3.4 Teacher roles – Trainer Notes

**LEARNING OUTCOMES**

By the end of this session participants will be able to:
- define teacher roles
- explain different roles involved in a sample lesson
- select teacher roles appropriate to different activities

**KEY CONCEPTS**

<table>
<thead>
<tr>
<th>Teacher Roles</th>
<th>Involver</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor</td>
<td>Diagnostician</td>
<td>Assessor</td>
</tr>
<tr>
<td>Planner</td>
<td>Resource</td>
<td>Provider</td>
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<tr>
<td>Informer</td>
<td>Motivator</td>
<td>Organizer</td>
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<tr>
<td>Manager</td>
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**MATERIALS**

- 1. What is a teacher?
- 2. What does a teacher do? + Answer sheet
- 3. Teacher roles + Suggested answers
- 4. Roles and situations + Suggested answers

**Procedure**

1. **Learning Outcomes**
   - Explain learning outcomes for session to participants

2. **What is a teacher?**
   - This activity prepares participants for analysing teacher roles by focusing on what they think being a teacher involves.
   - Divide participants into groups and give out What is a teacher?
   - Discuss definitions and choose as many as they agree with. If there are any they disagree with say why.
   - Add their own definitions in the empty bubbles.
   - Feedback – ask groups to give feedback on their own definitions and elicit comments from class.

   For a detailed article on what makes a good foreign language teacher, see the following link. Some of this can form the basis of a discussion topic if participants are interested.

   Tip: [http://w3.cnice.mec.es/recursos/secundaria/lenguas_extranjeras/ricardo1.htm](http://w3.cnice.mec.es/recursos/secundaria/lenguas_extranjeras/ricardo1.htm)

3. **What does a teacher do?**
   - The obvious answer is 'teach', but the activity focuses participants on the different
kinds of actions teachers carry out.

- Distribute lesson plan extract \( \text{What does a teacher do?} \)
- Participants work through this together, underlining all the actions carried out by teacher – an example is provided.
- Feedback – see \( \text{What does a teacher do? - Answer sheet.} \) Elicit from participants any other actions they can think of.

For opinions on how teacher personality affects the learning process, check the following link.

\( \text{Tip -- http://www.teachingenglish.org.uk/talk/questions/teacher_personality.shtml} \)

4 Teacher roles  

This activity relates the actions underlined by the participants in the previous activity to actual teacher roles. Prior to beginning elicit from them any suggestions they have as to how to define a role.

- Give out \( \text{Teacher roles.} \) Participants work in groups and assign a role to each of the actions they underlined in the lesson notes.
- Feedback – see \( \text{Teacher roles - suggested answers} \). It may be hard to get agreement on teacher roles within the sample lesson plan. Don’t try too hard for consensus on this if this happens, and stress that this task has an awareness-raising function as much as a classifying one.

5 Roles and situations  

- Distribute worksheet \( \text{Roles and situations} \)
- Participants work in groups to decide which roles they think would be adopted for each teaching situation.
- Feedback – see \( \text{Roles and situations – suggested answers.} \) NB The roles here are variable, the answers are not set in stone. Discuss how roles change at different stages and for different types of learners.

6 Reflection  

- Ask participants to reflect on the following questions:
  
  \( \text{Think about the types of lesson you normally teach. Which roles are you often involved in?} \)
  \( \text{Are there any roles you have less experience of? Which you might try in future lessons?} \)
  \( \text{Discuss your experience and ideas with your partner.} \)

- If appropriate, you may wish to bring key points in to plenary discussion.