



**TEACHING ENGLISH
AS A FOREIGN LANGUAGE**

**NIRWANA DARWIS
BASO JABU
SULTAN BAA**

**CONSTRUCTIVIST IN
TEFL CLASSROOM:
A REFLECTIVE BASED MODEL**

**Teaching English As A Foreign Language
Constructivist In TEFL Classroom:
A Reflective Based Model**

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Preface

Warm welcome to Teaching English As A Foreign Language

Constructivist In TEFL Classroom: A Reflective Based Model. This book is develop to help the students to maintain their competence in teaching English, otherwise the students would be more creative in managing English classes and think of the suitable activities for their future students.

As the future of EFL teachers, especially in teaching English for the students in Indonesia the cetury, constructivist teaching will be exposed to a wide range of teaching English appropriate ways is part of their capacity building as a professional EFL teacher in future.

Therefore, in this book, the students will learn and experiece about the teacher ad learners especially teacher roles, learning style, and teacher-centered and the learner centered activities. There are various activities given in this book. The task will be in both written and spoken forms. Wish you all the best.

Makassar, Januari 2023

Nirwana Darwis
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UNIT 1

TEACHER ROLES

Unit Objective:

By the end of the lesson the learners will have:

= > Reflected on the teacher and learner roles traditionally found in English Language Classroom.

= > Reflected on the teacher and learner roles typically found in TEFL Classroom.

= > Reflected on how to help learners take on less familiar but beneficial learner roles.

Unit 1 Teacher Roles

Activities:

Eliciting

Ask students about what they know about the teacher and the teacher roles.



Peer discussion

1. Look at the picture and discuss with your friend/partner the different of the teacher roles.
2. Provide an activity that showing one of the teacher roles.

Peer discussion

1. Look at the picture discuss with you're your friend/partner the different of the teacher roles.
2. Provide an activity that showing one of the teacher roles.

Picture 1.



Picture 2



Picture 3



Matching Task

1. Ask to the students matching up the description of the teacher role.

Planner (.....)
Diagnostician (.....)
Informer (.....)
Resource (.....)
Parent/friend (.....)
Manager (.....)
Involver (.....)
Monitor (.....)



- a. Gives the learners detailed information about the language or about an activity
- b. Prepares and thinks through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in class
- c. Organizes the learning spaces, makes sure everything in the classroom is running smoothly and sets up rules and routines for behavior
- d. Makes sure all the learners are taking part in the activities
- e. Comforts learners when they are upset or unhappy
- f. Is able to recognize the cause of learners' difficulties
- g. Can be used by the learners for help and advice
- h. Goes around the classroom during individual, pair, and group work activities, checking learning.

2. Discuss the following situations with your partner and decide what the role of the teacher is in each situation.

1. Before the lesson, Pak Yunus thinks about the best way to help his students learn vocabulary and phrases related to making arrangements.
2. Bu Sinta organizes her students into groups to discuss answers to the homework. She makes sure disruptive learners are separated from each other.
3. Bu Diah shows her learners when to use the pas continuous.
4. Pak Dullah goes around the class and checks all learners are on task. He also helps one or two learners who are having difficulty.
5. Pak Heru realizes one of his students can't do the activity he has set because her eyesight is bad and she can't see the board.
6. Bu Susi gives a short informal vocabulary test at the end of week and makes a note for everyone's scores in her record book.
7. Pak Imran gives his learners five different sentences using the word suggest and asks his learners to work out rules for using this verb.

a. Which roles do you think are most important in the classroom? Why?

- b. Which roles is the most difficult? Why?
- c. Which role do you take on most often? Why?

- d. Which role do you think you should take on more often? Why?
- e. How does thinking about our various roles in the class help us when teaching

- Feedback

Suggested Material:

Kinds of Teacher and Teacher Roles

The conventional image of a schoolroom for many people is the teacher standing at the front of the class ‘teaching’ and the students sitting in rows listening. This teaching style is often based on the assumption that the teacher is the ‘knower’ and has the task of passing over this knowledge to the students. It is sometimes characterized as ‘jug and mug’ – the knowledge being poured from one receptacle into another empty one. This probably done mainly by the teacher explanations with occasional questions to or from the learners. There seems to be an assumption that having something explained or demonstrated to learner will lead to learning. After these explanations, the students will often do some practice exercises to test whether they have understood what they have been told. Throughout the lesson the teacher keeps control of the subject matter, make decisions about what work is needed and orchestrates what the students do. In this classroom the teacher probably does most of the talking and is by far the most active person.

Many of us are familiar with this kind of situation, having seen it from the student's point of view over many years when we were school children in school classrooms. We have all been through hundreds of hours of observation of teachers at work and this has probably left a strong image of what teaching is and how it should be done.

In many circumstances teacher lecture or explanation may be an efficient method of informing a large number of people about a topic. However, if our own educational experience has mainly been of this approach then it is worth pausing for a minute and questioning whether this is indeed the most effective or efficient teaching method. Whereas most teachers will need to be good 'explainers' at various points in their lessons, a teaching approach based solely or mainly on this technique can be problematic.

Furthermore, Scriver explained three kinds of teachers are:

- a. The explainer

Many teachers know their subject matter very well, but have limited knowledge of teaching methodology. This kind of teacher relies mainly on

‘explaining’ or ‘lecturing’ as a way of conveying information to the students. Done with style or enthusiasm or wit or imagination this teacher’s lessons can be very entertaining, interesting and informative. The students are listening, perhaps occasionally answering questions and perhaps making notes, but are mostly not being personally involved or challenged. The learners often get practice by doing individual exercises after one phase of the lecture has finished.

b. The involver

This teacher also knows the subject matter that is being dealt with. (In our case this is essentially the English language and how it works.) However, she or he is also familiar with teaching methodology; this teacher is able to use appropriate teaching and organizational procedures and techniques to help his/her students learn about the subject matter. ‘Teacher explanation’ may be one of these techniques, but in his/her case it is only one option among many that he/she has at his/her disposal. This teacher is trying to involve the students actively and puts a great

deal of effort into finding appropriate and interesting activities that will do this, while still retaining clear control over the classroom and what happens in it.

c. The enabler

Essentially teaching is about working with other human beings. This teacher knows about the subject matter and about methodology, but also has an awareness of how individuals and groups are thinking and feeling within his/her class. He/she actively responds to this in his/her planning and working methods and in building effective working relationships and a good classroom atmosphere. His/her own personality and attitude are an active encouragement to learning.

This kind of teacher is confident enough to share control with the learners, or to hand it over entirely to them. Decisions made in his/her classroom may often be shared or negotiated. In many cases he/she takes his/her lead from the students; seeing his/herself as someone whose job is to create the conditions that enable the students to learn for themselves. Sometimes this will involve his/her in less traditional 'teaching';

he/she may become a 'guide' or a 'controller' or a 'resource of information when needed'. Sometimes, when the class is working well under its own steam, when a lot of autonomous learning is going on, she may be hardly visible.

These three descriptions of teachers are, of course, very broadly painted. There is no way to categorize all teaching under three headings. Many teachers will find elements of each category that are true for them, or that they move between categories depending on the day and the class and the aims of a lesson. However, this simple categorization may help us to reflect on what kind of teaching we have mostly experienced in our life so far and may also help us to clarify what kind of teacher we see ourselves as being now or in future.

Based on the kinds of teacher above, there are some teacher roles in the classroom:

- a. Planner: the teacher prepares and thinks through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.

- b. Informer: The teacher gives the learners detailed information about the language or about an activity.
- c. Manager: The teacher organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines for behaviour.
- d. Monitor: The teacher goes around the class during individual, pair and group work activities.
- e. Involver: The teacher makes sure all the learners are taking part in the activities.
- f. Parent/Friend: The teacher comforts learners when they are upset or unhappy.
- g. Diagnostician: The teacher is able to recognize the cause of the learners' difficulties.
- h. Resource: The teacher can be used by the learners for help and advice.

Every teacher changes roles during a lesson. These roles will be appropriate to the type of lesson, activities, lesson aims and the level and age of the learners. At different times we may, for example, act as a planner, an informer, a manager, a parent or friend, or a monitor. For example, when learners are doing a role-play, one role we have is to

make sure that they are doing what we want them to do. This is called monitoring. When we present new language to the class, our role is to inform and explain to our learners. There are certain roles that we usually use at certain stages of the lesson. For example, we are planners before the lesson and may be monitors during group work and pair work activities. Sometimes we take on more than one role at the same time. For example, we might monitor and explain if a pair of learners having problems with an activity; we monitor to see how well they are doing and we explain to help them do better. There are various names for different roles of the teacher. The ones above are very common.

Furthermore Sprat explained that the correct choice of appropriate teacher roles will help our lessons run more smoothly and will make learning and teaching more effective. So, our roles change at different stages of our teaching:

- a. Before the lesson
 - suitable for the learners and for the learning purpose.

- We are also diagnosticians of our learners' problem.
- b. During the lesson
- When we are presenting new language or new vocabulary to the learners, we are informers.
 - When we are setting up activities, we are managers.
 - When learners are doing activities, we are monitors, diagnosticians, managers and a resource.
 - Sometimes a parent or a friend.
- c. After the lesson
- When we think about how successful the lesson was, what the learners understood and were able to do and what they had problem with, we are diagnosticians and planners. We look at our scheme of work to check if the next lesson is appropriately planned.

MODULE

UNIT 2

LEARNING STYLE

Unit Objective:

By the end of the lesson the learners will have:

=> The students will be better able to identify learning style.

=> The students will be able to plan a lesson which cover some kinds of learning style

Unit 2 Learning Style

Activities:

Memorization Game

- Provide 4 or 5 envelopes that contain 20 stationary items in each envelopes.
- Divide students into 4 or 5 groups
- Give the envelopes to each groups
- Ask students to memorize all the items in the envelope in 5 minutes

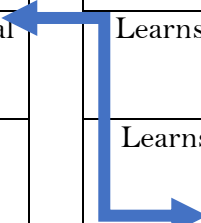
Group Discussion

- Introduce that the previous activity is done to show their style in learning
- Ask students to discuss about “what they know about the learning style” in groups

Feedback

Provide Feedback by giving the matching task to be completed.

Visual	Learns best through working alone
Auditory	Learns best through working with others
Kinesthetic	Learns best through hearing
Group/Social	Learns best through seeing
Individual	Learns best through using the body
Impulsive	Learns best when learners respond immediately
Reflective	Learns best when learners are given time to consider choices



Group Investigation

- Ask students to analyze and elaborate their learning style and their learning strategy preference individually
- Ask students to make a 45 minutes lesson which cover 4 or 5 learning style in groups.
- Ask groups to present their lesson planning using projector.

MODULE

UNIT 3

TEACHER-CENTERED AND LEARNER- CENTERED

Unit Objective:

By the end of the lesson the learners will have:

=> The students will be able to distinguish the teacher-centered and learner-centered activities.

=> The students will be able to make teacher-centered activity and learner-centered activity.

Unit 3 TEACHER-CENTERED AND LEARNER -CENTERED

Activities:

Experience Activity

Provide an activity to show the teacher centered activity

(You could introduce your personal identity on the cards and explain that the cards is about your personal identity. Ask your students to give question based on the cards showing by using Wh-questions)

Provide an activity to show the learner centered activity

(You could ask your students to write number or words related to their personal identity and ask them to ask and answer in pairs)

Analyzing




Ask students:

- 1) What do you think was the purpose of the activity?
- 2) How many students got opportunity to speak?
- 3) How did you feel when you were corrected/answered wrongly?
- 4) If you didn't say anything – why not?
- 5) Did you feel interested in the activity?





Group work

Teacher-centred versus Learner-centred Approaches

ACTIVITY 1 (getting to know your teacher)

PROS	CONS
<ul style="list-style-type: none">• There is a clear demonstration of what to do.• The teacher can select who gets to speak and thereby maintain a high degree of control.• There is an element of real communication in that we want to know something about the trainer.• Easy opportunity for correction as we can listen to students one by one.• • 	<ul style="list-style-type: none">• A limited number of students get to speak.• Shyer students may never get the opportunity to try out the language.• Being corrected in front of the whole class can lower self-esteem.• Students may lose interest if they can't guess what the teacher wants. The focus is on 'guess what I want you to know' rather than 'ask me what you want to know'.• There is only one correct answer. You are not free to ask the teacher follow up questions or anything else that you might want to know, (although the activity can be adapted in this way to make it more learner-centred).•  <p data-bbox="879 1316 957 1340">Handout 2</p>

ACTIVITY 2 (getting to know your partner)

PROS	CONS
<ul style="list-style-type: none">• Everyone gets to speak - everyone is (in theory) participating.• Anxious learners are not put in the spotlight.• Learners take more control over the content - they choose what they want their partner to know.• Teacher is available to help with language <i>if required</i> - correction is non-threatening. <p></p> <p></p>	<ul style="list-style-type: none">• The classroom may be noisier - may appear out of control.• Correction can be more difficult as there is such a wide variety of response.• Learners may feel insecure about what to do and feel they lack ideas.• Needs clear setting up and a demonstration from the teacher with the students. <p></p> <p></p>

Teacher centred verses learner centred approaches

Compare the two teachers, A and B, and discuss the following questions in groups.

- What kinds of teachers are they?
- Which one is more teacher-centred?
- Which one is closest to the way you teach?
- Do you think you use a mainly teacher-centred or learner-centred approach? Why? Why not?

TEACHER A

Ahmad has nine years' teaching experience at an MTs in Mataram. He is a quiet, soft-spoken teacher who is always polite and pleasant to his students. He often drills his students chorally. When he assigns a reading text to the students, he always asks them to come up one by one to read the text aloud in front of the class. Some students listen to him/her reading but some are reading comics at the back or not listening. If a student makes an error, he will ask the student to stop straightaway and tell him/her the correct version or sometimes he will ask the whole class to repeat after him. When the teacher asks the students to answer questions given, he selects students to answer one by one and they have to stand up when they speak. This teacher follows the textbook closely in his teaching.

TEACHER B

Ida has eight years' teaching experience at an MTs in South Sulawesi. She has a relaxed, friendly relationship with her students. Students do not have to stand up when they answer questions and they can volunteer to answer when they wish to. The class is often quite noisy. The teacher likes to adapt the coursebook and often asks the students to work in groups when they are assigned tasks and sits amongst them. She also often moves the desks and chairs around to suit her lesson aims instead of asking them to sit in rows. The students are not afraid to ask the teacher questions if they do not understand, but some students choose not to do the tasks she sets. Some of her colleagues complain she is not following the curriculum.

Material Adaptation

Ask your students to make activity of learner-centered and teacher centered in group.

Additional Material or task

Teacher-centred versus learner-centred approaches

Teacher vs. Learner-Centered Instruction

Teacher-Centered	Learner-Centered
Focus is on the instructor.	Focus is on both students and instructor.
Focus is on what the instructor knows about the language.	Focus is on how students will use the language.
Instructor talks; students listen.	Instructor models; students interact with instructor and one another.
Students often work alone.	Students work in pairs, in groups, or alone depending on the purpose of the activity.
Instructor might try to correct every student utterance.	Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise.
Instructor answers students' questions about language.	Students answer each other's questions, using instructor as an information resource.
Instructor chooses content.	Students have some choice of content.
Instructor evaluates student learning.	Students evaluate their own learning; instructor also evaluates.
Students work at the same pace.	Students can work at their own pace and groups of students may be working on different tasks.

Adapted from <http://www.nclrc.org/essentials/goalsmethods/learncentpop.html> on December 7, 2007

Self-Reflection

Ask your students about what they have learnt

Teacher-centred versus Learner-centred approaches

Task One

While you read the article note down any new points you learn about teacher-centred and learner-centred approaches.

Teaching Philosophies:

Teacher- & Student-Centered Approaches

You will realize at some point in your work as a teacher that your teaching methods and style stem from a specific philosophy of education, even if you are not now consciously aware of what that philosophy is. As you apply for jobs, and as you work at becoming a better teacher, it will become important to articulate your philosophy. Ultimately, your philosophy depends on what you value in education, what methods you believe are effective, and how you think people learn best. Here we categorize some of the current paradigms in education. You can use this information to begin making your own philosophy explicit and to assist you in writing a statement of teaching philosophy.

Teacher-Centered Approaches

Teachers may attempt to maximize their delivery of information and control of the class while minimizing their time and effort. This teacher-centered approach commonly takes the form of the note-taking/lecture (“listen and learn”) model:

Pros:

- large volume of information shared in a short amount of time
- teacher has total control of organization, pacing, and content
- provides forum for expert experience and testimony
- can inspire and stimulate students when done well
- accommodates large numbers of students
- quick and easy assessment methods generally can be employed

Cons:

- knowledge controlled by the instructor
- one-way communication
- not necessarily conducive to critical thinking
- promotes passive learning
- not an optimal way to learn for many students

Student-Centered Approaches

Many teachers have used the results of educational research, as well as vast amounts of anecdotal evidence, to craft teaching methods that are innovative, interactive, student-driven, and responsive to a variety of learning styles. These student-centered

approaches require active participation from teachers and students. They put much of the responsibility for learning on the student and focus on creating vibrant communities of people united for the common purpose of learning. Below are some common forms of student-centered teaching.

Inquiry learning: focuses on posing problems or questions, which students explore to develop an understanding of concepts. It also may allow student ideas and interests to drive the curriculum.

Experiential: as the root “experience” implies, centers on students “doing” the concepts or processes being taught. Concentrates on the motto “hands-on, minds-on,” meaning that both should be engaged for optimal learning and retention to occur.

Pros:

- engages students in the learning process
- encourages student ownership of knowledge
- provides real life connections
- promotes active learning
- fosters critical thinking
- addresses multiple learning styles
- attends to students’ needs and backgrounds
- allows for multiple assessment strategies

Cons:

- more difficult to implement with large numbers of students
- can be more time consuming than lecturing
- not effective for all curricula
- students may be resistant to trying new approaches to learning

Resources

© Bransford, J., Brown, A. and Cocking R., Eds. (1999) *How People Learn: Brain, Mind, Experience, and School* National Research Council. National Academy Press, Washington, DC.

Available online at: <http://www.nap.edu/openbook/0309065577/html/index.html>

© Barell, J., (1998) *An Inquiry Approach* Skylight Training and Publishing, Inc. Arlington Heights, Ill.

© Ryder, M. (2007) University of Colorado at Denver, School of Education.

http://carbon.cudenver.edu/mryder/itc_data/constructivism.html

Taken from <http://trc.ucdavis.edu/TRC/ta/tatips/philosophies1.pdf>
December 7, 2007

Task Two

Do you agree with the following statements from the article? Why? Why not?

1. As you work at becoming a better teacher, it will become important to articulate your philosophy.
2. Teacher-Centered Approaches promote passive learning.
3. Students may be resistant to trying new approaches to learning.

MODULE

UNIT 4

COMMUNICATIVE
ACTIVITY

Unit Objective:

By the end of the lesson the learners will have:

=> The students will be able to synthesize communicative activities

=> The students will be able to plan a communicative activities

Unit 4 COMMUNICATIVE ACTIVITY

Activities:

Brainstorming

Tell your students about the situation where you had to make a difficult decision.

Example:

I have a decision to make. A cousin of mine wants a job at the school where I work. But I think he is unsuitable as a teacher. He is a quick temper and often causes problems with people around him. I also know he does not take teaching seriously; he thinks it's an easy way to spend the day. He likes to sit at the front of the class doing very little. He keeps asking me to get him a job. He really wants me to recommend him to the headmaster. I don't know what to do. What would you do in my situation?

Problem Solving

This activity is to demonstrate of a communicative activity

- Divide the class into groups of three a, b, c....
- Give each student a card with a kind of problem they might have in the school life.
- Ask students to read the card carefully for 2 minutes
- Ask students to tell each other the problem they have in other words.
- Ask students to discuss some possible solutions to the problems together
- Re-group students according to the text they read
- Ask students to tell each other “what your group decided to do about this problem and compare your ideas with the students in the other groups
- Whole class discussion. All students discuss to agree on the most difficult situation.

What is a COMMUNICATIVE ACTIVITY?

Moral maze

1. Exam materials

You are an examination committee member who has full access to all the exam materials including the answer keys.

Your son is studying at a senior high school. He is in his last year before entering university.

A government institution is offering a program where all graduates will be employed right after their graduation, but to be part of this program a student has to have very good scores in their final test.

The final exams will be in two days. Now you are alone in the room where all the exam materials are kept. Should you look at the exams?

Ask your friends: "What would you do if you were in my situation?"

✂-----

2. The school fund

You are an English teacher in a school in your village. You and the head master manage the school fund.

The school fund is currently being used to construct a library in your village. However, the money has been 'borrowed' by the head master and not been returned yet.

Today you are having a meeting with students' parents, other teachers and also some officers from the educational department. This will be the third meeting where you have to explain why the library has not been built yet.

You are very worried because people are starting to get angry. What can you say at the meeting?

Ask your friends: "What would you do if you were in my situation?"

✂-----

3. Commitment to students' learning

You are an English teacher. You have just been on a training course where you learnt lots of new ideas for improving your students' listening skills. Your students were very enthusiastic when you told them about the new teaching materials - they are highly motivated to improve their listening skills.

The only problem is the unavailability of tape players or DVD players for you to use your materials.

You know that your school recently got funds from the government. However, your headmaster and other teachers feel the funds should be used to repaint the school walls, even though you think the walls look fine.

Ask your friends: "What would you do if you were in my situation?"

✂-----

Reflection in Pair Work

Ask students to analyze the activity has been done:

- 1) What did we do first?
- 2) What was the purpose of the first task?
- 3) What did we do next?
- 4) What was the purpose of retelling the problem?
- 5) Why ask students to find a solution as a group?
- 6) Why give three different texts?
- 7) And after that you regrouped. Why?
- 8) How was the activity concluded?

Group Work

- Ask students about the activity has been done “what made it communicative”

Some questions for prompting:

- 1) Do you need to communicate with your classmate to complete the task?
 - 2) Did you all have the same information/ideas?
 - 3) Were the topic relevant to your lives?
 - 4) Was the context clear?
- Ask students to discuss the criteria for making communicative activities based on the questions above

Feedback

Key answer:

- 1) Is there any information gap?
- 2) Is there any need to listen to the answer?
- 3) What is the context?/is the context clear?

Collaborative Task

- Divide students into groups
- Ask students to come up with the criteria of making communicative activities
- Give students some activities that they need to decide whether its communicative or not.
- Ask students to analyse what made communicative, how to make it communicative.

Reflection

What is a COMMUNICATIVE ACTIVITY?

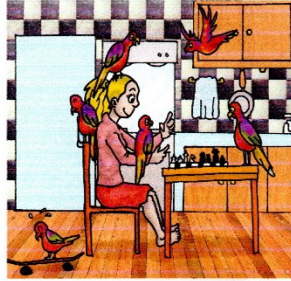
Activity 1

Look at the picture.

Ask your partner questions about what you can see.

Example

How many birds are there?
What colour is the girl's hair?



Commentary

This activity is not communicative because there is no real exchange of information. For example, we do not *need* to ask how many birds there are because I can see there are six. There is no reason to ask the question, nor any reason to listen. It's hard to imagine when we might talk about a picture in this way, except perhaps as an adult to a very young child.

Just because something is not communicative doesn't mean there is nothing to be learnt from the activity. The aim of the activity is probably to practice language. It might be used as a drill, or to teach vocabulary. The picture is also attractive and somewhat unusual. This at least makes it interesting to look at.

Note: not every activity needs to be communicative but we are analyzing here what we mean by communicative.

Alternative ways to use the picture for a communicative purpose.

1. The teacher says to the students: 'I have a picture here. In the picture there is a young girl sitting in her house. Ask me questions to find out more about this picture. I can only answer 'yes' or 'no.'

The teacher can help by giving some clues. E.g. you still don't know what room she is in.

This is now communicative because the picture is unseen. This sense of mystery makes it more exciting. At the end we are also keen to see if the picture is the same as the image created in our minds during the questioning.


2. Ask questions about the picture that are not obvious:
 - ❑ Who is the girl? How old is she and what does she do? Who does she live with?
 - ❑ What is she thinking about?
 - ❑ What is the parrot playing chess thinking?
 - ❑ There is a knock at the door? Who is it? What happens next?

Activity 2


Student A: Ask your partner questions to find information about the man in your picture.

Student B: Listen to your partner and answer his/her questions about Bruno. Do not show student A your paper.

Student A


First Name: Bruno
Surname: _____
Age: _____
Occupation: _____
Nationality: _____
Country of residence: _____
Hobbies: _____

Student B


First Name: Bruno
Surname: Iskandar
Age: 33
Occupation: lawyer
Nationality: Singaporean
Country of residence: New Zealand
Hobbies: fishing, salsa dancing

Commentary

This activity is communicative in the sense that student B has information that student A needs; there is an 'information gap.' You need to listen to the answer because you have to fill in your paper. The questions are also common ones that we might ask in real life.

There is the feeling, however, that this is a rather artificial activity; Bruno is not a real person and why do we want to know this information about him? There seems to be no context. In addition, only student A gets to ask questions. Student B does not have the same opportunity.

Ways to improve the activity

To improve the activity you might use a more realistic form. E.g. a landing card for immigration/ a membership form for your local gym.

You could use famous people as characters or ask the students to make up characters of their own.

To provide a context you would need to think about why someone wants this information. Is it for a police report? Why? What did the person do?

You would also need to reverse the roles and provide student A with information for student B to ask about.

Activity 3

Interview your teacher. Ask him/her these questions.

What time		___ up?
		___ a shower?
		___ breakfast?
When	do you	___ home?
		___ work?
		___ lunch?
		___ school?
		___ home?
		___ to bed?

Ask your partner. Change the word *work* with *school*. Write down his/her answers.

Commentary

This activity is communicative because we don't know the answer to the questions yet. It is also real in that it is about the teacher and they are the kinds of questions we might want to ask our teacher. One factor that might decrease motivation is the questions you can ask are given. This means students are not free to ask what they want.

Ways to improve the activity

To improve the activity you could let students select their own questions to ask. They might also ask for more details e.g What time do you have breakfast/what do you have for breakfast.

The topics could be spiced up by asking the learners to lie about three of their answers and the partner has to guess at the end of the questioning which three answers were lies.

Activity four

Write four or five instructions for a friend and then tell him/her to do them. Remember to say please.

E.g. Open your book/Look at the board/Pick up your bag.....

Commentary

This is communicative because you don't know what your partner is going to tell you to do. You need to listen so that you can perform the action. In real life we do ask each other to do things.

Ways to improve the activity

In order to improve it, you could give the activity a context. E.g. you are feeling very ill and need your friend to help you.

MODULE

UNIT 5

BUILDING RAPPORT

Unit Objective:

By the end of the lesson the learners will have:

=> The students will be able to analyze the criteria for making effective instruction

=> The students will be able to practice giving effective instruction.

Unit 5 BUILDING RAPPORT

Activities:

Introduction

Begin the lesson with projector –Building Rapport- . They should do this alone first. Then move them into groups and discuss this with their friends.

Experiencing

Get a bit of feedback- no more than 1-2 minutes about the 'bad' teachers.

Group work

In groups get ss to make a list- on their whiteboards- of what makes a good teacher. Ask them to make positive sentences about all the negative ones they have and to add more.

Eg; Your teacher used to yell at you- so **a good teacher would speak to you showing respect.**

Ok- think of as many other positive statements you can that reflect a good teacher. (if you need to you can give students hand out. But be careful because there is an overload of information here and you really just want short, simple, concise sentences.)

Feedback

Get students to stand up, move around the classroom and look at what the other groups have written. Purpose: tell them that they need to find at least 1 characteristic of a good teacher that they already do/have and one that they need to develop.

Group Discussion

Move students into different groups- preferably big groups of 5. Get students to share their problems- perhaps other students in the group have similar problems. Perhaps someone can offer advice. Monitor and then briefly give feedback about one or two problems you heard. Eg As I was listening I heard that many of you have problems with students doing their homework. Some of you had some good advice ...Ana suggested... Can anyone else offer any advice?

Problem Solving

Problem Solving-but I would keep the whole class feedback to a minimum. Eg; if you get feedback from all groups tell them that each group has only 30 seconds to give feedback (if you have 4 groups this will still take about 20 minutes!) Groups then choose the best answer – or perhaps you do! You can make this quite interesting for students and increase motivation if you give the winning group a ‘gold star’ after each case study. The winning group has the most stars! NB-

Don’t forget after each case study to give students the solution in the handout- by telling them. This is important as students need something concrete. At the end give students the handout with the suggested solutions.

Group Presentation

Finish with **Stage 8** but use the simplified version.

Material:

1. Use active learning techniques

Use relevant, interesting topics and tasks that includes the interests of your students and their learning styles. If students are interested and believe that you are trying to find topics that interest them, they are less likely to feel bored . They will be more attentive and they will not misbehave as much!

2. Connect on a personal level

Get to know all of your students, even if they are shy or badly behaved. Students will respond to you more positively if you take an interest in them! Say hello to them every day and use their names!

3. Use more positives

“You catch more flies with honey than with vinegar”. This means that if you are smiling and positive and if you say lots of positive things, then your classroom will be a happy, positive place and your students will look forward to their English lesson! Praise your students. Give them gold stars!!!! Positivity will motivate your students.

4. Signal nonverbally

Make eye contact with your students. Move closer to your students if they are talking privately, ‘hiding’ or falling asleep! Raise your hands to get students attention or use a small bell-something that signals the end of a task. Use body language and signals.

5. Listen attentively

Give students your full attention when they are talking to you. Be genuine!

Students, like all human beings, know if you are really interested in them or if you are just pretending! Listen carefully to what they have to say and respond positively.

6. [Change the method of participation](#)

Interaction patterns are important for classroom management. Groups, pairs all help you to move 'problem' students. In full-class activities use 'name sticks' (sticks that have the name of every student on them) Give the whole class the question and allow 'think' time. Then take a stick , call out that name and ask that student. This is very motivating for students!

7. [Use good nature humor](#)

Use humour but be careful that you do not offend any of your students! Students respond well to a teacher who can make them laugh.

8. Visibility radar

Do not focus on just the 'smarter' students or the 'bad' students. Move around the room during group activities. Keep your eyes on everyone.

9. Discuss negative behavior in private

You must try and stop negative behavior. When a 'bad' student does something positive- praise them and continue to praise them every time they do something that is 'good'. They will then probably do more 'good' things because they want your attention- they want the praise. If you are still having problems, ask to speak to your student privately.

BUILDING RAPPORT

Worksheet

Complete the following tasks.

1. Make a list of topics you think will interest your students.

.....
.....
.....
.....
.....

2. Make a list of positive statements you can use in the classroom.

.....
.....
.....
.....
.....

3. What kind of rewards and incentives would be suitable for your class?

.....
.....
.....
.....
.....

4. Make a list of teacher-friendly ways to get student attention.

.....
.....
.....
.....
.....

MODULE

UNIT 6

CLASSROOM INSTRUCTION

Unit Objective:

By the end of the lesson the learners will have:

=> The students will be able to analyze
"how to build rapport with students"

Unit 6 CLASSROOM INSTRUCTIONS

Activities:

Lesson Experiencing

- Give the students an activity which contain some stages of instruction
- Ask students to listen carefully to the instruction

CLASSROOM INSTRUCTIONS

Trainer notes:

Good Example

Now, we're going to do a role-play.

Some of you will be customers and some of you will be shop assistants.'

So, you are A, B, A, B (go around the group)

Student A, hands up please. Ok.....you are the shop assistant and student B, you are the customer ...

Rina, are you a customer or a shopkeeper?

Ok now listen again please. Customers. I'm going to give you all a role card. Please read it to yourself.

Customer role card

Hand out the cards.

Shop assistants, I'm going to give you a different role card. Please read it to yourself.

Shop Assistant role card

Hand out the cards.

Customers, find another customer and check you both understand what your situation is.

Shop assistants, find another shop assistant and check you understand what you need to do when the customer comes in.

Customers stand up, please. Stand opposite your partner.

Now shopkeepers stand up and face your partner. Ok, now customers you start by going into the shop, saying hello and telling the shopkeeper your problem.

One more thing...I want you to reach a good solution. So both of you feel happy.

Walk around the pairs and check everybody is on task and clear about what do to.

A people find another A person and tell them what your solution was.

B find another B person and tell them what happened.

Hold some brief general feedback about the outcome of the conversations.

Ok now, we're going to listen to a recording of a similar conversation. While you listen, I'd like you to.....

Group Work

- In groups, ask students to put in order the instruction that has been given on the first activity (giving cards)
- Ask students to how to make a good instruction

CLASSROOM INSTRUCTIONS

Guidelines for giving good instructions

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

CLASSROOM INSTRUCTIONS

How can you make your instructions effective?

First attract the students' attention

Make sure everyone is listening and watching. Don't give out any handouts which may distract the students' attention before you need to.

Use simple language and short expressions

Use language at a lower level than the language being 'taught'. Long, more 'polite' language is time-wasting, slows the lesson down and involves you in more complicated language than the students can easily understand. Impoliteness partly comes from inappropriate use of language. Short instructions are entirely appropriate to this situation where the students accept your authority. Also, they usually realize that a firm directive manner is necessary in order to make language practice efficient and to avoid confusion and uncertainty.

Be consistent

This is especially important with low-level classes; use the same set of words for the same instructions. Common instructions are: *Everybody; All together; Again; Try again; Look (at the picture); Listen; Repeat; Tell me; Look at the board; Stand up; Turn to page....* With beginners, spend time teaching them the language they need to follow instructions; and put a list of basic instructions with their translation in Indonesian permanently on the class notice-board or wall and refer students to it.

Use visual clues or write them

Support instructions with visual clues wherever possible: real objects, pictures, gestures and mime. It is often easier to give instructions written on cards or pieces of paper that you have prepared, especially if you want the students to do different things (as in role play) or if it is important that the students don't know the instructions given to their partner.

Demonstrate

If possible show them what to do: give a demonstration or an example. Frequently, showing students what to do is more effective than telling them what to do. You can demonstrate a speaking activity by playing both parts yourself (moving position to show that you are two people), by playing one part and choosing a strong student to play the other part, or by asking two strong students to do (part of) the activity in front of the class. With written work, an example on the board is often useful.

Break the instructions down

If the activity requires a series of steps, each requiring instructions, give simple instructions in segments and check understanding as you go along, rather than giving out all the instructions in one go. Or you can give only some of the instructions and allow time for them to be carried out before moving on to the next step. For example, where a change of seating arrangement is required before a role play, it is better to give the instructions and make the change before going on to assign roles and gives further instructions about what they are going to do and say. Especially with any complicated series of instructions, write down what you need to do and say in your lesson plan.

Target your instructions

Sometimes, instead of giving complete instructions to the whole class when the instructions don't concern everyone, you might give each student a number, a letter, or some kind of symbol. In which case it might be the number fives, or the Cs only who listen for what they should do:

Teacher: Right, listen to your number. One, two three, four, five (pointing as the numbers are called), one, two, three, four, five etc). Hands up all the ones! (etc) Monica, what's your number?

Monica: Two.

Teacher: Right. Listen. All the fours are going to All the threes

Be decisive

Use a signal, like the words 'Right' or 'Listen' which the students will learn to recognize as a cue for an instruction. Make sure the students know when to begin an activity; for example, say something like "Everyone. Start!" - perhaps accompanied by a downward hand gesture or a clap of the hands.

Gower, R., Phillips, D. & Walters, S. 2005.

Teacher's notes

- correct place on the grid. Explain that some, but not all of the answers are numbers and these must be written as words.
- 2 Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)
 - 3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and the team letter, and write this up on the scoreboard. Record the running total.
 - 4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script

I'm going to read you some clues and you must fill in the answers on your grid. These clues are all connected with numbers.

Let's start with 7 across. This word has 7 letters and the clue is: *How many centimetres in a metre?* [Repeat clue.]

Now look at 5 across. This is an 8-letter word and the clue is: *An unlucky number for some people.* [Repeat clue.]

Going on to 8 across now, to a word with 6 letters. The clue is: *How many players in a football team?* [Repeat clue.]

On to 6 across. This is a 3-letter word and the clue is: *The number of years in a decade.* [Repeat clue.]

Next we can look at 2 down. This word has 8 letters and the clue is: *How old must British citizens be to vote in an election?* [Repeat clue.]

Now go on to 9 across. This is a 4-letter word and the clue is: *12 o'clock midday.* [Repeat clue.]

Next is 4 across, a 6-letter word. The clue is: *This is the 8th month.* [Repeat clue.]

Now we go to 1 across. This is a 4-letter word and the clue is: *This word means nothing.* [Repeat clue.]

The last one is 3 across. This word has 5 letters and the clue is: *The number of years in half a century.* [Repeat clue.]

Now I want you to write down all the numbers you have put in the crossword and add them up. When you have done this, write the answer in the spaces below the crossword grid. Be careful to spell the words correctly!

Key

Across	Down
1 zero	2 eighteen
3 fifty	
4 August	
5 thirteen	
6 ten	
7 hundred	
8 eleven	
9 noon	
Total: two hundred and two	

7 Shopping

This is a quiz in which students of all levels can make a contribution as the vocabulary connected with shopping ranges from elementary to advanced.

Score one point for every correct answer. Maximum points available in this unit: 82.

37 Shopping list

Intermediate

- 1 Give each group a copy of the handout on page 85. Tell them that they must sort the items into countable and uncountable and write them in the correct columns.
- 2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
- 3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
- 4 Collect the papers. During the next round, check them and amend any mistakes.

Key

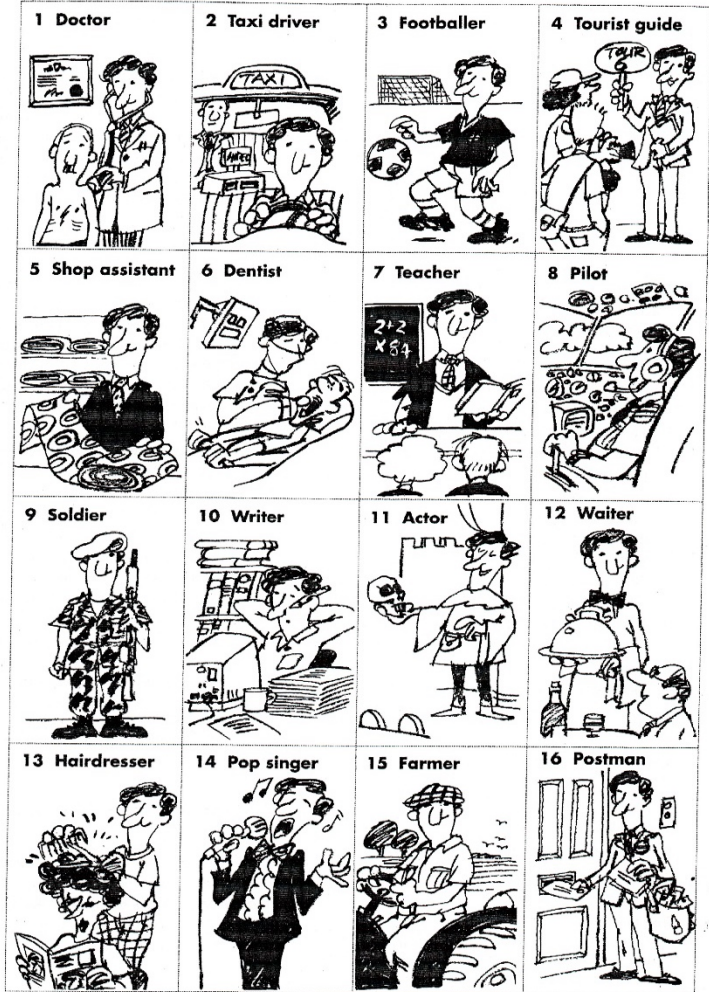
Countable	Uncountable
rolls	mineral water
paper clips	rice
a roll of sellotape	chicken pâté
a box of chocolates	cheese
balloons	paper
paper napkins	orange juice
prizes	drinking chocolate
tomatoes	salad
flowers	ice-cream
packets of crisps	bread
nuts	butter
	fruit
	paste

38 How do you buy it?

Elementary

- 1 Give each group a copy of the handout on page 86. Tell them that all the words they need are at the bottom of the page and that they must choose the correct word to fill each space.
- 2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
- 3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
- 4 Collect the papers. During the next round, check them and amend any mistakes.

4 What's my uncle's job?



3 Bingo: Telephone numbers

Time: 10 minutes per game

Type of activity: Teacher-led with students working individually (or in pairs for larger classes)

Preparation: Make one copy of page 41. Keep the Teacher's board as it is and cut up the Teacher's numbers to make 24 squares.

Copy the Student's cards on pages 42 and 43 and cut them out – one card for each student or one per pair for larger classes. If you plan to play the game twice, make two cards per student.

Grammar point

Practising how telephone numbers are said *each number said separately; double two; oh*

Method

- 1 As Activity 2. Revise how to say telephone numbers first if necessary.
- 2 Repeat with a second card for further practice and this time invite students to pick out a square and read out the number.
- 3 You might like to extend the activity by asking students to read out real phone numbers e.g., their own, numbers of local services, hotels, etc. and discussing how to phone locally, nationally or internationally.

There are few activities that can beat Bingo for concentration and intensive listening practice!

4 What's my uncle's job?

Time: 20–30 minutes, depending on how many jobs you use

Type of activity: Whole class activity for a small class (up to 15)

Group work for larger classes
Preparation: Make a copy of the handout on page 44 and cut out the cards. For classes larger than 15, make two copies.

Grammar points

Asking questions (third person singular)

Does he work indoors/outdoors/alone/in a team/in a

shop? etc. Does he use a computer/his hands? etc. Is he a ...?

Short Yes/No answers with adverbs of frequency
Yes, always/usually/often/sometimes.

No, never/hardly ever/not usually.

Method

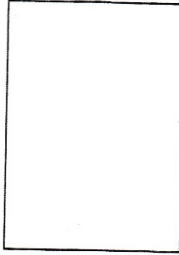
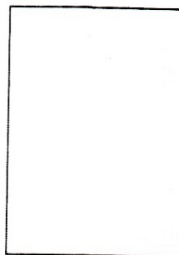
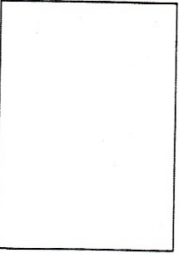
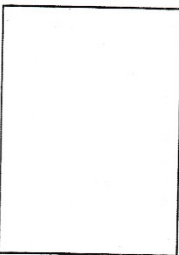
- 1 First practise with the whole class the type of questions to be asked. Tell them you have an uncle and they are going to find out what your uncle's job is by asking you questions. You can only answer *Yes* or *No* with an adverb and they only have ten questions before they must guess.
- 2 Imagine your uncle is a film star (but do not say this). As the class ask you questions, answer with *Yes* or *No* and an adverb of frequency. You may like to write the seven possible adverbs on the board for reference (see grammar point above). If necessary, also write up some suggestions for questions. (These can be rubbed off once the game gets under way and the students become more confident.)
- 3 When they have guessed your uncle's job, ask for a volunteer to come up and pick one of the jobs you have cut up. The class then ask questions to try to guess.
- 4 Variations: divide the class into two teams. One team provides a person to come up, take a job and answer. The other team have to try and guess within ten guesses. Award points for correct guesses.
- 5 For a large class (more than 15) divide the class into groups (3–5 students) and give everyone in the group two jobs. They are then questioned by the other members of their group. In this case, keep two or three jobs back to do with the whole class at the end as a round-up.

5 What are the missing numbers?

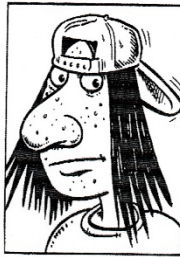
Time: 10–15 minutes

Type of activity: Information gap with students working in pairs

Preparation: Make one copy of the handout on page 45 per pair of students and cut it into two.

<p>1</p>  <p>She's got short hair. She's got glasses. She's angry.</p>	<p>2</p>  <p>He's old. He's got a moustache. He's got a big nose.</p>
<p>3</p>  <p>She's got glasses. She's got long hair. She's happy.</p>	<p>4</p>  <p>He's got a big nose. He's got a cap. He's got long hair.</p>

Fast Fred



Crafty Carol



Naughty Nick



Who's Who?



Language Focus

- ★ *He/she is*
- ★ *He/she's got*
- ★ reading comprehension

Materials

- ★ a copy of BO/13 for each pupil
- ★ scissors/glue
- ★ paper

Procedure

- 1 Pre-teach any vocabulary pupils may not know, e.g. *moustache*, *angry*. You could also teach other words which would be useful in the follow-up section, e.g. *beard*, *eyebrows*, *freckles*, etc.
- 2 Give each pupil a copy of the worksheet and ask them to complete it by reading the descriptions and matching them to the correct picture. They can do this by cutting out the pictures and glueing them in place or by just drawing matching lines.
- 3 They then draw a picture of the missing character to fit the description.

Key

- 1 Crafty Carol
- 2 Naughty Nick
- 3 Lucky Linda (pupils to draw)
- 4 Fast Fred

Follow-up

- 1 Each pupil now writes a short description of a person on paper, using unusual characteristics. They swap these with a partner who now draws a picture to correspond to the description.
- 2 Groups of 4/5 pupils put their descriptions and pictures into an envelope. They then swap envelopes with another group and work together to match the correct pictures and descriptions.

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