

Changing Educational Philosophy and Oral English Methods

CHANGING EDUCATIONAL PHILOSOPHY

Traditional Philosophy

- ❑ Students are empty vessels needing filling.
- ❑ Information must be fed through memorization, drills, and recitation.
- ❑ Aimed at passing exams.
- ❑ Everyone learns the same way.
- ❑ Individual strengths and weaknesses are not important.

**Regard man as a mine rich in gems of inestimable value.
Education can, alone, cause it to reveal its treasures and
enable mankind to benefit therefrom.*¹**

Modern Philosophy

- ❑ Each student is unique, with unique talents, abilities, and skills
- ❑ Education is a process of discovery for both teacher and student.
- ❑ The value of each student is unknown and cannot be calculated.
- ❑ Each student has a special purpose or task in life.
- ❑ All tasks are of equal importance to society.
- ❑ Do what is right for you, making full use of your special attributes.
- ❑ The only way you can fail is to **NOT** develop yourself and your talents.

**Good behavior and high moral character must come first,
for unless the character is trained,
acquiring knowledge will only prove injurious.
Knowledge is praiseworthy when it is coupled
with ethical conduct and virtuous character,
otherwise it is a deadly poison, a frightful danger.*²**

High Moral Character

- ❑ Develop your character to be honest, trustworthy, caring, compassionate and just.
- ❑ Each day practice making the morally correct decision.
- ❑ Use your knowledge to benefit society and make the world a better place to live.
- ❑ Knowledge used unethically can bring about the destruction and demise of society:
 - e.g. Atomic energy, cloning, use of natural resources.
- ❑ How we use our knowledge will decide the future of our planet.
- ❑ Your generation will bear the burden of most of these decisions.
- ❑ Use your knowledge wisely, ethically, and for the benefit of all life on earth.

*1 Quote comes from Bahá'u'lláh, quoted in Bahá'í Education, A Compilation, #4, pg. 1.

*2 Quote comes from 'Abdu'l Bahá, quoted in Bahá'í Education, The Compilation of Compilations, pg. 280.

Methods to Practice Oral English

Individual Learning Styles

Everyone learns by an individual style:

- An *oral learner* learns best by hearing the lessons, imitating how others talk, or through music etc.
- A *physical learner* learns best by writing down the material and copying it several times, acting out the words or movements or examining the objects by touch.
- A *visual learner* needs to see the information, on a blackboard, letter by letter, or through watching videos, someone acting out the information, or through drawings etc.

To learn English effectively it helps if you:

- Know and use your learning style whenever possible.
- Involve as many senses in the learning process as possible.
- Carry a small notebook and pencil with you that will fit in your pocket. Whenever you hear a new word, write it down. If you find you don't know a word, write down the Chinese word and when you get home look up the English word. Keep a permanent notebook with all the words you are learning.
- Don't just memorize a word; learn how to use it in a sentence in your own words. Then it is yours and you will remember it.
- Develop a support group to give yourself encouragement. Find a partner to study with. Each of you will have different strengths so will share the learning experience. You will also make a lifelong friend.
- Review the words you have learned occasionally using games, etc.
- Record yourself speaking in a conversation, and reading a passage, on a cassette, then every 3 – 4 months record yourself again to see your progress and note where your greatest challenges still lie.
- People learn better when having **fun** and **encouragement** rather than when under pressure or criticism.

ORAL ENGLISH TEACHING GAMES

Word Association Games

These games help you put words into categories or groups for quick recall. The groups can be developed by using the same sound (r, ph, ight, ough), a similar idea (color, use, shape), or same rhythm pattern, (two syllables with the stress on the first syllable). They help you develop and remember vocabulary. All these games need two or more people to play them.

- ❑ Word Chains
- ❑ I Spy with my Little Eye
- ❑ Person, Place, or Thing
- ❑ 20 Questions
- ❑ Syllable Savvy

Sequencing Games

These games help you order your thoughts and learn the patterns of English language use. They help you use sequential words, relate cause and effect and describe daily routines and patterns.

For one or more people:

- ❑ Sentence Scramble [\(click here to go to example\)](#)
- ❑ Picture Scramble [\(click here to go to example\)](#)

For two or more people:

- ❑ Fortunately and Unfortunately
- ❑ Sentence Scramble 2 for Developing Listening Skills.

Pronunciation Games (for two or more people)

These games help you with grammar structure related to timed events, and distinguishing between similar sounds as well as pronunciation.

- ❑ Old Timer / Newcomer [\(click here to go to example\)](#)
- ❑ Road Map
- ❑ Word Bingo
- ❑ Telegram
- ❑ Running Dictation [\(click here to go to example\)](#)
- ❑ Photo Mania [\(click here to go to example\)](#)

Task Oriented English (for one or more people)

Create an *English environment* where ever you go. In all your daily situations, see if you can accomplish the task in English. You do not have to speak it out loud in English, but at least think how you would say it in English. To increase your vocabulary, learn those words you needed, but didn't know. Act out the situations when you get back to your dorm. Find a friend who wants to practice with you. Create dialogs, do role plays and skits, and have fun.

- ❑ Board Game

How often do you think of English as nouns, verbs, or present tenses outside of a classroom? Instead you use English to *accomplish tasks* and *share ideas*. The more you use English the better you will speak it and the quicker your progress will be. Above all make your English learning experience fun, then you will want to continue your studies and will practice more often.

Using the Performing Arts (for groups of people)

After you have learned the basic dialogs for texts, you need to learn how to put them into your own words. This enables you to respond to conversations and situations you may find yourself in. This is important whether you are trying to learn sentences or vocabulary words. If you cannot use the words, they are of no use to you.

- Skits, Drama and Role Plays
- Commercials

Using the Visual Arts

When people have difficulty speaking, often the visual arts can help. Posters etc. can give the person an aid to help you remember what to say. Because you have created something you are much more interested in sharing it with others than if you just have to talk about something. It also allows others to ask you questions if you are having trouble finding what to say. This also allows you to develop other talents you may have and allow the poorer speaker to shine through artistic ability, and management skills.

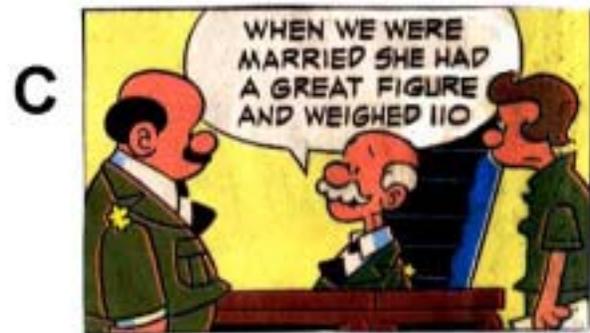
- Posters or Art Projects.

Conclusion

Develop your own talents and skills. Don't compare yourself to others but rather to how you have improved. Value your unique abilities and become the best person you can become morally as well as educationally. Work to make not only yourself better but also the world around you.

Thank you very much for your attention and participation!

Picture Scramble

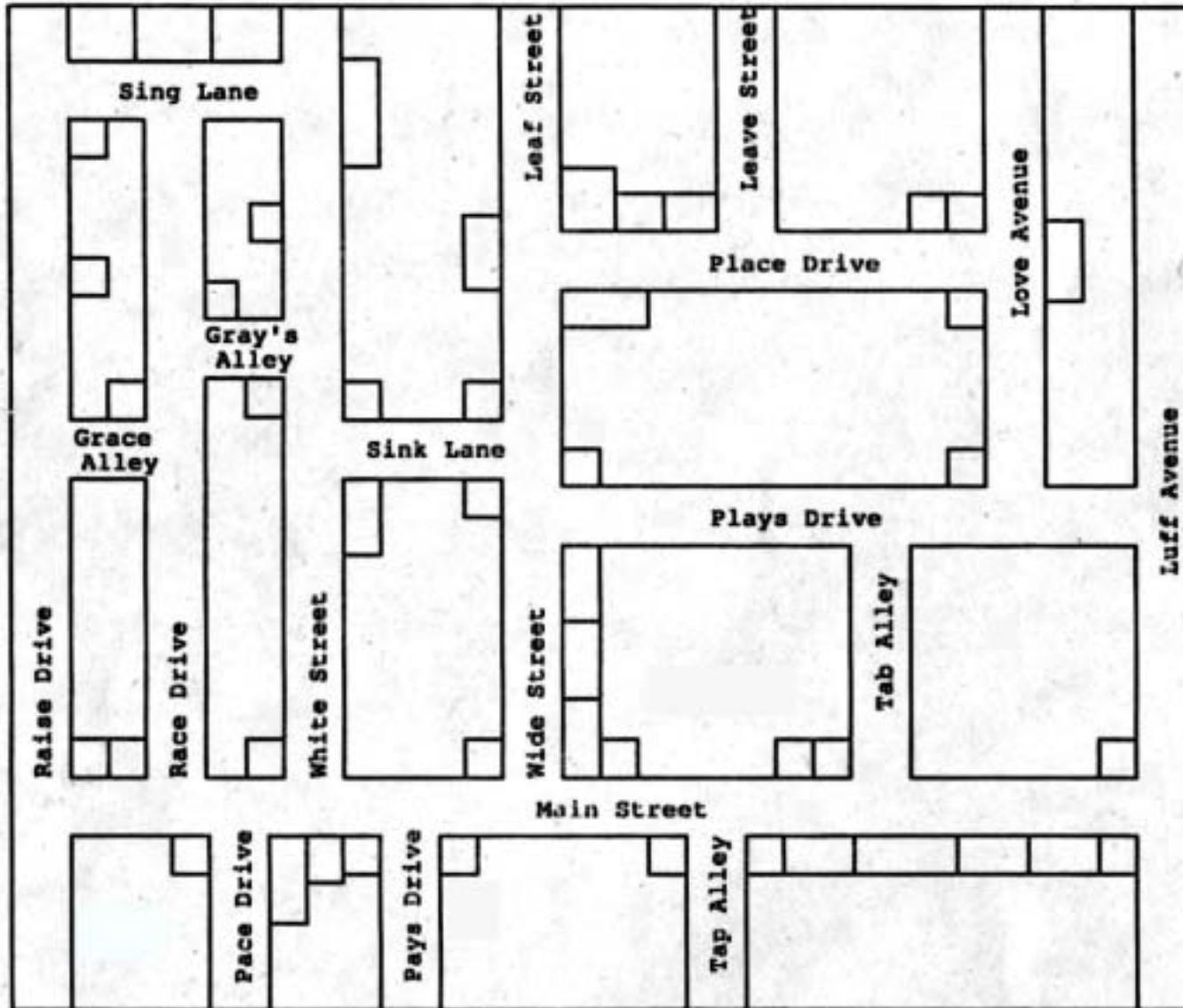


Arrange the pictures in the correct order

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

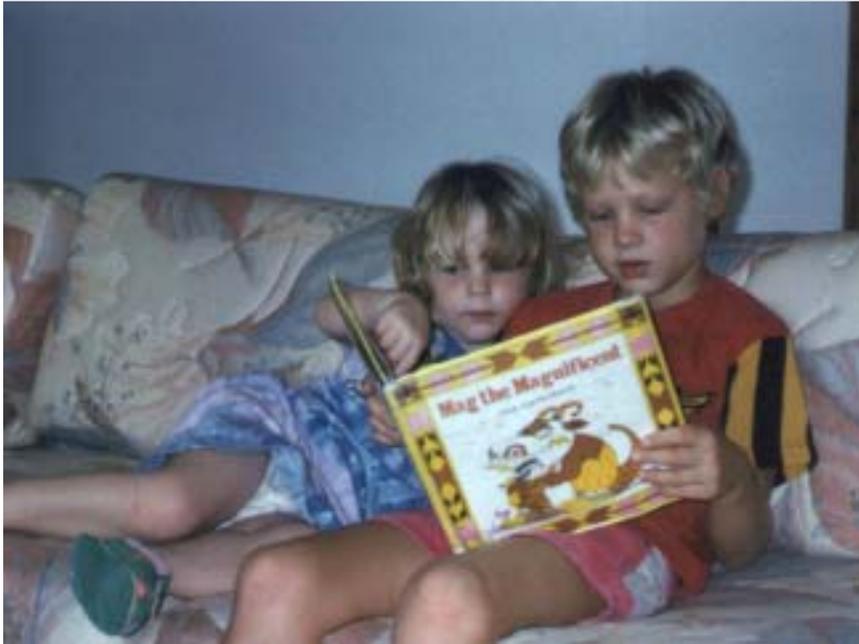
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"Oldtimer and Newcomer"



1. drugstore/pharmacy
2. record store (music store)
3. frozen yogurt shop
4. stationers (office supplies)
5. supermarket
6. hardware store
7. bakery
8. pet store
9. auto supplies store
10. shoe repair shop

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Sentence Scramble

Instructions:

Arrange the following sentences so that they are in the proper order.

When finished, the sentences should create a well-organized paragraph.

Give the first sentence the number “1”, and so on.

Number of the sentence

- _____ To begin with, cars had to be cheap and reliable.
- _____ They could not, because they depended on three things.
- _____ Therefore, the automobile revolution didn't take off until the 1920's.
- _____ Great changes occurred when the automobile became popular.
- _____ Lastly, gas stations and garages had to become plentiful.
- _____ Also, good roads had to be built.
- _____ These changes, however, did not happen overnight.
- _____ All of these requirements came slowly.

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Running Dictation

from *The Hobbit* by J.R.R. Tolkien

- Bilbo Baggins was standing at the door after breakfast,
- smoking an enormous long wooden pipe
- that reached nearly down to his woolly toes.
- All that Bilbo saw that morning was an old man with a staff.
- He had a tall pointed blue hat, a long grey cloak, a silver scarf
- over which a white beard hung down below his waist,
- and immense black boots.
- “Good morning!” said Bilbo, and he meant it.
- The sun was shining, and the grass was very green.

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