

Teachers' Notes for NTTP Course

Summary

The overall aim of this course is to get teachers thinking about what they already do in the classroom and to provide input about 'good practice' in key teaching areas. Participants will have the opportunity to work in pairs and small groups as well as to reflect by themselves. It is hoped that by the end of the course they will be a more confident teacher, and also that their own English language abilities will have increased. The ten sessions delivered on this course are as follows:

1. Lesson planning
2. Using the board
3. Classroom language
4. Giving instructions
5. Pair and group work
6. Classroom language
7. Presenting new language
8. Error correction
9. Giving feedback
10. Developing as a teacher

Stages of each Session






Each of the ten lessons are divided into the same 8 stages. It is hoped that this structure will create a clear pattern for the participants to follow each time. These stages and their pedagogical purpose are outlined below. In terms of time, the main focus of each section should be stage 1-6. A roughly equal amount of time should be given to each (so if your session is one-hour long, you will have ten minutes per stage). Please note that stages 7 and 8 are to be looked after the session, although you might mention in your session what they have to, and clarify that they understand.

Section	Pedagogical Purpose
1 What do you do? What do you know?	Each lesson begins with four questions about the topic area. The purpose is to get them thinking about what they already do in the classroom, and what they already know about the subject. These questions are subsequently explored further in the rest of the lesson.
2 Read the article	This is the main input on the topic which the participants receive. Most participants should find the level about right, but some may need additional language or explanation of some of the concepts.
3 What did you understand?	This stage contains several questions which test students' understanding of the key points in stage 2. They think about these questions individually, and then check their answers in the text.
4 What did your colleagues think?	Participants are asked to compare their thoughts with a partner about what they have learnt. Specifically, they compare what they have learnt about the topic with their existing practice.

5 What could you do in your classroom?	This stage extends the previous stage, and gets participants to think specifically about the changes which they could make in their classroom. At the end of this stage there is also a 'language box', which contains useful English phrases and sentences which could be used in the classroom for this subject.
6 Can you do it?	This stage presents a practical opportunity to deepen their understanding of the subject matter further.
7 Where can I find out more?	This stage provides links for two websites or for two short YouTube videos which extend their knowledge of the topic.
8 How will I know if I have developed in this area?	This stage is practical. It asks the participants to reflect on what changes they are going to make (or have made) in their classroom teaching.

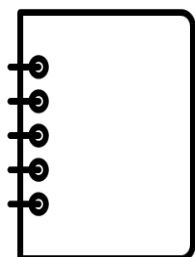
A note on symbols

These symbols are used in the materials, and have the following meaning:

Symbol	Meaning
	Work individually.
	Work in pairs. These activities will often contain specific roles for 'Partner A' and 'Partner B'.
	Two pairs form a group of four, and compare their responses.
	Whole class activity.
	Read by yourself.

A note on 'notebooks'

During many activities, participants are asked to add notes to a notebook which looks like the image on the right. They should add this information in note form. Their notes will then be used for discussion and sharing with other class mates, and also serve as a record of the lesson. Sometimes they also need to write down what their partner says.



Session-by-Session Notes

Additional information / answers which are needed for specific sessions are presented below.

1. Lesson Planning

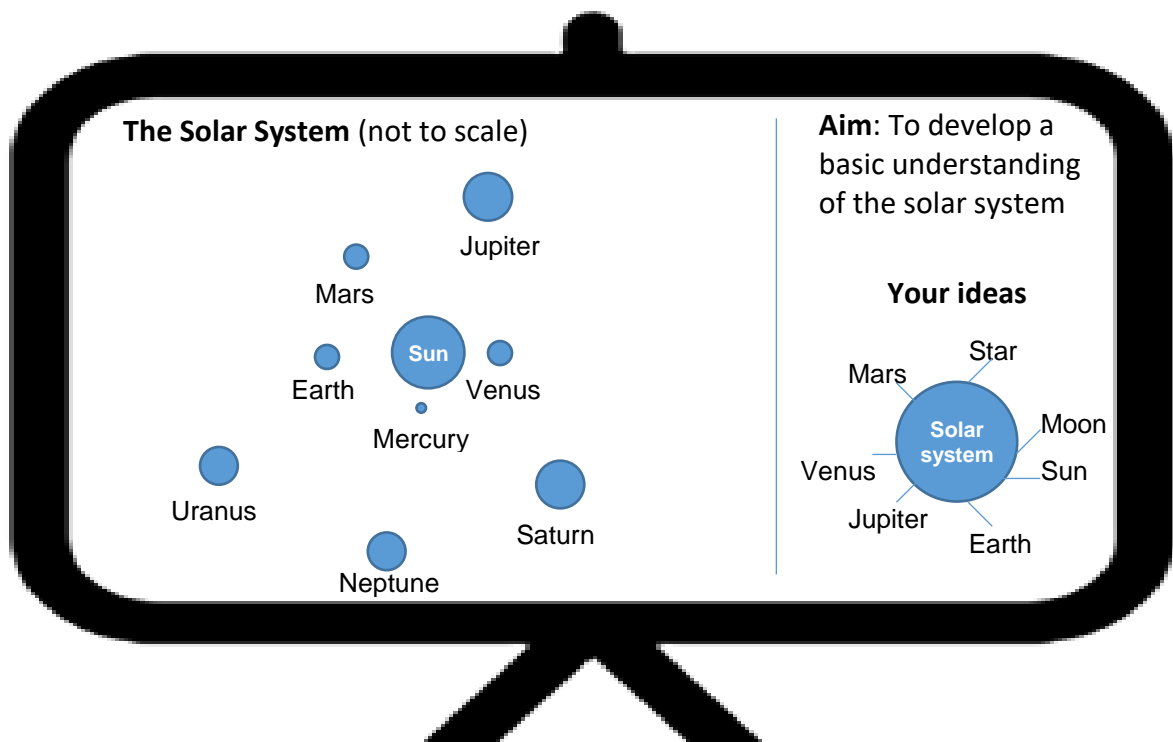
Stage 5

Answers are as follows: A Input B Overview C Review D Starter E Activity

2. Using the Board

Stage 5

Clearly, there is no 'one' correct answer to this. The board below gives an idea of what the board might look like.



Stage 6

Suggested feedback:

Item	✓ ✗ or ?	Explanation
Date	✗	Is it really necessary? Usually not – it is a habit which teachers have, but it doesn't particularly help the students.
Lesson name	✗	Students know which lesson it is – just a waste of board space.
Lesson topic	✗	If you have the aim (see below), the topic is probably not necessary.
Teacher name	✗	Not needed – students know your name.
Lesson aim(s)	✓	It is helpful for students to understand the focus of the lesson and what they should know by the end.
Class name	✗	Not needed – doesn't add anything. Students know which class they are in.
Key language	✓	Key words are useful – for students to see the written form, and to help develop their understanding.
Homework info	?	Generally it can be helpful for this so students can make their own notes about what they have to do.
Activity Instructions	?	Often this can be useful, but only if written in brief.

3. Classroom language

Stage 5

Suggested answers:

Partner A (student)	Partner B (teacher)
"I've finished. What now?"	Check your answers.
"What should I do?"	Complete the text.
(makes pronunciation mistake)	Say it again, please.
(says a word in home language)	Who knows the word in English?
Partner A (teacher)	Partner B (student)
No. Talk to your partner.	"Do we work alone?"
Make notes.	"Do we do notes?"
Who can you explain [new word]	(confused by new word)
Give reasons for your opinions.	(says something without evidence)

4. Giving Instructions

Stage 3



Sit down



Watch



Listen



Open your
books



Quiet



Stand up

Stage 5

Sample instructions:

1. In this activity you are going to practise what we have been learning about fractions by dividing shapes into half.
2. At first, you are going to get into pairs. Please work with someone you have not worked with already today.
3. Each pair will be given a handout. You must divide each shape into half using a pencil.
4. When you have done this, check with another pair. When you are sure your answer is correct, do it in pen.
5. You have five minutes to do this.
6. Any questions?

7. Presenting new language

Stage 5

Suggested ideas:

- **Inequality** – students may know the word ‘equal’, and that the prefix ‘in’ makes something negative, and that the suffix ‘ity’ turns an adjective into a noun.
- **Withdrawal** – students may be able to work it out from the context – you could ask a question like ‘What can you do to money in a savings account’ (= add some or take some away) ... then use ‘remaining’ as a clue, and the minus sign (-) which follows.
- **Circulatory** – use knowledge of word ‘circle’ – and also distributes helps to confirm this.
- **Mucous** – from their own world knowledge – what is in their noses?!

Stage 6

Spelling	Inequality	Withdrawal	Circulatory	Mucous
Form	Noun	Noun	Adjective	Noun
Meaning	A situation which is unfair, or not balanced	Money you take from your bank account	Describing the system which moves blood through the body	Substance found in the nose
Context	General	General (quite formal) – here used in context of money	Scientific (biological)	Scientific
Pron-unciation	In-e- kw al-i-tee	With- dr aw-all	Sir-cue- lay -tor-ee	Mew -cus

9. Giving feedback

Stage 5

2	T asks an initial question to get the S to reflect.	8	T says the S did something well.
4	S identifies identifies what they should have done.	6	S identifies how to correct the problem.
1	T says the S did something well.	3	S identifies the problem area.
7	T adds extra advice about how the S can correct the problem.	5	T asks S to think about what they need to change.

10. Developing as a Teacher

Stage 5

You may need to elicit the meaning of some of these adjectives, or pre-teach them if the participants do not know them.

TOPIC 1: LESSON PLANNING



1 What do you do? What do you know?

- Discuss the following questions with a partner.
 - (a) Why is lesson planning important?
 - (b) What kind of things should you include in a lesson plan?
 - (c) How many of your lessons do you plan?
 - (d) What is the risk if you don't plan your lessons?



2 Read the article

Teachers are busy people. When you are so busy, it can be difficult to find the time to do lesson planning. However, planning a lesson does not have to be overly complicated, and does not have to take too long. When you are teaching several lessons a day, it is simply not possible to write detailed lesson plans for every lesson.

However, lesson planning is still important. If you do not plan your lessons, there is a risk that they will be too long or too short, disorganised, or inappropriate for that class.

Try to focus on what are the main elements of a good lesson plan. The key question to ask for any lesson is: ***What will my students know, or be able to do, at the end of the lesson which they did not know, or could not do, before.*** To achieve this, most lessons can follow the five key stages shown opposite.

In addition to these five stages, other things which you might include in your lesson plan are:

- A list of the materials needed (*What resources will I need?*)
- English words which might be unfamiliar (*What language might they not know?*)
- Personal aims (*What area am I going to focus on, for me?*)

The final point to make is that you should keep a record of your lesson plans so that you can use them in the future. This can be in hard (paper) or soft (digital) form. This recycling is efficient – so you don't need to create a whole new plan the next time you teach this lesson.

5-Stage Lesson Plan

Starter: Doing a short activity to get the students thinking about the topic.

Overview: Explaining – briefly – what the lesson is going to be about.

Input: Presenting and discussing the key learning points of the lesson.

Activity: Getting students to show they have understood the input.

Review: Checking what students understood.

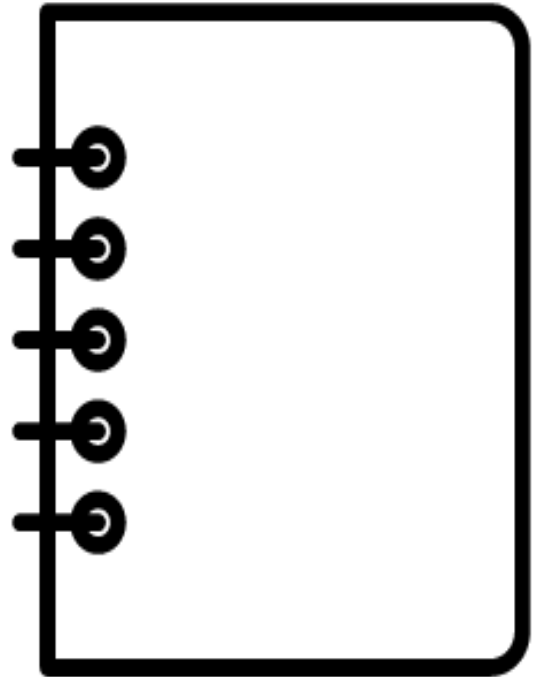


3 What did you understand?

- *Without looking back at the reading text, answer the following questions by yourself. Make notes in your 'notebook'.*

- Why is lesson planning important? What are the potential negative outcomes if you do not plan lessons?
- What is the key question you should consider for every lesson?
- What are the five main stages of a lesson? What happens in each stage?
- What other stages could you think about when planning?

- *Now check your answers in the text.*



4 What did your colleagues think?

- *Discuss the following question with a partner. Make notes about what he or she says in your 'notebook'.*

Could you improve the way in which you give plan lessons?

... If 'yes', tell your partner how you would do this.

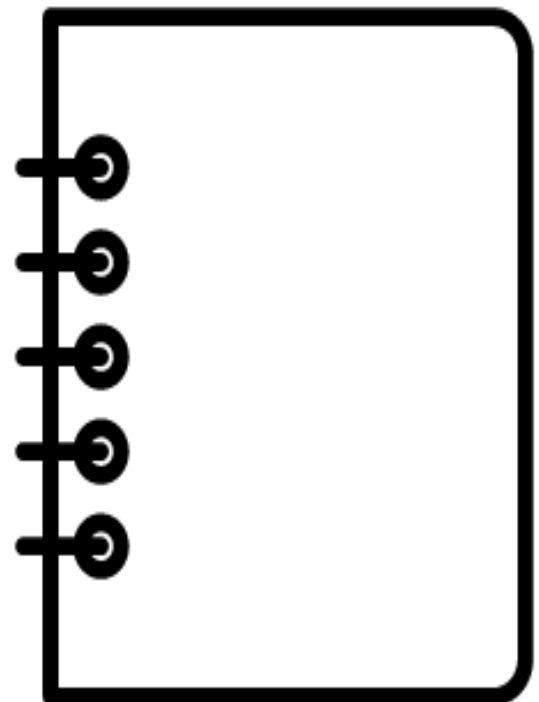
... If 'no', tell your partner why your lesson planning works so well.



- *Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.*



- *Now discuss in the whole class. Talk about the similarities and differences in responses.*





5 What could you do in your classroom?

- Imagine you are planning a lesson which is introducing students to the planets. Label the five sections of the lesson appropriately, i.e. 'starter', 'overview', 'input', 'activity' or 'review'.

A This stage is the _____

Students are divided into groups of three. Student A will be given eight pieces of information about the planets (planet's size, planet's distance from the sun, and an interesting fact about the planet). Learner B and Learner C will each be given eight different bits of information. Together, only by speaking, they must complete a table of information for all the planets.

B This stage is the _____

Today we are going to learn about planets. By the end of the lesson you:

- Will know the names of the planets.
- Will know more information about each of the planets.
- Understand the idea of 'orbiting'.

C This stage is the _____

Ask students to tell each other what they learnt during the lesson. Ask a few open questions which check whether the students have remembered key information.

D This stage is the _____

Present the students with a picture of the solar system. In groups of 3, give them one minute to share whatever they already know. Then take feedback from the whole class. Ask students to explain their points to the rest of the group.

E This stage is the _____

Divide the class into groups of eight. Each student should be given a picture of one of the planets. Using the information, they learnt in the previous stage, they should arrange themselves in order, from closest to further away from the sun. When they have done this, they should orbit around the sun. As they do this, they should share the other information about their planet learnt from the previous stage (i.e. its size and interesting fact).

LANGUAGE BOX

Starter stage

- *Tell each other what you know about X.
- *Have you ever heard of X?
- *What do you know about X?

Overview stage

- *By the end of the lesson ...
- *Will be able to ...
- *Will know X about Y ...
- *Will understand X ...

Input / Activity stages

- *In pairs / groups of 3/4, you should ...
- *Work with your partner to ...

Review stage

- *What can you tell me about X?
- *Tell each other what you can remember about X.
- *Is there anything which you do not understand about X?



6 Can you do it?

- Work with a partner who teaches the same subject at the same level. Choose a topic, and create a lesson plan using the 5-stage structure.

Topic/Year	
1 Starter	
2 Overview	
3 Input	
4 Activity	
5 Review	



- Share your lesson plan with another pair. Give constructive feedback on what they have done.



7 Where can I find out more?

Websites:

- + <https://tinyurl.com/y8jmzuxm>: British Council materials about lesson planning.
- + <https://tinyurl.com/y7b8puhl>: More BC materials on lesson planning.

Videos:

- + <https://www.youtube.com/watch?v=ZX6WMMkc0Is>: Short cartoon video about lesson planning.
- + <https://www.youtube.com/watch?v=HPPkwfLbzkM>: Plan in 5 minutes.



8 How will I know if I have developed in this area?

- After the next lesson you teach which follows the 5-stage plan, write feedback for yourself in the right-hand column.

Lesson details: [date] [class] [topic]	
In the starter stage [details]	
In the overview stage [details]	
In the input stage [details]	
In the activity stage [details]	
In the review stage [details]	

TOPIC 2: USING THE BOARD



1 What do you do? What do you know?

- Discuss the following questions with a partner.
 - (a) When do you use the board in your lessons?
 - (b) Is your board work tidy and neat?
 - (c) Before the lesson, do you plan what you are going to write on the board?
 - (d) Do you ever use different colour pens for different things when writing on the board?



2 Read the article

The most reliable – and still the most important – teaching resource is the board. Whether the board is black, white or interactive, it remains the central focus of most lessons. Some of the main advantages of using the board are that:

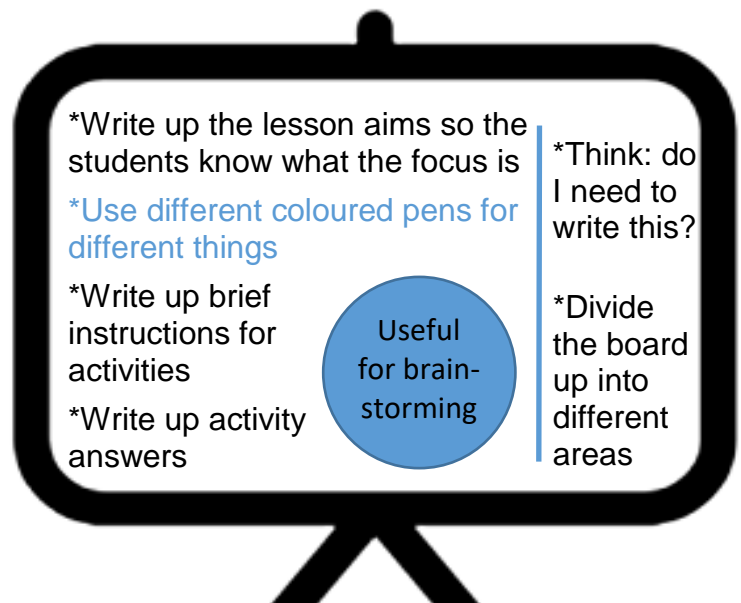
- It encourages students to remember what they hear.
- It allows teachers to clarify what they have said.
- It increases student interest in the input.
- It provides a record of the main points of the lesson.

But how often do we think about how we are using the board? For most teachers, the answer is ‘not very often’. To make sure our ‘board work’ is as good as it can be, try and see things from the students’ perspective. What does the board look like to them? Is it clear? Does it make sense?

Some teachers write up too much information. This can be confusing for students as they don’t know what is important. It also takes up a lot of time. Don’t waste time writing up information which the students don’t need, already know, or don’t care about.

Some different strategies for good board work – and when you can use it – are given on the right.

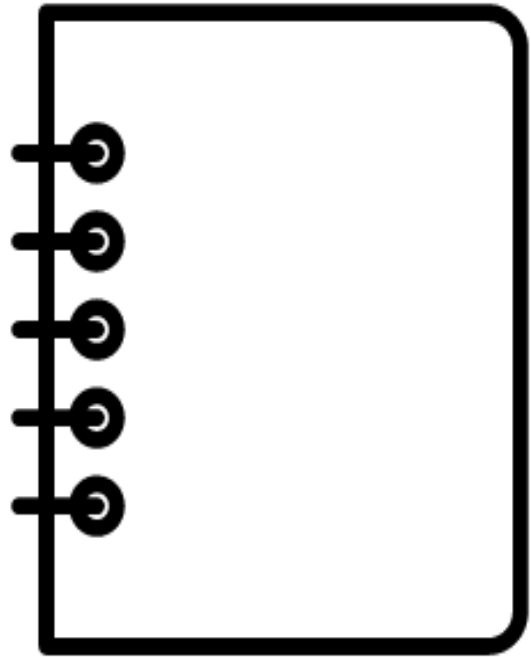
One final point is: if your students own smartphones, encourage them to take photos of the board. Hopefully at the end of the lesson there will be a lot of useful information there.





3 What did you understand?

- *Without looking back at the reading text, answer the following questions by yourself. Make notes in the 'notebook' below.*
- (a) What are the 4 main advantages given for using the board in lessons?
- (b) What is the problem if you write too much information on the board?
- (c) What suggestions for good 'board work' are given?
- (d) How can smartphones be useful in this context?
- *Now check your answers in the text.*



4 What did your colleagues think?

- *Discuss the following question with a partner. Make notes about what he or she says in the 'notebook' below.*

Could you improve the way in which you use the board in your classroom?

... If 'yes', tell your partner how you would do this.

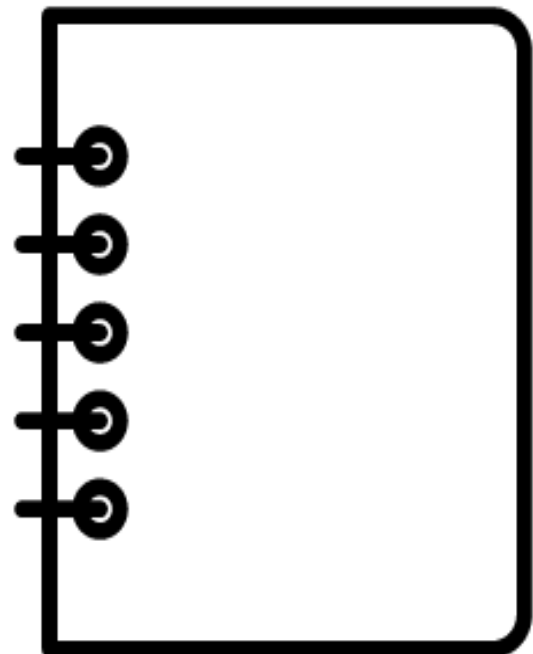
... If 'no', tell your partner why your use of the board is so successful.



- *Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.*



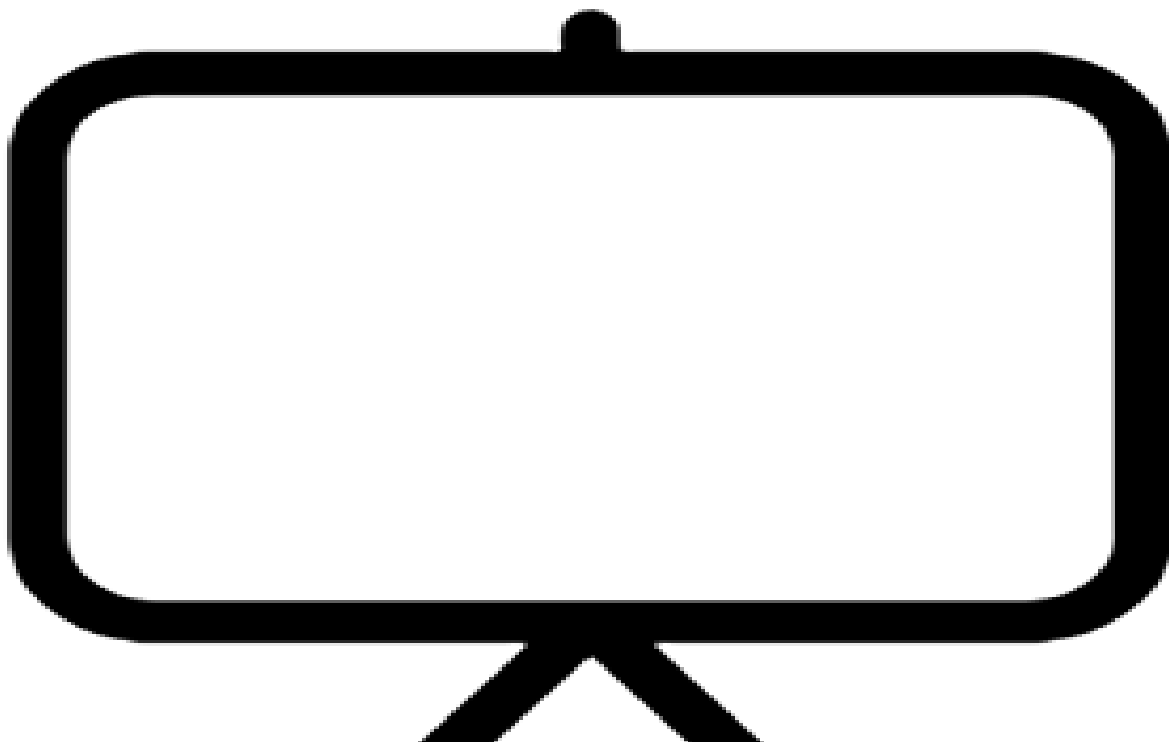
- *Now discuss in the whole class. Talk about the similarities and differences in responses.*



5 What could you do in your classroom?



- Imagine that you have just taught a lesson introducing the solar system. The lesson included a 'brainstorming' starter, as well as a diagram which you used during the input stage. You may also have written some other information on the board. Look back at the article for ideas.
- Below, draw how your board might look at the end of the lesson.



Share your board with a partner. Do they think it is clear? Do they have any suggestions about how it could be improved?

LANGUAGE BOX

Checking students can understand what you've written

- *Can you read what I've written.
- *Is it clear?
- *Is my writing big enough?

Explaining the meaning of different colours

- *The red pen relates to X.
- *The blue pen is for X.
- *Black is used for X.

Describing parts of the board

- *Top left / right corner.
- *Bottom left / right corner.
- *Middle / centre.

- *Top / bottom half.
- *Right/left hand side.

Instructions for board-based activities

- *Tell me as many words connected to X as you can. I am going to write them up.
- *You tell me the answers and I'll write them up.

At the end of the lesson

- *Look at the board. What did we learn today?
- *What did we discuss today?
- *Please feel free to take a photo of the board.



6 Can you do it?

- The following items are often written on the board in a lesson. Which do you think are useful to write up, and why? Place a ✓ ✗ or ? next to the item, and give a brief explanation in the right-hand column.

Item	✓ ✗ or ?	Explanation
Date		
Lesson name		
Lesson topic		
Teacher name		
Lesson aim(s)		
Class name		
Key language		
Homework info		
Activity Instructions		



- Compare your thoughts with a partner. Do you agree or disagree?



7 Where can I find out more?

Websites:

- + <https://tinyurl.com/yaznpjae>: The 'Using English' guide to board work.
- + <https://tinyurl.com/y7jdelsh>: British Council guide to learning English.

Videos:

- + <https://www.youtube.com/watch?v=Eb5AgCDP5vM>: Clear overview.
- + https://www.youtube.com/watch?v=WxyYh8r_0ig: Board tutorial.



8 How will I know if I have developed in this area?

- At the end of the next two lessons, take a photograph (or do a quick drawing) of your board. Study it, and answer the questions below.

	Lesson 1	Lesson 2
Have you included everything you think you should?		
Is there anything there which is unnecessary?		
Is it clear to the students?		
Is there anything you should do differently next time?		

TOPIC 3: CLASSROOM LANGUAGE



1 What do you do? What do you know?

- Discuss the following questions with a partner.
 - (a) What do you understand by the phrase ‘classroom language’?
 - (b) What are the most common words and phrases used in your classroom?
 - (c) Do you – and your learners – know how to say them in English?
 - (d) Do you have posters with this useful language on the walls of your classroom?
-



2 Read the article

Classroom language is the everyday words and phrases used in a classroom. Common examples are ‘Please open your books’, ‘Please work with a partner’ and ‘Can I go to the toilet?’. Teachers and students often know these phrases in their home language, but not in English. This can lead to problems in the classroom. Some students may not understand the instructions you give, while others may find it difficult to say what they really want because they don’t know the words. When there is confusion like this, the lesson is not as effective as it could be.

A good way to help your students understand classroom language is to start small, and then to build on what they know. For example, you might begin by just using an imperative verb, e.g. ‘sit’. When they understand this, you can move on to ‘sit down’ and then ‘sit down please’.

One solution is to write out the classroom language which you want your students to know and use. Some examples can be seen on the right. If you have posters like this on your wall, it is important to use the exact phrases. Using similar phrases, with synonyms, can be very confusing for students with lower levels of English. This means **only** using the phrase ‘Please open your books’ rather than, for example, ‘Books open now’ or ‘Take out your books’.

One final point is that you should, wherever possible, be polite to your students. It is no extra effort to use words like ‘please’ and ‘thank you’, or to use polite modal verbs like ‘can’ or ‘could’. Doing this can have a positive effect on the whole classroom.



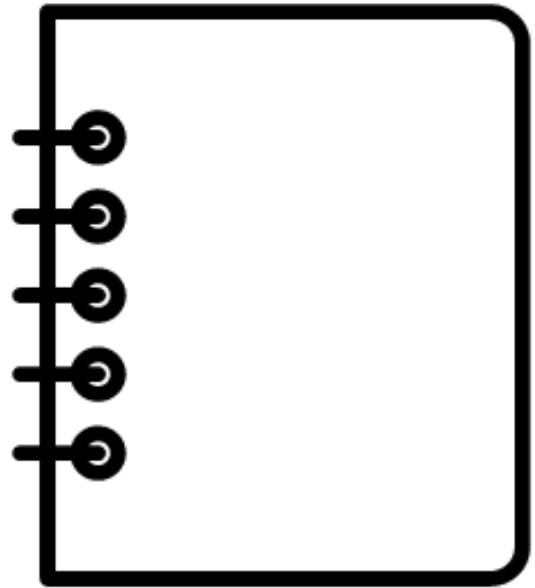


3 What did you understand?

- *Without looking back at the reading text, answer the following questions by yourself. Makes notes in your 'notebook'.*

- Why is classroom language important? What are the potential problems of not knowing classroom language?
- What suggestions are given in the article regarding classroom language?
- Why should your classroom language be polite? How can you do this?

- *Now check your answers in the text.*



4 What did your colleagues think?

- *Discuss the following question with a partner. Make notes about what he or she says in your 'notebook'.*

Could you improve the way in which you use classroom language?

... If 'yes', tell your partner how you would do this.

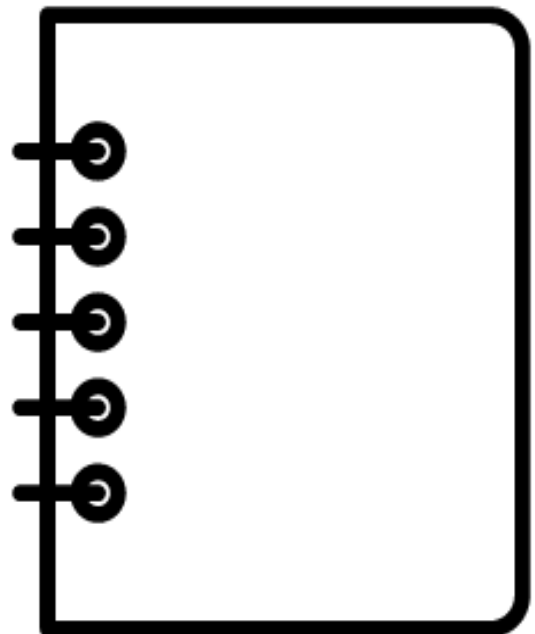
... If 'no', tell your partner why your classroom language is so successful.



- *Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.*



- *Now discuss in the whole class. Talk about the similarities and differences in responses.*

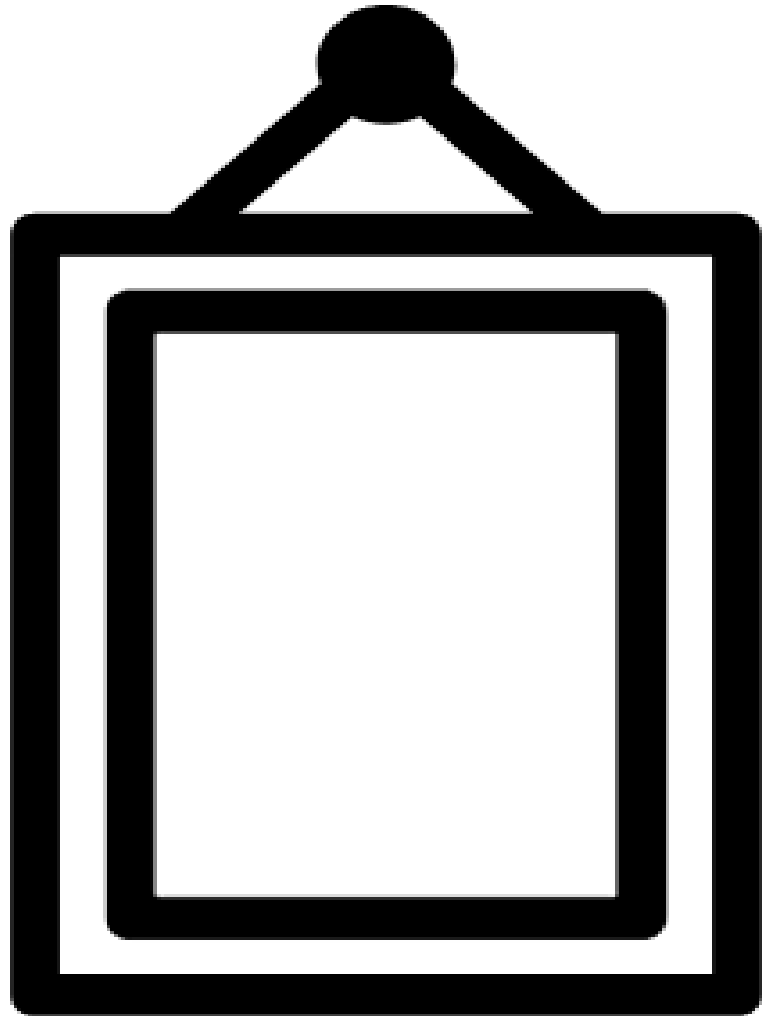


5 What could you do in your classroom?

- Think about the kinds of words and phrases which you think would be useful on a poster in your classroom. You can use the poster in stage 2 and the language box below for inspiration.



- Present your poster to a partner. Explain the situations in which you would use this classroom language. They should add any useful phrase to their own poster.
- Your partner now presents to you. Add any useful phrases to your own poster.



Note: phrases already used elsewhere are not included here.

LANGUAGE BOX

General

- *Please open your books. Turn to page X. Look at exercise X.
- *Say it again, please.
- *This row, please ...
- *All together.
- *Your turn.
- *Can I help?
- *Make notes.
- *Read aloud.
- *Talk to your partner.
- *Who knows the word in English?

During activities

- *Are the statements right or wrong?
- *Complete the text.
- *Give reasons for your opinions.

After activities

- *Check your answers.
- *Compare your answers.
- *Get another student to check.

Students' language

- *I/We have/haven't finished...
- *Please can you explain ...



6 Can you do it?

- Work in pairs. Partner A is the student and Partner B is the teacher. Partner A says their line, and Partner B has to give an appropriate response. Often, more than one response is possible. For the phrases in italics, the ‘student’ should say something appropriate.
- After the role play, write the appropriate phrase in the space.

Partner A (student)	Partner B (teacher)
“I’ve finished. What now?”	
“What should I do?”	
<i>(makes pronunciation mistake)</i>	
<i>(says a word in home language)</i>	

- Partner A is now the teacher and Partner B the student.

Partner A (teacher)	Partner B (student)
	“Do we work alone?”
	“Do we do notes?”
	<i>(confused by new word)</i>
	<i>(says something without evidence)</i>



7 Where can I find out more?

Websites:

- + <https://tinyurl.com/y78rqs5z>: a short, focused article about classroom language.
- + <https://tinyurl.com/kkrttz5>: a detailed list of classroom language.

Videos:

- + <https://www.youtube.com/watch?v=WXWEEQhqJwg>: a video containing useful classroom language.
- + <https://www.youtube.com/watch?v=OqaL1YP0pNM>: a short lesson about



8 How will I know if I have developed in this area?

- In the next week, create a poster with useful language for your classroom. You can work with the students to do this. After a few lessons of using these phrases, evaluate how successful this has been in a box below.

TOPIC 4: GIVING INSTRUCTIONS



1 What do you do? What do you know?

- Discuss the following questions with a partner.
(a) Why is it important to give clear instructions?
(b) How do you give clear instructions?
(c) When in a lesson do you need to give instructions?
(d) What language(s) do you use to give instructions?

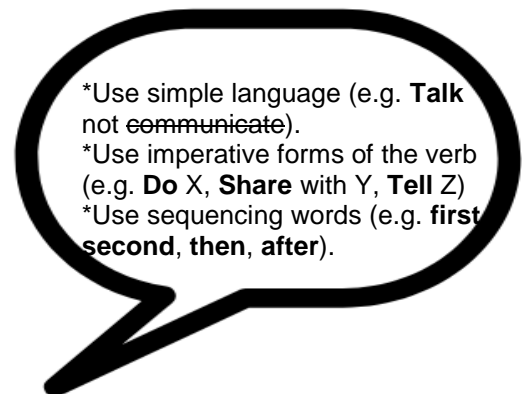


2 Read the article

Instructions are an important part of classroom life, as well as our everyday lives. If our instructions are unclear, students may not understand what they are supposed to do. This might mean that good activities do not work properly. When giving instructions in the classroom, there are four things which students need to know:

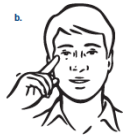
- **Why are we doing this?**
- **Who are we going to be working with?**
- **What are we supposed to do?**
- **How much time do we have?**

It is also important to consider the language used. It must be clear and easy for the students to understand. Some suggestions are given in the speech bubble. If possible, it is useful to have instructions on a slide, or written (in a basic form) on the board. However, don't spend too long doing this. Just tell the students the key things they need to know.



The use of the students' home language (e.g. Arabic) is a controversial point. Some schools may have 'English only' policies. However, there is good evidence that using the students' home language is helpful in some situations. It is more important that students practise their English in the activity, rather than trying to understand the instructions.

It can also be useful to develop hand gestures that students immediately recognise in the classroom. Some common gestures are given below:



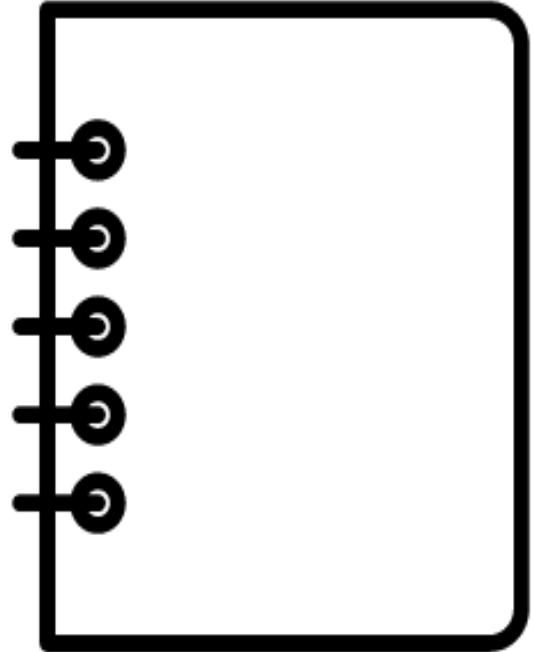


3 What did you understand?

- Without looking back at the reading text, answer the following questions by yourself. Make notes in your 'notebook'.

- Why are good instructions important in the classroom?
- What are the 4 things which instructions need to tell students?
- What 3 pieces of language advice are given for instructions?
- What does the article say about using the students' home language? What do you think?

- Check your answers in the text.
- Look at the gestures pictured in the final paragraph of the article. Write the correct term from the box underneath the gesture.



Listen	Watch
Sit down	Stand up
Open your books	Quiet



4 What did your colleagues think?

- Discuss the following question with a partner. Make notes about what he or she says in the 'notebook'.

Could you improve the way in which you give instructions in the classroom?

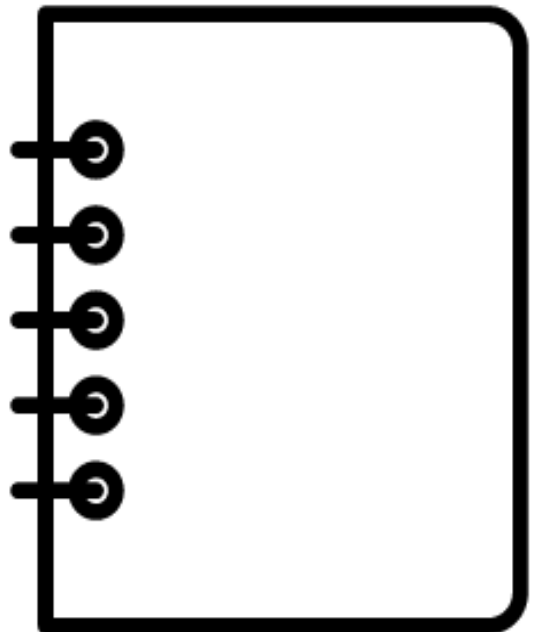
... If 'yes', tell your partner how you would do this.

... If 'no', tell your partner why your instructions work so well.

- Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.



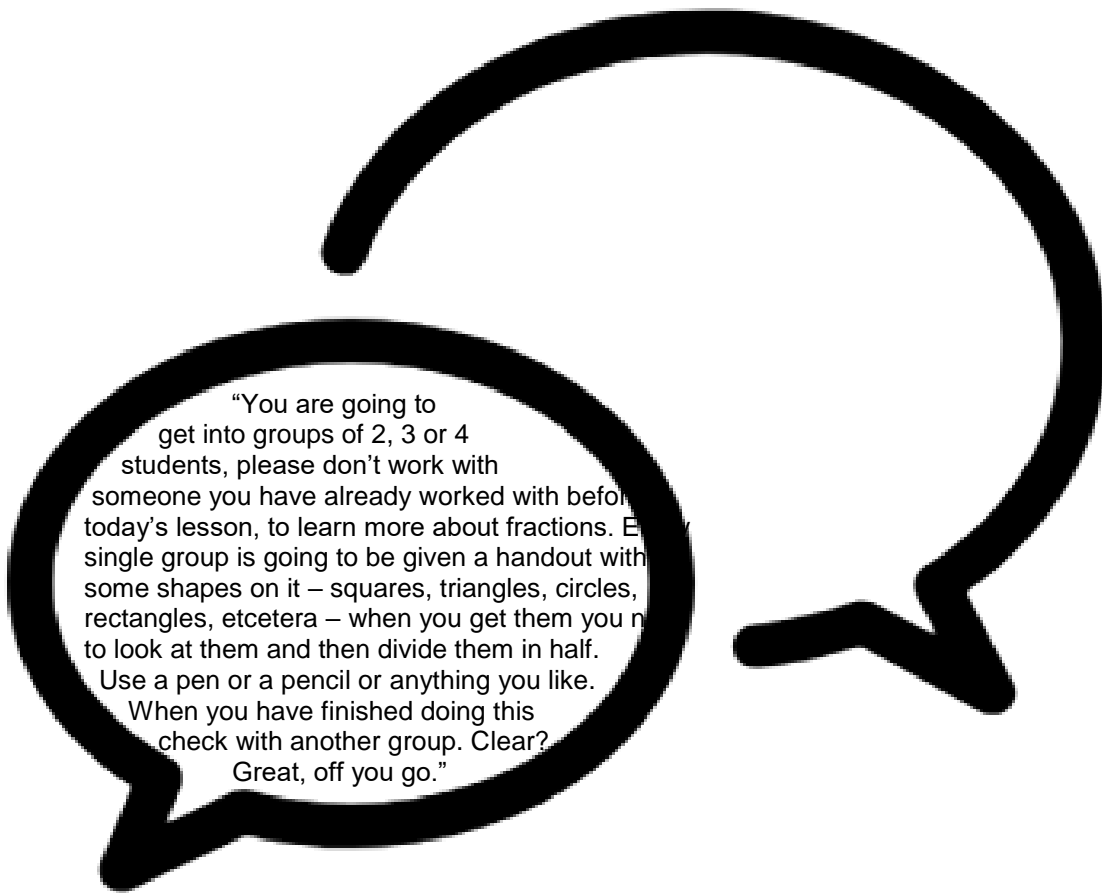
- Now discuss in the whole class. Talk about the similarities and differences in responses.





5 What could you do in your classroom?

- Here are some instructions for an activity about fractions. How could you improve them? Rewrite them in the speech bubble below.



- Compare your instructions with a partner. Give constructive feedback to each other. Then, if necessary, make changes to your own instructions.

LANGUAGE BOX

Starting

- *In this activity you're going to ...
- *Before you begin, you should ...
- *At first, please could you ...

Sequencing

- *Firstly, you ... Secondly, you ...
- *Then, you ... After that, you ...
- *Finally, you ...
- *When you have done X, you should ...

Checking instructions

- *How do you do X?
- *What do you do after X?

Finishing

- *The last thing you need to do is ...
- *When you've finished ...
- *When you've completed all the steps ...
- *If you finish early, you can ...

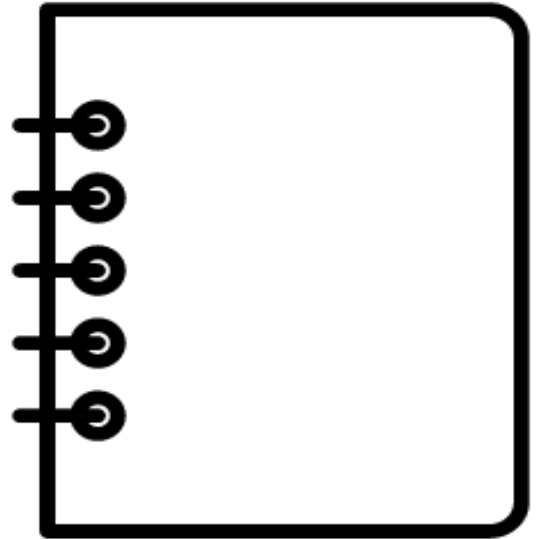
Language for students to check instructions

- *How do we do X?
- *Why should we do X?
- *Please can you explain again how you ...
- *I didn't understand X ...
- *So we have to ...



6 Can you do it?

- *Work with a partner who teaches the same subject at a similar level. If you have the textbook with you, look at it. If not, think about activities which you teach from it on a regular basis.*
- *How could you give clearer instructions for the activities you teach? Look at / think about one particular activity, and write your ideas in your 'notebook'.*



7 Where can I find out more?

Websites:

- + <https://tinyurl.com/ycx4zz8r>: A blog about giving good instructions.
- + <https://tinyurl.com/y87btqfn>: 'Instruction checking questions' article.

Videos:

- + <https://www.youtube.com/watch?v=lg3G2NFZBqw>: An experienced trainer's short video about giving clear instructions in the classroom.
- + <https://www.youtube.com/embed/HQaeZlx-tMY>: A short video by an American teacher about what makes good instructions.



8 How will I know if I have developed in this area?

- *For the next three lessons you teach, focus on improving your instructions. After each lesson, look at the checklist below. Based on what you did or didn't do, place a ✓ ✗ or ? there.*
- *If you put a ✗ or ? for any area of good practice, think how you could improve next time.*

Area of Good Practice	Day 1	Day 2	Day 3
Content			
I told the students why we are doing this.			
I told the students who they'd be working with			
I told the students what they were supposed to do			
I told them how much time they had			
Language			
I was clear			
I used imperatives			
I used sequencing words			

TOPIC 5: PAIR AND GROUP WORK



1 What do you do? What do you know?

▪ Discuss the following questions with a partner.

- (a) What are the benefits of using pair / group work (PGW) in your lessons?
- (b) What are some of the challenges of using PGW?
- (c) Do your students like PGW?
- (d) When do you use PGW?



2 Read the article

In many countries, lessons contain a lot of teacher talking time. The amount of 'student talking time' is much less. Children learn better when they have more opportunities to think and speak. Five benefits of pair and group work (PGW) are as follows:

- Students get more speaking time. The more you speak in English, the better you get.
- Students can work with their friends. This makes the class more enjoyable for them.
- Students feel real achievement when they solve something together. Children love to solve puzzles!
- Students can develop more independence. They will need this skill at higher levels of education, and when they go to work. They also develop their soft skills (e.g. confidence, working as a team).
- It allows you to monitor (to listen) and to understand how much the class know about a subject, as well as the level of individual students.

When using PGW, don't assume that students will know what to do. Your activity may not work perfectly. You need to plan carefully. You should follow the checklist in the box opposite.

Although there are many benefits to PGW, you should also know some of the challenges. For example, some students might feel frightened when working with others. In mixed-ability classes, some groups may finish much sooner than other groups. There is also a danger if the activity goes *too well*, students may talk too loudly! If you try to shout above them, they may just shout louder. Students may also speak in their own language rather than English.

Checklist for setting up PGW activities

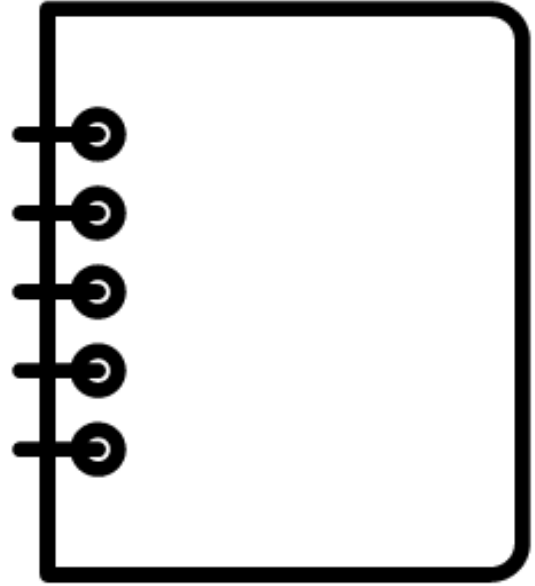
- Explain what students are going to do **before** you divide them.
- Demonstrate what pairs / groups have to do. Model with one group first at the front of the class. All students will then know what they have to do.
- Set a clear time limit.
- Check with students that they understand the instructions. Use their home language if needed.
- Take class feedback afterwards.



3 What did you understand?

- *Without looking back at the reading text, answer the following questions by yourself. Makes notes in your 'notebook'.*

- (a) Five benefits of using PGW were identified in the article. Can you remember what they were?
- (b) Why is it a good idea to model the activity before you ask students to work in pairs or groups?
- (c) What specific problems about PGW are noted in the article?
- *Now check your answers in the text.*



4 What did your colleagues think?

- *Discuss the following question with a partner. Make notes about what he or she says in your 'notebook'.*

Could you improve the way in which you use pair and group work?

... If 'yes', tell your partner how you would do this.

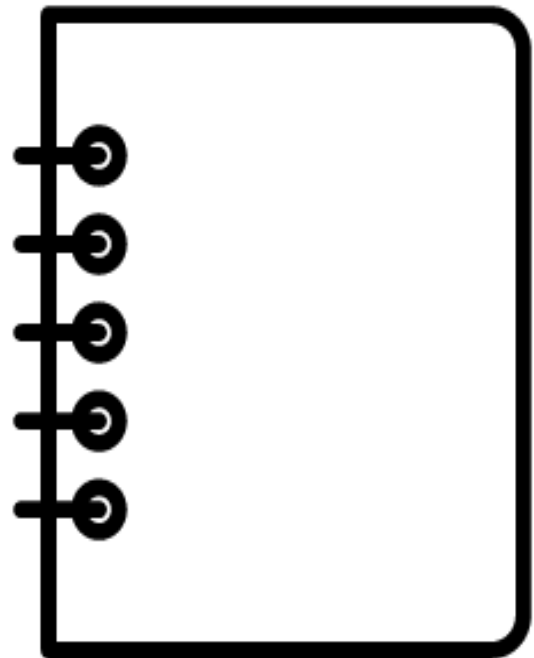
... If 'no', tell your partner why your pair and group work is so successful.



- *Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.*



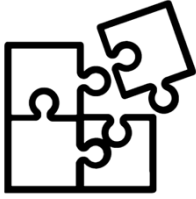
- *Now discuss in the whole class. Talk about the similarities and differences in responses.*





5 What could you do in your classroom?

- Listed below are some activities which would work well in pairs or groups. With a partner, discuss how you could use them in your own classroom.



Students are given different information about the same topic. For example, they might be given different reading texts about the same issue, but from a different viewpoint. They must then put the pieces of this 'jigsaw' together.



Students are given the same text, but with different information missing. For example, one text might not have numbers, and another might not have names. Orally, they complete – or 'reconstruct' their texts.



Students have to be 'detectives'. They are given several clues, and have to work out the answer based on this information. They can then check their answer with other groups, and make changes to their own answers if needed.



Students create a poster to summarise what they have been learning. This might be what they have learnt over the lesson, or over a longer period of time. They then give a presentation to the rest of the class.

- The final paragraph of the article identifies a number of problems. How could these be solved in a classroom?

LANGUAGE BOX

Making pairs / groups

- *Can you work with X?
- *Who have you not worked with before?
- *Please get into groups of 4.
- *Work with a different student.

Checking instructions

- *Who can tell me what you have to do?
- *What do you do first?
- *What do you do next?
- *What did I do in the demonstration?

Setting a time limit

- *You have 5 minutes to do this activity.
- *How much time do you need?
- *You have one minute remaining.
- *Do you need any more time?

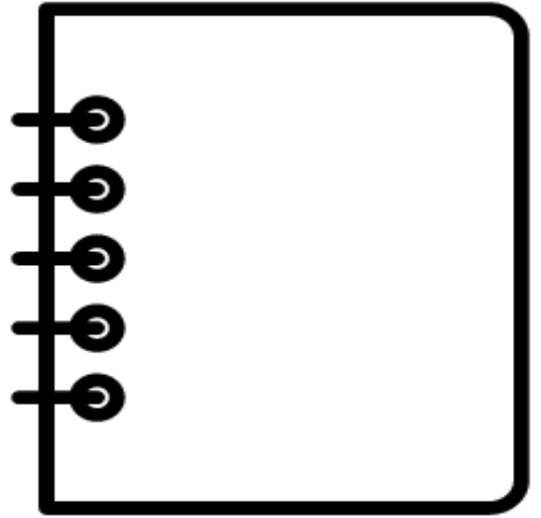
Taking feedback

- *This group – what did you discuss?
- *Who else said X?
- *Did you all agree?
- *How did you reach an agreement?



6 Can you do it?

- Make a group of 4 with people you have not yet worked with. Each partner chooses one of the activities from part 5. Partner A then gives instruction to the other three 'students' about how to do this activity. Use the 'notebook' to write down ideas.
- Afterwards, the other 'students' should give you constructive feedback on whether or not it was clear.



7 Where can I find out more?

Websites:

- + <https://tinyurl.com/yamcocx7>: 8 tips for working in pairs and group in an English language classroom.
- + <https://tinyurl.com/yc6mbq73>: A summary of individual work and PGW.

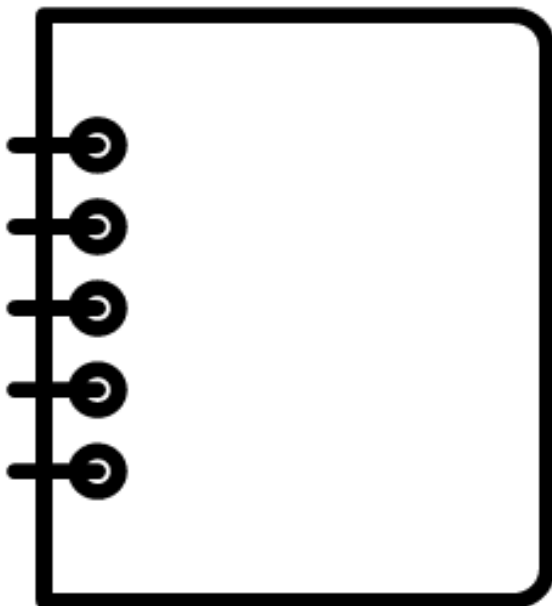
Videos:

- + <https://www.youtube.com/watch?v=pzr5x2cLlJg>: Tips for good group work in the classroom.
- + <https://www.youtube.com/watch?v=NKbXn99tD3Q>: Problem-solving in the classroom.



8 How will I know if I have developed in this area?

- The next time you try a pair or group activity in your class, makes notes below about what you did. You should also tick the appropriate boxes of the checklist to make sure you followed all the stages.



Checklist for setting up PGW activities

- Explain what students are going to do **before** you divide them.
- Demonstrate what pairs / groups have to do. Model with one group first at the front of the class. All students will then know what they have to do.
- Set a clear time limit.
- Check with students that they understand the instructions. Use their home language if needed.
- Take class feedback afterwards.

TOPIC 6: CLASSROOM MANAGEMENT



1 What do you do? What do you know?

▪ Discuss the following questions with a partner.

- (a) What do you understand by the phrase 'classroom management'?
 - (b) What are the main problems you face in your classroom?
 - (c) What do you do with badly-behaved students?
 - (d) What language do you use when talking to badly-behaved students?
-



2 Read the article

Even if you are an experienced teacher, managing your classroom can still be challenging. If you are a new teacher, it can feel even more difficult. To make sure your classroom is the best possible place for learning, try to follow these five tips for creating a happy class.

1 Make sure the students understand the focus of the lesson

Sometimes the reason why a student might be frustrated is because they don't understand what is going on in the lesson. Be clear what the aim of the lesson is, and try to explain the reasons you are doing particular activities.

2 Have clear rules

Students need to know what the boundaries are. Do they know what they are allowed to do, and what they are not allowed to do? If they are not sure, allow them to ask questions to check. If they do misbehave, it is important that they know what their consequences are going to be.

3 Smile and be polite

It costs nothing to smile and be polite, but doing this can have a huge impact on a class. It shows that you are a real person, and it can create a good atmosphere. If students are rewarded for positive behaviour, they are more likely to repeat this good behaviour.

It is also important to be flexible

Sometimes the best moments in a class come when you are not expecting them. Don't be afraid of sometimes going in an interesting and new direction. Students can feel very positive if they feel they are able to help shape the learning.

4 Think about who works with who

Good classroom management is also knowing about who works well with who in pair or groups. If students don't like working with each other, the activity is not going to go well.

5 Use your home language when necessary

Dealing with classroom management issues is difficult in your own language. It can be even more difficult doing it in a second language. The most important thing is that the message is clear, so make your language decision based on this.

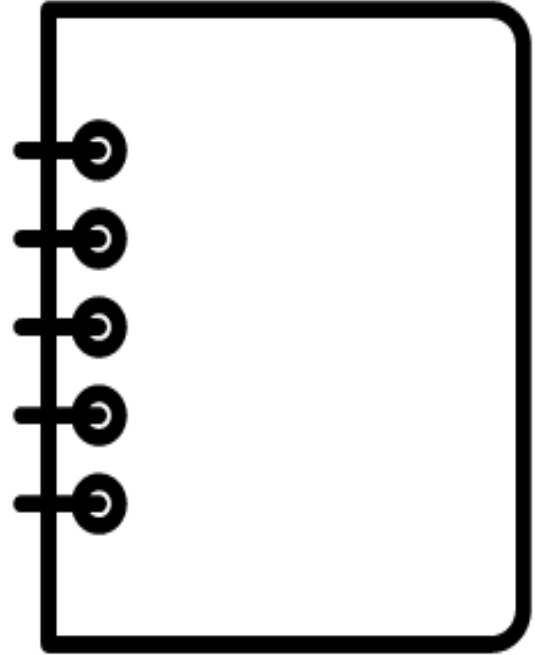


3 What did you understand?

- Without looking back at the reading text, answer the following questions by yourself. Makes notes in your 'notebook'.

- Why is it important to be clear what the aim of the lesson is?
- If students do misbehave, what do they need to know?
- How does smiling and being polite benefit the classroom?
- What does the article say about being flexible?
- What does the text say about the issue of language?

- Now check your answers in the text.



4 What did your colleagues think?

- Discuss the following question with a partner. Make notes about what he or she says in the 'notebook' below.

Could you improve your classroom management?

... If 'yes', tell your partner how you would do this.

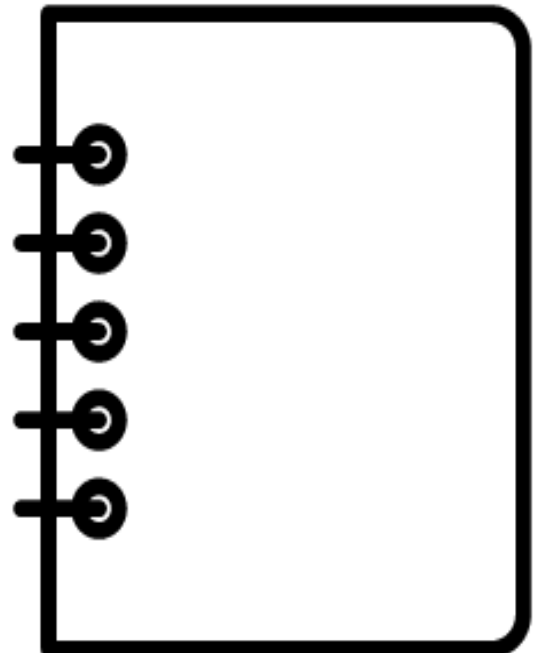
... If 'no', tell your partner why your classroom management is so effective.



- Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.



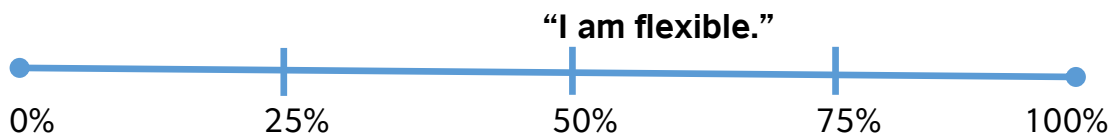
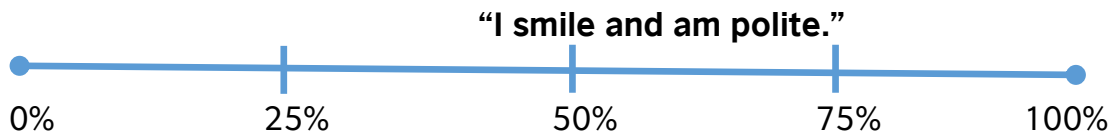
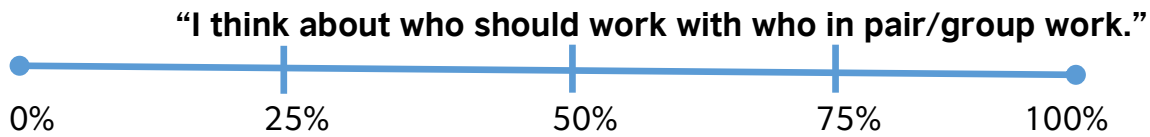
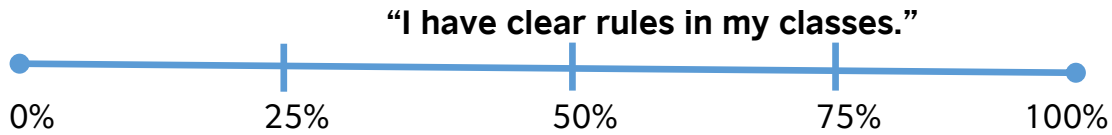
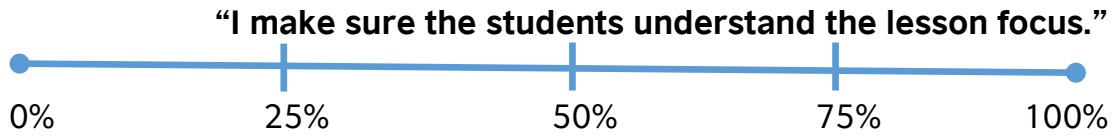
- Now discuss in the whole class. Talk about the similarities and differences in responses.





5 What could you do in your classroom?

- Think about the 5 criteria discussed in the article in stage 2. How often do you do the things mentioned? You can put a * on the line at any point. Think back to what you discussed in the previous stage.



- Compare your answers with a different partner to the person you worked with in part 4. For each answer, explain your position.

LANGUAGE BOX

Understanding the focus of the lesson

*Is everyone clear what we are doing?

*Is everyone clear why we are doing this?

*Please ask any questions you may have.

Dealing with bad behaviour

*Why did you do that?

*Think about why you did that.

Being polite

*I enjoyed teaching you today.

Thank you.

*Thank you for your question.

*That's a very interesting point.

Being flexible

*Why do you think we should talk about this?

*Why are you interested in this?

*How is this relevant to what we are studying?



6 Can you do it?

- Think of two recent occasions in your class when a student(s) didn't behave well. Answer the questions in the table below.

Question	Incident 1	Incident 2
What happened?		
How did you deal with it?		
Did you deal with it well?		
What did you learn for next time?		



7 Where can I find out more?

Websites:

- <https://tinyurl.com/m7osers>: Further reading on classroom management.
- <https://tinyurl.com/y7jhrub8>: 7 top tips to good classroom management.

Videos:

- <https://www.youtube.com/watch?v=0XUTdaQldKI>: Classroom management tips.
- <https://www.youtube.com/watch?v=LdF5ry5g5-w>: A video about a teacher and his experience of classroom management.



8 How will I know if I have developed in this area?

- Write a brief plan of action for what you need to do in order to be better at classroom management. In two weeks' time, come back and assess how well you have done.

Plan of Action to Improve Classroom Management:

Date:

Self-Assessment of my Plan of Action

Date:

TOPIC 7: PRESENTING NEW LANGUAGE



1 What do you do? What do you know?

▪ Discuss the following questions with a partner.

(a) Do you feel confident when you present new words in English?

(b) What strategies do you use to present new words?

(c) What strategies do you use to check whether students have understood new words?

(d) Do you think about how you will present new word before the lesson – or only in the lesson itself?

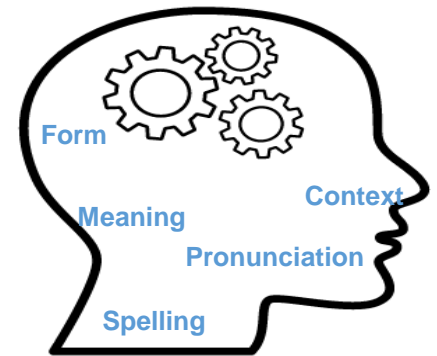


2 Read the article

It is not necessary to teach every new word which students don't know. There simply isn't enough time. Also, you should remember that you are teaching Maths and Science *through* English – you are not English language teachers. Your job is to support the students so that they can understand what they need.

Therefore, you should concentrate on teaching key words which students need to know. In particular, focus on words which students will come across regularly, or which are central to the subject being studied.

To learn a new word, there are several things you need to know. This includes its **meaning**, **spelling** and **pronunciation**, as well as its **form** (what kind of word is it – e.g. noun / verb / adjective) and the **context** in which it is normally used (e.g. everyday / academic).



There are several ways to help students work out the meaning of a new word, including:

- Looking at the immediate context of the word – what comes before and what comes after.
- Using your knowledge of similar words (e.g. in the same word family).
- Using your knowledge of prefixes (e.g. un-/bi-/pre-) and suffixes (e.g. -ise/-ity/-ion).

Whatever strategy is used, it is important that students feel that it is alright for them to make mistakes. If they don't feel this, they will be silent, and wait for you to simply tell them 'the right answer'.

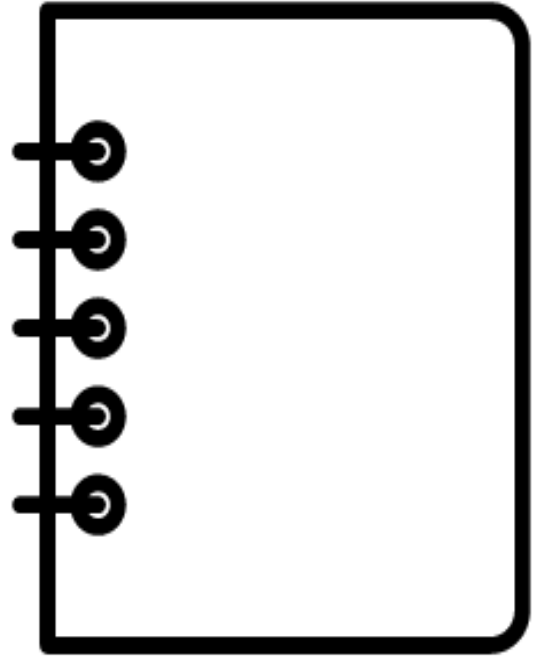
Once you have presented new words, it is also important to check that students understand them. Don't just ask 'do you understand', as they will probably just say 'yes' whether they have or haven't. One way to do this is to ask them to use the word in a sentence. Another way is to ask the students to give you a definition of the word.



3 What did you understand?

- *Without looking back at the reading text, answer the following questions by yourself. Makes notes in your 'notebook'.*

- (a) How should you decide whether to teach a new word or not?
 - (b) When learning a new word, what 5 areas do you need to consider?
 - (c) What 3 strategies for getting students to work out a word's meaning are given?
 - (d) What 2 strategies for checking whether students understand new words are given?
- *Now check your answers in the text.*



4 What did your colleagues think?

- *Discuss the following question with a partner. Make notes about what he or she says in the 'notebook' below.*

Could you improve the way in which you present new words, and check their understanding?

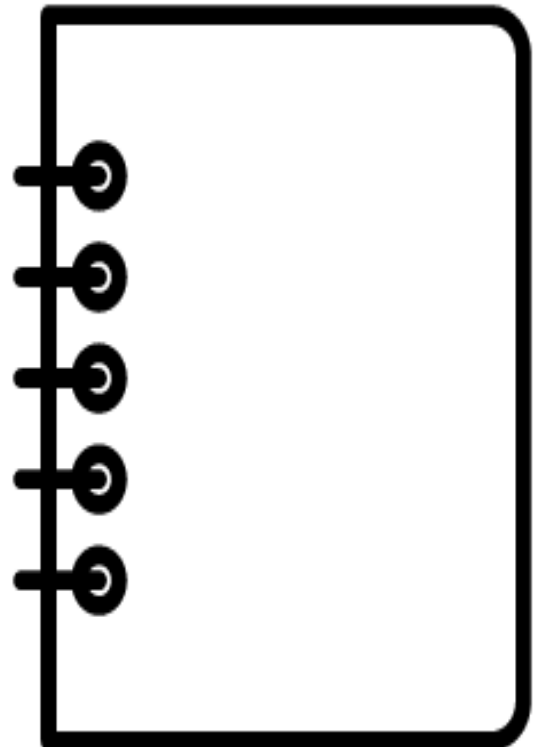
... If 'yes', tell your partner how you would do this.

... If 'no', tell your partner why your presentation of new language is so successful.

- *Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.*



- *Now discuss in the whole class. Talk about the similarities and differences in responses.*





5 What could you do in your classroom?

- Look at the following texts, which comes from different levels of the Maths and Science curriculum. Make notes about how you would (a) teach these words, and (b) check whether the students have understood them.

The balance will remain in its same position as in figure (2). we can express this case by the inequality	From Yr 6 Maths
The remaining amount of money in Hanan's savings account after the withdrawal = - = pounds.	From Yr 3 Maths
out the process of breathing and the circulatory system distributes the digested food and oxygen all over the body cells. The urinary	From Yr 4 Science
There were no any mucous or hair in the nose.	From Yr 4 Science



Share your ideas with a partner, and make a note of any good ideas they have.

LANGUAGE BOX

Eliciting the meaning of new words

- *What do you think X means?
- *Look at the words before and after. Does that help?
- *If that word wasn't there, what word would you put there instead?
- *Does the word look similar to other words you know?
- *Do you recognise the prefix / suffix?

Discussing word form

- *What kind of word is X? // X is a ... noun / verb / adjective

Discussing word context

- *When would you use this word?

- *Is this word formal or informal?
- *Is this an academic word, or a normal everyday word?

Discussing word meaning

- How is it similar to X?
- How is it different to X?

Discussing word pronunciation

- How many syllables does it have?
- Which syllable do you stress?
- How do you say it?
- Copy me.

Checking students' understanding

- *Can you give me a sentence with X in?
- *Can you explain what X means?
- *How would you use X?
- *When would you use



6 Can you do it?

- Think about the words discussed in stage 5. Complete the table below with a partner. You can look up information or ask other participants in your group. Some information is given for you.

Spelling	Inequality	Withdrawal	Circulatory	Mucous
Form		Noun		
Meaning	A situation which is unfair, or not balanced			
Context				Scientific
Pronunciation			Sir-cue-lay-tor-ee	



7 Where can I find out more?

Websites:

- + <https://tinyurl.com/ybzy2ju6>: A British Council article on teaching vocabulary.
- + <https://tinyurl.com/y8pbr24a>: A short article on teaching new words.

Videos:

- + <https://www.youtube.com/watch?v=SPeAIW2YHbl>: Teaching vocabulary about Maths.
- + https://www.youtube.com/watch?v=2c_lyFiFFVI: A classroom example of teaching science vocabulary.



8 How will I know if I have developed in this area?

- Write down details of the next 3 occasions a student asks you the meaning of a word. Note: (a) What you did; (b) Whether it worked (why/why not); (c) What you would do differently next time (if anything).

Word	What did I do?	Did it work?	What would I do differently?
1			
2			
3			

TOPIC 8: ERROR CORRECTION



1 What do you do? What do you know?

- Discuss the following questions with a partner.
 - (a) How do you normally correct errors in a lesson?
 - (b) When do you normally correct errors in a lesson?
 - (c) What different types of mistakes do your students make?
 - (d) To what extent are students' mistakes influenced by their home language?
-



2 Read the article

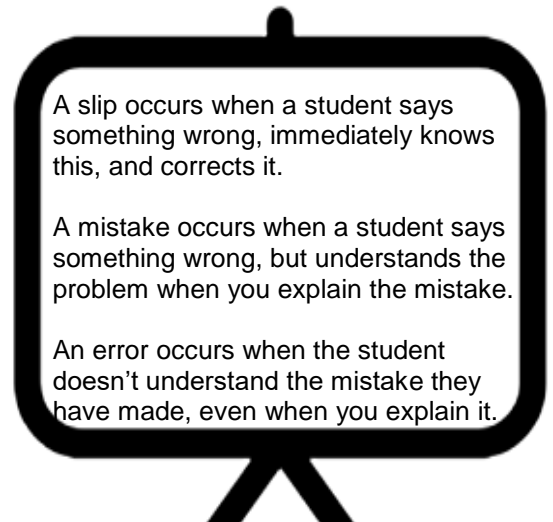
We might think we are helping our students if we correct all their mistakes, but that may not be true. If you correct too much – if you ‘over-correct’ – students may lose motivation. The ‘flow’ of the class may also be affected. However, if you don’t correct at all, then students may be practising their mistakes. In the long-term, this can be a problem: if students repeat mistakes too many times, it may become very difficult for them to ever get it right. Their mistake may become ‘normal’.

Another challenge is that different students have different preferences about how much they should be corrected. Some students want the teacher to say everything they get wrong. Others are less worried about the accuracy of what they say; they are more concerned about their fluency. Therefore, as a teacher you need to know your class as individuals.

When deciding what to correct, it may be useful to think of the difference between slips, mistakes and errors (see right). Errors are more serious, and should be corrected more often.

It is important to remember that it is not only you who can correct. When a student makes a slip, for example, they can often correct themselves. You may need to be patient and allow them the time to do this. This opportunity to self-correct can be a very positive experience. Similarly, correction by other students – ‘peer correction’ – can also be very useful. This can create a good class atmosphere, with students seeing that they can learn a lot from each other.

Some teachers use gestures in order to show a student they have made a mistake. For example, they might raise an eyebrow. You might be able to develop your own system of gestures which your students recognise.



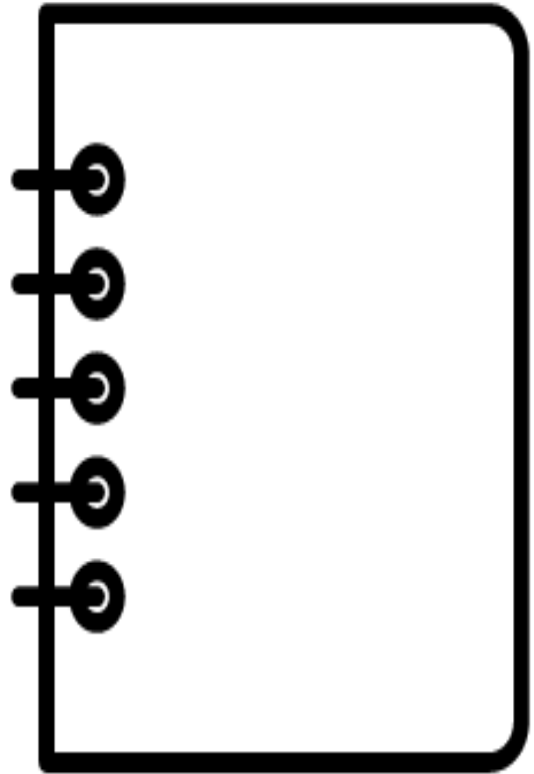


3 What did you understand?

- *Without looking back at the reading text, answer the following questions by yourself. Makes notes in your 'notebook'.*

- (a) What can happen if you correct errors too frequently?
- (b) What can happen if you don't correct errors frequently enough?
- (c) What is the difference between a 'slip', a 'mistake' and an 'error'?
- (d) What are the advantages of self and peer correction?

- *Now check your answers in the text.*



4 What did your colleagues think?

- *Discuss the following question with a partner. Make notes about what he or she says in your 'notebook' below.*

Could you improve the way in which you correct errors?

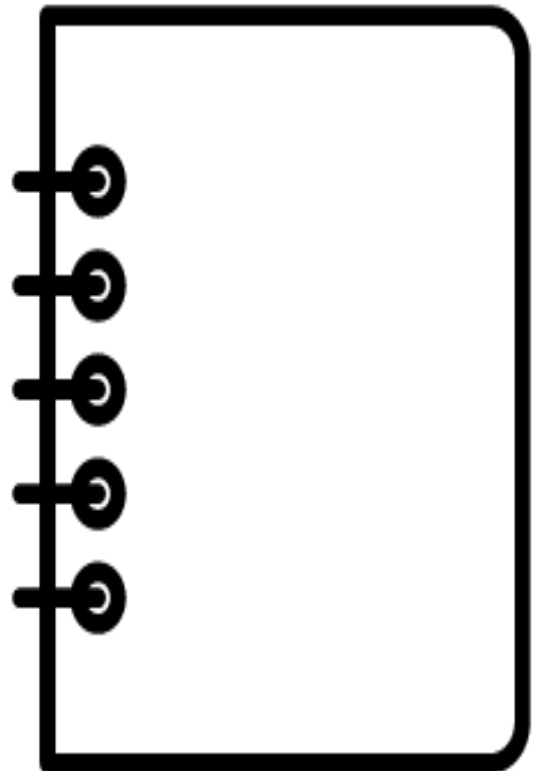
... If 'yes', tell your partner how you would do this.

... If 'no', tell your partner why your feedback works so well.

- *Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.*



- *Now discuss in the whole class. Talk about the similarities and differences in responses.*



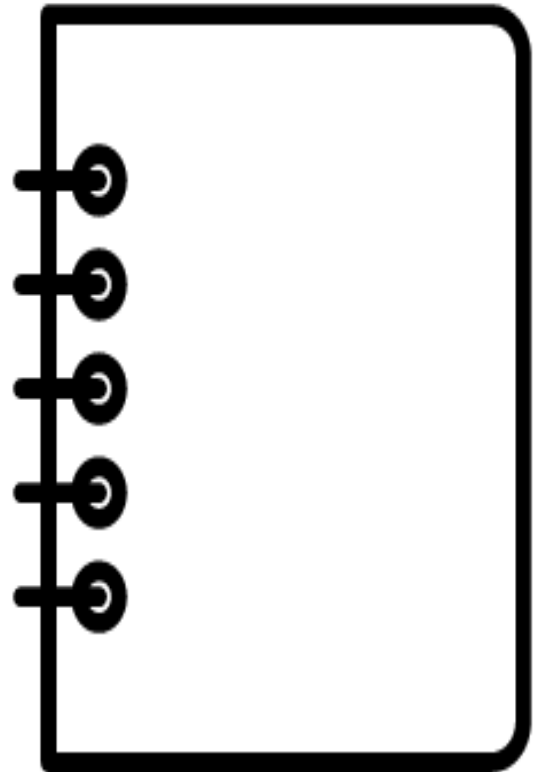


5 What could you do in your classroom?

- Read the following paragraph, and check with a partner that you understand what it means:

“Students in your classes will often make the same mistakes. Often, this is due to ‘mother tongue interference’ – e.g. grammatical or word differences between the students’ mother tongue and English.”

- Work with a partner who teaches a similar age / level as you. Create a list of these kind of common mistakes which are found in your classrooms. Make a note in your ‘notebook’.
- When you have done this, think about how you could effectively correct these these mistakes.



LANGUAGE BOX

General checking questions

- *Does that word sound right?
- *Think about *when* it’s happening?
- *Try to think in English.
- *Try not to translate.
- *This lesson I will only correct major errors.

Self-correction

- *Are you sure?
- *Think about it.

- *Take a minute to think.
- *I’ll come back to you in a moment.
- *That doesn’t sound quite right.

Peer correction


- *Does anyone else know?
- *Can anyone help?
- *Ask your friend.
- *Does that sound right to you?
- *Does anyone know how to correct this?

6 Can you do it?

- The article talks about the use of gestures (such as raised eyebrows) to indicate to a student they have made a mistake. What other gestures could you use? Draw some pictures in the boxes below.



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-  Share your pictures with a partner. Can they guess what the pictures represent? Let them guess, and then tell them if they are correct.

7 Where can I find out more?

Websites:

- + <https://tinyurl.com/y99lzukc>: A short article (and a video) about error correction.
- + <https://tinyurl.com/ybkzoh5o>: A more advanced blog about error correction from the British Council.

Videos:

- + <https://www.youtube.com/watch?v=1b3tqm2LbYk>: a short video detailing some useful error correction techniques.
- + <https://www.youtube.com/watch?v=AHj5IAEpih8>: a 30-minute video which looks at error correction in detail.

8 How will I know if I have developed in this area?

- After the next three lessons, answer the following questions. For each question, explain your answer. This will help you assess and evaluate whether you are correcting errors in the best way.

	Lesson 1	Lesson 2	Lesson 3
Did you do the right amount of error correction?			
Did you correct in an effective way?			
Is there anything you could do differently next time?			

TOPIC 9: GIVING FEEDBACK



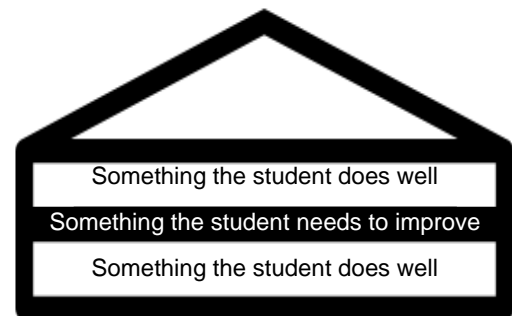
1 What do you do? What do you know?

- Discuss the following questions with a partner.
 - (a) What do you understand by the word 'feedback'?
 - (b) How do you give feedback in your classes at the moment?
 - (c) How often do you give feedback in your classes?
 - (d) Some teachers talk about a 'feedback sandwich'. What do you think this means?



2 Read the article

Feedback is very important in the classroom. It helps students understand the areas where they may have problems, and identify those things they need to do better. Feedback should be **constructive**, rather than **negative**. Some teachers use the WWW/EBI model (*What Went Well ... Even Better If*). This process is sometimes known as the 'feedback sandwich' (see right), where say something positive, then give constructive feedback, then finish with something else positive.



Often, feedback is thought of only in formal terms, e.g. written feedback on an exam. However, feedback can also be informal, e.g. a quick conversation between a teacher and a student. Feedback can also be student-to-student. Students can also 'give themselves' feedback through reflection, where they think about what they did well, and what they could improve.

When giving feedback, try not to focus only on the micro-level (e.g. spelling or grammatical mistakes). Teachers often do this because it is an easier type of feedback to give. Instead, try to give them feedback which will help them become better all-round students – e.g. *Did they plan their answers well? Are they answering the question? Are their arguments strong?*

One final point is about how much feedback you should give. If students don't receive feedback at all, they might think that they don't have any problems. At the same time, it is important not to give too much feedback at once. If you do, students might panic, and not listen to any of it. Ideally, focus on giving 2-3 main points.

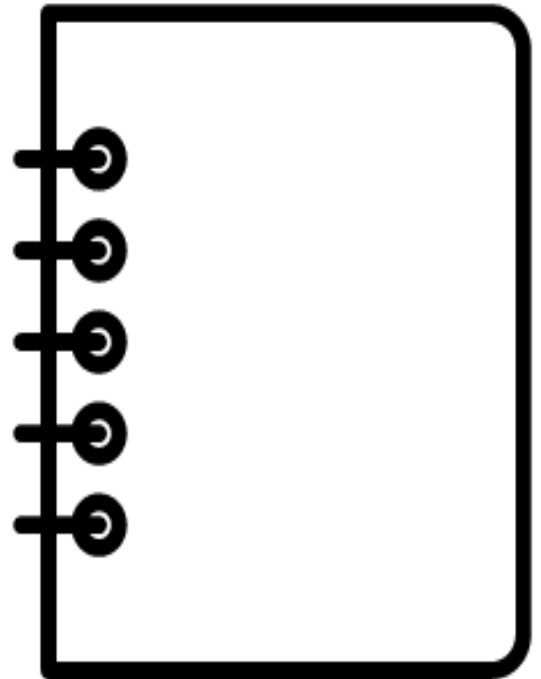


3 What did you understand?

- Without looking back at the reading text, answer the following questions by yourself. Makes notes in your 'notebook'.

- (a) Why is feedback important?
- (b) What does WWW/EBI stand for?
- (c) What is the difference between formal and informal feedback?
- (d) What happens if you only give micro-level feedback?
- (e) What happens if you don't give students any feedback?
- (f) What happens if you give students too much feedback?

- Now check your answers in the text.



4 What did your colleagues think?

- Discuss the following question with a partner. Make notes about what he or she says in your 'notebook'.

Could you improve the way in which you give feedback?

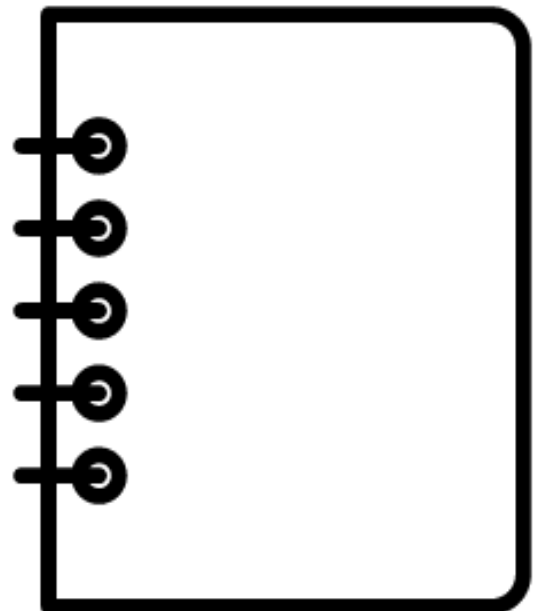
... If 'yes', tell your partner how you would do this.

... If 'no', tell your partner why your feedback works so well.

- Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.



- Now discuss in the whole class. Talk about the similarities and differences in responses.





5 What could you do in your classroom?

- Read the transcript of a conversation between a teacher (T) and student (S) in a science class. Think about how the teacher is giving feedback.

T: Alia, I read your essay about space. It was very interesting¹.

S: Thanks. I am glad you liked it.

T: Can you remember the title of the essay²?

S: [Getting out her book] It was 'We have been studying four different elements: iron, aluminium, copper and carbon. Compare three of these elements.'

T: And what did you do?

S: [Looking in her book] Ah.

T: Do you see?

S: Yes. I only wrote about iron and copper³.

T: So what should you have done?

S: I should have written about aluminium or carbon as well⁴.

T: That's right. So what should you do next time⁵?

S: Read the instructions properly⁶.

T: Yes. Read them twice⁷.

S: Ok I will do.

T: But what you wrote about two of the elements was really good⁸.



- A description of the different stages of feedback is given in the table below. Write the correct number for each stage. An example is given.

	T asks an initial question to get the S to reflect.		T says the S did something well.
	S identifies identifies what they should have done.		S identifies how to correct the problem.
1	T says the S did something well.		S identifies the problem area.
	T adds extra advice about how the S can correct the problem.		T asks S to think about what they need to change.

- Check your answers with a partner.

LANGUAGE BOX

Asking students to reflect on what they know

- *Can you remember looking at X.
- *Was there anything you didn't understand?
- *Was there anything you found difficult?

Giving positive feedback

- *You seem to understand X well ...
- *Well done for remembering about X.
- *I was impressed by what you said about X.

Identifying areas to improve

- *Have you thought about X ...
- *Why do you think X ...
- *Can you identify what you did wrong?
- *What did your friend do differently?
- *What would you do differently next time?

Following up with students

- *Did you try X ...
- *How did X go...
- *Is there anything you still don't understand about X?
- *What changes did you make?



6 Can you do it?

- Partner A is a student. Partner B is a teacher. Partner A has a problem understanding a mathematical or scientific concept. Partner B should give them feedback which helps them understand.
 - Partner A: Take 2 minutes to think of a typical problem in the subject and at the level you teach.
 - Partner B: take 2 minutes to look at the phrases in the language box, and think how you are going to use them.
- Do the role play. When you have done it once, repeat it. This time, Partner A is the teacher, and Partner B is the student.



7 Where can I find out more?

Websites:

- + <https://tinyurl.com/ycpyf9z7>: Seven ways to give better feedback.
- + <https://tinyurl.com/y94xz5h2>: Teaching strategies – the essentials of giving feedback.

Videos:

- + <https://www.youtube.com/watch?v=Huju0xwNFKU>: Characteristics of good student feedback.
- + <https://www.youtube.com/watch?v=X1BZRkSvlwY> Some primary school teachers in the US showing reflective feedback.



8 How will I know if I have developed in this area?

- After the next time you give feedback to a student in class, make a note of the details in the right-hand column.

I gave feedback in a different way to [name of student] ...	
... on [date] .	
They were having a problem with [problem detail] .	
The positive feedback I gave them at first was [details]	
Their response was [details]	
When I check with them a week later, they said [details]	

TOPIC 10: DEVELOPING AS A TEACHER



1 What do you do? What do you know?

- *Discuss the following questions with a partner.*
 - (a) How would you describe your teaching style?
 - (b) What do you think are your main strengths as a teacher?
 - (c) What do you think are your main challenges as a teacher?
 - (d) Do you enjoy teaching?
-



2 Read the article

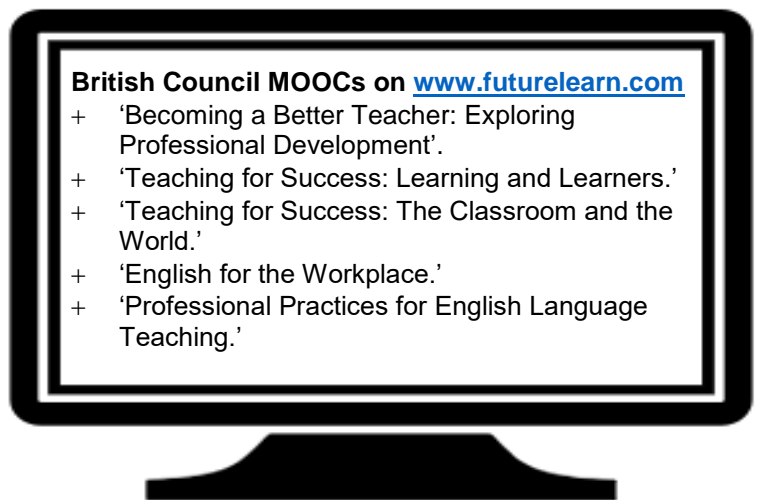
Being a teacher is a busy job. With so much teaching, planning and marking, teachers sometimes forget about their own development. However, it is important to try and find some time to do this. If you cannot, it is difficult to develop as a teacher, and improve.

Teacher development can come in many different forms. One way is to look at what you can do. For example, you can reflect on what you do in the classroom. Each lesson, focus on 1-2 small things which you need to improve. At the end of the lesson, measure how you have done. During this process, it is important to be honest with yourself. If you are not honest, then you are unlikely to develop.

Another way in which to develop as a teacher is to work with other teachers in your school. You can support and help each other. For example, you can plan lessons together, watch each other's lessons and give feedback. It may also help to tell your school principal as they can also support you. You can also organise training sessions with other teachers in your school.

Technology also offers many opportunities for personal development. There are obviously many websites which can be useful. Talk to other teachers about which ones they find useful. You can also access MOOCs – Massive Open Online Courses (see right). These are training courses you can do online for free.

When using technology, focus on quality not quantity. You only have a limited time to spend on personal development, so use it wisely.



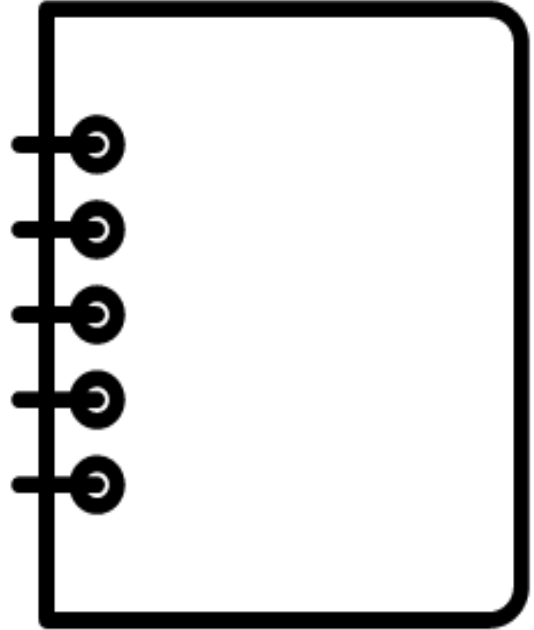


3 What did you understand?

- Without looking back at the reading text, answer the following questions by yourself. Makes notes in your 'notebook' below.

- Why is personal development important as a teacher?
- What can you do by yourself to improve as a teacher?
- What can you do with other people to improve as a teacher?
- How can you use technology to improve as a teacher?

- Now check your answers in the text.



4 What did your colleagues think?

- Discuss the following question with a partner. Make notes about what he or she says in your 'notebook' below.

Which of the aspects of personal development outlined above do you do? What was your experience of them?

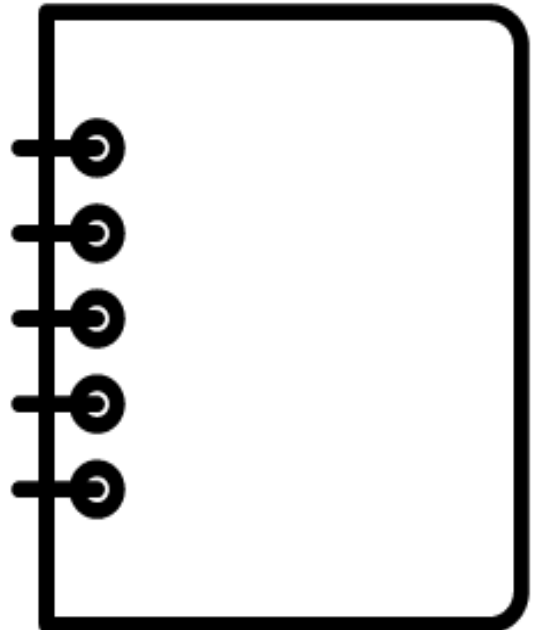
Which of the aspects of personal development have you not done? Are there any which you would like to try? Do you think any of the MOOCs sound interesting?



- Two pairs should now make a group of four. You should tell the other pair about what **your partner** said about their feedback. Use your notes.



- Now discuss in the whole class. Talk about the similarities and differences in responses.





5 What could you do in your classroom?

- Imagine you asked your class to use adjectives to describe you as a teacher. What would they use?
- Look at the list below. Put a ✓ next to the adjectives you think they would use to describe you. Put a + next to those you think they would not use, but which you would like to be.

Accessible		Generous		Organised	
Adventurous		Hardworking		Passionate	
Brave		Helpful		Reliable	
Calm		Interested		Responsible	
Considerate		Interesting		Sensible	
Empowering		Kind		Sympathetic	
Fair		Lively		Thoughtful	

If you are really brave, ask your students in class what they think of you, and see if your answers match theirs!



- Share your answers with a partner. For each ✓, give evidence or an example of why they would say that.
- For each +, discuss with your partner how you could achieve this.

LANGUAGE BOX

Lesson Observations

- *Could you watch my lesson?
- *Do you have any feedback?
- *What do you think went well?
- *What do you think I could improve?

Giving feedback to colleagues

- *What I liked in your lesson was ...
- *An area I think you could work on is ...

Accessing technology for professional development

- *What websites could you recommend?
- *Have you done this MOOC?

Talking to school principals

- *I would like to do more training.
- *I would like to help train other staff.
- *I would like to do this MOOC.



6 Can you do it?

- *Make a plan for your own personal development by answering the following questions.*

A. At this moment, what are the 3 areas of your teaching you think you need to improve the most?

1
2
3

B. For each of these areas, how could you do this?

1
2
3

C. For each of these areas, who can help you to achieve this?

1
2
3



7 Where can I find out more?

Websites:

- + <https://tinyurl.com/hrr5qgt>: Discussion about the importance of TD.
- + <https://tinyurl.com/y84uf5j6>: A longer, more academic article on TD.

Videos:

- + https://www.youtube.com/watch?v=wDdC8_e3Aog: A video discussing why teacher development is important.
- + <https://www.youtube.com/watch?v=Ebh7PkuWUe8>: An interesting TED talk about helping teachers achieve their potential.



8 How will I know if I have developed in this area?

- *Summarise some of the key points you learnt in the following sessions of this course. Identify any topics you think you need to look at again:*

- | | | |
|-----------------------|-------------------------|----------------------------|
| 1. Lesson planning | 4. Giving instructions | 7. Presenting new language |
| 2. Using the board | 5. Pair and group work | 8. Error correction |
| 3. Classroom language | 6. Classroom management | 9. Giving feedback |