Unit 2 > Session 2

This session aims to:

- raise awareness of how to manage the learning environment (Outcomes 1, 2 and 4)
- highlight ways of building rapport and maintaining interaction (Outcomes 1, 2 and 4)
- provide practice in using teaching aids (Outcomes 1 and 4)
- raise awareness of methods of grouping learners (Outcomes 1, 2 and 4)

We suggest that you allocate 180 minutes for the session.

Focus A   Teaching aids, rapport and maintaining interaction

Aims:	To raise awareness of how to manage the learning environment
	To highlight ways of building rapport and maintaining interaction
	To revise the stages of a receptive skills lesson
	To provide practice in using teaching aids
Time needed:	90 minutes
Materials:	Handouts 1 and 2
	Resource 1
	Whiteboard and whiteboard markers (one light-coloured or fading) or blackboard and chalk, flipchart paper, flipchart markers, Blu tack, overhead projector (OHP) and transparencies (OHTs), OHT pens and/or interactive whiteboard
Preparation:	Check on the available teaching aids and adapt the tasks in Resource 1 accordingly
	Cut up Resource 1 for distribution to groups
Notes:	The trainer gives a short demonstration on how not to manage a group by doing everything wrong. You may need to practise this before delivery. It works better if the trainees are not aware that this is the intention. The trainees should already be familiar with the trainer and his/her teaching style so that they will immediately spot the differences between today's delivery and previous input.
	A short text about using boards, flipcharts and interactive whiteboards is provided, but any alternative short text about these teaching aids could be used.

Task 1   Managing the learning environment

Stage 1

Do not set the context or provide any lead-in. Start reading the text — Handout 1 — about boards, flipcharts and interactive whiteboards aloud. Do not give out the handout yet. Incorporate into your act all or some of the suggestions below:

- Keep your head down. Do not project your voice; mumble and have long pauses
- Do not smile. Instead, appear unapproachable.
- Read too fast and don't check that the trainees are following (no emphasis/ repetition/ reformulation)
- Don't look at the trainees while reading
- Tap your pen on a table or play with your hair to distract the trainees
- Arrange for a mobile phone or alarm to go off while reading, stop for a minute, then go back two sentences

Stage 2

When you have finished reading the text, immediately fire the comprehension questions at the trainees. You could then (slowly and tediously) write all the trainees' answers on the board, focusing on any irrelevancies. Trainees should be unprepared for the questions. The following procedure could be followed:

- Point at each trainee to answer without using any names. You could use 'you'
- Focus on one or two trainees only and avoid looking at the others
- Appear not to listen to trainees' answers or dismiss them, saying 'No, that's wrong'
- Write the trainees' answers on the board, using a light-coloured pen that is difficult to make out
- Write illegibly, too small and lopsided. Make basic spelling mistakes (arguing with trainees if they point out the mistakes!). Use capitals inappropriately
- Frequently turn your back on the trainees, talk to the board and make asides

The trainees should not have the text in front of them while the questions are being asked. At this stage they may be wondering what is going on, but maintain a serious pose!

Answers

1   What is a flipchart?

Accept **only** the following: a transportable frame with large pieces of paper that can be torn off — write the whole answer on the board.

2   A tutor should make sure their writing is legible. True or false?

True, obviously!

3   What four ways can a board be used?

Accept **only** the following: to write, draw and stick things and, in the case of whiteboards, as a screen for overhead transparencies.

4   What is the big advantage of using an interactive whiteboard?

None of the answers are correct but accept **only** (b). Ignore or argue with the trainees if they tell you that all the possible answers are wrong!

5   Nobody uses blackboards anymore. True or false?

This could lead to a long discussion, but ask a nominated trainee to just say 'true' or 'false'.

Stage 3

After the demonstration, ask the trainees if they noticed anything different about your delivery style/approach today. You may have alienated a lot of the group, even if they realise this is not your usual style! You may have to explain, or elicit, the rationale behind the demonstration as a means of focusing on the importance of managing the learning environment effectively. Point out that in much ELT literature, the term 'classroom management' is used.

Give out Handout 1. Ask the trainees how much of the text they understood when it was presented in this way and elicit a better way of doing a reading/listening comprehension. Revise the stages of a receptive skills lesson. Discuss the questions and what is wrong with them.

Potential feedback

Trainees should recall that in a receptive skills lesson, the context is usually set during the lead-in, and *gist* is checked before more detailed comprehension questions are asked. Staging a lesson logically helps to maintain interaction or to keep the learners with you.

The 'comprehension' questions here are poor examples as they:

- rely on memory
- are pointless or don't require comprehension of the text to answer
- are irrelevant
- are not in order
- are a mixture of question types

Ask the trainees, in small groups, to write a gist question and five appropriate comprehension questions for this text. Ask some of the trainees to come to the board/flipchart and to write their questions.

Potential feedback

This time, accept any reasonable suggestions!

Gist

- Is this text written for learners, tutors or managers?

Comprehension

1   Name one other function of a whiteboard aside from writing or drawing on it.

2   What example does the text give of how a tutor can organise her board?

3   Which advantage do flipcharts hold over whiteboards, according to the text?

4   Which key interactive whiteboard tool is mentioned?

5   Name three ways in which the 'save' function on interactive whiteboards can be used.

Task 2   Rapport, maintaining interaction and boardwork

Stage 1

Divide the trainees into three groups to come up with a list of 'dos and don'ts' for the headings below:

- ways of building rapport
- ways of maintaining interaction
- ways of using the board

Elicit an example for each of the headings before giving out the task instruction. Give each group an instruction from Resource 1. Tell the trainees they should consider what they have noticed in this session, or from other observations and their own experiences. They have 15 minutes to prepare and then they will present their findings to the rest of the group using the equipment specified. Give out flipchart paper, pens, OHTs etc to each group, depending on availability. While the trainees are working in their groups, monitor and provide suggestions as necessary.

Stage 2

Each group should give a short presentation using the equipment specified.

Give out Handout 2 as feedback. The trainees can add any other ideas to each section.

Focus B   Using teaching aids

Aims:	To extend practice in using teaching aids
Time needed:	45 minutes
Materials:	[Resources 2 and 3](#)
	Unit 2 DVD, a CD with several tracks
	DVD player, CD player, flipchart, OHP and OHTs,
	some A4 sized pictures, handouts, coursebooks and pens
Preparation:	The cards from Resource 2 may need to be altered, depending on the number of trainees, so that you end up with four or five groups
	Adapt and/or personalise the cue cards from Resource 3 depending on available equipment and according to which CD(s) you choose to use. The DVD can be any multi-track DVD and the cue cards can be amended appropriately.
	Cut up Resources 2 and 3
	Set up the room with four or five stations, depending on available resources. Place the appropriate cue card from Resource 3 at each one. The following work with the cue cards as published:
	1 DVD player or suitable laptop (and DVD)
	2 CD player (and CD)
	3 Flipchart or whiteboard/interactive whiteboard and pens
	4 A table with some A4 sized pictures, handouts and coursebooks
	5 OHP, transparencies and pens
Notes:	Station 4 deals with pictures/handouts/coursebooks. Trainees are asked to 'chest' — to hold a page/handout against themselves when giving instructions so that the rest of the group can see. You will probably need to explain and demonstrate this.

Task 1   Using teaching aids

Stage 1

Linking back to the previous focus, elicit kinds of teaching aids that tutors frequently use. Ask the trainees to think about the equipment displayed around the room and what potential problems could arise when using it.

Potential feedback

- cueing and re-cueing CDs and DVDs
- volume control
- fear of technology and technology going wrong
- noise from equipment
- visuals which are unclear, too small or obscure
- board — disorganisation, using incorrect pens

Stage 2

Give out the cut-up sentences from Resource 2 and ask the trainees to team up by finding whoever has the other part(s) of their sentence. You may have to alter the cards to end up with four or five groups but ensure no-one is working on their own (groups of three will probably work best).

Each pair/group should then choose a station and use the cue cards from Resource 3 to practise common tasks. Each trainee should demonstrate one of the activities on the cue card to the rest of their group. Allow 5–10 minutes maximum at each station before they move to the next. Monitor and assist.

Stage 3

Re-arrange the groups so that trainees from different groups are working together. Ask the trainees to discuss any other issues they have noticed about using the equipment while doing the task. Conduct feedback and use a mind map to board any useful points.

Focus C   Managing the learning environment — grouping

Aims:	To raise awareness of methods of grouping learners
Time needed:	45 minutes
Materials:	Cue cards — not supplied
Preparation:	Prepare a number of cue cards with instructions to group trainees in different ways (eg numbering, shoe size, age, favourite colours, animals, gender, nationalities etc — this will depend on the composition of the group). You may wish to leave some blank for trainees to suggest other methods.
	See also Toolkit Session 10, page 93
Notes:	As a point for discussion, it would be useful to set the room up in a way which does not best facilitate group learning.
	Ensure that enough time is given to explore issues which arise when tutoring one-to-one or with very small groups.

Task 1   Grouping learners

Stage 1

Ask the trainees how you paired/grouped them together for the teaching aids task in Focus B. Discuss the benefits and potential pitfalls of grouping learners using a similar 'random' technique.

Potential feedback

Benefits

- Learners do not feel they are being forced to work with particular individuals (the groups come as a result of a task)
- The task lends itself to being a lead-in or review
- The task can help to create interest in activities to follow
- There is no need to move furniture etc

Pitfalls

- Need to be careful if you have any groupings you wish to avoid (eg friends together, same languages, nationalities etc)
- The learners may not be happy with the group they end up in and this might affect the flow of the lesson

Stage 2

Elicit from trainees what sorts of activities ESOL learners participate in — listening, speaking, controlled practice, reading, writing, information gaps etc.

Talk about the interaction patterns — T–L (tutor to learner(s)), L–L (learner(s) to learner(s)), L–T (learner(s) to tutor) — and point out that a session is more likely to be effective when learners are practising language rather than just listening to the tutor. This might also be a good time to mention the need to avoid too much 'unfocused' TTT (tutor talking time).

While pointing out that sessions should usually be planned to facilitate L-L interactions, acknowledge that this is not possible in one-to-one tutoring. Indicate that this will be addressed later in the Focus.

Put the trainees in pairs to discuss some advantages and disadvantages of not using grouping techniques, but instead always asking learner(s) to work with a neighbour that they have chosen to sit beside. Putting the trainees with their neighbours for this activity may help them think through the issues.

Potential feedback

Advantages

- Saves time

- Learners may get language and/or psychological support sitting next to a friend

- Learners will not be with a partner they are uncomfortable with or don't understand

- May suit learners unused to a communicative language-learning environment

Disadvantages

- Friends could be easily distracted

- They might use L1 exclusively

- Does not help prepare learners for life outside the learning environment, where they will often have to work/collaborate with people they don't 'gel' with

- Learners do not get used to a variety of accents

- Not as many opportunities for authentic communication

- Learners do not get an opportunity to work with others, which they may want

Stage 3

Give out the pre-prepared cue cards and/or get trainees to make cue cards for ways of re-organising learners (by number, size of shoe, age, favourite colours or animals, same sex pairs, different nationalities etc). Ask each trainee to re-organise the group according to the specifications. Make sure the final trainee arranges the others into small groups.

Once the final small groups have been formed, ask them to make a list of issues that will affect how, and when, you group learners. Give a couple of examples such as how many learners there are, or the size of the room. Monitor and give suggestions. After about ten minutes, take feedback.

Potential feedback

- Ease of movement (amount of furniture, size of tables, chairs etc)

- Do learners like being moved around?

- Any learners with special needs — hearing, sight, physical?

- Friends, enemies

- Strong v. weak

- Vocal v. quiet learners

- Type of activity (speaking, writing etc)

- Type of interaction needed — and thinking through a method of grouping which will facilitate this

Task 2   Tutoring one-to-one

Stage 1

Write up on the board:

- *Tutoring one-to-one*

Put the trainees into pairs using one of the techniques from Task 1. Ask the pairs to think about issues related to working with one learner when it comes to interaction patterns and seating. How does it differ from working with a group? Are there any advantages?

Let the trainees discuss these questions for a few minutes with their partners, before conducting feedback by asking each trainee to comment or provide an idea. Write up ideas on board.

Potential feedback

- Seating is important — sitting at an angle will be less confrontational than face-to-face

- More flexibility — it is not always necessary to sit at a desk

- Relationship between the tutor and the learner is vital — so the tutor may need to work harder to build rapport

- The tutor will change roles more often — sometimes working as the learner's partner, sometimes explainer, sometimes friend

- Need to think about activities so that the learner doesn't end up writing on his/her own for long periods of time

- A third person can be introduced, eg through visuals, recordings etc

Stage 2

Tell the trainees they are going to role-play a one-to-one tutoring scenario. Tell them that this is the second time they have met their learner and they are still trying to find out about them and build rapport. With their partner, they should devise between 5 and 10 questions they will use as the basis of the session. They must try to ensure that they integrate skills in the lesson so they should think about what they will do with the questions (eg conversation, cut up questions for re-ordering, using a questionnaire, using a recording). Give the pairs 10–15 minutes to come up with ideas. They must both write down the questions. Provide support while monitoring.

Stage 3

When they are ready, regroup the trainees into different pairings. They should try out their mini lessons on each other, taking the roles of learner and tutor, and then reversing the roles. Tell the trainees to think about interaction and seating while conducting the simulation. After the activity, ask the trainees if they want to add anything to the ideas on the board.

Review and reflect   *(10-15 minutes)*

Stage 1

Put the following scenarios on the board and ask the trainees to discuss in small groups.

- *Your learners always get confused when you try to rearrange pairs/groups.*
- *You work one-to-one and have no access to equipment to play recordings on.*
- *Your handwriting is very neat but on the board/flipchart it is always a real mess.*
- *Your learner always looks so bored when you are explaining important language points.*

Stage 2

During group feedback, focus on strategies suggested by the trainees for dealing with the challenges above.

Session 2

Handouts and Resources

Task 1   Managing the learning environment

Teaching Aids — boards, flipcharts and interactive whiteboards

Whiteboards, and blackboards, are very useful teaching aids that can be used to focus the learners' attention and record important information. The tutor can write, draw and stick pictures and pieces of paper to the board. Whiteboards can also be used as a screen for overhead transparencies.

When using a board, a tutor should always make sure their writing is legible and can be read by those at the back of the room. The tutor should avoid writing irrelevant information on the board and try not to turn their back to the learners for too long. Coloured marker pens or chalk can be used to highlight certain points, such as word stress or grammar. The tutor should try to keep the board well organised; different parts of the board could be used for different areas such as pronunciation or a column for new words.

A flipchart basically consists of a transportable frame with large pieces of paper that can be torn off. It can be used in the same way as a board, but with the added advantage that the writing can be kept as a record of a lesson or given out to learners. The paper can also be used for advance preparation of a lesson or section of a lesson by tutor or learners.

Many educational institutions now have electronic whiteboards in classrooms, as replacements for traditional blackboards, whiteboards or flipcharts. These allow tutors and learners to reproduce anything they can see on their computer screen onto a large board. Thus a tutor can access websites and software and can present pre-prepared documents. There are all sorts of tools available, such as a highlighter tool to highlight certain words/phrases. One great advantage is that the materials and the tutor's audio input can be saved and used for review purposes at a later stage. This can be helpful for learners who were absent, or who require repetition, and useful for tutors who can use the lesson again or share it with other tutors.

Comprehension questions

1   What is a flipchart?

2   A tutor should make sure their writing is legible. True or false?

3   What four ways can a board be used?

4   What is the big advantage of using an interactive whiteboard?

    a) learners will attend more

    b) the tutor can use the same lesson again with the same group

    c) learners can get on with other work and watch the lesson at any time

5   Nobody uses blackboards anymore. True or false?

Task 2   Rapport, maintaining interaction and boardwork

Ways of building rapport	
Dos	Don'ts
Use learners' names Make eye contact with all learners Listen carefully to the learners Project your voice Admit your errors (eg spelling mistakes) Acknowledge all learner contributions Smile, be encouraging and empathetic	Point at people Focus on just one or two learners Say 'no, you're wrong' Mumble

Ways of maintaining interaction	
Dos	Don'ts
Think carefully about lesson staging Use a lead-in or set the context before giving a reading/listening task Give learners the task (eg questions) before doing a reading/listening (generally) Check that learners are all following	Go too fast (eg during reading)/too slow (during boardwork), ie focus on pace Pause for a long time, without looking at the learners Distract learners while doing an activity

Ways of using the board	
Dos	Don'ts
Write legibly Try to keep your writing horizontal Be selective about what you write on the board (keep it relevant) Use pens that can be seen (eg black/blue)	Write too small Stand with your back to the learners and talk to the board Use capital letters inappropriately (this does not help literacy learners in particular)

Task 2 Rapport, maintaining interaction and boardwork (group tasks)

Group A **Ways of Building Rapport**

In your group:

- Create a list of Dos and Don'ts using the heading above.

- Prepare to present your ideas to the other groups using overhead transparencies and an overhead projector (or an interactive whiteboard if there is no OHP available).

- Practise using the equipment before you give your presentation.

Group B **Ways of Maintaining Interaction**

In your group:

- Create a list of Dos and Don'ts using the heading above.

- Prepare to present your ideas to the other groups using flipchart paper to create a mindmap.

- Practise how you will deliver the information before you give your presentation.

Group C **Using the Board**

In your group:

- Create a list of Dos and Don'ts using the heading above.

- Prepare to present your ideas to the other groups using the board to write up the Dos and Don'ts.

- Practise how you will deliver the information before you give your presentation to show good and bad examples of boardwork.

Task 1   Using teaching aids (sentence parts)

Most tutors need to work hard to

improve their whiteboard skills.

Lots of tutors are

afraid of technology.

A common mistake is to choose

pictures that are too small.

Permanent markers can be used

on flipcharts but not whiteboards. Be careful!

You should always cue CDs,

cassettes etc before a tutoring

session; otherwise, you are asking for trouble.

Every now and then go to the

back of the room. Can

you read your writing on the board?

Task 1 Using teaching aids (cue cards for stations)

DVD Player

Try out the following tasks with your partner/group:

1 Cue the DVD at Patrick Amon — 4 min.

2 Cue the DVD at Mona interview — 1 min.

3 Cue the DVD at initial assessment interview — 2 min 30 sec.

CD Player

Try out the following tasks with your partner/group:

1 Cue the CD at track __, then track __.

2 Cue the CD at song '……….….' and fast forward to '……….….'

3 Play 5 seconds of song then rewind to beginning.

Flipchart/whiteboard

Try out the following tasks with your partner/group:

1 Write the following words on the board:

   people   re-open   excitable   under   responsibly

Include the part of speech and mark the word stress.

2 Draw a woman sleeping under a tree.

3 Write these words on the board:

   like   seems   flipchart   nobody   using   a   to

Write them in the correct order to create a sentence. Mark the sentence stress.

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Visuals/handouts/coursebooks

Try out the following tasks with your partner/group:

1   Choose a visual. Tell your group a short story about the picture while 'chesting'.

2   Go to page 40 of a coursebook. Choose a task/exercise and give your group instructions while 'chesting'.

3   Choose a handout. Direct your group to the correct place and give instructions for a task while 'chesting'.

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Overhead projector

Try out the following tasks with your partner/group:

1   Draw a stick figure on one transparency. On another transparency write five parts of the body so that you can overlay.

2   Draw a picture which has features to illustrate: next to, behind, in front of, under and on.

3   Draw your family tree.

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