

Module 11

EFT3 part 2 – What do they think?

The aim of this module is to identify rules for and common learner errors when using articles, be able to correctly use sentence stress with articles and use a group card activity for learners to correct grammar errors. Participants will be able to describe the qualities of a 'good class,' design a quiz for their learners and identify the problems with giving traditional learner feedback.

Unit 1 – EFT3 part 2 – What do they think?

By the end of the unit, you'll be able to

- describe the qualities of a 'good class'
- identify rules for using articles
- identify common learner errors with articles
- use a group card activity for learners to correct grammar errors
- design a quiz for your learners.

Introduction

Welcome to the *English for Teaching 3: What do they think?* module. This first unit of the module takes about one hour. By the end of the unit, you'll be able to

- describe the qualities of a 'good class'
- identify rules for using articles
- identify common learner errors with articles.

To begin the unit, watch the introduction from Rob.

ROB: Welcome to the module!

Think about a class you really enjoy teaching. Now I want you to close your eyes and visualise them. Go on... close your eyes now, and listen. Imagine you are in the class.

Why do you like the class?

What's good about the learners?

What do you notice about the stronger learners?

What are the weaker learners doing?

A little later you'll think more about your favourite classes. But first, let's get started with some language analysis.

Using articles 1

In this unit, you'll be doing some learning and practice with using articles. This is an area that most English learners find very difficult to master. As you work through the exercises, make a note of which types of errors you tend to make, so you can really focus on a particular rule and build your accuracy.

Using articles 2

Are these sentences correct or incorrect?

I have learner named Jose.

correct

incorrect

Mayumi has son and two daughters.

correct

incorrect

I can get lesson plan from you later.

correct

incorrect

We're working in office this morning.

correct

incorrect

Please put your tests on table.

correct

incorrect

She went to library to get some more books.

correct

incorrect

Using articles 3

How did you do? All of the sentences were incorrect. Have a look at the corrections, and note that depending on the context other articles may be appropriate in the correct versions: the last four sentences could all have indefinite articles too in some circumstances.

Incorrect: I have learner named Jose.

Correct: I have a learner named Jose.

Incorrect: Mayumi has son and two daughters.

Correct: Mayumi has a son and two daughters.

Incorrect: I can get lesson plan from you later.

Correct: I can get the lesson plan from you later.

Incorrect: We're working in office this morning.

Correct: We're working in the office this morning.

Incorrect: Please put your tests on table.

Correct: Please put your tests on the table.

Incorrect: She went to library to get some more books.

Correct: She went to the library to get some more books.

If you had to spend a bit of time to determine if the sentences were correct or not, or if you made some errors, then here's a helpful rule to remember: singular, countable nouns always have an article - a, an or the - or another determiner (my, your, this, that, etc.).

Using articles 4

Now think about whether the articles in these sentences should be indefinite ('a', 'an') or definite ('the'). Read the extra information after each sentence to help you decide.

I saw good film yesterday. (The listener doesn't know which film.)

There's man at the door. (We don't know who the man is.)

Have you seen car key? (Speaker and listener know which car key. It's not just any key.)

Do you want drink? (It's not a particular drink.)

I'm going to take dog for a walk. (The dog is their pet - it's not just any dog.)

They live in house opposite ours. (There's only one house opposite. It's not any house.)

Using articles 5

How did you do with the sentences on the previous slide? Remember that you use the indefinite article ('a'/'an') when you talk about something that's not defined. You use the definite article ('the') when you talk about something more known or certain. Try some more - choose the best article for each sentence.

I tried _____ restaurant you told me about. It was good!

a

an

the

Feedback

The speaker is talking about a specific restaurant that the listener knows about. Use the definite article 'the'.

I can lend you _____ notebook if you don't have one. I've got plenty.

a

an

the

Feedback

The speaker is not talking about a specific notebook. Use an indefinite article.
She lives in _____ blue house there on the corner.

a

an

the

Feedback

The speaker is talking about a specific house (the blue one on the corner). Use the definite article 'the'.
I threw out _____ computer in the basement over the holidays.

a

an

the

Feedback

The speaker is talking about a specific computer (the one in the basement). Use the definite article 'the'.
I just met _____ new director we've been waiting for. She's nice!

a

an

the

Feedback

The speaker is talking about a specific director (the one they've been waiting for). Use the definite article 'the'.
Do you have _____ extra pen? Any one is fine.

a

an

the

Feedback

The speaker is not talking about a specific pen. Use an indefinite article.

Using articles 6

When you talk about things in general you can usually use a plural noun or an uncountable noun with no article.

Birds eat worms. (Not the birds)

Water flows downhill.

Kangaroos live in Australia.

If you use a definite article with the last example, it changes the meaning.

We went to the zoo and saw the kangaroos.

These are particular kangaroos, the ones in the zoo you know – not kangaroos in general. However, when you're talking about things in general and the listener or reader doesn't know exactly what you're referring to, you can use an uncountable noun or a plural noun on its own, with no article.

Milk is very good for you.

Health and education are very important.

Girls normally do better in school than boys.

Using articles 7

Rob has an idea for a class activity. Quizzes can be a great way to practise the use of articles.

ROB: Do you ever have your learners write their own quizzes? Writing quiz questions gives learners a chance to review and check what they know, it helps them to *share* what they know and it gives them an opportunity to peer teach. It can help promote learner independence. When you give them a chance to write their own quizzes, you'll almost certainly find some hidden skills. And of course, quizzes are fun to do too!

Our favourite classes 1

At the beginning of the unit Rob asked you to think of your own favourite classes. Do you remember your ideas? Now listen to three teachers talking about their favourite classes. Which of the opinions do you agree with?



Audio transcript

MALE TEACHER #1: [fade in] ... and of course, since they are the first class I taught on my own, they will always be my favourite.

FEMALE TEACHER: Really? I guess that makes sense. But it is different for me. My favourite class is always the one I'm teaching that term! I have a great group that started just this week and I love them already!

MALE TEACHER #2: That's interesting. I teach two classes now - an elementary class and an advanced class. The elementary one is my favourite. I'm not so keen on the advanced class. I've always loved teaching lower levels.

Our favourite classes 2

Listen again. Fill in the blanks.

the first class I taught on my own

the one I'm teaching that term

a great group

an elementary class

an advanced class

the elementary one

the advanced class

Our favourite classes 3

There are three articles which refer to something which is mentioned for the first time. Which ones are they?

the first class I taught on my own

the one I'm teaching that term

a great group

an elementary class

an advanced class

the elementary one

the advanced class

Our favourite classes 4

Which articles refer to something which has been mentioned before?

the first class I taught on my own

the one I'm teaching that term

a great group

an elementary class

an advanced class

the elementary one

the advanced class

Our favourite classes 5

Which articles refer to something specific?

the first class I taught on my own

the one I'm teaching that term

a great group

an elementary class

an advanced class

the elementary one
the advanced class

Common mistakes

Audio transcript

Have a look now at some examples of common mistakes you might hear or read from your learners. For each one, decide what the mistake is, and why. When you've finished, listen to Rob and compare your ideas with his.

1. One of your learners is at the door. He has the question.
2. I have a morning class and an afternoon class. A morning class is only one hour.
3. I'd love the holiday soon.
4. I don't have a extra set of keys for you, sorry.
5. I wish I had a book you talked about in the meeting.
6. Talk with your partner for two minutes. After a first minute, change roles.
7. How did a test go?
8. Did you get a job you applied for?
9. If you need help, use an information on the board.
10. I have a red pen and a blue one. Do you want a red one or the blue one?

Audio transcript

ROB:

The first one:

1. He has a question. (Use a because it's the first time you mention it.)
2. The morning class is only one hour. (Use the because you've already mentioned it earlier.)
3. I'd love a holiday soon. (Use a because it's the first time you've mentioned it, and it's not clear if you're talking about a specific vacation.)
4. I don't have an extra set of keys. (Use an because 'extra' starts with a vowel.)
5. I wish I had the book. (Use the because you are referring to a specific book.)
6. After the first minute, change roles. (Use the because of 'first'.)
7. How did the test go? (Use the because you are talking about a specific test.)
8. Did you get the job you applied for? (Use the because you're referring to a specific job - the one he/she applied for.)
9. If you need help, use the information. (Use the with 'information' because it's uncountable.) And finally:
10. Do you want the red one or the blue one? (Use the because you're referring to a specific pen.)

End of unit

That's the end of Unit 1. You should now be able to:

- describe the qualities of a 'good class'
- identify rules for using articles
- identify common learner errors with articles.

Watch Rob's round-up for this unit.

ROB: That's it for Unit 1. Did the review and practice with articles help you know when to use which articles? These are good activities to redo several times in the next few days. Try to get really confident and comfortable with the articles, so you don't need to keep relearning the rules for yourself each time you teach the use of articles to your learners.

In the next unit, you'll practise stress in sentences that have articles. You'll also start thinking about different ways of getting and giving feedback in the classroom.

Unit 2 - EFT3 part 2 - What do they think?

By the end of this second unit of the module, you'll be able to:

- correctly use sentence stress with articles
- use a chant to drill grammar
- identify the problems with giving traditional learner feedback.

Introduction

Welcome to Unit 2 of the *What do they think?* module. This unit takes about one hour. By the end of this second unit of the module, you'll be able to:

- correctly use sentence stress with articles
- use a chant to drill grammar
- identify the problems with giving traditional learner feedback.

As usual to begin the unit, watch Rob.

Articles in sentence stress 1

What's the difference between sentence stress and word stress? Think about that for a moment, and then open the heading below to check your answer.

Check your answer

It's really just a question of prominence. Both require you to identify the syllables to stress. If you focus on sentence stress, you're thinking about which words are important and therefore should be emphasised more. In word stress, you just need to identify the syllable which is emphasised more (which usually doesn't change).

Read these sentences aloud. Which words in the sentence are most likely to take the stress?

That's the one I'm teaching right now.

I have a class of beginners and an advanced class.

I really like the morning class.

Articles in sentence stress 2

Now listen and compare your ideas with the recording.

That's the one I'm teaching right now.

I have a class of beginners and an advanced class.

I really like the morning class.

You may have chosen to stress different words from the recording, but you probably didn't emphasise the articles *the*, *a*, *an* and *the*. That's because articles are usually unstressed: they don't carry important meaning.

Listen one more time and repeat.

Articles in sentence stress 3

Audio transcript

One way to practise sentence stress with learners is with chants. Do you ever do this? Read aloud the short poem on this slide. Focus on sentence stress and try to build a rhythm. You can see the stressed syllables are in bold.

I've got a big, old apartment

and a beautiful garden too.

The home is nice, the garden is fine,

I'm happy to share them with you.

Listen now as Rob reads it, then repeat after him. Do you notice how many of the articles in the poem are stressed?

ROB:

I've got a big, old apartment

and a beautiful garden too.

The home is nice, the garden is fine,

I'm happy to share them with you!

Articles in sentence stress 4

The articles in the poem are all unstressed.

Could you use content from the learners' coursebooks to write short chants to help them practise? Consider using extracts from stories, reading passages, information – even instructions can be turned into chants. It can really help learners get used to emphasising important words.

Your learners would probably have a lot of fun turning everyday written text into poems and chants!



Giving learner feedback 1

Most teachers agree that the whole class needs and deserves to know the correct answer or response to a question, and that learners expect to be told whether their answers are right or wrong. But traditional feedback is usually teacher-led, involves little communication between learners and perhaps isn't the best classroom practice.

Have a look at some of the potential problems with this traditional approach to feedback.

1. The teacher often views all errors as negative, and the learners may feel the same.
2. There might be too much 'teacher time'. For example, the teacher may read out the questions in full, which is usually unnecessary as learners already have these in front of them. Or perhaps the teacher 'echoes' every learner's answer.
3. Feedback is often done with the whole class at once. This doesn't really confirm whether all or most of the learners know what the correct answer is.
4. Less-able learners often get lost during the feedback, especially if they're trying to use strategies for understanding their errors or attempting self-correction.
5. Learners who are unsure of the correct response might get anxious, especially if the teacher hasn't let them check in pairs before getting feedback.
6. The teacher may tell the class the correct answer but not check that they understand.

Think about the problems mentioned in the list. Are these problems that come up in your classroom? You can turn these six things into a checklist of questions to ask yourself.

1. Are my learners used to getting negative feedback from me when they make errors?
2. Do I talk too much during feedback?
3. Do I do feedback with individuals and groups or only with the whole class?
4. Am I careful to help less-able learners with strategies for self-correction?
5. Do my learners feel anxious about making errors?
6. Do I just tell the class the correct answers or do I check that they understand?

Giving learner feedback 2

Do try to ask yourself the questions from the checklist. Feedback can develop very strong feelings among learners, which are sometimes quite negative. You might have negative feelings when you think back to feedback during your days at school.

Is it really that important to give feedback to learners? Here are some reasons for giving effective feedback. Do you agree with them?

- Most importantly, feedback on an activity satisfies learners' expectations and needs. It informs them if they've been successful or not. It reassures them that they've at least completed the task properly.
- A lot of tasks learners are asked to do are in some way a form of test. When you give feedback that shows learners their success, they can feel motivated.
- Feedback can act as a signpost. It signals the end of a task or stage of a lesson.
- When you give effective feedback, you allow learners to develop analytical skills. They learn why they're making errors and how to correct them.

So, in summary, feedback helps learners know if they're successful or not in what they were trying to do. It can motivate them and guide them, and it can help them develop analytical skills.

**Giving learner feedback 3**

You may find that your feedback sessions are frustrating because learners don't answer correctly. In fact, your learners might find them frustrating too, or maybe boring, perhaps even embarrassing. You can minimise the need for time-consuming, whole-class feedback with effective teaching and classroom management, not only during the activity but also in earlier stages of the lesson. Here's another checklist to consider:

- Lesson preparation: Are you preparing lessons carefully? Do you anticipate problems? Do you grade tasks so that they are manageable?
- Teaching: Is your teaching organised and contextualised? Do you use concept-checking questions to ensure learners' understanding?

- **Monitoring:** Do you use monitoring as an opportunity for gentle correction to minimise the amount of feedback you need to do at the end of the task? You can also notice specific difficulties and choose to conduct feedback only on problematic areas.

Whether your feedback sessions are normally teacher-led or learner-led, there are definitely a variety of approaches to try. Open the headings to read about some ideas.

Teacher-led feedback

Doesn't it feel good when both you and your learners know that an exercise has been completed satisfactorily? Where exercises are completed individually and the focus is predominantly on accuracy, you may find it easier to take control of the feedback process. Even then, there are alternatives to you either reading out answers or nominating learners in turn.

- Teacher question – learner answer: Do this randomly to keep individual learners on their toes.
- The teacher refers the learners to a grammar reference to check their answers.
- Provide answers on the back of the question paper.
- Provide answers on an overhead transparency, PowerPoint slide or on the board.
- Give learners a reading text with all the answers.
- Put learners into teams and compete for points which are given for correct answers.

Learner-focused feedback

It may seem like too much work or too time-consuming to plan feedback that's learner-centred. But remember that when learners are still learning and practising, when they're involved in feedback, this helps with their learning objectives. Training learners to think about their own learning is a skill that will certainly pay off for them and you! Here are a few ideas

- Peer checking: Encouraging learners to give each other feedback after activities and introducing the appropriate task language not only provides opportunities for discussion but also the opportunity to use language for a real purpose. Learners practise conversational strategies of negotiating, agreeing and disagreeing, and turn-taking as well as thinking skills such as rationalising and problem solving. Peer checking also provides you as teacher with a reason to recombine pairs and particularly to encourage stronger learners to help the less able ones.
- Extra challenge: Some learners will always finish exercises more quickly than others, and it's often useful to tell them how many of their answers are correct, but not which, so that they have a purpose for reflecting on their work.
- Learners as teachers: Do you ever encourage learners to take on the role of the teacher? You can ask one of them to conduct feedback. Or try giving the answers for an exercise to a group representative.
- Learner nomination: You can have learners, rather than the teacher, nominate others to provide answers. This can be particularly effective during the first week of a course when learners are still in the process of getting to know each other.

Giving learner feedback 4

In the next two slides, you'll answer some questions about what you've read about moving away from traditional feedback. First, match the sentence halves to summarise the potential problems of giving traditional feedback.

The teacher is

- always in control.

There's lots of unnecessary

- teacher talking time.

Whole-class feedback doesn't show

- individual learner difficulties.

Less-able learners may be unable to use

- strategies for self-correction.

Learners who are unsure of the answer

- may experience anxiety.

Correct answers may be identified but

- understanding isn't checked.

Giving learner feedback 5

Despite possible problems, why is feedback necessary? Choose the best words to complete the sentences.

Feedback on an activity satisfies learners'

- expectations
- and needs.

Feedback that shows learner success can be

- motivating

. Often there's an element of

- competitiveness

, and this encourages learners to participate.

Feedback can act as an effective

- signpost

, signalling the end of a task or stage of a lesson.

Feedback can help develop

- analytical

skills in learners.

The way learners perform their tasks is a kind of diagnostic function. Their results may indicate the need for

- clarification

, reteaching or review.

Giving learner feedback 6



Audio transcript

AGAR: I have to get feedback from my students. Getting feedback means learn or assess what I did and from what the students respond, what the students say, I can adjust myself, and plan different ways and means. I learn from my students.

You've just looked at a summary of the importance of giving feedback to learners. Now listen to Agar, an Ethiopian teacher. Who's giving the feedback he's talking about and who's receiving it? Check your answer after you listen by opening the Check heading.

Check

Agar's talking about getting feedback from his learners, not giving it. In the next unit, you'll read more about getting feedback on your teaching.

End of unit

That's the end of Unit 2. You should now be able to:

- correctly use sentence stress with articles
- use a chant to drill grammar
- identify the problems with giving traditional learner feedback.

Watch Rob's round-up.

ROB: So, that's the end of Unit 2!

Have you been thinking about your own way of giving feedback, and if there are any changes you can make? Remember, feedback should always be accompanied by praise and encouragement in order to build trust and confidence. If you use learner-centred activities in your classroom, it makes sense to support them with learner-centred feedback on those activities. OK, in the next unit, you'll get some practical ideas and tips for getting feedback.

Unit 3 - EFT3 part 2 - What do they think?

By the end of this third unit of the module, you'll be able to:

- use different ways to get useful learner feedback
- use phrases about reflection and feedback
- use games to review grammar.

Introduction

Welcome to Unit 3 of the *What do they think?* module. This unit takes about one hour. By the end of this third unit of the module, you'll be able to:

- use different ways to get useful learner feedback
- use phrases about reflection and feedback
- use games to review grammar.

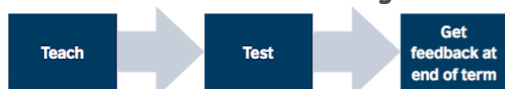
Watch Rob's introduction to begin.

ROB: When you were learning how to teach English, you may have got regular feedback on your teaching - feedback that helped you adjust your teaching content and approach. Do you encourage your learners to give you feedback on how they feel about lessons? Do you ask them to tell you how they feel about a particular activity? In this next section, you'll be reading about getting feedback from learners.

Learner-centred feedback 1

Look at the images. Have you tried either of these approaches?

The first image (Teach → Test → Get feedback at the end of term) is a common approach to getting learner feedback. But doesn't it make sense to use an approach like the second one (Teach → Get feedback → Adjust teaching)? Getting feedback is one important step, but do you use it to adjust your teaching? These are important things to think about. In this section you'll consider some ideas for getting learners to reflect more on their learning.



Learner-centred feedback 2

Do you remember some of the differences between traditional feedback and learner-centred feedback? Teacher-led feedback usually involves only one learner at a time. It's often predictable, so learners get bored. It can also be quite time-consuming. Stronger learners may get demotivated, and weaker learners may feel embarrassed or anxious.

Evelyn and James recently spoke at a teachers' conference about the importance of reflection for learners. These are the three interview questions that they were asked:

1. Why is it important to have learner-centred feedback?
2. How do teenagers respond to being asked to participate?
3. Do you have any ideas for getting feedback from learners?



Open the headings to find out how Evelyn and James answer the questions. Do you agree with what they say?

Question 1

Evelyn: I think one of the most important benefits of getting learners involved in feedback is that it really helps them understand how they learn. This ongoing process will help them a lot as they develop their learning skills!

James: Yes. Even children should start thinking for themselves about their learning and what happens in the classroom. If they do think about their learning regularly, they will become more independent learners.

Question 2

James: I think teenagers really like it when we ask them to think about what they are doing. When we ask them for their opinions, and involve them in some decisions about what happens in class, they always respond positively.

Evelyn: Definitely. It shows that we value their opinions and take them into consideration. I think this can really increase their motivation.

Question 3

James: Sure. I like to give them a questionnaire and find out what they think is the most useful (reading, writing, speaking, listening, learning grammar, learning vocabulary). I also ask them how they like to work (individually, in groups, in pairs) and activities they enjoy (they all have their favourites!).

Evelyn: At the end of each lesson, I get the learners to complete a summary of the lesson under these headings:

What we did today

What I liked best

What I didn't like

What I want to do next

Sometimes I do this at the end of a block of work too. One other idea I can suggest is individual counselling. If you have small classes, this is a good way to get feedback from learners. Give them some questions to think about before they meet with you. For example, which parts of the course have you found the most useful? Which activities do you prefer? What do you feel you need to do most in order to improve your English?

James: Another way I get learners involved in feedback is by asking them to write a learning diary. I collect these regularly, and they really help me to learn my learners' likes and needs. When they are new to diary writing, I sometimes give them questions to guide them in their writing.

Learner-centred feedback 3

Developing 'metacognitive awareness' (understanding of your own learning processes) is an essential skill for a learner and underlines the need for them to be active participants in the learning process.

Even from the age of 6 or 7, children can be encouraged to think for themselves about their learning and what goes on in class. For teenagers, asking them what they think about what they're doing, asking for their opinions and involving them in some decisions about what goes on in class shows that you value their opinions and can help increase their motivation. Adult learners may also have quite clear ideas about what they want and will appreciate it if their views about their learning are taken into consideration. Here are some more ideas for getting feedback from your learners.

Younger learners

Do you remember what Rob said in the *In consequence* module? At the end of the lesson ask the learners questions:

Did we learn new words today?

Did we play a game?

Did we sing a song?

Did we listen to a story?

and so on.

Then get the children to say if they liked the lesson. Each child can be given three smiley faces on cards (one unhappy, one so-so and one with a big smile) and they hold up the appropriate one to show if they liked the lesson or not. Alternatively they could draw a face in their notebook at the end of each lesson.

With slightly older children, get them to reflect on what they've done in their classes. You can give them a list of different activities that they may or may not have done (for example, 'we listened to a story about a man who lived in a cave'). After identifying which ones they did, they can draw or colour in smiley faces, or write individual words to show which ones they liked and which ones they didn't like

Teenagers and adults

Find out about how your learners like to learn. Give them a questionnaire to find out what they think is most useful (reading, writing, speaking, listening, learning grammar, learning vocabulary), how they like to work (individually, in groups, in pairs) or activities they enjoy (using the coursebook, playing games, listening to tapes, and so on).

At the end of each lesson, get the learners to complete a summary of the lesson under these headings:

What we did today

What I liked best

What I didn't like

What I want to do next

This can also be done at the end of a block of work.

Ask your learners to keep a learning diary (this could be online) which you check on a regular basis. This can give you a very useful insight into each learner's likes and needs. If the learners are new to the idea of diary writing, give them questions to guide them in their writing initially.

What did you learn in this lesson?

Which part did you find most useful?

How confident do you feel in using what you learned?

What would you like to do more of?

If you're working with relatively small groups, individual counselling can be very valuable. Give the learners some questions to think about before they meet with you, for example: Which parts of the course have you found most useful? Which activities do you prefer? What do you feel you need to do most in order to improve your English?

Vocabulary 1

Read some of James' and Evelyn's comments again. Complete the gaps.

Why is it important to have learner-centred feedback?

Evelyn: I think one of the most important benefits of getting learners involved in feedback is that it really helps them understand how they learn. This

- ongoing process

will help them a lot as they develop their learning skills!

James: Even children should start

- thinking for themselves

about their learning and what happens in the classroom. If they do think about their learning regularly, they will become more independent learners.

How do teenagers respond to being asked to participate?

James: I think teenagers really like it when we ask them to think about what they are doing. When we ask them for their opinions, and

- involve them in some decisions

about what happens in class, they always respond positively.

Evelyn: Definitely. It shows that we

- value their opinions

and take them into consideration. I think this can really

- increase their motivation

Vocabulary 2

ROB: When you want to check if learners know the meanings of words, you may tend to simply ask them to tell you the definition. Maybe you have them match words with meanings. But using concept-checking questions is a great way to effectively check comprehension. I'm going to ask you some questions using the phrases you see on the slide. Take some time to answer – go ahead and answer aloud. This will help you remember the phrase and, of course, give you general practice with English. Feel free to stop the audio after each question. OK, here we go:

How can learners 'involve someone' in their group during an activity?

If someone values your opinions, how do they show it?

What can you value about somebody besides their opinions?

Do you feel that your opinions are valued?

What are some ways to increase your learners' motivation?

What increases your motivation?

The article said that getting feedback is an ongoing process. Do you think your way of collecting feedback from learners is an ongoing process? What are some signs that show learners are not thinking for themselves?

Audio transcript

Look at these phrases from the previous slide, then listen to Rob ask you some questions to help you remember and use the new phrases.

to involve someone in something
to value someone's opinions
to increase someone's motivation
an ongoing process

Adjusting your teaching 1

In addition to getting feedback on your teaching from others, it's important to take time to reflect yourself on your teaching.

Lizzie Pinard, writing on the TeachingEnglish website, thinks reflection on your teaching practice can help you improve your teaching skills. Read her article on this slide and think about changes you might like to make in your classroom.

Do you remember the last lesson you taught that went incredibly well? What about the one where everything seemed to go wrong? Such lessons make up part of every teacher's patchwork quilt of experiences, but does it end there?

The answer is, it can do and perhaps often does - we plan, we teach, we move on. However, it is possible for each lesson to become a learning opportunity for learners and teachers alike. By becoming reflective practitioners, we can open the door to the possibility of constant learning, and sidestep the potential danger of living one year of experience forty times over.

After each lesson, STOP.

S - Step back

Consider your lesson as an outsider as well as an insider. What happened? What did you do? How did the learners respond? How did any given moment that stands out affect the moments that followed? What relationship does it bear to the moments that preceded it? If you have colleagues who are willing to observe you and complete a general observation sheet or one that you tailor to suit exactly what you want to discover, this can be a wonderful way of making your lesson visible from a different perspective. You might also like to film it and complete an observation form as though you were an outsider looking in.

T - Take stock

Evaluate your observations and evidence, and decide if there are any elements you wish to look into further. Which had the most effect on how the class unfolded? Were there any moments that perplexed you? Upset you? Excited you? Made you wonder what would happen if you had done that instead of this? Make a note of these. Then choose something that you believe to be particularly significant to focus on - or, if you are stuck in a rut, make the decision to try something new. Over time, notes allow patterns to be identified - what habits, good and bad, do you have in the classroom?

O - Open up your resources

Go to your books, magazines, journals and the Internet (blogs, electronic journals and magazines, your social media network) and investigate your chosen focus. For example, if it is an aspect of classroom management, you might look in Classroom Management Techniques by Jim Scrivener, which contains a wealth of tips on getting the most out of your learners; or ask your colleagues on Twitter how they would manage the activity in question; or to exit a rut, you might read the English Teaching Professional magazine and find a new activity or technique to try out.

P - Plan for next time

Decide what you want to try and do differently in your next lesson. It could be a different way of doing what you are already doing or something completely new to you, or it could perhaps simply be refining something you consider worthwhile doing but are slightly shaky on.

Finally, enjoy experimenting and when you've finished the class, STOP again and evaluate how it went. This cyclical process of experimentation and reflection is a way to develop, and replace stagnation with continual learning.

Adjusting your teaching 2

Do you think the STOP process would be helpful for you? Look at the stages again and fill in the gaps.

Step back

- **Correct** Consider your lesson as an outsider.

Take stock

- Choose something significant to focus on.

Open up your resources

- Investigate your chosen focus.

Plan for next time

- Decide what to do differently next time.

Classroom activities 1

In this section, you're going to learn about two games that you can use to review a grammar point or other language with your learners. The first one is called 'Three-in-a-row'. Have you heard of this game, or played it?

You're going to read the steps of the activity. Choose the most logical 'next step' on each slide.

**Classroom activities 2**

For the 'Three-in-a-row' game, prepare nine sentences which focus on your chosen language point. These can be gapped sentences, sentences with an error to correct, putting the words in order or any other kind of sentence or question for the learners. Write each sentence on a large piece of paper or Post-it note. If you use Post-it notes, write the sentences on the back.

What's the next step?

Prepare the playing grid.

Ask learners to look at the sentences.

Feedback

That's right!

Classroom activities 3

Prepare the playing grid by drawing a 3x3 grid on the board. Stick each piece of paper into one space on the grid with the blank side facing the learners so they can't see the sentences.

What's the next step?

Divide the class into two teams.

Now it's the next team's turn.

Feedback

That's right!

Classroom activities 4

Divide the class into two teams and explain that the first team to get 'three in a row' is the winner. One player from the first team comes up to the board and chooses a piece of paper. The teacher turns it over and holds it up so everyone can see it.

What's the next step?

Someone from the next team comes up and chooses another piece of paper.

The player reads the sentence.

Feedback

That's right!

Classroom activities 5

The player tries to read the sentence correctly, correcting it or doing whatever they need to do, without any help from the rest of the team. If it's right, remove the paper and put a big 'X' in the space. If they don't get it right, put the paper back in its place.

What's the next step?

Then somebody from the next team comes up.

The player can choose another piece of paper.

Feedback**That's right!****Classroom activities 6**

Now it's the next team's turn. Somebody chooses a piece of paper and repeats the process. If they say the sentence correctly write a large 'O' in the space. Continue like this until one team has three in a row, and wins!

Classroom activities 7

This next game is a card game and can be an excellent way to review language covered in lessons and develop peer correction skills. Read the instructions:

1. Prepare some cards with sentences on them. Each sentence should contain one mistake. If you like, you can use errors from your own learners' work.
2. Divide your learners into groups of three and give each group some of the cards.
3. The first player (A) picks up the top card and reads it aloud. The next player (B) identifies the error and repeats the sentence correctly. B then picks up the next card and reads it for the third player (C) to correct.
4. Monitor the groups as they play, making a note of any problem areas for the discussion at the end.
5. The game continues round the group until all the cards are finished.
6. When the learners have finished, ask them to turn all the cards face up and spread them out on the table. Discuss the errors with them and check everybody understands why these errors were made.

What do you think? Would your learners enjoy this or the other game? If you can make language learning and practice fun, naturally your learners will be much more likely to look forward to their lessons.

End of module

That's the end of Unit 3 and the end of the module as well. You should now be able to:

- use different ways to get useful learner feedback
- use phrases about reflection and feedback
- use games to review grammar.

Watch Rob for the last time in this module.

ROB: So, that's the end of Unit 3, and the end of the module! You should now be able to both get and give effective feedback.

Remember what Lizzie Pinard wrote: 'The cyclical process of experimentation and reflection is a way to develop, and replace stagnation with continual learning.'

You want to be a better teacher than you were last month, and last year, I'm sure - so how soon can you put this cycle into use?