

**ENGLISH FOR A SPECIFIC
PURPOSE (ESP)
THE TEACHER'S ROLE IN
DESIGNING MATERIALS FOR
CLASSROOM TEACHING**

The following is a continuation of the paper we published in the previous issue of the Faculty Bulletin in July 2006. The first part focused on two main points: COMMUNICATIVE LANGUAGE TEACHING and MATERIALS DESIGN. This time the focus is on CLASSROOM TEACHING which we hope will give more insights to ESP teachers.

CLASSROOM TEACHING :

Classroom teaching is another crucial role played by the teacher. It is the step where the teacher's theoretical principles about learning are put into practice by means of planning and teaching a lesson. Classroom teaching involves the actual techniques and practices the teacher employs in the presentation, practice and production phases of a lesson.

In order to motivate the learners, the teacher has to use more than one skill and if possible integrate the four skills together in a lesson because this greatly increases the ranges of activities and techniques by which the teacher helps learners to learn while maintaining their interest.

We will study the following techniques in relation to every skill :

The speaking activities including techniques such as pair work and group work have many advantages since they free students from the teacher's guidance and make them feel more responsible and less fearful of making mistakes while conversing with their mates. In groups students are given the opportunity to correct one another's errors, to discuss things, to choose the member of the group who will take notes and choose the reporter. The teacher's task here is to go round, listen to them and assist if help is needed.

Speaking as well can be used as a pre-reading and pre-listening activities to get learners started and ready to embark on a new issue. Prediction, for example, is a technique the teacher employs to make the learners use their existing knowledge to anticipate what is likely to be in a text. This has a number of advantages since it builds the learners' confidence, activates their minds and prepares them for learning.

In the reading skill, we find that the reading activities include different techniques, such as, skimming (identifying the main idea), scanning (locating specific information), understanding vocabulary in context, developing the organisation of a text (introduction, conclusion, paragraphs, linkers), contextual reference (referring back to a word mentioned earlier in the reading and understanding its referent), true or false statements to justify or correct, questions to answer, scrambled paragraphs to unscramble, statement(s) or table completion, word building (finding nouns, verbs, adjectives), etc.

The prediction technique can also be used in the pre-listening activity to predict content. The teacher should give students a purpose for listening; that's why pre-listening questions are important. They help students select and focus on appropriate information, understand the whole or the gist to identify the main ideas and then look for the specific bits of information.

Another basic skill the teacher should develop in his students is the writing skill. Here students are trained to produce different forms of writing, like writing letters, CVs, descriptive and argumentative essays, etc. These can be controlled and highly guided or less controlled.

CONCLUSION:

As a conclusion, these are some of the principles and methods which can help make the ESP classroom an appropriate setting for effective learning and teaching. As it is seen, there is nothing specific about the ESP method of teaching. All the principles employed in materials selection and classroom teaching stem from General English Teaching.

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