

1. How does Scrivener describe the act of teaching? (p.8)

A constant processing of options (e.g. activities, tasks, pace, classroom organization, use of the board, etc.) > The more classroom teaching experience you have, the more options you will have to choose from.

2. What is rapport? How important is it? (pp.15-16)

Rapport is the development of a positive relationship between the teacher and the students. Good rapport helps learning to happen and brings everyone closer together, while bad rapport usually hinders learning from happening.

Check these websites for more information about the importance of and ways to build classroom rapport:

- <http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/buildingstudentrapport.html>
- <http://www.teachingenglish.org.uk/blogs/khanh-nguyen/how-establish-rapport-classroom>
- <http://suite101.com/article/the-importance-of-rapport-in-the-classroom-a208243>

3. According to Carl Rogers, what three core teacher characteristics are needed to create an effective learning environment? (pp.16-17)

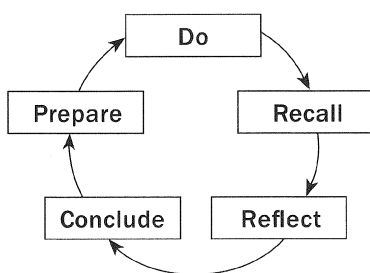
- ⊙ Respect (a positive and non-judgmental regard for another person)
- ⊙ Empathy (being able to see things from another person’s perspective, as if looking through their eyes)
- ⊙ Authenticity (being oneself without hiding behind job titles, roles or masks)

These three qualities allow a teacher to build stronger and deeper, more open and honest, relationships with a class, which creates a positive, forward-looking and supportive educational climate and results in learners being able to work with less fear and take risks or face challenges more easily (increasing their self-esteem and self-understanding, and gradually taking more responsibility for their own learning).

4. What are the three kinds of teachers? (pp.17-18)

- ⊙ Explainer (teacher explains or lectures in order to convey information to students)
- ⊙ Involver (teacher tries to involve students actively and puts a great deal of effort into finding appropriate and interesting activities that will do this)
- ⊙ Enabler (teacher shares control with learners, negotiates decisions, creates conditions that enable the students to learn for themselves, acts as a guide/counselor/resource of information as needed, has an awareness of how individuals and groups are thinking and feeling within the class and actively responds to this in planning and methods and in building effective working relationships and a good classroom atmosphere)

5. What is the experiential learning cycle? Why is it important? (pp.19-21)



Experiential learning cycle:

- 1st: Do something (*essential learning experience) > Ride a bike/Teach a lesson
- 2nd: Recall what happened > Fell down/Didn't go as well as expected
- 3rd: Reflect > Going to slow/Too many hindrances to learning
- 4th: Draw conclusions > Go faster next time/Figure out a way to prevent the hindrances
- 5th: Use conclusions to inform and prepare for future practical experience > Try again (repeat)/Help learning to happen

How the experiential learning cycle affects language teaching:

We go through the experiential learning cycle whenever we teach something in the classroom. It could be an activity, task or exercise, a full lesson or set of lessons, or even an entire course. We're constantly learning from our experiences in an effort to be more effective teachers. The experiential learning cycle helps us to figure out how to help learning to happen and prevent any hindrances.

6. Why does T (teaching) not equal L (learning)? What can teachers create? (pp.21-23)

Learning demands energy and attention from the students (i.e. personal effort – active not passive). Teachers cannot transmit understanding or skills into students' heads. Instead, they can create conditions in which students might be able to learn (and maximize these by meeting their needs and wants).

7. What is a teacher for? (p.23)

To help learning to happen – and prevent any hindrances to this [help – maximize vs. hinder – minimize]

8. What are the five language systems (knowing)? (pp.24-25)

- ⊙ Phonological (sounds)
- ⊙ Lexical (meaning of individual words or groups of words)
- ⊙ Grammatical (how the words interact with each other within the sentence)
- ⊙ Functional (use to which the words are put in particular situations)
- ⊙ Discourse (how the sentence relate or don't relate to each other)

9. What are the four language skills (doing)? What is the difference between receptive skills and productive skills? (p.26)

- ⊙ Receptive skills – reading and listening (receive input)
- ⊙ Productive skills – speaking and writing (produce output)

**The 12 methods and approaches listed on pages 31-33 will be covered in detail in your TESOL Methodology course.*

10. What are some key hints when planning your first lesson? When starting to teach? Starting to teach better? (pp.33-36)

- ⊙ Planning first lessons – [preparation] use the coursebook, a lesson is a sequence of activities, learn something about your students, plan student-focused activities, make a written plan of the running order of your activities, consider aims, fluency vs. accuracy, get the room and yourself ready, have at least one emergency activity
- ⊙ Starting to teach – [rapport] talk to students as they come into the room, learn names as soon as possible, be yourself, teaching doesn't mean talking all the time, teaching doesn't mean teaching all the time, slow down
- ⊙ Starting to teach better – [feedback] turn your radar on, don't teach and teach . . . teach then check, teach the class – not just one person

11. What is an activity or task? What is a complete lesson? (p.37)

An activity is something that learners do that involves them using or working with language to achieve some specific outcome (e.g. role play, grammar exercise, article discussion, vocabulary game, etc.). A lesson is a coherent (connected and unified) sequence of learner-targeted tasks.

Is there a difference between an activity and a task? Jane Willis, an expert on task-based learning, responds:

<http://www.teachingenglish.org.uk/articles/criteria-identifying-tasks-tbl>

**From the article:* The term 'activity' is a general term referring to things students do in classrooms. So an activity could be anything – it may or may not be a task.

- If an activity has a clearly defined goal, is meaning-focused . . . it will be a task.

- On the other hand, an activity could be two students reading out a dialogue (practicing pronunciation, intonation or maybe even a grammar pattern or function), or doing a grammar exercise. Neither of these is meaning-focused interaction, neither has a goal other than completing the activity. If there is no outcome, then an activity is not a task.

Questions to ask to see if an activity is a task:

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities?

12. What are some variations for running an activity? (p.39)

- ⊙ Individual work, pair work, small groups, large groups, whole class – mingle, whole class – plenary
- ⊙ Other variations – speed (tight time limit), require compromise or consensus, report back and summarize, etc.

13. What are the six steps of the activity route map? (pp.40-42)

- 1st: Before the lesson (preparation)
- 2nd: Lead-in/Preparation (create interest, activate background knowledge, and/or focus on lexis)
- 3rd: Setting up an activity (organize students and give detailed instructions for each step)
- 4th: Running the activity (Make sure instructions were understood and then monitor/guide/facilitate the activity)
- 5th: Closing the activity (allow the activity to close properly and check when students are ready to move on)
- 6th: Post-activity (get feedback on the activity – address ideas, comments, questions)

14. What are some learner differences? (p.84)

- ⊙ Reasons for needing English
- ⊙ Beliefs about what a teacher can/should do
- ⊙ Previous learning experience
- ⊙ Preferences for classroom methodology
- ⊙ Personalities and ways of relating to and working with other people
- ⊙ Learning styles
- ⊙ Preferences for content to work on in class
- ⊙ Speeds of working and learning
- ⊙ Ability to remember things
- ⊙ Difficulties or physical disabilities
- ⊙ Intelligences
- ⊙ Topics they find interesting
- ⊙ Sensory preferences
- ⊙ Levels in language systems and skills
- ⊙ Degrees of focus, application, distraction, etc.
- ⊙ Beliefs, political views, ideas about morality, prejudices, etc.
- ⊙ Jobs, home, lives, health, friendships, etc.
- ⊙ Knowledge of the world and special areas
- ⊙ Skills, aptitudes and abilities
- ⊙ Motivation

It's important for teachers to take all of these potential differences into account as each one could (significantly) affect the degree of learning that takes place in the classroom.

15. What is the difference between external motivation and internal motivation? (p.84)

Many students have strong external reasons for why they want to study (e.g. to pass an exam, enter university, get a job, etc.). – which is called external motivation. Studying for just for rewards within the work itself (i.e. the fun of learning, setting oneself a personal challenge, etc.) is referred to as internal motivation. In either case, the strength of the students' motivation will be a factor in how they approach the work, how much time they set aside for it, how hard they push themselves, etc. The mismatch of motivation among students always looms and can be quite problematic for teachers to deal with. When planning lessons and courses, it's very important to consider this. Failing to do so will result in not being able to meet needs and wants, hindering learning in the process.

16. What are the multiple intelligences? (p.84) What are the sensory preferences? (p.85)

Howard Gardener suggests that people have seven intelligences:

- ⊙ Linguistic (spoken and written language)
- ⊙ Spatial (patterns, images, pictures)
- ⊙ Musical (rhythms and melodies)
- ⊙ Logical/Mathematical (reasoning)
- ⊙ Bodily-kinesthetic (somatic sensations)
- ⊙ Interpersonal (social/between people)
- ⊙ Intrapersonal (inside oneself)
- ⊙ Natural (environment and living things)
- ⊙ Existential (life, death, ultimate realities)

People have different intelligence strengths and sensory preferences (*listed below). Considering the possible variety in the classroom, it's important to plan lessons and courses that address them all rather than focusing on some (e.g. linguistic and logical or auditory) over others.

- ⊙ Visual (images)
- ⊙ Auditory (sound)
- ⊙ Kinesthetic (movement)
- ⊙ Tactile (manipulating objects)

17. What is needs analysis? Why is it important? How can we conduct it? (pp.90-94)

Needs analysis – the various tools, procedures and materials used for finding out about our learners' needs. It includes:

- ⊙ Where learners are starting from (their present language level, current problems, etc.)
- ⊙ What learners would like to learn (which may be different from what they need)
- ⊙ How they want to study (preferences about how to learn things)

Needs analysis is incredibly valuable to teachers. Make sure you impart its importance and value to the students so that they will take it seriously and provide lots of helpful information. And by sharing their response, you can show learners that other people in the room have different views, expectations, and needs than themselves, making it a vital awareness-raising activity.

Ways to conduct needs analysis:

- ⊙ Writing (the learner writes comments, information, answers to questions ,etc.)
- ⊙ Speaking (the learner speaks with you or with other students)
- ⊙ Observing (you observe the learners in class)

18. What is teaching primarily an act of? What do unsuccessful teachers do? (pp.94-95)

Teaching is primarily an act of alert 'tuning in' (i.e. the more you are able to understand the group, the more successful the lesson is likely to be). To do this, teach – then get feedback, and let the feedback affect what you do or say next.

Unsuccessful teachers (proceed forward without reference to what impact this is having on the learners in class):

- ⊙ Don't notice or take into account the needs and wishes of the learners; work to their own priorities and in their own choice of ways
- ⊙ Create a physical and psychological distance between themselves and their learners
- ⊙ Don't pick up signals from learners about what they think or want
- ⊙ Don't elicit feedback about opinions on course, content, methods, working styles, etc.
- ⊙ Don't deviate from their own plan/agenda
- ⊙ Keep up their own 'radio babble' (space-filling teacher-talk) to block out the incoming signals from the class
- ⊙ Find time-filling activities to save them from having to communicate more with learners

19. Why is it hard to tune in? Why do some teachers avoid feedback? (p.95)

Teachers are so focused on themselves and their own worries. In order to gain important feedback, teachers have to get a handle on their anxieties and start tuning in to their students (i.e. their needs and wants) more.

They fear hearing comments about their work. Doing so, however, is dangerous because it means that you aren't able to tune in to the degree that you need to – thus not being able to effectively address learner needs and wants.

20. What are some starting points for getting useful feedback? (p.97)

- ⊙ Don't think of feedback as a once-a-term thing or just as a formal requirement – instead, visualize it as a moment-by-moment need to find out whether you and the class are on track
- ⊙ Don't overdo it – but don't let this worry prevent you from exploring students' reactions and responses
- ⊙ Don't turn it into a ritual – instead vary it
- ⊙ Do it at the start or end of the lesson, end of the week, start of a new coursebook unit, etc.
- ⊙ Ask both small questions (e.g. Which activity today was most difficult for you?) and big questions (e.g. How useful is this course for you?)
- ⊙ Ask both simple/factual questions (e.g. How many words today were new for you?) and evaluative questions (e.g. Which activity did you enjoy most?)
- ⊙ Design a simple feedback form, and then photocopy and hand it out
- ⊙ Ask students to write you a letter about the course
- ⊙ Set aside some time, ask questions that enable them to say what they want to say, and gear yourself simply to listen and learn