ELT-17

Language Improvement for English Teachers

Milestones in ELT

Milestones in ELT

The British Council was established in 1934, and one of our main aims has always been to promote the wider knowledge of the English language. Over the last 75 years, we have issued many important publications that have set the agenda for ELT professionals, often in partnership with other organisations and institutions.

As part of its 75th anniversary celebrations, we are re-launching a selection of those publications online. Many of the messages and ideas are just as relevant today as they were when first published. We believe they are also useful historical sources through which colleagues can see how our profession has developed over the years.

Language Improvement for English Teachers

This book was produced following the Hornby workshop on language improvement for teachers in Senegal in 2009. The book was designed to be suitable for teachers at various levels of language proficiency. It is task-based, and can be used as a self-access or training course manual. The 10 chapters include 'Using English effectively in the classroom'; 'Managing the classroom'; 'Adapting materials'; and 'Helping teachers with change'.

LANGUAGE IMPROVEMENT FOR ENGLISH TEACHERS

A methodology and training book

Language improvement for English teachers:
a methodology and training book

This book is the result of a Hornby School on Language Improvement for Teachers that took place in Senegal from 16 to 20 March 2009.

The purpose of the book is to help facilitate training focussing on helping teachers improve their language. The book can be used:-

- *by trainers as a manual for a training course*
- *by trainers as part of an in-service programme*
- *by teachers as a self-study book*

The book can be either used as a whole course or certain sessions used when appropriate.

C O N T E N T S

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We would like to thank all the participants on the course for their contributions to this book. Special thanks for collecting and collating the contributions to:

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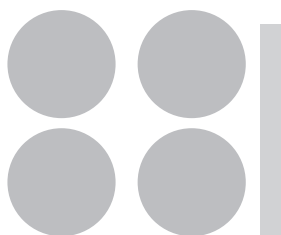
Chapter 1
An introduction: Getting started and reflection.

In this chapter we will:-

▶ give a brief description of the approach to the training

▶ talk about ways of starting the training

▶ talk about the importance of reflection and suggest how refection can be done.

An approach to training

A key feature of any training course is the approach taken. On this course we used a collaborative approach viewing the participants as experts in their own contexts and tried to create an atmosphere in which sharing, thinking and exploring were the cornerstones of each session.

The two trainers worked as facilitators using a variety of activities to accommodate different learning styles. Input was given with the aim of generating discussions and giving an overall direction to the course. We used individual work, pairwork, small groupwork and whole group discussions to facilitate the sharing of ideas.

Because of time constraints not all participants were able to give individual contributions on all points raised. However, this is a fairly traditional approach to the idea of sharing and giving feedback. On this course we used a variety of techniques such as buzz groups (people moving around to see what other groups had produced and then discussing the ideas).

Getting started

A. Sharing expectations, worries and questions.

Learning is a journey – a journey from one place to another. When people go on a journey they almost always bring some baggage with them. On a journey of learning this includes their previous experiences whether as learners or as teachers; their expectations of the training and often questions, worries or concerns about the training. Therefore, it is very useful at the start to find out what this baggage is.

Task 1

Draw a suitcase on a piece of paper. Divide the suitcase into 4 parts.

- In the first part write about your experience that you think is relevant to the training.
- In the second part write about your expectations of the training.
- In the third part write any questions, worries or concerns you might have about the training.
- Leave the fourth part of the suitcase empty. You will come back to this at the end of the training.

My experience	My questions and concerns
My expectations	

Here are a couple of examples:-

Experience *I have been teaching for 19 years. 13 years in the first cycle and 6 in the second.* *I went to the UK in 1993 for a summer school on Communicative language teaching.* *Last year I was appointed as a pedagogical advisor in my country.*	*Questions and concerns* *It's difficult for me to do my job at the moment as the teachers are on strike, but I would like to be more in touch with them through workshops.*
Expectations *To enrich my experiences as far as teaching methodology is concerned and to acquire some more ideas that can be applied when training teachers, a field in which I have recently been working.*	To be completed at the end of the course.
Experience *I graduated from a teacher training school in 1990 and then taught English for 13 years.* *In 2003 I was appointed as a teacher trainer.*	*Questions and concerns* *My worry is that the ideas we will get on this course won't fit the Senegalese school environment and realities.*
Expectations *I want to have more input about in-service training and about new approaches to teacher training.* *I also want to exchange experiences with colleagues coming from other countries.*	To be completed at the end of the course.

As you can see, the main concerns were to do with the context in which the trainers are working. However, the second person is specifically worried about the suitability of the course content for their context. Knowing about the expectations and concerns f the participants right from the start of the course, and showing them that their views are being taken into consideration will, in all likelihood, lead to a more successful course. For more about this see chapter 8.

B. Getting to know you

If you are running a course it is also useful to try to get to know a little bit about each other.

Note: If you are using this book for self-study move on to section C of this chapter.

You could start by introducing yourself, but do this as an activity rather than just talking about yourself. For example:-

Meet your trainers

You will hear 10 sentences about your trainers. Four sentences are about one trainer and four about the other trainer. Can you decide which sentences are about which trainer? Discuss your ideas with a partner.

Example sentences
Can speak good French.
He likes swimming.
When he was young he was a shepherd.
etc

Another possible activity is:-

What about you?

- Write four sentences about you. 3 should be true and 1 false.
- Now stand up, walk around and take turns telling each other your 4 sentences.
- Listen to the sentences and decide which one is false.

C. Setting out some ground rules

Whenever you are conducting a workshop or training course it is useful to set out some ground rules at the start. This then helps you with various aspects such as starting on time, participating in activities etc. Rather than the trainer imposing rules on the participants it is probably more effective to get the participants to come up with some ground rules and then to negotiate these rules so that you have some kind of agreement.

Here is one activity which allows you to explicitly talk about the rules of interaction between the trainer and trainees and between the trainees.

Task 2

Work in groups.
Discuss and write down some important rules that you think should guide the trainer and trainees from the start to end of the workshop or training course.

Did you include anything on punctuality? Participating in discussions?

If the trainer feels there could be other important things to include he/she can raise and include them with the agreement of the participants. These are then mounted on the wall for all to see.

During the training period if the rules are broken, the participants can easily remind each other of the ground rules that were agreed on at the start.

Establishing ground rules or norms from the start minimises conflicts that could arise during the training due to unexpressed expectations of either the trainers and/or participants.

D. Warmers and energisers

These help you to break monotony and enhance energy in the training sessions.
You have to get the trainees out of their seats to wake them up. Here are a couple of examples of energisers you can try with your group.

Pass the ball
1. You can use two balls for this game. If you can't find balls just crunch a flipchart paper into a ball.
2. Ask the participants to stand up in two lines of equal length, facing each other.
3. Give one ball to the first person in each line of the group.
4. Explain that it is a race to pass the ball down the line. However there are some rules:-
5. They can't hold the ball with their hands.
6. The ball can't touch the floor.

7. Have the race.

8. The group that passes the ball to as many persons in the group or the last person in their line will win.

Do what I say, not what I do!

1. Tell them you are going to do an instruction game.

2. You ask every one to go to free space in the room.

3. Tell them, while watching your move, tell them to do what you say not what you do.

4. You say for example 'touch your knees', while touching your head.

5. The ones who do what you do but not what you say are thrown out of the circle.

6. Do this a few times, and you will have fun and some body movement.

For more examples, you can search the internet by writing in warmers and/or energisers.

Reflection diaries and reflection slots

A. What is reflection and why is it important?

Learning is a process. Not only is it easy to forget things but learning also takes time. Quite often something we learn one day takes us two or three days (or even longer) to fully understand.

B. Reflection diaries

One way of helping the learning process is to take time to look back and reflect on what we have done and what we have learnt. A good way to do this is to discuss things with our colleagues, but another way is for us to keep reflection diaries.

Task 3

After each workshop or day of training spend ten or fifteen minutes thinking about what you have done today and what you have learnt.
Now write down your thoughts and feelings as a diary or journal.
Your diary will be private – it is for your own use.

Here are some examples from this course:-

16-03-2009

The way we started was interesting because we could discover interesting things about the people we were going to work with in a very relaxing way. I will probably use this at the beginning of the school year.

The next thing we did was deciding what we would change if we could.

It was funny when I said the size of class and the person I was working with agreed on that. When we got up to numbers I realised that his class was 3 times bigger than mine. I felt so lucky!!!! Then later on somebody mentioned classes of 200 students and I thought "this is wow!". Now I see class size in a different perspective.

We went through learning a language means and the method. It was quite a surprise to me to see that teacher and not students do most of the learning.

Day 1

My day with the group at Saly was rather exciting and very tiring. However, I learnt a lot or rather discovered lots of strategies I used to use (unconsciously most of the time).
I am shy!! by nature, or is it because I do not just jump into people at first time. Yet I have met friends, people with whom I may stay in contact and work out something.

17-03-09

I was eager to go downstairs this morning to deal with teaching speaking, which I think is the biggest handicap I have in my professional life.
The first thing we did was reflecting on yesterday session and share our reflection with our neighbour. It is a good activity because it keeps you updated. It was funny to see many people reading their notes instead of their diary, this probably because they hadn't done the "Hotelwork". I'm going to ask my trainees and my colleagues to keep a diary.

Day 3

We did our usual feedback and then started an interesting day of work. It was about how people learn, how can teachers develop their own language and classroom management.
I really like the point about how people learn and particularly the fact that people don't have the same way of learning, the fact that teachers have to be aware of these and try to be more flexible than possible with all type of learners is

of big importance. Because usually when a student acts in an unusual way he is most of the time sent out and this diminishes his motivation.

Even if you are working alone it is useful to keep a reflection diary. Try and keep it regularly and read through it as well so that it helps remind you of what you have done.

C. Reflection slots

At the start of the next workshop (or next day on a course) it is useful to devote about thirty minutes to reflecting on what was done before. To begin with you can ask the participants to read through their reflection diaries and check what they have written. You can then put them in pairs or small groups and give them a task to do.

Here are a few ideas of what you could focus on in the reflection task:-

Tell your partner about something new or useful that you learnt in any of the sessions yesterday afternoon.

Why did you choose to talk about this?

Look at your Reflection Diary.
Work with a partner. Tell them about something from yesterday that you want to use with your teachers. Talk about:-
Why?
How you'll use it?
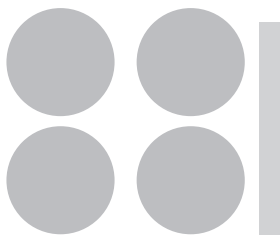What resources you will need?

Tell your partner about a new idea from the workshop that you **cannot** try in your classroom. Explain why you think the idea wouldn't work in your educational context.

Talk to a partner about something you didn't understand from the session. See if they can help you understand it.

After you have given the participants about ten or fifteen minutes to discuss the task in pairs you can open out the discussion to the whole group and see if anyone would like to share things with everyone else. It's important that people choose whether or not to share and that nobody is forced to say something if they do not want to.

Good luck!

Chapter 2
Learning and
teaching a language

In this chapter we will:-

▶ talk about what language is and what it means to learn a language

▶ talk about how people learn and the language learning process

▶ give a few examples of the way we can teach and learn different elements of a language

What does learning a language mean?

In this section, we explore what language means and the process and significance of learning a foreign language or a second language.

A. What is language?

Task 1

Work on your own. Write a definition of what language is.
Now compare your definition with a partne.? Are your definitions similar? Do you agree with your partner's definition? Why (not)?

We often talk of language as a system. It is not an abstract code, but a system that enables us to communicate meaning. We need to master this system in order to be able to use the language effectively for communication.

B. What does mastery of a language mean?

When we talk about mastering a language, what exactly do we mean? It is probably important here to define in more detail the elements that go to make up a language system.

Task 2

What are the different elements of language? Write down all the different elements that you need to learn when you are studying a language.

For a long time language learning and teaching has been seen as teaching grammar, lexis and pronunciation. Other elements of language have been given less importance or totally ignored. For us language involves the following elements:-

- Grammar
- Lexis
- Pronunciation
- Skills
- Discourse
- Genre

Task 3

Can you give concrete examples of each of the elements mentioned above?

Here are some ideas that the participants of the Hornby School in Senegal came up with:-

Pronunciation
- understanding the phonetics & stress
- The natural music of the language
- The way a word is articulated
- Sounds (mentioned sound problems such as p/b)

Grammar
- Rules of the language
- Structures of a language
- Syntax

Vocabulary
> - Lexis
> - Words

Skills
> - What we do with the language
> - Receiving and producing

Discourse
> - Text with sentences organised

Genre
> - Different types of language / text i.e. poetry, prose

Task 4

Can you rank the above elements according to their level of importance for English language teachers in your country? 1 = most important and 6 = least important.
What are the reasons for the order?

C. Communicative competence

Traditional linguists like Chomsky tried to make a distinction between language 'competence' and 'performance.' Others like Halliday (1978) and Hymes (1971) have disagreed with Chomsky's distinction as unnecessary and they explain competence as 'the ability to use language in social context, to observe sociolinguistic norms of appropriateness' (Savignon 2002:1). However, these theories do not show what this would mean to a person learning a language in the classroom, in the absence of a community using the target language as an

L1. Savignon has come up with a definition that suits an SL/FL context, by stating it as the ability to 'express, interpret and negotiate meaning' irrespective of context.

Task 5

Discuss the following questions in the light of your teaching context.
> 1. What does a communicative competence mean as a learning goal in your context?
> 2. Do we have to teach teachers and students to speak like native speakers?
> 3. How can you achieve communicative competence in your country?

Here are some useful ideas generated by the participants from the Hornby School in Senegal:

> • Teaching students to be able to use the language socially and professionally to develop effective communication between students.
>
> • We do not have to speak or expect our students to speak like natives. English is a universal language respectful of different cultures. Now we refer to ESOL (English to speakers of other languages) and we also talk of "Englishes"
>
> • We apply communicative competence to have fluent students and learner-centredness.

The comments above indicate how much our understanding of language teaching has moved away from the traditional structural approach. However, what we find practised in classrooms may not match the views expressed.

One very interesting point to consider in terms of communicative competence is the ability to take the listener into account. There is an understanding that speakers often need to adjust their language to 'accommodate' the listener. One interesting observation is that native speakers are much poorer at doing this than many non-native speakers. They continue to speak using complex grammar and vocabulary, not adjusting their pronunciation and basically expecting the listener to make all the effort in understanding.

Understanding the language learning process

A. Using metaphors

Metaphors can be used to describe our experience of learning a language. Here is an example:

Learning a language is a journey through a jungle!

This metaphor describes a particular viewpoint of what learning a language means to one individual. Here are some more metaphors generated by the participants on the Hornby School in Senegal:

- Teaching a language is like having a bank account, if you don't deposit and draw money regularly, part of your sum will be useless (you need interaction) don't just keep it there.

- English learning is a well if you don't take water out of it dries.

These metaphors tell us the importance of practising the language (ESL/EFL) one is learning so that it is not forgotten.

Task 6
Now write your own metaphor and share it with another person. Explain what a particular metaphor describes about learning English.

B. L1 and ESL/EFL Learning

We have discussed that languages are systems that enable us to communicate and get things done. In our life we most probably end up learning different languages, our first language we acquire at home from those who looked after us as carers, for example our mothers. We move on and we learn another language spoken in the society we live in. If our first language is spoken by the society then it is our mother tongue. Otherwise it is a second language or a foreign language, usually learnt in school. For most Africans English is a foreign or second language, for others it could be French, Spanish or Arabic for example.

Task 7

Discuss the following questions in groups.
Is English a foreign language, a second language or an international language
for you?
Why do you learn English?
Why do other people in your country need to learn English?
Do people want to learn English? Why (not)?

Learning our first language is different from learning a second or foreign
language because in the former we have a natural context around us into which
we are immersed. We learn a lot by participating in the social activities of the
community we live in. The participation enables us to develop the language
repertoire we need for different communication situations. However, with a
foreign language these natural survival needs are not immediate.

Task 8

Discuss the following questions in groups.
How many languages have you learnt?
What makes them different or similar for you?
What can teachers and curriculum designers do to bring the natural language
learning characteristics into the classroom?

Once you have discussed task 8 with a partner move on to the next task.

Task 9

Read the following statements and discuss their meanings for learning English in your own context.

Learning a second/foreign language is ultimately learning to be another social person." Crookal and Oxford (1998: 136)

Languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behaviour patterns which are characteristic of another community." Gardner (1985: 146)

Based on the above quotations, what determines success in learning a language other than L1?

C. Multiple Intelligences

In task 9 there was a quote from an American Educational psychologist – Howard Gardner. Gardner is probably best known for his ideas on how people learn and in particular the term *'Multiple Intelligences'*.

Task 10

Have you heard of Multiple Intelligences before?
How many different intelligences are there? and can you list them?

In his book Frames of Mind: The Theory of Multiple Intelligences (1983) Gardner talked about seven intelligences, but he has since added to these so that now there are 9. These are:-

- Verbal/Linguistic
- Logical/Mathematical

• Visual/Spatial
• Musical/Rhythmic-auditory
• Bodily/Kinaesthetic
• Interpersonal
• Intrapersonal/Reflective
• Naturalistic
• Existential

In this book we won't go into details about Multiple Intelligences, but we would recommend that you read more about it as the theory has important implications for all teaching and learning.

What we want to focus on is the central idea that people are different. They process information in different ways, they learn in different ways and if the language teacher does not use a variety of activities and techniques in their classroom then in all likelihood some students will fail to learn. These students fail not because they can't learn, but because their learning style is not catered for.

Task 11
Have you ever had a student in your class who couldn't sit still, they kept on moving around? What did you do? Why do you think they behaved like this?

We've all had students like this and the normal thing to do is tell them to sit still, be quiet and pay attention. However, it is quite likely that this student is a kinaesthetic learner (they learn by moving and doing). By denying them the opportunity to move we are denying them the opportunity to learn. By having a variety of activities in our lessons we have more chance of helping more of our students to learn.

D. Language learning motivation

We learn a foreign language with different purposes. Our level of success in achieving communicative competence is determined by many factors. The most important one is motivation. Williams and Burden (1997) describe language learning motivation in three stages involving reason or need, decision and sustaining effort. (See fig 1).

Sustaining the effort to do something

Reason for doing something

Deciding to do something
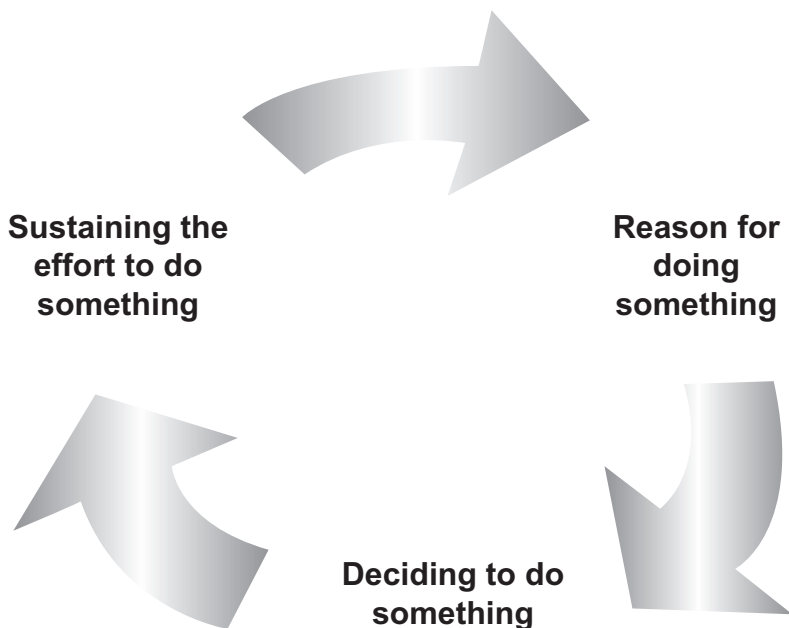
The figure above can describe the motivational cycle in doing small every day tasks. For example, think of making a cup of tea.

You have a desire to make tea because you are thirsty; then you decide to make tea. Even when there are obstacles, for example electricity failure, you persist on checking the plug and fixing it.

So when it comes to learning a language (a much bigger task) motivation must play an equally important role.

E. Stories of foreign language learning

Here is a story.

A few years ago I was going to do some work in Slovenia, a country close to Italy and Austria in Europe. I decided it would be good to try to learn some of the language – Slovenian – in order to make a good impression. I bought myself a book called 'Teach Yourself Slovenian'. For a few weeks I studied a couple of hours a day. On the first day in the small town I was visiting I walked into a shop selling postcards, stamps etc. I asked for a few things in the language and was given the things I wanted. Finally, I asked how much it all cost. The shopkeeper replied in Slovenian giving me the price. Unfortunately I simply didn't understand. After a few attempts she suddenly switched to English telling me the price and then commenting on how good my spoken Slovenian was. However good my speaking was the fact that I was unable to understand when someone spoke to me meant that I was hardly communicatively competent. I realised then how pointless it was to learn to speak but not learn to listen.

Task 12

Do you have your own story of learning a foreign language?

Some ideas on how to teach language

In this final section of Chapter 3 we will take a brief look at some ideas regarding teaching and learning grammar and vocabulary. It is not that we feel that these are the most important elements when learning a language, but simply that we wanted only a couple of examples. At the end of this chapter we will ask the teacher to think of other examples connected to one of the other elements of language.

A. Grammar

Task 13

How do you teach grammar at the moment?
What techniques do you use to help students understand and learn grammar?

If we think back to what we have already said about the language learning process and to communicative competence there are a number of key things that we should think about when teaching grammar.

The first thing is that the teacher shouldn't simply explain grammar. Explaining doesn't necessarily mean that the student will understand and learn. The only way we will ever really know if our students understand the grammar is by getting them to use it.

The second point we need to remember is that language is a living thing. This is important for a number of reasons. It means that language rules change and that we need to try and make sure that what we are teaching is up-to-date. We must also remember that the rules should describe what actually happens with the language.

Rules come out of the language. In other words, without language we wouldn't have rules. You cannot start with (abstract) rules first and then try and create language that 'fits' these rules.

Finally, it is important to allow students to make mistakes. Everybody makes mistakes, but what is paramount is that people try to learn from their mistakes. Again, if we look back at the section about understanding the language learning process it is clear that things take time and that the focus needs to be on learning and improving. The best way to do this is to practise.

B. Vocabulary

Task 14

How do you teach vocabulary at the moment?

What techniques do you use to help students understand and learn vocabulary?

It's important that we use a variety of techniques for teaching vocabulary. Firstly because this then addresses the issue of multiple intelligences and the varied learning styles our students might have. And, secondly, certain techniques are better for teaching certain vocabulary than others. Here are a few that can be used:-

- realia
- pictures

• mime
• definitions
• associations
• synonyms / antonym
• translation

Task 15

Which of the techniques would you use for the following vocabulary items?
        an elephant, hot, a book, late, traffic jam, night
Compare your ideas with a partner.

So, for example, you are unlikely to use realia to teach the word an elephant (unless of course you happen to have one outside your classroom window!), but to teach a book realia is appropriate. To teach hot you might use mime, draw a picture or use an antonym i.e. the opposite of cold (although be careful as if students don't know one word they may well not know the other one).

C. The language we need

The main thing for both the teaching of grammar and vocabulary is **not to** rely on translation and the use of L1 as the only way. However, if teachers are not confident with their English, or simply do not know the language needed to explain what they want their students to do, then this becomes problematic. It may well be that teachers need to learn certain language in order to teach English in English.

For example, What does X mean? or What's the past tense of X?

Task 16

Write down the phrases teachers might need in English in order to teach grammar or vocabulary in the classroom.

Here are some of the phrases the participants from the Hornby School in Senegal came up with:-

Grammar

Give me an example, please?
Fill in the blanks.
What does X refer to?
Where does X go in the sentence?
Underline all the past perfect.
Replace the words in bold with a suitable pronoun.
Spot the mistakes and correct them.
Cross the odd one out.
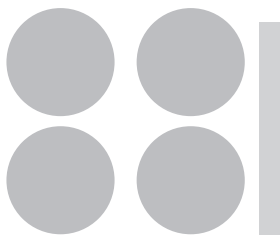
Vocabulary

What's the opposite of …?
Give me a synonym of …
What's this?
Guess the meaning?
Give me an example, please?
Cross the odd one out

Task 17

Can you take one other element of language (i.e. pronunciation, listening etc) and think about how you could teach it and some of the language you might need as a teacher in the classroom?

Chapter 3
Using English effectively
in the classroom

In this chapter we will:-

▶ talk about what areas teachers have difficulties with and why they might be reluctant to use English in the classroom

▶ talk about what kind of language teachers can / should use in the classroom

▶ provide support for areas such as asking questions, giving instructions, and feedback

Note: some parts of this chapter are adapted from: *English in the classroom* part of the British Council Teaching English Classroom Language Trainer Programme.

Using English in the classroom

Task 1

Do you think it is important for the teacher to use English in the classroom?
Why (not)?
When?

If we want our students to use English in the classroom it is important that we, as teachers, try and use English as much as possible. Not only are we setting an example, but we are also giving our students exposure to the language. However, many teachers are reluctant to use English or have some difficulties.

Task 2

What difficulties do teachers in your country have when trying to use English in the classroom?

Here are some ideas the participants on the Hornby School in Senegal came up with:-

> • teachers don't have enough training
> • lack of resources i.e. good text books
> • large classes (difficult to speak English as not all student understand)
> • mixed ability in classes

Task 3

What level of English do most teachers in your country have?
Do the teachers in your country share the same difficulties as those mentioned by the participants from the course in Senegal?

There are many reasons why teachers might be reluctant to use English in the classroom.

Task 4

Can you think of four reasons why teachers might not use English in the classroom?

Here are some possible reasons:-

- lack of confidence in their ability to use English.
- not actually knowing the right words or phrases.
- worrying that they do not have the time and that it is faster to explain in the students L1.
- fear of making mistakes or lack of confidence in their pronunciation.
- worrying that the students might not understand if they speak in English
- simply that it is easier to speak in their L1.

Task 5

For each of the reasons above what advice would you give to the teacher?

Here are some suggestions:-

- Plan your lessons carefully.
- Think about what you want to say and write it down.
- Check anything you aren't sure about.
- Use a dictionary.
- Talk and share with other teachers.
- Don't worry about making mistakes and be prepared to admit when you don't know.
- Speak slowly and clearly. When a person is nervous they often speak faster or mumble their words.

What kind of language should the teachers use in the classroom?

A. What language?

There are many different reasons why a teacher speaks in the classroom. He/She might be setting up an activity, asking a student a question, giving an explanation and so on.

Task 6

Here are six items of classroom language. In each case, what is the teacher trying to do? i.e. what is the function of the language?

1. Stand up, move around and ask your classmates these questions?
2. That's excellent, well done!
3. Imagine one of you is a waiter, the other is a customer and act out the situation in a restaurant.
4. A wasp? It's a small striped insect that can sting us if we annoy it.
5. Very good, but we're talking about yesterday, so not 'I go' but …
6. In groups of four, discuss these questions at the bottom of page 47.

Discuss your ideas with a partner. Do you agree with each other?

(Adapted from: *English in the classroom* from the British Council Teachingenglish Classroom Language Trainer Training Programme).

Check your answers at the end of this chapter.

Now it's important to think about what happens in the classroom at the moment. If you are a trainer, look at task 8. If you are a teacher, look at task 9.

Task 7

Think about the teachers you work with. Which of the classroom language from the previous task do they use at the moment?
Which language are they able to use confidently?
What reasons might there be for them not using this language?
How can you encourage them to use more classroom language in English?

Task 8

Which of the classroom language from the previous task do you use at the moment?
Do you always use English to say these things?

If possible, discuss your answers with a partner.

B. English or L1?

In a foreign or second language context it is not possible to avoid L1 completely.

Task 9

Discuss the following questions in groups:
Why do teachers and students use L1 in a foreign language context?
Should we ban L1 or mother tongue use in ESL or EFL classrooms?

Of course, there are many different reasons why the teacher speaks in the classroom, but is it always effective to speak in English? Are there times when it is better to use L1?

Task 10

Which language would you use in the following situations and why?

1 You are going to tell the class about your weekend. English / L1
2 You want to check that your learners understand your instructions. English / L1
3 You want to give instructions for a new activity. English / L1
4 You want to explain the meaning of the word 'hot'. English / L1
5 You have to explain the meaning of a complicated word in a reading text, but you don't want to waste time. English / L1
6 A child is ill and wants to tell you. English / L1
7 A learner makes a mistake in English. You want to correct him/her. English / L1
8 A child is unhappy and you want to know why. English / L1
9 You are setting up classroom equipment. You want to explain. English / L1

(from: Using L1 in the English classroom from the British Council Teachingenglish Classroom Language Teacher Training Programme).

There are no right or wrong answers to task 10, but you need to think about why you would use L1. For example, sentence 5 talks about wasting time, but surely any exposure to English (especially meaningful exposure such as instructions) is useful for your students.

C. Effective teacher talk

The role of teacher talk is to maximize students' learning. Teachers assist students in learning a new language through classroom talk. With the advent of communicative language teaching, classroom interaction analysis has

emphasized the amount of TTT (Teacher Talking Time) and the ratio in comparison to STT (Student Talking Time). This did serve a purpose in making language teachers aware of the difference between, teacher-fronted and learner-centered teaching practices. However, as Tennant (2009) makes clear, the quantity of teacher and students talk is not necessarily directly related. That is, if the teacher only speaks for 20% of the time it does not necessarily mean that the students will speak for the remaining 80% of the time. Instead he suggests we focus on the quality of talk and uses the terms QTT (Quality Teacher Talk) and QST (Quality Student Talk).

Task 11

Read the following extract and, in groups, discuss the following questions:-
What is the teacher trying to achieve?
What do you think about the teacher talk? Is it quality? Why (not)?
How could the teacher improve their talk?

T: So this is what is discussed in this passage … Number one. Women bear almost the entire burden of domestic work in the countries described (READS ALOUD THE 1ST READING COMPREHENSION QUESTION. STUDENTS HAVE TEXT BOOKS OPEN IN FRONT OF THEM) False or True?

S1: True

S2: It is false

S3: True

T: Hmmm?

Ss 4, 5 & 6: False / No true / False

T: It is false because children (xxx) on many instances particularly the girls share the burden, to some extent boys, to some extent urr? Even? Husbands. Therefore they don't bear almost all the domestic?

Ss: Work

T: Work

[Field notes/Jan 01] (Extract from Negash 2005)

Here are some evaluation responses by the participants of the Hornby School:

- The teacher is correcting True/False questions with students.
- The teacher reads the questions instead of telling students to do it.
- True/False questions are asked and answered automatically by students without justification.
- There is a mess_ "true- false" from every corner of the classroom.
- The teacher gives more right answers.
- The interaction is teacher– centered.

It's also worth noting that most of the time the students answers are one word responses. The extract from Negash clearly shows that this restricts contributions in English from the students.

Task 12

Do you think the teacher's language behaviour encourages or discourages communication and learning?
What would you have done if you were in his/her place?
How could the teacher have got the students to contribute more and give more than single word answers?

Asking questions

We use questions to facilitate language learning. The types of questions we frequently ask could be inhibiting or encouraging communication in the target language. The questions we ask can serve the following purposes (See Tollefson 1994):

- Recognition
- Recall
- Reorganization
- Inferential
- Evaluation
- Appreciation

Task 13

Compare the kind of information each question generates.
Are the students playing in the field?
Who is the man in the picture?
Is the lady young or old?
Why did she cry when she saw the man?
How was your weekend?
What do you think of Dakar?

Which types of questions do teachers frequently ask in English language classes? Why?

It is important that teachers try to use questions that encourage communication and generate language in order to help students learn English.

Giving instructions

Teachers need to learn to give clear instructions in English for the tasks they want the students to do. However, in our experience teachers frequently have the following problems when giving instructions:-

- they use L1 and not English
- they read out instructions in the coursebook rather than getting students to read the instructions themselves

- they repeat the instructions and don't give students time to understand the task
- they give instructions that are far too complicated
- they give instructions that contain redundant language i.e. lots of repetition
- they don't give other support i.e. gestures, written back-up etc

Task 14

Here are some long and unclear instructions. Discuss how you could make them clearer. How could you check that your learners understand them?

1 Ok, what I want you to do is just to get into groups and talk together about what you did at the weekend.
2 Maria, would you mind just coming over here just for a minute, yeah just for a minute come and sit here.
3 Could you all open your books? Erm, open your books on page 24 and do the first exercise up there on the right, do you see it there all right?
4 I'm going to tell you about something that happened to me when I was younger and what I want you to do is to listen and decide, think about whether I was a well-behaved child then or was I very bad.

(from: *Giving instructions* from the British Council Teachingenglish Classroom Language Teacher Training Programme).

Work in groups and compare your answers to task 15. Now try the following task:-

Task 15

Write instructions for the following situations

     1 You want the class to open their books on page 50 and do exercise 5.
     2 You want a student to move to the other end of the class to sit with a new partner
     3 You want the class to work in pairs and discuss three questions.
     4 You want the class to listen to a story. You will tell it and they will then answer three questions.
     5 You want the class to stand up and ask 5 people questions about their families.

(from: *Giving instructions* from the British Council Teachingenglish Classroom Language Teacher Training Programme).

Again, work in groups and compare your instructions.

Earlier we mentioned the lack of support given by teachers when they are giving instructions to their students.

Task 16

Do instructions always need to be verbal?
Can you think of one creative way of giving instruction?

The primary purpose of instructions is to get the students to do a specific task so the clearer the instructions and the more support the teacher gives the more likely it is that students will actually do the task. However, giving instructions in English also gives students exposure to real, meaningful language. Even when we use support such as gestures it is good to slowly withdraw this support and make the students more reliant on the verbal instructions.

Feedback

Feedback on what students do is an essential part of teaching and learning. When teachers give feedback they can encourage or discourage students' language use. The way a teacher gives feedback and the language they use can reflect the teacher's deep-seated views of teaching and learning.

Task 17

Here are some expressions teachers can use to give feedback to students. Put them into three categories, negative, neutral and positive.

> *a) Very good*
> *b) That is rather silly answer. Can anybody try?*
> *c) You are making an interesting point. Can you explain a little bit?*
> *d) Ok, you are close.*
> *e) Ok, can we think of other possible answers?*
> *f) I see, do you think so?*

Negative feedback	Neutral feedback	Positive feedback

Now look at the following task which gives you an extract of Teacher – Student classroom interaction.

Task 18

Read the following teacher-students classroom interaction extract. 'T' represents teacher and 'S' stands for student.

T: What is the past form of 'see'? Who can tell me? Have you studied your notebooks?

[Students raise their hands for the teacher to nominate them]
Ok Demis

S1: Sawed

T: No! Why don't you study your notes? [Students raise their hands again to be nominated for answer]

  Nibret, what is your answer

S2: Saw

T: Good boy! You are right. The past tense of 'see' is 'saw'.

Discuss these questions with a partner:-

What do you think of the teacher's response to the student's answer?
Why does the teacher respond the way he / she does?
What would you have done if you were in this teacher's place?

As you have seen in the last section of this chapter, the language the teacher uses in the classroom is an important factor in making the teaching communicative and effective. Thinking about exactly what you will say, why you will say it and how yiou will say it takes time and planning.

Answer key to Task 6

Sentence   Function

1   Whole class instructions.
2   Giving praise/feedback.
3   Setting up a role play.
4   Giving an explanation.
5   Giving feedback/correction.
6   Setting up a discussion activity using the course book.
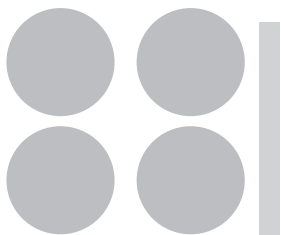
Chapter 4
Teaching speaking

In this chapter we will:-

▶ talk about what speaking includes and why we want students to speak

▶ talk about different types of speaking activities

▶ talk about different ways of organising speaking activities

▶ talk about the language needed by the teacher to set up speaking activities

Introduction

In a book that focuses on language for teachers and on helping teachers improve and develop their own language skills it might seem strange to have a chapter devoted to speaking skills. However, the aim of this chapter is to talk about not only why we want to teach speaking but also how we set up speaking activities. In other words, the actual classroom language that teachers need in order to get students to speak in English and to do the activity.

In the last chapter we talked about quality teacher talk and we also mentioned the fact that if the teacher wants his / her students to speak it is necessary for him / her to speak as well i.e. to give instructions, give examples, give feedback etc.

Task 1
Why do we want to teach speaking?
What does speaking include?

Here are some of the things the participants on the Hornby School in Senegal said:-

- Speaking is the most important skill.
- We can't live without it.
- We don't have speaking without listening.
- It involves pronunciation, thinking, grammar and vocabulary.

As you can see, one of the main reasons given is that speaking is a key element of learning a language. Speaking is one of the main ways people communicate (although not the only way) and, as the aim of most English classes is to help students to communicate in English, speaking should feature quite highly. However, it seems that in many cases teachers face problems trying to teach speaking to their students.

Task 2

What problems do teachers face when trying to teach / practice speaking in their classes?

Dealing with large classes was one problem raised with teachers saying it was difficult to set up speaking activities, monitor, give feedback, get students speaking and giving students enough time to speak. However, none of these issues is insurmountable. Most can be addressed simply by thinking about how you organise your class, and we'll look more at that later in this chapter.

Another problem that was mentioned was students speaking in their L1 and not in English. Although you can never stop this from happening, if the teacher doesn't use English when they are giving instructions etc in the classroom then why will the students. The teacher is the role model and should try to set a good example by using as much English as possible. This is not to say that there are not times when L1 should / can be used, but simply that it should be used sparingly and when appropriate (see chapter 3).

Speaking activities

In order to give our students opportunities to speak we need to select the right kind of activities. We should aim to give our students as much practise and as much variety as possible. However, it is also important that students have a reason to speak.

Task 3

Why do students speak?
How can the teacher help students speak?

First of all, students won't speak English simply because the teacher tells them to do so. Students really need a meaningful reason to speak.

Task 4

Look at the following speaking activity.

At the start of the lesson the teacher puts students into pairs and asks them to talk to each other about what they did on the last weekend.

Now discuss these questions with a partner:-
1. Is this a good speaking activity? Why (not)?
2. Have you used this kind of activity in your classes? What happened?
3. How might you adapt or change this activity?

This is a fairly typical activity used in many EFL classes around the world. However, it has a fundamental flaw. If we look back at what the participants from the Hornby School in Senegal gave to task 1 earlier in this chapter we can see that they included listening as part of speaking. i.e. when we speak we usually hope that someone is listening and that they will respond in some appropriate way. In the activity in task 4 unless the students are really interested in each others weekends there is no real reason to listen.

It is easy to adapt such an activity to make it meaningful. All the teacher needs to do is ask the students to talk to each other and find two things they did that were the same. This immediately gives the students a real reason to listen to each other.

There are many different kinds of speaking activities that can be used in the classroom.

Task 5

Work with a partner.
List as many different speaking activity types as you can. e.g. role play.

Here is a list of a few.

- Asking / Answering questions

- Checking / comparing answers

- Discussing questions

- Information gaps

- Discussion activities

- Anecdotes / Stories

- Role plays

How many of these did you have?

Task 6

Work in pairs.
Choose two of the activity types listed. Can you think of a specific activity that 'fits' this type?
Afterwards, you might be asked to share your example with the rest of the group.

Organising speaking activities

Just as there are many different activity types there are also many ways of organising these speaking activities.

Task 7

How can you organise your students so they can speak?

Here is a list of a few:-

- Individual (T-S)

- Pairwork

- Groupwork

- Buzz groups

- Whole class

- Mingle activities

How many of these did you have?

Choosing the right organisational type to match a speaking activity is important. For example, it s good to use pairwork to check and discuss answers to activities such as reading or listening comprehension questions before moving on to whole class or teacher – student interaction. Speaking activities are also an integral part of any lesson. In other words, checking answers to an activity that focuses on listening or grammar etc or asking and answering questions about vocabulary items are speaking activities although the main focus is on checking the answers or eliciting vocabulary etc.

Task 8

Now go back to your answers to task 6. How would you organise the two activities you chose?
Discuss your answers with another pair or group.

Setting up speaking activities

Whatever activity type or organisation type you choose as a teacher you will need to be able to set the activities up. Of course, you could do this in L1, but as we said in chapter 3 it would be better if the teacher could do this in English.

Task 9

How do teachers set up speaking activities in their classes?

i.e.   How do they give instructions?
        What models do they give?

What language do your teachers need in order to set up one of the activities you came up with in task 6 and the type of organisation i.e. pairwork etc that you decided would be most appropriate for each activity?

Here are some of the ideas that were discussed by the participants on the Hornby School in Senegal:-

Speaking activities need to be prepared. WE can't expect students to do such activities 'cold' i.e. asking questions a person is not really prepared for. So the teacher needs to give the context or create the environment for the speaking practice.

One of the biggest concerns was that students often use L1 to complete the task. Although there is no way you can avoid this completely there are two things the teacher can do to encourage students to use as much English as

possible. Firstly, the teacher should try to speak English as much as possible, including giving instructions and feedback. If the teacher doesn't use English, why should the students? The second thing is that any speaking task should have a purpose. If the only purpose is to complete the task, this is not enough.
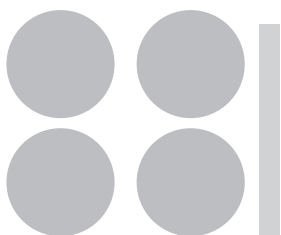
Chapter 5
Managing the classroom

In this chapter we will:-

▸ talk about how to deal with classroom problems

▸ talk about how to manage language learning activities

▸ talk about the language teachers need in order to do these things

Introduction

One essential area for teachers is classroom management. If there is a failure in this aspect it leads to classroom interaction breaking down and this in turn affects learning.

Task 1

What do you understand by the term classroom management?

Here are some of the ideas the participants on the Hornby School in Senegal came up with:-

Classroom management is about
- dealing with problems
- managing activities
- managing classroom language

Dealing with classroom problems

A. What are the problems?

Classrooms are social in nature and just as in society there is potential for conflicts or problems to arise.

Task 2

What kinds of problems can arise in the English language classroom?

Here are some of the common problems which teachers have to deal with in the English language classroom.

- Discipline
- Motivation
- Range of levels
- Covering materials
- Organising activities

Task 3

A problem shared is a problem halved, or so the saying goes.
Have you had any classroom management issues?
How did you deal with them?
Do you currently have any classroom management issues you would like to share?
Do you have any useful suggestions or tips?

B. How do teachers deal with these problems?

The first thing to say is that the way in which teachers view these problems usually influences the way they deal with them and the decisions they make. Looking at things as problems is negative and this can trigger the wrong kind of response. As soon as we think of something as being a problem we feel that it will be difficult to solve, we feel negative about it and we often make excuses as to why we can't do anything about it.

Problems are also seen as weaknesses and nobody likes to admit to having weaknesses especially if the reaction they get from other people is that these problems really shouldn't occur. People then start to wonder if they are the only person who faces these problems and they start to become insecure.

Task 4

Have you ever worried that you couldn't cope with a problem?
How did you feel?
What did you do?

We need to realise that most of us face very similar problems when it comes to teaching English in the classroom. It is very unlikely that we are the only people in the world to face such a problem. In fact, the chances are that our colleagues face similar problems, but are also too scared to admit it. So, rather than keeping problems to ourselves we should take time to share and discuss them. It may well be that our colleagues have suggestions and ideas as to how we might solve the problem.

The second thing we need to do is to change the vocabulary we use. Rather than using the word problem with its negative connotations we should use the word challenges. By doing this we change the mindset and start to see things in a positive light – we start to see things as having solutions.

The next thing to look at is how we talk about these challenges. In many cases we use quite general terms such as discipline or motivation. However, categorising problems in such general terms really doesn't help us solve them. We need to look deeper - explore why the problems are happening.

Task 5

You have a boy in your class who doesn't pay attention to you and is always fidgeting. What is the problem? What do you do?

This is quite a common situation and often we just say that the boy has a discipline problem. Our solution is to tell him off, to send him to the headmaster or to talk to his parents. However, have we really dealt with the problem or simply passed it on to someone else to deal with for us?

Task 6
Can you think of three reasons why the boy might be behaving in such a way?

Here are a few possible reasons:-

- the lesson is too easy and they are bored
- they don't understand what they are supposed to do
- the lesson is too difficult and they need help

It is when we understand these underlying causes that we can make changes that will actually solve the problem.

The following questions can guide you in investigating and understanding the root of problems that arise in the classroom.

- What is the problem?
- How does it affect the class?
- What are the underlying reasons for the problem?
- What do I do about these at the moment?
- Are any of the things I do effective?
- Why (not)?

Task 7

Think of a problem you have had in a classroom. Can you use the questions above and try to analyse the causes of the problem?

Managing activities

Teachers are responsible for managing or delegating teaching-learning tasks or activities such as setting up groupwork, giving instructions, getting feedback etc. Although we looked at this in chapter 3, we feel that it is so fundamental to what goes on in the classroom that we want to revisit it here.

Of course, as we mention in chapter 3, one key thing teachers need to have in order to manage activities in English is language competence.

Task 8

Look at what the teacher says. What is the purpose of each one?

I'd like you to work in pairs

Check your answers with your partner.

One more minute.

You should speak English.

Remember, if you know the answer put your hand up.

Well done!

You must arrive on time.

Pascal. What's the answer to question 1?

As you can see with the task above, teachers use English for a range of purposes, to manage interaction, time on task, rules and relationships etc so that a good environment is created for their students to learn English.

Task 8: classroom issues

Sit in groups of 4/5.
Individually read and think about the statements on the cards you have been given.
In your group discuss the meaning of each statement
Do you agree with it? Why (not)?
What are the implications for the language classroom?
The group reporter or leader shares your points with the whole class.

Cards

1
Natural answers shouldn't be corrected because you want 'full' sentences. i.e. *Are you going to Greece next year? No, I'm not.*

2
Always listen to your students. Don't talk over your students. Are you getting real feedback from students rather than just 'jumping through the hoops'? Give yourself space & time to listen.

3
Don't just aim for students to *understand.* Plan for students to be able to use the item.

4
Don't teach and teach. Teach and check. Check again! Check the quiet ones! (Try: Input 5% Checking 95%)

8
Is it important to think about how much you say?
What's a good amount of Teacher Talk?
Is the quantity the most important factor?

9
Getting students to repeat single words is less useful than phrases e.g. *Marry* is less useful than *He's married*.

10
You ask 'Do you agree?' or something similar. There is silence from the students. Don't continue or fill the silence. Wait until you get a response – or demand one.

11
With mumbling students, be careful not to get locked into an inaudible one-to-one loop. Walk further away rather than closer.

5
'Feedback & correction' are important parts of the lesson but are often underplanned. Exactly how do you plan on getting and checking the answers? And, how are you going to correct?

6
Are students only telling you, the teacher? Does all the communication come through you? Find ways to encourage students to tell each other more.

7
How do you vary your instructions and the way you check answers?

12
Choose who you want to answer. Don't allow the good students to dominate

13
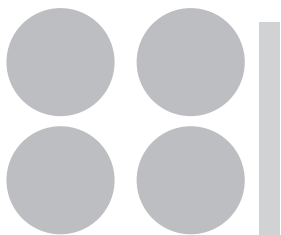'Were there any words you found difficult?'
'This activity should be easy.'
Are these really useful things to say?

14
When do you elicit?
How long do you give students before you tell them?

Chapter 6
Resources
for teachers' own
language development

In this chapter we will:-

▶ talk about how teachers can develop their own English

▶ explore how they can use the resources around them

How can teachers develop their own language?

Teachers need to master English by learning the elements discussed in chapter 2 of this book. Remember also the language learning process and the three stage model of motivation in language learning (Williams and Burden 1998) we talked about.

Task 1

Can you think of how the above motivation theory applies to you learning English?

A. Learning community theory

We learn a language best in a community that invests in learning and using that language, a 'community of practice' (Wenger 1998).

Task 2

Discuss the implications of the above theory to teachers' learning English.

Teachers working in isolation, on their own, will have more problems developing and improving their language skills than those that can work with other teachers and share ideas.

Task 3

Game: Rescue mission

Can you think of an aspect of language which was very difficult for you to learn or that teachers in your context have difficulty with?

Write it down on a piece of paper. Fold the paper into the shape of an airplane and throw it towards another person sitting on the opposite side of the room to you. Pick up one of the papers.

The problem you picked up is now your problem and you need to think of a solution to it.

When you have a solution, go and rescue the person who sent you the plane.

The activity you did above illustrates that a person next to us knows something we don't know and we can learn a lot from each other if we are open.

B. The challenges of learning a foreign language

Teaching English in a developing nation using English as second or foreign language is difficult. Read the following interview extracts from teachers of English as a foreign language in difficult circumstances.

Task 4

Can you identify a number of issues and challenges that these teachers face?

T1: I never wanted to become a teacher... so I chose to study social sciences at an undergraduate level. I was not assigned to a field of my choice; I chose the English language department because I thought I would get a

job like journalism if I qualified in English. I tried to make a lot of effort for two reasons. Firstly my instructor advised me, whatever you want to be, even a thief, be the best you can. Secondly, there was another incident that became a turning point in my life. It was a presentation/public speaking project. I was humiliated by my teacher, for not speaking good English, especially as he was so sarcastic about my pronunciation, I was hurt. This made me to decide to learn English on my own and started listening to BBC focus on Africa, corresponding with the producers, even though my English was not good.

T2: *The first day as an English teacher I was not confident so I started speaking in Amharic [indigenous language]. Writing and reading in English we had done a lot in high school and university, but the education did not prepare me to speak in English in front of people let alone teach English in English for the whole lesson. From my experience, teaching correlates positively with learning to speak.*

Task 5

Do you have issues and challenges similar to the teachers above?
Can you identify any obstacles that you and teachers in your country face in developing their English?

Here are some obstacles that Senegal Hornby School participants identified.

- The educational systems
- Low academic standard
- Lack of pre-service and in-service training
- No language exposure
- Lack of confidence
- Lack of motivation

• Shyness
• Bad command of language
• Other people's attitude
• Teacher's mood
• Self- sufficiency
• Lack of means
• Poor material
• Negative environment

Some of the obstacles we face as teachers are either internal to us as learners and teachers of English or they are external to us.

Task 6

Can you put the obstacles in the list above into the relevant column? i.e. internal or external to the English (EFL/ESL) teacher?

Internal obstacles	External obstacles

C. Confidence building

One of the obstacles to learning a language (i.e. English) is lack of confidence to use it. As you can read in the interview extract of the second teacher above, traditional English language training often focuses on reading and writing in the area of methodology. After qualifying as English (EFL/ESL) some teachers lack the ability and confidence to communicate orally. Speaking is however the skill that teachers need in the classroom.

Task 7

In groups, make notes on what gives people in these roles confidence to play their role well, and how a person can get this confidence.
For example:
An actor in the theatre is confident if he/she knows the lines of the play well.
To get this confidence, the actor needs to prepare the part and learn the lines before the play.
Think of some more factors that give an actor confidence and how the actor gets this confidence, and then discuss the other roles.
Complete the table on the next page:-

Role	What gives him/her confidence	How does he/she get this confidence?
AN ACTOR IN THE THEATRE	Knowing the lines of the play well. Believing the play is good Trusting the other actors & director.	Learning the lines before the play. Making the right choice before you start Getting to know the actors and letting them get to know you
A PROFESSIONAL FOOTBALLER		
AN ENGLISH LANGUAGE STUDENT		
AN ENGLISH LANGUAGE TEACHER		

(Adapted from: *Developing confidence* from the British Council Teachingenglish Classroom Language Teacher Training Programme).

D. Planning your lessons

Task 8

Can you help teachers before they go to the class? Teachers need help before the problems start?

Here are a few ideas from the participants from the Hornby School in Senegal:-

- Prepare your lesson
- Know the curriculum / syllabus
- Know the language you are going to use / need

Many of the participants felt that planning was a key point, not only in terms of good practice for language teaching, but also as a resource for helping teachers with their own language. For example, if the teacher feels they may have a problem with pronunciation he/she should check it before they go into the lesson.

However, when planning was discussed in a bit more detail a number of issues were raised. Firstly, that it can take a new teacher a long time to prepare and yet the less qualified you are the more lessons you are expected to teach and therefore the less time you're given for preparation! And, the more qualified you are the less work you have and the more time you have to prepare! Secondly newly qualified teachers are usually given the lower level classes which often take more time to prepare.

Task 9

How can we give help to new teachers to prepare?

Here are a few ideas:-

- Each week prepare for one group in detail and the rest just teach from the book.
- Be aware that things may not go according to plan. So be prepared to deal with unexpected things. Preparation helps a lot – if you don't plan there will be far more surprises.

• Whenever you have difficulties share with colleagues
• After each lesson make some notes and reflect on them, discuss with others.

E. Self – assessment

a) Where are you now?

Teachers can employ different tools to assess their own English or their students English and plan learning. Here is one tool you can use to assess yourself:-

	Excellent/ v. good	Good	Satisfactory	Poor	Reason
Listening					
Speaking					
Readin					
Writing					
Grammar					
Vocabulary					
Pronunciation					

A simple self-rater

Task 10

Use the self-rater table and rate your own ability in English.
Once you've finished think of reasons to back up your assessment of your own language.

b) Where do you want to be?

Self-assessment is only a start of the process. Once you've identified areas where you are weak then you need to think of ways of improving these areas. Sometimes it is quite difficult to give yourself advice and it is easier to work with a partner and share problems and solutions.

Task 11

Work with a partner.
Interview each other and find out what areas your partner feels they need to improve on. Find out why they feel they are weak in these areas and give them some suggestions as to how they can improve these areas.

Another tool that can be used to assess the level of language is the Common European Framework (CEF)
http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp

F. Using a phrasebook

Once they graduate from a teacher training College, some teachers make hardly any effort to develop their English. Some may not even read much to improve their English or those who read may not consciously plan to progress from their present level of proficiency. But as we have discussed earlier (See chapter 2, motivation), we need to make a conscious and sustained effort to

learn the different elements of English. For instance, after reading or listening to English, use this page to record words and phrases you can use with your classes.

Words and phrases	Meaning	When can I use it?	How will I learn to remember it?

G. Keeping a diary

In Chapter One we talked about keeping a reflection diary. Part of this reflection diary could include a focus on our own language and the ways in which we are trying to improve and develop it. Keeping a record enables us to see how much progress we are making and to reflect on the strategies we are using and how effective they are.

Exploring resources around us

A. Thinking about what's around us

In developing nations it is obvious that teachers have resource constraints that make learning English quite difficult. Often, due to the language policies in the country, we may have limited access to English language resources. However, we can creatively make do with the ones we have.

Here is an example of how a teacher of English as a foreign language tries to develop his English in difficult circumstances.

I deliberately started talking in English to my friends even if they didn't reply in English. But my learning picked up a lot after I started teaching English. I prepare my own teaching materials I don't just stick the text book I am given to teach.

- *Even now I deliberately make friends with native speakers, British or American to practise my English. I discuss normal issues with them in English*
- *I still keep diaries*
- *I read books beyond English and education, like economics history or even science*

···

> • *I make friends through email, e.g. there is a contact circle called 'Hi 5' where you can meet very interesting people from across the world.*
> • *I watch films and listen to the news on BBC and CNN. Although I do this mainly for the information, I come across some new expressions. The film allows me to learn extra linguistic features of communication in English/ such body language, intonation … etc.*

Task 12

How do you make an effort to develop your English? Make a list of the resources you use.

Here are some ideas of resources that teachers can use to develop and improve their English:-
- Radio
- Television
- Video/DVD
- Newspapers
- The internet
- Magazines

Which of these resources did you have in your list?

B. Exploiting these resources

Identifying the resources is only the first step. We then need to think about ways we can use the resources. Some ideas have already been given in the first section of this chapter, but now we will try to come up with specific examples related directly to some of the resources listed above.

Task 13

Can you think of any concrete ways in which you could use these resources to improve and develop your English? Write down your ideas.
Work in groups and compare your ideas

Here are some suggestions from the participants:-

- Teacher/student: teaching parts of the body, clothes, communicating. Teacher uses T/S model for teaching comparisons,
- Can learn from colleagues by interacting, sharing challenges with them, and through peer- observation and feedback.
- Native speakers, we can learn from them as friends, by exchanging ideas with them in the classroom, recording their voices or through letters and emails.

Peer-observation

One very important resource mentioned above is the colleagues we work with. There is so much we can learn from them if we are open-minded and a little bit humble. For instance, we can do peer-observation in each other's class and give each other feedback in a collaborative spirit or apply a technique called 'laddering'. This means we start by clarifying things with the observee, then appreciate what we have found interesting or done well, express any concerns we might and finally make suggestions for things they can work on.

Task 14 a

As you do the group tasks below, assign one person to observe your discussion by using the following observation card. He/she will then give you feedback at the end of the group discussion.

Observation card:
- language accuracy
- turn taking
- use of body language
- clarity of thought

Task 14 b

Can you think of any other English language learning resources around you? Work in groups and discuss how each can help teachers to improve their English?

Here are a few ideas:-

- The internet to familiarize oneself with interesting teaching sites and look for adapted or adaptable material.
- Newspaper can be used as authentic materials for reading or to support writing.
- Radio (VOA-BBC) can be used to develop listening to native speaker models and other varieties of English
- The classroom objects and environment can be exploited in teaching for vocabulary and questions/answers
- We can use movies for listening, discussing and commenting, and songs for listening and speaking.

a) Listening to the radio

Listen to BBC news and discuss what you or teachers can learn from listening to the program.

Write the main stories of the news

1. ....
   ....
2. ....
   ....

Write new words you have come across. Use the phrasebook we discussed above.
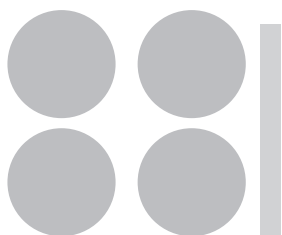
b) Telling and Retelling Stories

Stories are powerful English language learning resources. Since they are slices of life presented imaginatively they fascinate us.

Task 15

In groups of three tell each other a story you have heard or read (especially one from your culture or community would be interesting).
In your group reflect on what retelling a story you have read can allow you to do in English.

Chapter 7
Adapting materials

In this chapter we will:-

▶ talk about why you might need to adapt materials

▶ come up with a criteria by which materials can be evaluated

▶ suggest ways in which this criteria can be applied to materials

Note: some parts of this chapter are adapted from: *Adapting and designing tasks* part of the British Council Teachingenglish Classroom Language Trainer Programme.

Why might you need to adapt materials

A. The materials

No one particular set of materials can always be appropriate to a single context unless they were written for that one particular context in mind. Even then the materials may well require some adjustment. This is because the learning needs of the students we teach and the teachers we train and work with are never static, they are constantly changing. It is up to the trainer / teacher to find the materials that suit their context or to adapt ones they have available.

Task 1
Work in groups and discuss the following question:-
Why might you need to adapt materials in your context?

Here are some of the ideas the participants on the Hornby School in Senegal came up with:-

- time factor (i.e. the materials will take too long)
- supporting equipment (i.e. don't have DVD players etc)
- administrative
- the syllabus recommends / requires
- sensitivity to cultural issues

Did you have the same ones? Did you have any other ones?

Other reasons for adapting materials might be:-

- the language is too difficult
- terminology is used with which teachers are not familiar

• there is not enough variety of activity types
• the material is boring
• the activities will be difficult as they are unfamiliar in terms of layout or type
• they are not practical enough
• the aim is not clear or does not fit with the overall aim of the training

B. The teachers

Another aspect that you must consider when looking at materials is the teachers with whom you are going to use the materials. Of course, some of the reasons for adapting the materials that were mentioned above are related to the teachers i.e. the level of the language etc. But, putting together a profile of the teachers you will work with can be extremely useful prior to actually looking at the materials.

Task 2

Work in groups and discuss the following question:-
What things would you take into consideration when compiling a teacher profile?

Here are some of the ideas the participants on the Hornby School in Senegal came up with:-

• level of English
• mixed ability of teachers / participants English
• education / qualifications
• work / training experience

Here are some other things you might want to consider:-

- teaching context
- learning styles
- age of the students they teach

Criteria for evaluating materials

In the first section of this chapter we talked about why we might need to adapt training materials and we came up with a few ideas related to the actual materials as well as the idea of putting together a profile of the teachers who we would be using the materials with.

However, we did not really come up with a set of criteria by which we could evaluate any materials or think about which criteria would be the most important.

Task 3

The following criteria can be used to adapt materials to a particular context. Rank the items in the list according to their level of importance to your teaching context.

1 = most important.

Importance	*Criteria*
	Attractive layout
	Easy to follow
	Fun activities
	Variety of activities
	Tasks are not too difficult
	Clear instructions
	Clear organization
	Language level is right for my teachers
	Materials relate to my teachers' own experiences
	Culturally appropriate
	Different learning styles are catered for
	Activities will motivate my teachers
	Materials will help my teachers teach more effectively
	Materials will help my teachers use English in class
	My teachers will find the tasks and activities interesting
	My teachers will be able to adapt the activities for use with their own classes
	When you have finished deciding on your criteria, compare with the other groups

(from: *Adapting and designing tasks* from the British Council Teachingenglish Classroom Language Teacher Training Programme).

Task 4

Now work in a small group and discuss your ranking. Can you agree on the top 5?

Of course, there is no wrong or right answer. This will depend entirely on the context you are working in and your own personal feelings. However, by discussing the criteria with colleagues you will get a better idea of what other people regard as important and this may well influence your own ideas.

Cultural appropriacy

One aspect that was important for most of the participants on the Hornby School in Senegal was the issue of cultural appropriacy.

Some people think culturally appropriate means not using teaching materials dealing with topics alien to students, for example those written in western countries. These people often think that materials should only deal with local culture and topics.

Task 5

Discuss what cultural appropriacy means in your country and how it is dealt with in English language teaching?
How has it been achieved in the curriculum and materials?

Here are some thoughts expressed by the Senegal Hornby School participants:-

- Culture cannot be ignored or it is not useful for the learners to completely ignore the culture of the countries speaking English as a first language

• We can give lessons on cultural comparison and teach the language in the process.

So as you can see in the responses of the participants this is not about one country. Even within the same country there could be issues of appropriacy.

Raising awareness about cultural issues is important, but how we do this in the materials must be carefully thought out. Printed materials are not only seen by the people directly using them so one way of raising issues is to do so in the confines of the training session or workshop (or in the case of students, within the classroom itself).

For teaching it is important to remember that students often see the teacher as a model. Since they influence students in one way or another the teachers should try and be neutral. For training, the same could be said about the trainer/teacher relationship.

Task 6

Look at some of the training materials you are using at the moment.
Look at these materials and evaluate them using the criteria discussed earlier.
Now share your evaluation with a partner.

Ways of adapting materials

Once you have evaluated materials and decided that you need to adapt them it is then important to think about how you will do this.

Task 7

Here are some suggestions for adapting activities and tasks. Complete the table with the suggestions below:

a) Make it into a role play

b) Brainstorm advantages and disadvantages

c) Replace with a ranking activity on the main points

d) Make it into a team quiz

e) Simplify the language

f) Replace with a jigsaw reading

g) Use an information gap activity where each person has only one piece of information and they need to circulate to find others.

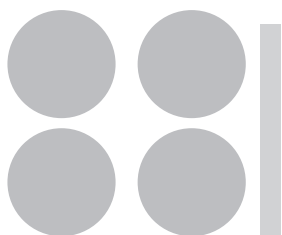| Activity / task	Problem	Suggestion
Peer teaching	Teachers feel uncomfortable doing this	
All of the activities are based around discussions	This can be boring – not suitable for all learning styles	
Questionnaire	Not everyone understands the language used in the questions	
Matching task	Task is not very communicative	
Game	Teachers find the game frivolous	
Text and comprehension questions	Text is too long.	
Vocabulary work using dictionaries	This is rather boring	

(adapted from: *Adapting and designing tasks* from the British Council Teachingenglish Classroom Language Teacher Training Programme).

And finally …

Task 8

Go back to the materials you evaluated in task 6. Would you make any changes? Why (not)? If yes, adapt the materials to suit your needs.

Chapter 8
Helping teachers
with change

In this chapter we will:-

▶ talk about what we mean by change and why we might want teachers to change

▶ talk about why teachers can be reluctant to change

▶ talk about what we can do to help teachers with change

What is change and why do we want teachers to change?

Change is something that happens to everyone during their life. Teachers face change all the time: change in terms of the people they teach (students, trainees etc); change in educational goals (i.e. curriculum changes, new materials); and change in the way these goals are delivered (i.e. new technologies, new methods etc).

Task 1

What changes have you had to make in the way you teach or the things you teach in the last few years?
How did you feel about it? Why?
Now work with a partner and discuss your answers with each other. Were your experiences similar or different? How?

Sometimes the changes are positive, while others may well have a negative impact. Of course, nobody wants things that make the situation worse, but we should all want to embrace ideas that make things better. Teachers should want to change if it improves what they are doing. They should want to continue to develop and use new methods that improve their teaching and the opportunities for their students to learn. As one of the participants on the Hornby School in Senegal said:

> *"We never stop learning."*

Task 2

Imagine you visit the doctor. While you are talking to the doctor he tells you that he completed his medical studies twenty-five years ago and that since then he hasn't bothered going on any more training courses, attended any seminars or read any books or journals. He tells you there is no need as he learnt all he needs to know about his profession during his initial training. How would you feel? What would you say to him?

Although the example of the doctor is quite extreme unfortunately there are some teachers like this. Like all people teachers are often reluctant to change.

Why are teachers reluctant to change?

A. The comfort zone

The idea of a comfort zone relates to our environment and our behaviour. It is the way we view the world and what is around us. When we are in our comfort zone we feel secure and safe, but the moment we step out of this zone and try new things we may feel insecure, unsure of ourselves and stressed.

Once someone has found their comfort zone they ma well be reluctant to move out of it, even if it might mean that in the long run they are better off. A good example of this is when a person doesn't particularly like their job, but is unwilling to give it up in case they cannot find a new one. Despite the fact they don't particularly enjoy what they are doing there is a sense of security.

Any change is likely to result in a person stepping out of their comfort zone. Because of this people often resist change as they feel threatened and worried about what might occur.

Task 3
Can you remember the last time you stepped outside your comfort zone? What happened?

B. Other reasons why people resist change

Although the idea of the comfort zone is important there are other possible reasons why people (and in our case teachers) resist change.

Task 4

Can you think of reasons why teachers might resist change?

Here are some ideas:-

- Sometimes people are simply negative to things that are new or different. This happens especially when the purpose of the change is not communicated clearly.

- Sometimes people are not interested in changing as they do not see what is wrong with what they are already doing. We have a saying: Why fix it if it isn't broken.
- Sometimes the teacher doesn't trust the person who is suggesting the changes – we will look at this more closely later on in this chapter.
- And the final reason is fear. This can be a fear of failure, a fear that they lack the necessary skills to carry out the change or a fear that it will mean more work for them.

These last two 'fears' can be almost paralysing when it comes to the change process.

When you want to implement change it is important to remember that teaching can be quite a stressful and time-consuming job. If teachers feel that the change will increase the amount of work they will have to do, then it is unlikely they will embrace it. You may need to convince the teachers that in the long run they will benefit.

C. Ways of avoiding resistance

So, if resistance to change is quite natural and to be expected, what can we do about it?

Task 5
Can you think of any ways of reducing the chances of resistance to change?

Here are some ideas:-

- Explain any changes clearly and give plenty of time for discussion and questions. If teachers feel they are being consulted and their opinions are being taken into account, then any changes are far more likely to succeed.
- Listen! Stop speaking, give the teachers a chance to say what they want to and show that you are really listening to their opinions.
- Don't become defensive or argumentative. As soon as this happens you are almost sure to fail. Take your time, be rational and also try to be realistic.
- Answer all questions openly and honestly. Don't hide anything, even if you are worried about how the teachers will react.
- Admit when you don't know something, but:-
    - commit to finding a solution
    - give a time frame in which you will try to come back with an answer
    - find a solution and use it or share it.

How can we help teachers change?

In this section we will explore some ways we can help teachers change.

A. Building on what they know

The first thing we need to do is start from what they already know. There is nothing more frustrating for people than to be told things they already know, without any additional ideas being added. Recapping and finding out what teachers know and do is the first step of any change process. This can be done in a variety of ways including questionnaires, observations, discussions etc.

It is also useful to discuss with the teachers we are working with what it is that they do and what it is they need to know.

Task 6

What do teachers need to be able to …

… do?	… know?

Here are some of the ideas from the participants from the Hornby School in Senegal:-

What do teachers need to be able to …	
… do?	**… know?**
Teach effectively Manage the classroom Give instructions Develop as teachers / be open Motivate their students Use a variety of activities Teach not tell Plan their lessons	Classroom Language How to design /adapt materials About change & why? How to give praise etc How to start / finish a lesson About the resources around them About their learners styles / needs

Did you have similar ideas? Which of yours were the same and which were different?

B. Engage teachers in their own development

As we saw earlier, people won't change unless they want to or are convinced that in the long run they will benefit from it. Forcing change on teachers will only lead to more resistance and to failure. It is important to involve teachers in the change process for it to succeed.

Task 7

Can you think of ways of engaging teachers in their own change?

Here are some suggestions:-

- Create opportunities for discussion
- Involve teachers in planning
- Have them set their own development agendas and timelines
- Agree a development plan with them
- Listen to their concerns and react appropriately

Which of these did you have?

Task 8

Think of your own context. Which of the ideas on engaging teachers do you think you could use? How would you use them?

C. Building trust

Earlier we saw that one reason that people resist change is lack of trust. There are many reasons why teachers might not trust the person who is trying to implement the change.

Task 9

Can you think of three reasons why teachers might not trust a trainer?

Here are some reasons:-

- they think the person has another agenda
- they don't think the person knows about their particular context
- they view the person as an outsider
- they are older and feel they have more experience
- they don't understand what the person is saying or trying to do
- they don't understand why they need to change and feel they are being made to do something against their will

etc.

Trust is quite clearly an important aspect when it comes to change.

Task 10

How can you build trust with the teachers you work with?

Here are some ideas:-

- Empathise with your teachers
- Compare their situation to your own learning
- Admit your own failures
- Share your fears with them
- Ask for help
- Encourage sharing

If teachers realise you are there to help them and that you are not trying to judge them it will increase the likelihood of success in terms of the changes you are suggesting.

D. Implementing change in an educational context

However, it is often not enough simply to work with teachers on change. Change can affect all of those involved in education. This includes teachers, students, administrators, parents, the Ministry of Education, etc.

Therefore, for any change to be 100% effective we need to try and think of all the stakeholders.

Any change you are proposing should be clearly communicated to all those involved, structured carefully and planned in terms of the implementation, supported, monitored and regularly evaluated.

Often change fails not only because of resistance from the teachers but for other reasons as well. For example:-

- a lack of full understanding of the theory behind and the practice
- minimal buy-in (people aren't fully committed)
- only a few committed professionals working against huge apathy
- the watering down of the original aims – people sometimes do this in the hope that it will be more likely that the change is accepted.
- lack of support (i.e. administrative, or in terms of evaluation and follow-up)

Task 11
Have any changes in English language education been attempted in your country?
Have they succeeded or failed? Why (not)?

What should we do afterwards?

A. The need for monitoring

Once change is under way it is important that it is monitored. Firstly to make sure it is actually taking place and secondly to see if it is having the desired (positive) effect.

Task 12

How do you know change is happening?
What system do you have in place to monitor change?

In a way these questions need to be answered before any change is suggested i.e. prior to a training course it is a good idea to think about what you are going to do afterwards to monitor the results of the training (see chapter 9 on Action plans).

Another thing that you need to do is to make sure that the changes you are suggesting are practical and meaningful.

B. Useful tools for monitoring change

Task 13

What tools can you use to enable you to see change happening?

Here are some suggestions:-

- Surveys/ Checklists
- Observations
- Self-reports
- Interviews
- Portfolios

The most common of these is usually observation, but in this case the observation needs to be carefully structured so that teachers realise that the purpose is there as support and help and not as a way of judging them (otherwise they are likely to resist). For observations to be successful they should:-

- • focus on the area of change and not on other things.
- • be non-judgmental
- • include a discussion before and after they happen
- • be enquiry-based: i.e. How can we…
  - – make activities more interactive?
  - – help students to learn more effectively?
  - – adapt activities to make them more enjoyable?
  - – cut teacher talking time?

Another tool mentioned here are the self-reports. These can take the form of the reflection diaries that we talked about in chapter 1. Reflection is an extremely powerful tool and should be encouraged at every opportunity.
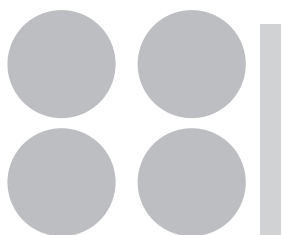
Task 14

Task 14
Can you think of any other ways of reflecting on teaching and learning?

Here are a few suggestions:-

- Idea sharing in and out of the staffroom
- Regular meetings to share good teaching ideas
- Sharing action research
- Encouraging conference presentations
- Promoting publishing

Chapter 9
Action Plan

In this chapter we will:-

▶ talk about why action planning is necessary

▶ talk about aspects of action planning we need to focus on

Introduction

A lot of resources are spent on training, but usually not much gets transferred to the work place. So teachers continue doing the same thing after training. In this book, we aim to assist the trainers and trainees of language improvement courses to transfer the ideas received during training to the work place.

When we are making an action plan it is important to remember the issues we discussed about helping teachers with change in chapter 8.

Why action planning

"Failing to plan is planning to fail."

As the saying indicates, if we do not plan the chances are that we will not succeed. Trainers expect teachers to plan their lessons, so it stands to reason that trainers should plan how they will disseminate and cascade ideas that they have learnt from a variety of sources such as training courses, reading articles and books and so on.

If we go back to the metaphor of training and learning and learning as a journey we can see a close parallel. For example, if we are going to travel somewhere by plane we usually undertake some planning before we set off on our journey. We plan where we want to go, we look at the schedule of the flights, we buy our ticket, we check we have our passport etc.

It is the same with using ideas gained in the training course; we should plan properly what, why, and how to introduce them to the teachers we work with.

Task 1

How are you going to pass on what you have learnt on this course to other trainers?
How are you going to use the things from this course with your teachers?

Here are some suggestions from the participants on the Hornby School in Senegal:-

- Conduct workshops
- Integrate with the existing professional development projects
- Introduce the new ideas we have gained in the informal teacher learning cells

In some contexts, a cascade model is used to implement English language improvement program nation wide. (See ELIP project in Ethiopia)

Starting our action plan

Task 2

Think of spreading the language improvement training for teachers of English in your country.
Discuss which ideas from the training will you apply? Why?
Discuss how to share them.

It is quite likely that even if you have selected some ideas and started to think about how you will share them, that you have done so in quite broad terms.

Task 3

Go back through your plans and try to answer the following questions:-

What will you use?

When will you use it?

Why do you want to use it?

Who will you involve?

How will you do the training?

What do you expect to happen afterwards?

Answering questions about what, when, who to and how are key to the success of any further training. The last question is also really important as we saw in chapter 8 when we discussed implementing change.

What about resources?

Here is how the participants of the Hornby School thought about resources they need.

> *We have to be more creative in order to take advantage of everything within reach, human, and physical environment, nearer and further.*

However, thinking of resources this way is rather vague and you will probably need to consider more specific things you require. At least that way you can show concretely what you will do and others with resources can clearly see how they can assist you.

Task 4

Now try to answer these questions:-

How will you inform the teachers etc to come to your workshop / training?

What material will you need?

What about photocopies, pens, other equipment etc?

Will things cost money?

How much will you need?

Where will you get the money from?

One resource that people often forget about when planning is time. Time is crucial in planning. Sometimes we make very unrealistic estimates of the time the project requires.

Task 5

Think of your project of training other teachers on English language improvement.

Use the following questions to discuss the time needed to plan and execute the training:-

How much time do you need?

How much time have you got?

When is the best time to do the training? (for you and for the participants)

How long will it take for the teachers to start using ideas from the training?

Monitoring

During and after the implementation of our action plan we need to check whether we are achieving our goals or not. We can't expect things to run on their own without any support. In the process, some things could emerge that

will cause us to revise the plan and make adjustments, so we need to have a system of follow- up and evaluation.

Task 6

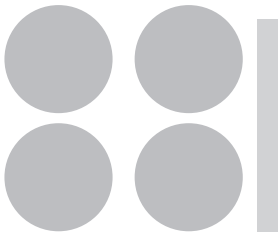Think of the language improvement project you have prepared.
Use the following questions to plan monitoring of the training:-
How are you going to monitor the change?
What will you do with the information you collect?
How will you know whether the changes are effective or not?

Chapter 10
Conclusion

In this chapter we will:-

▶ talk about how to end the training

▶ suggest some further reading

And finally …

On any journey we pack our suitcase before we start and then we re-pack it at the end. When we re-pack it we usually have extra things to put into it – things that we have picked up during our journey.

At the Hornby School in Senegal the participants returned to their suitcases that they had written (packed) on the first day (see chapter 1) and completed the last section. Here are a few of examples:-

Teaching language is a long process and it needs time. I'll tell teachers to be aware of the language they use in the classroom, of the different abilities their students have and tell them to consider problems as challenges so as to be ready to find solutions to them. My problems are challenges as well.

I have learnt that teaching can be better if viewed through the angle of functions in terms of what teachers do with the language.

Reflection leads to change and development in teachers.

Teachers and their students have got different learning styles.

The idea of sharing what you've got (experience, ideas, suggestions, worries and concerns) since someone else must be facing the same problems as you and he must have something you need.

Above all, I'm going back to my country as a more able teacher. I'm bringing opportunities to other people who weren't able to be here to also improve as language teachers.

As the last person says, sharing is important. We would like to thank all the participants from the Hornby School on Language Improvement for Teachers, Senegal (16-20 March 2009) for sharing with each other and with us. We both found the experience really rewarding and hope that you did too.

We also hope that you have found this book useful and we would welcome any feedback you have.

With our best wishes,
Adrian Tennant
Nigussie Negash

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Senegal Hornby School on Language Improvement for Teachers

Actual School Duration 16-20 March 2009
5 days (21-25 March) for book writing (2 trainers, 3 participants to write up activities)

Participants: 30 (18 Senegalese, 12 from other West African countries, Cape Verde, Guinea-Conakry, Guinea-Bissau, Mauritania)

Course planning: Based on need of trainees and goals of the sponsors, plan through email at least a month ahead and final meeting 14 and 15 March, 2009 to fine tune.
Read the application forms ahead of deciding course topics.

School Venue: Saly (to take the Senegalese away from distracting work and family situation)

Accommodation: Sharing rooms (to reduce cost and increase interaction of participants)

Course timetable
16-20 indicating morning, afternoon sessions, opening and closing, coffee/tea and lunch breaks, any other social events in the evenings.

Facilitators

- 1 Course director
- 1 trainer
- 1 administrative assistant

Resources

- Laptops (for the trainers and activity writers)
- Flip charts
- Flip chart, markers, 7 flipchart stands
- 1 trainer room (if possible an auditorium) with good lighting and space, 10 tables 33 chairs (for group work, trainer and admin assistant working station)
- 1 printer (to print out some tasks)
- 1 photocopier (to photocopy some articles for participants to read over night)
- a beamer and screen
- blue tacks (or scotch tape) for the participants to put up their
- writing pads and biros
- badges (with names, countries and course name)

NOTES

LANGUAGE IMPROVEMENT FOR ENGLISH TEACHERS

A METHODOLOGY AND TRAINING BOOK

Courses on Teacher Education have traditionally focused on classroom methodology and on what to do in the classroom, rather than on what to say. In other words, they have tended to neglect classroom language - what the teacher actually says in order to get the methodology, techniques and activities to actually work. Occasionally there has been a chapter on classroom language, but generally the main focus has been on the what and why rather than the language needed to make it work.

This book is an integrated guide on language improvement for teachers as well as on classroom methodology. It is designed for a wide range of teachers from those with fairly low-levels of language proficiency to those who are fairly proficient but still feel they could improve. It covers essential language learning theories and has a bank of tasks and activities that can be used or adapted by trainers, inspectors and advisors to suit their contexts.

The book is an outcome of a British Council Hornby School led for Francophone West Africa held in Senegal in March 2009 with materials developed by the course trainers as well as some contributions from the course participants.

This book has been published with the contribution of UNESCO