

**STATE HIGHER EDUCATIONAL INSTITUTION
“VASYL STEFANYK PRECARPATHIAN NATIONAL UNIVERSITY”**

FACULTY OF FOREIGN LANGUAGES

ENGLISH PHILOLOGY DEPARTMENT

**METHODS OF TEACHING FOREIGN LANGUAGES
AND CULTURES:**

**CLASSROOM MANAGEMENT
(ACTIVITY BOOK FOR YEAR 2 STUDENTS)**

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Methods of Teaching Foreign Languages and Cultures: Classroom Management (Activity Book for Year 2 Students) : [практикум з методики навчання іноземних мов і культур для студентів 2-го курсу спеціальності 014.02 Середня освіта (Мова і література (англійська))] / Розробник: І.М. Романишин. Електронне видання (Об'єм: 2,52 МБ). Івано-Франківськ: НАІР, 2021. 80 с.

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Навчальне видання (практикум) розроблене з метою організації та забезпечення процесу набуття студентами теоретичних знань та практичних умінь і навичок з курсу «Методика навчання іноземних мов і культур. Розділ «Керування роботою класу». Посібник містить інформацію про кількість годин, навчальні цілі курсу, змістові теми, завдання для аудиторної та самостійної роботи, завдання для підсумкового контролю та критерії їх оцінювання, рекомендації щодо використання методів саморефлексії “Learner Journal” і “Student Feedback Slip”, а також перелік рекомендованої літератури, самостійне опрацювання якої студентами уможливить успішну реалізацію програми курсу.

*Навчальне видання затверджене на засіданні кафедри англійської філології
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(протокол №1 від 11 листопада 2021 року).*

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Unit 2.2 CLASSROOM MANAGEMENT

Course Essentials

Total number of hours: 30

Class hours: 18

Self-study hours: 12

Objectives

By the end of the unit, students will be able to:

- organise classroom layout (seating, teacher place) effectively
- make English lessons learner-centered
- manage a lesson according to timings with clear stages, tasks and instructions
- make appropriate use of L1 in the L2 classroom
- use the target language in age- and level-appropriate ways for most classroom purposes
- keep language learners focused and involved in the lesson by questioning, eliciting, encouraging, keeping a proper balance between teacher talk and student talk, using different modes of interaction
- switch roles (e.g. organizer, facilitator, monitor, adviser) according to the developing needs of the class, assign roles to students (e.g. chair, secretary, moderator) during pair and group work
- manage large and mixed ability classes
- provide and manage a range of classroom resources to support learning.

Content

- The notion of classroom management and its role in the learning process.
- Establishing and maintaining rapport
- Seating arrangement for different classroom layouts
- Modes of interaction
- Classroom language (e.g. creating an English environment with language, giving clear instructions, justified use of the mother tongue)
- Practical ways of promoting learning (e.g. formulating good questions, praising, encouraging)
- Giving and receiving formal and informal feedback
- Managing learning opportunity and equality of opportunities for learning: Learner-centred classroom; Monitoring strategies
- Physical teacher presence in class (e.g. body language, voice projection)
- Flexibility: adjusting teaching to changeable conditions
- The role and appropriateness of a range of classroom resources for supporting learning.

Bibliography

*Item recommended for students

Arends, R. (1997) *Classroom Instruction and Management*. The McGraw-Hill Company.

The book covers all aspects of classroom management.

*Harmer, J. (2007) *Learners and Teachers. Theories, Methods and Techniques, Managing the Class*. In *The Practice of English Language Teaching*. London: Pearson Longman.

Chapter 4 focuses on the roles of a teacher in a second language classroom, chapters 8 and 9 draw on managing class by introducing different modes of interaction, problem behaviours and what to do about it.

*Scrivener, J. (2012) *Classroom Management Techniques*. Cambridge: Cambridge University Press.

It is a practical handbook with tasks and activities to enhance classroom management skills.

Internet Sources

**English Club – teaching tips / teaching large classes* [online]. Available from: [www](http://www.englishclub.com/teach-english.htm)

<https://www.englishclub.com/teach-english.htm> Accessed 19 July 2021

Articles and lesson plans are given for further reading on challenges and strategies, as well as activities to use.

**Teaching English – Classroom management issues* [online]. Available from:

<http://www.teachingenglish.org.uk/search/site/classroom%20mangement> Accessed 20 July 2021

Provides information, discussions, articles and lesson ideas, as well as activities to help with classroom management in general.

**Schools World* [online]. Available from: www.schoolsworld.tv Accessed 21 July 2021

Multimedia platform, providing innovative and informative content usually bringing up ideas on large classes. Besides all the content from Teachers TV, there is something for everyone: videos, interactive games, work sheets, fact sheets, information and latest education news.

**The Teacher's Guide* [online]. Available from:

www.theteachersguide.com/ClassManagement.htm Accessed 22 July 2021

This web site contains information on classroom management strategies, as well as discussion groups and lesson suggestions.

**Pro Teacher Directory* [online]. Available from: www.proteacher.com/030000 Accessed 23 July 2021

The resource addresses classroom management issues and offers behaviour surveys, tips for good classroom procedures, discussions as well as sample activities.

Assessment (ref. to Appendix D)

SESSION 1: WHAT IS CLASSROOM MANAGEMENT? ESTABLISHING AND MAINTAINING RAPPORT

Module 2 Preparing to Teach 1

Unit 2.2 Classroom Management

Session 1: What is classroom management? Establishing and maintaining rapport

Handout 1: First impressions and further steps

Use your notebook to write the missing words or expressions. Choose from the words in the line below. Please note that 'body language' is an expression.

70% | repeat | professional | body language | punctual | eliciting | 30%

You need to be friendly but _____. Remember that your students do not want you as a friend, but want to respect you as a teacher. Show them from the outset that you expect them to work hard in your class, but that it can be enjoyable.

Keeping your teacher talking time (TTT) low will really help your rapport, because it will enable you to listen really to your students. A good 'rule of thumb' is to aim for _____ STT, _____ TTT. What increases TTT?

Echoing is one of the things that increases TTT. Echoing is when you _____ what the student has just said. No, it is not necessary ...

Correcting too much and not _____ * enough will also increase your TTT.

And back to listeningThe ability to listen is one of the most important attributes a teacher can have. Always remember that we have one mouth but two ears!

Be well prepared, _____ and neatly dressed. Think about the age of your audience and the impression you want to give. There is no harm in starting out conservatively. Ask yourself-and answer honestly – do I look like a teacher?

Work on your voice and _____ so that you appear confident, even if you really do not feel it. Your voice needs to be loud and clear. Stand straight in front of the class, and do not hide behind a desk.

***Eliciting** is asking your students for information to draw them into the lesson, or just asking questions. It is based on the idea that students know a lot more than we sometimes acknowledge. Eliciting does two main things, it:

- involves students in the lesson by getting **them** to provide information
- increases their talking time.

For more ideas on asking questions and eliciting answers go to:

https://www.epigeum.com/downloads/uct_accessible/us/01_lecturing1/html/course_files/4_20.html

Module 2 Preparing to Teach 1

Unit 2.2 Classroom Management

Session 1: What is classroom management? Establishing and maintaining rapport

Resource: Learning students' names: suggested answers

Advantages of learning names?

Helps to identify who should respond in the class

Aids the organisation of group and pair work

Generates a friendly relationship with the children

It is the natural way to attract a child's attention

Helps you identify troublemakers more easily

Shows that you care about your learners

Ways of remembering?

- Ask the learners to write their names clearly on a piece of card, which they place on their desks; you could develop this into an activity.
- Buy cheap labels and ask the children to print their names on the labels in large letters and wear them.
- Draw a seating plan of the classroom and fill in the names of the learners. For the first few weeks, ask your learners to sit in the same places until you know all their names but do not let this dominate your decision to let the children work in different groups later.
- If you call a register, look at the learners as they respond to you.
- If your school asks the pupils to provide photographs of themselves, you can make copies of them, label the pictures and learn the names at home.
- Play a game such as the 'Ball-throwing'.
- Nominate! (Call a child by his or her name). This is a very good way of making sure you do not forget names.

For more ideas go to:

Mitchell, C. 2016. Bungling Student Names: A Slight that Stings. *Education Week* 35.30 (1-11).

Murdoch, Y., Hyejung, L., and Kang, A. 2018. Learning Students' Given Names Benefits EMI Classes. *English in Education* 52.3 (225-247).

Tanner, K. 2013. Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity. *CBE Life Sciences Education* 12.3 (322-331).

<https://poorvucenter.yale.edu/LearningStudentNames>

<http://teachingonpurpose.org/wp-content/uploads/2015/03/Glenz-T.-2014.-The-importance-of-learning-students-names.pdf>

SESSION 2: SEATING ARRANGEMENT FOR DIFFERENT CLASSROOM LAYOUTS

Module 2 Preparing to Teach 1

Unit 2.2 Classroom Management

Session 2: Seating arrangement for different classroom layouts

Questionnaire - What's your approach?

Complete this questionnaire to answer some questions about how much control a teacher has over different aspects of teaching and learning.

1

Lesson content

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

2

The weather

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

3

Rules for behaviour

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

4

Mutual respect

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

5

Available space

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

6

Fairness in class

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

7

The coursebook

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

8

Learners' previous experiences

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

9

Lesson pace

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

10

Motivation of the class

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

11

Outside noise

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

12

Natural abilities or disabilities

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

13

Classroom size and furniture

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

14

Group dynamics/relationships within the class

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

15

Space for displays

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

16

Variety of content

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

17

Learners' home environment

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

Involving learners in decision-making processes

- I have a lot of control over this.
- I can control this somewhat.
- I have little control over this.
- I have no control over this.

Adapted from:

The British Council ETTO course, Trainee's Handbook, Unit 6.7

Module 2 Preparing to Teach 1

Unit 2.2 Classroom Management

Session 2: Seating arrangement for different classroom layouts

Worksheet 1: Seating layouts

Work in pairs. Think of activities that might be used with each seating pattern. Put them down in the chart next to the pattern.

Seating patterns	Activities
Buzz groups	
Face to face (or back to back)	
Wheels	
Panel	
Opposing teams	
Pairs	
Enemy corners	

*Adapted from:

Jim Scrivener, *Learning Teaching*, Macmillan, 2011, 418 p.

SESSIONS 3-4: CLASSROOM DYNAMICS (MODES OF INTERACTION)

Module 2 Preparing to Teach 1

Unit 2.2 Classroom Management

Sessions 3-4: Classroom dynamics (modes of interaction)

Handout 1: What is Interaction? (cut-ups)

Read the statements and decide what interaction is and what interaction is not

What interaction is	What interaction is not
	avoiding active engagement with ideas and interpretation
	delegating authority to teachers or students separately
	demonstrating one-sided action or behaviour
	encouraging in-depth conversations among students (and between students and teacher)
	exchanging thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other
	helping the students to master the language in communication and to communicate independently
	ignoring meaningful, purposeful language and real communication
	implying a certain degree of risk of failing to produce intended meanings, of being laughed at, of being shunned or rejected
	involving students in synthesizing important concepts, consensus building, writing, and public speaking to share their findings
	motivating learners to work with the language, encourages them being active participants
	overlooking students' needs
	preparing students for communication only inside of the classroom
	presenting engaging instruction
	promoting a love for learning and success
	providing opportunities for students to work in pairs and small groups and use multiple modes of communication
	resulting in a power struggle between teacher / student
	teaching lessons in the style teacher wants to teach because it's easiest for him/her
	telling students what and how to do

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 2a: Interaction Patterns: Advantages

In pairs, read the information about interaction patterns, underlining key features

Whole-class teaching

When people think of teaching and learning they frequently conjure up a picture of students sitting in rows listening to a teacher who stands in front of them. For many, this is what teaching means, and it is still the most common teacher-student interaction in many cultures. Though it has many limitations, whole-class grouping like this has practical *advantages*:

- It reinforces a sense of belonging among the group members, something which we as teachers need to foster. If everyone is involved in the same activity, then we are all 'in it together'. Such experiences give us points of common reference to talk about and can be used as reasons to bond with each other. It is much easier for students to share an emotion such as happiness or amusement in a whole-class setting. Twenty people laughing is often more enjoyable than just two; forty people holding their breath in anticipation create a much more engaging atmosphere than just the person sitting next to you.
- It is suitable for activities where the teacher is acting as controller. It is especially good for giving explanations and instructions, where smaller groups would mean having to do these things more than once. It is an ideal way of showing material whether in pictures, texts, or on audio or video. It is also more cost-efficient, both in terms of material production and organization, than other groupings can be.
- It allows teachers to 'gauge the mood' of the class in general (rather than on individual basis); it is a good way for us to get a general understanding of student progress.
- It is the preferred class style in many educational settings where students and teachers feel secure when the whole class is working lockstep.

Adapted from:

Harmer, J. (2007). *The Practice of English Language Teaching*. London : Pearson Longman, p. 114-115

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 2b: Interaction Patterns: Disadvantages

In pairs, read the information about interaction patterns, underlining key features

Whole-class teaching

When people think of teaching and learning they frequently conjure up a picture of students sitting in rows listening to a teacher who stands in front of them. For many, this is what teaching means, and it is still the most common teacher-student interaction in many cultures. Though it has many limitations, whole-class grouping like this has *disadvantages*:

- It favours the group rather than the individual. Everyone is forced to do the same thing at the same time and at the same place.
- Individual students do not have much of a chance to say anything on their own.
- Many students are disinclined to participate in front of the whole class since to do so brings with it the risk of public failure.
- It may not encourage students to take responsibility for their own learning. Whole-class teaching favours the transmission of knowledge from teacher to student rather than having students discover things or research things for themselves.
- It is not the best way to organize communicative language teaching or specifically task-based sequences. Communication between individuals is more difficult in a group of twenty or thirty than it is in groups of four or five. In smaller groups it is easier to share material, speak quietly and less formally, and make good eye contact. All of these contribute to successful task resolution.

Adapted from:

Harmer, J. (2007). *The Practice of English Language Teaching*. London : Pearson Longman, p. 114-115

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 2 C: Interaction Patterns: Advantages

In pairs, read the information about interaction patterns, underlining key features

Students on their own

At the opposite end of the spectrum from whole-class grouping is the idea of students on their own, working in a pattern of individualized learning. This can range from students doing exercises on their own in class, to situations in which teachers are able to spend time working with individual students, or when students take charge of their own learning in self-access centre or other out-of-class environments. Such individualized learning is a vital step in the development of learner autonomy.

If we wish students to work on their own in class we can, for example, allow them to read privately and then answer the questions individually; we can ask them to complete worksheets or writing tasks by themselves. We can give them worksheets with different tasks and allow individuals to make their own decisions about which tasks to do. We can hand out different worksheets to different individuals depending upon their tastes and abilities. We can allow students to research on their own or even choose what they want to read or listen to. *Advantages* of individualized learning:

- It allows teachers to respond to individual student differences in terms of pace of learning, learning styles, and preferences.
- It is likely to be less stressful for students than performing in a whole-class setting or talking in pairs or groups.
- It can develop learner autonomy and promote skills of self-reliance and investigation over teacher-dependence.
- It can be a way of restoring peace and tranquility to a noisy and chaotic situation.

Adapted from:

Harmer, J. (2007). *The Practice of English Language Teaching*. London : Pearson Longman, p. 115-116

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 2 D: Interaction Patterns: Disadvantages

In pairs, read the information about interaction patterns, underlining key features

Students on their own

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- It does not help a class develop a sense of belonging. It does not encourage cooperation in which students may be able to help and motivate each other.
- When combined with giving individual students different tasks, it means a great deal more thought and materials preparation than whole-class teaching involves. When we work with individual students as resource or tutor, it takes much more time than interacting with the whole class.

Adapted from:

Harmer, J. (2007). *The Practice of English Language Teaching*. London : Pearson Longman, p. 115-116

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 2 E: Interaction Patterns: Advantages

In pairs, read the information about interaction patterns, underlining key features

Pairwork*

In pairwork students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened or seen.

Advantages of pairwork:

- It dramatically increases the amount of speaking time every student gets in the class.
- It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- It allows teachers time to work with one or two pairs while the other students continue working.
- It recognizes the old maxim that ‘two heads are better than one’, and in promoting cooperation helps the classroom to become a more relaxed and friendly place. If we get students to make decisions in pairs, we allow them to share responsibility rather than having to bear the whole weight themselves.
- It is relatively quick and easy to organize.

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 2 F: Interaction Patterns: Disadvantages

In pairs, read the information about interaction patterns, underlining key features

Pairwork*

In pairwork students can practise language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened or seen.

Disadvantages of pairwork:

- Pairwork is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
- Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language. The chances of ‘misbehaviour’ are greater with pairwork than in a whole-class setting.
- It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.
- The actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.

*Adapted from:

Harmer, J. (2007). *The Practice of English Language Teaching*. London : Pearson Longman, p. 116-117

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 2 G: Interaction Patterns: Advantages

In pairs, read the information about interaction patterns, underlining key features

Groupwork

We can put students in larger groups too, since this will allow them to do a range of tasks for which pairwork is not sufficient or appropriate. Thus students can write a group story or role-play a situation which involves five people. They can prepare a presentation or discuss an issue and come to a group decision. They can watch, write, or perform a video sequence; we can give individual students in a group different lines from a poem which the group has to reassemble.

In general it is possible to say that small groups of around five students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each individual. Because five is an odd number it means that a majority view can usually prevail. However, there are occasions when larger groups are necessary. The activity may demand it, or we may want to divide the class into teams for some game or preparation phase.

Advantages of groupwork:

- Like pairwork, it dramatically increases the amount of talking for individual students.
- Unlike pairwork, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pairwork.
- It encourages broader skills of cooperation and negotiation than pairwork, and yet is more private than work in front of the whole class.
- It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.
- Although we do not wish any individuals in the group to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pairwork situation.

Adapted from:

Harmer, J. (2007). *The Practice of English Language Teaching*. London : Pearson Longman, p. 117-118

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 2 H: Interaction Patterns: Disadvantages

In pairs, read the information about interaction patterns, underlining key features

Groupwork

We can put students in larger groups too, since this will allow them to do a range of tasks for which pairwork is not sufficient or appropriate. Thus students can write a group story or role-play a situation which involves five people. They can prepare a presentation or discuss an issue and come to a group decision. They can watch, write, or perform a video sequence; we can give individual students in a group different lines from a poem which the group has to reassemble.

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Disadvantages of groupwork:

- It is likely to be noisy (though not necessarily as loud as pairwork can be). Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
- Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.
- Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.
- Groups can take longer to organize than pairs; beginning and ending groupwork activities – especially where people move around the class – can take time and be chaotic.

Adapted from:

Harmer, J. (2007). *The Practice of English Language Teaching*. London : Pearson Longman, p. 117-118

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 3: Teacher’s reflective comments and solutions (cut ups)

Match the teacher’s reflective comments (1-8) to the teacher’s advice (a-h)

Teacher’s Comments	Teacher’s Advice
--------------------	------------------

a) If people are to practise speaking they need to speak, for example during pairwork and groupwork, and this will create some noise. However, teacher’s need to distinguish between “useful” noise and “disruptive” noise.

1. I wasn’t sure what to do when they were writing sentences. I knew they hadn’t all finished but I didn’t want the others to wait too long doing nothing.

b) It was good that you said something but you probably needed to be a little more assertive about it – at least repeat it. You could try to move learners around a bit so that they are not always sitting next to people who speak the same language.

2. I didn’t enjoy it much. There were a few students who just spoke their own language the whole way through. I did say “in English” once but it didn’t do much good.

c) In some classes, particularly large ones, pair- and groupwork can lead to a loss of teacher control and a sense of disorder. Learners may be uneasy if they feel that the teacher cannot hear what they are saying and that a lot of errors are going uncorrected.

3. I wasn’t sure what to do in the pair work bit. I thought my instructions were OK, but it was obvious when they started that some of the students hadn’t understood, and so I tried to go around to each group and sort it out. I think they did get it in the end.

d) if they needed it, but don’t interrupt if everything is going well.

4. The students were all doing the pairwork exercise and I just stood there. I wasn’t sure that I should do really.

e) OK – you did well to sort the problem out, but quite a lot of time was wasted, particularly for the last pair you got to. If there's a fairly general problem, don't be afraid to stop the activity and give the instructions again.

5. I tried to ask more learners questions today. I know I just kept asking the same people in my last lesson. But it was embarrassing. I asked **one girl** what she thought and it was so quiet I couldn't hear her. Even when I got really close to her it was still difficult.

f) If you do this it becomes very hard for you to know what the other learners are doing, or to respond if they need help or guidance. You need to think about how you will deal with awkward numbers before the lesson – usually a group of three is fine.

6. I really wanted to use pairwork but I had an odd number, so I did the activity with one of the students. Was this right?

g) Well, that learner is quiet. But if you get closer to learners they often get even quieter because they talk to you – not to the class. Try getting further away and just saying something like “a bit louder, so everyone can hear”.

7. My class worked in groups and we had a noisy discussion. The head teacher, who was walking past my class, paid attention to the noise and reprimanded.

h) You have to get the right balance. Reassure learners that they don't always have to finish – or alternatively, have something ready for the quick finishes to do.

8. The idea of pair-and group ran contrary to my expectations. Some learners resorted to the use of their first language while others though using English kept making mistakes.

Borrowed from:

Thornbury, S. & Watkins, P. (2007). *The CELTA Course Trainee Book*. Cambridge University Press, p.18

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 4 A: Case Study

Look at the picture and identify the problem the teacher had

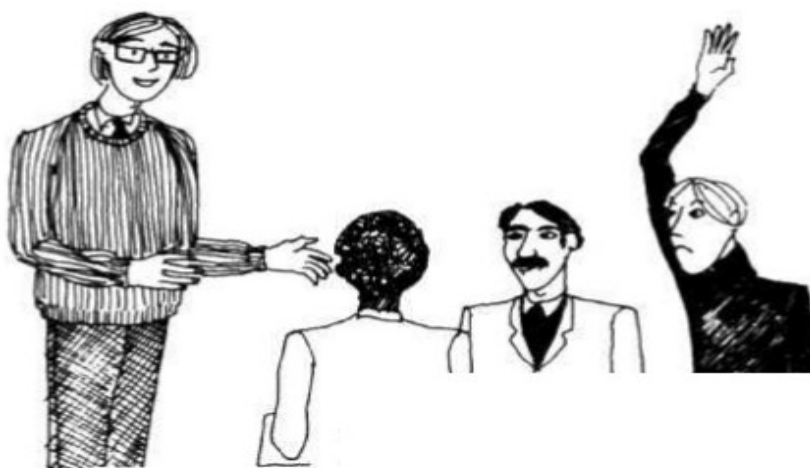


Based on:

Willis, J. (1982). *Teaching English Through English: A Course in Classroom Language and Techniques*. Longman Handbooks for Language Teachers Series, Longman ELT, p. 59

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 4 B: Case Study

Look at the picture and identify the problem the teacher had



Based on:

Willis, J. (1982). *Teaching English Through English: A Course in Classroom Language and Techniques*. Longman Handbooks for Language Teachers Series, Longman ELT, p. 59

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 5: Interaction Patterns (cut ups)

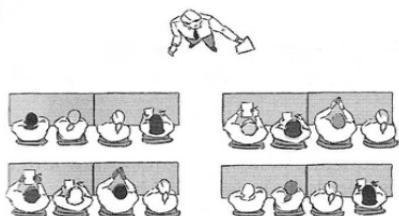
Identify interaction patterns

<p>Students swap written homework with a friend and correct each other's spelling and grammar mistakes.</p>	<p>Students design a web page in small groups.</p>
<p>Students complete journal entries quietly in the last five minutes of class.</p>	<p>Teacher elicits answers after reading comprehension and writes them on the board</p>

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 6: Activities Suitable for Interaction Patterns

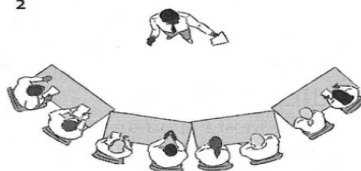
Look at the pictures and choose the activities which would be more suitable for each interaction pattern. Present your choices.

1



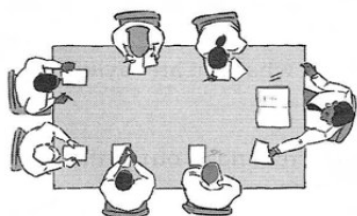
Whole-class

2



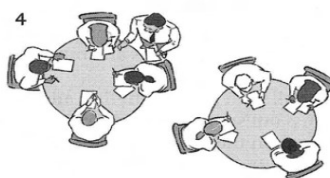
Pairwork

3



Individual Work

4



Groupwork

1. Doing an A-B communication gap.
2. Planning a role-play and presenting it to the rest of the class for fun.
3. Dictating some true/false questions for students to write down.
4. Giving a student feedback on behavior.
5. Brainstorming the advantages and disadvantages of credit cards.
6. Students choose a graded reader and begin the first chapter in class time.
7. Revising vocabulary items for a forthcoming test.
8. Students ask each other about previous learning experiences.
9. Presenting the form of the second conditional.
10. Giving praise to one student for an improved score in a recent test.
11. Students voting on their preferred interaction pattern for the next planned activity.
12. Students complete a practice paper for a future external proficiency test.
13. Planning a talk which the teacher will assess the following week.
14. Doing a survey in the class about their musical tastes.
15. Students listening to instructions for the next class activity.
16. Giving extra help with pronunciation to one student who is having difficulty and is embarrassed to try in class.
17. Presenting a project to the teacher as part of their formal achievement test – the teacher watches and awards a grade.
18. Students read over a list of phrasal verbs, marking those they already know and don't know.

Borrowed from:

Welling, J. (2009). *The TKT Course Training Activities*. Cambridge University Press, p.80

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Handout 7: Factors affecting the choice of interaction patterns

Read about the other factors affecting the choice of interaction patterns and supply examples of their application in the class

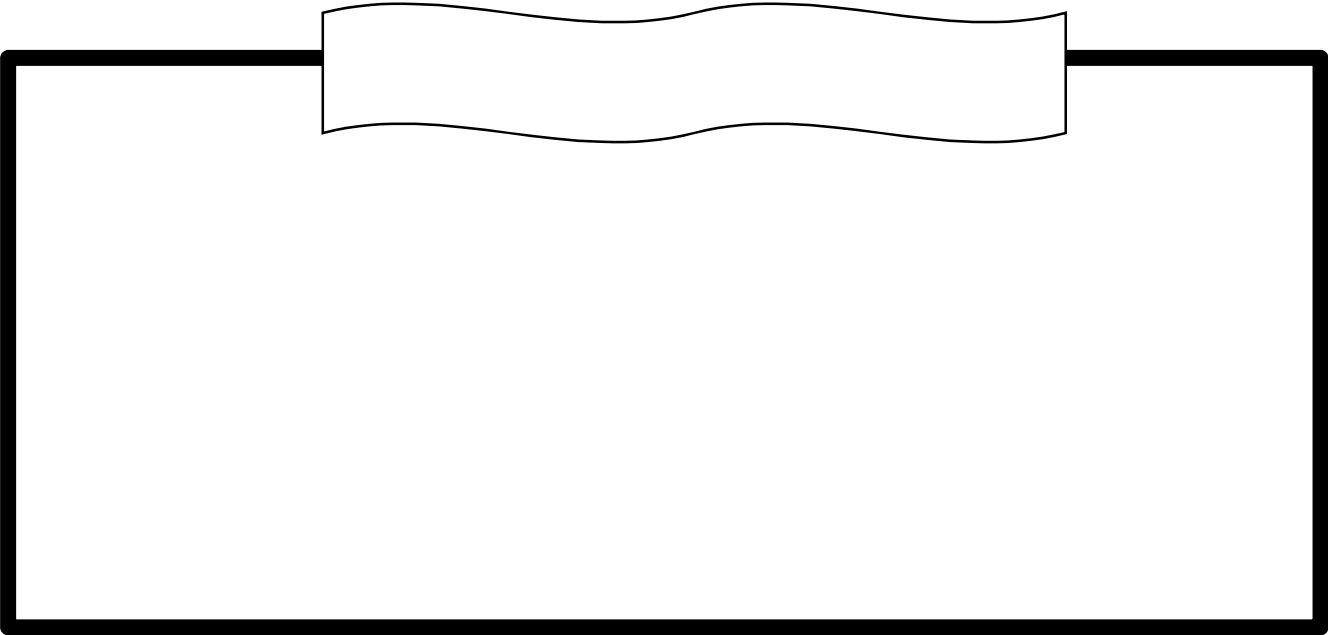
Factors	Comments	Examples
The teaching aim	It is much easier to choose how to group students when we have decided on the aim of the lesson and the aim of each activity.	
The learning styles of the students	Some students prefer to work as individuals, others in groups. Students also have different personalities and find it easier to work with some partners or groups than with others.	
The ability and level of the students	Most classes are mixed ability i.e. they include students of different abilities. We can group students for some abilities so that students of the same ability work together, and for other activities so that students of different abilities work together.	
The personalities of the students	Most of the time students will work together, but sometimes there are students who do not work together positively, e.g. when one student is shy and another is quite dominant. We need to think carefully about how to group these students.	
The class size	With the class of between 20 and 30 students, we can manage pair- and groupwork quite easily. With classes of more than 30 students, pair and group work are possible, but need more careful planning.	

The previous experience of the students	When students are not used to pairwork and groupwork we need to plan how to introduce this way of working. We can start by doing short pairwork activities and gradually introduce longer and more varied groupings.	
The activities that we have chosen	For example, a discussion activity can be done in groups, a role-play can be done in pairs. But we can also choose to do these activities differently, depending on the needs of the group and the aims of the lesson. So, for example, a discussion activity can be done in pairs or as a whole class, and a role-play can be done in groups.	
The balance of interaction patterns in a lesson	A lesson where learners are doing pairwork for the whole lesson will probably not be successful: learners will become bored and there might be discipline problems. A lesson where learners are doing individual work for the whole lesson will probably not be successful either: learners will lose concentration and become bored. Equally, a lesson which is wholly teacher-led is unlikely to be successful: learners need a balance of different interaction patterns within one lesson.	
The group dynamics of the class	i.e. the relationships between the students and how the students will behave towards each other.	

Borrowed from:

Welling, J. (2009). *The TKT Course Training Activities*. Cambridge University Press, p. 80

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Sessions 3-4: Classroom dynamics (modes of interaction)
Worksheet: 'Exit ticket'



SESSIONS 5-6: CLASSROOM LANGUAGE

Module 2 Preparing to Teach 1 Unit 2.2: Classroom Management Sessions 5-6: Classroom language Handout 1: Lexical chunks

Read the text and fill each gap with the correct chunk of language from the box below. There is one extra chunk that is not needed.

a. it is widely believed	d. on the tip of the tongue	g. need fine-tuning
b. when and where	e. acquire their mother tongue	h. come to understand
c. an additional benefit	f. as a matter of fact	

The importance of classroom language

Young children 1. _____ through constant exposure to and usage of language. 2. _____ that lexical chunks, or commonly used phrases, aid acquisition.

By hearing chunks of language used in relevant contexts many times, young children 3. _____ the meaning of each chunk. Eventually they are able to produce the phrases themselves in appropriate contexts to express themselves accurately. These children do not analyse the grammar of such chunks – they just know 4. _____ to use them, through repetition and successful usage. Learners of second languages can also acquire lexical chunks in the same way.

5. _____ of lexical chunks is how they aid fluency. By having a store of such chunks 6. _____, speakers don't have to think so hard about every word they say, which would slow down speech. They can produce the appropriate chunk at the appropriate time without much thought, and so concentrate on other aspects of speech, which may 7. _____, such as grammar and discourse.

Conclusion:

Now complete the concluding paragraph to the text you read above in the box below.

It makes sense then that teachers of English as a foreign language should...

For more information on and examples of classroom language go to:

<https://www.eslbuzz.com/classroom-language-for-teachers-and-students-of-english/>

<https://www.teflcourse.net/english-grammar-corner/the-most-useful-phrases-for-classroom-language/>

<https://skyteach.ru/2020/09/01/classroom-language-for-online-lessons/>

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Session 5: Classroom language
Handout 2: My classroom language

Work with a partner to produce at least two examples of classroom language suitable for your learners for each classroom situation in the table below.

Greeting	Doing pair work
Getting learners' attention	Playing a game
Asking for permission	Giving feedback
Asking for clarification	Saying goodbye

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Session 5: Classroom language
Handout 3a: When to use mother tongue

Classroom language should be in English (L2) as much as possible, in order to aid the learners' acquisition of the target language. However, there are situations when the mother tongue (L1) may be more effective.

Look at the classroom situations below and decide whether L1 or L2 should be used. Then add your own situations at the bottom of the table.

Classroom situation		L1 or L2?
1	Explaining how to play a game to intermediate learners.	
2	Intermediate learners comparing their answers to a gap-fill activity.	
3	Explaining the meaning of a word to intermediate learners.	
4	Comforting a learner who is upset. (Remember Krashen's Affective Filter Hypothesis)	
5	Elementary learners discussing a reading comprehension task.	
6	Explaining a grammar point to elementary learners.	
7	Talking to learners about their weekend. (Remember Krashen's Input Hypothesis)	
8	Stopping two learners from fighting. (Remember Krashen's Affective Filter Hypothesis)	
9	Explaining how to do a pair work activity to elementary learners.	
10	Explaining a grammar point to intermediate learners.	
11		
12		

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Session 5: Classroom language
Handout 4: How to teach classroom language

Here is how one teacher took advantage of an opportunity to teach some classroom language in context. But the order of the learners' and teacher's actions is mixed up. Read the stages and put them in the correct order, using numbers as shown in the example.

Learners'/teacher's actions	Correct order
a) The teacher elicits "How do you spell it?" from the whole class.	
b) The teacher asks the learners to resume the writing activity, reminding them to use English whenever possible.	
c) A learner is doing a writing activity and asks the teacher how to spell a word, using L1.	1
d) The teacher asks each learner to think of a word and ask his or her partner how to spell it, in order to practise the question.	
e) The teacher gets the attention of the whole class and explains that one of the learners needs to know how to spell a word.	
f) The teacher invites a learner to write the question on the board, and elicits corrections if necessary.	
g) The teacher elicits what other language the learners may need when doing the given activity (e.g. What does this mean? How do you say that?), and follows the same teaching procedure for each chunk of language.	
h) The teacher drills the question with the whole class, paying attention to the correct pronunciation of "do you", which is elided (pushed together).	

Now that the teacher has introduced the language, how can the teacher help learners to remember and practise the classroom language?

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Sessions 5-6: Classroom language
Handout 5: Giving instructions for a board game (cut-ups)

Decide whether the statements are true or false

1. When setting up an activity, the teacher should demonstrate rather than explain the instructions. T / F?
2. When setting up an activity, the teacher should explain, rather than demonstrate, the instructions. T / F?
3. The teacher should use language that the learners can easily understand when setting up an activity. T / F?
4. The teacher should use language that is above the learners' level when setting up an activity. T / F?
5. If the activity is complicated, the teacher should give instructions on how to do it in stages. T / F?
6. If the activity is complicated, the teacher should give all the instructions on how to do it all at once. T / F?
7. The teacher should make sure all the learners can see her/ him when she shows them how to do an activity. T / F?
8. The teacher should check that learners have understood the instructions by asking simple questions about each stage. T / F?
9. The teacher should ask learners whether they have understood the instructions by asking: "Do you understand?" T / F?
10. When giving instructions on how to do an activity, the teacher should elicit as much information as possible from the learners. T / F?
11. The teacher, rather than the learners, should do all the explaining/demonstrating when setting up an activity. T / F?
12. Some activities can be demonstrated step-by-step as learners actually do them, rather than have a separate instruction-giving stage before they start. T / F?
13. There should always be a separate 'giving instructions' stage before starting a new activity. T / F?
14. The teacher should use a confident and able learner/s to help demonstrate how to do an activity. T / F?
15. The teacher should use shy and weaker learners to help demonstrate an activity. T / F?
16. The teacher should give out the materials to the learners AFTER giving them instructions. T / F?
17. The teacher should give out the materials to the learners BEFORE giving them instructions. T / F?

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Sessions 5-6: Classroom language
Handout 6: Do's and don'ts

Decide whether the pieces of advice below are 'Dos' or 'Don'ts', using the letters, as shown in the example.

Do's	Dont's
a	

a) Demonstrate, rather than explain an activity, if possible.	i) Use confident learners with a higher level of English to demonstrate activities.
b) Make sure all the learners can see the demonstration before you start.	j) Give out materials before you give the instructions.
c) Elicit as much information from the learners as possible.	k) Save time by producing all the information yourself.
d) Explain the whole activity before learners begin no matter how long and complicated it is.	l) Check that learners have understood your instructions by asking specific questions about the activity procedure.
e) Use language that is above the learners' level.	m) Ask learners "Do you understand?" at the end of your instructions.
f) Use language that learners will be able to understand easily.	n) Always have an instruction-giving stage, no matter what the activity.
g) Give out materials before you give the instructions.	o) Only give instructions if necessary – some activities can be learnt while doing, others don't need instructions.
h) Give instructions in stages if necessary.	

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Sessions 5-6: Classroom language
Worksheet 1: Practice

Now it's your turn to practise giving instructions. Plan how to give instructions for the activities you've been given (Sets A, B or C). Remember to follow the Do's in Activity 7.2 and not the Don'ts!

1.

2.

3.

4.

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Sessions 5-6: Classroom language
Resource 1: Practice. Set A

1. Hot seat – for reviewing vocabulary

Put learners into teams. One member of each team comes out to the front and sits on a chair (hot seat) with her/his back to the board. These learners have to guess which word is written on the board behind them, without seeing it. Their team members, who can see the word on the board, have to give them clues, either by using other words or by miming. The first learner in a hot seat to guess the word correctly gets a point for her/his team. Once a word is guessed correctly, the team members can swap roles.

Suggested words (verbal clues): happiness, fear, excitement, etc. (miming): fire-fighter, nurse, farmer, etc.

2. Mingle and swap – for practising questions and answers

Each learner has a strip of paper with a different question on it. All the learners should stand and ask a partner the question on their paper. The partner should answer that question, then ask the first learner the question on her/his strip of paper, which the first learner should answer. The two learners should then swap strips of paper and mingle to ask their new question to a new partner. Once both questions have been asked and answered, partners swap strips and find another partner, and so on.

Suggested questions: getting to know you questions; “Have you ever...?” questions; questions about sport/ food/pop stars, etc. Prepare these yourself on strips of paper.

3. Describe and draw pair work – for practising describing a scene

Learners work in pairs. Each partner is given the same simple drawing of a scene, e.g. an outline of a bedroom with a few features: a door, a window. Learners are asked to add more features to the scene (design their ideal bedroom), e.g. a bed, a chair, TV, games, spa, etc. Learners must not see their partners' pictures. When the drawing is finished, Learner A should describe her/his picture to Learner B, who should re-draw her/his partner's scene. The partners then swap roles. At the end, partners show their pictures to each other to see if they drew them accurately.

4. Happy families – for practising vocabulary

Learners should play in small groups of three or four. The objective of the game is to collect the most sets of the same picture card – a set is four cards. Shuffle the cards and deal out all cards to the players equally. Decide who goes first. The first player may ask any other player for a certain card, e.g. “Sarah, please may I have a pencil sharpener?” Sarah should pass over a pencil sharpener if she has one (“Yes, here you are.”) or apologise if she hasn't (“Sorry, I haven't got any sharpeners.”). If the first player's request was successful, s/he may have another turn. If unsuccessful, her/his turn ends and the next player makes a request. Whenever a player manages to collect four cards with the same picture on, s/he may lay the set down on the table. The game finishes when all sets have been collected and the winner is the player with the most sets.

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Sessions 5-6: Classroom language
Resource 2: Practice. Set B

1. Team tic-tac-toe (noughts and crosses) – for practising describing

Find a set of nine different pictures of similar scenes/things, e.g. fashion models/street scenes/football games, etc. Divide the whole class into two teams, and ask each team to choose a colour (e.g. red and blue). Stick the pictures on the board in three rows of three and give the learners two minutes to look at them and commit as many details as possible to memory. After two minutes, turn the pictures over and stick back on the board in the same positions as before. Now play tic-tac-toe. The red team should choose one of the pictures (put numbers on the back so it's easy to pick them) and say three things about that picture from memory, e.g. "She has long dark hair/ she's wearing a black dress/ she's carrying an orange handbag." The learners in the red team can help each other to remember the three things. If they are successful, they win that picture – remove the picture and mark the space where it was red. If they can't remember three things accurately, the blue team may have a turn. If the blue team is successful, mark the board blue. Teams take turns until one team has won three pictures in a row – horizontally, vertically or diagonally. So, teams should try to block their opponents as well as make a line themselves.

2. Who am I? – for practising asking yes/no questions

Prepare one sticky label for each learner. On each label should be written a different animal, or famous person, or occupation. Each learner has one of the labels stuck on her/his back, but doesn't know what their word is. Each learner has to guess the word on their back by collecting clues. They do this by asking yes/no questions to other learners, such as "Do I work indoors?", "Do I wear a uniform?" etc. Open-ended questions, such as "What do I wear?" are not allowed. The learners stand up and mingle to ask the questions. When they guess their word correctly, they may sit down.

3. Pair work crossword – for reviewing vocabulary

Learners work in pairs. Learner A has a crossword puzzle with half of the words completed, but no clues. Learner B has the same crossword puzzle with the other half of the words completed, but no clues. Each learner must not see his or her partner's crossword. Learners take turns to ask for clues for their missing words, e.g. Learner A asks: "What's 1 down?" Learner B has the missing word but must not give that word to Learner A. Learner B must instead give Learner A a clue, e.g. "It's a long, wooden seat." Learner A has to guess the word (which is 'bench') and write it in the correct place in the crossword puzzle. Then Learner B asks Learner A for a clue: "What's 1 across?". Learner A gives Learner B a clue, and so on, until both crosswords are completed.

4. Go fish – for practising vocabulary

Learners should play in small groups of three or four. The object of the game is to collect the most sets of the same picture card – a set is four cards. Shuffle the cards and deal five cards to each player. The remaining cards should be placed face down in a pile on the table. Players should look at their own cards, but not let other players see them. The first player can ask any other player for cards that s/he wants to collect, e.g. "Sammy, can I have the pencil sharpeners, please?" The player can only collect cards if they already

have at least one of the sets in their hand. Sammy must give all the cards requested (in this case, pencil sharpeners) to the first player, if he is holding any (“Here you are”). The first player then has another turn. However, if Sammy doesn’t have any of the requested cards, he says “No, sorry. Go fish!” The first player then takes the top card from the pile in the middle and adds it to their hand and her/his turn now ends. Play passes to the player who said, “Go fish!” (not necessarily the player next to the first player). That player now asks another player for a set that s/he wants to collect, and so on. As soon as a player has collected a full set, s/he places all four cards on the table, and play continues. Play ends when all sets are collected – the player with the most sets is the winner.

For more games go to:

<https://games4esl.com/vocabulary-games-for-kids/>

<https://www.eslkidstuff.com/Gamescontents.htm>

<https://infocus.eltngl.com/2017/08/08/vocabulary-games/>

<https://www.teachhub.com/classroom-activities/2019/10/fun-review-activities-and-classroom-games-to-do-now/>

<https://eslexpat.com/esl-vocabulary-games/hot-seat/>

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Sessions 5-6: Classroom language
Worksheet 2: Reflection

You will now spend a short time reflecting on this session.

Make notes on ...

1 ... one new thing you have learnt from this workshop. _____

2 ... one activity from this workshop that you will try out with your learners. Explain why you chose it. _____

3 ... one activity from this workshop that you won't try out with your learners. Explain why not. _____

4 ... one important thing from this workshop that you will share with your colleagues. _____

SESSION 7: GIVING FEEDBACK

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Session 7: Giving feedback
Handout 1: Language and focus

Read a learner's piece of writing and four versions of feedback from a teacher.

1. Explore the language used for feedback.
2. Identify the teacher focus.
3. Choose one piece of feedback which you think is most effective. Explain why.

Writing prompt: Describe what lunchtime is like for you on a school day. Be sure to tell about your lunchtime so that someone who has never had lunch with you on a school day can understand where you have lunch and what lunchtime is like.

My lunchtime is loud, almost everybody in the lunchroom is making noise. We have very good food and nice cooks. We have 35 minutes to eat lunch. My lunch room is big and has a lot of tables. We have milk and a salad bar for the teachers that is what my lunchroom is about.

No	Feedback	Teacher focus in the feedback
A	More details would make this more interesting. If you move the sentence about the lunchroom being big right after "noise," you give one reason for the noise. Can you think of others? Can you describe what the noise sounds like?	
B	Can you give some examples of the "good food" besides milk and salad for the teachers? What kinds of food do you eat at lunch? What food do your friends eat?	
C	That the paragraph is very simple and lacks details. Sald should be salad . There should be a period after teachers . In general you didn't meet the task. It was bad try!	

D	Good girl/boy! You wrote about lunchtime and you didn't use topic vocabulary for describing your lunch. It was not successful! It was very difficult to understand your handwriting, so can you write in better way so I could understand what you write!	
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Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Session 7: Giving feedback
Handout 2: Feedback cut-ups

Sort out the principles of feedback under the categories:

Effective		Ineffective	
Descriptive	General	Constructive	Judging
Specific	Late	Receiver need based	Destructive
Prompt	Criticism first	Understanding checked	
Questioning	Dogmatic	Giver need based	
Opinion sought	Understanding not checked		
Praise first	Opinion imposed		

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Session 7: Giving feedback
Handout 3: Language of feedback

Characterise the classroom language of feedback using the words in the boxes below

Characteristics of feedback				
Judging	Descriptive	Using questions	Advice	Praise/Encouragement

Feedback	Characteristic
Well done! Great work! You've done really well!	
You need to You might like to One thing you could try is It would be a good idea for you to You could work more on	
I notice(d) that you You seem(ed) to You often make mistakes with Your pronunciation is improving	
You won't pass with this kind of work You can do better than this! It's difficult for anyone to understand what you say.	
Which other word could you choose? Do you think you could...? Can you explain that in other words? Can you rephrase that, so that it's clearer?	

For more information on the art of giving feedback go to:

<https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger>

<https://wabisabilearning.com/blogs/assessment/giving-student-feedback-7-best-practices>

<https://toggl.com/blog/giving-feedback-10-tips-for-managers>

<https://www.sheffield.ac.uk/staff/elevate/essentials/assessment-feedback-4>

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Session 7: Giving feedback
Handout 4: Feedback phrasebook

Look at the purposes of feedback and write down words or phrases which you think are appropriate to the purpose. Add more of those on your own.

Purpose	Feedback
to give a student feedback on an improved performance in a test	
to help a student to notice an area of weakness	
to make a weak student feel about progress	

Module 2 Preparing to Teach 1
Unit 2.2: Classroom Management
Session 7: Giving feedback
Handout 5: Practice in giving feedback

Read samples of learners' writing and give feedback.

Sample 1

Writing prompt: Describe what lunchtime is like for you on a school day. Be sure to tell about your lunchtime so that someone who has never had lunch with you on a school day can understand where you have lunch and what lunchtime is like.

We have lunch at 1:00 pm
here it's really noisy
you can't think. We have
lunch in the gym.

Feedback

Sample 2

Writing prompt: Write a paragraph to answer the question "Do you think dogs or cats make better pets?" You have to have a clear topic sentence, a clear concluding sentence, and at least three supporting details.

This is why I like dogs better than cats. I think dogs are really playful. They can also be strong to pull you or something. They can come in different sizes like a Great Dane or a Weener dog. They can also be in different colors. Some are just mutts others are pedigree. Best of all dogs are cute and cuddly. That is why I like dogs a lot better than cats.

Feedback

SESSION 8: LEARNER-CENTRED CLASSROOM

Module 2 Preparing to Teach 1
Unit 2.2 Classroom Management
Session 8. Learner-centred classroom
Handout 1: Questions about the Classroom

Task: Answer the following questions referring to your experience of learning English by ticking (✓) the appropriate box in each case

	<i>Learners</i>	<i>Teacher</i>
1. <i>Who chooses the topics?</i>		
2. <i>Who chooses the activities?</i>		
3. <i>Who prepares the activities/materials?</i>		
4. <i>Who decides when to stop an activity?</i>		
5. <i>Whom do the students speak to?</i>		
6. <i>Who do the students look at?</i>		
7. <i>Who chooses the seating arrangements and moves the chairs and tables?</i>		
8. <i>Who writes on the board?</i>		
9. <i>Who cleans the board?</i>		
10. <i>Who operates the equipment?</i>		
11. <i>Who selects and explores structural gaps/problems?</i>		
12. <i>Who selects the vocabulary?</i>		
13. <i>Who spells out new words?</i>		
14. <i>Who checks the work?</i>		
15. <i>Who gives the instructions?</i>		

16. <i>Who gives explanations?</i>		
17. <i>Who writes/asks the comprehension questions?</i>		
18. <i>Who answers questions asked by the students?</i>		
19. <i>Who repeats what has been said if the others have not heard it?</i>		
20. <i>Who gives dictations?</i>		
21. <i>Who tells stories?</i>		
22. <i>Who selects the pairs or groups?</i>		
23. <i>Who gives tests and grades?</i>		

Module 2 Preparing to Teach 1
Unit 2.2 Classroom Management
Session 8. Learner-centred classroom
Handout 2. The notion of learner-centredness

Read the text, underline the parts you think most relevant to the issue of learner-centredness. Comment on them.

(1) Many teachers nowadays would say that they want their classes to be student-centered (learner-centred or learning-centred), but what exactly does it mean? It's one of those widely used, contemporary buzz phrases. Teachers often seem to use it to me, "I included some pair work in the lesson", or "They were all talking and doing things" or "I, the teacher, didn't talk as much as I usually do". I get an impression of active involvement: group and pair work, students doing things, talking, asking questions – all in the expectation that being involved will lead to more learning; that if a student is actively taking part, he or she will take in more than if he or she is simply absorbing messages from a teacher transmitting.

(2) However, there's something missing here. As a student, I can be working in a group or a pair – I can be talking and doing things – and yet find that the subject matter is of no interest or relevance to me, and I find myself doing things simply because I have been told to do them. It doesn't matter whether I'm listening to my teacher talk about making a pot, watching my teacher make a pot, or trying to make a pot myself; if I don't want to make a pot and have no interest or wish to have a pot, I'm very unlikely to learn much from the experience. It doesn't feel like the class is centred on my interests, needs, wishes or skills.

(3) The phrases learner-centred suggests that the learning is not just directed at the learners, but in some way focused on them, drawing its sense of direction from them, maybe drawing its energy and power from them. And this requires not just a methodological shift in how you organize activities or a rearrangement of the chairs. Putting you into a small group and telling you to discuss a problem doesn't mean that you want to do it. It may well be more enjoyable than just listening to the teacher explaining things. It may well be easier to take on ideas and learn from them. But it doesn't make it relevant to you. It doesn't make you want to learn it if you don't want to learn it.

(4) Learner-centred teaching is about having trust in your students' abilities to learn and in their abilities to make decisions about what and how to learn. It is about a greater degree of empathy with each individual. It is about creating a political climate in which students can be more autonomous within a class. This is all quite separate from the physical description of what goes on in a class. I can be student-centred standing in front of the class and lecturing them. Because the only thing that needs to change is my attitude.

(5) But how much is learner-centredness desirable or possible anyway? Maybe the teacher and the school and the educational system have the right and the responsibility to make intelligent decisions on behalf of those who they believe are not ready or informed enough to make them. This is a decision you will need to make for yourself, but it's important to remember that there is a direct trade-off against motivation. The more a person is told what to do, and the less say he or she has in what, how and when, the less the person is likely to feel interested or committed to the task. I am reminded of Carl Rogers' warning, "When I try to teach, as I do sometimes, I am appalled by the results... It seems to cause the individual to distrust his own experience and to stifle significant learning". If you ever find yourself saying, "My class is so unmotivated", then this learner-centredness is an important issue for you to consider. You may find that even very tiny steps towards giving students more ownership of their learning can make significant changes in their engagement and motivation.

Borrowed from:

Scrivener, J. (2012) *Classroom Management Techniques*. Cambridge: Cambridge University Press

Module 2 Preparing to Teach 1
Unit 2.2 Classroom Management
Session 8. Learner-centred classroom
Handout 3. Teacher- or learner-centred learning?

Tick (✓) the appropriate box next to the statement that reflects TCL or SCL. Compare and report back answers within the group.

	TCL	SCL
Knowledge is transmitted from teacher to students.		
Students construct knowledge through gathering and synthesising information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving, etc.		
Emphasis is on acquisition of knowledge outside the context in which it will be used.		
Students passively receive information.		
Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.		
Students are actively involved.		
Teacher's role is to coach and facilitate.		
Teacher's role is to be primary information giver and primary evaluator.		
Teacher and students evaluate learning together.		
Teaching and assessing are separate.		
Teaching and assessing are intertwined.		
Assessment is used to monitor learning.		
Assessment is used to promote and diagnose learning.		
Emphasis is on right answers.		
Emphasis is on generating better questions and learning from errors.		
Desired learning is assessed indirectly through the use of objectively scored tests.		

Module 2 Preparing to Teach 1
Unit 2.2 Classroom Management
Session 8. Learner-centred classroom
Handout 4. Teacher roles and learner-centredness

In pairs, discuss which teacher roles reflect the ideas of learner-centredness

Roles	Definitions
Assessor	Test and evaluate learning
Diagnostician	Identify strengths and weaknesses; uncover barriers to learning and their causes
Disciplinarian	Ensure that rules are respected, that behaviour is acceptable and order maintained
Facilitator	Ensure tasks and activities run smoothly; use techniques to enable effective participation; help learners learn for themselves
Guide	Give advice and direction to enable learning to take place
Provider	Communicate facts; provide information, tools, knowledge and skills to foster effective learning and developing
Materials developer	Create worksheets, activities, texts, games to make the learning process more motivating and effective
Mentor	Empathise with and counsel learners; help them to find answers to problems or difficulties; give advice to assist development
Organiser	Manage the space, that is, make decisions on seating arrangements, class dynamics, how activities will be carried out, what equipment will be used
Planner	Decide on learning aims, procedures for achieving these, materials to use, tasks and activities to be carried out
Problem-solver	Responding to problems as they arise, for example, breakdown of equipment, difficulties with planned activities, behavioural issues
Resource	Source of knowledge, know-how, information
Role model	Exemplar of best practice, standards of excellence, high-quality input

Read more about teacher roles in the learner-centred classroom from:
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1013.5365&rep=rep1&type=pdf>

Module 2 Preparing to Teach 1
Unit 2.2 Classroom Management
Session 8. Learner-centred classroom
Handout 5. How to make the lesson more learner-centred?

Read, discuss and compare within a group ideas about how to make the lesson more learner-centred.

Student 1

Start small.
Offer binary choices.
Allow divided outcomes.
If you offer a choice, make it genuine.
Make any constraints absolutely clear.
Don't make a big deal about choices.

Student 2

Get students to notice that not everyone has the same viewpoint.
Avoid wordings that imply that the teacher is someone who needs to be pleased.
Get students discussing some decisions.
Demonstrate that you are listening, but also have an opinion.
Don't always go with the majority.
Ask different people to make each decision.
Don't let decision-making get boring.

Student 3

Restrain yourself from being the power, the authority, the decider.
Offer choices more often as days go by.
Offer more open decisions as time goes on.
Offer more important decisions.
Train your learners in [active] listening and negotiating skills.
Train students to evaluate themselves.
Hand over a big decision and a strategy for deciding.
Ask big questions.

Borrowed from:

Scrivener, J. (2012) *Classroom Management Techniques*. Cambridge: Cambridge University Press, p.111-114

Read more about how to create a learner-centred classroom from:

<https://study.com/academy/lesson/creating-a-learner-centered-classroom-environment.html>

<https://www.educationcorner.com/developing-a-student-centered-classroom.html>

<https://roomtodiscover.com/student-centered-classroom/>

SESSION 9: MANAGING THE LESSON

Module 2 Preparing to Teach 1

Unit 2.2 Classroom management

Session 9: Managing the lesson

Handout 1: Guidelines for ordering components of a lesson (Jigsaw reading)

Read the information and share it with the other members of your group

1. Put the harder tasks earlier

On the whole, students are fresher and more energetic earlier in the lesson, and get progressively less so as it goes on, particularly if the lesson is a long one. So it makes sense to put the tasks that demand more effort and concentration earlier on (learning new material, or tackling a difficult text, for example) and the lighter ones later. Similarly, tasks that need a lot of student initiative work better earlier in the lesson, with the more structured and controlled ones later.

2. Have quieter activities before lively ones

It can be quite difficult to calm down a class – particularly of children or adolescents– who have been participating in a lively, exciting activity. So if one of your central lesson components is something quiet and reflective it is better on the whole to put it before a lively one, not after. The exception to this is when you have a rather lethargic or tired class of adults; here ‘stirring’ activities early on can actually refresh and help students get into the right frame of mind for learning.

3. Think about transitions

If you have a sharp transition from, say, a reading–writing activity to an oral one, or from a fast-moving one to a slow one, devote some thought to the transition stage. It may be enough to ‘frame’ by summing up one component in a few words and introducing the next; or it may help to have a very brief transition activity which makes the move smoother (see Ur and Wright, 1992, for some ideas).

4. Pull the class together at the beginning and the end

If you bring the class together at the beginning for general greetings, organization and introduction of the day’s programme, and then do a similar full-class ‘rounding-off’ at the end: this contributes to a sense of structure. On the whole, group or individual work is more smoothly organized if it takes place in the middle of the lesson, with clear beginning and ending points.

5. End on a positive note

This does not necessarily mean ending with a joke or a fun activity – though of course it may. For some classes it may mean something quite serious, like a summary of what we have achieved today, or a positive evaluation of something the class has done. Another possibility is to give a task which the class is very likely to succeed in and which will generate feelings of satisfaction. The point is to have students leave the classroom feeling good.

Borrowed from:

Ur, P. *A Course in Language Teaching*, p. 97

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Session 9: Managing the lesson
Handout 2: Monitoring strategies

Sort out the strategies (A-F) under the categories (1-6).

1. On task

- Check that instructions have been understood.
- Check that students are working as you want.
- _____

2. Positioning

- Stand back.
- Take a back seat.
- Leave them.
- _____

3. Purpose

- Tell the students what you are monitoring for.
- Are they using “the useful language”?
- _____

4. Intervention

- Help them, but don't interfere too early.
- Peer correction.
- If they don't need any help, stay out of the way.
- Don't become part of the proceedings. Give them a prompt and move on.
- _____

5. Correction

- Correct grammar or mistakes later on.
- Make a note of mistakes to refer to later on, or in a future lesson.
- _____

6. End of task

- Watch carefully, listen carefully.
- Rearrange the groups, maybe, and do the task again.
- _____

A Don't stop them from being experimental – encourage that.

B Lose eye contact.

C If you have one person who is left over, put that person into a group of three.

D Don't let the task drag on – leave them on a high.

E If there's one person who is obviously struggling, give them a monitoring task.

F If you hear something that is particularly good, then tell them.

Find content for managing the lesson at:

<https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson>
<https://www.prodigygame.com/main-en/blog/classroom-management-strategies/>

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Session 9: Managing the lesson
Handout 3: The teacher's monitoring plan

Examine the teacher's monitoring plan and decide if it is likely to be effective.
Look at the following speaking task that a teacher is going to use in class.

Task

Student A describes his or her family tree to Student B who draws the family tree. The students then change roles.

Now look at the teacher's monitoring plan – how she plans to monitor while her students do the task.

Checking they are on task: How do I know if they are doing what I want them to?

Are they speaking in English?
about their families?
Are they drawing each other's family trees?

Positioning: Where am I during the task?

Out of students' eye line
Close enough to hear what they are saying
Moving between pairs – maybe stay closer to ones who are off task

Purpose: What am I listening for?

Correct use of target vocabulary – family relationships
Interesting content – unusual stories
Interesting/complex use of language
Common errors

Intervention: What am I going to do if they are off task – not speaking in English, not drawing each other's family trees?

Make a remark and watch that the students get down to work
Give them help and move on
Ask someone to explain how the task should be done

Correction: What/when should I correct?

After the activity, because I don't want to interrupt their conversation

End of task: What will students who finish first do?

Ask fast-finishing pairs to make a group of four and say something about their family to each other

Planning your monitoring like this can help you focus on what you expect your students to do and how you'll know if they do it

Find ideas for monitoring student learning in the classroom at:

<https://www.teachingenglish.org.uk/article/monitoring>

<https://educationnorthwest.org/sites/default/files/monitoring-student-learning.pdf>

<https://www.classcraft.com/blog/monitoring-student-learning/>

Module 2 Preparing to Teach 1
Unit 2.2 Classroom management
Session 9: Managing the lesson
Handout 4: Follow-up learning

Read and/or watch the following material to understand some other aspects of Classroom Management.

Take notes of the most important issues for further reference in your future studies and work.

Aspects of Classroom Management	Resources
The teacher in the classroom <ul style="list-style-type: none"> • Using the voice • Use of eye-contact • Use of gestures 	J. Harmer <i>How to Teach English</i> , p.34-36 J. Scrivener <i>Learning Teaching</i> p. 94 Roger, Fillips and Walters <i>Teaching Practice Handbook</i> pp. 8-20
Managing resources and equipment: <ul style="list-style-type: none"> • Use of the board • Course books • Handouts and worksheets • Teaching aids 	Roger, Fillips and Walters <i>Teaching Practice Handbook</i> pp. 65-76 J. Scrivener <i>Learning Teaching</i> pp. 95-97;
Dealing with problem behaviour	J. Harmer <i>The Practice of English Language Teaching</i> , pp.126-130 P. Ur <i>A Course in Language Teaching</i> pp. 120-125
Classroom Management and General Tips	M. Lewis and J. Hill <i>Practical Techniques for Language Teaching</i> pp. 39-60
Setting up activities	Roger, Fillips and Walters <i>Teaching Practice Handbook</i> pp. 44-48
Interaction, management and feedback in the virtual classroom	Webinar by Cambridge English Assessment https://www.youtube.com/watch?v=CcyO5WyktC0&list=PLpmCHL8PnXq88RiE_Bc0bAaotsDCHsEay&index=31
Teaching mixed ability classes	Webinar by Cambridge English Assessment https://www.youtube.com/watch?v=Kxkn8sWubaA&list=PLpmCHL8PnXq88RiE_Bc0bAaotsDCHsEay&index=37

Appendices

Appendix A. Learner Journal

To make a successful learner on this methodology course you need to:

- reflect on your learning experience
- exchange experiences with your group/course mates
- find out about different learning strategies
- explore other sources and resources
- try out different and new ideas.

The types of questions you should ask yourself after each session are:

- What was new for me?
- What did I learn?
- What did I find difficult?
- What did I find interesting?
- How can I use this information?
- How does this fit with my own experience as a school learner /university student?
- What do I want to know more about?
- Where can I find this information?
- Who can I work with to develop understanding of the material I learnt during this session?
- What am I going to do/try?

What to write in the Learner Journal?

In your Learner Journal, write the number and title of the training session, e.g.

Unit 2.2. Session 1: What is classroom management? Establishing and maintaining rapport

Then, ask the questions (see above) of yourself and make notes here. The length of an entry should not exceed 200 words.

Appendix B. Recommended Reading

Session 1: Follow-up Reading

A 4-Part System for Getting to Know Your Students

Posted on July 10, 2016 by Jennifer Gonzalez

<http://www.cultofpedagogy.com/relationship-building/>

The biggest paradigm shift in my teaching career was the day I found out one of my students was homeless. Robert was talkative, academically average, fooled around a little too much. Some weeks he turned in good work, and other times he didn't. Among the 134 students that filled my rosters in my third year of teaching, he was a pretty typical seventh grade kid. But in March of that year, Robert was getting on my nerves: not turning in some of his work, talking out in class more than usual. I responded as I often did, with reprimands and lunch detention and generally feeling disappointed in him.

Then one afternoon, our guidance counselor mentioned in passing that Robert's family was homeless. They had been living in a shelter for the last two months. My whole view of Robert changed in an instant. I thought about how much he'd probably gone through in the last few months, all the things he'd probably seen, how unpredictable and unstable his life was, and how all that time he managed to show up to school most days, turn in some assignments, and basically hold it together.

At that moment, I realized I didn't really know my students at all.

Building solid relationships with your students is arguably the most important thing you can do to be an effective teacher. It helps you build trust so students take academic risks, allows you to better differentiate for individual needs, and prevents the kinds of power struggles often found in poorly managed classrooms.

Although most teachers value relationship-building, most don't have any kind of systematic approach for making that happen. We get to know students whenever there's time to squeeze it in, and this yields uneven results: Extroverted students make themselves known right away, others we get familiar with on a surface level, and far too many go largely unnoticed.

You'll get to know your students faster and more thoroughly if you have a system in place, a way to make sure you give sufficient attention to every child and store the information you gather for easy access later. In my years teaching at the middle school and college level, I developed a 4-part system that worked beautifully for me, and I think it will work for you as well.

Part 1: Break the Ice

Classroom icebreakers are a classic strategy for helping everyone feel more comfortable on the first day of school. But not all icebreakers are created equal: Many can be irritating, others are embarrassing, and some do nothing to actually help students get to know each other, so it's important to choose icebreakers that really help you and your students get acquainted in a comfortable, fun way.

You may already have some go-to icebreakers that you like. If not, here are **three classroom icebreakers** that students love.

Part 2: Take Inventory

In the first few days of school, distributing a getting-to-know-you questionnaire to students (or to their parents, if you teach young kids), is the most efficient way to gather information about every child. Most teachers already have some version of this, where we ask about students' favorite books or music, learn about their favorite hobbies and sports.

On my forms, I have also asked about whether my students have any health or allergy issues, what kind of technology they have at home, and whether their time is split between more than one household. For older students, I would also ask about outside responsibilities like jobs or extracurricular activities, so I know what else is competing for students' time. If you don't already have a form you like to use, I have created a nice set of editable **Student Inventories** for six separate age groups that will get the job done.

While you're at it, take time now to learn **how to pronounce each student's name correctly**, and what they prefer to be called. This makes a big difference.

Part 3: Store Your Data

Now that you have gathered all kinds of information on students, you need to do something with it. For most teachers, that means reading over the student surveys, then filing them away somewhere, never to be looked at again. Instead of letting this valuable information slip away, I have found it far more useful to store it all in one spreadsheet like the one below (click to view a larger image in a new window).

Name	Passions	Family	Activities	Academics	Food & Drink	Physical	Skills	Other
Adams, Toby	STL Cardinals Minecraft Skylanders	Lives w/ mom, dad, brothers Jordan (6) and Ben (4) and cat Mooshoo.	Baseball Chess Drawing	Loves Percy Jackson books Hates cursive	Peanut M&Ms Raw oysters!!	Asthma Broke arm last year	Knows a little coding	New to area – moved from Berkeley, CA Scared of dogs
Carter, Jaylen	Minecraft Sharks Martial Arts Jackie Chan	Lives with mom, sister Kayla (3) and dog Reggie.	Tae Kwon Do	Just started to like math last year	BBQ ++ Hates cantaloupe Snickers ++	Left-handed	Cooking omelets and brownies	Loves being outside and roller coasters
Christopher, Tim		Lives w/mom, at dad's every other wkend. ½ bro Kenny (2) at Dad & stepmom's.				Bee sting allergy		Homeschooled last year
Fong, Jenny	Earrings (just pierced this summer) Ross Lynch	Lives with mom, dad, Sister Lucy (15) and brother Michael (7)	Soccer Gymnastics Sticker collection	Loves to read but doesn't want to be seen carrying big books.	Peaches, grapes, cherries Sour cream & onion chips	Occasional eczema Just started wearing contacts	Braiding hair GREAT with special needs kids	Wants to be a pediatric oncologist when she grows up

The biggest advantage of having all the information in one place is that it makes it easy to occasionally refresh your memory. If I'm planning a lesson that has something to do with cooking, I can quickly glance down the "skills" column to see which of my students likes to cook. Imagine Jaylen's surprise when I casually mention something about omelets and say, "like Jaylen makes." Or how Toby would feel if I asked him how his cat Mooshoo was doing. The beauty of this kind of system is that it can, and should, be updated throughout the year. As I learn new things about my students, I can keep adding to the chart. Finally, it allows me to see which students I still don't know very well: Notice how many cells in Tim's row are empty. That's a signal that I need to spend more time with him.

If you have a lot of students—and in middle and high school, that could easily be well over a hundred—this kind of data entry can be time-consuming. Still, the effort is worth it, and I would argue that the more students you have, the more valuable this kind of chart can be, because the

chances of spending quality time with each student are slim. So make a separate chart for every class period and do five students per class, per night. Use whatever shorthand you can to cut down on the typing time. Chip away at it until it's done. You'll be glad you did.

When I originally introduced this system in **a post I did for Corkboard Connections**, I called it the Deep Data at a Glance Chart. In the 2015 book I co-wrote with Mark Barnes, **Hacking Education**, we changed the name to the 360 Spreadsheet. Regardless of what you call it, it will make a huge difference in your relationships with students. To get an editable version of this chart to make your own, you can **download one for free here**.

Part 4: Do Regular Check-Ups

The beginning of the school year isn't the only time to touch base with students. Several times throughout the year, or at the halfway point at the very least, survey students about how things are going for them. Ask how they feel about class procedures and rules, whether the assignments are fair, and how challenged they feel. It's also useful to ask open-ended questions like "What would you like to see more of in this class?" and "What else should I know?" These kinds of questions can uncover all kinds of information that you might never have known about otherwise.

Teachers often administer a survey like this at the end of the year, but I've found it much more useful to ask partway through, while there's still an opportunity to make changes that can turn things around. If you'd like a ready-made form for this purpose, I have created a "How's It Going?" form for two age levels: **Elementary** and **Secondary/College**.

Getting to know students sounds like a simple thing to do, something that just comes naturally and doesn't require any planning. Unfortunately, we don't always end up putting as much effort into this as we think. As we teach classroom procedures, get bus and lunch forms filled out, and begin diving into our content, relationship-building can fall by the wayside. By putting this system into place, you ensure that one of your most important jobs—getting to know each and every student—is done exceptionally well.

Session 2: Follow-up Reading

<https://www.englishclub.com/teaching-tips/teaching-large-classes.htm>

Teaching Large Classes

Most teachers agree that teaching a small group of students is easier, more enjoyable, and less time consuming than teaching a large group. Unfortunately, due to budgets, space, or lack of teachers, many ESL schools only offer large classes. In some schools, large classes may consist of up to 50 or more students. While your class may look more like a University lecture hall, your job is not to lecture. Just like teaching a small class, you must come up with engaging activities that keep all of your students interested and participating with the goal of improving their communication skills. While there are numerous challenges when it comes to teaching large classes, there are many coping skills and activities that you can use to make your job easier.

Advantages of Teaching Large Classes

- **High Energy:** Classes with many students may be noisy, but they are also fun and exciting.
- **Timing:** Classes go by quickly in a large class, and you will rarely catch yourself looking at the clock. You will regularly find yourself with extra activities that you did not complete that you can save and use in your next class.
- **Participation:** There is always someone who is willing to answer questions even if they are just guessing. Make sure to take answers from a variety of students.
- **Fillers:** Teachers have less need for fillers since core activities and lessons take longer to complete.

Challenges of Teaching Large Classes

- **Intimacy:** Remembering student's names can take a while. Teachers may feel that they do not get to know their students as well as they would like to.
- **Anxiety:** Some teachers feel anxious being so outnumbered by the students. In addition, some students are afraid to ask questions or participate in a large class.
- **Student needs:** Meeting individual needs can be difficult or impossible when class size is very large.
- **Marking:** Grading assignments and tests can be very time consuming, and your pay will generally be the same for a smaller class.
- **Distractions:** There are more distractions for teachers in large classes, such as latecomers and people chatting while you are teaching.
- **Preparation:** Making photocopies for a large class can be very time consuming. Other teachers may be bothered by how much time you spend using the photocopier.
- **Noise level:** Large classes can become out of hand when students are working in pairs or groups. At times you may feel more like a disciplinarian than a teacher.
- **Monitoring students:** Teachers may find it difficult to keep students on task as they monitor pair and group work.
- **Space:** There is limited space in a classroom for energetic activities such as role-playing.
- **Textbooks and resources:** There may not be enough textbooks or computers available for all students.

Strategies for Coping with Large Classes

- **Use a teacher's notebook:** Attach a small notebook and pen to your belt loop. Take notes while you are monitoring pair or group learning. Review common errors as a whole group after an activity is complete.
- **Spread out:** Find another space that your class can use for energetic whole group activities. Find a lobby or spare classroom in the building that your students can spread out

into when they are preparing a project or performance. Take students outside if there is no indoor space available.

- **Create a participation grade:** Make homework and attendance count by doing regular checks and making it part of their final grade. Giving a daily exam tip also encourages attendance.
- **Encourage competition:** Establish a fun and competitive atmosphere within the class, by dividing the class into teams. You may change the teams once in a while or leave them the same throughout a semester. Teams can win points for certain accomplishments (If noise and behaviour is a problem, students can lose points too.).
- **Relax:** Find ways to relax before class so that you don't feel anxious. Never attempt to prepare a lesson in the morning, right before class. Always have a water bottle handy. Always have an extra activity on hand in case something doesn't go as you expect it to.
- **Establish trust:** Learn unique ways to remember names and do your best to get to know something about each of your students. Create a seating chart on the first day and ask students to stick with it for a while. Tell your students at least one or two things about yourself beyond your role of teaching.
- **Manage the noise:** Establish a signal that you want your class to stop what they are doing and listen. This should be done from the first day, so that students become accustomed to it right away. Be careful not to use gestures or sounds that would offend anyone.
- **Reduce marking and preparation time:** Design quizzes and tests in a way so that you can reduce the amount of marking. Use peer evaluations when possible. If students submit journals, just read them and leave a short comment and/or suggestion, rather than fixing every grammar mistake. Designate a specific time when the teacher's room is slow to do most of your photocopying for the week. This will save you from feeling guilty for taking up the photocopier for a long time when another teacher only has a few copies to make.
- **Enforce a late policy:** Notify students of your late policy on the first day and stick to it. For example, don't let students enter your classroom after a warm-up has ended. If students miss class, make it their responsibility to catch up, not yours.
- **Share your e-mail address:** In a large class, you will find yourself feeling drained before and after class if you let students come early or stay late to ask questions every day. This alone can make you hate your job, especially if you are not paid for hours when you are not teaching. Encourage students to e-mail you with questions, and answer them on your own time. If you don't like the e-mail suggestion, try finishing your class ten minutes early once in a while and allow your students free conversation time. Take questions on a first come basis during this time.

Activities to use in Large Classes

- **Small group discussions:** Use topics related to a theme, or ask students to submit topic suggestions.
- **Who Am I?:** Tape the name of a famous person to the back of each student. Students go around the room asking questions and trying to identify themselves. Once they guess who they are they can place their nametag on the front and continue helping other students identify themselves.
- **Team spelling contests:** Each student who gets the spelling correct gets a point for their team.
- **Balderdash:** Large class can be split into teams. Teacher calls out a word and students have to write down the part of speech and definition. Each student to get both correct gets a point for her team.
- **Write the question:** Large class can be split into teams. The teacher calls out an answer and the students have to write the question. (ex. "Lynn") Each student to write the correct question gets a point. (ex. answer: What's your middle name?")
- **Questionnaires:** Students circulate around the room asking each other questions. Students can create their own questions on a given topic or theme, or you can provide the questionnaire handout. Follow up by asking each student to report the most interesting answer they received.

- **Categories:** The teacher calls out a category, such as fruit, and each student has to name a fruit when it is his turn. If a student hesitates for more than five seconds, he or she has to choose a new category and sit out the rest of the game. The last person to get out wins.

Sessions 5-6: Follow-up Reading

Teacher Talk and Learner Talk

Rod Bolitho

Abstract

This paper focuses on the purposes, nature, and quality of talk in the English language classroom. We are all in the business of communication, and yet there is reason to believe that much of the interaction that takes place in language classrooms has little or nothing to do with real communication and that some of it tends to infantilise learners. I suggest some possible reasons for this and look at some ways in which the problem can be addressed, with reference to questioning, thinking skills, language awareness work and cross-curricular links in teaching and materials.

Some questions about classroom talk

Before you start reading the rest of this article, you may like to address the following questions with reference to your own routines as a teacher or teacher educator. Thinking about the questions and making a few notes on them may help you to get more out of reading what follows.

- ☞ *What kind of talk goes on in your classroom?*
- ☞ *Who initiates the talk?*
- ☞ *Who decides who should talk?*
- ☞ *Who asks most of the questions?*
- ☞ *What about the quality of listening in your classroom?*

Some issues related to classroom talk

There is no doubt that plenty of talk goes on in modern, communicative language classroom. But what is the nature of this talk and on whose terms does it take place?

Quality vs. quantity: the curse of the speaking skill

Teachers of English in many countries are now being trained to give more attention to the development of speaking skills in their learners, in part to compensate for earlier excessive preoccupations with reading and writing and in part because the spoken language is seen as such a vital tool in modern communication. Teachers, supported by many recent and current textbooks, have been encouraged to foster speaking through techniques such as role play, project work and dialogue practice, and to vary practice and interaction patterns in the classroom by making extensive use of pair work and group work as well as whole class sessions. In my experience of observing classes in recent years, this has led to a great deal of what I can only describe as low quality and relatively meaningless talk. All too often, the topics chosen are banal and trivial, perhaps making linguistic demands on learners, but certainly not stretching their capacity for critical thought. It may be (and this is just a thought!) that some coursebooks are going in for the kinds of trivial topic that crop up time and again in our media: teenage magazines, soap operas and reality TV shows. It may also be that some learners (and teachers) feel 'safe' when they speak about uncontroversial topics and there is no doubt that political correctness and good taste limit the range of topics which is acceptable as a vehicle for classroom talk. Equally, however, I have had secondary school intermediate-level learners in more than one context tell me that they would like to discuss 'real' issues and not just 'fill time' with talk at a superficial level which, to them, is neither interesting nor memorable. They also see that drilling and pronunciation exercises may contribute to the development of 'the speaking skill', but they don't see them as a substitute for real talk.

There appears to be potential for a 'trade-off' here: half an hour of *good quality* talk about a topic which genuinely interests learners may have far more impact than a couple of hours of 'jumping through the hoops' of role play and group work in order to fulfil the outward requirements of communicative teaching. On initial training courses, student teachers are often exhorted to find ways of cutting down on teacher talking time (TTT), as though it were a sin, and to ensure there is a proportional increase in learner talking time (LTT), as though this were a panacea. Nobody seems to mention the *quality* of the talk under scrutiny here. Here again we need to think of striking a balance: three minutes of good quality teacher talk can be of far greater lasting value to learners than twenty minutes of learner discussion about their favourite holiday pursuits.

The standard classroom exchange and the impact of 'routinisation'

Research has shown that the most common classroom exchange has three 'turns': (1) teacher asks, (2) learner answers, (3) teacher evaluates the answer. This sequence is repeated thousands of times a day in classrooms all over the world. It is what passes for teaching and learning. Morgan and Saxton question this assumption:

"The classic concept of learning is that it occurs when the teacher asks the questions and the students can answer them, but the reality is that learning does not occur until the learner needs to know and can formulate the question for himself." (1991:75)

I shall return to the topic of questioning later in this article. In language classrooms, the three-stage exchange referred to above has an extra, and for many learners rather sinister purpose. The purpose of a teacher's question is all too often not to listen to *what* the learner says, but rather to *how* s/he says it. Consider the following exchange which I picked up from an unpublished classroom video:

Teacher: What did you do last weekend, Carla?

Carla: We went to the beach and then we drove to London again.

Teacher: 'Drove', Carla, 'drove'. It's an irregular verb, remember?

Here the teacher shows no interest in Carla's message, just in the language she uses to express it. The sad thing is that Carla is herself almost certainly a veteran of such routinised exchanges and she realises what the 'rules' are even before she speaks. By now she would probably even get a shock if the teacher showed any interest in her weekend activities for their own sake. This kind of exchange is not communication. In the classroom it is simply a pretext for learners to put their language up for scrutiny and for teachers to correct it. Outside the classroom the teacher's response would very probably be seen as socially unacceptable. And yet many of us call our classrooms communicative.....

Who really listens?

You could argue that Carla's teacher is 'listening' to her in a way, but this is far from the kind of listening which is typical of the give and take of real life talk. A teacher who really listens to what her students have to tell her is far more likely to get a positive response from them. Everyone likes to be listened to attentively and there seems to me to be no reason why this should be any different in a language classroom. A listening teacher sets the tone for the development of a listening culture in the classroom. If the teacher values what the students say, and shows them that she does, they are far more likely to listen attentively to her and, importantly, to each other. There are other reasons why the quality of a teacher's listening may not be as good as it could be, apart from this tendency to focus on errors. All sorts of things may be going on in her mind while a student is speaking: planning the next 'move' in the lesson, keeping half an eye on a student in the far corner who is not paying attention, groping round desperately for a board marker or a piece of chalk – all of this is quite natural teacher behaviour, but it prevents us from giving proper attention to the student whose turn it is to speak. It takes a good deal of determination and self-discipline to learn to clear our head of all this 'clutter' and to listen actively to student contributions. But on the

occasions when we achieve it, the rewards are quickly evident in terms of student motivation and participation.

We all know that 'You're not really listening to me' feeling. Why should we inflict it on learners in a classroom?

Silence, dominance and the 'pecking order' in the classroom

There may be many reasons why a student elects to keep silent in a classroom: fear of making mistakes ('lathophobia' from the Greek), a desire not to 'stand out', a dislike of how s/he *sounds* in English, a need to take time to think, or simply a bad day. Whatever the reason, language teachers seem to have been imbued with a collective fear of silence, as though it represents emptiness, or an unproductive use of time. Once again, this flies in the face of what generally happens during real communication outside the classroom. We choose when to speak and when to remain silent. Other than in other highly formal and ritualised situations such as meetings, courtrooms and so on, we don't expect someone else to determine when we should speak or remain silent. Accepting that the smooth running of a class requires that turn-taking conventions be observed and that no teacher, quite understandably, wants everyone to be shouting at once, or one student to be hogging all the talking time, there is still plenty of room for a more relaxed attitude to the classroom as a communicative social community.

There is plenty of evidence that good quality talk often includes thoughtful silences (as opposed to empty silences or embarrassed silences). If a teacher chooses to put a good question 'into the air', students are likely to need time to consider and formulate an answer, rather than to rush out with something because the teacher shows signs of impatience and wanting to get on to the next question because she is behind with her lesson plan. The kind of silence that can grow after a good question is educationally valuable because it promotes thinking, and if it happens frequently students will come to understand it and make use of it as a time for them to order their thoughts and to find the right way of expressing them.

Dominant and overzealous students are often the first to 'break' this kind of silence and a teacher may need to hold them in check for a few moments to allow others the space they need to put their thoughts in order. Far from interrupting talk, this kind of silence is an integral part of it. Morgan and Saxton put it like this:

"Quality thinking time is filled with the energy of curiosity which will be balanced by the energy of thinking and feeling. Active silence speaks as loudly as words. An interrupted silence is equal to interrupting a speaker; thought is part of verbal expression and exchange." (1991:80)

Surely this ought to be even more the case in a language classroom where learners will often need even more time to work towards articulating their ideas.

The nature and purposes of 'real' talk

Van Ments (1990:20) identifies four different kinds of verbal communication: *phatic*, referring to 'light-hearted social discourse' with 'no agenda and no objective'; *cathartic*, denoting a 'highly personal form of speech whose main purpose is to release emotional tension'; informative, which involves sharing ideas and knowledge and is 'the basis of educational talking'; and *persuasive*, defined as 'talk as an instrument to change attitudes and produce decisions and actions.' These distinctions are useful at one level, but I prefer to take them a little further in order to forge a link with the key ideas in this article.

Talk as a means of learning

Everyone uses talk for this purpose but the sad reality is that this kind of talk is not always encouraged in classrooms, of all places. Listening in to any child-parent conversation will sooner or later reveal the way a child uses talk to gain knowledge and understanding. I noted down this

exchange between a child of about four and her mother on the train from Liverpool Street to Stansted Airport:

Girl: Look Mum, the sea!

Mother: That's not the sea, darling – it's a lake.

Girl: Why isn't it the sea?

Mother: Because it isn't big enough. The sea is really big.

Girl: So a lake is like a little sea...

Mother: Yes, I suppose it is really

In the classroom, the favourable child: adult ratio illustrated in this short exchange no longer applies, and this kind of enquiring talk is less easy for a teacher to handle. However, it is far from impossible. One of the best primary school lessons I have ever seen was one in which the teacher sat on a low stool with the children cross-legged on the floor in a semicircle all around him. He produced a piece of quartz, held it up for everyone to see, said nothing and just waited for the children to make the first move. After a hesitant start, they began to bombard him with questions and remarks until they had found out everything they could about the glistening stone, which was in the meantime passed around for everyone to see and feel. The sense of wonder and fascination in the room was palpable and the children were eager to get on with the next stage of their project which was to go to a beach and collect different kinds of stones and fossils for close examination and classification. The lesson for me was that good quality classroom talk does not have to be highly structured but that it does need to be initiated in a thoughtful and imaginative way. In language classrooms we are often so much concerned with skills and language systems that we too easily forget about the potential of this kind of learning-oriented talk.

Another feature of 'real' talk that distinguishes it from the sometimes artificial exchanges that take place in the classroom is that when we ask a question we do so because we want to know the answer. That was what motivated the primary children in the example just quoted. Compare it with the exchange between the teacher and Carla, in which the teacher had no obvious interest in the learner's answer, and with the (literally) hundreds of questions that teachers ask each week to which they already know the answer – *What's the past tense of 'drive'*; *What's the capital of the USA?*; *What is the formula for common salt?* – behaviour which, if transferred to the world outside, would soon have people doubting their sanity. In my experience of observing in classrooms around the world, the proportion of this kind of 'low-challenge', knowledge-seeking question a child is confronted with on an average day at school is very high compared with the type of question which provokes deeper thinking and a more considered response. Bloom and Kratwohl's (1965) work on the classification of thinking skills into lower order and higher order can help us here: they define 'lower order' thinking skills as oriented towards *knowledge, comprehension* and the *application of knowledge*, and 'higher order' thinking skills as being concerned with *analysis, synthesis* and *evaluation*. One of the most demotivating things about routine classroom exchanges for many learners is that these three higher order skills remain underdeveloped, particularly in the early years of education, leading to a gradual diminution of curiosity and interest. In language classes, reading lessons all too often stop once comprehension has been checked and a grammar class may be almost entirely knowledge and application-focussed. The opportunity to ask more challenging and interesting questions is all too often missed

Talk as a means of transferring meaning

We all need to 'get a point across' to others at one time or another whether this is at a family gathering, in a formal meeting or in a classroom. Equally, we know the feeling that comes when our interlocutor fails to 'get' the point we are trying to put across. In such cases, meaning has to be negotiated between speaker and listener, to make sure that unilateral understanding becomes shared understanding. Sadly, these kinds of conventions of negotiation apply all too seldom in

teacher-learner interactions. In many educational contexts, knowledge and meaning are 'transmitted' without any obvious attempt to ascertain that the 'message' has been 'received and understood'. Learners are expected to digest a teacher's 'meanings' without question, and many are reluctant to 'swim against the tide' by asking for clarification when they need it. In some cases, this kind of behaviour by learners is even actively discouraged or seen as disrespectful; they either accept a message on the teacher's terms or not at all. The resultant half-understandings and misunderstandings only become evident when a learner hands in a piece of work or takes a test, and the teacher sees underperformance or error as the fault of the learner and not of any earlier, failed classroom communication. In the language classroom, our preoccupation with teaching techniques and methods has until recently led to a neglect of the learner's perspective, thereby causing an opportunity for rich and meaningful classroom talk to be missed. And while we seem to be very good at developing learners' fluency in social and everyday situations in terms of the initial level of communication ('*Can you tell me the way to ...?*'; '*How much is?*'; '*I'd like a cup of black coffee, please*'), we seem to be less good at helping them with the language needed to explore meaning or clear up misunderstandings which is ultimately equally or even more important to successful interpersonal communication beyond the confines of the classroom.

Talk as a tool for reflection and making sense

This kind of talk takes place in many 'real-world' situations - when we have watched a film with someone and talk it through afterwards, after a meeting or a discussion in which interesting ideas were bandied around, when a child has 'learned a lesson the hard way' and is asked by a parent to think about it - there are so many everyday instances. Some people seem to thrive on this kind of talk while others get impatient with it (I have a colleague who falls into that category) and are anxious to get on to the next task or a new challenge. In educational settings, this is the kind of talk which is most associated with experiential learning, where learners 'talk down' the experience of a shared activity, often 'deconstructing' it and then recreating it through talk. In language classrooms, there is usually plenty of 'shared activity' through group work, role play etc, but too often (the curse of the speaking skill again!) the activity is seen as a vehicle for activating language, and therefore an end in itself, rather than as a point of departure for reflective talk or lively discussion where opinions might differ and there might be a reason for learners to listen to each other and an opportunity to take part in talk that develops organically rather than being orchestrated within strictly defined parameters by a teacher whose objectives are stated solely in terms of language skills without an educational dimension. As a reader your response to this point may well depend on the extent to which you see yourself as an educator as well as someone who imparts useful skills and knowledge; to me, it certainly seems like another opportunity missed. With curricula all around the world now laying particular emphasis on critical thinking, isn't it time for us as language teachers to make a more effective contribution?

Talk for social purposes

I will always remember a student in my *English for Graduate Chemists* class at a German University saying to me (in German, over a post-class beer!) that he found it strange that he was able to put together and deliver a conference paper in his own special field, but that he couldn't understand a joke in English, or keep up his part in a conversation with English speakers at a party. The curse of ESP at work this time, perhaps! Social talk, the type identified as 'phatic' by van Ments, can be every bit as difficult to master as other types of talk for language learners, and it is also the area in which talk-related cultural conventions are perhaps at their most prominent. Speaking skills classes usually take care of the purely functional side of social talk, but all too rarely attend fully to these cultural dimensions. Despite all the current focus on social constructivism in learning (cf Williams and Burden 1997), implying a view of the classroom as a social as well as a functional community, finding time, space and motivation for social talk is not easy. In classes with a common L1 this is especially difficult as phatic communication seems unnatural in anything other than the mother tongue. Yet the experience of my German graduate chemist is a reminder of its importance for future if not present communicative purposes.

Self-talk and inner talk

'Talking to yourself again?' – how often do we hear this apparent reproach from our friends and families? There is no doubt that talking to oneself within earshot of other people is viewed as socially unacceptable and even deviant in many cultures, and yet we all do it quite happily when there is no-one around. It is so common that it must have a positive function, and while this certainly differs from one individual to another, it probably serves purposes such as issuing reminders and injunctions to oneself, arranging one's thoughts after exposure to new ideas or before expressing oneself in a more public way, or rehearsing what one wants to say in a 'set piece' of some kind, in order to listen to oneself and see what it sounds like. These are all, equally, functions of 'inner talk', which may remain unuttered but is nonetheless a talk 'genre' which is extremely valuable to most of us. In many ways, it is the bridge between thinking and speaking. Speaking is for many people an outcome of thinking, but the converse can also be true: articulating ideas also gives rise to further thought. Vygotsky (originally in 1934) put it succinctly: "Thought is not just expressed in words; it comes into being because of words". Drawing on his experience of being brought up by a German mother and an Irish father, Hugo Hamilton saw the relationship between talk and thinking and meaning with a strong cultural overlay:

"(My mother) says German people say what they think and Irish people keep it to themselves, and maybe the Irish way is sometimes better. In Germany, she says, people think before they speak, so that they mean what they say, while in Ireland, people think after they speak, so as to find out what they mean. In Ireland, the words never touch the ground." (2003:)

Years ago, I had a Russian teacher in Düsseldorf who used to tell us to mutter to ourselves for 60 seconds before trying to respond to a question in our very basic Russian. It made for a short period of what seemed like comical chaos at the time, but I now finally understand why she did it – it loosened our tongues, helped us to overcome our inhibitions and encouraged us to find a 'Russian voice' in ourselves, something which I still have, 40 years later.

Institutional culture and learners' experiences

There is no doubt that children as learners are to a large extent conditioned by their environments at school and at home. In this section I look briefly at some of the factors which influence learners' (and teachers') attitudes to talk.

School Culture

Schools and other educational institutions can be characterised by a talking culture, a culture of silence or shades in between. I have worked in institutions at both ends of the spectrum – one which was all talk and no action, and another in which a lot was done in isolation without any obvious sign that talk played a significant part, and where people actually struggled to give each other the time of day. The happiest place I ever worked in was one where there was talk between colleagues at many levels – social, informative, negotiative and even self talk, as well as a commitment to listening, all in a spirit of mutual learning and respect. It was, I'm sure, what Hargreaves (1994) described as a 'collaborative culture'. All of this very visibly 'washed down' to classroom level, where students of English were regularly engaged in meaningful talk activities of one sort or another.

Peer Culture

Teachers of teenagers will need no introduction to the notion of peer pressure and its influence, for better or worse, on learners' classroom performance and on levels of involvement. If the consensus in a particular group is that it's 'cool' to talk, the teacher will have little difficulty in getting a lively discussion off the ground. This was the prevalent class culture in many of the secondary schools I have visited in Romania, for example, and I believe it is one of the reasons for the high standards of proficiency in English achieved by many Romanian state school students. If, however, the accepted culture is to be 'strong and silent', the teacher will have a tough time trying to

squeeze contributions out of adolescents whose image with their peers is more important to them than the teacher's view of them. This kind of culture is frequently all too evident in British secondary schools, and along with our traditional disdain for foreign languages, is almost certainly a reason for the massive underachievement by British school pupils in foreign languages.

Home Culture

Many kids in our modern 'push-button' age are deprived of opportunities for talk in the family circle. Mealtimes are often rushed to enable kids or parents to catch the latest episode of a soap opera or a reality TV show, and significant chunks of free time are spent in front of a screen of one sort or another. Family discussions, along with other oral traditions like storytelling, bedtime stories and 'parlour' games, seem to be dying out, though magazines and Sunday supplements exhort their middle-class parent-readers to regard the TV, the Internet and computer games as stimuli for talk. By contrast, some primary school teachers complain that children in reception classes arrive with little or no idea of how to engage in talk or other social activity, and school may have to compensate for this.

Creating opportunities for talk

Against the background I have outlined up to this point, I believe that we as language teachers need to look at our practices and to find ways of promoting talk almost as an educational imperative in our classrooms. If we, in the 'front line' of the business of communication, don't do it, who will? In general terms, we need to:

- ☞ show that we value talk and that we listen to *what* our students have to say as well as how they say it
- ☞ promote a 'listening culture' in our classrooms
- ☞ ask more challenging questions to engage higher order thinking skills and be ready to accept unexpected answers
- ☞ allow silences and time for thought
- ☞ challenge and change stultifying routines such as the three-stage classroom exchange
- ☞ plan and build in meaningful tasks to encourage productive talk
- ☞ encourage students to ask questions, initiate talk and to seek for meanings
- ☞ involve students in decision-making
- ☞ help learners to 'find a voice' in English

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Session 7: Follow-up Reading

20 Ways To Provide Effective Feedback For Learning

<https://www.teachthought.com/pedagogy/20-ways-to-provide-effective-feedback-for-learning/>
contributed by **Laura Reynolds**

While assessment gets all the press, we often misunderstand effective feedback for learning.

When feedback is predominately negative, studies have shown that it can discourage student effort and achievement (Hattie & Timperley, 2007, Dinham). In my experience, the only thing I knew is that I hated public speaking and I would do anything possible to get out of it. As a teacher, most of the time it is easy to give encouraging, positive feedback.

However, it is in the other times that we have to dig deep to find an appropriate feedback response that will not discourage a student's learning. This is where the good teachers, the ones students remember forever in a positive light, separate themselves from the others.

A teacher has the distinct responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated. Here you will find 20 ideas and techniques on how to give **effective learning feedback** that will leave your students with the feeling they can conquer the world.

20 Ways to Provide Effective Feedback

1. Feedback should be educative in nature.

Providing feedback means giving students an explanation of what they are doing correctly *and* incorrectly. However, the focus of the feedback should be based essentially on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work.

Consider using the concept of a 'feedback sandwich' to guide your feedback: Compliment, Correct, Compliment.

2. Feedback should be given in a timely manner.

When feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If we wait too long to give feedback, the moment is lost and the student might not connect the feedback with the action.

3. Be sensitive to the individual needs of the student.

It is vital that we take into consideration each student individually when giving feedback. Our classrooms are full of diverse learners. Some students need to be nudged to achieve at a higher level and others need to be handled very gently so as not to discourage learning and damage self-esteem. A balance between not wanting to hurt a student's feelings and providing proper encouragement is essential.

4. Ask the 4 questions.

Studies of effective teaching and learning (Dinham, 2002, 2007a; [2007b](#)) have shown that learners want to know where they stand in regards to their work. Providing answers to the following four questions on a regular basis will help provide quality feedback. These four questions are also helpful when providing feedback to parents:

What can the student do?
What can't the student do?
How does the student's work compare with that of others?
How can the student do better?

5. Feedback should reference a skill or specific knowledge.

This is when rubrics become a useful tool (**single-point rubrics**, for example). A rubric is an instrument to communicate expectations for an assignment and a useful way to provide effective feedback for learning. Effective rubrics provide students with very specific information about their performance, compared to an established range of standards. For younger students, try highlighting rubric items that the student is meeting or try using a sticker chart.

6. Give feedback to keep students 'on target' for achievement.

Regular 'check-ins' with students let them know where they stand in the classroom and with you. Utilize the '4 questions' to guide your feedback.

7. Host a one-on-one conference.

Providing a one-on-one meeting with a student is one of the most effective means of providing feedback. The student will look forward to having the attention and allows the opportunity to ask necessary questions. A one-on-one conference should be generally optimistic, as this will encourage the student to look forward to the next meeting.

As with all aspects of teaching, this strategy requires good time management. Try meeting with a student while the other students are working independently. Time the meetings so that they last no longer than 10 minutes.

8. Feedback can be given verbally, non-verbally, or in written form.

Be sure to keep your frowns in check. It is imperative that we examine our non-verbal cues. Facial expressions and gestures are also means of delivering feedback. This means that when you hand back that English paper, it is best not to scowl.

9. Concentrate on one ability or skill.

It makes a far greater impact on the student when only one skill is critiqued versus the entire paper being the focus of everything that is wrong.

For example, when I taught Writer's Workshop at the elementary level, I would let students know that for that day I was going to be checking on the indentation of paragraphs within their writing. When I conferenced with a student, that was my focus instead of all the other aspects of their writing. The next day would feature a new focus.

10. Alternate due dates for your students/classes.

Utilize this strategy when grading papers or tests to provide effective feedback for learning. This strategy allows you the necessary time to provide quality, written feedback. This can also include using a rotation chart for students to conference with at a deeper more meaningful level. Students will also know when it is their turn to meet with you and are more likely to bring questions of their own to the conference.

11. Educate students on how to give feedback to each other.

Model for students what appropriate feedback looks like and sounds like. As an elementary teacher, we call this 'peer conferencing.' Train students to give each other constructive feedback in a way that is positive and helpful. Encourage students to use post-it notes to record the given feedback.

12. Ask another adult to give feedback.

The principal at the school I taught at would often volunteer to grade history tests or read student's writing pieces. You can imagine how the student's quality of work increased tenfold! If the principal is too busy (and most are), invite a 'guest' teacher or student teacher to critique work.

13. Have the student take notes.

During a conference over a test, paper, or a general 'check-in,' have the student do the writing while you do the talking. The student can use a notebook to jot down notes as you provide verbal feedback.

14. Use a notebook to keep track of student progress.

Keep a section of a notebook for each student. Write daily or weekly, dated comments about each student as necessary. Keep track of good questions the student asks, behavior issues, areas for improvement, test scores, etc. Of course, this requires a lot of essential time management but when it is time to conference with a student or parent, you are ready to go.

15. Return tests, papers, or comment cards at the beginning of class.

Returning papers and tests at the beginning of class, rather than at the end, allows students to ask necessary questions and to hold a relevant discussion.

16. Use Post-It notes.

Sometimes seeing a comment written out is more effective than just hearing it aloud. During independent work time, try writing feedback comments on a post-it note. Place the note on the student's desk the feedback is meant for. One of my former students had a difficult time staying on task but he would get frustrated and embarrassed when I called him out on his inattentive behaviors in front of the class.

He would then shut down and refused to do any work because he was mad that I humiliated him. I resorted to using post-it notes to point out when he was on task or not. Although it was not the most effective use of my time, it really worked for him as a way to provide effective feedback for learning.

17. Give genuine praise.

Students are quick to figure out which teachers use meaningless praise to win approval. If you are constantly telling your students 'Good Job' or 'Nice Work' then, over time, these words become meaningless. Make a big deal out of a student's A+ on that vocabulary test. If you are thrilled with a student's recent on-task behaviors, go above and beyond with the encouragement and praise.

Make a phone call home to let mom or dad know how thrilled you are with the student's behavior. Comments and suggestions within genuine feedback should also be 'focused, practical, and based on an assessment of what the student can do and is capable of achieving' (Dinham).

18. "I noticed...."

Make an effort to notice a student's behavior or effort at a task. For example; "I noticed when you regrouped correctly in the hundreds column, you got the problem right." "I noticed you arrived on time to class this entire week." Acknowledging a student and the efforts they are making goes a long way to positively influence academic performance.

19. Provide a model or example.

Communicate with your students the purpose of an assessment and/or feedback. Demonstrate to students what you are looking for by giving them an example of what an A+ paper looks like. Provide a contrast of what a C- paper looks like. This is especially important at the upper learning levels.

20. Invite students to give you feedback.

Remember when you finished a class in college and you were given the chance to 'grade' the professor? How nice was it to finally tell the professor that the reading material was so incredibly boring without worrying about it affecting your grade? Why not let students give you feedback on how you are doing as a teacher?

Make it so that they can do it anonymously. What did they like about your class? What didn't they like? If they were teaching the class, what would they do differently? What did they learn the most from you as a teacher? If we are open to it, we will quickly learn a few things about ourselves as educators.

Remember that feedback goes both ways and as teachers, it is wise to never stop improving and honing our skills as teachers.

20 Ways To Provide Effective Feedback For Learning; A version of this post first appeared on opencolleges.edu.au

Session 8: Follow-up Reading

Students Learn Less When They Sense Teacher Hostility

http://blogs.edweek.org/edweek/inside-school-research/2018/05/students_perform_worse_when_th.html

By **Sarah D. Sparks** on May 11, 2018 9:28 AM

Just as many students have stories of their favorite, inspirational teacher, many also can recall at least one class spent living in dread of a teacher's acid comments. Maybe the teacher wanted to project take-no-guff sternness, or considered sarcasm the way to connect with adolescents.

Regardless of the reason, those teachers may have hurt their students' academic progress, according to a new [study in the journal Communication Education](#). It found that students in a lecture in which the teacher was hostile performed 5 percent lower on average on a test of the content than students in a class with a neutral teacher.

"The data tell a simple and perhaps unsurprising story: Some instructors are candidly mean to their students, and as a consequence, their students believe they learn less," wrote lead author Alan Goodboy, a communications professor and bullying researcher at the University of West Virginia, and his colleagues. Prior studies have found that students [remember put-downs and sarcastic or snide remarks by teachers](#) and consider them a major barrier to learning.

Goodboy and researchers from West Virginia University and California State University, Long Beach, randomly assigned about 500 college students to either watch a lesson taught by a neutral teacher or one who was "antagonistic," criticizing student comments, using put-downs, or favoring some students over others—though neither teacher actually raised his voice to students. Then both groups were asked about their impressions of the material and tested on its content.

Students who watched the hostile lecture were more likely than those who watched the neutral lecture to say they disliked the content, and more likely to report they would not take a class taught by the teacher in the future. And in a test of the material, students who watched the hostile teacher performed 5 percent worse than the other students.

Moreover, the students who were naturally oriented to learn to develop their own mastery of the subject, rather than just to get top grades and those who were inclined to put more effort into challenging tasks—in other words, the students mostly likely to be engaged and eager to learn in class—had the scores that were most negatively affected by being exposed to a derisive teacher.

"Even slight antagonism, coupled with otherwise effective teaching, can demotivate students from being engaged and hinder their learning opportunities," Goodboy said in a statement on the study. "So even one bad day of teaching can ruin a student's perception of the teacher and create an unnecessary roadblock to learning for the rest of the term."

Teacher Stressors

These results come as teachers cope with [shifting accountability systems](#), high-need students, and fights over pay and working conditions that have prompted [walkouts across the country](#). It's tough to not let that stress and frustration show in the classroom, and the rising tensions have prompted some administrators to call for more social and emotional supports for teachers, not just students.

The findings also build yet more evidence of the [importance of relationships and respect in student learning](#). The students in the current study were all undergraduates, so the effects may be different on younger students in K-12.

Appendix C. The Profile of a Newly-Qualified English Teacher

A graduate from the PRESETT Bachelor's programme* should demonstrate the following knowledge, skills and qualities:

Understanding learners

- Understand how to identify learners' needs as they evolve and adapt teaching procedures and materials accordingly
- Understand the main theories related to second language learning and acquisition and their implications for practice
- Reflect on their learners' language learning processes
- Involve learners in different ways of learning to help them develop their learning strategies
- Advise learners on how to organise and manage their learning productively
- Take into account psychological and social factors that influence learner behaviour when planning and teaching
- Understand the concept of learner autonomy and its implications for teaching and learning
- Guide learners in finding and using resources in and beyond the classroom that assist their learning
- Identify individual learning difficulties and cater for different categories of special educational needs in planning and teaching

Planning lessons and courses

- Plan teaching to meet the needs of learners and to achieve course outcomes according to the curriculum
- Plan teaching of the language systems in appropriate communicative contexts
- Evaluate and select materials to engage learners in line with the aims and objectives of a lesson, and the specific teaching/learning context
- Plan the stages of a lesson in a way that enables language skills to be developed systematically
- Plan the timing of a lesson in an organised way, allowing time for monitoring and feedback
- Plan interaction patterns for different activities during the lesson
- Analyse the language to be presented in the lesson and anticipate the problems that learners may face
- Set aims, objectives and learning outcomes of lessons and lesson sequences appropriately
- Plan lessons taking into account insights from previous classes
- Anticipate non-language problems that may arise during the lesson and plan how to respond to them

Managing the lesson

- Create conditions and provide facilities for learning in the classroom
- Organise classroom processes through clear instructions and accurate timing
- Set up and monitor a range of interactions in the classroom according to learning purposes and learning styles
- Maintain a proper balance between teacher talk and student talk
- Identify problems in learner behaviour and deal with them appropriately
- Provide appropriate feedback to learners
- Solicit and act on feedback from learners
- Use classroom resources and technologies to support learning

Evaluating and assessing learning

- Apply different types of assessment to suit a range of learning contexts
- Identify and diagnose learners' errors and difficulties and apply the findings in teaching and assessment
- Use a range of techniques to correct errors in learners' spoken and written language, and provide developmental feedback
- Help learners to understand their errors and how to deal with them

- Equip learners with tools for assessing their progress and achievement
- Use given criteria from an existing assessment scale to grade learners' progress and achievement
- Refer to the National Curriculum to select texts for teaching and testing.
- Design progress and achievement tests that are based firmly on National Curriculum requirements and CEFR level descriptors
- Evaluate and select existing tasks/ tests from an online or a printed source for assessing learners' progress and achievement, adapting and/ or supplementing them if needed.
- Administer, mark and give feedback on tests and assessment in a timely and appropriate fashion and maintain accurate assessment records.

Knowing the subject of English

- Have a B2/C1 level in the target language and make a justified use of L1 and L2 in class
- Select language and terminology appropriate to the level of the learners and the type of the lesson
- Give full, accurate answers to queries from students about different aspects of language and usage
- Anticipate learners' problems while dealing with the language in class
- Use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors
- Provide a good model of pronunciation and grammatical accuracy for learners.
- Keep up to date with changes and innovations in spoken and written English

Knowing the subject of methodology

- Have a sufficient knowledge of theories of language teaching and learning, methodology concepts
- Provide principled justification for the teaching approaches, range of techniques and materials being used
- Select and create appropriate tasks and materials for the classroom
- Develop their range of teaching techniques following up observation of colleagues

Managing own professional development

- Understand the principles of reflective practice
- Collaborate with colleagues, regularly share experiences and ideas with other teachers and get support from them
- Undertake further training
- Keep up to date with the latest developments in ELT
- Understand how to observe and learn from other teachers
- Identify areas for professional development, set goals and plan development to achieve these goals
- Build learner autonomy in themselves

*Типова програма «Методика навчання англійської мови». Освітній ступінь бакалавра. Івано-Франківськ: НАІР, 2020. 126 с.

Appendix D. Assessment Specifications

Module 2 Preparing to Teach 1 Assessment Specifications

Assessment in this module consists of three components:

1. Attendance and participation (30% of total for the module)
2. Cumulative check of understanding in the form of a multiple choice test (40% of total for the module).

Individually, do the test (40 items) to check your understanding after units 2.1–2.2 (40% of total for the module).

3. Portfolio containing two items (30% of total for the module). The portfolio tasks are submitted in an agreed format.

Individually, create a portfolio containing the following items:

Portfolio items		Weighting
1	analytical statement of methods and approaches you were exposed to	15%
2	an analysis of a lesson observed during school practice with the focus on organisation, modes of participation/interaction, classroom language, classroom resources	15%
Total		30%

Item 1

Supplement your personal learning account (Module 1, Assignment 2) with a reflection (250-300 words) on the methods and approaches you have been exposed to and their impact on you as a learner.

Focus on the following aspects:

- views of language
- focus of teaching
- roles of a learner and a teacher
- the language of instruction
- attitude to mistakes
- typical activities
- strengths and weaknesses

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met, accuracy)	5% (1%+1%+3%)
Evidence of understanding of CLT principles and how these are put into practice in the classroom	10%
Total	15%

Item 2

Analyse a lesson observed during school practice focusing on organisation, modes of participation/interaction, classroom language and classroom resources.

Procedure:

- observe a lesson and do the observation tasks
- write an account of the lesson based on your observation of the organisation, modes of participation/interaction, and instruction-giving skills; state which of these aspects contributed to the effectiveness of the lesson and why; identify the most important factors that you personally will need to attend to when managing your own classroom in the future.

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met, accuracy)	5% (1%+1%+3%)
Evidence of understanding of the principles of classroom management and how these are put into practice in the classroom	10%
Total	15%

Appendix E. Links to Recommended Videos

Webinar *Student-Centered Classroom Management: Five Adaptable Forms*

https://www.youtube.com/watch?v=BQ_guy2iBXk

Webinar *Teaching Mixed Ability Classes*

<https://www.youtube.com/watch?v=Kxkn8sWubaA>

Webinar *Beyond Motivation: engaging students (online and offline)*

<https://www.youtube.com/watch?v=qD8RMMbwBcM>

Classroom Management (TESOL / TEFL)

<https://www.youtube.com/watch?v=Pz-fvQp2ZCg>

YL Classroom Management

http://www.teachingenglish.org.uk/article/classroom-management-0?utm_source=facebook&utm_medium=social&utm_campaign=bc-teachingenglish

10 Easy Classroom Management Hacks | That Teacher Life Ep 47

<https://www.youtube.com/watch?v=SfyBApCF41c>

Classroom Management Strategies to Take Control Of Noisy Students Video 1

<https://www.youtube.com/watch?v=u086rr7SRso>

Classroom Management Strategies to Take Control Of Noisy Students Video 2

<https://www.youtube.com/watch?v=l9Jk74XO98M>

3 Easy Ways to Grab Students' Attention

<https://www.youtube.com/watch?v=WhliPzbPhVI>

Games: Attention Getters

<https://www.youtube.com/watch?v=78eiLtQjmss>

Student-to-Student Feedback

<http://www.teachingchannel.org/videos/student-to-student-feedback-nea>

Differentiating Teaching

<https://video.edweek.org/detail/video/5833607063001/differentiating-instruction-its-not-as-hard-as-you-think?autoStart=true&cmp=eml-enl-vid-p1>

Transitions in the Classroom

<http://www.teachingchannel.org/videos/smooth-transitions-in-classroom>

How Can I Motivate Unmotivated Students

<https://oupeltglobalblog.com/2016/09/13/how-can-i-motivate-unmotivated-students/>

What makes a good teacher great? | Azul Terronez | TEDxSantoDomingo

<https://www.youtube.com/watch?v=vrU6YJle6Q4>

Appendix F. Student Feedback Slip

Unit 2.1 Classroom Management

Date: _____

1. What did you enjoy most about the unit?

2. What is the most valuable thing you have learnt from the unit that you can use in your studying (knowledge or skills)?

3. Is there anything in the unit that you do not understand or needs further explaining? Please provide specific examples.

4. What did you learn from the unit that you anticipate using in your future work as a teacher?

5. What other specific comments do you have?

Thank you.