

Ms. Dina

: “***Best Practices in Teaching English***” is a series of teacher training segments dealing with eight topics: **Classroom Management, Writing, Reading, Listening, Presentation Skills, Practice, Error Correction, and Supervision.**

“***Best Practices in Teaching English***” can be used for teacher and supervisor in-service training or by faculty in pre-service teacher education. Also, tapes can be used separately by student teachers, teachers, and supervisors for individual study and self-development.

Accompanying the video series is a set of printed supplementary materials that describes the content and includes information on how to use the videotapes.

“Strategies for Presenting a Lesson”

Dr. Magda:

Hello, everybody. Before we watch together a successful classroom presentation, let's first try to analyze what happens in any effective presentation, whether it is a presentation of grammar, vocabulary, or any other linguistic material. In an effective presentation, learners go through the following stages: ***attention, perception, understanding*** and ***short-term memory***.

In the initial stage of ***attention***, learners are alert and aware that something is coming that they need to take in. In the ***perception*** stage, they not only hear the material being presented, but also see it very clearly. They see it on the blackboard, on the overhead projector, on the computer, or any other visual aid available.

In an effective presentation, students go beyond these stages of attention and perception and move towards ***understanding***. This is because the new material is linked to their background knowledge, the things they already know, or what has come to be known in methodology as “Schemata”.

Students also reach the stage of understanding when they do things during the presentation of the new material, rather than remain silent and passive throughout the whole presentation.

Finally in a successful presentation, learners take the new material into their ***short-term memory***. How can we enable our students to do this? It is by giving them colorful, dramatic and unusual presentations like the one we are going to see now.

Mr. Mansour: Okay. Good morning.

Students: Good morning, Mr. Mansour!

Mr Mansour: Thank you. Sit down. Okay. Have you read your...the newspaper today? Have you read them? Today morning? You don't have time?

Students: No

Mr Mansour: Have you read them yesterday? Did you read them yesterday,even?

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Students: Yes.

Mr Mansour: Okay! Have you read about something in the newspaper called "horoscope"?

Students: Yes.

Mr Mansour: Do you know what is horoscope?

Students: Yes.

Mr Mansour: Hah! Who can tell me what is horoscope? Yes, Fady.

Fady: Signs of space.

Mr Mansour: Signs of space and...?

Fady: Stars.

Mr Mansour: Stars in the space?

Student: The space.

Mr. Mansour: The space. Thank you very much.
This is horoscope. So, it's talking about your...maybe we can call it your luck, your fortune. So, do you really...or do you always read your horoscope in the newspaper? Do you used to do that?

Students: Yes.

Mr Mansour: Who always reads the horoscope? Who always reads his horoscope?
Just raise his hand.
All of you? And who believe in horoscope?
None of you. That's good. So you read it always, but you don't believe in it.

Students: Yes.

Mr Mansour: Why don't you believe in horoscopes? Ok, Adel.

Adel: I think it is something imaginary.

Mr Mansour: It is something imaginary. Someone is writing something...And why do you read it if you don't believe in it?

Adel: some sort of entertainment.

Mr Mansour: some sort of entertainment maybe or fun. Thank you. Sit down. Ok. Do you know what is your star sign?

Dr. Magda: As a warm-up, Mr. Mansour is asking the students questions to help them create expectations, to motivate them, and to intrigue them about the topic.

Mr Mansour: It means each of you was born on a date and you have got each month..or not each month, not a whole month. But from this date to this date, it means that you are in this...or you have this star sign. And from this date to this date means that you have this star sign. For myself, I am ah,ah,... or my star sign is Leo, for example. So what are your star signs? Can you tell me? Yes, Gamal?

Gamal: My star sign is Scorpion.

Mr Mansour: Scorpion. Okay.
And who has read a horoscope and feel...or feels that ...or got the feeling that he has some characteristicstics in his character...or some.uh...uh...uh...We can say...yes, characteristics that are related to what he has read although he doesn't believe in ...in horoscopes. Yes, Mohamed?

Mohammed: I read that Wednesday is my lucky day, and that is true.
Mr Mansour: Your lucky day?
Mohammed: Yeah.
Mr Mansour: And what's your lucky day?
Mohammed: Wednesday.
Mr Mansour: Wednesday. Uh-huh. And you really like Wednesday?
Mohammed: Yeah.
Mr Mansour: And you consider it as your lucky day?
Mohammed: Yeah.
Mr Mansour: But you don't believe in ah,...in horoscope?
Mohamed: No
Mr Mansour: Okay. So, we are talking about the words. And you said words related to the word.... Do you remember the first word I said?
Students: Stars.
Mr Mansour: Stars. Wha...Okay, stars. Related to the word...?
Students: Horoscope.
Mr. Mansour: Horoscope. Okay, thank you. Sit down. So. Let me show you something... related to this part.
Mr Mansour: So now, what about reading our horoscopes? Let's read it and know what about your luck. Here you have all the star signs. We're gonna have all the star signs here

Attention

Mr. Mansour: And you are going to tell me about your star sign, just to start reading it. Hmm. Who will start? Who wants to start? Yes, Ahmed?
Ahmed: Okay. My star sign is Cancer
Mr Mansour: It is Cancer. Let's move to Cancer. Here it is, can you read it? Just read it aloud, please.
Ahmed: Unless your father's a doctor, you will catch a...a cold next week.
Mr Mansour: So take care. Is your father a doctor?
Ahmed: No.
Mr Mansour: Take care of yourself. Thank you. Hmm. Who else? Yes, Adel.
Student: Libra.
Mr. Mansour: Libra
Dr. Magda: Rather than depending on sentences in the book to present the conditionals, Mr. Mansour created his own fresh, entertaining, and unforgettable visuals, which helped the students to figure out the meaning. By relating the sentences to the students' life, context, the grammatical structure becomes accessible to them. It becomes meaningful, and even personal.
Mr Mansour: Scorpio. Read it, please.
Student : If you study hard this year, you will get 89%.
Mr Mansour: 98. I hope so. It's going to be 98, not 89. Okay. And what about studying hard?
Students: Yeah.

Mr Mansour: Even if you don't believe in it, are you going to do it?
Thank you. Sit down. Let's now do something related to what we have just done. Ah, I'm sorry. I told you that I'm going to get you. What is your hor...your...your...your star sign?

Student: Gemini.

Mr Mansour: Gemini. This is important although you don't believe in them. Ha.

Student: If you have one brother and a sister, you will be an engineer.

Mr Mansour: You have one brother and a sister?

Student: No.

Mr Mansour: Do you believe in that?

Student: No.

Mr Mansour: Do you want to be an engineer?

Student: No.

Mr Mansour: This is perfect. Thank you. Sit down. Okay. Moving back to the part we were talking about. Here are all these words we said that they were...or they are related to... stars and...

Students: Horoscope.

Mr Mansour: Horosope and what are these?

Students: Star signs

Mr Mansour: Star signs. Perfect. But I have a question now. Because we are talking about the future. We are talking about something...?

Students: Imaginary

Mr Mansour: Imaginary. We are talking about something we don't...?

Students: Know.

Mr Mansour: We don't know. This is the point. Therefore, I have a small, let's call it a game. This is a question we always ask to others. It is saying, "What... will you do... if...? If whatever. Let me do it with some of you, and you are going to do it with each other. Okay?
I mean that I'm going to ask the first question to someone, and he's going to answer me. And, then you are going to do the same. I'm gonna ask Mohammed first, please. If you have this one million dollars, what will you do?

Mohammed: I will buy a computer.

Mr Mansour: You will buy a computer? With one million dollars?

Mohammed: And I will travel around the world.

Mr Mansour: Around the world. Thank you very much. Sit down. So now I asked him, "What will you do if you have one million dollar?" And he told me that he will travel around the world and...?

Students: Buy a computer.

Mr Mansour: Buy a computer. Can you put all of them in just one sentence? My question and the same time his answer. Can you put it in just one quest...one sentence hah...? Who can do it? Yes, Osama?

Osama: If I have one million dollar, I would travel.

- Dr. Magda:** This is an excellent technique for presenting structures through prompts the teacher got the students to tell him what to write.
Attention is does maintained and the student enjoy a sense of achievement. They feel they share in the presentation rather than merely receive it.
- Mr Mansour:** My question is , “is he talking about something in the past?”
- Students:** No
- Mr Mansour:** Is he talking... yes, he is talking about...
- Students :** The future.
- Mr Mansour:** So, it should be...
- Fady:** Will.
- Mr Mansour:** Will. This is the point. Thank you very much. So it is "If I have one million dollar, I will travel." Just take two seconds. Each one of you should thank--should think about a question with "What will you do if...? Because he's going to ask... his friend, okay?-- or his partner. Two seconds. Think about a question. Okay? Sherif. I want you to ask Moustafa.
- Sherif:** What would you do if you have... one hundred pounds?
- Mr Mansour:** Is this just one hundred? Getting from one million dollars to one hundred pounds? Okay.
 That's good. Even one hundred pounds is good. Hah?
- Moustafa:** I will buy some sweets.
- Mr Mansour:** You will buy some sweets with one hundred. Okay, thank you. Thank you very much. Sit down. Can you tell me a whole sentence about these? The question and the answer? Hah? Yes, Fady.
- Fady:** If I have one hundred pounds,
- Mr Mansour:** If I have one hundred pounds...?
- Fady:** I will buy some sweets.
- Mr Mansour:** I will buy some sweets. Thank you. So. Hah, Adel? You are going to ask maybe...Let's say, Khalid? Hah?
- Adel:** What will you do if you lost your wallet?
- Mr Mansour:** If you...?
- Adel:** Lost your wallet.
- Mr Mansour:** Lost your wallet. What will you do if you lost your wallet? So this man, he is the one who lost his wallet. Hah?
- Khalid:** Nothing.
- Mr Mansour:** You will do nothing. Peaceful man. Even to the police station? Going to the police station? Just tell anyone. Scream. Say, "My wallet!" Do anything! Okay. He will do nothing. Who can say this sentence? Thank you. Hah? Who can say the whole sentence. Mazen. Can you tell me about the whole sentence? Question and answer? In one sentence.
- Mazen:** If I... lost my wallet...
- Mr Mansour:** If I... lost my wallef...my...my...sorry, my wallet?

Nadir: I'll do nothing
Mr Mansour: Just a question. I have a question. You have just said, "If I.. lost my wallet, ...I will do nothing. The question is, what is this tense?
Hah? Who can tell me? What is this tense? Yes, Karim.
Karim: Past simple.
Mr Mansour: It is past simple. Thank you. Sit down. And what is this tense? Islam?
Islam: Future.
Mr Mansour: It is future. Thank you. Sit down. So I'm talking about...all the situation is about the...?

Eliciting the Structure

Islam: Future
Mr Mansour: Is about the future. Is it something possible to happen? That he might lose his wallet?
Students: Yes.
Mr Mansour: It is possible. Okay? So it is something in ...?
Students: The future.
Mr Mansour: Because I still don't know it. Okay? So the whole sentence. Is it going to be with " If I lost... my wallet"...or ...?
Students: If I lose.
Mr Mansour: If I... lose. Not lost. Take care. This is in the past. So it means I'm going to say "If I lose my wife...my wallet." Sorry, not my wife. Thank you. Sit down "If I lose my wallet, I will do nothing."
Okay. So now, all what we have done... We have just...
And all what you have read in your horoscopes, there is a word getting in front of us each time. And tell me what is this word? Hah?
Who can tell me? Observers? Who can tell me else? Yes, please?
Student: Unless.
Mr Mansour: Un...Howa...Unless. Unless it is....It was in the horoscope. That's perfect. Yes, we have said this word. You're right. You are the best observer. Even. Thank you. Sit down. Because he has observed the word that we haven't got it. Hah. Who else has another word that is...maybe we can call the opposite of "unless" at the same time. Hah?
Yes, please?
Students: If.
Mr Mansour: If. Perfect. Thank you. And with this 'if', which tense we were talking about? Hah? Okay. Let's get it.
Student: The present.
Mr Mansour: We were talking about the present...?
Student: And the future.
Mr Mansour: Your horosco...So we were talking about somehow about the present, but most of our talking were about... the future.
Something will happen. Thank you very much. And therefore, through these sentences, we have one, two and the third one. Can you get ehh...What is the structure? The three of them are talking

about...?

Students: The future.

Mr. Mansour: Future. How many parts do we have in this sentence? How many parts? Mohamed? Yes?

Mohammed: Two parts.

Mr Mansour: Two parts. What's the first part?

Mohammed: Past Simple.

Mr Mansour: No. Just read it.

Mohammed: If I have one million dollar, I will...

Mr Mansour: This is first part?

Mohammed: Yes.

Mr Mansour: And the second part.

Mohammed: I will travel.

Mr Mansour: I will travel. So this part, as you said, "If I have one million dollar", it means that it is connected to the word...?

Students: If.

Mr Mansour Therefore we call it "if clause." We call it "if clause."
It means the first part of the sentence. And this is the...?

Students: Second part.

Mr. Mansour: Second...?

Students: Part.

Mr Mansour: Or second...?

Student: Clause.

Mr Mansour: Clause. Perfect, Sherif. Thank you. Sit down, Mohamed. So we have "if clause" and "second clause". Can you tell me about the tense of the first clause--or "if clause." The tense of "if clause?"
Hah? Who can tell me? Moustafa, Yes?

Moustafa: The first part is present simple.

Mr Mansour: Present simple. Here you have the verb...?

Moustafa: Have.

Mr. Mansour: And here you have the verb...?

Moustafa: Have.

Mr Mansour: And here you have the one...?

Moustafa : Lose.

Mr Mansour: All of them are in the ...?

Moustafa: Present.

Mr Mansour: Present. Okay? Thank you very much. And the second clause.
What is the tense of the second clause? Yes, please?

Student: Future.

Mr Mansour: It is future because you have the word...?

Students: Will.

Mr Mansour: Will? Raise your voice.

Students: Will.

Mr Mansour: Will?

Students: Will.

Mr Mansour: Will. Thank you very much.

Eliciting the Structure

- Dr. Magda:** By asking questions and using hand gestures, the teacher managed to elicit the grammatical words from the students, rather than provide them himself. He does so to help them create meaningful, grammatical sentences which they can feel and understand.
- Mr Mansour:** ...we have a comma between them. So the first clause...the tense of the first ...or if clause is in...?
- Students:** Present simple
- Mr Mansour:** Present simple. Perfect. And the second clause is in...?
- Students:** The future.
- Mr Mansour:** Future simple. Perfect. What about this sentence. If he ____ early, we _____ out. Can you just fill in the spaces? Islam?
- Islam:** If he wake up early...
- Mr Mansour:** Raise your voice.
- Islam:** If he wake up early...
- Mr. Mansour:** If we wake up early...? We...?
- Islam:** We will.
- Mr Mansour:** We will. God will. So we will do what?
- Islam:** We will...
- Mr Mansour:** We will see. Uhhh.
- Islam:** We will go out.
- Mr Mansour:** We will go out. Perfect. If we wake up early, we will go out. Perfect. Thank you.. So. It's not "wake up", it's something different, but we will go out. I promise. Cause here we have "If he...?"
- Students:** Comes.
- Mr. Mansour:** Comes early, we...?
- Mr Mansour and Students:** ...will go out.
- Mr. Mansour:** First clause is called "if clause". Which tense?
- Students:** Present simple.
- Mr. Mansour:** And the second one?
- Students:** Future
- Mr Mansour:** Future. Perfect. My question is, what we were talking about now--or what we are talking about now. There is something, as you said, in the...?
- Students:** Future.
- Mr Mansour:** Is it possible to happen, or impossible to happen?
- Students:** Possible.
- Mr Mansour:** So it is possible that you might get one million dollar. Be ambitious. You might get it. And it's possible that you might lose your wallet. But, be more active. Don't do nothing. So, it is possible. Therefore, the first conditional because we all... because call this is a condition. You have a condition!: If you lose your wallet, I will do

"caza"ah,ah. If he comes early, we will go out. So it means that we had a condition to do the second part. So this is the first conditional, which is, again, in...? In...?

Students: Future.

Mr Mansour: The future. We're talking about...?

Mr. Mansour

and Students: The future.

Mr. Mansour: So it is, as you said...?

Students: Possible.

Mansour: Possible. This is the point. Okay. Now we have finished...or we have talked about the conditional, which we said that it is the...?

Students: First conditional.

Mr Mansour: First conditional. It is the...?

Students: First conditional.

Mr Mansour: First conditional. It happens in ouw (or) it is talking about...?

Students: The future.

Mr Mansour: The future. It is...It means that it is something...?

Students: Will happen

Mr Mansour: It can happen So it means...?

Students: Possible.

Mr. Mansour: That it is possible. It is something possible. Perfect. Now. Let's see something different. And' I want you just to use your...not imagination. But just to try to discover what is this. First, do you know what is this sentence or this, idiom we can say, "*A Mission of do or die.*"

Do you know the meaning of "a mission of do or die"?

What do we mean by that? Yes, Adel?

Adel: Something to be or not to be.

Mr. Mansour: Something means to be or not to be. It means to do it--or just to fail, but we should do it. Thank you very much. It means that we should do it.

Mr. Mansour: Can you just think about something from this? What is the picture inside if? Can you think? What is this picture about?

Students: Football.

Mr. Mansour: It is about football. Which football? Gamal, Yes?

Gamal: African football?

Mr. Mansour: African football. May... Yes, thank you. And... what do you think about African football? What do you think about our National team? What happened at the end to our national team, and specially related to a mission of do or die? What's the last match ...that we should win? And did we win?

Students: No.

Mr. Mansour: Hah? No. So, who said "no"?

Dr. Magda : Mr. Mansour managed to overcome the challenge of maintaining a high level of students' attention by presenting real events, current at the time of the lesson which particularly appealed to their interest.

Mr. Mansour: ...of this match? Yes, Ahmed, please? Thank you.

Ahmed: It was the African Cup.

Mr. Mansour: It was in the African Cup. And what would have happened if we had won this match?

Ahmed: We would be qualified to the... the semi-finals.

Mr. Mansour: So, we would be in the semi-finals. Thank you very much. So... do you know these pictures? Do you know what are they about?

Students: Yes.

Mr. Mansour: What are they about?

Students: The National f team. Cameroon.

Mr. Mansour: The Natrional team in the Cameroon, that you have just said. And do you know the people in these pictures? Yes, please Karim.

Karim: Issa'aa and the Cameroon is Patrick Mubumba.

Mr. Mansour: Patrick Mubumba. Okay. Thank you. And do you know this man?

Students: El Gohary

Mr. Mansour: As you know, he might leave...or I think he...he...he is going to leave the...the...the National team?

Students: Yes.

Mr. Mansour: Is he still on the National team?

Students: No.

Mr. Mansour: So he just left. And he left because we...?

Students: Losers.

Mr. Mansour: Lost the match. He left because we...?

Mr. Mansour and Students: ...lost the match.

Mr. Mansour: So this action...or this situation happened in...?

Students: The past.

Mr. Mansour: The past. And what would have happened? If we won the match, Ahmed said that we...we would have been in ...?

Students: The semi finals.

Mr. Mansour: Semi finals. So it means...as you said, that we are talking about the past. Something finished. Something...?

Students: Impossible.

Mr. Mansour: Something...?

Students: Impossible.

Mr. Mansour: Impossible because it happened in the past. So how are you going to express that...or how are you going to say that with the same words that you have told me: unless or if?

Student: If.

Mr. Mansour: Unless or if. Whatever. One of them. Even "if". Okay. Let's say it with "if". What sentence can you say about this situation- with the word "if"? And is impossible. It means that it's different from this one. Yes, Osama.

Osama: If the Egyptian team had won the match...

Mr. Mansour: "If the Egyptian"...or "If Egypt Okay, had won the match...", as you said...?

Osama: ...El Gohary would have stayed.

Mr. Mansour: You said, If Egypt had won the match, El Gohary would have stayed. With the National team. Okay. Thank you. Would have stayed. Can you tell me any other sentence, even away from el Gohary, himself? Any other sentence related to the same situation? Yes?

Student: If Egypt had trained well, they would...they would have..uhh...win the match.

Mr. Mansour: If Egypt had trained well...? Hah?

Student: They would have won the match.

Understanding

Mr. Mansour: They would have won the match. Thank you. Perfect. Thank you. Sit down. So now, can you tell me the difference between these? We said that this is...?

Students: First conditional.

Mr. Mansour: First conditional. And this is...?

Students: Third conditional.

Mr. Mansour: This is...?

Students: Third conditional.

Mr. Mansour: Third conditional. Can you tell me the difference? We have more than one difference. Kareem. First difference?

Kareem: First...

Mr. Mansour: This is first...? Hah?

Kareem: Future.

Mr. Mansour: It's talking about future. And this...?

Kareem: Past.

Mr. Mansour: It's talking about past. Thank you. Other difference? Islam, yes?

Islam: Possible.

Mr. Mansour: This one is possible because it's talking about the future, and this one is talking about the past. Therefore, we can't change it. Okay. Thank you. Very much.

So, as you have just said, the differences between both.

Another last one difference. It is in the structure of the sentence. Can you tell me about them? Here, about the tense of the two sentences. Uhhh? Who can tell me? Fady. Yes?

Dr. Magda: Using the visuals effectively helped the students to focus, not only on the meaning of the structure, but also on its form. It also helped the teacher to wrap up the presentation with a brief restatement of the main points.

Mr. Mansour: Oh, sorry. The third conditional, I mean. The second sentence is the third conditi....

Fady: Includes past perfect.

Mr. Mansour: Includes past perfect because we have...?

Fady: Had + even

Mr. Mansour: Okay. And the second clause...?
Fady: We have "had" + have + p.p.
Mr. Mansour: Where is had?
Fady: Would.
Mr. Mansour: Would, yes, Perfect. Would...?
Fady: + have.
Mr. Mansour: +have
Fady: + p.p.
Mr. Mansour: + p.p. This the point. Thank you very much. So let...let's see this here, now. What is this?

Students: If clause.
Mr. Mansour: If clause. And this one?
Students: Second clause.
Mr. Mansour: Second clause. First clause or if clause is in...?
Students: Past perfect.
Mr. Mansour: This is for...?
Students: Third condition
Mr. Mansour: So here we have past perfect. Which is...?
Students: Had + p.p.
Mr. Mansour: Perfect. And then second one should be...?
Students: Would + have + p.p.
Mr. Mansour: That's it. Would have + p.p. Can you fill in... these spaces? If we ___ well, we _____ the match.
Yes, Gamal.

Gamal: If we had played well,...
Mr. Mansour: If we had played well,...?
Gamal: We...we had...we would have win...won the match.
Mr. Mansour: Won the match. Perfect. We would have won the match.
So, if we had played well, we would have won the match.
This first --or if clause again, which tense...?
Students: Third.
Mr. Mansour: Okay. It is the third conditional, but the first--"had played"...?
Students: Past perfect.
Mr. Mansour: And the second one --"would have won"?
Students: Would have.
Mr. Mansour: Here you have "would have won." Okay? Again, you said That, this one is in the...?
Students: Future.
Mr. Mansour: Therefore, it is ...?
Students: Possible.
Mr. Mansour: Possible. But this one was in...?
Students: The past.
Mr. Mansour: So it is...?
Students: Impossible.
Mr. Mansour: This is the point. It is impossible. So now, what we have said, that we have talked about two conditionals. Two

conditionals. The...?
Students: First conditional.
Mr. Mansour: First conditional. And again, let's say it...or let's make a quick revision.

Short Term Memory

Dr. Magda: For the students, this kind of presentation is far more interesting than if they have their heads down in the textbook. They are watching, listening to the teacher, looking at the computer screen and the blackboard; they are contributing ideas and suggestions and even guessing how the new structure looks.

Mr. Mansour: ...third conditional. And also we have two clauses. But first, third conditional is...?

Students: Impossible.
Mr. Mansour: Because it...?
Students: Past.
Mr. Mansour: So it's finished. First clause--or if clause...?
Students: Past perfect.
Mr. Mansour: Which is...?
Students: Had + p.p.
Mr. Mansour: Had + p.p. And the second one is "would have and p.p." So this is what you have said. Possible for the first one, and impossible for the second one. Thank you very much. And for tomorrow, ensha'allah, we are going to continue with a third one, which is the second conditional. We are going to talk about it tomorrow, ench'allah. Okay?

Feedback Comments

Dr. Magda : In an effective presentation, learners go through the following stages:

- **Attention**
- **Perception**
- **Understanding** and
- **Short-Term Memory**

Now, to sum up what took place during this presentation. First of all, Mr Mansour managed to capture the students' attention through a strong beginning. And therefore, the first stage of **attention** was realized. Secondly, students were able to hear and see the material clearly. They saw it on the blackboard and on the computer screen, and therefore, the **perception** stage took place. Finally, the students managed to take the information or the knowledge he has presented into the **short-term memory** due to the colorful, dramatic and unusual nature of the presentation. Students were also actively involved in the presentation.

They did not only see things and hear things, but they also did things, and therefore, they could understand. This reminds me of an interesting Chinese proverb. It goes;

"I hear and I forget. I see, I remember. I do, I understand."

In many classes during the presentation stage, it's the teacher who talks while students listen. And the logic is "this is new material and the teacher is the only one who knows it." So he has to present it, while students hear and see the presented material and do nothing until we come to practice. Mr Mansour's class however, tells us that it's always possible to involve students in the presentation. And it's always possible to make them do things rather than merely hear and see.

Reflection

Mr Mansour:

Using the powerpoint presentation and the computer as an aid of teaching was very important. It added some kind of excitement and it is very attractive...attractive for the students. In addition, it makes some kind of motivation for the students. I got the photos from the internet. I searched more than one site just to get attractive and exciting photos at the same time. It takes me some how long to prepare the lesson, but actually more of the time was for the idea of how to design and use the computer and the powerpoint presentation or the powerpoint to make an exciting presentation for the students. Designing itself, if you are a professional, it's not gonna take a lot of time, but you are going to take some time in creativity, thinking, how to do it in an exciting way, how to make learning fun. Uh, more than that, I wanted the photos to be up-to-date, and at the same time... I want them about events that students saw and they live, not long... not long ago, just to feel that they are... expressing something in the real life. I want authenticity. I want them to feel that they are speaking about real life. Eliciting ideas from students is a very important point. Prompts, through gestures sometimes, through raising voice or changing intonation--sometimes saying, "Now let's answer something" or "What about..?" "Hey guys, let's answer...so..something!" or making some gestures by my hand--"Be with me!. All these prompts is just to, ah,... just to make students active. This is point. There are some students, specially with the light off while the presentation is on the screen, some students feel somehow bored, and others feel sleepy. So they got more active and just to awake them. This is important.

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