into fairly-small groups, and ask them to discuss individual reports together to agree upon a single report to deliver.

2-Assign roles to students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators.*

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately, and provide help and guidance when necessary.

6-Ask each group to present the final report. (The *reporter/presenter* in each group is supposed to present it).

8-In the same way, ask them to deal with the dialogue between Mr. Beans and Mrs.

Beans.

## *Activity Four*
## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Ask students to role-play the performers' speeches, and the dialogue they have studied using gestures, miming, and body movements.

2-Give students enough time to prepare themselves to dramatize.

3-Go around students, check, guide, give help if needed.

4-Ask individual students to come out and dramatize the performers' speeches and the dialogue.

5-Ask students to dramatize the dialogue between Mr. Bean and Mrs. Beans.

### *Task Two*

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain words, phrases, or sentences.

2-Begin to read some sentences such as: "*There are many things that I don't like. I'm not interested in music at all. I hate classical music. I detest people who don't give me a hand when I need help.*"

### *Task Three*

1-Ask students to listen to some expressions used to talk about dislikes and ask them to mime these expressions without saying a word.

2-Encourage students to use their bodies to mime these expressions.

3-Ask students to mime expressions like these: *I don't like football– I detest lazy people! - I hate writing letters!*

### *Evaluation*

I-Ask your students some direct questions such as

-What should you say in the following situations:

1) Your friend asks you about the sports that you don't like.

2) You are at a restaurant and the waiter asks you about the foods and drinks that you wouldn't like to have.

3) You are asked to give an oral report about your own dislikes.

II-Ask your students to:

1) Work in pairs to converse with each others about their dislikes.
2) Use different expressions to express their disliking of the same thing.
3) Tell personal stories of real-life situations in which they were required to talk about their dislikes.
4) Imagine that they are conversing with Hassan about what Soha dislikes about him or converse with Mrs. Beans.

# **Unit Five**

## **Giving Opinions**

## **General Objectives:**

**This unit aims at enabling your students to:**

**1-acquire a theoretical background on giving opinions and agreeing and/or disagreeing with them**

**2-ask for and give opinions about certain topics**

**3-agree or disagree with an opinion**

**Lesson One**

**Introduction** *Behavioural Instructional Objectives:*

By the end of the lesson, your students are expected to be able to:

1-give an account on how to express or give an opinion about certain topics.

2-indicate how to agree or disagree with someone's opinion.

3-mention the different structures or expressions which are used to express opinion and agree or disagree with an opinion.

4-differentiate between the formal informal ways used to express opinion and agree or disagree with an opinion.

*Organization:* Individual Work/Pair Work/Group Work.

*Duration:* 120 minutes.

**Procedures:**

*Activity One*

**(Based on Verbal/Linguistic Intelligence)**

*Task One*

1-Using the brainstorming technique, ask students to give as many meanings of the word *'opinion'* as they can.

2-Accept any relevant ideas from them and write what they say on the BB without any comments or criticism. (Students may give meanings such as: *A point of view – The way we see something or someone,* etc.)

3-Organize what is written on the BB by selecting the most relevant ideas or meanings.

4-In the same way, ask your students to give as many examples of the ways or expressions that we commonly use to give opinions.

### *Task Two*

1-Ask your students to listen attentively to the lecture and refer back to their handbooks to answer the questions written above the text.

2-Give students an introduction in which you make an overview of the main points that you are going to talk about.

3-Go briefly through the main points you have mentioned referring back to the text to read main and sub-titles, expressions, and examples.

4-Conclude your lecture by summarizing the main ideas you have dealt with.

# The Text

## I-Introduction

-How often have you been in a situation where somebody says, "What do you think about…?" -The person expects you to express an opinion on a subject.

-Learning how to express opinions, to agree, and to disagree are verbal and social strategies that require knowledge of some fixed expressions.

-The way you express your opinion is very important.

-Expressing opinion to a close friend is sometimes different from expressing opinion to a stranger in a formal meeting and so is the case with agreeing or disagreeing to an opinion.

-We can say that there are formal expressions and other less formal (informal) ones for expressing opinion and agreeing or disagreeing to an opinion.

-Sometimes we express a very strong (or strong) opinion.

-At some other times, we express opinion in a less confident way.

-There are expressions (or structures) always come at the beginning of an utterance followed by a statement.

## II-Expressing Opinions

-There are many ways to give your opinion in English. What you say depends on how strong your opinion is.

-Here are some typical ways of starting to let a person know what you think about a topic.

-Remember that these are only beginnings; you must add a statement of opinion after each. -For example, if you start with "I feel that…" you might say, "the new seat belt law should be more strictly enforced." -Here are some ways:

*The point I'm making is…(Formal)*

*I'd say…*

*In my opinion…*

*It seems to me that…*

*I {believe – think – feel} that…*

*As I see it…*

*If you ask me…*

*Personally, – Frankly,} I think…*

*As far as I'm concerned…*

*In my reckoning,…*

*I figure that…*

*My point of view is that…*

-There are other ways which are used to give *strong opinion:*

-*I'm absolutely convinced that…*

-*I'm sure that…*

-*I strongly believe that…*

-*I have no doubt that…*

-*I definitely think that…*

-*I strongly believe in…*


-Of course, you can add adverbs (*strongly, really, firmly, wholeheartedly*) that intensify an opinion (make it stronger).

-Sometimes if we're not 100 percent sure in your opinions, we can modify our opening statements by adding certain expressions. Here are some examples:

*1-Well, I'm not quite sure, but I believe…*

*2-I still have some doubts, but my feeling is that…*

*3-Although I'm not 100 percent sure, I still think that…*

*4-Well, I don't know, but I'm beginning to think that…*            *5-I'm not sure about that!*


**III-Asking for Opinion**

*-To find out what another person thinks about a topic, we often ask questions like, "What do you think about the Middle East situation?"*

- Here are some beginnings of questions about other people's opinions:

*1-Are you opposed to/in favour of …?*

*2-How do you see the situation?*

*3-What's your view?*

*4-What do you think about…?*

*5-What's your opinion on/about…?*

*6-What do you feel about…?*

*7-I'd be interested to know your thoughts on…*

-Examples:

A: What do you think about the university's new basketball team?

B: Well, I think we may finally have a winning season.

X: How do you see the current situation?

Y: I think that it's getting worse!

-There are many times when we want *to get people to agree with us*, and

-We manipulate the language (use it to our advantage) to try to lead a person to our side.

　　　*It's hot in here, isn't it?*

-Other ways of getting people to agree with us involve phrasing the question in such a way that the person responding *knows* what we want to hear. For example:

*a.*　　　　　　*Don't you think it's hot in here?*

*b.*　　　　　　*Don't you agree that this was a fantastic movie?*

*c.*　　　　　　*Isn't Alexandria a beautiful city?*

## IV-Agreeing and Disagreeing

### A-Agreeing with an Opinion:

-Agreeing with an opinion or a statement is a lot easier than disagreeing.

-There are lots of ways to express agreement. Here are a few:

*-I couldn't agree more!*

*-I couldn't agree more on this!*

*-How true!*

*-I do, too.*

*-You're/That's exactly right!*

*-I agree wholeheartedly with what you say!*

*-My view about this is positive.*

*-I agree with this idea.*

*-I agree completely wit this idea.*

*-I agree partially with this idea.*

*-This idea is absolutely right.*

*-I think this idea is good.*

*-That's exactly what I was thinking!/what I   believe!/how I feel!*

*-There's no doubt about it.*

*-That's my opinion, too.*

*-Absolutely!*

*-Definitely!*

*-You can say that again! (Informal)*

*-For sure! (Informal)*

-Again remember that the very informal expressions of agreement are not appropriate for all situations.

-They are fine in informal settings with peers or close friends,

-But care and consideration should be given before using them in formal business or social settings.

-In addition, remember that there are degrees of agreeing (from the 100 percent – "I couldn't agree with you more!" – to less degrees) -If you are not sure, you can also say:

    *-"I agree with you up to a point, but…"*

    *Or -"From where I stand,…"*

      *Or: As I see it…*

*B-Disagreeing with an Opinion:*

-Disagreeing with someone's opinion is a little harder because there are several factors to take into consideration when deciding how to express the disagreement:

-First, and probably most important, is our relationship with the other person.

-If we know the person very well, we can be stronger and more direct in our disagreement.

-Here are some examples of ways to begin disagreement with people we know well:

*Informal Ways of Disagreement:*

1-*You've got to be {joking! – kidding!*

2-*Are you {joking? - Kidding me? – crazy?*

3-*Don't make me laugh!*

4-*That's {absurd! – ridiculous!*

**5**-*You can't really {be serious! – believe that! – think that!*

6-*Oh, come off it! (Very informal)*

7-*Oh, get out of here! (Very informal)*

*-Please remember that these are very direct and rather informal ways of disagreeing.*

-We use these only with very close friends in informal situations.

-It would be considered inappropriate and perhaps even rude to use these in a discussion with people we don't know very well or in very formal settings.

*Formal Ways of Disagreement:*

-But suppose we're not in informal situations with intimate friends.

-For example, we're with someone in a respected position of authority in a business setting -Then we need to tailor (fit) our language to the situation.

-We soften the disagreement so that we don't appear rude or hurt the other person's feelings:

1-*I disagree with what you're saying.*

2-*I don't {see it that way. – think so. – agree with you.*

3-*I don't agree with this idea!*

4-*I think this idea cannot be implemented!*

5-*I think that this idea is impossible/impractical!*

6-*I respect your opinion, but I think…*        *(Very polite)*

7-*I'm afraid I can't agree with you on that point. …(Very polite)*

    8-*I'm not sure if I agree with you completely on… (Very polite)*

9-*Well, you have a right to your opinion, but I… (Very polite)*

10-*I understand what you're saying, but in my opinion…(Very polite)*

11-*Yes, that's true, but my feeling is that…*

12-*You could be right, - You have a point, } but don't you think that…?*

    13-*I hate to disagree with you, but I believe…*       (Very polite)

### *Task Three*

1-Pose some controversial questions to discuss with your students such as: (-*In your opinion, is it important for you know how to express your opinions? Why?-Do you agree that there's no one specific way for expressing opinions and agreeing or disagreeing with them?, etc.)*

2-Select (or ask your students to select) parts from the text to discuss with your students.

3-Ask individual students to come out to the BB and write any words, phrases, or sentences they would like to discuss.

### *Activity Two*
### **(Based on Intrapersonal Intelligence)**
### *Task One*

1-Ask students to go individually through the text and read parts of it to write their own impressions about it in their personal journals (e.g. They can write about their own points of view concerning *how to express opinion, expressions used to give opinions, etc.*)

2-Go around students and check that they are doing the task appropriately

3-After they finish, ask individual students to come out and give individualized speech in front of class. Students are expected to talk in the following way:

> *"I think that giving opinion is sometimes similar to talking about likes and dislikes or interests and preferences. The only difference is that there are some fixed structures that should be used in giving opinion."*

### *Task Two*

1-Ask students to work individually so as to choose any part of the text that appeals to them to comment on it relating it to their personal life experiences (*e.g. Some students may recall how they have already expressed their opinions while talking with their friends. Others may mention some structures that have already used, but in Arabic, etc*.)

2-Ask students to write their comments and personal reflections or stories in their personal journals, and then talk about what they have written.

3-Ask students to work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell you the reason why they have chosen these items in particular.

### *Activity Three*
### **(Based on Interpersonal Intelligence)**

### *Task One*

1-Divide your students into pairs and assign a *teacher* in each pair to explain to his/her classmate part of the text that you determine (e.g. *The structures and/or expressions which are used to express or give an opinion – The ways agreement or disagreement with an opinion* )

2-Ask the *student* in each pair to listen attentively to his (supposed –to-be) *teacher* because s/he is going to give a demonstration to what s/he has learned from *the teacher.*

3-Give students 10 minutes at least to work in pairs as teachers and students.

4-Ask some students (who have acted as *learners*) to come out and demonstrate what they have learned from their *teachers.*

### *Task Two*

1-Divide your students into fairly-small groups, assigning part of the text for each group to discuss together (e.g. How to express an opinion.)

2-Assign roles for students in each group clarifying the tasks they are going to do as *leaders, reporters, writers,* and *facilitators.*

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately, and provide help and guidance when necessary.

6-Ask each group to present the final summary or report.

### *Activity Four*
### **(Based on Bodily/Kinesthetic Intelligence)**
### *Task One*

1-Ask students to work in their assigned groups to deliver the summary they have already prepared using their body language.

2-Ask each group to assign someone who is skillful at using his/her body (movements and gestures) to express himself/herself while delivering the summary.

3-Ask students to imitate his/her movements and gestures while they are listening to him/her.

### *Task Two*

1-Ask students to work in groups to prepare themselves to roleplay the different expressions which are used to *express opinion and agree or disagree with an opinion.* (*For example, someone may assume that s/he is 'Mr. I definitely think that…' another one may act the role of 'Mr. I couldn't agree more!')*

2-Go around students and check what they are doing to assure that they are preparing themselves in the proper way.

3-Ask some students to come out and dramatize or role-play. Students are expected to act like this:

> "*My name is Mr. 'I definitely think that…' I'm used to express strong opinion. I'm formal. I mean 'I think that with a very high degree of confidence' or 'This is what I certainly believe'. People use me when they're confident…etc.*"

### *Evaluation*

I-Ask your students to orally answer the questions that you posed at the beginning of the lecture.

II-Ask your students to:

     1-Tell what is meant by giving opinion giving examples

     2-Give examples on the main expressions which are used in asking for opinion, giving an opinion, agreeing and disagreeing with an opinion

     3-Paraphrase some words, sentences or phrases such as: "As far as I'm concerned…- Formal expressions of giving opinion – Informal expressions of giving opinion…- *"*

III-Ask your students to:

1-Deliver a short oral presentation about *Giving Opinions and Agreeing or Disagreeing with them*

2-Give similar examples of real situations in which they were required to talk about giving opinions

    3-Speak about their own experiences with giving opinions

    4-Converse with another classmate to discuss something about giving opinions.

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**Lesson Two A**

**TV** **Interview** *Behavioural* *Instructional*
*Objectives:*

By the end of the lesson, your students are expected to be able to:

1-ask someone about his/her opinion bout a certain topic

2-give opinions in a variety of ways

3-use different expressions of giving opinion that reflect strong or not strong opinion

*Organization:* Individual Work/Pair Work/Group Work.

*Duration:* 120 minutes.

**Procedures:**

*Activity One*

**(Based on Verbal/Linguistic Intelligence)**

*Task One*

1-Warm up your students by asking them some questions related to how to ask for and give opinion (*e.g. How can you ask for someone's opinion? What are the different expressions which are used? etc.*)

2-Ask your students to read the interview silently to identify the different expressions which the interviewer used to ask Dr. Hazem about his opinions concerning many topics, and the expressions which Dr. Hazem used to give his opinions. (Students are expected to talk like this: "*The first expression which the interviewer used to ask for Dr. Hazem's opinion is: 'I'D LIKE YOU TO GIVE US YOUR OPINION concerning some controversial and current issues that concern so many people nowadays..' The second one is…etc.*")

3-Ask individual students to read aloud the sentences which include the main expressions which are used to ask for opinion and those which include the expressions which are used to express or give opinion. Students are expected to read most of the sentences in the text because most of the text includes such expressions.

**The Text**

*Interviewer:* Dear viewers! Welcome to our 'Shinning Star' Programme. Today we've a shinning star in the field of writing and journalism. We have with us today Dr. Hazem Mahmoud! Dr. Hazem, you're welcome!

*Dr. Hazem:* Thanks!

*Interviewer:* Actually, I'd like you to give us your opinion concerning some current controversial issues that concern so many people nowadays. Are you ready?

*Dr. Hazem:* Of course I am. with pleasure. Go ahead!

*Interviewer:* First of all, I'd be interested to know your view about something. Honestly speaking, what do you think about our programme?

*Dr. Hazem:* Uh… I strongly believe that this programme is fantastic. The idea of the programme appeals to me very much. In addition to that, I feel that it deals with many important issues in our everyday life.

*Interviewer:* Thank you very much, sir. Now, let's move to another important issue…They say that violence on the media, especially on TV, has a very dangerous effect on children and young people as well. How do you see the situation?

*Dr. Hazem:* Well, I'm absolutely convinced that much violence on the media has a very negative effect on children and young people. As I see it, those young people don't realize that there are many tricks in the making of the dangerous scenes they watch. They may think that this violence may happen in reality and that the actors are supermen! And as a result of blind imitation, they might expose themselves to many dangerous problems or accidents.

*Interviewer:* Absolutely right! So don't you think that there is a solution?

*Dr. Hazem:* Well, if you ask me, I think that there should be more TV programmes that show the making of such scenes of violence. The making sometimes imply that there are many tricks behind the scenes, and that the actors are not exposed to dangerous situations as we see in the movies themselves. Directors should be interviewed so as to clarify some technical issues related to the production.

*Interviewer:* Ok, let's turn to another point. What do you feel about the problem of youth unemployment in Egypt?

*Dr. Hazem:* Well, I feel that young people have so many talents and abilities, but these talents and abilities are not exploited in the right way. Personally, I think that there should be more organized governmental programmes that aim at employing young people according to their real abilities and qualifications.

*Interviewer:* Dr. Hazem! A lot of critics nowadays violently attack and criticize what is called 'Youth Songs.' Are you opposed to or in favour of these songs?

*Dr. Hazem:* Well, I'm not quite sure, but I believe that not all these songs are bad. There are still strong and nice songs that remind us of 'the time of beautiful art.' Besides, the audience's requirements in every time are impose upon the situation, and consequently, the singers are supposed to sing what the audience really wants!

*Interviewer:* Let's now move to a critical issue: Woman's Work. What's your view?

*Dr. Hazem:* Well, as far as I'm concerned, I believe that woman should work provided that she's able to coordinate between her work and her house. If she isn't able to do so, she should do without work! Oh…By the way, my wife works and we have no problems at all!

*Interviewer:* Let's now turn to an educational issue: What do you think about the traditional exams or tests that the students take in Egypt?

*Dr. Hazem:* I have no doubt that traditional paper and pencil tests or exams are not the fairest way used to test students. There're current new educational trends that call for alternative ways of assessment. I remember that last week I spoke about this issue with a friend of mine who works in the educational field. His name is Prof. Mounir Fouad Nazir, professor of curriculum and English Language Teaching at the Faculty of Education-Assiut University. He told me that he has already presented a research paper on alternative ways of assessment, such as portfolios and personal journals. He told me that these alternative ways of assessment should be applied so as to make the educational process more interesting to the students!

*Interviewer:* Thank you very much, Dr Hazem, for this wonderful time!

*Dr. Hazem:* Thank you. I enjoyed being with you today.

*Interviewer:* Dear viewers, at the end of this episode, I'd like to thank Dr Hazem. Thank you for your attention. Till we meet next week inshallah. Have a nice time.

### Task Two

1-Ask your students to come out and write the sentences which include the main expressions which are used to ask for and give opinions.

2-Students are expected to write sentences such as the following: 'what do you think about our programme?' - I strongly believe that this programme is fantastic - How do you see the situation? …etc.)

3-Ask students to write similar sentences of their own that contain the same expressions. (Students are expected to write sentences like: "Well, I'm absolutely convinced that walking down town during the rash hour is very exhausting!' – 'So don't you think that it is hot in here?' …etc.")

4-Ask students to write other expressions that can be used in the same situations. Students are expected to write expressions such as: 'HOW DO YOU FEEL about our programme?' – 'I'M COMPLETELY CONVINCED  that this programme is fantastic' …etc. ).

### Task Three

1-Ask students to work in pairs so as to comment on the interview and then give an oral presentation that includes their comments (*For example, they can talk about: the*

*organization of the interview, how the interviewer began, the structures and expressions used... etc.)*

2-Go around students, guide, check and give help when necessary.

3-Ask your students to prepare themselves to deliver their own oral presentations individually.

4-Students are expected to talk in the following way:

> *"Hello! I'm Hassan, your classmate. I'm going to speak about the TV interview that was made was Dr. Hazem. We can say that the interviewer receives his interviewee with a good and respectable introduction. He states the purpose of the interview from the very beginning: He wanted to know Dr. Hazem's opinions about some controversial issues.*
> *Let's determine the main issues which Dr. Hazem was asked to give his opinion about: 1The 'Shinning Star' programme 2-Violence in the media ...etc."*

### *Task Four*

1-Ask your students to listen attentively to you while you are reading the text. Ask students to repeat after you while you are acting out the interview.

2-Ask your students to repeat after you sentences,  phrases, and/or words which express asking for and giving opinions. Students are expected to repeat phrases or sentences in this way*: "'Well, I DEFINITELY THINK that much violence in the media has a very negative effect on children and young people' ... Well, I definitely think that…I definitely think that…Think that…Think…Think... etc."*

### *Activity Two*
### **(Based on Intrapersonal Intelligences)**
### *Task One*

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1-Ask your students to relax and think for a few moments of some real-life situations in which they were required to ask for or give opinion.

2-Ask students to write in their personal journals their personal stories or situations which are related to asking for and giving opinion.

3-Ask individual students to speak up and express themselves in regard to the ideas they have just written in their personal journals in the way they like.

### Task Two

1-Ask your students to individually choose any other topics to speak about, and which they personally like to give their points of view about.

2-Go around students, check and provide guidance if needed.

3-Ask individual students to speak up and read the sentences that they have written.

4-You can suggest a variety of topics and give students freedom to choose from among these suggested topics.

### Task Three

1-Ask students to write self-reports like the one they wrote in the previous unit which express their personal views concerning any topics.

2-Ask individual students to speak up and deliver their self-reports.

3-Students may be expected to speak like this: "*I personally think that we, as Egyptians, waste a lot of time in trivial things. Many people…etc.*"

### *Activity Three*
### (Based on Interpersonal Intelligence)

### *Task One*

1-Distribute cards to your students on which there are big numbers written.

2-Ask students to raise these cards up and encourage each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas or things that they have understood from the text.

### *Task Two*

1-Divide your students into fairly-small groups, and ask them to prepare a report on the interview they have in the text.

2-Assign roles for students in each group clarifying the tasks they are going to perform as *leaders, reporters, writers,* and *facilitators*.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final summary or report.

### *Activity Four*
### (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Ask students to role-play the report they have prepared using gestures, miming, and body movements.

2-Give students enough time to prepare themselves to dramatize.

3-Go around students, check, guide, give help if needed.

4-Ask individual students to come out and dramatize the interview that was conducted with Dr. Hazem. You can guide students in this way:

> *"Ok Ahmad! You're the interviewer who is supposed to be presenting a programme on TV. Be confident and very polite because you're supposed to be speaking with a famous public personality. Keep smiling all the time because ...etc."*

### *Task Two*

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain words, phrases, or sentences.

2-You can ask them to move their heads when they hear the phrase, 'definitely think', and move their right hands when you hear the word 'believe' … etc."

3-Read some sentences such as: "*I'd like to tell you my point of view; I definitely think that it's important to practice a sport everyday.*"

### Task Three

1-Ask students to listen to some expressions used to ask for and give opinion and ask them to mime and dramatize these expressions without saying a word.

2-Encourage students to use their bodies without saying a single word.

3-Ask students to mime expressions like these: '*I'm deeply convinced that reading is still important for learning.*' – '*How do you see the situation?*' – '*I'm not sure about that, but I can say that…*'

### Evaluation I-Ask

your students some direct questions such as

-What should you say in the following situations:

1-Your friend asks you about opinion about playing football everyday.

2-You would like to know someone's point of view on the English class. 3-You are asked to give a detailed opinion about online chatting with other people, and justify your opinion or give reasons.

II -Ask your students to:

1-Work in pairs to converse with each others about their personal points of view.

2-Use different expressions to ask for and give opinion.

3-Tell personal stories of real-life situations in which they were required to ask for and give opinion.

4-Imagine that they are asked about their opinions concerning 'technology overuse'.

## Lesson Three She Had a
## Right to Say That!

### Behavioural Instructional Objectives:

By the end of the lesson, your students are expected to be able to:

1-agree with someone's opinion

2-disagree with someone's opinion

3-use formal and informal expressions of agreement or disagreement with someone's opinion

4-converse with other classmates to express opinions and agree or disagree with them

**Organization:** Individual Work/Pair Work/Group Work.

**Duration:** 120 minutes.

### Procedures:

### Activity One
### (Based on Verbal/Linguistic Intelligence)

### Task One

1-Warm up your students by asking them some questions related to how to agree and/or disagree with an opinion (*e.g. How can you agree or disagree with someone's point of view? - What are the different structures and/or expressions which are used to do that?*)

2-Ask your students to read the text (i.e. the four situations) silently so as to identify the different structures or expressions which the speakers used to express agreement or disagreement. Students are expected to talk in the following way:

> "*In the first situation titled, 'She Had a Right to Say That', we can find expressions such as: 'I disagree…' which is considered a formal expression of disagreement … etc.*"

3-Ask individual students to read aloud the sentences involved in the four situations which include the main expressions used to agree and/or disagree with someone's opinion. Students are expected to read these sentences: *'I disagree, Asim. I think she had a right to say that'. – 'I agree she had a right to say something, but I feel she should have done it privately.' – 'No, I don't think so. It tastes fine to me.'*

4-Go through the four situations one by one asking your students to read silently, identify expressions, and read sentences aloud.

## The Text

### I-She Had a Right To Say That!

*Asim:* Well, in my opinion, Maria should not have spoken so rudely to the teacher. I know she was angry, but that's still no excuse for rudeness.

*Dave:* I disagree, Asim. I think she had a right to say that. The teacher was wrong to have accused her of cheating in front of the whole class!

*Asim:* You've got to be joking! It's the teacher's right to say anything she wants, and if she saw Maria cheating, she certainly had the right to say it.

*Dave:* I agree she had a right to say something, but I feel she should have done it privately – after class in a conference with Maria. There was no need to have involved the whole class.

### II-It tastes Fine to Me

*Maria:* I'm not sure about this soup, Karl. It tastes like something missing.

*Karl:* No, I don't think so. It tastes fine to me.

Maria: well, I still think it needs something. Salt?

*Karl:* No – definitely not. What about garlic? If anything, I think it could use a little more of that.

*Maria:* Now you're talking! That's EXACTLY what it needs! And how about some more onions, too?

*Karl:* I don't know about that, Maria. I think you might be going overboard on the spices.

## III-The Film was Hilarious!

*Enrique:* The new Chevy chase film was hilarious!

*Melanie:* Oh, come off it, Enrique! I didn't think it was funny at all! Chevy Chase is a great comedian, but he sure didn't show it in that movie!

*Enrique:* I can't believe you feel that way! I never laughed so hard in all my life!

*Melanie:* Well, I'm sorry to disagree, but his so – called humor did nothing for me in that film. I liked his performance in VACATION much better.

*Enrique:* Are you kidding me? He was funny in VACATION, but he was hilarious in his new film.

## IV-I Can't Agree More

*Ahmad:* What do you think of the new psychology professor?

*Hassan:* I think that he is an excellent teacher!

*Ahmad:* I couldn't agree more on this! That's exactly right. His style is very attractive, and it seems to me that he is well – informed in his area of specialty. *Hassan:* How true! Don't you think that he looks like Dr. Ali?

*Ahmad:* I don't think so. Dr. Ali is taller and more handsome!

*Hassan:* Yes, that's true, but my point is that both of them are attractive and convincing in regard to their style. Besides, both of them respect our points of view. What's your view?

*Ahmad:* I agree wholeheartedly with what you say! My view about this is positive. But don't you agree with me that he was a little bit hesitant?

*Hassan:* I respect your opinion, but I think that this was not apparent in him. He might have been a little bit confused at the beginning of the lecture, right?

*Ahmad:* I hate to disagree with you, but I believe that this is a personal trait in him. Anyway, I was satisfied with his convincing style and organized presentation.

*Hassan:* That was my feeling too.

## Task Two

1-Ask your students to come out and write the sentences which include the main expressions which are used to agree and/or disagree with an opinion on BB. Students are expected to write sentences such as the following: *"'I agree she had a right to say something, but I feel she should have done it privately.' – 'No, I don't think so. It tastes fine to me.'"*

2-Ask students to write similar sentences of their own that contain the same expressions.

3-Students are expected to write sentences like: '*I don't agree with you, Omar'* – '*No, I don't think so. It's rewarding for me!',* and so on.

4-Ask students to write other expressions that can be used in the same situations. (*e. g.* Students are expected to write expressions like these: *I'm afraid to disagree with you, but his humor did nothing for me in this film… etc.*).

## Task Three

1-Ask students to work in pairs to give a short oral presentation as a comment on one (or all) of the four situations included in the text.

2-Go around students, check, give help and guidance.

3-Ask individual students to come out and deliver their oral presentations. Students are expected to talk like this:

> "*Hello everybody! I'm Hassan. I'm going to comment on the four situations we have. I'm going to describe them, then comment on the expressions used to express agreement and disagreement. In the first situation, we have two students, Asim and Dave, who are speaking togther about something that happened in the classroom…etc* "

### *Task Four*

1-Ask your students to listen attentively to you while you are reading the text. Ask students to repeat after you while you are reading.

2-Ask your students to repeat after you sentences, phrases, and/or words which express agreement and/or disagreement with an opinion. (Students are expected to repeat phrases or sentences such as: "*'I disagree, Asim. I think she had a right to say that'…I disagree Asim…Disagree…Disagree…etc'*)

### *Activity Two*
### **(Based on Intrapersonal Intelligence)**
### *Task One*

1-Ask your students to relax and think for a few moments of some real-life situations in which they were required to agree or disagree with someone's opinion.

2-Ask students to write in their personal journals their personal stories or situations of agreeing and/or disagreeing with others' opinions.

3-Ask individual students to speak up and express themselves in regard to the ideas they have just written in their personal journals in the way they like. Students are expected to talk in the following way:

> *"Last week, I was talking with my cousin about TV programmes. He thought that all TV programmes nowadays are not serious and that they have no clear purpose. I disagreed with him saying, 'You must be kidding! I don't agree with you. There are many…etc."*

### *Task Two*

1-Ask your students to individually choose any part or situation from the text and modify it in the light of a new topic that they would like to speak about. For example, instead of talking about soup, they can talk about drinks (e.g. lemon juice, tea, coffee, … etc.).

2-Go around students, check and provide guidance and directions when needed. 3-Ask individual students to speak up and read their own dialogues.

### *Task Three*

1-Ask students to write self-reports like the one they wrote in the previous lesson, but this time they are going to deal with agreeing and/or disagreeing with an opinion.

2-Ask individual students to speak up and deliver their self-reports.

### *Activity Three*
### (Based on Interpersonal Intelligence)
### *Task One*

1-Distribute cards among students on which there are big numbers written.

2-Ask students to raise these cards up asking each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas or things that they have understood from the situations included in the text. Students may speak like this:

*"Well, I understood that there are many ways used to express agreement and/or disagreement with someone's opinion. I also got the idea that there are many formal and informal ways of expressing this. I got the point that agreement could be direct and could be indirect, and that … etc".*

### Task Two

1-Divide your students into fairly-small groups discuss one of the four situations and elaborate more on the expressions used to agree and/or disagree with an opinion.

2-Assign roles for students in each group clarifying the tasks they are going to perform as *leaders, reporters, writers,* and *facilitators*.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final summary or report.

### *Activity Four*
### **(Based on Bodily/Kinesthetic Intelligence)**
### *Task One*

1-Ask students to role-play the dialogues they have studied using gestures, body movements, and give them time to prepare themselves.

2-Ask individual students to come out and dramatize the situations.

4-Give students clear instructions that may help them to dramatize the situations properly. You can instruct them to do so in this way: Ok*, Amr! You're Asim. You should convince the audience that you really against Maria's rude way in which she spoke with her teacher'…etc"*

### *Task Two*

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain words, phrases, or sentences.

2-You can give them instructions in this way: *"Move your head when you hear the word 'disagree'. Move you right hand when you hear the word 'agree and move your left hand when you hear the word 'Not exactly'."*

3-Read some sentences such as: " '*The point is clear. I definitely agree with you.' – 'I think that she is rude. What do you think?' - 'I disagree with you.' - 'You are a hard-working man!' 'Not exactly! "*

### *Task Three*

1-Ask students to listen to some expressions used to express agreement and/or disagreement and ask them to mime and these expressions without saying a word encouraging them to use their body language only.

2-Ask students to mime expressions like these: *I don't think so! – I disagree with you – I couldn't agree more! – You must be kidding!*

### *Evaluation*

I-Ask your students some direct questions such as:

-What should you say in the following situations:

1-Your close friend asks gave his/her opinion with which you agree.

2-Your close friend asks gave his/her opinion with which you completely disagree. 3-You are asked to give an oral report about your reaction towards some points of view.

II-Ask your students to:

1-Work in pairs to converse with each others to express opinions and agree or disagree with each others.

2-Use different expressions to express agreement and disagreement.

3-Tell personal stories of real – life situations in which they were required to agree or disagree.

4-Imagine that they are conversing with the people in the situational dialogues you have studied.

# <u>Unit Six</u>

# <u>Making Requests</u>

## <u>General Objectives:</u>

**This unit aims at enabling your students to:**

**1-acquire a theoretical background on Making Requests**

**2-make requests**

# 3-respond to requests made

## Lesson One

**Introduction** ***Behavioural Instructional Objectives:***

By the end of the lesson, your students are expected to be able to:

1-give an account on the meaning and significance of making requests in daily interaction among people

2-indicate how to make requests in many different ways

3-talk about how to respond to requests either positively or negatively ***Organization:*** Individual Work/Pair Work/Group Work.

***Duration:*** 120 minutes.

## Procedures:

### *Activity One*
### **(Based on Verbal/Linguistic Intelligence)**

### *Task One*

1-Ask your students to work in groups to give as many meanings of the word *'request'* as they can.

2-Accept any relevant ideas from them and write what they say on the BB without any comments or criticism.

3-Students are expected to produce meanings such as: *'To ask for something'*, *'want something from someone'*, *...*etc.

4-Organize what is written on the BB by selecting the most relevant ideas. 5-Follow the same steps to ask your students to give as many examples of the ways or expressions that we commonly use to make requests.

### *Task Two*

1-Ask your students to listen attentively to the lecture and refer back to their handbooks to answer the questions written above the text.

2-Give students an introduction in which you give an overview of the main points that you are going to deal with.

3-Go briefly through the main points you have mentioned referring back to the text to read expressions and examples, and then conclude lecture.

### **The Text**

I-Introduction  *Dictionaries

define the word 'request' as follows:

1-As a verb, it means 'to express the need or desire for'; ask for, e.g. "She requested an extra bed in her room."

2-As a verb, it also means 'to ask (a person) to do something; "she asked him to be here at noon" 3-It is defined as the 'act of asking for anything desired'; 'expression of desire or demand'.

*In everyday relationships with people, we often find ourselves in situations where we need to ask someone for something: a physical object, a favour, or an action. It's important to sound polite.

*It is important to know the difference between *a command* and *a request.*

*The words you choose, the way you phrase them, and your tone of voice can make the difference between a rather harsh command and a polite request.

*Some requests are naturally in the form of commands because they are made by persons of authority, like when a customer says to a waiter, "Bring me another cup of tea."

*Sometimes we use commands, because commands are fast and to the point (direct). See the difference:

*Bob: Bring in the paper when you come back.*

*Sam: Bring in the paper when you come back, would you?*

*Tom: Would you mind bringing in the paper when you come back from running?*

*By adding the words *would you* as a tag question, Sam softens the command a little.

*Requests may also be in the form of simple declarative statements that express a desire or wish. For example,

-Mother to child: *Laura, I want you to clean your room before supper.*

-Student to librarian: *I need some help with a research paper I'm working on in history.*

*Naturally, each of these requests could be softened considerably by adding *if you don't mind* or *please* to the end of each statement.


## II-Making Requests

### 1-To Request Something: (or to ask if you can do something):

**\*To request something (to have, to borrow, or to use, for instance), you may use many polite forms. Most of them begin with auxiliaries. Here are a few common ways:

1-*May I have {an apple? / a Coke?/ another helping of rice, please?*

2-*Could I borrow {ten dollars? / your rake?/ that book, please?*

3-*Can I use {that umbrella? / your hairdryer? The phone, if you don't mind?*

4-*I wonder if I might …* (use your pen).

5-*I wonder if you would …* (lend me your pen).

6-*Would you mind if I {had a sandwich? / borrowed your newspaper?/ used your car this afternoon?*

*Or:*

ASKING IF YOU CAN DO SOMETHING

*1-"Can I use your computer, please?"*

*2-"Could I borrow some money from you, please?"*

*3-"Do you mind if I turn up the heating?"* 4-

"Would you mind if I turned up the heating?

*5-"Is it all right if I come in?*

Note: *Could* is more polite than *can*.

*'Do you mind if'* is followed by the verb in the present tense.

*'Would you mind if'* is followed by the verb in the past tense.

When you're using these two sentences, you don't use *please*. It's already polite!

**2-To Request Some Type of Action** *(to ask someone to do something for you):*

*1-Could I trouble/bother you to {get me a cold drink?/help me with this?/answer the phone?*

*2-Will you { answer the phone while I'm out, if you don't mind? – hand me that picture frame, please? – please clean your room before going outside?*

*3-Do you think you could (possibly)… {turn the radio down a bit? – lend me 50 pounds?*

*4-Would you mind { not smoking at the table? – speaking more slowly, please? – retyping this letter before you leave?}*

*5-How/What about {helping me with the dishes? – picking up some soft drinks on your way home? – turning your stereo down a little?}*

Note: *could* and *can* are followed by the verb without *to*.

*Would you mind* is followed by the verb and *–ing).*

**Other examples:**

*-"Could you open the door for me, please?"*

*-"Would you mind opening the door for me, please?"*

*-"Can you open the door for me, please?"*

### III-Responding to Requests

-We can respond positively (yes) or negatively (no) to requests.

-But we usually do not simply say *No!* and leave it at that.

-We often offer some kind of apology or excuse to explain why our reply to the request is negative.

-Here are some typical ways to begin responses to requests.

## I-Positive Responses:

1-*Yes, I'm more than willing to… (contribute to the Cancer Society). (Formal)*

2-*Certainly…(I'd love/like to help with the dance decorations). (Formal)*

3-*Of course, it's no problem to…(change your appointment to Friday).*

4-*No, it wouldn't be any trouble to…(get you more tea).*

5-*Not at all. (In response to "would you mind…?")*

6-*I don't mind one bit…(watering your plants while you're away).*

7-*Sure. I'll be glad to… (help you fix dinner)*

8-*No problem. (I'll be happy to pick up the kids after school). (Informal)*

9-*No sweat. I don't mind… (lending you my camera). (Very informal)*

10-*Oh, Ok. I'll… (park it across the street – In response to: "Could you move your car? It's blocking my driveway.")*

11-*All right. I'll… (close it. In response to: "Please don't leave the door open. It's really cold outside.")*

12-*I'll do it right away.*

## II- Negative Responses:

1-*I'm afraid I can't…(lend you that book) because…(offer excuse). (Formal)*

2-*I wish I could…(let you borrow $20), but…*

3-*I'm sorry, but…*

4-*It's impossible for me to…(change your appointment) because…*

5-*I can't… (Pick up your dry-cleaning) because…*

*6-Sorry, but I … (Informal)*

*7-I'd rather not.*

*8-What? You must be kidding! (Informal)*

*9-Oh, sorry. I can't right now*

### Task Three

1-Pose some questions to discuss with your students such as: "*In your opinion, is it important for you know how make a request? Why? -Do you agree that there's no one specific way for making requests?"*

2-Ask your students to go through the text and select any difficult part to discuss with you. (Or you can select certain parts from the text to discuss with your students).

3-Ask individual students to come out to the BB and write any words, phrases, or sentences they would like to discuss with you, and then pose these items to discussion.

### Activity Two

**(Based on Intrapersonal Intelligence)**

### Task One

1-Ask students to go individually through the text and read parts of it to write their own impressions about it in their personal journals and encourage them to write their personal reflections regarding the text.

2-Go around students and check that they are doing the task appropriately.

3-After they finish, ask individual students to come out and give individualized speech about what they have written in front of class. Students are expected to talk in this way:

*"I think that a request should be made in a polite way so as to encourage the other part to respond positively to us."*

### Task Two

1-Ask students to work individually so as to choose any part of the text that appeals to them to comment on it relating it to their personal life experiences.

2-Ask students to write their comments and personal reflections or stories in their personal journals, and then talk about what they have written.

3-Ask students to work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell you the reason why they have chosen these items in particular.

### Activity Three
### (Based on Interpersonal Intelligence)

### Task One

1-Divide your students into pairs and assign a *teacher* in each pair to explain to his/her classmate some part of the text that you determine (e.g. *The structures and/or expressions which are used to make a request and respond to a request made, ... etc.*)

2-Ask the *student* in each pair to listen attentively to his (supposed-to-be) *teacher* because s/he is going to give a demonstration of what s/he has learned from *his/her teacher.*

3-Give students 10 minutes at least to work in pairs as teachers and students.

4-Ask some students (who have acted as *learners*) to come out and demonstrate what they have learned from their *teachers.* Students are expected to talk in this way:

> *"I have learned that there is a clear difference between a request and a command, and that there are many words which can be used in order to soften a direct request. I also learned that some requests are more polite than others…etc"*

### *Task Two*

1-Divide your students into fairly-small groups, assigning part of the text for each group to discuss together (e.g. How to make a request … etc.)

2-Assign roles for students in each group clarifying the tasks they are going to perform as *leaders, reporters, writers,* and *facilitators*.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check and guide when necessary.

6-Ask each group to present the final summary.

### *Activity Four*
### **(Based on Bodily/Kinesthetic Intelligence)**

## *Task One*

1-Ask each group to assign someone who is skillful at using his/her body (movements and gestures) to express himself/herself while presenting the summary that has been prepared.

2-Ask students to imitate his/her movements and gestures while they are listening to him/her.

## *Task Two*

1-Ask students to work in groups to dramatize the different expressions which are used to *make requests and respond to requests.*

2-Go around students and check what they are doing to assure that they are preparing themselves in the proper way.

3-Ask some students to come out and dramatize or role-play the different expressions and/or structures. Students are expected to act like this:

> *"My name is Mr. 'Do you mind…'. I'm used to make a request in a polite way. I'm formal. I mean 'Do you refuse…?' or 'Have you any objection?'. people use me when they're beginning to make a request in a polite way"*

## .*Evaluation*

I-Ask your students to orally answer the questions that you posed at the beginning of the lecture

II-Ask your students to:

1-Tell what is meant by making a request giving examples.

2-Give examples on the main expressions which are used in making requests and responding to requests made.

3-Paraphrase the following: *"I wonder if you could…- More polite requests – There is a difference between COMMAND and REQUEST."*

II-Ask your students to:

 1-Deliver a short oral presentation on *Making Requests and Responding to Requests Made.*

2-Give similar examples of real situations in which they were required to make requests.

3-Speak about their own experiences with making requests.

4-Converse with another classmate to discuss something about making requests.

## Lesson Two Just

**One More Thing Behavioural Instructional**

**Objectives:**

 By the end of the lesson, your students are expected to be able to:

1-request someone to do something for you

2-make requests in many different ways using different expressions

3-converse with other classmates to make requests ***Organization:***

Individual Work/Pair Work/Group Work.

***Duration:*** 120 minutes.

## Procedures:

### *Activity One*

**(Based on Verbal/Linguistic Intelligence)**

## *Task One*

1-Warm up your students by asking them some questions related to how to make a request (*e.g. How can you ask someone for something? What are the different expressions which are used to do that? ... etc.)*

2-Ask your students to read the two situational dialogues silently so as to identify the different expressions that are used in making requests.

3-Ask individual students to read aloud the sentences which include the main expressions which are used to make requests.

4-Students are expected to sentences such as: *'Do you think you might go by a post office?' – 'Could you have them weigh this package?'*

## The Text
### Just One More Thing

Richard is going to run some errands on his lunch hour. He asks some of his coworkers if they need anything.

*Richard:* I'm going downtown to run some errands. Can I get either of you anything while I'm out?

*Tina:* Do you think you might go by a post office?

*Richard:* I could. What would you like?

*Tina:* Could you have them weigh this package? Oh, and while you're there, could you get me a book of first-class stamps?

*Richard:* Sure. I'd be glad to.

*Tina:* I'll go get some money.

*Richard:* Don't worry about it. You can pay me when I get back.

*Keith:* If you happen to go by a drugstore, could you have this prescription filled for me?

*Richard:* sure. No problem

*Keith:* But don't bother if it's inconvenient. Here's a twenty-dollar bill. I'm sure that'll be more than enough. Oh, and would you mind mailing these letters?

*Richard:* Not at all.

*Keith:* Just one more thing…could you drop off this film at a camera shop?

*Richard:* Sure, if I have time.

*Keith:* I'd really appreciate it. I've been meaning to take it in for a month.

**You're More than Welcome** *Read*

*this dialogue between Magdi and Mohsen:*

*Magdi:* Hi Mohsen. How're you doing?

*Mohsen:* Fine, and you?

*Magdi:* Pretty well. Thanks. Oh, I'd like you to do me a favour…Could I borrow that interesting book I saw in your library yesterday?

*Mohsen:* Sure, I'll be glad to give it to you. Would you like anything else?

*Magdi:* Oh, yes. Would you mind if I spent the weekend with you in your farm?

*Mohsen:* Not at all. It will be a pleasure to be with you there! You're more than welcome! Anything else?

*Magdi:* Yes, there's one more thing. Could I bother you to give this umbrella to Osman if you happen to meet him?

*Mohsen:* Oh, I'm sorry. I wish I could, but I don't expect to meet him these days!

*Magdi:* Never mind, I'll manage that! Thank you, anyway.

*Mohsen:* Oh, by the way, would you mind speaking more slowly?

*Magdi:* A piece of cake!

## *Task Two*

1-Ask your students to come out and write the sentences that include the main expressions that are used to make requests.


2-Students are expected to write sentences such as the following: '*Could you have them weigh this package?-'If you happen to go by a drugstore, could you have this prescription filled for me?'…etc.*)

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3-Ask students to write similar sentences of their own that contain the same expressions. Students are expected to write sentences such as: '*Could you have them wash this shirt?' – 'While you're there, could you bring me a notebook?'*

4-Ask students to write other expressions that can be used in the same situations. Students are expected to write expressions like these: '*WOULD YOU MIND having them weigh this package?' – 'I WONDER IF YOU CAN have this prescription filled for me?'*

### *Task Three*

1-Ask students to work in pairs so as to comment on the two situational dialogues, and then give an oral presentation that includes their comments 2-Encourage students to give oral presentations that involve comments on things such as: *The main idea of each dialogue, the sequence of the dialogues, how the dialogue began, ... etc."*

3-Go around students, guide, check and give help when necessary.

4-Ask your students to prepare themselves to deliver their own oral presentations individually.

### *Task Four*

1-Ask your students to listen attentively to you while you are reading the text. Ask students to repeat after you while you are acting out the two dialogues.

2-Ask your students to repeat after you sentences, phrases, or words related to making requests.

### *Activity Two*
### (Based on Intrapersonal Intelligence)

### *Task One*
1-Ask your students to relax and think for a few moments of some real-life situations in which they were required to ask for something, or ask someone to do something (make a request).

2-Ask students to write in their personal journals their personal stories or situations which are closely related to making requests.

3-Ask individual students to speak up and express themselves in regard to the ideas they have just written in their personal journals in the way they like. Students are expected to talk in this way:

> "*Two weeks ago, I wanted to calculate something, but my calculator was out of order. I thought of what to do. I went to a friend and said to him, 'Could I borrow your calculator?' My friend welcomed this.*"

### *Task Two*
1-Ask your students to individually choose any other topics to speak about and make requests encouraging them to talk about other things that they personally like and make requests using the expressions they like.

2-Go around students, check and provide guidance and directions when needed.

3-Ask individual students to speak up and read the sentences that they have written.

4-You can suggest a variety of topics and give students freedom to choose from among these suggested topics.

### Task Three

1-Encourage students to write self-reports like the one in unit four/lesson one/activity one/task one.

2-Ask students to write the self-report about the expressions that you have already used (or like to use).

3-Ask individual students to speak up and deliver their self-reports. Students may be expected to speak like this:

> "*Hi. My name is Ahmad. I'm a student at the Faculty of Education, Assiut University. I'm 18 years old. I'd like to talk to you today about my personal experiences with making requests...etc.*"

### Activity Three
### (Based on Interpersonal Intelligence)

### Task One

1-Distribute cards among Ss on which there are big numbers written.

2-Ask Ss to raise these cards up and ask each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas or things that they have understood regarding making requests. Students may talk like this:

> *"Well, I understood that there are many ways which can be used to make a request. I also got the idea that there are many degrees of politeness involved in the expressions that we use...etc."*

### *Task Two*

1-Divide your students into fairly-groups, and ask each group to agree upon a report to be delivered about the two dialogues.

2-Assign roles for students in each group clarifying the tasks they are going to perform as *leaders, reporters, writers,* and *facilitators.*

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.
5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final report.

### *Activity Four*
### **(Based on Bodily/Kinesthetic Intelligence)**

### *Task One*

1-Ask students to role-play the dialogues using gestures, miming, and body movements.

2-Give students enough time to prepare themselves to dramatize (10 minutes at least).

3-Go around students, check, guide, give help if needed.

4-Ask individual students to come out and dramatize the two dialogues.

### Task Two

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain phrases used to make requests.

2-Give them instructions in this way: *"Move your head when you hear the phrase, 'Could you…?'. Move you right hand when you hear the phrase 'Do you mind…?' and move your left hand when you hear the phrase, 'I wonder if you could…'.* 3-Read some sentences or situations which include expressions of making requests such as: *I want something. Could you open this door please1*.

### Task Three

1-Ask students to listen to some expressions used to make requests and ask them to mime and dramatize these expressions without saying a word.

2-Encourage students to use their bodies.

3-You can instruct them like this:

*"Now you are going to listen to some expressions. Please try to mime or dramatize these expressions using your bodies. You can do anything to express yourselves in the way you like without speaking at all!"*

4-Ask students to mime expressions like these: '*Could you write this letter for me, please?'* – *'Do you mind bringing me some books with you?'* – *'I wonder if I might borrow your bicycle.'*

## *Evaluation*

I-Ask your students to make requests in the following situations:

1-Your want your neighbour to turn off or turn down the cassette recorder because it is very loud.

2-You want to borrow your friend's umbrella and you want to ask him/her for it in a polite way.

3-You would like your friend to bring you some oranges when he comes back.

  4-You're in hospital. Think of some things to ask the nurse.

5-You're staying at a hotel. Think of some things to ask the receptionist.

  6-You're on a bus. Think of some things to ask the person next to you

II-Ask your students to:

1-Work in pairs to converse with each others about the structures that they should use in giving requests.

2-Use different expressions to make requests using different expressions.

3-Tell personal stories of real – life situations in which they were required to make requests.

# Lesson Three

## What about another Time?

**<u>Behavioural Instructional Objectives:</u>**

By the end of the lesson, you are expected to be able to:

1-respond positively to a request made

2-respond negatively to a request made

3-use different expressions to respond to requests made positively  or negatively

***<u>Organization:</u>*** Individual Work/Pair Work/Group Work.

***<u>Duration:</u>***  120 minutes.

## Procedures:

### *Activity One*
### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Warm up your students by asking them some questions related to how to respond to a request made (*e.g. How can you respond to someone asking for something? What are the different expressions used?)*

2-Ask your students to read the three situational dialogues silently so as to identify the different expressions used to respond to requests made.

3-Ask individual students to read aloud the sentences which include the main expressions used to respond to requests made

4-Ask students to identify the expressions and/or structures used to respond to requests made in the dialogues of the previous lesson. Students are expected to say structures and/or expressions such as: *'Sure. I'd be glad to.' – 'Sure. No problem.' – 'Not at all.'*

**The Text <u>The</u>**

<u>**First Situation:**</u>

*Hassan:* Do you mind coming with me to the club in the afternoon?

*Ahmad:* I wish I could, Hassan, but I've got a class at 4:00. How about another time?

*Hassan:* Well, is it all right for you to come with me at 6:oo in the evening?

*Ahmad:* Sure! That would be great! Could you listen to the new tape I have already bought now?

*Hassan:* I don't have time to listen to it right now, Ahmad. How about tomorrow when we're in the club?

*Ahmad:* Okay, No problem.

<u>**The Second Situation:**</u>

*Michael:* Hey, Joseph, would you mind lending me your accounting book this evening? I left mine at school.

*Joseph:* Sorry, Mike, but I've got to use mine tonight to study for a big test tomorrow. Maybe you can borrow Robert's. I wonder if I can use your cell phone to call him.

*Michael:* Of course, you can. It's no problem.

<u>**The Third Situation:**</u>

*Mona:* Would you mind explaining this grammatical point to me?

*Soha:* Not at all. As soon as we reach home, I'll explain it to you.

*Mona:* Could you suggest a good book of  grammar for me to use?

*Soha:* Certainly, I'd love to help you as much as I can. Try to go to the library and borrow 'English Grammar in Use.' It's a simple and practical book. I bought this book two years ago.

*Mona:* Ok, Soha. That's kind of you. May I borrow it from your personal library?

*Soha:* I'm afraid I can't because Sahar borrowed it yesterday. Could you call her, please?

*Mona:* I'm sorry, Soha, I wish I could, but I have lost her cell phone number!

### Task Two

1-Ask your students to come out and write the sentences which include the main expressions which are used to respond to requests made.

2-Ask students to write similar sentences of their own that contain the same expressions.

3-Ask students to write other expressions that can be used in the same situations.

### Task Three

1-Ask students to work in pairs to comment on the three situational dialogues, and then give an oral presentation that includes their comments.

2-Go around students, guide, check and give help when necessary.

3-Ask your students to prepare themselves to deliver their own oral presentations individually. Students are expected to talk like this:

> *"Hello! My name's Hazem. I'm going to speak about the three situational dialogues in which we have people who are making requests and respond to requests made, either positively or negatively...etc."*

### Task Four

1-Ask your students to listen attentively to you while you are reading the text or the dialogues and ask them to repeat after you while you are acting the two dialogues.

2-Ask your students to repeat after you sentences, phrases,  and/or words which express responding to requests made.

<div align="center">

*Activity Two*

**(Based on Intrapersonal Intelligences)**

*Task One*
</div>

1-Ask your students to relax and think for a few moments of some real-life situations in which they were required to respond to requests made, either positively or negatively.

2-Ask students to write in their personal journals their personal stories or situations which are closely related to responding to requests made.

3-Ask individual students to speak up and express themselves in regard to the ideas they have just written in their personal journals in the way they like. Students are expected to speak like this:

> "*Three days ago, a friend of mine came to me late at night and asked me politely to give him a book. He was lucky because I had another copy of the book. I responded to his request saying, 'Sure! There's no problem because I've got another copy…etc"*

<div align="center">

*Task Two*
</div>

1-Ask your students to individually choose any other topics to speak about provided that they use the expressions that they like to respond to requests made and write their own sentences.

2-Go around students, check and provide guidance and directions when needed.

3-Ask individual students to speak up and read the sentences that they have written.

4-You can suggest a variety of topics and give students freedom to choose from among these suggested topics.

### *Task Three*

1-Encourage students to write self-reports like the one they have already written and ask them to write these self-reports about the expressions that they have already used (or like to use).They can make use of the sentences that they have just written.

2-Ask individual students to speak up and deliver their self-reports.

### *Activity Three*
### (Based on Interpersonal Intelligence)

### *Task One*

1-Distribute cards to your students on which there are big numbers written.

2-Ask students to raise these cards up and ask each one to choose any partner who has the number s/he likes.

3-After students sit in pairs, ask each one to turn to the one next to him/her and share with him/her at least three ideas or things that they have understood regarding responding to requests made.

### *Task Two*

1-Divide your students into fairly-groups, ask each group to identify the expressions of responding to requests made in the text of the previous lesson and agree upon a comment on these expressions in the situational dialogues of the previous lesson.

2-Assign roles for students in each group clarifying the tasks they are going to perform as *leaders, reporters, writers,* and *facilitators*.

3-Ask students in each group to work together in order to summarize what they have understood from the text.

4-Let students work in their own groups for 15 minutes.

5-Go around students to check that they are working appropriately and provide help and guidance when necessary.

6-Ask each group to present the final report.

### *Activity Four*
### (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Ask students to role-play the dialogues using gestures, miming, and body movements.

2-Give students enough time to prepare themselves to dramatize (not less than 10 minutes.)

3-Go around students, check, guide, give help if needed.

4-Ask individual students to come out and dramatize the two dialogues.

## Task Two

1-Tell students that you are going to give them some instructions in which they are required to move parts of their bodies when they hear certain phrases used to respond to requests made.

2-You can give them instructions in this way: *" Move your head when you hear the word 'Sure!' Move your right hand when you hear the phrase 'I wish I could…?' and move your left hand when you hear the phrase, 'Not at all!'.*

3-Read some sentences such as: "*I want something. Could you open this door please1' – 'Sure!' – 'Do you mind mending this watch for me?' – 'Not at all!'"*

## Task Three

1-Ask students to listen to some expressions used to make requests and ask them to mime and dramatize these expressions without saying a word.

2-Encourage students to try to use their bodies.

3-Ask students to mime expressions like these: '*Of course I will!' –'No problem!' – 'I'm sorry, I can't because I have no time.'*

### Evaluation

I-Ask your students to respond to the following requests:

1-'Would you mind turning on the radio? It's very loud'

2-'Please don't leave the door open. It's really cold outside.'

3-'I wonder if you could send me the medicine I need from the pharmacy beside your house.'

4-'Could I borrow this book for two days?'

II-Ask your students to

1-Work in pairs to converse with each others about the structures that they should use in responding to requests made.

2-Use different expressions to respond to requests made.

3-Imagine situations in which they are required to respond to requests.

# Appendix (6) Student's Handbook

# Unit One

## Introduction and Orientation

## General Objectives:

This unit aims at enabling you to:

1-get a general understanding of the main idea and philosophy of Multiple Intelligences (MI) Theory.

2-acquire a theoretical background about the different intelligences that people possess.

3-acquire a theoretical background about the applications of MI Theory in education and English teaching.

### Lesson One

Introduction to Multiple Intelligences (MI) Theory

### *Behavioural Instructional Objectives:*

By the end of the lesson, you are expected to be able to:

1-give an account on the main idea of MI Theory and its main propositions.

2-explain Gardner's view of intelligence compared with the traditional one.

3-name the different intelligences that Gardner identified.

4-indicate how MI Theory is fair in looking upon people.

*Organization:* Individual Work/Pair Work/Group Work.

*Duration:* 120 minutes.

## Procedures:

### *Activity One*
### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Work in your own group to give as many meanings as possible to the word 'intelligence'.

2-Follow your teacher while s/he is writing your ideas on the blackboard (BB).

3-Give as many examples or demonstrations as you can of the human activities that you consider as indications of intelligence.

4-Again Follow your teacher while s/he is writing your ideas on the BB.

### *Task Two*

1-Read questions below and try to find answers to them while you are listening to the lecture:

What is the main idea of Multiple Intelligences (MI) Theory?

What are the main propositions of MI Theory?

What are the different intelligences that Gardner identified?

2-Listen attentively to your teacher while s/he is giving you an overview of the main topics that will be dealt with in the lecture.

3-Listen to your teacher while s/he is dealing with the main topics and refer back to the following text:

**The Text**

## I-Introduction

*"It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with many problems that we face in the world."* --- *Howard Gardner (1987)*

Try to find an explanation to these phenomena:

- *Though he is severely mentally retarded, he is able to paint and draw beautiful drawings and masterpieces.*
- *Ahmad is very good at English, but he always fails in Maths.*
- *Mona's school achievement is very low, yet she is socially successful because she knows how to deal with other people and attract the attention of those who are around her.*
- *Hazem is a very smart student who always get the highest marks in most school subjects, but he always quarrels with his classmates because he doesn't know how to get along with them.*

These are some phenomena or life situations that we may find in our lives. MI Theory (proposed by Howard Gardner in 1983) will help you to explain and interpret these phenomena.

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# II-The Main Idea and Meaning of MI Theory

*The Beginning:*

-In 1983, Howard Gardner, a professor of cognition, proposed a new theory of intelligence that he called "Multiple Intelligences Theory".

-It has made a great revolution in people's view concerning what it means to be "intelligent" or "smart".

*New Meaning and Idea:*

- Gardner's MI Theory presents a new concept of intelligence that differs from the traditional one.

- MI Theory maintains that we all possess several different capacities for solving problems and creating products.

- Intelligence has always been regarded as a single construct that exists in human beings since they are born with no change occurring upon it.

- Intelligence is not fixed at birth; rather it can be learned, taught, and enhanced.

- Multiple Intelligences (MI) Theory suggests that everyone is capable of at least seven "ways" of knowing. According to this theory, human beings know the world and solve problems through:

  1-Language                              2-Logical/mathematical analysis

  3-Visual/spatial representations     4-Musical thinking

  5-The use of the body                  6-An interpersonal understanding of others

7-An intrapersonal understanding of self   *Key*

*Propositions of MI Theory:*

MI Theory, according to Gardner, involves three key propositions:

  We are not all the same.

We don not all have the same kinds of minds.

Education works most effectively if these differences are taken into account rather than denied or ignored.

*From these key propositions, we can derive some other minor propositions:*

All people are smart, but with varying degrees.

There is no completely stupid or dull person.

All of us have talents that might not be discovered by people around us.

It's unfair to treat all the people in a uniform way.

Taking individual differences among people into account is very important.

Intelligence has no certain definite form or formula.

*The Multiple Intelligences:*

Instead of suggesting the existence of just ONE *linear* intelligence measured by I.Q. tests, Gardner suggests that there are AT LEAST seven intelligences which are:

• *Verbal/linguistic intelligence*

• *Logical/mathematical intelligence*

• *Visual/spatial intelligence*

• *Intrapersonal intelligence*

• *Interpersonal intelligence*

• *Bodily/Kinesthetic intelligence*

• *Musical/rhythmic intelligence*

o MI Theory allows us to use our students' strengths to help them learn.

o         Students who read and write well are still smart, but they are joined with other students who have different talents.

o         Through MI, schools and classrooms become settings in which a variety of skills and abilities can be used to learn and solve problems.

o         Being smart is no longer determined by a score on a test; being smart is determined by how well students learn in a variety of ways.

o         Of course, we know this is nonsense. How could all of an individual's abilities and potential possibly be captured by a single test, much less a single score?

o         Yet many important educational decisions, including whether a student is accepted into a program or a school, are heavily influenced by a single test or a single score.

**Summary**

In 1983, Howard Gardner proposed his MI Theory which changed the idea of intellect.

Gardner admits that we, as human beings, possess many capacities and talents that should be put into consideration.

Human talents will develop if we take care of them.

People cannot be traditionally classified as either "smart" or "stupid" for this is very unfair.

Intelligence can be learned, taught and enhanced throughout our lives.

The key propositions of MI Theory are that we are not the same and we do not have the same kinds of minds.

The idea of Multiple Intelligences is opposed to the idea of I. Q. test that measures the human intelligence.

An I. Q. test is an unfair way to measure the human intelligence.

Human beings possess at least seven intelligences.

### *Task Three*

1-Work in your groups to discuss the following with your teacher: "*Do you like the idea of MI Theory? Why? - Gardner said that he creating nothing new by proposing MI Theory, instead he 'poured an old wine in a new bottle. What do you think?''*

2-Go through the text and select any difficult words, phrases, or sentences to discuss them with your teacher.

3-Come out to the BB and write any words, phrases, or sentences that you would like to discuss with your teacher.

### *Activity Two*
### (Based on Intrapersonal Intelligence)

### *Task One*

1-Go individually through the text to write your own impressions about it in your personal journal.

2-Go out and give individualized speech about what you have written in front of class.

### *Task Two*

1-Work individually to choose any part of the text that appeals to you to comment on it relating it to your personal life experiences.

2-Write your comments in your personal journal, and then talk about what you have written.

3-Work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell your teacher the reason why you have chosen these items in particular.

# Activity Three
## (Based on Interpersonal Intelligence)

### *Task One*

1-Work in pairs as a *teacher* and a *student* to teach and learn from each others a particular point that your teacher assigns to you.

2-The *teacher* in each pair should explain a particular point to his/her (supposed-tobe) *student*.

3-The *student* is supposed to listen attentively to his/her *teacher*, and then come out to demonstrate what s/he has learned. The *learner* is expected to talk in this way: "*I've learned that all people are smart and that everyone is able to think. I got the idea that many people are not smart academically, yet they've many other talents.*"

### *Task Two*

1-In your own groups work together in order to discuss part of the text that your teacher assigns for your group, and then present an oral summary of this part. 2-Work cooperatively in your group according to the role that your teacher will assign for you.

One)     The *leader* should lead his/her group while discussion.

Two)     The *writer* should work as the secretary of the group.

Three)     The *reporter/presenter* should present the final report of the group.

Four)     The *facilitator* should facilitate matters to the group and explain anything difficult to them.

### *Activity Four*
## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Work in your assigned group to deliver the summary you have already prepared using your body language.

2-If you are listening and watching your colleague, then you should imitate your colleague's movements and gestures while you are listening to him/her delivering the oral summary.

### *Task Two*

1-Prepare yourself to dramatize some situations that occurred while you were working together as a *teacher* and a *learner*.

2-Come out and dramatize part of the teaching-learning situation that you went through together.

## Evaluation

I-Answer the questions above the text.

II-Do the following:

**1-Tell what is meant by MI Theory.**

2-Name the multiple intelligences that people possess.

3-Paraphrase the following: Everyone is capable of at lest seven "ways" of knowing/No one is completely stupid/Everyone is smart.

III-Do the following:

1-Deliver a short oral presentation about MI Theory.

2-Give your points of view concerning the idea and philosophy of MI Theory.

## *Lesson Two*

### The Multiple Intelligences

***Behavioural Instructional Objectives:***

By the end of the lesson, you are expected to be able to:

1-tell the meaning of each intelligence of the multiple intelligences.

2-mention the main characteristics of the persons who possess a certain intelligence to a high extent.

3-give examples of the abilities and capacities that are included under each intelligence.

4-illustrate examples of some jobs, professions or everyday activities in which each intelligence appears.

***Organization:*** Individual Work/Pair Work/Group Work.

***Duration:*** 120 minutes.

### Procedures:

### *Activity One*

### **(Based on Verbal/Linguistic Intelligence)**

### *Task One*

1-Work in your own group to give as many characteristics as you can of the person with a highly-developed verbal/linguistic intelligence.

2-Follow your teacher while s/he is writing your ideas on the BB and participate to give your own ideas.

3-Again give as many examples as you can to the human jobs or professions that involve using the verbal/linguistic intelligence.

4-Again follow your teacher while s/he is writing your ideas on the BB.

## *Task Two*

1-Listen to your teacher while s/he is giving you an overview of the main topics that will be dealt with in the lecture.

2-Listen to your teacher while s/he is delivering a lecture on: *The Multiple Intelligences*, referring back to the text to answer the following questions:

1-*What is meant by each intelligence of the multiple intelligences?*

2-*What is meant by the "non-scholastic" intelligences?*

3-*When a teacher explains a mathematical problem in a social context, what are the intelligences he uses while doing that?*

## The Text

Here is a demonstration of the seven intelligences according to three main dimensions: The meaning of each intelligence; the characteristics of the persons who exhibit each intelligence; examples of the jobs or life fields in which each intelligence appears:

**1-Verbal/Linguistic intelligence:**

" Words are, of course, the most powerful drug used by mankind"

-Rudyard Kipling

*Meaning:*

Verbal/linguistic intelligence involves:

      sensitivity to spoken and written language,

the ability to learn languages  and      the  capacity  to  use

language to accomplish certain goals.

*Characteristics:*

The characteristics that a person with well-developed verbal/linguistic intelligence usually exhibits are:

1-Listens and responds to the sound, rhythm, color, and variety of the spoken word.

2-Learns through listening, reading, writing, and discussing.

3-Listens effectively, comprehends, paraphrases, interprets, and remembers what has been said.

4-Reads and speaks effectively, comprehends, summarizes, interprets or explains, and remembers what has been read.

5-Exhibits ability to learn other languages and uses listening, speaking, writing, and reading to communicate, discuss, explain and persuade.

*Examples:*

*Poets, lawyers, public speakers and writers*

One of the most prominent persons who represent such intelligence is the famous English poet *Alexander Pope* who wrote a magazine nearly at the age of ten.

**2-Logical/mathematical intelligence:**

"*Every solution to a problem is a new problem.*"

*-Goethe*

*Meaning:*

-It entails the ability to:

•        reason either deductively or inductively,

-       recognize and manipulate abstract patterns and relationships.

-It is applied to those who investigate issues scientifically.

### *Characteristics:*

Demonstrates skill at logical problem-solving.

Enjoys complex operations such as computer programming, or research methods.

Thinks mathematically.

Expresses interest in careers such as accounting, computer technology, law, engineering, and chemistry.

### *Examples:*

Scientists – Mathematicians – Philosophers – Logicians - Computer Programmers - Accountants

People throughout history: *Plato* and *Aristotle* as philosophers, *Archimedes* a scientist.

### 3-Intrapersonal/introspective intelligence:

"*When one is a stranger to himself, then one is estranged from others too.*"        *-Anne Morrow Lindbergh*

### *Meaning:*

-It involves the capacity to understand oneself:

-       One's own desires
-       One's own fears
-       One's own capacities

-It also involves using such information effectively in regulating one's own life.

### *Characteristics:*

-       Is aware of his range of emotions.
-       Finds approaches and outlets to express his feelings and thoughts.
-       Works independently and is curious about the "big questions" in life: meaning, relevance, and purpose.

- Attempts to seek out and understand inner experiences.

- Gains insights into the complexities of self and the human condition.

- Strives for self-actualization.

### *Examples:*

Independent learners - Self-paced learners - Thinkers

### 4-Interpersonal intelligence:

*" But an important variable in leadership seems to be the ability to sense, to be aware of, what is going on in oneself as well as what is happening in the group or organization." -Joseph Luft*

### *Meaning:*

-It denotes a person's capacity to understand other people (i.e. their intentions, motivations, desires, hidden goals, etc.) and consequently to work effectively with others.

### *Characteristics:*

Forms and maintains social relationships and recognizes and uses a variety of ways to relate to others.

Perceives the feelings, thoughts, motivations, behaviors, and lifestyles of others.

Influences the opinions or actions of others.

Understands and communicates effectively.

Adapts behavior to different environments or groups.

Expresses an interest in interpersonally-oriented careers such as teaching, social work, counseling, management, or politics.

### *Examples:*

Religious leaders - Political leaders – Teachers - Psychologists

One of the most famous figures who represented this intelligence is *Anne Sullivan.*

### 5-Bodily/kinesthetic intelligence:

*" If anything is sacred, the human body is sacred."*

*-Walt Whitman*

#### Meaning:

-It entails the potential of using one's whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products.

-In other words, in involves using the body to: Solve problems, Create products, and convey ideas or emotions.

#### Characteristics:

Explores the environment and objects through touch and movement.

Learns best by direct involvement and participation and remembers most clearly what was done, rather than what was said or observed.

Enjoys concrete learning experiences such as field trips, model building, or participating in role play, games.

Is sensitive and responsive to physical environments and physical systems.

Demonstrates skill in acting, athletics, dancing, sewing, etc.

May express interest in careers such as those of an athlete, dancer, surgeon, or builder.

#### Examples:

- Dancers – Actors – Athletes - Craft-persons

One of the most prominent figures who represented this intelligence is ***Babe Ruth***

### 6-Visual/spatial intelligence:

*" Art is the only way to run away without leaving home."*

*-Twyla Tharp*

#### Meaning:

-It is the ability to:

- Create visual-spatial representations of the world.

- Transfer those representations either mentally, or concretely.

- It features the potential to recognize and manipulate the patterns of wide space as well as the patterns of more confined areas.

 *Characteristics:*

   Learns by seeing and observing.

   Recognizes faces, objects, shapes, colors, details, and scenes.

   Uses visual images as an aid in recalling information.

   Enjoys drawing, painting, etc.

   Creates concrete or visual representation of information.

- Expresses interest or skill in being an artist, photographer, engineer, architect and designer

*Examples:*

- Navigators – Pilots – Sculptures – Sailors – Engineers - Painters

## 7-Musical/rhythmic intelligence:

" *Where there is music there can be no evil.*"

*-Mignel De Cervantes*

*Meaning:*

-It entails skill in performance, composition, and appreciation of musical patterns.

-It includes sensitivity to pitch, timbre, and rhythm of sounds, as well as responsiveness to the emotional implications to these elements.

*Characteristics:*

- Listens and responds with interest to a variety of sounds.

- Enjoys and seeks out opportunities to hear music or environmental sounds in the learning environment.

- Responds to music kinesthetically by performing and moving.

- Collects music and information about music in various.

- Develops the ability to sing and/or play an instrument alone or with others.

- Enjoys playing with sounds, and when given a phrase of music, can complete a musical statement in a way that makes sense.

May offer his or her own interpretation of what a composer is communicating through music.

May express interest in careers involving music such as being a singer, instrumentalist, sound engineer, etc.

***Examples:***

Composers – Instrumentalists- Vocalists – Birds' singing lovers

The most prominent figure who represents this intelligence is **Yehudi Menuhin,** who, by the time he was ten years old, was an international performer.

## *Task Three*

1-Discuss the following questions with your teacher: *Which intelligences do you consider yourself strong at? Why? Do you think that there are more than seven intelligences? Why?*

2-Go through the text and select any difficult words, phrases, or sentences to discuss them with your teacher and write them on the BB.

## Activity Two

## (Based on Intrapersonal Intelligence)

## *Task One*

1-Go individually through the text to write your own impressions about it in your personal journal.

2-Go out and give individualized speech about what you have written in front of your classmates.

## *Task Two*

1-Work individually to choose any part of the text that appeals to you to comment on it and/or relate it to your personal life experiences.

2-Write your comments in your personal journal, and then talk about what you have written.

3-Work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell your teacher the reason why you have chosen these items in particular.

## *Activity Three*
## (Based on Interpersonal Intelligence)

## *Task One*

1-Work in pairs as a *teacher* and a *student* to teach and learn from each others a particular point that your teacher assigns to you.

2-The *teacher* in each pair should explain to his (supposed-to-be) *student* a particular point.

3-The *student* is supposed to listen attentively to his (supposed-to-be) *teacher*, and then come out to demonstrate what s/he has learned.

### *Task Two*

1-In your own group, work with your colleagues to discuss part of the text that your teacher assigns to your group, and then present an oral summary based on this part.

2-Work cooperatively in your group according to the role that your teacher assigns to you as a reporter, a writer, a facilitator, or a leader.

3-Work for 15 minutes to discuss and agree upon a summary to be delivered.

4-The *reporter/presenter* should come out to deliver the final summary.

### *Activity Four*
### **(Based on Bodily/Kinesthetic Intelligence)**

### *Task One*

1-Work in your assigned group to prepare yourself to deliver the summary you have already prepared with your colleagues using your body language.

2-Come out and deliver your summary in front of your classmates using your body language (movements, gestures, etc.) or:

3-Imitate your colleague's movements and gestures while you are listening to him/her delivering the oral summary.

### *Task Two*

1-Prepare yourself to dramatize some situations that occurred between you and your colleague while you were working together as *teacher* and *learner*.

2-Come out together and dramatize part of the teaching-learning situation that you went through.

## *Evaluation*

I-Write your answers for the questions in the blank spaces, and then answer them orally.

II-Do the following:

1-Tell what is meant by each intelligence of the seven intelligences.

2-Give examples on jobs or professions which represent each intelligence. 3-Paraphrase some the words, sentences or phrases that the teacher will say to you in the light of your understanding of the text.

III-Do the following:

1-Deliver a short oral presentation about the seven intelligences.      2-Give similar examples of people who exhibit different           intelligences.

3-Speak about your own abilities and talents in the light of the seven intelligences that you have studied.

# Lesson Three

## Applications of MI Theory in Education and English Teaching

**_Behavioural Instructional Objectives:_**

By the end of the lesson, you are expected to be able to:

1-Mention some educational implications of MI Theory.

2-Give an account on the importance of using MI Theory in the educational process.

3-Indicate how to apply MI Theory to English Language Teaching.

4-Talk bout the MI-based activities and teaching strategies that can be used in English Language Teaching.

**_Organization:_** Individual Work/Pair Work/Group Work.

**_Duration:_** 120 minutes.

*Procedures:*

### *Activity One*
### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Work in your own group to give as many implications or applications as you can guess of MI Theory in education.

2-Follow your teacher while s/he is writing your ideas on the BB.

3-Again give as many examples as you can of the fields of education in which MI Theory can be applied.

4-Again follow your teacher while s/he is writing your ideas on the BB.
### *Task Two*

1-Listen attentively to your teacher while s/he is giving you an overview of the main points that you are going to talk about.

2-Listen attentively to your teacher while s/he is tackling the main points in the lecture referring back to the text when you are asked to do so.

**The Text**

**Educational Principles and Implications**

If we contemplate Multiple Intelligences Theory, we can draw many educational principles or implications based on the core philosophy of the theory. Here are some examples of these principles or implications:

All children have talents.

The arts are important.

Who you are is more important than what you know.

Ability is not fixed as it can be developed.

- Every student has the opportunity to specialize and excel.

- Schools can provide students with more opportunities for success.

- Students who know well about their own strengths, weaknesses and talents can learn more effectively.

- Teachers can present the same content in many different ways.

- A school is responsible for helping all students to discover and develop their strengths and talents .

- If the classroom monotonous atmosphere is broken, students may love school and enjoy it.

## *General Educational Applications*

First of all, we should keep in mind these assumptions concerning the educational applications of MI Theory:

There is no one certain way of applying MI Theory in the educational process.

Applying MI Theory in education involves the idea of teaching the same content through different ways.

It also involves the idea of addressing more intelligences in the students.

Traditional curriculum can be taught through innovative and creative ways based on MI Theory.

### The MI School:

MI is a student-centered model in which the curriculum is often modified to fit the students.

Take this example: students might use their spatial intelligence in drawing, their musical intelligence in composing a song, or their bodily-kinesthetic intelligence in acting.

In an MI school, students should be provided with experiences that activate and develop most (if not all) of their intelligences.

According to Gardner, an MI school should provide students with extra-curricular activities.

Gardner suggests that in an MI school, students might spend their mornings working on traditional subjects in non-traditional ways.

### The Classroom Environment:

In an MI-based instruction, the classroom environment (or atmosphere) is characterized by being cooperative, encouraging, and enjoyable.

Communication among students is fostered because they are always asked to work together.

Students are given more choices and options during the educational process, and therefore they find themselves more in the MI environment.

Students interact with each others in pairs, small groups, and  large groups.

### The MI Teacher:

***The MI teacher is completely different from the traditional teacher whose job is confined to lecturing and asking students questions to check their understanding:***

S/he is not lecturing most of the time while standing at the front of the classroom.

Besides, s/he is a facilitator, manager, guide, and counselor.

S/he addresses many intelligences by changing his/her method.

S/he also draws pictures on the blackboard or shows videotapes to clarify an idea.

S/he provides hands-on experiences that may involve more students in the learning process.

## MI and English Language Teaching:

English language teachers are better aware of the fact that students bring with them specific strengths, unique learning styles, and different learning potentials. MI Theory offers them a way to examine and form their best teaching techniques and strategies in light of human differences.

There are many teaching strategies and activities that can be used in English Language Teaching which address the different intelligences.

1-*Verbal/Linguistic Intelligence:*

Teachers can use lecturing, discussion and brainstorming. They can involve students in reading, writing, listening, speaking, and communicative activities.

2-*Logical/Mathematical Intelligence:*

Teachers can teach using deductive methods, and problem-solving-based activities. They can encourage students to think logically, especially when they are learning grammar.

3-*Spatial/Intelligence:*

Teachers can use visual aids that help students to learn. For example, they can use flashcards to present new words and check understanding. They also can involve students in imagination activities.

*4-Bodily/Kinesthetic Intelligence:*

Teachers can use body language (movements, gestures, etc) in teaching. They can involve their students in hands-on activities that require them to act out and move.

*5-Musical Intelligence:*

Teachers can sing to class or use background music while they are teaching. They can ask students to sing rhymes or sentences.

*6-Interpersonal Intelligence:*

Teachers can use techniques or strategies based on this intelligence such as peer teaching and cooperative learning. Teachers may ask students to do anything in the English language (e.g. reading, writing, speaking) communicatively.

*7-Intrapersonal Intelligence:*

Teachers may involve his/her students in individualized activities.

## *Task Three*

1-Work in your groups to discuss the following with your teacher:

*What do you think of the educational principles or implications of MI Theory? Are they logical? Why? Do you have any educational applications other than those mentioned in the text? If so, what are they?*

2-Go through the text and select any difficult words, phrases, or sentences to discuss them with your teacher.

3-Come out to the blackboard and write any words, phrases, or sentences that you would like to discuss with your teacher.

## *Activity Two*
## **(Based on Intrapersonal Intelligence)**

## *Task One*

1-Go individually through the text to write your own impressions about it in your personal journal.

2-Go out and give individualized speech about what you have written in front of your classmates. You are expected to talk in this way:

"*In my point of view, I think that these applications of MI Theory are….I'm wondering whether it is alright to use…I like the idea that….I don't like the idea that…etc.*"

### *Task Two*

1-Work individually to choose any part of the text that appeals to you to comment on it relating it to your personal life experiences.

2-Write your comments in your personal journal, and then talk about what you have written.

3-Work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell your teacher the reason why you have chosen these items in particular. You may talk in this way:

"*I chose…because…and also….Besides….This reminds me of something that happened to me when I was young……..*"

### *Activity Three*
### (Based on Interpersonal Intelligence)

## Task One

1-Work in pairs as a *teacher* and a *student* to teach and learn from each others a particular point that your teacher assigns to you.

2-The *teacher* in each pair should explain to his (supposed-to-be) *student* a particular point.

3-The *student* is supposed to listen attentively to his *teacher*, and then come out to demonstrate what he has learned.

## Task Two

1-In your own group, work with your colleagues to discuss part of the text that your teacher assigns to your group, and then present an oral summary based on this part.
2-Work cooperatively in your group according to the role that your teacher assigns to you as a reporter, a writer, a facilitator, or a leader.

## Activity Four
### (Based on Bodily/Kinesthetic Intelligence):

## Task One

1-Work in your assigned group to prepare yourself to deliver the summary you have already prepared using your body language.
3-Come out to deliver your oral presentation. Or:
2-Imitate your colleague's movements and gestures while you are listening to him/her delivering the oral summary.

## Task Two

1-Prepare yourself to dramatize some situations that occurred between you and your colleague while you were working together as *teacher* and *learner.*

2-Come out with your colleague and dramatize part of the teaching-learning situation that they went through together.

## Evaluation

I-Work in pairs to answer the following questions:

1-What are the general educational implications of MI Theory?

2-What are the main characteristics of the MI school?

3-What are the main characteristics of the MI teacher?

4-What are the main characteristics of the MI environment?

5-How can you apply MI Theory to English Language Teaching?

II-Do the following:

1-Tell what is meant by the educational implications mentioned in the text.

2-Give examples on the educational applications of MI Theory.

3-Paraphrase or comment on the following: "The classroom is *student-centered*, not *teacher-centered*, and therefore, the teacher does not *dominate* the educational process."

4-Deliver a short oral presentation about The Educational Applications of MI Theory.

5-Give similar examples of real applications that you observed while you were school students.

6-Speak about your experiences with learning English in the light of your understanding of the educational applications of MI Theory to ELT.

# **Unit Two**

# **Giving Oral Presentations**

## **General Objectives:**

This unit aims at enabling you to:

1-acquire a theoretical background on giving oral presentations.

2-indicate how to prepare for an oral presentation.

3-deliver an oral presentation.

**Lesson One**

**Introduction** *Behavioural Instructional Objectives:*

By the end of the lesson, you are expected to be able to:

1-give a short talk about the importance of giving an oral presentation.

2-indicate how to prepare an oral presentation.

3-give an account on how to organize an oral presentation.

4-talk about how to deliver an oral presentation.

*Organization:* Pair Work/Individual Work/Group Work.

*Duration:* 120 minutes.

*Procedures:*

*Activity One*
**(Based on Verbal/Linguistic Intelligence)**

*Task One*

1-Give as many meanings as you can to the word "presentation".

2-Follow your teacher while s/he is writing your ideas on the BB without any comments or criticism.

3-Follow your teacher while s/he is organizing what is written on the BB and selecting the most relevant ideas.

*Task Two*

1-Listen attentively to your teacher while s/he is giving you an overview of the main points of the lecture.

2-Listen attentively to the lecture and refer back to the text below to find answers to the following questions:

1-Why do we usually give oral presentations?
2-What are the main components of an oral presentation?

3-What should you consider while planning and preparing for an oral presentation?

4-What should you put in mind while delivering an oral presentation?

## The Text

## I-Introduction

- It is important for every human being to know how to communicate his ideas to others.
- Man needs to be well acquainted with the skills that enable him to influence others:
1. To persuade and convince them
2. To change their attitude towards something
3. To share ideas with them

- The ability to communicate through *effective* speaking is as important to language skill development as is the ability to write effectively.

- It is important for teachers to be well acquainted with some oral communication skills, such as giving oral presentations, that enable them to communicate their ideas in the proper way.

- Teaching is one of the jobs that need the skill of giving oral presentations because great part of the teacher's work is devoted to presenting new material.

- It is well – known that the way we use to present or convey the content is as important as the content itself.

- We are going to tackle oral presentation in regard to the following points: Planning and preparing an oral presentation, organizing an oral presentation, delivering an oral presentation, and finally some guidelines for giving an oral presentation.

## II-Planning and Preparation

*Initial Planning:*

 Before preparing the presentation determine:

1-The type of talk you will be expected to give.

2-The composition of the audience.

3-The time allotted for the talk.

4-Expectations concerning content.

*Preparation:*

Irrespective of the method of delivery, the presenter must consider the following elements in preparing for the presentation:

    1-Knowledge of the Audience

      2-Knowledge of Subject

    3-Use of Time and Rehearsal

    4-Personal Appearance

# III-Organization

An oral presentation consists of three main parts: the introduction, body, and conclusion.

## 1-The Introduction:

An introduction is a must. It "sets the scene" and engages the audience by motivating them to listen by relating the topic to their interests.

It should provide the audience with several pieces of information:

1.                     Who you are and an accurate pronunciation of your name;

2.                     Your qualifications to speak about the subject;

3.                     The type of presentation (informational, instructional, problem-solving, etc.);

4.                     Background information as needed;

5.                     Your thesis;

6.                     A preview of the main ideas to be covered in the body;

7.                     The procedure(s) to be followed during the presentation.

The purpose of an introduction is to quickly build rapport with your audience and gain their attention.

## 2-The Body:

-The main part of the presentation is the body.

-The body must expound, explain, support, and defend the thesis revealed in the introduction.

-All main points must be covered.

-The body should be dealt with in a logical progression: A then B then C

-Use examples and illustrations for statements that are difficult for the audience to understand.

## 3-The Conclusion:

-The presentation should conclude with a well-planned ending.

-In this stage, the presenter should review, highlight, emphasize key points and draw conclusions

-*The following four points should be considered as you plan your ending:*

I-A clear summary of your purpose and main points will insure that the audience gets the big picture. It should answer the question, "So what?" Try to drive your main points home and insures that your listeners have a clear understanding of your intentions.

2- Make a crisp statement and end your presentation on a positive note. Plan and memorize the ending statement, then use it.

## IV-Delivery

*The Moment of Truth (Delivery Stage):*

1-Take several deep breaths as you are being introduced.

2-State your objectives at start of your talk, then restate them again at the end of the talk. In between, discuss how your material relates to these objectives.

3-Choose a natural, moderate rate of speech and use automatic gestures.

4- If appropriate, converse with your audience. Involve them in the process of the presentation by posing questions and making eye contact.

5-Keep an eye on your time.

6- Always maintain eye contact with your audience

7-Take the message back before you leave by giving a clear summary.

8-Speak clearly. Don't shout or whisper

9-Deliberately pause at key points. This has the effect of emphasizing the importance of a particular point you are making.

10-To make the presentation interesting, change your speed and pitch of voice

11-Use your hands to emphasize points but don't indulge into much hand waving.

## V- Some Guidelines for Oral Presentations

### *1. Consider Your Audience*

What is their current level of knowledge of the subject? If possible, convey to them information they haven't heard before, or weren't aware of.

### *2. Practice*

Review your notes a few times before your presentation. If you have not done many presentations before, practice before a knowledgeable friend.

### *3. Be Positive*

Begin the presentation with obvious attitudes that suggest that you're confident and certain in front of your audience.

*4. Avoid Reading*

Try to refer back to notes, rather than reading through pages and pages of material.

*5. Maintain Eye Contact*

Keep as much eye contact with members of your audience as possible. Gauge their reaction to your presentation and adjust accordingly.

If you are a shy person, one way to begin this practice is to look slightly *above* the eye level of members of the audience.

*6. Involve Your Audience*

For large audiences, you may have to rely more on a lively presentation and on visual aids. For smaller audiences, you may want to involve them on a more personal level.

## The DOs and DON'Ts of Oral Presentations

The following are some "DOs" and "DON'Ts" for good oral presentations:

**"DOs"**

14.  Organize the presentation to flow from one section to another.

15.  Tell the audience in the introduction your subject, who you are, and your qualifications to speak about the subject.

16.  State your main ideas at the beginning.

17.  Provide adequate support for your ideas.

18.  Integrate relevant, supportive, and attractive audio-visual aids into your presentation.

19.  Use words that express your ideas clearly.

20.  Use acceptable language and pronunciation.

21.  Dress appropriately.

22.  Avoid distracting body movements.

23.  Maintain eye contact with the audience.

24.     Display enthusiasm and genuine concern for your subject.

25.     Use appropriate tone.

26.     Start and stop your presentation on time.

## "DON'Ts"

6.      Don't be afraid to pause and take a deep breath.

7.      Don't speak in a monotone or mumble.

8.      Don't read your notes.

9.      Don't pace back and forth.

10.     Don't forget your audience and don't avoid eye contact.

11.     Don't use technical terms unfamiliar to your audience and provide clear explanations and definitions.

## *Task Three*

1-Discuss the following with your teacher: *In your opinion, is it important for you know how to give an oral    presentation? Why? Can we summarize this text to get a few guidelines? How? Is it important for you as future teachers o master this skill?"*

2-Go through the text and select any difficult words, phrases, or sentences to discuss them with your teacher.

4-Make an oral presentation of the main ideas tackled during the discussion.

## *Activity Two*
## **(Based on Intrapersonal Intelligence)**

### *Task One*

1-Go individually through the text and read parts of it to write your own impressions about it in your personal journal.

2- After you finish, come out and give an individualized speech about what you have written in front of the other classmates.

### *Task Two*

1-Work individually to choose any part of the text that appeals to you and comment on it relating it to your personal life experiences

2-Write your comments in your personal journal.

3-Talk about what you have written in your personal journal.

4-Work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell your teacher the reason why you have chosen these items in particular. You are expected to talk in this way: "*I chose….because it is…and also because I have already…And I think that…etc.*"

### *Activity Three*
### **(Based on Interpersonal Intelligence)**

### *Task One*

1-After your teacher divides you into pairs and assign a *teacher* in each pair to explain to his/her classmate some part of the text that s/he  determines, work in pairs as *teacher* and *student* to teach and learn this part together for ten minutes. 2-The *learner* in each pair should listen attentively to his/her (supposed-to-be) teacher because s/he is going to give an oral presentation on what s/he has understood from his/her partner. 3-The *learner* in each pair should come out and give a demonstration of what s/he understood for 10 minutes

*Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to discuss part of the text together.

2-Work cooperatively in your group according to the role that your teacher assigns to you as a reporter, a writer, a facilitator, or a leader.

The *reporter/presenter* is expected to talk like this:

> "We are group number 1. Today we discussed together the 'organization of an oral presentation.' We believe that….We agreed upon the following points….We reached the following conclusions…etc."

# Activity Four
## (Based on Bodily/Kinesthetic Intelligence)

*Task One*

1-Prepare yourself to use your body language to deliver the summary that your group have already prepared.

2-Come out and act out the summary using your body language.

3-Or if you are watching, try to imitate your classmate's movements and gestures while s/he is delivering the summary.

*Task Two*

1-Work with your classmate with whom you were acting the role of the *teacher* or *the student* and prepare yourself to dramatize a situation that occurred while you were working together.

2-Come out with your classmate and dramatize the situation for 10 minutes.

## *Evaluation*

1-Answer orally the questions that you have already read at the beginning of the lecture.

2-Tell what is meant by initial planning of an oral presentation.

3-Give examples of the main components of an oral presentation.

4-Paraphrase the following: *Make eye contact – Enthusiasm for your topic.*

5-Give a short talk on *how to prepare an oral presentation.*

6-Give similar examples of real situations in which you are exposed to oral presentations delivered.

7-Speak about your experiences with giving speeches or oral presentations.

**Lesson Two**

**Reading as a Skill** _**Behavioural Instructional**_

_**Objectives:**_

By the end of the lesson, you are expected to be able to:

1-plan for an oral presentation.

2-indicate how to prepare an oral presentation.

3-organize an oral presentation.

_**Organization:**_ Individual Work/Pair Work/Group Work.

_**Duration:**_ 120 minutes.

**Procedures:**

**Activity One**

**(Based on Verbal/Linguistic Intelligence)**

_**Task One**_

1-Answer you teacher's questions which are related to how to plan, prepare, and organize an oral presentation.

2-Read the following text silently to identify the main points or the main ideas included in the text, then read aloud the sentences that include the main ideas of the text:

**The Text**

**Reading as a Skill**

Reading is one of the major skills involved in language learning. It is one of the major skills which means perceiving the written text in order to understand its contents. In other words it means decoding and understanding the written word.

Reading differs from other skills such as listening; the difference between reading and listening is quite clear: In reading, the medium is written, while in listening the medium is oral. In reading, the text is permanent, while in listening the text is transient or temporary. Written texts have tight control over structure and organization and usually contain more complex vocabulary and structures than oral texts. Oral texts generally have frequent hesitations, pauses, repetitions, false starts, etc.

Different people read for different purposes. In other words, there are many purposes for reading. Here are some examples of these purposes: People read for information (specific or general); they also read in order to get the main points; they sometimes read for pleasure and enjoyment; at other times, they read for academic purposes like research; Some people read in order to pass tests or exams; Some other people read for the whole communicative structure. These different purposes affect the way one reads. For example, when one reads to gather some data on a particular topic, he/she reads selectively. In contrast, reading for taking tests requires more concentration on more specific details.

The reader needs some skills to interpret and understand a reading passage. Such skills can be represented in: Recognizing structure (tenses) and words (meanings), understanding relationships, recognizing communicative functions, recognizing main points, recognizing contrast, recognizing details, and recognizing examples.

There are many techniques of reading: There are main four techniques: Skimming, scanning, intensive reading, and extensive reading. Skimming means to read in order to get the main idea or ideas from a passage. In skimming, the reader lets his or her eyes pass over headlines, titles, subtitles, topic sentences, conclusions and summaries. Scanning means reading quickly in order to locate or find a particular piece of information without necessarily understanding the rest of a text or a passage. Intensive reading means reading for details; it means reading with proper attention to word study, to grammar, and constructions. It is used in class to teach new words and new patterns. Extensive reading means reading with view of grasping the main points or ideas and gaining general understanding of what is read. It is intended to develop good reading habits and encourage a liking for reading.

### *Task Two*

1-Come out and write the main ideas of the text on the BB.

2-Summarize the main ideas that have just been written by writing key words in your personal journal, and then on the BB.

3-Write the sentences which express the main ideas on the BB.

## *Task Three*

1-Work in pairs to prepare yourself to give a speech on how to plan, prepare and organize an oral presentation. (Work for 5 minutes)

2-Come out and give a speech on how to plan, prepare and organize an oral presentation. (Speak for 10 minutes)

## *Task Four*

1-Listen attentively to your teacher while s/he is telling you how to plan, prepare, and organize an oral presentation based on the text you have.

2-Repeat after your teacher some phrases and/or sentences that may be useful to you while preparing for an oral presentation such as: "*Consider your audience – Keep a clear and definite objective – Clarify your ideas in the proper way – Prepare the proper conclusion.*"

## Activity Two
### (Based on Intrapersonal Intelligence)

## *Task One*

1-In your personal journal, write your comments and points of view concerning how to prepare and organize an oral presentation based on the text you have in your handbook.

2-Speak up and express yourself in regard to the ideas you have just written in your personal journal in the way you like.

### *Task Two*

1-Choose any part from the text to prepare an oral presentation on it in the way you like and in the light of the background you have acquired on how to prepare and organize an oral presentation.

2-Speak up and give your own preparation of the part you have already chosen. (Speak for 5 minutes)

3-Choose any topic that you would like to speak about and prepare a very short oral presentation about it.

### *Task Three*

1-Write a self-report on what has happened while you were preparing for an oral presentation on the topic that you have already chosen.

2-Speak up and deliver your self-report.

3-You can talk about your own thoughts and personal reflections in this way: *"While I was writing my report, I was thinking of…I felt that…The idea that appeals to me is that…I tried to…etc."*

## Activity Three
### (Based on Interpersonal Intelligences)

### *Task One*

1-Choose someone who has the card that includes the number that you like and sit beside him/her.

2-Turn to the person next to you and share with him/her at least three ideas or things that you have understood which are related to the text, and how to organize and prepare for an oral presentation based on it.

### *Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to prepared a short oral presentation based on part of the text that the teacher assigns to your group.

2-In your own group, work together to prepare a short oral presentation based on part of the text that the teacher assigns to you.

3-Work cooperatively in your group according to the role that your teacher assigns to you as a reporter, a writer, a facilitator, or a leader.

The *reporter/presenter* is expected to talk in this way:

*"We are group number 1. Today we discussed together in order to prepare a short oral presentation on…We thought of how to…Then we agreed that…etc."*

## Activity Four

## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Demonstrate your understanding by preparing yourself to role-play or dramatize the main components of an oral presentation connecting them to the text.

2-Work in your group in order to prepare roles for these components in such a way that each component should speak for itself demonstrating its identity and importance.

3-Come out and dramatize the roles using your body movements and gestures. You are expected to role-play in this way: *"My name is Mr. Introduction. I come at...I'm very important because without me..etc."*

### *Task Two*

1-Listen to some instructions that the teacher gives to you.

2-You are required to move parts of your body when you hear certain words, phrases, or sentences.

3-Follow your teacher's instructions.

### *Task Three*

1-Listen to some questions which are related to preparing an oral presentation, and also to the text you have.

2-Try to answer these questions using your body and without any oral production.

3-Try to mime statements such as the following: *"An oral presentation is composed of three main parts: The introduction, the body, and the conclusion."* **Evaluation** I-Answer these questions orally:

1-What should you keep in mind while preparing for an oral presentation?

2-How can you prepare an oral presentation based on the "Reading as a Skill" text?

3-How can you organize this text?

II-Do the following:

1. Choose a topic that appeals to you and give a short talk on how to prepare an oral presentation based on it.

2. Talk about the main components of an oral presentation in the light of a given text

3. Give an account on how you can prepare an oral presentation based on a given text

## Lesson Three

## The Internet in Our Life

### *Behavioural Instructional Objectives:*

By the end of the lesson, you are expected to be able to:

1-revise how to deliver an oral presentation.

2-write notes that may be needed while delivering an oral presentation.

3-deliver an oral presentation in front of other classmates.

*Organization:* Individual Work/Pair Work/Group Work.

*Duration:* 120 minutes.

### Procedures:

### Activity One

### (Based on Verbal/Linguistic Intelligence)

## Task One

1-Answer you teacher's questions which are related to how to deliver an oral presentation.

2-Read the following text silently to identify the main ideas included in the text and read aloud the sentences which include the main ideas of the text:

## The Text

## The Internet in Our Life

There is an important question that we should ask ourselves: What is the linguistic meaning of the word 'internet'? In other words, what is the linguistic origin of this word? The word *Internet* is a new word known to almost everybody today. It consists of two parts: "inter" and "net". "Inter" is the first part of "international" or "interconnected". "Net" is the first part of the word "network". "Internet" then refers to the global network of interconnected computers, which makes it possible for any connected computer to communicate information with any other connected computer wherever it is on Earth.

The Internet is a huge number of computers interconnected together, just like the leaves of a huge tree. Tree leaves are connected in patterns through branches which vary in size. So are the Internet computers which are connected in similar patterns through cables and satellites at different networks. A Local Area Network (LAN) connects computers in one location. A Wide Area Network (WAN) joins neighboring locations to the Metropolitan Area Network (MAN) which connects a whole city to the whole world.

What about the beginning of the Internet? The first recorded description of the social interactions that could be enabled through networking was a series of memos written by J.C.R. Licklider of MIT in August 1962 discussing his "Galactic Network" concept. The first two locations connected up by computers were about 500 kilometers apart. This first step towards the internet took place in 1969 in California, USA. The estimated number of Internet users all over the world today

varies considerably. At the turn of the millennium, one of the estimates was more than 700 million people. The figure may have exceeded 1,000,000,000 while you are reading these lines.

It is quite clear that the future of the Internet is very promising. It will play an essential role in shaping our life in the future. The evolution of the Internet has not ended yet. More and more services will be based on the Internet. If you are not an Internet user already, you will probably be one in the near future. It seems that very soon everybody will be using an Internet device, much like the mobile phone in all hands nowadays. Some mobile phones can already give you access to the Internet today through what is called Wireless Application Protocol (WAP).

There are many benefits, uses or services that the Internet provides in our everyday life. One of the most important services is the electronic mail (e-mail). If you do not have an e-mail address already, you should have one as soon as you can. It seems that everybody is going to have one very soon. Some people who do not have an e-mail address may be embarrassed when asked about their e-mail addresses. An e-mail address may be like this: *msayed40@yahoo.com*. E-mail is the latest and most convenient means of written communication man has ever has.
Messages reach the recipient in almost no time. Anyone can access his e-mail box from any part of the world. All what you need is a computer with Internet connection where you can key in your name (Id) and password.

The World Wide Web (WWW) contains thousands of sites for commercial business (com), organizations (org) or educational institutes (edu). If you have not got a private web page already, you can create and format your first page. You can even upload it from your computer to the web server. You do not have to own or represent a company in order to use electronic publishing.

Websites are very useful for organizations which need to achieve publicity and show their activities. Businesses can increase their profits by advertising their products or services. Research centers, inside and outside educational institutes, can use their sites as channels for briefing interested Internet users about the latest research findings in different fields of knowledge.

It is possible today to call anybody on the other side of the globe via the Internet. Such an Internet phone call (IP) will not cost more than the price of a local call. All what you need is compatible configuration, as a fast modem, suitable software, headphones and microphones.

You can "chat" privately even with a person unknown to you through "I Seek You" (ICQ), the yahoo Messenger, or the MSN. The person who you chat with receives your message as soon as you type it. Even when he/she is offline, the message stays till he/she becomes online and read it. Millions of internet users have actually met in real life after developing a relationship through chatting.

There are over 25,000 newsgroups or discussion groups in the world today. Each of these groups has a special interest in a certain topic. Members of each group discuss the ideas, and exchange the news, relevant to their domain of interest.

### Task Two

1-Work individually to write in your personal journal some notes that you can use while delivering an oral presentation based on this text.

2-Write samples of these notes.

### Task Three

1-Work in pairs to prepare yourself to give an oral presentation on the text you have in activity one/ task one.

2-Come out and deliver your own oral presentations.

### Task Four

1-Listen attentively to your teacher while s/he is delivering a model oral presentation based on the text

2-Repeat after your teacher some phrases and/or sentences when you are asked to do so.

# Activity Two
## (Based on Intrapersonal Intelligence)

### *Task One*

1-In your personal journal write your comments and points of view concerning the oral presentation which the teacher has just made.

2-Speak up and express yourself in regard to the ideas you have just written in your personal journal in the way you like.

### *Task Two*

1-Relax and think individually of how to deliver a very short oral presentation on the topic that you have already prepared in lesson two.

2-Write notes that may help you while delivering the oral presentation.

### *Task Three*

1-Write a self-report on what happened while you were preparing for an oral presentation on the topic that you have already chosen 2-Write down your own thoughts and personal reflections.

3-Speak up and deliver your self-report.

# Activity Three
## (Based on Interpersonal Intelligence)

### *Task One*

1-Choose someone who has the card which includes the number that you like and sit beside him/her.

2-Turn to the person next to you and share with him/her at least three ideas or things that you have understood which are related to the text, and to how to organize and prepare for an oral presentation based on the text.

### *Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to prepare a short oral presentation based on part of the text that the teacher assigns to your group.

2-Work cooperatively in your group according to the role that your teacher assigns to you as a reporter, a writer, a facilitator, or a leader.

3-The *reporter/presenter* in each group is expected to give a short oral presentation for about 10 minutes.

## Activity Four
## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Work in your own group to demonstrate your understanding by dramatizing a life situation in which someone gives an oral presentation (e.g. a salesman on TV who tries to convince some people to buy something) using your body-language (e. g. miming and gestures)

2-Work in your own group in order to prepare roles, and then come out and dramatize these roles using your body (e. g. movements and gestures)

### *Task Two*

1-Listen to some questions and answer them using your body without any oral production.

2-Answer questions like these: *How can you mime the introduction without any oral production?*

3-Mime statements such as the following: *"The first point that I'd like to speak about is the meaning of the Internet."*

### *Evaluation*

I-Answer these questions:

1-What should you keep in mind while delivering an oral presentation?

2-How can you deliver an oral presentation based on the "The Internet in Our Life" text?

3-How can you deliver this text?

II-Do the following:

1-Choose a topic that appeals to you and give a short talk or a short oral presentation about it.

2-Talk about the importance of reading from some notes that you have prepared for the presentation.

# **Unit Three**

# **Expressing Sympathy and Responding to Sympathy Offered**

## **General Objectives:**

This unit aims at enabling you to:

1-acquire a theoretical background on Expressing Sympathy and Responding to Sympathy Offered.

2-express or offer sympathy.

3-respond to sympathy offered.

**Lesson One Introduction**

*Behavioural Instructional Objectives:*

By the end of the lesson, you are expected to be able to:

1-give an account on the meaning of giving sympathy and when we offer it.

2-indicate how to express sympathy in different situations.

3-mention the most popular structures and expressions used to express sympathy.

4-talk about how to respond to sympathy offered.

***Organization:*** Pair Work/Individual Work/Group Work.

***Duration:*** 120 minutes.

## Procedures:

### *Activity One*
### *(Based on Verbal/Linguistic Intelligence)*

### *Task One*

1-Work in your group to give as many meanings as you can to *expressing sympathy.*

2-Follow your teacher while s/he is writing your ideas on the BB and try to participate.

3-Again in your own group, try to give examples of the ways that we commonly use to express sympathy

4-Follow your teacher while s/he is writing your ideas on the BB and try to participate.

### *Task Two*

1-Listen to your teacher while s/he is delivering a lecture on '*Expressing Sympathy and Responding to Sympathy Offered.'*

2-Refer back to the text below while you are listening to the lecture to answer the following questions:

*1-What do we mean by expressing sympathy?*

*2-How do we express sympathy to other people?*

*3-What is bereavement? What are the words which are used to express sympathy in a less offensive way?*

*4-How do we respond to sympathy offered?*

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# The Text

## I-Meaning and Significance

*When it comes to the meaning of expressing sympathy, we can say that expressing sympathy means:*

1-Saying some words to a person who has gone through a bad experience.

2-These words reflect our feelings towards the person in this bad situation.

-Of course all of us have already expressed sympathy in some way or another throughout the course of our social life

-We may remember that we went to a close friend to offer sympathy to him/her after his/her father's death: Do you remember what you said then?

-Expressing sympathy means offering sympathy to people who have experienced something unfortunate or bad, such as: *a disappointment, an illness, an accident, a loss, or the death* of someone close to them.

-It is often hard to know what to say at a difficult time like this.

-Much of what we say depends on the situation.

-But in every case we

1. Support the person

2. Offer words of consolation, comfort, and encouragement

3. Try to show that we understand what the person feels

-We should communicate to him/her the idea that we are beside him/her, and that we are ready to help him/her in the best way.

## *II-How to Express Sympathy*

*What are the most common ways used to express sympathy? Or: what are the proper expressions that should be used to express sympathy?*

There are many different ways that involve many different expressions. Let's consider the following expressions:

*1-I am/was {deeply – really – truly} sorry to hear about…  (your father's death).*

*2-I'm sorry that…(you lost your job).*

*3-I want to tell you how sorry I am that… … … (your grandmother is ill).*

*4-I was {shocked – sorry – upset} to learn that … … … (you'll be leaving the company) 5-What a shame that … … … (you didn't win the photography contest)!*

*6-How {shocking – sad – awful – terrible – horrible) to hear about …(Joe's accident)*

This is not everything. Sometimes we want to show people that we understand what they are going through (experiencing) or how they must feel. We empathize with their sadness or disappointment. Here are some typical ways of expressing this shared sorrow:

*1-I know how you must feel.*

*2-I understand what you are going through right now.*

*3-I know your feelings.*

*4-I understand how {sad – angry – upset – hurt – frustrated} you must feel.*

*We can show further concern by offering our assistance in some way:*

*1-Please let me know if there's anything I can do.*

*2-I'll be here if you need me.*

*3-If you need me, please call.*

*4-Is there anything I can do for you?*

*5-Please don't hesitate to ask if there's something I can do.*

How much sympathy we show naturally depends on the seriousness of the situations. Situations may vary from bad luck to problems (financial, social, business, etc.) to failures to illnesses to death.

### ***III-How to Respond to Sympathy Offered***

Responding to or accepting sympathy can be done simply, without a lot of unnecessary words:

*1-I'm deeply {moved – touched – grateful}. Thank you very much. (Formal)*

*2-I appreciate your kindness.*

*3-Thank you.*

*4-It's very {nice – kind – sweet} of you to offer help.*

*5-Thank you for…(your sympathy -your kindness -all your help-showing your care -being here when I need you -your concern -your great support)*

### IV-Real Life Situations

### Bereavement:

-Bereavement (the loss of a loved one through death) is one of the most difficult situations to know how to handle.

-When someone dies, we often avoid using the words *death, dead, or died.*

-Instead using the verb *die,* we can use *pass away* or *pass on.*

-For instance, you might say, *"I was sorry to hear about your father's passing away."* Or you just say, *"I was sorry to hear about your father" and* stop there.

### Sample Situational Dialogues:

It's impossible to give examples of every kind of sad or tragic experience for which we might have to offer sympathy and consolation, but the following two dialogues illustrate two typical unfortunate incidents and how sympathy might be offered and accepted: ***A. Phil's car was stolen:***

Claude:  Phil, I was really sorry to hear about your car being stolen. Do the police have any leads?

Phil:      Only a few, I'm afraid.

Claude:    Well, if you need to borrow my car, just ask.

Phil:       Thanks a lot, Claude. I will.

***B. Carla had an accident:***

Keiko:     I heard about your accident, Carla. Are you okay?

Carla:    Yes, I'm fine, but my car is going to be in the shop for several days.

Keiko:   I'll be glad to give you a ride to work until it's fixed.

Carla:     Thanks. That's sweet of you.

## Task Three

1-Work in your own group to discuss the following: *In your opinion, is it important for you to know how to express sympathy? Why? Do you agree that the simple words which cost us nothing that we say to someone who went through a misfortune may have a magical effect?*

2-Go through the text and select any difficult words, phrases, or sentences to discuss with your teacher.

3-Come out to the BB and write any words, phrases, or sentences that you would like to discuss with your teacher.

## Activity Two
## (Based on Intrapersonal Intelligence)

## Task One

1-Go individually through the text and read part of it to write your own impressions about it in your personal journal.

2-Come out and give individualized speech about what you have written in front of your classmates. You are expected to talk in this way:

*"I think that there are many other expressions that can be used in order to…For example…In my point of view, it's very embarrassing to…I feel that people in these situations are…etc."*

### *Task Two*

1-Work individually in order to choose any part of the text that appeals to you to comment on it relating it to your personal life experiences.

2-Write your comments in your personal journal, and then talk about what you have written in front of your classmates.

3-Work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell your teacher the reason why you have chosen these items in particular. You are expected to talk in this way:

*"I chose…because…This expression reminds me of…There are many life situations that I have gone through that…In everyday life I use expressions like these, but in Arabic…etc."*

### *Activity Three*
### (Based on Interpersonal Intelligence)

### *Task One*

1-After your teacher divides you into pairs and assign a *teacher* in each pair to explain to his/her classmate some part of the text that s/he determines, work in pairs as a *teacher* and a *student* so as to teach and learn this part together for ten minutes. 2-The *learner* in each pair should listen attentively to his/her (supposed-to-be) teacher because s/he is going to give an oral presentation on what s/he has understood from his partner.

### *Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to discuss part of the text together.

2-Work cooperatively in your group according to the role that the teacher assigns to you as *leaders, reporters, writers,* and *facilitators*. The *reporter/presenter* is expected to talk in this way:

*"We are group number 1. Today we discussed together the…Most of us agreed to the idea that…We reached the following conclusions…etc."*

### *Activity Four*
### (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Prepare yourself to deliver the summary that your group has already prepared in the previous task using your body language (i.e. miming, actions, gestures, etc.)  2-Come out and deliver the summary using your body language.

3-Or try to imitate your classmate's movements and gestures while s/he is delivering the summary.

### *Task Two*

1-Work with your classmate with whom you were acting the role of the *teacher* or the *student* and prepare yourself to dramatize  a situation that occurred while you were working together.

2-Come out with your classmate and dramatize the situation.
### *Evaluation*

I-Answer the questions that you read before the lecture begins, and then present your answers orally to the teacher.

II-Work in pairs to:

 1-Tell what is meant by expressing sympathy.

2-Give examples of the main expressions which are used to express sympathy.

3-In your group, try to paraphrase some words, sentences or phrases such as:

"I was so sorry to hear about…"- "Please don't hesitate to ask if there's something I can do" – "When someone dies, we often avoid using the words death, dead, or died."

 4-Deliver a short oral presentation about *How Express sympathy.*

5-Give similar examples of real situations in which you were required to offer sympathy, or respond to sympathy offered.

 6-Speak about your experiences with giving sympathy.

**Lesson Two Her**
**Grandmother's Death** *Behavioural Instructional*
*Objectives:*

By the end of the lesson, you are expected to be able to:

1-Express sympathy with someone's death.

2-Sympathize with people who have gone through different kinds of bad situations.

3-Offer sympathy to other people in many different ways.

4-Use the appropriate expressions and/or structures to express sympathy.

*Organization:* Pair Work/Individual Work/Group Work.

*Duration:* 120 minutes.

## Procedures

### *Activity One*

### **(Based on Verbal/Linguistic Intelligence)**

### *Task One*

1-Answer the questions that the teacher will ask bout *how to express sympathy.*

2-Read the following text silently to identify the different situations in which sympathy is offered and also the main expressions which are used to give sympathy and then read aloud the sentences which include the main expressions:

**The Text**

**Her Grandmother's Death**

*Situation One*

*Brenda:  Elena, I'm deeply sorry to hear about your grandmother. She was a wonderful person, and I loved her like my own grandmother.*

*Elena:  Thank you for your sympathy; I'm deeply touched. She loved you, too.*

*Brenda:* Please let me know if there's anything I can do. I bought over a baked chicken. I know you have enough things to worry about without having to think about cooking.

*Elena:* That was really thoughtful, Brenda. And thanks for the flowers too. They're beautiful.

*Brenda:* Well, I'll let you go now. There are a lot of people waiting to talk to you. I'll see you tomorrow at the services. In the meantime, if there's anything at all I can do just ask.

*Elena:* Thanks, Brenda. I will.


## Situation Two:

*Mike:* Hi, honey. How did it go at work today?

*Yoko:* I'm so upset, Mike. I found out I didn't get the promotion I was hoping for!

*Mike:* I can't believe it! I'm really sorry, honey. I know how much you were counting on it. And if anyone deserved it, you did!

*Yoko:* Thanks, Mike. I really *did* think I was going to get it. That's what makes the disappointment so much worse!

*Mike:* Don't let it get you down. There'll b other promotions.


## Situation Three:

*Jean:* Celina, I was shocked to hear about Joe's skiing accident! I'm so sorry!

*Celina:* Thank you, Jean. We're just thankful that it wasn't any worse than it was.

*Jean:* Please let me know if there's anything I can do. I'll be glad to look after the kids while you go to the hospital.

*Celina:* Thanks a lot. I might take you up on it tomorrow if you don't mind.

*Jean:* Not at all. And please tell Joe we're all thinking about him and wishing him a fast recovery. I'll send him a card tomorrow.


## Task Two

1-Come out and write the sentences which include the main expressions of sympathy on the BB.

2-Write similar sentences of your own that contain the same expressions.
3-Write other expressions that can be used in the same situations.

### *Task Three*

1-Work in pairs to discuss how to say the same situation in other ways.

2-Come out individually and give a speech on how to express these situations in other ways.

3-You are expected to talk like this: *"Instead of saying…we can say…"*

### *Task Four*

1-Listen attentively to your teacher while s/he is reading the text.

2-Repeat after your teacher while s/he is reading the dialogues: Repeat sentences, then the phrases, then the words which express sympathy.

## Activity Two
### (Based on Intrapersonal Intelligence)

### *Task One*

1-Relax and think for a few moments of some real-life situations in which they were required to express sympathy to other people.

2-Write in your personal journal your personal stories or situations of offering sympathy.

3-Speak up and express yourself in regard to the ideas you have just written in the way you like. You may talk in this way:

*"Last week the father of a close friend of mine died…I didn't know what to say to him/her in this critical situation. I began to think. I knew that my friend loved his/her father very much. I said to him/her…"*

### *Task Two*

1-Work individually to choose any situation in which sympathy is to be offered and compose a dialogue in the way you like.

2-Speak up and read the dialogue that you have prepared individually.

### *Task Three*

1-Write a self-report on what has happened while you have been preparing your dialogue.

2-Speak up and deliver your self-report. You may talk in this way:

*"While I was preparing the dialogue, I was thinking of many things. I was confused…I decided to deal with…because I thought that…Besides…"*

## Activity Three
## (Based on Interpersonal Intelligence)

### *Task One*

1-Choose someone who has the card which includes the number that you like and sit beside him/her.

2-Turn to the person next to you and share with him/her at least three ideas or things that you have understood which are related to the ways used to express sympathy. You may talk in this way:

*"Well, I think that expressing sympathy is…I feel that there are many expressions other than…We may say that…The point I'm making is that…etc."*

### *Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to make a dialogue similar to the one that the teacher assigns to you.

2-Work cooperatively in your group according to the role that your teacher assigns to you as *leaders, reporters, writers,* and *facilitators*. The *reporter/presenter* is expected to present the dialogue.

# Activity Four

## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Work in pairs to prepare yourself to role-play the dialogues you have already prepared using miming, gestures and movements.

2-Come out in pairs to dramatize and role-play the dialogues.

### *Task Two*

1-Listen to the instructions that the teacher is going to give you and move parts of your body when you hear certain words, phrases or sentences.

2-Listen carefully to the sentences which the teacher is going to say and move parts of your body according to the teacher's instructions.

3-Your teacher is going to give you instructions like these:

*"Move your head when you hear the word…Move your right hand when you hear…Jump when you hear…etc."*

### *Task Three*

1-Listen to some expressions used to offer sympathy.

2-Mime and dramatize the expressions which you will hear from your teacher without using a word.

3-Use your body (i.e. movements, gestures, miming, etc.) all the time.

**Evaluation** I-What

should you say in the following situations:

a) Your friend's father died and you are willing to offer        anything so as to help

   him/her.


b) Your uncle had an accident and you go to visit him in the hospital.


c) Your cousin didn't succeed in the job interview                though he is

   very efficient for the job.

II-Work in pairs to choose a situation that appeals to you in which sympathy is offered

and act out a dialogue.

III-Use different expressions to express sympathy regarding the same life event. IV-

Tell personal stories of real-life situations in which you were required to express

sympathy to someone.




**Lesson     Three**

**That's Sweet of you** *Behavioural Instructional*
*Objectives:*

By the end of the lesson, you are expected to be able to:

1-respond to sympathy offered in many different ways.

2-use the appropriate expressions and/or structures commonly used in responding to

sympathy offered.

3-compose short dialogues in which sympathy is responded to.

*Organization:* Pair Work/Individual Work/Group Work.

*Duration:* 120 minutes.

**Procedures:**

**Activity One**

**(Based on Verbal/Linguistic Intelligence)**

*Task One*

1-Answer the questions that you hear from your teacher.

2-Read the following text silently to identify the different main expressions which are used to respond to sympathy offered:

That's Sweet of You

*Khalid:* Good morning Mohsen! How is it going with you?

*Mohsen*: Good morning Khalid! I'm pretty well thanks, and you?

*Khalid:* Fine! How horrible to hear about your accident last week! Are you okay now?

*Mohsen:* Quite well now. Thank you for your concern and kindness.

*Khalid:* And what about your car?

*Mohsen:* My car's going to be in the shop for several days.

*Khalid*: I'll be glad to give you a ride to work until it's fixed.

*Mohsen:* Thanks. That's sweet of you.

*Khalid:* I'm also ready to give you any money that you might need in repairing your car.

*Mohsen:* I'm deeply grateful. I appreciate your kindness. How is your brother now? I was upset to know that he was ill last week.

*Khalid:* He's getting better now. Thank you for showing care.

*Mohsen:* Would you like me to help him in anyway?

*Khalid:* Thank you for being here when I need you.

3-Read aloud the whole dialogue stressing the sentences which include the main expressions which are used to respond to sympathy offered.

### *Task Two*

1-Ask your students to come out and write the sentences which include the main expressions of sympathy on the BB.

2- Write similar sentences of your own that contain the same expressions.

3- Write other expressions that can be used in the same situations.

### *Task Three*

1-Work in pairs to say the same situation in other ways.

2-Go out and give a speech on how to express this situation in other ways. You can talk in this way: *"Instead of saying… we can say…etc."*

3-Act out the roles of the people in this situation.

### *Task Four*

1-Listen attentively to your teacher while s/he is reading the text.

2-Repeat after your teacher while s/he is reading the dialogues.

3-Repeat after your teacher the sentences, then the phrases, then the words which express responding to sympathy offered.

## Activity Two
### (Based on Intrapersonal Intelligence)

### *Task One*

1-Relax and think for a few moments of some real-life situations in which you were required to respond to sympathy offered by other people.

2-Write in your personal journal your personal stories or situations which are related to sympathy offered.

3-Speak up and express yourself in regard to the ideas or the stories you have just written in your personal journal in the way you like.

### *Task Two*

1-Choose any situation in which responding to sympathy offered is required and try to compose a dialogue in the way they like.

2-Speak up and read the dialogues that you have prepared individually.

3-Listen to your teacher while s/he is suggesting a variety of topics for you to talk about.

4-Choose a topic that you are interested in to talk about.

### *Task Three*

1-Write a self-report on what has happened while you were preparing your dialogue.

2-Speak up and deliver your self-report. You may talk like this: "*When I began to think of a dialogue, the ideas that came to my mind were…I began to write quickly because…Then I…etc*"

## Activity Three
### (Based on Interpersonal Intelligence)

### *Task One*

1-Choose someone who has the card which includes the number that you like and sit beside him/her.

2-Turn to the person next to you and share with him/her at least three ideas that you have understood which are related to the ways which are used to respond to sympathy offered.

### *Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to make a dialogue similar to the one that the teacher assigns to you.

2-Work cooperatively in your group according to the role that your teacher assigns to you as *leaders, reporters, writers,* and *facilitators*. The *reporter/presenter* is expected to present the dialogue.

## Activity Four
## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Prepare yourself to role-play the dialogue you have already prepared using miming, gestures and movements while dramatizing. (Take about 10 minutes.) 2-Go out in pairs to dramatize the dialogue.

### *Task Two*

1-Listen to the instructions that the teacher is going to give you and move parts of your body when you hear certain words, phrases or sentences.

2-Listen carefully to the sentences which the teacher is going to say and move parts of your body according to the teacher's instructions. Your teacher's instructions could be like this: *"Move your head when you hear the word…Move your right hand when you hear the word…"*

## Task Three

1-Listen to some expressions used to respond to sympathy offered.

2-Mime and dramatize the expressions which you will hear from your teacher without using a word.

3-Use your body (e.g. movements, gestures, miming) all the time.

## Evaluation

I-What would you say in the following situations:

1-A relative of yours died and some close friends offer sympathy to you

2-Your uncle had an accident and a friend of yours offer help and encouragement 3-You didn't pass a TOEFL test  though your English is very good and your brother offers sympathy to you.

II-Do the following tasks:

1-Work in pairs to choose a situation that appeals to you in which sympathy is offered and responded to and act out a dialogue.

2-Use different expressions to respond to sympathy offered regarding the same life event.

3-Tell personal stories of real-life situations in which you were required to respond to sympathy offered by someone.

# Unit Four

# Talking about Our Likes and Dislikes

## General Objectives:

This unit aims at enabling you to:

1-acquire a theoretical background about talking about likes and dislikes.

2-talk about your likes.

3-talk about your dislikes.

### Lesson One

**Introduction** *Behavioural Instructional Objectives:*

By the end of the lesson, you are expected to:

1-indicate how to express our likes.

2-mention how to express our dislikes.

3-give an account on the different structures used to express our likes and dislikes.

_**Organization:**_ Pair Work/Individual Work/Group Work.

_**Duration:**_ 120 minutes.

## Procedures:

## Activity One

## (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Work in your group to give as many meanings of *likes and dislikes* as you can. 2-Follow your teacher while s/he is writing your ideas on the BB and try to participate.

3-Again in your own groups, try to give examples of the ways that we commonly use to express our likes and dislikes.

4-Follow your teacher while s/he is writing your ideas on the BB and try to participate.

### *Task Two*

1-Listen to your teacher while s/he is delivering a lecture on '*Talking about Our Likes and Dislikes.''*

2-Refer back to the text below while you are listening to the lecture to answer the following questions:

*Why is it important to talk about our likes and dislikes in our social life?*

*What are the main structures and/or expressions which are commonly used to express likes and dislikes?*

*What's meant by degrees of liking and disliking?*

## The Text

### I-Introduction

Throughout everyday communication with people, we sometimes find ourselves obliged to express our likes and dislikes.

We usually talk about our likes and dislikes concerning the food we prefer to eat; the drinks we prefer to have; the movies we would like to watch; the songs we would like to listen to; the countries or cities we like to visit; the hobbies that we like to practice; the books or stories that we are interested in, etc.

There is no one definite way of expressing likes and dislikes, and therefore, people differ in the way they express their likes and dislikes. Also the situations may vary. Some situations, for example, require us to express a strong liking to something.

### II-Structures and Expressions of Likes

*There are many degrees of expressing likes:

<u>*Very strong liking:*</u>

What would you say when you like something to a *very high degree?*

1- *I love/adore* …(something) e.g. I *adore* reading - She *loves* music.

2- *I'm crazy/mad about* …(something e.g. My brother is *crazy about* detective stories. 3- I'm *mad about* watching horror movies.

4- *I admire…(infinitive) e.g.* I *admire* being here with you. 5-*This might be interesting, but … (is) what (I) really like.*

e.g. *This movie might be interesting, but* action movies *are what I really like.*

6-*What I really like is…*(something).

e.g. *What I really like is* folk music. 7-*I'm deeply/completely interested in* …(something).

e.g. *I'm deeply interested in* music 8-*I love/like (something) so/very much.*

e.g. *I like* swimming very much.

_Normal (moderate) liking:_

*What would you say when you like something, but _your liking is not very strong?_

1-_I like_…(something)  e.g. _I like_ classical music.

2-_I'm fond of_…(something) e.g. I'm fond of folk music.

3-_I quite like_…(something) e.g. _I quite like_ pop music.

4-_I'm interested in_ …(something) e.g. _I'm interested in_ classical music.

5-_I'm quite interested in_…(something). e.g. _I'm quite interested in_ playing football.

6-_I'd like to_…(verb). e.g. _I'd like to_ begin with lentil soup.

     _I'd like to_ have another baby. 7-_I feel_

_like_…(gerund). e.g. _I feel like_ going to the cinema

     _I feel like_ eating now!

8-_I've always enjoyed_…(gerund or noun).  e.g.  _I've always enjoyed_ swimming.

9-_I'd rather_…(infinitive).

 e.g. I don't like to play football. _I'd rather_ go to the movies'.

## III-Structures and Expressions of Dislikes

Again, what are the structures and/or expressions that you should use when _talking about dislikes?_

_Moderate and Weak Disliking:_

There are many ways for talking about dislikes, and consequently, there are many structures and/or expressions which can be used to express your weak (not very strong) disliking. Here are some examples of these structures and/or expressions:

1-_I don't like_…(something). e.g. _I don't like_ Chinese food  2-_I_

_don't think much of_…(something).

   e.g. _I don't  think much of_ that book.

3-*I'm not very keen on…*(something).

e.g. *I'm not very keen on* sport.

4-*He dislikes …*(something) e.g. *He dislikes* Indian food. (More formal) 5-*I don't feel like…*(gerund) e.g. *I don't feel like* going to the cinema.

6-*I'm not very interested in…*(gerund) e.g. *I'm not very interested in* writing letters.

7-*I'm not fond of…*(gerund – noun)  e.g. *I'm not fond of* classical music. -  *I'm not fond of* listening to classical music *Strong*

*Disliking:*

* Here are some examples of these structures and/or expressions of strong disliking:

1-*I hate… (gerund or noun)* e.g. *I hate* noisy children.

2-*I detest…(someone)*  e.g. *I detest* people who tell lies.

3-*I can't stand/bear…(gerund)*  e.g. *I can't stand* waiting for buses.

4-*I despise …(someone)* e.g. *I despise* people who are selfish.

5-*I loathe…(gerund)*  e.g. *I loathe* having to type all day.

6-*I get tired of…(gerund)* e.g. *I get tired of* being talked about behind my back.

## IV-Sample Situation

***Read the following dialogue between Salwa and Mona. You will find many expressions of likes and dislikes:***

Mona: Hi Salwa. How is it going with you?

Salwa: Pretty well, Mona, thanks, and you?

Mona: Fine! What about going to the opera today? *I'm crazy about* classical music!

Salwa: I'm afraid, Mona, I can't. I *don't think much of* classical music. *I get tired of* sitting for long hours without understanding anything! How about going to the cinema?

Mona: Well, What's the show of tonight?

Salwa: It's *Tom Cruse's Mission Impossible 2. I've always enjoyed* watching Tom Cruse's movies. I love his style!

Mona: *I'm not very interested in* action movies! *I'd rather* watch romantic ones.

Salwa: I see. Have you ever watched *Titanic?*

Mona:  Of course I have! It was a fantastic movie. *I loved* it *very much* to the extent that I watched it more than five times! What do you think of horror movies?

Salwa: For me, *I hate* horror movies. I *don't like* them *at all* because *I can't stand* being terrified by strange surprises every moment!

*** *Task Three* ***

1-Work in your own group to discuss the following:

(*In your opinion, is it important for you know how to express your likes and dislikes? Why? -How can we summarize this text to get a few guidelines? -Do you agree that there's no one specific way for expressing likes and dislikes?*)

2-Go through the text and select any difficult words, phrases, or sentences to discuss them with your teacher.

3- Come out to the BB and write any words, phrases, or sentences that you would like to discuss with your teacher.

## Activity Two
## (Based on Intrapersonal Intelligence)

*** *Task One* ***

1-Go individually through the text and read part of it to write your own impressions about it in your personal journal.

2-Come out and give individualized speech about what you have written in front of your classmates. You are expected to talk like this:

*"In my point of view…I think that…I believe that…I feel that this part/expression/word is…This reminds me of…etc."*

*** *Task Two* ***

1-Work individually in order to choose any part of the text that appeals to you to comment on it and/or relate it to your personal life experiences.

2-Write your comments in your personal journal, and then talk about what you have written. (You can talk for five minutes)

3-Work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell your teacher the reason why you have chosen these items in particular. You are expected to talk in this way:

*"I chose…because…and also…It reminds me of…It's related to…I feel that it is…I like to use similar expressions in Arabic to…etc."*

**Activity Three**

**(Based on Interpersonal Intelligence)**

*Task One*

1-After your teacher divides you into pairs and assigns a *teacher* in each pair to explain to his/her classmate some part of the text that s/he determines, work in pairs as a *teacher* and a *student* to teach and learn this part together for ten minutes. 2-The *learner* in each pair should listen attentively to his/her (supposed-to-be) teacher because s/he is going to give an oral presentation on what s/he has understood.

3-The learner in each pair is expected to demonstrate his/her understanding in this way:

*"Actually, I understood many things from my teacher: I understood that…I also understood that…I got the idea that…etc."*

*Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to discuss part of the text together.

2-Work cooperatively in your group according to the role that your teacher assigns to you as *leaders, reporters, writers,* and *facilitators*. The *reporter/presenter* is expected to talk in this way:

"*Hello! We are Group No. 1. We discussed the following part together…We agreed that…We reached the following conclusions…etc.*"

## Activity Four
## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Prepare yourself to deliver the summary that your group has already prepared using your body language (i.e. movements, miming, gestures)

2-Come out and deliver your summary, or try to imitate your classmate's movements and gestures while s/he is delivering the summary.

### *Task Two*

1-Work with your classmate with whom you were acting the role of the *teacher* or *the student* to prepare yourself to dramatize a situation that occurred while you were working together.

2-Come out with your classmate and dramatize the situation.

### *Evaluation*

I-Answer the questions that you read before the lecture begins in the empty spaces, and then present your answers orally to the teacher.

II-Do the following:

a) Tell what is meant by likes and dislikes.
b) Give examples on the main expressions which are used to talk about likes and dislikes.

c) Paraphrase some words, sentences or phrases such as: "*I can't stand…/ I'm deeply interested in…/ Football might be interesting, but table tennis is what I like!*"

Four) Deliver a short oral presentation about *How to talk about likes and dislikes.*

Five)  Give similar examples of real situations in which you were required to talk about your likes and dislikes.

Six)   Speak about your own experiences with talking about likes and dislikes.

Seven) Converse with another classmate to discuss something about expressing likes and dislikes.

**Lesson   Two   My Hobbies  and  Preferences** *Behavioural  Instructional* *Objectives:*

By the end of the lesson, you are expected to be able to:

1-Talk about your likes in many different ways.

2-Use the appropriate expressions to talk about your likes in many different situations.

3-Converse with another classmate to express your likes.

*Organization:* Pair Work/Individual Work/Group Work.

*Duration:*  120 minutes.

**Procedures:**

*Activity One*

**(Based on Verbal/Linguistic Intelligence)**

## *Task One*

1-Answer the questions that the teacher will ask bout *how to talk about likes*. 2-Read the following text silently to identify the different situations in which likes are expressed and also the main expressions which are used to talk about likes:

### The Text

### My Hobbies and Preferences

Hi. My name is Hazem. I'm a university student. I'm 19 years old. I'd like to talk about my likes and preferences. Actually there are many things that I like. Also there are many hobbies that I like to practice nearly everyday. There are many things that I'm crazy about. There are many other things which I'm quite interested in. So let's begin!

First of all, I'd like to talk about the sports I like. I'm crazy about ping – pong. I like to play it everyday. I admire it because it's easy and doesn't need much effort or much preparation. I've enjoyed playing it for about 10 years. Also I love volleyball very much. I feel like going to play it right now! I feel very happy while playing it because I'm fond of jumping most of the time as I feel free when I do so.

Second, I'd like to speak about foods and drinks. I adore rice and macaroni, though my parents advised me many times not to eat much of them. Yet I can't help eating till I'm satisfied! I quite like mango juice because it's very tasty and healthy as well. Also, I'm fond of oranges.
There are many other fruits which may be more attractive, but what I really like is oranges.

Third, I'd like to talk about famous persons who I like. I love Gandhi very much. I consider him a wise and great leader who was able to attract people and gather them around him. He is commonly known as *mahatma* which means *great soul*. What I particularly like about him is the ways he used to manage problems and provide people with patience and tolerance. I'm also mad about Talat Harb, the man of economics. I appreciate the efforts he exerted in order to establish the first national bank in Egypt. I like what he did because it was considered a great victory of the Egyptian will over the British occupation.

Fourth, I'd like to talk about one of the most preferable hobbies for me: reading. I adore reading and can't imagine my life without it. I love reading because through reading I can travel to many places in spite of not moving from my room. I'm so much interested in reading because I like to spend most of the time with myself thinking and imagining. I'm deeply in love with the English language. I love it because they say that acquiring a new language means having a new soul. I'm fond of novels, especially those written by Charles Dickens. I'm also interested in Shakespearean plays because they contain many sophisticated and philosophical ideas.

These are some of my likes. As you have seen, I have so many likings and have so many things to admire. What about you?

## A Movie for Tonight,s Party

### Read the following dialogue between a man and a woman:

Man: Hey, Kathy. I'm thinking about renting a movie for tonight's party, and I want to know what kind of movies you like.

Woman: Okay. What kind of movies do you have in mind?

Man: Well, what about action movies?

Woman: Ah, I don't really like action movies. Too much violence.

Man: Okay, do you like comedies?

Woman: Now, I do enjoy comedies.

Man: Fine. Well, what do you think of horror movies or love stories?

Woman: Uh . . . I'm not really crazy about horror movies, but love stories are often fun to watch. Oh, and I really like foreign films, too.

Man: Okay. I'll go to the video store and see what I can find. Thanks.

## *Task Two*

1-Come out and write the sentences which include the main expressions of likes on BB.

2-Write similar sentences of your own that contain the same expressions.

3-Write other expressions that can be used in the same situations.

## *Task Three*

1-Work in pairs to say the same report in other ways that differ from the ways involved in the text.

2-Come out and give a speech on how to express these ideas in other ways.

3-Comment on the dialogue between the man and the woman in the same way.

## *Task Four*

1-Listen attentively to your teacher while s/he is reading the text and the dialogue.

2-Repeat after your teacher while s/he is reading the text and the dialogue.
3-Repeat after your teacher the sentences, then the phrases, then the words which are used to talk about likes.

## *Activity Two*
## **(Based on Intrapersonal Intelligence)**

## *Task One*

1-Relax and think for a few moments of some real-life situations in which you were required to talk about your likes with other people.

2-Write in your personal journal your personal stories or situations which are related to talking about likes.

3-Speak up and express yourself in regard to the ideas you have just written in your personal journal in the way you like.

### *Task Two*

1-Work individually to choose any topics other than those dealt with in the report and the dialogue and talk about other things that you personally like.

2-Speak up individually and read the sentences you have prepared. You are expected to talk in this way:

> *"There are many things that I like. I love…I'm crazy about…I like to…I feel like…I'm interested in…because it is…I adore…I can't live without it and I love to…because…"*

### *Task Three*

1-Work individually to write a report like the one written in the text you have in activity one/task one.

2-Speak up and deliver your self-report. You are expected to deliver your selfreport in this way:

> *"Hello everybody! My name is…I'm a student at…I'd like to talk to you today about my likes. There are many things in which I'm interested…I admire…because…When it comes to sports, I love basketball very much because…I'm crazy about…etc"*

### *Activity Three*
### **(Based on Interpersonal Intelligence)**

### *Task One*

1-Choose someone who has the card which includes the number that you like and sit beside him/her.

2-Turn to the person next to you and share with him/her at least three ideas or things that you have understood related to the ways which are used to talk about likes.

### *Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to discuss the individual reports and agree upon a single report to be delivered at the end of the discussion.

2-Work cooperatively in your group according to the role that your teacher assigns to you.

2-Work cooperatively in your group according to the role that your teacher assigns to you as *leaders, reporters, writers,* and *facilitators*. The *reporter/presenter* is expected to talk in this way:

"*Hello! We are Group No... We discussed the individual reports and agreed upon the following report…etc.*"

### *Activity Four*
### (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Role-play the report and the dialogue you have already prepared using miming, gestures and movements while dramatizing.

2-Go out in pairs to dramatize the dialogues.

## Task Two

1-Listen to the instructions that the teacher is going to give you and move parts of your body when you hear certain words, phrases or sentences.

2-Listen carefully to the sentences which the teacher is going to say and move parts of your body according to the teacher's instructions.

## Task Two

1-Listen to some expressions used to talk about likes.

2-Mime and dramatize the expressions which you hear from your teacher without using a word.

3-Use your body (gestures, miming, dramatization, etc.) all the time.

## Evaluation

I-What should you say in the following situations:

One)              Your friend asks you about your favourite sports.

Two) You are at a restaurant and the waiter asks you about the foods and drinks that you would like to have.

Three)            You are asked to give an oral report about your own likes.

II-Do the following:

a) Work in pairs to converse with each others about your likes.

Two) Use different expressions to express your liking of the same life thing.

Three) Tell personal stories of real – life situations in which you were required to talk about your likes.

Four)                    Imagine that they are conversing with Hazem about his likes.

## Lesson Three

## What Do They Hate about Their Work?

***Behavioural Instructional Objectives:***

By the end of the lesson, you are expected to be able to:

1-talk about your dislikes in many different ways.

2-use the appropriate expressions to talk about your dislikes in many different situations.

3-converse with another classmate to express your dislikes.

**_Organization:_** Pair Work/Individual Work/Group Work.

**_Duration:_** 120 minutes.

## Procedures:

### *Activity One*

### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Answer the questions that the teacher will ask bout *how to talk about dislikes.*

2-Read the following text silently to identify the different situations in which dislikes are expressed and also the main expressions which are used to talk about dislikes:

**The Text**

***What Do They Hate about Their Work?***

*We asked some performers what they love and hate about their work. This is what they said:*

1-Directors can be very impatient and very insensitive. They yell at me in front of everyone else. I especially don't like them to yell at me in front of everyone else.

2-Writers often seem indecisive. I get tired of them changing our lines.

3-Our music is very different. It's a completely new sound. I don't appreciate people criticizing our music when they don't understand it.

4-It's nice to be recognized in public. People ask me for my autograph. I really like that.

5-I used to work on stage, but now I'm in television. I miss the audience applauding after a performance.

***Read the following dialogue to make similar ones:***

Soha: Hassan! I don't like your style of speaking with me! I'm really getting tired of your teasing me about my diet!

Hassan: I'm awfully sorry, Mona. I don't intend to tease you. I dislike your starving yourself!

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Soha: Oh, terrible! I can't stand your being sarcastic about my diet!

Hassan: Well, Soha. I generally hate going on a diet. That's it!

Soha:   You know, Hassan, that I'm not interested in eating fats because they increase my weight. I'm not fond of rice either.

Hassan: You are free to do whatever you like. But for me, I don't like to confine myself to eating this, or not eating that.

Soha: You are free too. But I despise people who interfere with other people's affairs.

Hassan: I'm not interested in interfering with other people's affairs. But I feel with pity for you!

Soha: *Pity?* Why?

Hassan: Because you nearly eat nothing!

Soha: Ok, Hassan. Don't think much about that.


### I Don't Mind Her!

*Mr. Bean:*  Hello, darling. Do you fancy going out tonight?

*Mrs. Bean:* Oh, no thanks, I don't really feel like it tonight. How about renting a film instead.

*Mr. Bean:* OK. Do you feel like watching the new Bruce Willis film, Die Hard 13?

*Mrs. Bean:* Oh, no. I hate him. Do you like Julia Roberts?

*Mr. Bean:* I don't mind her.

*Mrs. Bean:* Well I really like her. Let's rent her new film then.


## *Task Two*

1-Come out and write the sentences which include the main expressions of dislikes on BB.

2-Write similar sentences of your own that contain the same expressions.

3-Write other expressions that can be used in the same situations.

### *Task Three*

1-Work in pairs to prepare yourself to give an oral presentation on the performers' comments and the dialogues.

2-Come out and give your oral presentation.

### *Task Four*

1-Listen attentively to your teacher while s/he is reading the text and the dialogues.

2-Repeat after your teacher while s/he is reading the text and the dialogue. 3-Repeat after your teacher the sentences, then the phrases, then the words which are used to talk about dislikes.

### *Activity Two*
### (Based on Intrapersonal Intelligence)

### *Task One*

1-Relax and think for a few moments of some real-life situations in which you were required to talk about your dislikes with other people.

2-Write in your personal journal your personal stories or situations which are related to talking about dislikes.

3-Speak up and express yourself in regard to the ideas you have just written in your personal journal in the way you like

### *Task Two*

1-Individually choose any topics other than those dealt with in the text and the dialogue and talk about other things that you personally dislike.

2-Speak up and read the sentences you have prepared individually.

### *Task Three*

1-Write a self-report like the one written in the text you have in activity one/task one of the previous lesson.

2-Speak up and deliver your self-report. You are expected to write your self-report in this way:

*"Hello. I'm…I'm a student at…I'd like to report the things that I dislike. There are many reports, foods, drinks, and behaviours that I don't like at all. Concerning the sports, I hate…very much because…etc."*

## *Activity Three*
### (Based on Interpersonal Intelligence)

### *Task One*

1-Choose someone who has the card which includes the number that you like and sit beside him/her.

2-Turn to the person next to you and share with him/her at least three ideas or things that you have understood which are related to the ways used to talk about dislikes. You are free to talk about anything related to dislikes in the way that you like. You can talk like this:

*"Well, I got the idea that…I learned that…I understood the idea that…In my opinion, these expressions are…This…appeals to me because…I like the idea that…"*

### *Task Two*

1-After the teacher divides you into fairly small groups, work in your own group with your colleagues to prepare a report about dislikes to be delivered at the end of the discussion.

2-Work cooperatively in your group according to the role that your teacher assigns to you 2-Work cooperatively in your group according to the role that your teacher assigns to you as *leaders, reporters, writers,* and *facilitators*. The *reporter/presenter* is expected to talk in this way:

"*Hello! We are Group No... We discussed the individual reports and agreed upon the following report…etc.*"

## Activity Four
## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Role-play the report and the dialogue you have already prepared using miming, gestures and movements while dramatizing the dialogues.

2-Go out in pairs to dramatize the dialogues.

### *Task Two*

1-Listen to the instructions that the teacher is going to give to you and move parts of your body when you hear certain words, phrases or sentences.

2-Listen carefully to the sentences which the teacher is going to say and move parts of your body according to the teacher's instructions.

### *Task Three*

1-Listen to some expressions used to talk about dislikes.

2-Mime and dramatize the expressions which you will hear from your teacher without using a word.

3-Try to use your body all the time.

*Evaluation*  1-What should you say in the following situations:

a-Your friend asks you about the sports that you don't like.

b-You are at a restaurant and the waiter asks you about the foods and drinks that you wouldn't  like to have.

c-You are asked to give an oral report about your own dislikes.

2-Do the following:

a-Work in pairs to converse with each others about their dislikes.      b-Use different expressions to express their disliking of the same  thing.

c-Tell personal stories of real – life situations in which they were required to talk about their dislikes.

d-Imagine that they are conversing with Hassan about what Soha dislikes about him or converse with Mrs. Beans

# Unit Five

# Giving Opinions

## General Objectives:

This unit aims at enabling you to:

1-acquire a theoretical background on giving opinions and agreeing and/or disagreeing with them.

2-ask for and give opinions about certain topics.

3-agree or disagree with an opinion.

### Lesson One
### Introduction

*Behavioural Instructional Objectives:*

      By the end of the lesson, you are expected to be able to:

1-give an account on how to express or give an opinion.

2-indicate how to agree or disagree with someone's opinion.

3-mention the different structures which are used to express opinion and agree or disagree with an opinion.

4-differentiate between the formal and the informal ways used to express opinion and agree or disagree with an opinion.

***Organization:*** Individual Work/Pair Work/Group Work.

***Duration:*** 120 minutes.

## Procedures:

## Activity One

## (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Work in your groups to give as many meanings of the word *'opinion'* as you can.

2-Follow your teacher while he is writing your ideas on the BB and try to participate.

3-Again in your own groups, try to give as many examples of the ways or *the expressions* that we commonly use in expressing or giving opinions.

4-Follow your teacher while he is writing your ideas on the BB and try to participate.

### *Task Two*

1-Listen to your teacher while he is delivering a lecture on '*Giving Opinion and Agreeing or Disagreeing with an Opinion."*

2-Refer back to the following text while you are listening to the lecture so as to answer these questions:

1-What is meant by expressing or giving an opinion?

2-How do you ask someone for his opinion?

3-How do you agree or disagree with an opinion?

4-What's the difference between formal and informal ways of expressing opinion and agreeing or disagreeing with an opinion?

## The Text
### I-Introduction

1. How often have you been in a situation where somebody says, "What do you think about…?"

2. The person expects you to express an opinion on a subject.

3. Learning how to express opinions, to agree, and to disagree are verbal and social strategies that require knowledge of some fixed expressions.

4. The way you express your opinion is very important.

5. Expressing opinion to a close friend is sometimes different from expressing opinion to a stranger in a formal meeting and so is the case with agreeing or disagreeing to an opinion.

6. We can say that there are formal expressions and other less formal (informal) ones for expressing opinion and agreeing or disagreeing to an opinion.

7. Sometimes we express a very strong (or strong) opinion.

8. At some other times, we express opinion in a less confident way.

9. There are expressions (or structures) always come at the beginning of an utterance followed by a statement.

### II-Expressing Opinions

10. There are many ways to give your opinion in English. What you say depends on how strong your opinion is.

11. Here are some typical ways of starting to let a person know what you think about a topic.

12. Remember that these are only beginnings; you must add a statement of opinion after each.

13.     For example, if you start with "I feel that…" you might say, "the new seat belt law should be more strictly enforced."

14.     Here are some ways:

*The point I'm making is…(Formal)*

*I'd say…*

*In my opinion…*

*It seems to me that…*

*I {believe – think – feel} that…*

*As I see it…*

*If you ask me…*

*Personally, – Frankly,} I think…*

*As far as I'm concerned…*

*In my reckoning,…*

*I figure that…*

*My point of view is that…*

15.     There are other ways which are used to give *strong opinion:*

*-I'm absolutely convinced that…*

*-I'm sure that…*

*-I strongly believe that…*

*-I have no doubt that…*

*-I definitely think that…*

*-I strongly believe in…*

16.     Of course, you can add adverbs (*strongly, really, firmly, wholeheartedly*) that intensify an opinion (make it stronger).

17.   Sometimes if we're not 100 percent sure in your opinions, we can modify our opening statements by adding certain expressions. Here are some examples:

1.       *Well, I'm not quite sure, but I believe…*

2.       *I still have some doubts, but my feeling is that…*

3.       *Although I'm not 100 percent sure, I still think that…*

4.       *Well, I don't know, but I'm beginning to think that…*

5.       *I'm not sure about that!*

## III-Asking for Opinion

18.   To find out what another person thinks about a topic, we often ask questions like, "What do you think about the Middle East situation?"

19.   Here are some beginnings of questions about other people's opinions:

*1-Are you opposed to/in favour of …?*

*2-How do you see the situation?*

*3-What's your view?*

*4-What do you think about…?*

*5-What's your opinion on/about…?*

*6-What do you feel about…?*

*7-I'd be interested to know your thoughts on…*

20.   Examples:

A: What do you think about the university's new basketball team?

B: Well, I think we may finally have a winning season.

X: How do you see the current situation?

Y: I think that it's getting worse!

21.   There are many times when we want *to get people to agree with us*, and

22.   We manipulate the language (use it to our advantage) to try to lead a person to our side.

   *\*It's hot in here, isn't it?*

23.         Other ways of getting people to agree with us involve phrasing the question in such a way that the person responding *knows* what we want to hear. For example:

*d.*         *Don't you think it's hot in here?*

*e.*         *Don't you agree that this was a fantastic movie?*

*f.*         *Isn't Alexandria a beautiful city?*

## *IV-Agreeing and Disagreeing*

### *A-Agreeing with an Opinion:*

24.         Agreeing with an opinion or a statement is a lot easier than disagreeing.

25.         There are lots of ways to express agreement. Here are a few:

*-I couldn't agree more!*

*-I couldn't agree more on this!*

*-How true!*

*-I do, too.*

*-You're/That's exactly right!*

*-I agree wholeheartedly with what you say!*

*-My view about this is positive.*

*-I agree with this idea.*

*-I agree completely wit this idea.*

*-I agree partially with this idea.*

*-This idea is absolutely right.*

*-I think this idea is good.*

*-That's exactly what I was thinking!/what I   believe!/how I feel!*

*-There's no doubt about it.*

*-That's my opinion, too.*

*-Absolutely!*

*-Definitely!*

*-You can say that again!* (*Informal*)

*-For sure!* (*Informal*)

26.       Again remember that the very informal expressions of agreement are not appropriate for all situations.

27.       They are fine in informal settings with peers or close friends,

28.       But care and consideration should be given before using them in formal business or social settings.

29.       In addition, remember that there are degrees of agreeing (from the 100 percent – "I couldn't agree with you more!" – to less degrees)

30.       If you are not sure, you can also say:

     *-"I agree with you up to a point, but…"*

   *Or -"From where I stand,…"*

   *Or: As I see it…*

   *B-Disagreeing with an Opinion:*

31.       Disagreeing with someone's opinion is a little harder because there are several factors to take into consideration when deciding how to express the disagreement:

32.       First, and probably most important, is our relationship with the other person.

33.       If we know the person very well, we can be stronger and more direct in our disagreement.

34.       Here are some examples of ways to begin disagreement with people we know well:

   *Informal Ways of Disagreement:*

     *-You've got to be {joking! – kidding!*

      *-Are you {joking? - Kidding me? – crazy?*

      *-Don't make me laugh!*

      *-That's {absurd! – ridiculous!*

     *-You can't really {be serious! – believe that! – think that!*

      *-Oh, come off it! (Very informal)*

      *-Oh, get out of here! (Very informal)*

35.     Please remember that these are very direct and rather informal ways of disagreeing.

36.     We use these only with very close friends in informal situations.

37.     It would be considered inappropriate and perhaps even rude to use these in a discussion with people we don't know very well or in very formal settings.


*Formal Ways of Disagreement:*


38.     But suppose we're not in informal situations with intimate friends.

39.     For example, we're with someone in a respected position of authority in a business setting.

40.     Then we need to tailor (fit) our language to the situation.

41.     We soften the disagreement so that we don't appear rude or hurt the other person's feelings:

*- I disagree with what you're saying.*

*-I don't {see it that way. – think so. – agree with you.*

*-I don't agree with this idea!*

*-I think this idea cannot be implemented!*

*-I think that this idea is impossible/impractical!*

*-I respect your opinion, but I think…                (Very polite)*

*-I'm afraid I can't agree with you on that point. …(Very polite)*

*-I'm not sure if I agree with you completely on…   (Very polite)          -*

*Well, you have a right to your opinion, but I…      (Very polite)*

*-I understand what you're saying, but in my opinion…(Very polite)*

*-Yes, that's true, but my feeling is that…*

*-You could be right, - You have a point, } but don't you think that…?*

-I hate to disagree with you, but I believe…             (Very polite)

## Task Three

1-Work in your own groups so as to discuss the following:

(*In your opinion, is it important for you know how to express your opinions? Why? -How can we summarize this text to get a few guidelines? -Do you agree that there's no one specific way for expressing opinions and agreeing or disagreeing with them?*)

2-Go through the text and select any difficult words, phrases, or sentences to discuss them with your teacher.

3- Come out to the blackboard and write any words, phrases, or sentences that you would like to discuss with your teacher, and then discuss them with him/her.

## Activity Two
## (Based on Intrapersonal Intelligence)

## Task One

1-Go individually through the text and read parts of it to write your own impressions about it in your personal journal.

2-Come out and give individualized speech about what you have written in front of your classmates. You may talk like this:

"*Personally speaking, I think that giving opinion is….These expressions are very polite when we address strange people, etc.*"

## Task Two

1-Work individually in order to choose any part of the text that appeals to you to comment on it and/or relate it to your personal life experiences.

2-Write your comments in your personal journals, and then talk about what you have written.

3-Work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell your teacher the reason why you have chosen these items in particular. You are expected to talk like this: "*I chose 'I definitely think…' because it is a very respectable expression.*"

## Activity Three
### (Based on Interpersonal Intelligence)
#### *Task One*

1-After your teacher divides you into pairs and assign a *teacher* in each pair to explain to his/her classmate part of the text that s/he determines.

2-Work in pairs as *teacher* and *student* so as to teach and learn from each others for ten minutes.

2-The *learner* in each pair should listen attentively to his/her (supposed-to-be) teacher because s/he is going to give an oral presentation on what s/he has understood from his partner.

#### *Task Two*

1-In your own groups work together in order to discuss part of the text.

2-Work cooperatively in your group according to the role that your teacher assigns to you as *leaders, reporters, writers,* and *facilitators*.

3-The reporter/presenter is expected to present the final report of the discussion that goes on in the group.

## *Activity Four*

## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Using your body language, try to deliver the summary that your group have already prepared.

2-Try to imitate your classmate's movements and gestures while s/he is delivering the summary.

### *Task Two*

1-Work in your group to dramatize the different expressions which are used to *express opinion and agree or disagree with an opinion.*

2-Come out and dramatize these expressions individually.

3-Role-play the different structures.

4-You are expected to act like this: "*My name is Mr. 'I definitely think that…'. I'm used to express strong opinion...etc.*"

### *Evaluation*

I-Answer the questions that you read before the lecture begins in the empty spaces, and then present your answers orally to the teacher.

II-Do the following:

   1-Tell what is meant by giving opinion giving examples.

2-Give examples on the main expressions which are used in asking        for opinion, giving an opinion, agreeing and disagreeing with an opinion.

3-Paraphrase some words, sentences or phrases such as: "*As far as I'm concerned..../Formal expressions of giving opinion/Informal expressions of giving opinion...*"

4-Deliver a short oral presentation about *Giving Opinions and Agreeing or Disagreeing with them*

5-Give similar examples of real situations in which they were required to talk about giving opinions

  6-Speak about their own experiences with giving opinions

 7-Converse with another classmate to discuss something about giving   opinions

**Lesson Two A TV Interview** *<u>Behavioural Instructional Objectives</u>:*

    By the end of the lesson, you are expected to be able to:

1-ask someone about his/her opinion bout a certain topic.

2-give opinions in a variety of ways.

3-use different expressions of giving opinion that reflect strong or not strong opinion.

*<u>Organization:</u>* Individual Work/Pair Work/Group Work.

*<u>Duration:</u>*  120 minutes.

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**Procedures:**

*Activity One*

**(Based on Verbal/Linguistic Intelligence)**

*Task One*

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1-Answer the questions that the teacher will ask bout *how to ask someone about his/her opinion and how to give an opinion.*

2-Read the following text silently so as to identify the different situations in which there are people who ask for and give opinions and also the main expressions which are used:

**The Text**

*Interviewer:* Dear viewers! Welcome to our 'Shinning Star' Programme. Today we've a shinning star in the field of writing and journalism. We have with us today Dr. Hazem Mahmoud! Dr. Hazem, you're welcome!

*Dr. Hazem:* Thanks!

*Interviewer:* Actually, I'd like you to give us your opinion concerning some current controversial issues that concern so many people nowadays. Are you ready?

*Dr. Hazem:* Of course I am. With pleasure. Go ahead!

*Interviewer:* First of all, I'd be interested to know your view about something. Honestly speaking, what do you think about our programme?

*Dr. Hazem:* Uh… I strongly believe that this programme is fantastic. The idea of the programme appeals to me very much. In addition to that, I feel that it deals with many important issues in our everyday life.

*Interviewer:* Thank you very much, sir. Now, let's move to another important issue…They say that violence on the media, especially on TV, has a very dangerous effect on children and young people as well. How do you see the situation?

*Dr. Hazem:* Well, I'm absolutely convinced that much violence on the media has a very negative effect on children and young people. As I see it, those young people don't realize that there are many tricks in the making of the dangerous scenes they watch. They may think that this violence may happen in reality and that the actors are supermen! And as a result of blind imitation, they might expose themselves to many dangerous problems or accidents.

*Interviewer:* Absolutely right! So don't you think that there is a solution?

*Dr. Hazem:* Well, if you ask me, I think that there should be more TV programmes that show the making of such scenes of violence. The making sometimes imply that there are many tricks behind the scenes, and that the actors are not exposed to dangerous situations as we see in the movies themselves. Directors should be interviewed so as to clarify some technical issues related to the production.

*Interviewer:* Ok, let's turn to another point. What do you feel about the problem of youth unemployment in Egypt?

*Dr. Hazem:* Well, I feel that young people have so many talents and abilities, but these talents and abilities are not exploited in the right way. Personally, I think that there should be more organized governmental programmes that aim at employing young people according to their real abilities and qualifications.

*Interviewer:* Dr. Hazem! A lot of critics nowadays  violently attack and criticize what is called 'Youth Songs.' Are you opposed to or in favour of these songs?

*Dr. Hazem:* Well, I'm not quite sure, but I believe that not all these songs are bad. There are still strong and nice songs that remind us of 'the time of beautiful art.' Besides, the audience's requirements in every time impose themselves upon the situation, and consequently, the singers are supposed to sing what the audience really wants!

*Interviewer:* Let's now move to a critical issue: Woman's Work. What's your view?

*Dr. Hazem:* Well, as far as I'm concerned, I believe that woman should work provided that she's able to coordinate between her work and her house. If she isn't able to do so, she should do without work! Oh…By the way, my wife works and we have no problems at all!

*Interviewer:* Let's now turn to an educational issue: What do you think about the traditional exams or tests that the students take in Egypt?

*Dr. Hazem:* I have no doubt that traditional paper and pencil tests or exams are not the fairest way used to test students. There're current new educational trends that call for alternative ways of assessment. I remember that last week I spoke about this issue with a friend of mine who works in the educational field. He told me that he has already presented a research paper on alternative ways of assessment, such as portfolios and personal journals. He told me that these alternative ways of assessment should be applied so as to make the educational process more interesting to the students!

*Interviewer:* Thank you very much, Dr Hazem, for this wonderful time!

*Dr. Hazem:* Thank you. I enjoyed being with you today.

*Interviewer:* Dear viewers, at the end of this episode, I'd like to thank Dr Hazem. Thank you for your attention. Till we meet next week inshallah. Have a nice time.

*Task Two*

1-Come out and write the sentences which include the main expressions of used to ask for and give opinions on BB.

2-Write similar sentences of your own that contain the same expressions.

3-Write other expressions that can be used in the same situations.

## Task Three

1-Work in pairs to work in pairs to prepare yourself to comment on the interview and then give an oral presentation that includes your comments.

2-Come out and deliver your own oral presentations individually.You are expected to talk in this way:

"*My name is….I'm going to comment on the interview that was conducted with Dr. Hazem. We can notice that Dr. Hazem gave his opinion about many different topics…etc.*"

## Task Four

1-Listen attentively to your teacher while s/he is reading the interview.

2-Repeat after your teacher while s/he is reading the interview.

3-Repeat after your teacher sentences, phrases, and/or words which are used to ask for and give opinions. (*e.g. 'I definitely think that this programme is fantastic…Definitely think that…Think that…think..*)

## Activity Two
### (Based on Intrapersonal Intelligences)

## Task One

1-Relax and think for a few moments of some real-life situations in which you were required to ask for or give opinions.

2-Write in your personal journal your personal stories or situations which are related to asking for and/or giving opinion.

3-Speak up and express yourself in regard to the ideas you have just written in your personal journal in the way you like.

### *Task Two*

1-Individually choose any topics other than those dealt with in the interview to speak about and give your personal opinions.

2-Speak up individually and read the sentences you have prepared which contain your personal points of view.

### *Task Three*

1-Write a report like the one written in the text you have in activity one-task onelesson one-unit four.

2-Write the self-report as answers to imaginary questions that require you to write your own points of view. (You can make use of the sentences that you have just written)

3-Speak up and deliver your self-report. You are expected to in this way:

> *"As far as I'm concerned, I think that many people waste a lot of their time in many trivial things that don't worth. Many people say that they want to enjoy life as much as they can. I don't think that this is right… etc."*

## Activity Three
### (Based on Interpersonal Intelligences)

### Task One

1-Choose someone who has the card which includes the number that you like and sit beside him/her.

2-Turn to the person next to you and share with him/her at least three ideas or things that you have understood concerning asking for and giving opinions. You are expected to talk with your partner like this:

*"Well, I understood that there are many ways which can be used to ask for and give opinion. I also got the idea that there are many degrees of how strong an opinion is…etc."*

### Task Two

1-In your own groups work together in order to prepare a report on the interview that you have in the text.

2-Work cooperatively in your group according to the role that your teacher assigns for you as *leaders, reporters, writers,* and *facilitators*.

*3-The reporter/presenter should present the final report of the group.*

## Activity Four
### (Based on Bodily/Kinesthetic Intelligence)

### Task One

1-Role-play the report and the report you have already prepared using miming, gestures and movements while dramatizing the report.

2-Come out and dramatize the interview that was conducted with Dr. Hazem imagining that you are in place of one of the two persons in the interview.

### *Task Two*

1-Listen to the instructions that the teacher is going to give you and move parts of your body when you hear certain words, phrases or sentences.

2-Listen carefully to the sentences which the teacher is going to say and move parts of your body according to the teacher's instructions.

(e.g. *Move your head when you hear the phrase, 'definitely think'. Move you right hand when you hear the word 'believe' and move your left hand when you hear the word 'see').*

### *Task Two*

1-In your group, listen to some expressions used to ask for and/or give opinions. 2-Mime and dramatize the expressions which you will hear from your teacher without using a word.

3-Try to use your body all the time (i.e. you can nod; you can mime; you can walk; you can use gestures. But you are not allowed to speak at all).

### *Evaluation*

I-What should you say in the following situations:

1-Your friend asks you about your opinion about playing football everyday.

2-You would like to know someone's point of view about the English class.

3-You are asked to give a detailed opinion about online chatting with other people. Justify your opinion or give reasons.

II-Do the following:

1-Work in pairs to converse with each others about your personal points of view.

    2-Use different expressions to ask for and give opinion.

3-Tell personal stories of real-life situations in which you were required to ask for and give opinion.

4-Imagine that you are asked about your points of view about some controversial issues such as technology overuse.

## Lesson Three She Had a

## Right To Say That!

### *Behavioural Instructional Objectives:*

    By the end of the lesson, you are expected to be able to:

1-Agree with someone's opinion.

2-Disagree with someone's opinion.

3-Use formal and informal expressions of agreement or disagreement with someone's opinion.

4-Converse with other classmates to express opinions and agree or disagree with them.

_**Organization:**_ Individual Work/Pair Work/Group Work.

_**Duration:**_  120 minutes.

## Procedures:

### _Activity One_
### (Based on Verbal/Linguistic Intelligence)

### _Task One_

1-Answer the questions that the teacher will ask bout _how to agree or disagree with an opinion._

2-Read the following text silently so as Identify the formal and informal expressions used to agree and disagree with someone's opinion:

### The Text

### I-She Had a Right To Say That!

_Asim:_ Well, in my opinion, Maria should not have spoken so rudely to the teacher. I know she was angry, but that's still no excuse for rudeness.

_Dave:_ I disagree, Asim. I think she had a right to say that. The teacher was wrong to have accused her of cheating in front of the whole class!

_Asim:_ You've got to be joking! It's the teacher's right to say anything she wants, and if she saw Maria cheating, she certainly had the right to say it.

_Dave:_ I agree she had a right to say something, but I feel she should have done it privately – after class in a conference with Maria. There was no need to have involved the whole class.

### II-It tastes Fine to Me

_Maria:_ I'm not sure about this soup, Karl. It tastes like something missing.

_Karl:_ No, I don't think so. It tastes fine to me.

Maria: well, I still think it needs something. Salt?

*Karl:* No – definitely not. What about garlic? If anything, I think it could use a little more of that.

*Maria:* Now you're talking! That's EXACTLY what it needs! And how about some more onions, too?

*Karl:* I don't know about that, Maria. I think you might be going overboard on the spices.

## *III-The Film was Hilarious!*

*Enrique:* The new Chevy chase film was hilarious!

*Melanie:* Oh, come off it, Enrique! I didn't think it was funny at all! Chevy Chase is a great comedian, but he sure didn't show it in that movie!

*Enrique:* I can't believe you feel that way! I never laughed so hard in all my life!

*Melanie:* Well, I'm sorry to disagree, but his so – called humor did nothing for me in that film. I liked his performance in VACATION much better.

*Enrique:* Are you kidding me? He was funny in VACATION, but he was hilarious in his new film.

## IV-I Can't Agree More

*Ahmad:* What do you think of the new psychology professor?

*Hassan:* I think that he is an excellent teacher!

*Ahmad:* I couldn't agree more on this! That's exactly right. His style is very attractive, and it seems to me that he is well – informed in his area of specialty.

*Hassan:* How true! Don't you think that he looks like Dr. Ali?

*Ahmad:* I don't think so. Dr. Ali is taller and more handsome!

*Hassan:* Yes, that's true, but my point is that both of them are attractive and convincing in regard to their style. Besides, both of them respect our points of view. What's your view?

*Ahmad:* I agree wholeheartedly with what you say! My view about this is positive. But don't you agree with me that he was a little bit hesitant?

*Hassan:* I respect your opinion, but I think that this was not apparent in him. He might have been a little bit confused at the beginning of the lecture, right?

*Ahmad:* I hate to disagree with you, but I believe that this is a personal trait in him. Anyway, I was satisfied with his convincing style and organized presentation.

*Hassan:* That was my feeling too.

## *Task Two*

1-Come out and write the sentences which include the main expressions used to agree and disagree on opinion on BB.

2-Write similar sentences of your own that include the same expressions.

3-Write other expressions that can be used in the same situations.

## *Task Three*

1-Work in pairs to work in pairs to comment on the dialogues and then give an oral presentation that includes your comments.

2-Come out and deliver your own oral presentation individually.

## *Task Four*

1-Listen attentively to your teacher while s/he is reading the dialogues.

2-Repeat after your teacher while s/he is reading the dialogues.

3-Repeat after your teacher the sentences, then the phrases, then the words which are used to agree and disagree with an opinion.

# *Activity Two*
## (Based on Intrapersonal Intelligence)

## *Task One*

1-Relax and think for a few moments of some real-life situations in which you were required to agree and/or disagree with an opinion.

2-Write in your personal journal your personal stories or situations which are related to agreeing and disagreeing with an opinion.

3-Speak up and express yourself in regard to the ideas you have just written in your personal journal in the way you like.

### *Task Two*

1-Individually choose any part or situation from the text and modify it in the light of a new topic that you would like to speak about.

2-Speak up and read the sentences you have prepared individually.

### *Task Three*

1-Write a report like the one you wrote in the previous lesson, but this time it will be about agreeing and disagreeing with an opinion.

2-Speak up and deliver your self-report. You are expected to talk in this way: "*Hi. My name is Ali. I'm a university student. I'm 18 years old. I'd like to talk to you today about some points of view that were suggested by some people and whether I agree or disagree with them. Some people think that reading is a waste of time. I completely disagree with this opinion because…*"

## *Activity Three*
### (Based on Interpersonal Intelligence)

### *Task One*

1-Choose someone who has the card which includes the number that you like and sit beside him/her.

2-Turn to the person next to you and share with him at least three ideas or things that you have understood regarding agreeing and disagreeing with an opinion. You can talk with your partner in this way:

"*In the first dialogue, I noticed that there are expressions which are…In the second one, I got the idea that…*"

### *Task Two*

1-In your own groups work together in order to discuss one of the four situations in the text.

2-Work cooperatively in your group according to the role that your teacher will assign for you as *leaders, reporters, writers,* and *facilitators*.

3-The *reporter/presenter* should present the final report of the group.

### Activity Four
### (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-In your group, prepare yourself to role-play the situations or the dialogues you have in the text using gestures, miming, and body movements.

2-Come out and dramatize the situations or the dialogues you have studied using gestures, miming, and body movements.

### *Task Two*

1-Listen to your teacher's instructions in which you are required to move parts of your body when you hear certain words, phrases, or sentences.

2-Follow your teacher and move parts of your body according to his /her instructions.

### Task Three

1-Listen to some expressions used to express agreement and/or disagreement with an opinion.

2-Mime and dramatize these expressions without saying a word.

*Evaluation*

I-What should you say in the following situations:

1-Your close friend gave an opinion with which you agree.

2-Your close friend gave his/her opinion with which you completely disagree. 3-You are asked to give an oral report about your reaction towards some points of view.

II-Do the following:

1-Work in pairs to converse with each others to express opinions and agree or disagree with each others.

2-Use different expressions to agree or disagree with an opinion.

3-Tell personal stories of real-life situations in which you were required to agree or disagree.

# <u>Unit Six</u>

# <u>Making Requests</u>

# <u>General Objectives:</u>

This unit aims at enabling you to:

1-acquire a theoretical background on Making Requests

2-make requests

3-respond to requests made

**Lesson One**

**Introduction** *<u>Behavioural Instructional Objectives:</u>*

By the end of the lesson, you are expected to be able to:

1-give an account on the meaning and significance of making requests in daily interaction among people

2-indicate how to make requests in many different ways

3-talk about how to respond to requests either positively or negatively ***Organization:***
Individual Work/Pair Work/Group Work.

***Duration:*** 120 minutes.

## Procedures:

### *Activity One*
### (Based on Verbal/Linguistic Intelligence)

### *Task One*

1-Work in your group to give as many meanings of the word '*request*' as you can. 2-Follow your teacher while s/he is writing your ideas on the BB and try to participate.

3-Again give as many examples of the ways or *the expressions* that we commonly use in making requests.

4-Follow your teacher while s/he is writing your ideas on the BB and try to participate.

### *Task Two*

1-Listen to your teacher while s/he is delivering a lecture on '*Making Requests.*' 2-Refer back to the text while you are listening to the lecture to answer the following questions:

> *What is the meaning and significance of 'making requests'?*
> *What is the difference between 'a command' and 'a request'?*

*How can you make a request using different expressions and/or structures? …*

*What are the different expressions and/or structures which are used to respond to a request made?*

*What is the difference between the positive response and the negative response to a request made?*

The Text I-Introduction

*Dictionaries define the word 'request' as follows:

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1-As a verb, it means 'to express the need or desire for'; ask for, e.g. "She requested an extra bed in her room."

2-As a verb, it also means 'to ask (a person) to do something; "she asked him to be here at noon" 3- It is defined as the 'act of asking for anything desired'; 'expression of desire or demand'.

*In everyday relationships with people, we often find ourselves in situations where we need to ask someone for something: a physical object, a favour, or an action. It's important to sound polite.

*It is important to know the difference between *a command* and *a request.*

*The words you choose, the way you phrase them, and your tone of voice can make the difference between a rather harsh command and a polite request.

*Some requests are naturally in the form of commands because they are made by persons of authority, like when a customer says to a waiter, "Bring me another cup of tea."

*Sometimes we use commands, because commands are fast and to the point (direct). See the difference:

*Bob:* Bring in the paper when you come back.

*Sam:* Bring in the paper when you come back, would you?

*Tom:* Would you mind bringing in the paper when you come back from running?

*By adding the words *would you* as a tag question, Sam softens the command a little.

*Requests may also be in the form of simple declarative statements that express a desire or wish. For example,

-Mother to child: *Laura, I want you to clean your room before supper.*

-Student to librarian: *I need some help with a research paper I'm working on in history.*

*Naturally, each of these requests could be softened considerably by adding *if you don't mind* or *please* to the end of each statement.

## II-Making Requests

### 1-To Request Something: (or to ask if you can do something):

*To request something (to have, to borrow, or to use, for instance), you may use many polite forms. Most of them begin with auxiliaries. Here are a few common ways:

*1-May I have {an apple? / a Coke?/ another helping of rice, please?*

*2-Could I borrow {ten dollars? / your rake?/ that book, please?*

*3-Can I use {that umbrella? / your hairdryer? The phone, if you don't  mind?*

*4-I wonder if I might … (use your pen).*

*5-I wonder if you would … (lend me your pen).*

*6-Would you mind if I {had a sandwich? / borrowed your newspaper?/ used your car this afternoon?*

*Or:*

ASKING IF YOU CAN DO SOMETHING

*1-"Can I use your computer, please?"*

*2-"Could I borrow some money from you, please?"*

*3-"Do you mind if I turn up the heating?"          4-*
*"Would you mind if I turned up the heating?"*

*5-"Is it all right if I come in?*

Note: *Could* is more polite than *can*.

*'Do you mind if' is* followed by the verb in the present tense.

*'Would you mind if' is* followed by the verb in the past tense.

When you're using these two sentences, you don't use *please*. It's already polite!

*2-To Request Some Type of Action* (to ask someone to do something for you):

*1-Could I trouble/bother you to {get me a cold drink?/help me with this?/answer the phone? 2-Will you { answer the phone while I'm out, if you don't mind? – hand me that picture frame, please? – please clean your room before going outside?*

*3-Do you think you could (possibly)… {turn the radio down a bit? – lend me 50 pounds?*

*4-Would you mind { not smoking at the table? – speaking more slowly, please? – retyping this letter before you leave?}*

*5-How/What about {helping me with the dishes? – picking up some soft drinks on your way home? – turning your stereo down a little?}*

Note: *could* and *can* are followed by the verb without *to*.

*Would you mind* is followed by the verb and *–ing).*

-*"Could you open the door for me, please?"*

-*"Would you mind opening the door for me, please?"*

-*"Can you open the door for me, please?"*

### III-Responding to Requests

-We can respond positively (yes) or negatively (no) to requests.

-But we usually do not simply say *No!* and leave it at that.

-We often offer some kind of apology or excuse to explain why our reply to the request is negative.

-Here are some typical ways to begin responses to requests.

### I-Positive Responses:

1-*Yes, I'm more than willing to… (contribute to the Cancer Society). (Formal)*

2-*Certainly…(I'd love/like to help with the dance decorations). (Formal)*

3-*Of course, it's no problem to…(change your appointment to Friday).*

4-*No, it wouldn't be any trouble to…(get you more tea).*

5-*Not at all. (In response to "would you mind…?")*

6-*I don't mind one bit…(watering your plants while you're away).*

7-*Sure. I'll be glad to… (help you fix dinner)*

8-*No problem. (I'll be happy to pick up the kids after school). (Informal)*

9-*No sweat. I don't mind… (lending you my camera). (Very informal)*

10-*Oh, Ok. I'll… (park it across the street – In response to: "Could you move your car? It's blocking my driveway.")*

11-*All right. I'll… (close it. In response to: "Please don't leave the door open. It's really cold outside.")*

12-*I'll do it right away.*

<u>***II- Negative Responses:***</u>

1-*I'm afraid I can't…(lend you that book) because…(offer excuse). (Formal)*

2-*I wish I could…(let you borrow $20), but…*

3-*I'm sorry, but…*

4-*It's impossible for me to…(change your appointment) because…*

5-*I can't… (Pick up your dry-cleaning) because…*

6-*Sorry, but I … (Informal)*

7-*I'd rather not.*

8-*What? You must be kidding! (Informal)*

9-*Oh, sorry. I can't right now*

## Task Three

1-Work in your own groups to discuss the following with your teacher:

(*In your opinion, is it important for you know how make a request? Why? -Do you agree that there's no one specific way for making requests and responding to them?- What are the expressions that you would like to use when you want to express your point of view?*)

2-Go through the text and select any difficult words, phrases, or sentences to discuss them with your teacher.

3-Come out to the blackboard and write any words, phrases, or sentences that you would like to discuss with your teacher.

## Activity Two

## (Based on Intrapersonal Intelligence)

## Task One

1-Go individually through the text to read any part of it and then write your own impressions about it in your personal journal.

2-Come out and give individualized speech about what you have written in front of your classmates.

### *Task Two*

1-Work individually in order to choose any part of the text that appeals to you to comment on it and relate it to your personal life experiences.

2-In your personal journal, write your comments, and then talk about what you have written.

3-Work individually to choose particular words, phrases, or sentences to paraphrase or clarify and tell your teacher the reason why you have chosen these items in particular.

## *Activity Three*
### (Based on Interpersonal Intelligence)

### *Task One*

1-After your teacher divides you into pairs and assigns a *teacher* in each pair to explain to his/her classmate part of the text that s/he determines, work in pairs as *teacher* and *student* to teach and learn this part together for ten minutes. 2-The *learner* in each pair should listen attentively to his/her (supposed-to-be) teacher

because s/he is going to give an oral presentation on what s/he has understood from the *teacher.*

### *Task Two*

1-In your own group, work together with your colleagues in to discuss part of the text.

2-Work cooperatively in your group according to the role that your teacher assigns to you as *leaders, reporters, writers,* and *facilitators.*

3-Work in your own group according to your role for 15 minutes.

4-The *reporter/presenter* should present the final summary of the group.

# *Activity Four*
## (Based on Bodily-Kinesthetic Intelligence)

### *Task One*

1-Use your body language to present the summary that your group have already prepared.

2-While you are watching the presenter please try to imitate his/her movements.

### *Task Two*

1-Work in your group to prepare yourself to dramatize the different expressions which are used to *make requests.*

2-Come out and dramatize these expressions individually.

3-Role-play the different structures. You are expected to talk in this way:

*"My name is Mr…I'm a structure used to…I occur when…Those people who use me are…There are many life situations in which I may occur such as…"*

## *Evaluation*

I-Ask your students to orally answer the questions that you posed at the beginning of the lecture.

II-Do the following:

1-Tell what is meant by making a request giving examples.

2-Give examples of the main expressions which are used to make requests and respond to requests made.

3-Paraphrase some words, sentences or phrases such as: "*I wonder if you could…- More polite requests – There is a difference between COMMAND and REQUEST.* "

III-Do the following:

1-Deliver a short oral presentation on *Making Requests and Responding to Requests Made.*

2-Give similar examples of real situations in which they were required to make requests.

3-Speak about their own experiences with making requests.

4-Converse with another classmate to discuss something about making requests.

# Lesson Two Just One

# More Thing

## *Behavioural Instructional Objectives:*

By the end of the lesson, you are expected to be able to:

1-request someone to do something for you

2-make requests in many different ways using different expressions

3-converse with other classmates to make requests

*Organization:* Individual Work/Pair Work/Group Work.

*Duration:* 120 minutes.

### Procedures:

### Activity One

### (Based on Verbal/Linguistic Intelligence)

### Task One

1-Answer your teacher's questions which are related to how to make a request.

2-Read the following text (two situational dialogues) silently to identify the different expressions used in making requests:

**The Text**

**Just One More Thing**

*Richard is going to run some errands on his lunch hour. He asks some of his coworkers if they need anything.*

Richard: *I'm going downtown to run some errands. Can I get either of you anything while I'm out?*

Tina: *Do you think you might go by a post office?*

Richard: *I could. What would you like?*

Tina: *Could you have them weigh this package? Oh, and while you're there, could you get me a book of first-class stamps?*

Richard: *Sure. I'd be glad to.*

Tina: *I'll go get some money.*

Richard: *Don't worry about it. You can pay me when I get back.*

Keith: *If you happen to go by a drugstore, could you have this prescription filled for me?*

Richard: *sure. No problem*

Keith: *But don't bother if it's inconvenient. Here's a twenty-dollar bill. I'm sure that'll be more than enough. Oh, and would you mind mailing these letters?*

Richard: *Not at all.*

Keith: *Just one more thing…could you drop off this film at a camera shop?*

Richard: *Sure, if I have time.*

Keith: *I'd really appreciate it. I've been meaning to take it in for a month.*

### You're More than Welcome

Read this dialogue between Magdi and Mohsen:

Magdi: *Hi Mohsen. How're you doing?*

Mohsen: *Fine, and you?*

Magdi**:** *Pretty well. Thanks. Oh, I'd like you to do me a favour…Could I borrow that interesting book I saw in your library yesterday?*

Mohsen: *Sure, I'll be glad to give it to you. Would you like anything else?*

Magdi: *Oh, yes. Would you mind if I spent the weekend with you in your farm?*

Mohsen: *Not at all. It will be a pleasure to be with you there! You're more than welcome! Anything else?*

Magdi: *Yes, there's one more thing. Could I bother you to give this umbrella to Osman if you happen to meet him?*

Mohsen: *Oh, I'm sorry. I wish I could, but I don't expect to meet him these days!*

Magdi: *Never mind, I'll manage that! Thank you, anyway*.

Mohsen: *Oh, by the way, would you mind speaking more slowly?*

Magdi: *A piece of cake!*

### Task Two

1-Come out and write the sentences which include the main expressions used to make requests.

2-Write similar sentences of your own that contain similar the same expressions.

3-Write other expressions that can be used in the same situations.

### Task Three

1-Work in pairs to comment on the two situational dialogues, and then give an oral presentation that includes your comments.

2-Come out individually and deliver your own oral presentation.

## Task Four

1-Listen attentively to your teacher while s/he is reading the two situational dialogues

2-Repeat after your teacher while s/he is acting the two situational dialogues.

3-Repeat after your teacher sentences, phrases, and/or words.

## Activity Two

## (Based on Intrapersonal Intelligence)

## Task One

1-Relax and think for a few moments of some real-life situations in which you were required to make requests.

2-In your personal journal write your personal stories or situations which are related to making requests.

3-Speak up and express yourself in regard to the ideas you have just written in your personal journal in the way you like.

### *Task Two*

1-Individually choose any topics other than those dealt with in the dialogues to make requests about.

2-Individually speak up and read the sentences you have prepared.

### *Task Three*

1-Write a report like the one written in the text you have in unit four-lesson oneactivity one-task one.

2-Write the self-report about your personal experiences and/or impressions which are related to making requests.

3-Speak up and deliver your self-report.

### Activity Three

### (Based on Interpersonal Intelligence)

### *Task One*

1-Choose someone who has the card which includes the number that you like and sit beside him/her.

2-Turn to the person with whom you are sitting and share with him/her at least three ideas or things that you have understood regarding *making requests.*

### *Task Two*

1-In your own group, work with your colleagues to prepare a report on the two dialogues.

2-Work cooperatively in your group according to the role that your teacher will assign to you as *leaders, reporters, writers,* and *facilitators*.

3-Work for 15 minutes to discuss, and then present your final report.

Activity Four

## (Based on Bodily/Kinesthetic Intelligence)

### *Task One*

1-Work in pairs to prepare yourself to role-play the dialogues you have in activity one/task one using miming, gestures and body movements while you are dramatizing.

2-Come out with your partner and demonstrate your dramatization.

### *Task Two*

1-Listen carefully to the instructions that the teacher is going to give you and move parts of your body when you hear certain words, phrases or sentences.

2-You are going to listen to instructions like these in the following example: (e.g. *Move your head when you hear the phrase 'Could you…?'. Move you right hand when you hear the phrase 'Do you mind…?').*

### *Task Three*

1-Listen to some expressions used to make requests.

2-Mime and dramatize the expressions which you will hear from your teacher without saying a single word.

3-Try to use your body all the time


## *Evaluation*


I-Make requests in the following situations:

1-You want your neighbour to turn down the cassette recorder because it is very loud.

2-You want to borrow your friend's umbrella and you want to ask him/her for it in a polite way.

3-You would like your friend to bring you some oranges when s/he comes back..

4-You're in hospital. Think of some things to ask the nurse.

5-You're staying at a hotel. Think of some things to ask the receptionist.

6-You're on a bus. Think of some things to ask the person next to you.


II-Please do the following:

1-Work in pairs to converse with each others about the structures or expressions that you should use to make requests.

2-Use different expressions to make requests using different expressions.

3-Tell personal stories of real – life situations in which you were required to make requests

4-Imagine situations in which you are required to make requests.

# Lesson three

## What about another Time?

By the end of the lesson, you are expected to be able to:

1-respond positively to a request made

2-respond negatively to a request made

3-use different expressions to respond to requests made positively or negatively.

***Organization:*** Individual Work/Pair Work/Group Work.

***Duration:*** 120 minutes.

<p style="text-align:center"><strong>Procedures:</strong></p>

<p style="text-align:center"><strong>Activity One</strong></p>

<p style="text-align:center"><strong>(Based on Verbal/Linguistic Intelligence)</strong></p>

<p style="text-align:center"><strong>Task One</strong></p>

1-Answer your teacher's questions which are related to how to respond to requests made. 2-Read the following text (three situational dialogues) silently to identify the expressions used to respond to requests made:

<p style="text-align:center"><strong>The Text</strong></p>

***The First Situation:***

Hassan: *Do you mind coming with me to the club in the afternoon?*

Ahmad: *I wish I could, Hassan, but I've got a class at 4:00. How about another time?*

Hassan: *Well, is it all right for you to come with me at 6:oo in the evening?*

Ahmad: *Sure! That would be great! Could you listen to the new tape I have already bought now?*

Hassan: *I don't have time to listen to it right now, Ahmad. How about tomorrow when we're in the club?*

Ahmad: *Okay, No problem.*

***The Second Situation:***

Michael: *Hey, Joseph, would you mind lending me your accounting book this evening? I left mine at school.*

Joseph: *Sorry, Mike, but I've got to use mine tonight to study for a big test tomorrow. Maybe you can borrow Robert's. I wonder if I can use your cell phone to call him.*

Michael: *Of course, you can. It's no problem.*

Mona: *Would you mind explaining this grammatical point to me?*

Soha: *Not at all. As soon as we reach home, I'll explain it to you.*

Mona: *Could you suggest a good book of grammar for me to use?*

Soha: *Certainly, I'd love to help you as much as I can. Try to go to the library and borrow 'English Grammar in Use.' It's a simple and practical book. I bought this book two years ago.*

Mona: *Ok, Soha. That's kind of you. May I borrow it from your personal library?*

Soha: *I'm afraid I can't because Sahar borrowed it yesterday. Could you call her, please?*

Mona: *I'm sorry, Soha, I wish I could, but I have lost her cell phone number!*

**Task Two**

1-Come out and write the sentences which include the main expressions used in responding to requests made.

2-Write similar sentences of your own that contain the same expressions.

3-Write other expressions that can be used in the same situations.

**Task Three**

1-Work in pairs to comment on the three situational dialogues, and then give an oral presentation that includes your comments.

2-Come out individually and deliver your own oral presentation.

## *Task Four*

1-Listen attentively to your teacher while s/he is reading the two situational dialogues.

2-Repeat after your teacher while s/he is acting the two situational dialogues.

3-Repeat sentences, phrases, and/or words after your teacher.

## *Activity Two*
### **(Based on Intrapersonal Intelligence)**

### Task One

1-Relax and think for a few moments of some real-life situations in which you were required to respond to requests made.

2-In your personal journals write your personal stories or situations which are related to responding to requests made.

3-Speak up and express yourself in regard to the ideas you have just written in your personal journals in the way you like.

### Task Two

1-Individually choose any topics other than those dealt with in the dialogues and respond to requests made which are related to your new topics.

2-Individually speak up and read the sentences you have prepared.

### Task Three

1-Write a report like the one written in the text you have in activity one-task one in lesson one-unit four.

2-Write the self-report about your personal experiences and/or impressions regarding *responding to requests made.*

3-Speak up and deliver your self-report.

### Activity Three

### (Based on Interpersonal Intelligence)

### *Task One*

1-Choose someone who has the card which shows the number you like and sit beside him/her. 2-Turn to this person and share with him/her at least three ideas or things that you have understood regarding *responding to requests made.*

### *Task Two*

1-In your own group, work with your colleagues to prepare a report that involves comments on the dialogues you have in activity one-task one.

2-Work in your group according to the role that your teacher assigns to you as *leaders, reporters, writers,* and *facilitators*.

3-The *reporter/presenter* should present the final report of the group.

### *Activity Four*
### **(Based on Bodily/Kinesthetic Intelligence)**

### *Task One*

1-Work in pairs to prepare yourself to role -play the dialogues you have in activity one-task one using miming, gestures and movements while you are dramatizing.

2-Come out with your partner and demonstrate your dramatization.

### *Task Two*

1-Listen carefully to the instructions that the teacher is going to give you and move parts of your body when you hear certain words, phrases or sentences.

2-You are going to listen to instructions like these in the following example: (e.g. *Move your head when you hear the word 'Sure!' Move your right hand when you hear the phrase 'I wish I could…?').*

### Task Three

1-Listen to some expressions used in *responding to requests made.*

2-Mime and dramatize the expressions which you will hear from your teacher without saying a single word.

3-Try to use your body (e.g. movements and gestures) all the time.

### Evaluation

I-Respond to the following requests:

       1-'Would you mind turning on the radio? It's very loud!'

       2-'Please don't leave the door open. It's really cold outside.'

3-'I wonder if you could send me the medicine I need from the pharmacy beside your house.'

       4-'Could I borrow this book for two days?'

       5-'Can I speak on the phone?'

II-Do the following:

1-Work in pairs to converse with each others about the structures you should use in responding to requests made.

2-Use different expressions to respond to requests made.

3-Tell personal stories of real-life situations in which you were required to respond to requests made.

4-Imagine situations in which you are required to respond to requests made.

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# Appendix (7)

# Jury Members' Names List

| No | Name | Position |
|---|---|---|
| 1 | Prof. Howard Gardner | Hobbs Professor of Cognition and Education and Co-Director of Project Zero at the Harvard Graduate School of Education and the Creator of MI Theory. |
| 2 | Prof. Thomas Hoerr | Director of New City School in St. Louis, Missouri, USA which implement MI Theory |
| 3 | Prof. Kawthar Kotb | Professor of Curriculum and Instruction of ELT-Faculty of Education- Al-Minia University |
| 4 | Pro. Atta Taha Zedan | Professor of Curriculum and Instruction of ELT-Faculty of Education- Al-Minia University |
| 5 | Prof. Eman Zaki Mohammad | Professor of Curriculum and Instruction of ELT-Faculty of Education- Al-Minia University |
| 6 | Dr. Thomas Armstrong | Ph.D psychologist, educator, and an awardwinning author. He is the author of *Multiple Intelligences in the classroom.* |
| 7 | Dr. Mohammad Hassan Ibrahim | Associate Professor of Curriculum and Instruction of ELT-Faculty of Education-Zagazig University |

| 8 | Dr Fatma Ali Abdel-Haq | Lecturer of Curriculum and Instruction of ELT-Faculty of Education- Al-Minia University |
|----|----|----|
| 9 | Dr. Salwa M. Elsayed | Lecturer of Curriculum and Instruction of ELT-Faculty of Education- Assiut University |
| 10 | Dr Saber Ahmad Galal | Lecturer of Curriculum and Instruction of ELT-Faculty of Education- Assiut University |
| 11 | Dr Fikri Ali Ibrahim | Lecturer of Curriculum and Instruction of ELT-Faculty of Education- Alexandria University |
| 12 | Dr. Eid Abdel-Wahid Ali | Lecturer of Curriculum and Instruction of ELT-Faculty of Education- Al-Minia University |
| 13 | Dr Hanan Ahmad Abdel-Hafez | Lecturer of Curriculum and Instruction of ELT-Faculty of Education- Assiut University |
| 14 | Dr Abu-Bakr A. Abdel-Ghani | Lecturer of Curriculum and Instruction of ELT-Faculty of Education- Al-Minia University |

# Appendix (8)

# Professor's Howard Gardner's Evaluation

# Appendix (9)

# Oral Communication Pre-Post Test

# (Interview)

**Oral Communication Pre-Post Test**

**(60 Marks/15 Minutes)**

*General Instructions for the Examiner (Interviewer):*

1-This is an oral communication pre-post test in the form of an interview that aims at testing your students' oral performance in regard to five oral communication skills. The test or the interview consists of five sections: Each section is devoted to testing one skill (or one communicative purpose). There is an introductory warming-up at the beginning of the test which is intended to make your students feel at ease.

2-Test your students by interviewing them individually enabling them to interact with you freely so as to produce their natural oral responses.

3-Paraphrase and clarify the questions to assure that your students understand exactly what they are going to say. If they ask you to repeat the question or explain it, do it please because the students' oral responses depend on the way in which they understand the stimuli (i. e. the questions)

4-Allow your students to think for a few moments before they produce their oral responses.(But don't involve them in deep thinking)

5-Use a cassette recorder to record your students' oral responses, and to analyze their responses later on.

6-Evaluate your students during the interview in the light of the four criteria explained below, and then evaluate them for a second time by listening to their recordings and analyzing them later on.

7-Don't record the warming-up because it will be a facilitating and introductory stage that puts students at ease.

8-Evaluate your students according to the following criteria: (Note that you should apply these four criteria to each skill of the five skills assigning 3 marks for each criteria. This means that the total marks for each section are 12)

| Criterion | Marks |
|---|---|
| 1-Accuracy | …/3 |
| 2-Appropriacy | …/3 |
| 3-Fluency | …/3 |
| 4-Comprehension | …/3 |

*The Mark Categories:*

**1-Accuracy:** (It refers to the degree of mastering the formal usage and correctness of the language).

*-0 point*: Indicates that speech is full of linguistic mistakes.

*-1 point:* Indicates that there are many occasional linguistic mistakes.

*-2 points:* Indicate that good English is used with some noticeable linguistic mistakes.

*-3 points:* Indicate the existence of very few linguistic mistakes.

**2-Appropriacy:** (It means the degree of choosing and using the appropriate expressions in the appropriate language contexts or situations).

*-0 point:* Indicates an obvious and noticeable difficulty in using the appropriate expressions.

*-1 point:* Indicates the existence of an average degree of difficulty in using the appropriate expressions.

*-2 points:* Indicate the existence of little difficulty in using the appropriate expressions.

*-3 points:* Indicate that there is no difficulty at all in using the appropriate expressions.


**3-Fluency:** (It refers to the degree of speed in starting a task, the non-occurrence of hesitation in performing it and the general speed of speech and sentence length.) *-0 point:* Indicates that the speaker has an obvious difficulty in constructing connected speech.

*-1 point:* Indicates that the speaker is still searching for words.

*-2 points:* Indicate that the speaker speaks with some hesitation.

*-3 points:* Indicate that the speaker speaks with only occasional hesitations.


**4-Comprehension***:* (It means the degree of understanding oral speech).

*-0 point:* Indicates that the speaker is unable to understand an oral speech.

*-1 point:* Indicates that the speaker can understand an oral speech with remarkable difficulty.

*-2 points:* Indicate that the speaker can understand oral speech with little difficulty. *-3 points:* Indicate that the speaker can understand oral speech in English with no obvious difficulty.

The Interview

- ### **<u>Warming Up</u>:**

(Begin your interview with the student with simple questions, and then chat with him/her for a few moments so as to make him/her feel at ease.) Try to make use of the following questions:

1-How are you?

2-Please, introduce yourself.

3-I'd like to talk with you about the Faculty of Education and the English Department. What do you think of…? …etc.

- ### **<u>Section One</u>: (Giving Oral Presentations):**

### **12 Marks**

1-Imagine that you are in front of some people. You are asked to give them a very short oral presentation about any of the following topics: What will you say?

One) Importance of Sports

Two)  Reading

Three)    The Internet in Our Life

Four) Importance of Using Computers in Education Five)

Who is the Good Teacher?

*(Prepare for your presentation for 3 minutes, and then deliver it for not more than 5 minutes.)*

- **Section Two:** (**Expressing Sympathy**):    **12 Marks** 1-What would you say in the following situations?

a) The father of your close friend died and you want to express sympathy with him/her.

b) Your cousin didn't pass the TOEFL Test, and you want to sympathize with him/her.

c) You had an accident and your friend expressed sympathy with you and you want to reply to him/her.

d) Reply to the following: "*I was so sorry to hear about your uncle's death.*" – "*I was shocked to hear about your failure in the English Test.*"

2-Imagine that I'm your friend Ahmad/Mona whose father/wife/husband died a few days ago. Express sympathy with me and offer help. (Try to use many different expressions while you are expressing sympathy and offering help).

- **Section Three:** (**Talking about Likes and Dislikes**):  **12 Marks**

1-Please tell me about three different things or persons that you like using three different ways (structures) to express your likes expressing different degrees of liking.

2-Please tell me about three things or persons that you don't like using three different ways or expressions to express different degrees of disliking..

3-Talk to me about three different things that you like (or don't like) to do expressing different degrees of liking or disliking

4-Now look at this dialogue. Read it and try to  fill in the missing parts:

Hassan: Hello Ahmad! How are you doing?

Ahmad:………………………………………….?

Hassan: Pretty well, thanks. Would you like to go to the movies'?

Ahmad: ……………………(refuses expressing his dislike).

Hassan: What about listening to a tape-recorder of a song by Om-      Kolsum?

Ahmad:………………(agrees expressing very strong liking)

Hassan: Do you like modern songs?

Ahmad: ………………….(expresses strong disliking or disgust)


- **Section Four: (Giving Opinion and Agreeing or Disagreeing with an Opinion)                                     12 Marks**

1-Ask me about my opinion of the following topics, and then agree or disagree with me expressing different degrees of agreement and/or disagreement:

-The working woman                    -Violence on TV

-The problem of unemployment in Egypt

-Teaching as a profession

2-Now, I'd like to know your point of view about the working woman.

3-What do you think of the current Egyptian movies?

4-What's your opinion about using the Internet?

5-What's your opinion about the level of the national football team in Egypt?


- **Section Five: (Making Requests and Responding to Requests Made) 12 Marks**

1-Could you remember any situations in which you were required to make requests?…(Give the student a few moments to think)Yes, go ahead!

2-Now tell me: What will you say in the following situations? (Read the situations one by one, asking the student to give his/her response after you finish reading each situation)

One)      You want to borrow your friend's camera.

Two) Your friend wants to borrow a book from you and you don't want      to give it to him/her.

Three)      You would like your friend to help you to design a computer  programme.

Four)      You ask for somebody's pen to write something urgent.

Five)      Your friend asks for your printer and you reply positively to him.

Six)        You politely refuse to open the window for someone because you feel cold.

# Appendix (10)

# Students' Raw Scores on the Oral Communication Pre-Post Test

Students' Raw Scores on the Oral Communication Pre-Test

| No | Sec.1 | Sec.2 | Sec.3 | Sec.4 | Sec.5 | Total |
|----|-------|-------|-------|-------|-------|-------|
| 1 | 8 | 8 | 8 | 8 | 6 | 38 |
| 2 | 4 | 3 | 2 | 2 | 3 | 14 |
| 3 | 8 | 5 | 5 | 8 | 8 | 34 |
| 4 | 5 | 6 | 5 | 5 | 6 | 27 |
| 5 | 5 | 4 | 6 | 6 | 6 | 27 |
| 6 | 6 | 6 | 6 | 6 | 7 | 31 |
| 7 | 6 | 6 | 5 | 5 | 5 | 27 |
| 8 | 6 | 9 | 6 | 7 | 6 | 34 |
| 9 | 6 | 6 | 6 | 7 | 9 | 34 |
| 10 | 3 | 6 | 5 | 7 | 7 | 28 |
| 11 | 5 | 7 | 6 | 8 | 9 | 35 |
| 12 | 2 | 9 | 7 | 8 | 10 | 26 |
| 13 | 3 | 5 | 5 | 7 | 7 | 37 |

| 14 | 6 | 6 | 8 | 7 | 7 | 24 |
|----|---|---|---|---|---|----|
| 15 | 3 | 5 | 5 | 5 | 5 | 33 |
| 16 | 3 | 6 | 6 | 6 | 5 | 26 |
| 17 | 4 | 7 | 5 | 6 | 7 | 29 |
| 18 | 5 | 6 | 5 | 7 | 7 | 30 |
| 19 | 5 | 6 | 6 | 8 | 8 | 33 |
| 20 | 3 | 5 | 4 | 5 | 6 | 23 |
| 21 | 2 | 6 | 4 | 4 | 6 | 22 |
| 22 | 5 | 6 | 5 | 6 | 6 | 28 |
| 23 | 4 | 4 | 6 | 5 | 8 | 27 |
| 24 | 3 | 5 | 7 | 7 | 6 | 28 |
| 25 | 2 | 7 | 8 | 6 | 9 | 32 |
| 26 | 6 | 5 | 7 | 5 | 7 | 30 |
| 27 | 5 | 6 | 5 | 9 | 7 | 32 |
| 28 | 4 | 9 | 6 | 8 | 8 | 35 |
| 29 | 4 | 9 | 6 | 9 | 10 | 38 |
| 30 | 5 | 9 | 7 | 9 | 7 | 37 |

Students' Raw Scores on the Oral Communication Post-Test

| No | Sec.1 | Sec.2 | Sec.3 | Sec.4 | Sec.5 | Total |
|----|-------|-------|-------|-------|-------|-------|
| 1 | 9 | 11 | 10 | 10 | 10 | 50 |
| 2 | 8 | 10 | 8 | 9 | 9 | 44 |
| 3 | 10 | 11 | 11 | 11 | 10 | 53 |
| 4 | 8 | 9 | 8 | 10 | 11 | 46 |
| 5 | 9 | 12 | 9 | 10 | 11 | 51 |
| 6 | 10 | 10 | 11 | 10 | 11 | 52 |
| 7 | 7 | 8 | 8 | 7 | 10 | 40 |

| 8 | 10 | 9 | 10 | 9 | 10 | 48 |
|---|---|---|---|---|---|---|
| 9 | 10 | 10 | 9 | 9 | 9 | 47 |
| 10 | 10 | 11 | 9 | 9 | 10 | 49 |
| 11 | 9 | 10 | 9 | 10 | 10 | 48 |
| 12 | 10 | 12 | 10 | 8 | 11 | 51 |
| 13 | 9 | 9 | 8 | 9 | 8 | 43 |
| 14 | 10 | 10 | 10 | 10 | 9 | 49 |
| 15 | 10 | 9 | 8 | 8 | 8 | 43 |
| 16 | 10 | 10 | 10 | 10 | 9 | 49 |
| 17 | 9 | 9 | 9 | 8 | 10 | 45 |
| 18 | 10 | 9 | 9 | 9 | 8 | 45 |
| 19 | 11 | 11 | 9 | 10 | 10 | 51 |
| 20 | 9 | 11 | 10 | 10 | 10 | 50 |
| 21 | 8 | 7 | 7 | 7 | 9 | 38 |
| 22 | 10 | 9 | 10 | 10 | 11 | 50 |
| 23 | 10 | 10 | 10 | 9 | 10 | 49 |
| 24 | 11 | 11 | 10 | 10 | 10 | 52 |
| 25 | 11 | 11 | 10 | 11 | 11 | 54 |
| 26 | 11 | 9 | 10 | 10 | 10 | 50 |
| 27 | 10 | 9 | 10 | 9 | 9 | 47 |
| 28 | 9 | 10 | 7 | 10 | 10 | 46 |
| 29 | 9 | 11 | 10 | 11 | 12 | 53 |
| 30 | 10 | 10 | 10 | 9 | 8 | 47 |

## Raters' Scores (Three raters)

| No | *Pre-Test Scores* | | | | *Post-Test Scores* | | | |
|---|---|---|---|---|---|---|---|---|
| | 1st Rater | 2nd Rater | 3rd Rater | Average | 1st Rater | 2nd Rater | 3rd Rater | Average |
| 1 | 36 | 38 | 40 | 38 | 48 | 50 | 52 | 50 |
| 2 | 10 | 14 | 18 | 14 | 42 | 44 | 46 | 44 |
| 3 | 32 | 35 | 35 | 34 | 53 | 50 | 56 | 53 |
| 4 | 30 | 26 | 25 | 27 | 52 | 46 | 40 | 46 |

| 5 | 29 | 27 | 25 | 27 | 52 | 51 | 50 | 51 |
|---|----|----|----|----|----|----|----|----|
| 6 | 32 | 33 | 28 | 31 | 54 | 52 | 50 | 52 |
| 7 | 26 | 28 | 30 | 28 | 45 | 40 | 35 | 40 |
| 8 | 22 | 24 | 26 | 24 | 48 | 52 | 44 | 48 |
| 9 | 28 | 26 | 27 | 27 | 48 | 46 | 47 | 47 |
| 10 | 36 | 33 | 33 | 34 | 52 | 49 | 46 | 49 |
| 11 | 26 | 30 | 34 | 30 | 49 | 47 | 48 | 48 |
| 12 | 30 | 37 | 35 | 34 | 52 | 51 | 50 | 51 |
| 13 | 24 | 28 | 32 | 28 | 46 | 43 | 40 | 43 |
| 14 | 30 | 35 | 40 | 35 | 51 | 47 | 49 | 49 |
| 15 | 31 | 36 | 41 | 36 | 44 | 43 | 42 | 43 |
| 16 | 26 | 28 | 27 | 27 | 48 | 49 | 50 | 49 |
| 17 | 35 | 34 | 33 | 34 | 47 | 45 | 43 | 45 |
| 18 | 20 | 23 | 26 | 23 | 50 | 45 | 40 | 45 |
| 19 | 28 | 26 | 24 | 26 | 53 | 49 | 51 | 51 |
| 20 | 28 | 29 | 30 | 29 | 55 | 50 | 45 | 50 |
| 21 | 25 | 30 | 35 | 30 | 40 | 36 | 38 | 38 |
| 22 | 34 | 33 | 32 | 33 | 52 | 50 | 48 | 50 |
| 23 | 21 | 24 | 24 | 23 | 52 | 46 | 49 | 49 |
| 24 | 27 | 25 | 26 | 26 | 54 | 52 | 50 | 52 |
| 25 | 20 | 23 | 23 | 22 | 55 | 53 | 54 | 54 |
| 26 | 25 | 27 | 32 | 28 | 55 | 50 | 45 | 50 |
| 27 | 27 | 25 | 28 | 28 | 49 | 45 | 47 | 47 |
| 28 | 26 | 27 | 31 | 28 | 47 | 46 | 45 | 46 |
| 29 | 30 | 34 | 32 | 32 | 54 | 53 | 52 | 53 |
| 30 | 22 | 23 | 30 | 25 | 45 | 47 | 49 | 47 |