Cambridge Teaching Knowledge Test (TKT)

Module 3

Managing the Teaching and Learning Process

Palestine
2010-11
Introduction

The TKT is designed for native and non-native English language teachers. It aims to increase teachers’ confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world.

The TKT is divided into three modules:

**Module 1 - Language and background to language learning and teaching**
- Describing language and language skills.
- Background to language learning.
- Background to language teaching.

**Module 2 - Planning lessons and use of resources for language teaching**
- Planning and preparing a lesson or sequence of lessons.
- Selection and use of resources and materials.

**Module 3 - Managing the teaching and learning process**
- Teachers’ and learners’ language in the classroom.
- Classroom management.

It is an internationally recognised exam awarded by the University of Cambridge.

Methodology

We have designed this course to be as practical as possible. You will be expected to work in pairs and groups and to actively discuss and share ideas from your own experience.

Please note that many of the tasks and activities we do together will mirror the kind of tasks and activities you can do with your own colleagues. At times, we will stop and reflect on the activity types you have experienced and discuss how you could use and/or adapt them to use with your own teachers.

We are aware that this is a short training programme and that we will not be able to cover all the areas in great detail. However, we will ensure that you are aware of where to find resources and how to use them after the course ends and that you have enough ideas and information to get you started.

The British Council expects that this course will provide both immediate and long-term benefits, and that you will find it both enjoyable and worthwhile.
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Introduction - warmer

Speak to as many of your colleagues as you can and ask those that say ‘yes’ to any of the following questions a supplementary question.

Find someone who:

1. has been teaching for more than 5 years.
   (Example supplementary Question: What do you enjoy most about teaching?)

2. encourages his/her pupils to read English outside the class.

3. feels really confident about teaching pronunciation.

4. uses drama techniques in his/her teaching.

5. often adapts (or feels he/she would like to adapt) the course book.

6. finds organising group work problematic.

7. doesn’t feel confident about their understanding of complex grammar.

8. liked English at school because the teacher was enthusiastic and motivating.

9. spends a long time preparing lessons.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Find someone who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td></td>
</tr>
<tr>
<td>Aim(s)</td>
<td></td>
</tr>
<tr>
<td>Discuss</td>
<td>How could you adapt this activity?</td>
</tr>
<tr>
<td></td>
<td>Why is a mingle activity useful?</td>
</tr>
<tr>
<td></td>
<td>What drawbacks can you predict?</td>
</tr>
</tbody>
</table>
Introduction - EFL teaching terminology

Write one term from the box on the following page next to each definition

1) **Monitoring** is the role of the teacher when students are actively involved in a task. Teachers do this to see/hear how students are coping with a task. Often it involves walking around to listen to students’ conversations but it can also be done sitting down by tuning in and out of conversations. This also helps teachers to assess timing and to anticipate how to conduct whole class feedback.

2) _______________ refers to real objects. For example, a teacher can bring in a banana and apple to teach those words.

3) _______________ is a way of motivating and keeping students involved. Instead of telling students something, you can ask them a question, give them a definition or examples etc. to encourage them to say it instead of you.

4) _______________: words that occur often in discourse (and, therefore, important for students to get to know) – examples are the adjective “good”, the noun “ball” and the verb “look”.

5) _______________ are short (often yes/no) questions you ask to make sure the students have understood your instructions.

6) _______________ is where you use your fingers as a visual way of highlighting language. For example, syllables in a word or contractions.

7) _______________ describes a classroom where students feel comfortable and motivated. It is a place where they feel they can get help when they need it – from the teacher or their peers.

8) When the teacher is a _______________, s/he sets up activities that have been designed to help students practice language. The teacher “makes it easier” for learning to take place.

9) _______________ is where two students exchange language across the classroom with the other students listening.

10) _______________ is teaching learners how best to learn. It includes encouraging them to think about how they record vocabulary and how to continue their learning outside the classroom.
11) ____________ is where all the students repeat something at the same time. This can help them with the pronunciation of a word or longer stretch of language.

12) ____________ is what teachers do when they want the students to notice something interesting about a word or sentence. It might be the pronunciation of a word, the spelling etc. It might be to correct something. Teachers will often use the blackboard for this.

13) ____________ is where you ask individual students to repeat something. This can help them with the pronunciation of a word or sentence.

14) ____________ refers to a teacher’s ability to analyse areas for personal development and investigate ways of self-improvement.

15) ____________ are activities where the students are all actively engaged and the focus is off the teacher.

16) ____________ : these account for how learners accumulate new L2 rules and how they activate existing ones. They can be conscious or subconscious. These contrast with communication strategies and production strategies, which account for how the learners use their rule systems, rather than how they acquire them.

17) ____________ : expressions learned as wholes and employed on specific occasions.

<table>
<thead>
<tr>
<th>Open pairs</th>
<th>Eliciting</th>
<th>Realia</th>
<th>Choral drilling</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finger highlighting</td>
<td>Concept Checking</td>
<td>High frequency lexis</td>
<td>Learner strategies</td>
<td>Modeling language</td>
</tr>
<tr>
<td>Teacher Reflection</td>
<td><strong>Monitoring</strong></td>
<td>Learner training</td>
<td>Formulaic language</td>
<td>Highlighting language</td>
</tr>
<tr>
<td>Supportive learning environment</td>
<td></td>
<td></td>
<td>Student centred activities</td>
<td></td>
</tr>
</tbody>
</table>

www.teachingenglish.org.uk
### 1 Using language appropriately for a range of classroom functions

#### 1.1 Functions of teacher language

Look at the examples of teacher language. What is the function of each example? Choose from the options to complete the table and then add another example for each function.

<table>
<thead>
<tr>
<th>Teachers’ Language</th>
<th>Language function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good morning.</td>
<td></td>
</tr>
<tr>
<td>2. Goodbye. See you tomorrow.</td>
<td></td>
</tr>
<tr>
<td>3. Once upon a time there was a beautiful but poor girl.</td>
<td></td>
</tr>
<tr>
<td>4. 'Welcome in Palestine’ – good English or bad English?</td>
<td></td>
</tr>
<tr>
<td>5. Repeat after me: <em>Michael is very handsome</em></td>
<td></td>
</tr>
<tr>
<td>6. Look at this picture, what is this?</td>
<td></td>
</tr>
<tr>
<td>7. Switch off your mobile phone.</td>
<td></td>
</tr>
<tr>
<td>8. This is a listening activity. Close your books and put your pens down. Listen to the cassette, is John happy or sad?</td>
<td></td>
</tr>
<tr>
<td>9. Haitham, what is this?</td>
<td></td>
</tr>
<tr>
<td>10. Are you having problems with this?</td>
<td></td>
</tr>
<tr>
<td>11. What is it? It's a fruit. It's yellow. The first letter of the word is ‘L’.</td>
<td></td>
</tr>
<tr>
<td>12. Why can’t you say ‘I have much friends’?</td>
<td></td>
</tr>
</tbody>
</table>

A) Monitoring  B) Setting up an activity  C) Correcting  D) Disciplining  
E) Greeting  F) Checking learning  G) Prompting  H) Narrating  
I) Drilling  J) Finishing the lesson  K) Eliciting  L) Nominating
1.2 Grading your language

Look at the two sets of instructions for elementary learners for the game *Find Someone Who*...

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Right, now that you’ve had some time to consider this marvellous worksheet, I think it’s appropriate for me to give you some instructions about what it is you are expected to do. What you have to do is get up, socialise, and ask your friends lots of questions. You have round about seven minutes or so for everything, OK? The point of the whole thing is to obtain a ‘yes’ answer for your questions, right? And if you do manage to find a friend who gives you a yes answer, just make sure that you remember to jot down their name against the question promote. One final, crucial rule. To keep you on your toes, there is a system whereby you can only ask one person three questions, and then you have to move on and speak to someone else.

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Right everyone, we’ll play a game. Ask your friends these questions. Write their name next to three questions if they say yes. But you can only ask three questions to one friend, then you must change. You have seven minutes. OK, 1,2,3 start!

- Why is it important for a teacher to grade language in the classroom?
- What are the main differences between the two sets of instructions?
- Which set is clearer for learners, and why?

The first example is quite typical of an unplanned instruction. We are often unaware that we are talking in this way until we stop and try to listen to what we are saying.

Here are six possible ways of dealing with the problem. Underline the key words in each.

1. Become aware of your own instruction-giving. Listen to yourself!

2. Try pre-planning instructions.
   - Analyse the instruction beforehand so as to include only the essential information in simple, clear language.
   - Sequence this information in a sensible order.
   - Use short sentences – one sentence for each key piece of information.
   - Don’t say things that are visible or obvious (e.g. I’m giving you a piece of paper).
   - Don’t give instructions that they don’t need to know at this point (e.g. what they’ll do after this activity)
3. Use silence and gesture to pace the instructions and clarify their meaning.

4. Demonstrate rather than explain wherever possible.

5. Check that students have understood what to do – don’t assume that everyone will automatically understand what you have said. For example ask concept checking questions or get one or two students to tell you what they are going to do.

6. Grade your English. Keep it simple. Don’t use language that you don’t expect your students to know.

The following instructions are from different lessons. Which of the six tips are not being followed? Simplify each instruction using less confusing language and/or a gesture.

1. Now please read the dialogue and then look at the questions and you have to try and work out something from reading the passage – it’s in one of the questions – then you refer back to the passage.

2. It’s the unit on food and drink, somewhere it’s near the middle, page 101, 102 or something, can you find that? Have you got it, no, not that one, the next unit, and take a look at the picture, then we’ll listen and you fill in the bill with the amount she paid for the specific items……oh, and the amount she bought too.

3. If I were to ask you for your opinion on the wearing of animal skins, what do you think you might say to me in reply?

4. Well that’s not exactly right, in fact it’s not right. No you see you really would have to use a continuous form here, because you are describing what the birds are doing, rather than the birds singing being an event in the story – do you see? So, does anyone, I wonder, have the answer I’m looking for? Now look at the second passage and change all the tenses so it sounds ok…like a story….like the first one after we…you..whatever…..changed it.

5. Would you like to tell everyone the answer you were thinking of again because I don’t think they heard it when you spoke so quietly and I’m sure we’d all be interested in hearing it if you could please?
1.3 Appropriate classroom language

Read these statements made by teachers to their students and discuss with your partner whether or not they are appropriate. If they are not suitable, discuss why and adapt them so that they are.

1. Said to a class of 9th Grade students
   'Names!'

2. Said to an elementary learner
   'I believe that your hard work has really produced results. Congratulations.'

3. Said to a teenage intermediate student
   'You clever boy. Your mummy will be pleased with your mark.'

4. Said to a group of 4th Grade students
   'While it is possible to use the past tense here, it's much more common and natural to use the present simple instead.'

5. Said to a poor achiever who has just produced a good piece of work
   'Yes....nice. Make sure they're all like that in future.'

6. Said to a 1st Grade student
   'This work is awful – careless and poor quality. Do it again.'

7. Said to a group of teenage intermediate students
   'Could you get into groups and check your answers together.'

8. Said to a group of beginners
   'For goodness sake, just get into groups and do the writing.'

9. Said to a group of tawjihi students
   'Colour the pictures for homework, and write the names of the objects under each picture. OK?'

10. Said to a shy 13 year old student
    'OK. Stand up and sing us the song.'
1.4 Sequencing instructions

Your trainer will give you the follow instructions which have been cut up. Work with your partner/group and decide what order these instructions should be given.

After that, I’d like you to get into groups and make a list of all the different ideas you’ve collected.

But before that we’re going to conduct a survey so you get lots of ideas to put in your compositions. OK?

Right, now here’s a worksheet for your survey.

Then I’d like you to note down their answers.

OK, then, you can start........NOW.

I’d like you to mingle round the class asking people their opinions, like the questions on the worksheet.

Right, well, today we’re going to write a composition.

OK. Is that clear? Has anyone got any questions about what you need to do?

What I want you to do is this:
1.5 Sequencing instructions practice

Your trainer will give you an activity from *English for Palestine*. Work together in your group and prepare instructions for the activity.

Regroup and give your instructions to another group as if they were students. They should give you feedback on how easy to understand your instructions were.

Remember:

- Grade your language.
- Use short, simple sentences.
- Pauses and gestures can help learners process instructions.
- Only say what you have to say to get students on task– don’t talk about what will happen at later stages of the lesson.
- Demonstration and models are more effective than spoken instructions.
- Check understanding. Ask a student to repeat the instructions or use concept check questions.
- Asking ‘Did you understand that?’ or ‘OK?’ is not useful. A few students will nod or say yes – this means little, other than that they expect the teacher wants to see/hear it.
- Monitor! You can do all of the above and there will still be one or two who won’t get it. Walk around and make sure everyone is on task.
- .....
### 2 Identifying the functions of learners’ language

#### 2.1 Learners’ classroom language
Look at the situations below and write down the language the learner would need for each situation and the function of the language.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Language learner needs</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner enters the class</td>
<td>Hi, how are you? How was your weekend?</td>
<td>Greeting</td>
</tr>
<tr>
<td>Learner leaves the class at the end of the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners are playing Snakes and Ladders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner tells teacher that they haven’t done their homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner doesn’t understand something the teacher has said</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner wants more information about spelling and pronunciation of a word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner isn’t sure which page to look at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners are working in pairs to check their answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners are working in groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A learner wants to leave the room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A learner wants to know the translation of a word</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.2 Learners’ language discussion

1. Should we insist on students always using these or similar phrases in the classroom? Give your reasons.
2. How can we help children remember these phrases?
3. Should Arabic be banned during English lessons? Why/ why not?
4. Give reasons why some people believe you should only use English in class.
5. Give reasons why some teachers find it difficult to only speak English in class.
6. What can teachers do to help their students understand what they are saying in English?
7. When is it helpful for the teacher and / or the learners to use Arabic in the classroom?

Now read the article on the next page and compare your ideas with those in the text.
When should I use Arabic in the English classroom?

1. When should you use Arabic in English class?
   - You might use Arabic to *translate* abstract words like "love" or "hate".
   - You may want to explain a word or give an example to *clarify* the meaning.
   - Sometimes it is best to use Arabic to explain a grammar point so children can better understand a difference between English and Arabic.
   - Cultural references are often best explained in Arabic so that the *context* is clear.

2. When is the use of English most effective in primary or low-level classes?
   - You are a good example when you use English in the classroom. If the teacher speaks mostly English, the children will have more reason and opportunity to use English, too.
   - When you speak English, the children receive listening practice.
   - Common or repeated classroom language or *routines* can be learned and practised in English. (E.g. Please open your books on page ___.)

3. When can children try harder to use English in the classroom?
   - You can *encourage* children to use English when asking common and useful questions. (E.g. What does X mean? How do you spell ___?)
   - A list of useful and common statements and questions should be available to children. How about keeping a list *visible* on the classroom wall or have each child keep a list in their exercise books.
   - Using English does not mean only speaking English. Children should be encouraged to understand spoken English without the help of Arabic in simple contexts. Allowing the children to *demonstrate* their understanding by doing an action also counts as using English in the classroom.

4. When is it helpful for children to use Arabic in the classroom?
   - If a child is explaining in Arabic to his partner how to do an exercise, he is trying to help his partner to learn. Children often do not have the English skills necessary to explain in English.
   - If two children are discussing a grammar point in English, they are helping each other to understand something in English.
   - When doing a speaking activity, a child may use an Arabic word when he doesn't know the English one. He is still trying his best to communicate in English.

Summary
Using Arabic in an English class is clearly quicker and easier for both the teacher and the child. However, quicker and easier doesn’t mean better! If we want to learn how to swim, reading a book about swimming will be less effective than actually swimming in a pool. Similarly, when learning English, it is most effective to hear and speak English when possible.

Glossary

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>translate (v.)</td>
<td>يترجم</td>
<td>routine (adj.)</td>
<td>روتين</td>
</tr>
<tr>
<td>abstract (v.)</td>
<td>مجرد</td>
<td>encourage (v.)</td>
<td>يشجع</td>
</tr>
<tr>
<td>clarify (v.)</td>
<td>يوضح</td>
<td>visible (adj.)</td>
<td>مرئي</td>
</tr>
<tr>
<td>context (n.)</td>
<td>سياق</td>
<td>demonstrate (n.)</td>
<td>يوضح عمليا</td>
</tr>
</tbody>
</table>
2.3 Helping learners with classroom language

In the first task we saw that learners need to interact with the teacher and with each other in class. This language often isn't in the course book and so we may need to help them with classroom language. How do you/can you help learners to develop the English they need to communicate in the classroom?

1) Work in small groups and discuss the pros and cons of what these four teachers do.
2) Then tell your colleagues what you do or would like to do to help learners develop their classroom English

I don’t have time to help my learners with classroom language, as there is too much we need to do in the book, so they just have to pick the language up as they go along.

I put up posters of classroom language around the room at the start of term.

I provide learners with the language they need when they need it.

I encourage learners to make a list of useful words and phrases at the back of their notebooks.

This is you! How do you help/would you like to help learners develop their classroom English?
3 Categorising learner mistakes

3.1 Errors and Slips

Mistakes can be categorised into two types: errors and slips. In pairs or small groups, discuss these questions:

1. Which one can be considered ‘developmental’, i.e. learners make mistakes because their learning of the item is as yet incomplete.
2. Which type can learners usually correct by themselves?

3.2 Mistake categories

Work in groups and use this grid to categorise different types of mistakes that learners can make. Then give an example of each mistake. An example is done for you.

<table>
<thead>
<tr>
<th>Category</th>
<th>Type of mistake</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Mixing up the past simple and present perfect</td>
<td><em>I have gone to the cinema yesterday.</em></td>
</tr>
<tr>
<td>Register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lexis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misunderstanding what they hear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3 **Why do we make mistakes?**

Look again at the grid you completed in the previous activity. What do you think caused these types of mistakes?

Now look at these causes in the following table. Your trainer will give you cut-ups which you should place in the correct box.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother-tongue interference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carelessness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over-generalisation/over-application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiredness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3 Why do we make mistakes? (answers)

Compare your answers to those below:

<table>
<thead>
<tr>
<th>Causes</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-language</td>
<td>A stage in learning in which learners mix elements of their own language structure, rules, or pronunciation with the target-language when they use English. This is constantly changing as learners progress in the TL.</td>
<td>I no come. The learner has not yet ‘acquired’ the auxiliary ‘Do +not’.</td>
</tr>
<tr>
<td>Mother-tongue interference</td>
<td>Applying the rules of the mother tongue to the target language</td>
<td>I have gone to the cinema yesterday. (I went) In some languages, eg Italian, the perfect aspect is correct. Use or ask for an example from the participants’ mother tongue to illustrate this point</td>
</tr>
<tr>
<td>Carelessness</td>
<td>Not paying attention</td>
<td>I’ll be with you in a minute, I’m just wearing my coat. (I’m just putting my coat on). NB – this could also be due to tiredness or Interlanguage.</td>
</tr>
<tr>
<td>Translation</td>
<td>Converting from the mother tongue</td>
<td>e.g. saying ’please’ when you give someone something. (This is possible in a number of European languages, but not really in English.)</td>
</tr>
<tr>
<td>Over-generalisation/over-application</td>
<td>Assuming a rule applies in all cases and over-using it</td>
<td>How many childs have you got? I teached them yesterday.</td>
</tr>
<tr>
<td>Tiredness</td>
<td>Feeling tired</td>
<td>When learners are tired they tend to miss out words or use simpler forms. They can correct these if prompted.</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Feeling nervous about something</td>
<td>An anxious speaker might produce disjointed sentences with lots of hesitations, or speak in monosyllables.</td>
</tr>
</tbody>
</table>
4 Correcting learners
4.1 Learners, teachers and mistakes
Work alone to complete the questionnaire below by circling the answer which is closest to your opinion. When you have finished, compare your answers with your group and discuss reasons for any differences. If none of the answers reflect your opinion, explain why.

1. How do you feel when your learners make mistakes in speaking work?
   a) I expect mistakes – they are a natural part of learning.
   b) I want to correct all mistakes.
   c) My teaching must have been faulty.
   d) Annoyed, because it means they haven't been paying attention.

2. When do you correct speaking work?
   a) As soon as I hear a mistake.
   b) At the end of the activity.
   c) Only if communication breaks down.
   d) If a learner is not making himself/herself understood.

3. What do you do when a learner makes a mistake in speaking work?
   a) Tell him/her and ask them to correct it themselves.
   b) Tell him/her and give the correct version.
   c) Use a gesture to indicate and invite learners to try again.
   d) Indicate an error has been made and ask the class to report

4. How do you correct written work?
   a) Underline mistakes in red and ask learners to do corrections.
   b) Underline mistakes and write correct versions.
   c) Use correction symbols ask learner to try to correct themselves.
   d) Write notes and questions to guide learners to making corrections for themselves.
4.2 Correcting written work

This piece of writing was produced by a student in an elementary class.

Before the students were asked to write this they had studied:
• The present simple
• Vocabulary related to describing families, cities, the weather

The class were asked to write a short letter to a friend which should include three paragraphs:
Paragraph 1 - about their English class
Paragraph 2 – about their family
Paragraph 3 – about the city they live in
The class had read and analysed a similar piece written by a native speaker before they wrote this although they were not allowed to look at the text when they wrote this letter.

Now read the letter and discuss with your partner how you would mark this piece of work and whether you would give a grade or write a comment to the student about how they had done.

dear . ahmed,

how are you i’m fine. i study in the british council. we are thirty students in my class and they come from different country palestine, russia and jordan. my name teacher michael and he ireland from. i lives in flat my wife and daughter. my daughter two year old, your name mona.

every week i visit my parents. ramallah is intrsting town. it big and noisy. the weather hot in summer and cold in winter. the jerusalem beautiful and al aqsa mosque are very old. i hope you come and visit me soon.

your firend,

Mohamed
4.3 Correcting written work - correction codes

1. Look at these correction codes for correcting written work. Can you guess what the codes mean?

| WW | | 
| WO | | 
| SP | | 
| WV | | 
| P | | 
| X | | 
| ? | | 
| T | | 
| ^ | | 

2. Do you use a system like this in your own teaching? Why (not)?

3. Look back at the learners’ text on the previous page. Use the correction code to mark the writing.

4.4 Correcting spoken English

Mark the following boxes with a ✔ if you agree or a X if you disagree with the statement. Then ask the people in your group what they think and discuss your ideas.

- It’s impossible to correct the students all the time; there are too many of them in the class.
- We should only correct spoken errors when the students can’t understand each other.
- We should try to correct as many errors as possible. The students like it.
- We should not correct pronunciation. It’s too difficult and they never get it right anyway. It’s also embarrassing for them.
- We should try to get students to correct each other.
- It’s important to correct bad pronunciation and I try to do this as much as possible.
- I’m not confident about my pronunciation so I don’t like correcting my students.

From the above activity we can see that an important question that we, as teachers, must always ask ourselves is:
“When is it beneficial to correct our students and when is it not?”
### 4.5 Correction techniques

Look at the correction techniques in the box, then select the ones which you think are most appropriate in each situation. You may use more than one technique for the same situation.

<table>
<thead>
<tr>
<th>Pressing together index finger and thumb</th>
<th>Pointing forwards</th>
<th>Pointing backwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a cutting motion with index and third finger</td>
<td>Timelines</td>
<td>Hand circling</td>
</tr>
<tr>
<td>Feedback cards with target language/relevant vocabulary/reminders</td>
<td>Modelling</td>
<td>Making a T-shape with fingers</td>
</tr>
<tr>
<td>Counting/wiggling the fingers on one hand</td>
<td>Peer correction</td>
<td>Writing phonemic symbols on board</td>
</tr>
<tr>
<td>Putting main mistakes on board and asking learners to identify/correct</td>
<td>Elicitation – from individuals and whole class</td>
<td>Echoing with rising intonation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spoken grammar mistakes</strong></td>
<td></td>
</tr>
<tr>
<td>To indicate a wrong tense</td>
<td></td>
</tr>
<tr>
<td>To indicate a past or future time should be used</td>
<td></td>
</tr>
<tr>
<td>To show a continuous form should be used</td>
<td></td>
</tr>
<tr>
<td>To show missing words</td>
<td></td>
</tr>
<tr>
<td>To show there is a problem with word order</td>
<td></td>
</tr>
<tr>
<td>To show there is a word too many</td>
<td></td>
</tr>
<tr>
<td>To show learner should use a contracted form</td>
<td></td>
</tr>
<tr>
<td><strong>Spoken grammar or vocabulary mistake</strong></td>
<td></td>
</tr>
<tr>
<td>When the focus is on accuracy</td>
<td></td>
</tr>
<tr>
<td>When the focus is on fluency</td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation mistake</strong></td>
<td></td>
</tr>
<tr>
<td>To indicate wrong pronunciation</td>
<td></td>
</tr>
<tr>
<td><strong>Other situations</strong></td>
<td></td>
</tr>
<tr>
<td>Written work</td>
<td></td>
</tr>
<tr>
<td>Checking homework</td>
<td></td>
</tr>
</tbody>
</table>
4.6 Correction techniques practice

Work with a partner. Your partner will be role paying a student and you will be the teacher. The student will make a number of mistakes in response to which you should use a ‘correction technique’ previously discussed. When you have finished each one, discuss with your partner whether you think this was an appropriate technique to use in this context.

**Student A**

1. Yesterday we go to the beach.
2. Can you borrow me some money?
3. Bring me the menu!
4. He is watch TV at the moment.

**Student B**

1. Do you can swim?
2. I am go to the gym every weekend.
3. He’s a doctor and she is a lawyer. (she’s)
4. She goes always to the British Council on a Friday.
5 Teacher roles

5.1 What is a teacher?

Look at these definitions of ‘teacher.’ Which ones do you agree with? Are there any you disagree with – why? A language teacher is someone who ...

- Explains the rules of the language to learners
- Develops learners’ knowledge and skills
- Helps learners understand
- Is a qualified professional
- Has lots of knowledge about the subject
- Can motivate learners
- Ensures that learning takes place
- Makes lessons interesting
- Makes lessons fun
- Gives homework and checks it

Can you think of any other definitions?
5.2 What does a teacher do?

1. Give examples of when a teacher plays each of the following roles:
   - Planner
   - Informer
   - Manager
   - Involver
   - Diagnostician
   - Language resource
   - Facilitator
   - Counsellor
   - Monitor
   - Assessor

2. Look at this lesson from *English for Palestine*. First, identify the different stages of the lesson. Then work together and discuss what the teacher roles are for each stage.
5.3 Teacher roles - example actions:

<table>
<thead>
<tr>
<th>Teacher roles</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planner</td>
<td>• Teacher plans the lesson and materials</td>
</tr>
<tr>
<td>Informer</td>
<td>• Providing learners with information about language and tasks</td>
</tr>
<tr>
<td></td>
<td>• Checking/clarifying language</td>
</tr>
<tr>
<td>Manager</td>
<td>• Organising activity, explaining what to do</td>
</tr>
<tr>
<td></td>
<td>• Guiding learners and managing activity</td>
</tr>
<tr>
<td></td>
<td>• Managing class groupings, interaction, handing out info-gap sheets</td>
</tr>
<tr>
<td>Involver</td>
<td>• Encouraging learners to participate, contribute ideas (e.g. through brainstorming)</td>
</tr>
<tr>
<td>Diagnostician</td>
<td>• Checking activity is working, listening to identify learner strengths and weaknesses in language and skills</td>
</tr>
<tr>
<td>Language resource</td>
<td>• Helping with/modelling/giving feedback on language</td>
</tr>
<tr>
<td></td>
<td>• Answering language questions</td>
</tr>
<tr>
<td>Facilitator</td>
<td>• Encouraging learners to participate, contribute ideas</td>
</tr>
<tr>
<td></td>
<td>• Guiding learners, checking/clarifying language</td>
</tr>
<tr>
<td>Counsellor</td>
<td>• This involves teacher providing support and advice on for example language or performance problems etc.</td>
</tr>
<tr>
<td>Monitor</td>
<td>• Checking</td>
</tr>
<tr>
<td></td>
<td>• Observing</td>
</tr>
<tr>
<td>Assessor</td>
<td>• Occurring throughout the lesson, as the teacher is constantly collecting information about learners’ work though observing them, and maybe asking/interacting with them at times</td>
</tr>
<tr>
<td></td>
<td>• Giving feedback on performance</td>
</tr>
</tbody>
</table>
6 Grouping learners

6.1 Interaction patterns

1. Consider the different ways you have worked on this course. When and why have you worked:
   - As an individual?
   - With a partner?
   - With a small group?
   - In a teacher-led whole class activity?

2. Think about your own classroom and draw a diagram to show how your classroom is usually organised.

3. Is it possible to rearrange the furniture for different activities?

4. In an ideal classroom how would you organise the furniture for:

<table>
<thead>
<tr>
<th>A test</th>
<th>Pair work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher telling the class a story</td>
<td>Group project work</td>
</tr>
</tbody>
</table>

5. Look at the diagrams on the next two pages. Which of these seating arrangement closely resemble the classes you teach: A, B or C. What do you think are the advantages of A? Are there any disadvantages? What can teachers do to set up pair and groupwork in diagram B and groupwork in diagram C?
6.2 Dealing with difficulties in pair and group work

Look at the following possible difficulties which may arise when learners work in groups or pairs. How can you deal with these difficulties?

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Certain learners dominate the others.</td>
<td></td>
</tr>
<tr>
<td>2. Learners are resistant because they worry about learning each others’ mistakes.</td>
<td></td>
</tr>
<tr>
<td>3. Some learners are shy or not confident about speaking.</td>
<td></td>
</tr>
<tr>
<td>4. The learners are of mixed ability.</td>
<td></td>
</tr>
<tr>
<td>5. Learners speak Arabic.</td>
<td></td>
</tr>
<tr>
<td>6. The class becomes very noisy.</td>
<td></td>
</tr>
<tr>
<td>7. Learners are not used to working together so they think it is not the right way to do things.</td>
<td></td>
</tr>
</tbody>
</table>
6.3 Dealing with difficulties in pair and group work - suggestions

Now look at these suggestions. Match each suggestion to a difficulty. Then compare them with your own suggestions.

A. Be sensitive to pairings and groupings. Vary them - stronger learners don’t always appreciate working with weaker ones. Provide more support to weaker learners. Do a needs analysis and set homework to deal with weaknesses. Do mingles so that language is repeated and all learners get an opportunity to work with learners at the same level as themselves.

B. Introduce pair and groupwork tasks gradually. Explain that they will improve their learning by doing things together. Give the aim of each activity. Gather feedback from them afterwards on what they got out of it.

C. Think about the possible reasons for this. Are they more capable than the others? Do they get bored quickly? Is it simply a personal characteristic? Assign them a task, e.g. group secretary, group leader. Responsibility may help to keep them focused on what they have to do and they will have less time to dominate their partners. If they finish the task they have been assigned before the others, give them an extra task. Alternatively, try grouping dominant students together sometimes – they can’t all dominate at the same time!

D. Give them support - make sure they have the language they need. Don’t force them to speak till they are ready. Pair them with learners who do not dominate them. Give them time to prepare what they will say.

E. If the noise is in English, this is because learners are using the language and developing their skills and understanding. Noise is natural in a language classroom and shows learners are interacting and engaged. Monitor to make sure class doesn’t become too noisy, and explain the situation to other teachers or the Head before a lesson if you think the noise will disturb them.

F. Explain that this is unlikely, but mistakes are a natural part of learning. During pair and group work, monitor and collect mistakes to go over in class. Explain that an understanding of mistakes, even if they are not personally making them will help them to understand the language better.

G. Prepare learners so that they have sufficient language to do activities. Do not make language they need to use too high-level. Distinguish also between the use of the mother tongue to focus on learning and use of the mother tongue to talk about things which are not connected to the lesson. If learners are explaining a language point, discussing meaning, or talking about the rules, aim or steps to follow in an activity, this is quite natural – after all, how much of this session have you discussed in Arabic or French?? However, at higher levels, you might encourage learners to use more English.
## 6.3 Interaction Patterns – Advantages and Disadvantages

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **Individual work** | Time to think.  
Time to plan what to say/do.  
Learner can work at own pace. | No ideas.  
Feeling isolated.  
Feeling nervous. |
| **Pairwork**     | Practises communication.  
Learners can help each other.  
May give learners feeling of security if they can do a task with a partner before answering teacher.  
Can learn from each other.  
Can helps promote independence from teacher. | May be frustrating if partners are at different level or don't enjoy working together.  
Can be problematic if one partner usually dominates.  
Some learners may feel they only want to interact with teacher, and that they will learn partner's mistakes.  
Can be noisy (though if the noise is in English, this may be an advantage). |
| **Groupwork**    | In addition to pairwork advantages, groupwork gives learners a chance to hear a wider selection of different views, ideas. | In addition to pairwork disadvantage. Some learners may feel more inhibited at all in a group, others may be more likely to speak in L1 in groups. |
| **Mingle**       | Speak to different people helps consolidate language and develop skills.  
Develops confidence.  
Fun. | Noisy.  
Difficult to organise with large classes. Shyer learners may not participate. Learners may speak in mother tongue. |
| **Whole class**  | Useful when teacher needs to have everyone's attention at the same time (e.g. instructions and feedback).  
Teacher can elicit from class as a whole rather than 'picking on' individuals.  
Learners may feel relatively unpressured. | Learners may feel shy about giving answers in front of others.  
Some learners may be afraid of being wrong.  
Some learners may tend to sit back and not do anything. |
6.4 Different kinds of group or pair work activities

Here are 3 classic pair work activities which can easily be adapted for any language point you are practicing with the class.

1. Simulations and Role-plays

Children are given a task, for example buying something in a shop, or planning a holiday. In a simulation, the children are themselves, whereas in a role play they are given a character with a name and background different to their own. These activities don’t always have a definite outcome, for example the children don’t have to agree or come to a conclusion.

For example, school uniform role play.

<table>
<thead>
<tr>
<th>Student A: You are a student and you are wearing something totally unsuitable for school. Try to justify your choice to the teacher. You must try to avoid being sent home to change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B: You are an angry teacher. Student A is wearing something totally unsuitable today. Ask him or her to go home and get changed. Explain your reasons.</td>
</tr>
</tbody>
</table>

2. Discussions and Problem-solving

Children are given a discussion topic or a problem to solve. These activities are designed to stimulate real discussion between the children. This is a useful way to introduce and practise language for agreeing/disagreeing and giving opinions.

For example, design the next generation mobile phone


<table>
<thead>
<tr>
<th>Design the next generation mobile phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think mobile phones will be like in 20 or 100 years time?</td>
</tr>
<tr>
<td>What will you be able to do with your phone?</td>
</tr>
<tr>
<td>How big will it be and what will it look like?</td>
</tr>
<tr>
<td>Imagine you work for a mobile phone company.</td>
</tr>
<tr>
<td>Work in a group to design a mobile phone of the future.</td>
</tr>
<tr>
<td>Think about the features it has and what it can do.</td>
</tr>
<tr>
<td>When you have decided, try to draw the phone and label all the features.</td>
</tr>
<tr>
<td>Then you can present your idea to the group.</td>
</tr>
</tbody>
</table>
3. Information Transfer
Children are again given a task to complete, this time with a definite outcome. There are two types of information transfer. In the first type, one child has all the information and the other child has to elicit this information. In the second type, both children have different information and must exchange it.

Work in pairs, A and B. You are going to read about the history of Bonfire Night. Ask your partner questions to find the missing information. Example:

- A- “When did the men make the plot?”
- B – “In November 1605”
- B- “When do people remember the attempt?”
- A – “On November 5th.”

A - In ____________ a group of men decided to make a plot to blow up the Houses of Parliament in London. The men were angry about the way the Catholic people were being treated in England. At this time the King of England was __________. The plot is known as the ‘Gunpowder Plot’ and the leader of the plot was called __________. The men put 36 barrels of gunpowder in the Houses of Parliament and they waited for the King to open Parliament. Guy Fawkes was the man who was going to light the gunpowder and cause the explosion. However, _______ found the gunpowder before it could be exploded and they caught all the men involved in the plot. The men were tortured and killed.

On November 5th British people remember the spectacular attempt to blow up the Houses of Parliament by celebrating ‘Bonfire Night’. All over Britain there are firework displays and bonfires with models of Guy Fawkes which are burned on the fire. It's normally quite cold on Bonfire Night so people wear warm clothes, hats, scarves and gloves to spend the evening outside. Traditional Bonfire Night food is jacket potatoes and toffee apples. This year is the 400th anniversary of the Gunpowder Plot and there are special events being held in London to remember the events of 1605.

B - In November 1605 a group of men decided to make a plot to blow up the Houses of Parliament in London. The men were angry about the way the Catholic people were being treated in England. At this time the King of England was James the first. The plot is known as the ‘Gunpowder Plot’ and the leader of the plot was called Guy Fawkes. The men put 36 barrels of gunpowder in the Houses of Parliament and they waited for the King to open Parliament. Guy Fawkes was the man who was going to light the gunpowder and cause the explosion. However, police found the gunpowder before it could be exploded and they caught all the men involved in the plot. The men were tortured and killed.

On ___________ British people remember the spectacular attempt to blow up the Houses of Parliament by celebrating ‘Bonfire Night’. All over Britain there are ________ displays and bonfires with models of Guy Fawkes which are burned on the fire. It’s normally quite cold on Bonfire Night so people wear warm clothes, hats, scarves and gloves to spend the evening outside. Traditional Bonfire Night food is __________ and toffee apples. This year is the _____ anniversary of the Gunpowder Plot and there are special events being held in London to remember the events of 1605.
Your trainer will give you an example of one of the above activities.

Study the activity. Decide:

- Which type of activity is it? What would be a suitable interaction pattern?
- What exactly will the students need to do in this activity?
- What instructions will you need to give them?

Be prepared to peer teach this activity to colleagues from a different group.
6.5 Pair work techniques

Here are 4 pair work follow-up techniques which can be used during any class activity. Read the text and fill in the gaps with words or phrases from the box below.

1. Check Your Answers
After your children have finished an exercise, it's always useful to ask them to compare their answers in pairs. You can use your hands to gesture when you want them to do this. After a while they will be used to doing it. The reason for this activity is that it gives children a chance to ________________before you do whole class feedback. Weaker children can ________________by working with stronger ones, and it encourages the children to work together co-operatively.

2. Tell Your Partner
As above, ask the children to ________________(in English or in Arabic/French/Tamazight) for maximum one minute after doing a reading or listening task and before they attempt any questions or language task. In this way they can ________________and will be better able to do the next task.

3. Test Your Partner
Asking children to test their partner is a useful way for you to find out ________________, and it encourages more ________________between the children. You can simply ask them to test each other on the meaning of new vocabulary items from the lesson, or they can even prepare a short exercise like a gap-fill based on the new language they have studied.

4. Change Your Partner
It's a good idea to always change partners. It adds ________________to the lesson by allowing children to work with different people with different opinions and experiences. You can even repeat an activity two or three times with different partners. The children will not get bored because they are working with a ________________person each time.

get the answers right  gain confidence
interaction                  pool what they have understood
variety                      different
talk to each other          who has understood
6.5 Further reading

Asking children to work in pairs/groups has many advantages:

- It’s good for the children to speak to each other in English. This maximizes their talking time and minimizes the teacher’s talking. The main aim is that the children can practise the language.

- It’s good for the children to work with another child/children rather than alone. They can brainstorm more ideas and help each other. In fact, they focus more and the stronger children can help the weaker ones.

- It’s good for the children to know that language is not an interaction between them and the teacher, it is between them and others: natives or non natives. The way they work together in pairs/groups helps them not only to learn the language but to build up their rapport and independence.

- It allows the teacher to step back and monitor the performance of individual children.

- It also allows children to personalise the lesson, by sharing their own experiences and opinions.

- Some children are shy and will never participate in whole class discussions. In pairs/groups, children can feel safer and are more likely to take risks and experiment with the language.

- Introducing a pair/group work activity can give the lesson a change of pace.

References for further study

Check out Go4English for more ideas on classroom seating arrangements.

Check out this video on teaching speaking to see what teachers say about information gaps
http://www.teachingenglish.org.uk/transform/teachers/training/training-videos/6-activities

Go to www.teachingenglish.org.uk to find lots of articles and practical activities for pair and group work.
7 Giving feedback

7.1 Your experiences of feedback

Remember a time when you received feedback on an aspect of your learning:

- Who gave you the feedback?
- How did it make you feel?
- Did it help your learning?

Now remember a time when you have given feedback:

- Who did you give the feedback to?
- Why?
- Did you find out what effect your feedback had on learning?
- If so, what was the effect?

Now compare your answers with a partner.
7.2 Giving feedback

Look at the examples of feedback below and decide what the teacher is giving feedback on:

1. You have really made progress in your use of tenses.  
   *e.g.* Progress and language

2. Your homework shows how much harder you have worked in the last few weeks. Congratulations.

3. Be careful with your pronunciation of /th/. Go to the lab and use the materials there to practise saying it.

4. You need to pay attention to how you structure your essays. Make sure they follow a logical progression.

5. Your willingness to chat in English with everyone has really helped you to make progress.

6. Try to read more about your subject before you start writing, so that you get a better idea of what to write about.

7. Please try to arrive earlier for your lessons. You are missing lots of class time.

8. You need to spend much more time doing your homework. This helps to consolidate the work we have done in class.

9. Make more use of conjunctions to link your sentences – to help your reader understand the link between your ideas.

10. Excellent work.

11. I’m afraid I can’t read this. Could you use a computer for your homework in future?

12. Try not to be afraid of making mistakes when you speak.
7.3 Constructive feedback

Your trainer will give you a pack of cards – decide if the feedback is constructive or unconstructive and why.

<table>
<thead>
<tr>
<th>Constructive Feedback</th>
<th>Unconstructive feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Smiley face" /></td>
<td><img src="image2.png" alt="Sad face" /></td>
</tr>
</tbody>
</table>
TKT 3 Glossary

Teachers’ and learners’ language in the classroom
Candidates should be familiar with common terms such as ask, tell, reply

Ask for clarification
To ask for an explanation of what a speaker means, e.g. What I mean is.... What do you mean?

Clarify
To make clear what you mean.

Convey meaning
To express or communicate meaning. Teachers focus on conveying meaning when they present new language.

Facial expression
A teacher can show how they feel through their face, e.g. smiling, showing surprise.

Hesitate
To pause before or while doing or saying something. Students often hesitate if they are trying to find the correct words to say, because they are nervous, or need more time to think.

Model noun + verb
A clear example of the target language for students to write down and save as a record. If a teacher is focusing on the target language of a lesson, they usually choose a model sentence, which they write on the board. The teacher often models the language as well, by saying it clearly before drilling the students.

Narrate
To tell a story or talk about something that has happened. Teachers often narrate stories to young learners.

Praise
To tell someone they have done well, e.g. That’s excellent. Well done!
Prompt
To help learners think of ideas or to remember a word or phrase by giving them a part of it or by giving another kind of clue. See word prompt.

Response noun, respond verb
A reply or reaction to communication such as a laugh, a smile, saying something. Teachers and students may respond to each other in writing, speech or in the form of a facial expression.

Word prompt
When a teacher suggests a word that the student hasn’t remembered, e.g.
   Student: I want to …… in an office
   Teacher: Work?
   Student: Yes, I want to work in an office.
A teacher can also use a word prompt to correct a student, e.g.
   Student: He don’t like that.
   Teacher Grammar.
   Student: Sorry – he doesn’t like that.
See prompt.

Learners’ mistakes and correction strategies

Correction code
A series of symbols a teacher may use to mark students’ writing so that they can correct mistakes by themselves, e.g. P = punctuation mistake, T = tense mistake.

Echo correct
When a student makes a mistake, the teacher repeats the mistake with rising intonation so that students can correct themselves, e.g.
   Student: He don’t like it.
   Teacher: Don’t?
   Student: He doesn’t like it.
Over-application of the rule
When a student uses a grammatical rule too much, making an incorrect word or structure by following a regular pattern, e.g. a student says *There were three girls* (correct plural form) and *two mans*. (incorrect plural form)

Over-generalisation: see over-application of the rule.

Reformulation noun, reformulate verb
When a teacher corrects what a student has said by repeating the sentence correctly, but without drawing the students’ attention to their mistake. This is usually the way parents ‘correct’ their young children’s language mistakes.

Repetition
To say something again, often for practice. This is often done in **drills**.

Self-correction
When students are able to correct language mistakes they have made when asked without help from the teacher or other students.

Time line
A diagram that shows learners the relationship between tense and time. It is often used in language teaching to **present** the use of a new tense or to correct learners when they use tenses wrongly, e.g.

```
Past | Now | Future
```

See tenses.

Classroom management

Active role, passive role
When students think about their own learning and what their own needs are and try to help themselves learn more, they are taking an active role. A **passive role** is the opposite of an active role.

Classroom management
The strategies used by a teacher to organise the classroom and the learners, such as seating arrangements, different types of activities, **teacher roles, interaction patterns**.
Closed pairs
When students do pairwork with the person sitting next to them and no one else listens. See open pairs.

Co-operation noun, co-operate verb, co-operative adj
Working together and helping each other. In some group work activities students will co-operate to find the answer or solve a problem.

Discipline noun + verb
The way a teacher keeps control of students in the classroom.

Dominate verb, dominant adj
To have a very strong influence over what happens. If a particular student is dominant in class, then other students get less chance to participate actively. If a teacher dominates, the lesson is teacher-centred.

Energy levels
The feeling in a classroom. If students are interested and working hard, then the energy levels are high; if students are bored or tired then the energy levels are low.

Get students’ attention
To make students listen to the teacher, possibly after they have been doing group or pairwork.

Grade (language)
To use language that is the correct level for the students and is not too difficult. See graded reader.

Group dynamics
The relationship between members of the class.

Interaction patterns
The ways in which students work together in class, such as open class, pairwork, group work and individual work.

Involvement
Taking part in an activity, being involved in it.
Learning contract
An agreement between the teacher and the students about their roles and responsibilities (i.e. what the teacher will do and what the students will do to help the students to learn).

Mingle noun + verb
A mingle is an activity which involves students walking round the classroom talking to other students.

Mixed ability, mixed level
The different levels of language or ability of students studying in the same class.

Monitor
To watch over students in order to make sure that they are doing what they have been asked to do, and help them if they are having problems.

Nominate
To choose and name one student to speak or do a particular task.

One-to-one
A teaching situation which involves only one teacher and one student.

Open class
When the teacher leads the class in an activity and each student is paying attention to what is happening. When students respond, they do so in front of everyone in the class.

Open pairs
In open pairs, one pair does a pairwork activity in front of the class. This technique is useful for showing how to do an activity and/or for focusing on accuracy. See closed pairs.

Passive role: see active role.
Rapport, build rapport
The relationship between the teacher and students. Teachers try to build or create a good rapport or relationship with their students.
Routine
Something which is done regularly such as a teacher setting writing homework every Friday. Teachers try to develop some routine habits in the classroom, e.g. always asking students to record new words with their meaning and an example sentence.

Seating arrangement
The way the students sit in the classroom, e.g. in rows, in a circle around the teacher, in groups around different tables.

Seating plan
A plan of where the students should sit in the classroom.

Teacher role
The way a teacher chooses to manage the classroom, e.g. a teacher can choose to take a controlling role, giving directions or instructions at the front of the class or to take a less controlling role, monitoring students as they work.

Teaching space
The areas in the classroom that can be used for teaching, e.g. the board, the walls, the desks, the open floor.

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British Council websites:

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**LearnEnglish**
[www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)
Whether you are a teenager, adult or professional, you can develop your English skills online on the LearnEnglish website. Become a member and contribute to the site and interact with other learners and download free resources.
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[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)
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Support on how to use the website is available for parents and teachers.

**Go4English**
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Designed for Arabic speaking learners of English, this site features games, activities and free resources to help you practise and improve your English. The teacher’s section includes lesson plans and advice on using the website in class.

**Premier Skills**
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If you’re a football fan or you’re learning English, the Premier Skills website offers you the chance to learn English while you watch videos, read articles about your favourite players and clubs and play fun, interactive games.
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Other websites:

http://www.cambridgeesol.org/teach/tkt/index.htm
Cambridge’s own Teaching Resources website for the TKT.

http://www.cambridge.org/elt/tkt/tresources.htm
Cambridge University Press site with downloadable training activities from Cambridge Teacher Training books. Very good extension to The TKT Course.

www.developingteachers.com
A great selection of resources and lesson plans for teachers.

www.onestopenenglish.com
Great website for lots of ideas and tips, lesson plans and methodology. Refreshed regularly.

http://www.britishcouncil.org/languageassistant/website.html
British Council website designed to support classroom assistants globally. A useful resource to dip into.

www.english-to-go.com
Large resource of training and teaching materials. Well worth a look.

Articles on teacher training

http://www.teachingenglish.org.uk/think/articles/how-be-a-trainer
http://www.teachingenglish.org.uk/think/articles/am-i-ready-be-a-teacher-trainer
TKT 3 weblinks

- **Using language appropriately for a range of classroom functions**
  
  **Giving and checking instructions**
  

- **Identifying the functions of learners’ language**
  
  Concept Checking
  

- **Categorising learners’ mistakes**
  
  
  [http://www.teachingenglish.org.uk/think/articles/error-correction-1](http://www.teachingenglish.org.uk/think/articles/error-correction-1)

- **Correcting learners**
  
  [http://www.teachingenglish.org.uk/think/articles/error-correction-2](http://www.teachingenglish.org.uk/think/articles/error-correction-2)
  

- **Teacher roles**
  
  [http://www.isftic.mepsyd.es/w3/recursos/secundaria/lenguas_extranjeras/ricardo1.htm](http://www.isftic.mepsyd.es/w3/recursos/secundaria/lenguas_extranjeras/ricardo1.htm)

- **Grouping learners**
  

- **Giving feedback**
  

  Discussion on giving feedback to learners
  