



Trainer's Manual

The CELTA Certificate in Teaching English to Speakers of Other Languages Course

Peter Watkins
Scott Thornbury
Sandy Millin

Second Edition

••• **Trainer's Manual**



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Course

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Introduction

What is *The CELTA Course*?

The CELTA Course is a coursebook for participants on the CELTA course. For more information about CELTA, visit the Cambridge English website:

<https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/>

The CELTA Course is appropriate for either classroom use or a synchronous online programme, and covers all the main content areas addressed in CELTA. Much of the material could also be easily adapted to suit asynchronous delivery too. The book aims to provide trainers with ready-made lesson plans that can be tailored and adapted to meet the needs of their particular trainees. It thus saves on preparation time, as well as reducing the need to prepare and copy session handouts. It also provides a basis around which new centres can design and structure their courses. Finally, it provides trainees with a compact record of their course, which they can consult both during the course and afterwards.

What does *The CELTA Course* consist of?

The CELTA Course consists of two components:

- *Trainee Book*: this includes material to be used in input sessions on the course, plus advice concerning the practical and administrative aspects of the course, along with a file of useful reference material.
- *Trainer's Manual*: this includes guidance and advice as to how best to exploit the material in the trainee book, as well as, where necessary, photocopiable material to supplement sessions.

The bulk of the course comprises 40 units, each representing an input session of between 45 to 90 minutes. These are grouped under the five main topics of learning:

- 1 Learners and teachers, and the teaching and learning context
- 2 Language analysis and awareness
- 3 Language skills: listening, reading, speaking and writing
- 4 Planning and resources for different teaching contexts
- 5 Developing teaching skills and professionalism

The sequencing of units within these broad topics has been governed by a number of factors. These include:

- *developmental*: topics considered to be more fundamental – such as classroom management – are dealt with before topics that can be safely postponed until later in the course, such as preparing for the workplace
- *thematic*: topic areas that are related are usually sequenced together
- *conventional*: topics that – for whatever reasons – are conventionally dealt with early in most courses precede those that are conventionally dealt with later

However, it is not expected that trainers will necessarily follow the sequence of units in exactly the order that they are presented. (For more on how to use the course, see below.)

Each unit comprises a number of tasks, starting with a warm-up task and concluding with a reflection task.

As well as the input session tasks, the **Trainee Book** includes the following features:

- **Teaching practice:** This section consists of practical advice for trainees, as well as a bank of TP reflection tasks
- **Classroom observation:** This section consists of a bank of observation tasks for use in observing experienced teachers (as part of the course requirements) and TP
- **Guide to tutorials and Guide to written assignments:** These sections include advice as to how trainees should interpret the assessment criteria, and how they can best prepare for tutorials
- **Resource file:** This section includes:
 - a bank of 5-minute activities
 - a guide to the main English verb forms
 - a glossary
 - a recommended reading list and relevant website addresses

The **Trainer's Manual** consists of:

- a guide for each unit on how to set up activities, suggested variants, and expected answers to tasks
- optional (photocopiable) materials for some units
- **Teaching practice:** some guidelines on how to organize TP, write TP points, and give TP feedback
- **Classroom observation:** some suggestions as to how to get the most out of this component of the course
- **Review quiz:** a photocopiable review boardgame for trainees

How should *The CELTA Course* be used?

Each CELTA centre will design and run its courses according to its own particular circumstances and needs. Hence, *The CELTA Course* has been designed with flexibility and adaptability in mind. Course trainers are invited to select only those elements that meet the needs and syllabus specifications of their particular courses: it is not expected, for example, that they will do *all* the units and *all* the tasks in the book (for one thing, there is unlikely to be sufficient time on most courses), nor that they will do the units in the order that they occur in the book. To this end, the units have been written as far as possible as stand-alone entities.

When using the material, however, trainers should observe certain core principles that are intrinsic to the CELTA scheme. These are that the course is:

- **practical:** The CELTA is an introductory course, and as such it has to be very practical. This does not mean avoiding theoretical issues, but simply that input sessions should always be firmly grounded in classroom practice. This may mean starting with a discussion of classroom experiences, drawing out some basic principles, and returning to classroom practice through the analysis and evaluation of classroom materials.
- **integrated:** In keeping with the above point, emphasizing the interconnectedness, not only of theory and practice, but also of the different strands of the course, should be a priority. These strands include the input sessions, TP, classroom observation, and the written assignments. Trainers should seek every opportunity to draw connections, and to encourage trainees to make these connections for themselves. One way of doing this, for example, is to adapt some tasks so that they anticipate forthcoming teaching practice points, or to choose, as example material, extracts from the coursebooks the trainees are using in their TP. Likewise, TP reflection tasks

and classroom observation tasks can be chosen so that they tie in with areas of content that have been dealt with – or are about to be dealt with – in the input sessions. Similarly, opportunities to recycle themes that have been dealt with at an earlier stage in the course should be exploited. For example, when dealing with an area of language awareness, such as tense and aspect, there will be opportunities to review approaches to grammar presentation and practice.

- **experiential:** A core principle of the CELTA course is the notion that learning is optimized if it is driven by personal experience. To this end, trainers are recommended to include demonstrations of classroom procedures in the sessions, where the trainees experience classroom techniques as learners, and reflect on their experience. Many of the tasks in the book can be substituted with actual demonstrations, and these are flagged in the Trainer's Manual.
- **co-operative:** The course has been prepared for use as part of group study (as opposed to self-study), and as such exploits the communal and collaborative nature of the CELTA, where trainees frequently work together in pairs or small groups in order to compare experiences, complete tasks, debate issues, evaluate materials, or design lessons. For each task, the Trainer's Manual suggests an appropriate way of setting up the activity and how it might be conducted. There is an emphasis on pair and group work with a reporting-back stage, thus mirroring the learner-centred principles that trainees will usually be expected to apply in their own teaching. It is important that the training should take place in a space that is conducive to a variety of different working patterns, whether the course is run online or face-to-face.
- **reflective:** A key component of the experiential learning cycle is reflection; for this reason every unit ends with a reflection task. However, reflection can be built into the course at other points too. For example, after trainees have experienced an activity as if they were learners, they can then reflect on their experience in order to extrapolate principles that might apply when setting up the same or similar activities as teachers.

We hope that *The CELTA Course* provides support for both trainees and trainers throughout the course and beyond.

1 Learning and teaching contexts

Main focus

To raise awareness of the ways in which learning contexts can vary and the impacts that these variations will have on teaching.

Learning outcomes

- Trainees can describe a range of language learning purposes and situations, using standard abbreviations.
- Trainees understand how variations in context may impact on teaching, with regard to class size and the profile of learners.
- Trainees understand that different learners have different needs.
- Trainees develop an awareness of how learners' needs can be investigated via simple needs analyses.

Key concepts

- EFL, ESL, CLIL, EIL, ESP, EAP
- needs and needs analyses

Stage	Focus
A Warm-up	introducing some key variations in learning contexts
B Learners' purposes	defining EFL, ESL, CLIL, EIL, ESP and EAP
C Needs and needs analyses	identifying ways in which a teacher can investigate the needs of learners
D More differences	recognizing how class size and other variables will impact on learning and teaching
Key words for teachers	building of specialist vocabulary to talk about teaching
Reflection	trainees consider how they might apply what they have learned in the unit

A Warm-up

Encourage the learners to think back to a concrete situation in which they were either a learner or a teacher. Give them a little planning time to think about what they wish to say. The activity assumes some human interaction (rather than a lesson delivered entirely through a learning app).

As an alternative, this could be set up as a visualization task, with the questions being asked over appropriate music.

Give the learners time to compare the contexts they recalled before reporting back in open class.

B Learners' purposes

- 1 Write *EFL* on the board and try to elicit what the letters might stand for. Write one or two further examples before setting up the matching activity.

Answers: 1–d) 2–f) 3–a) 4–b) 5–c) 6–e)

You could ask the trainees to identify an example of ESP from the list (EAP) in order to highlight how ESP acts as a generic term with specific examples branching from it.

You may like to feed in more information about the types of learning context. This might include:

ELT is a generic term that could cover all the other scenarios.

EFL can be extended to cover short stays in an English-speaking environment when the learner is not a long-term resident in that country. So, a student who comes to the UK for a four-week summer course is also an EFL learner.

ESL is one commonly used abbreviation for the phenomenon described. However, it may be broken down further. In the UK, ESOL is used to refer to the teaching of English to migrant or other minority groups, learning English in a host country. Learners may use their L1 at home but need English to have full access to the wider community – schools, health care and so on.

CLIL is one content-based model of instruction and includes the explicit teaching of English to support learners so that they can also achieve in the 'content' subject.

There is almost no end of examples of ESP courses, but as well as the examples given, common courses include: English for aviation, English for law, and English for hotels and tourism.

- 2 Give the trainees some time to read the profiles of learners and ask any questions that they need to. They could compare their answers before reporting back to you in open class.
 - Han is an EAP student.
 - Lucia is an EFL student.
 - Kazankiran is an ESL student.
 - Carmen is an ESP student, studying English for business purposes. It seems very likely that she also uses English as an international language.
 - Kah-Yee was a CLIL student. (Malaysia introduced CLIL in the early part of the 21st century, with mathematics being one of the subjects taught through English, but later the CLIL policy was reversed.)

C Needs and needs analyses

- 1 Invite the learners to look back at the profiles and consider which learners have the most predictable needs. Arguably, it is only Lucia who does not have easily anticipated needs. You may like to ask the trainees to speculate further about some of the needs of the other learners and what sort of content their course might include.
- 2 Focus the trainees on the questions. Allow them to discuss in pairs or small groups before reporting back.
 - a How might the needs of an ESL learner vary from those of an EFL learner?

The needs of an ESL learner are likely to be more predictable. In some cases they may reflect day-to-day survival needs, such as making an appointment with a doctor, form-filling, and talking to a child's teacher. However, it is fair to say that people ought to have

the opportunity to thrive, not merely survive, and so although these may be reasonable initial aims, they are unlikely to fulfil all of a learner's needs.

- b How might the needs of an EAP learner vary from those of an EFL learner?
The needs of an EAP learner will reflect the type of texts they need to understand (e.g. lectures) and also produce (e.g. extended academic essays). This may mean that there is a case for teaching the genre features of those text types. In addition, the learner needs to be able to interact with their teachers in an appropriate manner.
- c What sort of language content would you expect a CLIL learner to receive?
This will focus on the language needed for the subject they are studying. Again, there may be a need to study certain text types (e.g. if science is taught via English, they may need to study how to write a lab report). Particular vocabulary and grammar may accompany this (e.g. the passive voice may be taught in relation to a lab report).
- d Can you think of any implications for teaching if a student uses, or will use, English as an international language?
There are several implications, including what 'counts' as an appropriate model of English on which to base feedback. However, more easily implementable actions might, for example, be things such as using listening comprehension texts that include speakers from a variety of L1 backgrounds.

- 3 Try to elicit from the trainees that they could investigate needs by surveying the learners, or by interviewing them.
Point out that if needs are known, courses can be designed to meet them, and this may prove very motivating for learners.

Put trainees into pairs and ask them to write questions that they could use to establish a learner's needs. You may like to start this in open class, by eliciting questions such as *How important is practising reading to you?*

When the trainees have had some time, they can compare with another group before reporting back in open class. You may like to collate relevant questions on the board. You could also point out that there are other sources of information, in addition to the learners themselves. For example, information could come from a learner's previous teachers, an HR department that knows the language demands of a company role, and so on. An alternative to this activity is to provide a simple needs analysis form for the trainees to analyse and comment on. You could use one that your centre uses and you are familiar with, for example.

D More differences

- 1 Direct the learners to the quote provided and ask them to speculate on other ways in which classrooms might differ. If necessary, provide an example to start. Trainees may comment on such things as the age of the learners, the numbers in a class, online v physical environments, the resources available, current English proficiency, groups that share a first language v those that don't, the experience and backgrounds of the teachers, and so on. The trainees may also comment on the differences brought about by variables within individual learners (such as their level of motivation). These types of difference are the subject of the following unit.

- 2 Put trainees into groups of three or four and allocate each group a), b) or c). If you have time, groups could consider all three questions.
After sufficient time to generate some ideas, the trainees report back.
 - a The main difference would seem to be in terms of experience. It is unlikely that the young group has much actual business experience or can predict accurately what their specific needs will be in the future – and they may vary across the group anyway. However, the senior manager has a lot of experience and has probably taken part in similar meetings before. Their needs are therefore predictable. We might expect that the manager is involved in specifying the content, and to some extent planning, their own course. The degree of business knowledge expected of the teacher might also vary. This leads to a distinction between (paradoxically) ‘general’ ESP and ‘specialized’ ESP.
 - b The main differences are obviously in group size and the sharing (or not) of an L1. Teachers might feel more comfortable using pair and group work extensively with a relatively small group that can be easily monitored and have no option but to use English to communicate. They may feel more reluctant with a large group who might use their L1 to communicate. The group based in the UK might benefit from activities centring on places they have seen and will visit during their stay. This is unlikely to interest people who might never go to the UK.
 - c As in a), it is likely that the 1:1 learner can have a greater say in what they want to do in the lesson and what they enjoy doing. Activities can be designed to target particular language areas that are problematic for them or would be useful. With a class of 15, the teacher will need to think about how to set up pair and group work and how they might monitor breakout rooms efficiently. In both cases the teacher would probably want to include a balance of screen- and non-screen-based activities, so that learners do not spend the entire lesson looking at the screen.

KEY WORDS FOR TEACHERS

Remind the trainees of the need to be able to use teaching terms confidently and accurately. Ensure trainees have a range of resources from which they can check key language and teaching terminology. Remind them that there is a glossary at the back of the Trainee Book.

REFLECTION

Either focus the trainees on the sentence stems in their books or, if you prefer, dictate the stems. Give learners time to complete the stems before sharing with partners and reporting back.

While a range of answers are obviously possible, the completed sentences produced should reflect an appreciation of the diversity of learning contexts and the need to adapt teaching appropriately.

If time is short, trainees could choose two or three stems to complete, or you could allocate stems to different members of the group.

2 Learners as individuals

Main focus

To raise awareness of individual learner variation and the need to support strategic learning. The primary focus is on those variables over which the teacher has some control.

Learning outcomes

- Trainees can describe a range of language learning strategies and their importance.
- Trainees understand how learning strategies can lead to learner autonomy.
- Trainees can identify factors that are likely to maintain motivation.
- Trainees understand that some learners will enjoy different activity types to others.
- Trainees appreciate the need to embrace diversity and make classrooms safe and supportive spaces.

Key concepts

- language learning strategies
- motivation
- learner training
- learner autonomy
- learner preferences
- learner identity

Stage	Focus
A Warm-up	introducing some key factors in individual variations in learning
B Learner preferences	identifying different learner preferences
C Motivation	recognizing factors that can impact on motivation
D Language learning strategies	identifying a variety of learning strategies
E Learner training	identifying opportunities for learners training and how training might be best achieved
Key words for teachers	building of specialist vocabulary to talk about teaching
Reflection	trainees reflect on various dimensions of individual difference

A Warm-up

- 1 With books closed, describe the scenario to the trainees. Allow them to think for a few moments before discussing in pairs and reporting back their ideas.

Accept all reasonable suggestions.

Motivation, learner preferences and learning strategies are dealt with in the unit. The trainees may also suggest factors such as age and aptitude, which are not dealt with in detail here because the teacher has no control over them.

If a trainee suggests *learning styles*, explain that you will return to that in the next section of the lesson.

- 2 This would be an opportunity to point out that learning English is simply harder for some people than others because of the ‘distance’ between their L1 and English. For example, a French learner of English, such as Sophie, will recognize many cognates, see similar grammar patterns and recognize the script and writing conventions of English. On the other hand, a Chinese learner of English (Zhao) will not derive this support from their L1 and will have to learn things, such as the Roman script, that some other learners take for granted. Also, a learner who has already successfully learned other languages will have an advantage – again, Sophie and also Safia. They will, for example, have probably developed successful learning strategies and also may be more resilient if they sense a lack of progress because they will be confident in their ability to learn another language.

B Learner preferences

If a trainee has suggested learning styles as an explanation for individual differences in task A, explain that while different learners may **like** different classroom activities, there is very little evidence to suggest that those preferences impact directly on learning (Lethaby and Harries, 2016). However, doing things we enjoy, may impact on motivation to study and our willingness to invest in particular activities.

- 1 Ask trainees to reflect on a language learning experience they have had. Encourage them to recall it in as much detail as possible and share one or two thoughts about what they liked and did not like. They then complete the questionnaire individually.
- 2 Trainees share their responses with others in small groups. Ask them to report back particularly on the contrasts that they found in their groups.

They should understand that within any one class it is likely that there will be learners who like different types of activities. Some, for example, may enjoy communicating with others in small groups, while some may prefer a more conventionally studious approach and enjoy the study of language. Teachers generally plan a variety of activity types within a lesson, and may also consider how a single activity could be used to meet a variety of preferences. For example, a communicative piece of group work could be followed by a focus on, and study of, the language that was produced in that group work. It is also worth noting that learners may not always enjoy the same activities as the teacher.

C Motivation

Note: Motivation is dealt with in more detail in unit 37.

- 1 Direct the trainees back to the learning experience they recalled for task B and then ask them about the factors that contributed to motivation or diminished it. This can be done in open class.
- 2 Ask the trainees to read through the list and explain any points that are unclear to them, before giving them time to make their selections.
- 3 The trainees may already agree on some of the same points, but it is unlikely that they will agree on all four. If there is time, the pairs could again be combined with a view of agreeing on another list of four. The outcomes of these discussions can be reported back in open class.

D Language learning strategies

- 1 Write *I get very nervous and anxious in English lessons ...* on the board. Elicit how this might impact on learning. Ask trainees to suggest any potential solutions.
Ask trainees to focus on the other difficulties, again thinking of solutions where possible.
- 2 Trainees match difficulties and solutions and then quickly check answers with a partner.
Confirm answers.

Answers: A–3) B–5) C–2) D–1) E–4)

- 3 Focus the trainees on the questions. Explain that there may be more than one learner for each question, and each learner may fit more than one category.

Answers:

- i A and C
- ii E and perhaps C, although their anxiety may also be treated by avoidance strategies.
- iii B (Trainees might also suggest D, who has taken action to target their listening skills, but difficulties in this area are common at low levels and are not necessarily an indication that learning is not working.)

You may wish to point out that deliberate strategies to control emotion are often referred to as ‘affective strategies’.

Those strategies that plan and monitor success of an activity (as in person B) are referred to as ‘metacognitive strategies’ and those actions that are designed to lead to learning (such as downloading a vocabulary learning app) are ‘cognitive’ strategies.

- 4 Depending on time, this could be set up as an all-class activity or as group work. Accept any plausible suggestions and prompt and elicit if the trainees struggle to think of ideas.

What advice would you give these learners?

- a I need to improve my grammar – what can I do?

There are plenty of online sentence-level grammar exercises, admittedly of varying quality, that a simple search would produce. In order to make such searches, learners need to have some awareness of metalanguage – the language used to describe language. For example, they need to know the names of verb forms or terms such as ‘countable/uncountable noun’, and so on.

There are also more text-level exercises a learner could do. For example, some studies have shown that extensive reading can lead to improved grammar production. Also, learners could record themselves during pair work in a lesson and later transcribe what they said, checking it for accuracy.

- b I want to improve my vocabulary – what can I do?

Again, reading will help grow the number of words known and also the quality of knowledge in terms of things like collocation and register restrictions. There are also plenty of vocabulary practice activities online. One important factor in remembering new words is the spacing of practice. So, vocabulary should be recycled, and learners should review their notes regularly.

- c I want to improve my speaking – what can I do?

The learner could access pronunciation materials, look for opportunities to join groups online, arrange a skills swap with someone who wants to learn their language, or make recordings of their speaking, amongst other things. There are a number of online sites that connect people wishing to practise their respective languages, e.g. HelloTalk.

E Learner training

- 1 It would be a good idea to prepare for this by looking at the coursebook(s) before the session so that trainees can be directed to particular pages. If the coursebook(s) do not have any examples of learner training, you could supply some material that does. Alternatively, you could extend activity 2 and have the trainees suggest what might be useful to add. Assuming there is learner training material in the coursebook(s), ask trainees to identify the strategies presented. Not all strategies will appeal to all learners equally, so many materials will present two or three strategies together, so that learners can experiment with all of them and select what appeals to them.
- 2 This can feed forward into future planning. Learning strategies can be simply explained, they may be demonstrated, or the teacher may recount examples of their own language learning experiences. Often the best way to present a learning strategy is simply for the teacher to explain it, or if possible, demonstrate it.

KEY WORDS FOR TEACHERS

Remind the trainees of the need to be able to use teaching terms confidently and accurately. Encourage them to experiment with one or more of the vocabulary-learning strategies you have discussed in the lesson.

REFLECTION

- 1 Answers will vary, and will obviously depend on how well the trainees know their learners by this point in the course.
- 2 Trainees may, amongst other things, suggest: age, ethnicity, gender, sexual orientation, physical and mental (dis)abilities, beliefs, attitudes, and experiences. If the trainees need support in thinking of ideas, they could be prompted by being asked to think about differences between people generally in society, as the members of a class are a subset of the wider population.
- 3 Suggestions may include: respecting all members of the class; giving equal opportunities to speak and voice opinions/beliefs to all members of the class; ensuring that the classroom is a safe and supportive environment, free of hostility and bullying; using material that represents the lives and identities of all the people in the class.
- 4 Trainees may make a variety of suggestions. One obvious advantage of understanding more about the learners is that the teacher can make better informed decisions about what topics and material should be included and/or avoided in lessons. In order to do this, teachers might individually interview learners about their lives and experiences, or ask them to write short autobiographies as a writing task. Of course, these strategies are only likely to succeed when there is a degree of trust between the teacher and learners.

Reference

Lethaby, C. and Harries, P. (2016). Learning Styles and Teacher Training: Are we Perpetuating Neuromyths? *ELT Journal*, 70,1, pp.16–27.

3 What do teachers do?

Main focus

To raise awareness and give an overview of the various roles that teachers have to perform. These roles will be returned to and focused on in more detail throughout the course.

Learning outcomes

- Trainees can identify a range of roles that teachers perform.
- Trainees understand the difference between real questions and display questions.
- Trainees can anticipate the roles they will play in a given activity or lesson.

Key concepts

- checking understanding of new language
- checking understanding of instructions
- real questions v display questions
- monitoring

Note: these concepts will be returned to and dealt with in more detail in subsequent units.

Stage	Focus
A Warm-up	introducing some key facets of a teacher's job
B Roles of teachers	looking in detail at roles teachers play
C Observation	seeing how roles are performed in a real teaching situation
D Anticipating roles	anticipating what skills will be required in given activities
Key words for teachers	building of specialist vocabulary to talk about teaching
Reflection	trainees reflect on how they can use their new knowledge going forward

Note: for task C you will need a suitable recording of a lesson, or section of a lesson. There are many ELT lessons available on online services such as YouTube. Several ELT methodology books also include recordings of lessons. Alternatively, you could set the observation task before this lesson, either as part of the observation programme of the course, or to be completed during a TP lesson.

A Warm-up

- 1 Read the statements below, inviting speculation on what job they describe after each one. The job is a member of an airline cabin crew. If the trainees guess before you get to the last sentence, invite them to speculate on what the other prompts would be.
I greet people.
I check documents.
I help people.
I sometimes have to provide emergency first aid.

I demonstrate safety procedures.
I check safety procedures are followed.
I serve drinks and food.

- 2 Use the prompt to elicit from trainees some of the key parts of a teacher's job. For example, planning, giving instructions, eliciting information, explaining new language, monitoring progress.

Alternative warm-up

Give the trainees the following list of jobs: *sports coach, actor, social worker, tour group leader, lecturer, salesperson, driving instructor, nurse, guitar teacher*.

Ask trainees to complete the following sentence stem in as many ways as they can in four minutes, using one of the jobs in the gap. The trainees can use each job more than once, or indeed use jobs not in the list.

A teacher is like a _____ because ...

B Roles of teachers

- 1 Explain the matching activity. Give learners a couple of minutes to complete the exercise individually before briefly comparing with a partner.

Answers: 1–c) 2–a) 3–b) 4–e) 5–f) 6–d)

Draw trainees' attention to the fact that 'focusing on language' need not necessarily come in the form of a teacher explanation. It may be elicited from the learners, using skilfully crafted questions. For example: 'I used to live in Athens. What sort of word comes after *used to*? Do I live there now?'

- 2 Trainees can work individually before comparing their answers.

Answers:

- i Which two are eliciting language from learners? A, F
- ii Which one is building rapport? D
- iii Which one is checking an exercise? E
- iv Which two are part of managing the class? B, C

You may also want to feed into the discussion:

- A Elicitation is part of focusing on language, as well as supporting engagement in the lesson.
- B Gives instructions and invites participation through using a question. (You may wish to highlight the nomination of a learner to speak, rather than waiting for a volunteer.)
- C Gives an instruction but this time to an individual, and it seems that this is principally about ensuring focus and so relates to controlling the class.
- D Taking interest in an individual is a way of building rapport.
- E Checking answers to an exercise completed by the learners. You may wish to highlight the phrase *the answer for question 3 is ...*, as this ensures that learners can follow and be confident that they know the correct version.
- F Again, eliciting is part of focusing on language.

C Observation

To reduce the burden of the observation, you could assign specific sections of the form to different trainees, so that they do not feel overburdened.

- 1 Explain the task to the trainees and ask them to complete the sheet as they watch. If you are using a recording of a lesson, you may want to stop the video every few minutes to discuss specific moments in the lesson.
- 2 Allow the trainees time to compare and discuss before reporting back. You may want to highlight specific examples of good practice or comment on how things might have been improved.
- 3 Asking questions is a key part of a teacher's job. You may wish to highlight how questions can be used:
 - to promote genuine communication ('Has anyone been to New York?' – real question)
 - to elicit language from learners ('What is the word for the person who flies a plane?' – display question)
 - to check understanding of new items of language ('Does *used to live* refer to the past or the present?' – display question)
 - to check instructions to activities ('Do you have to write full sentences, or just notes?' – display question)
 - to politely control the class ('Can you listen now?' – this does not function as a question at all: the implied meaning is 'stop talking')

Display questions are often used to either elicit language from learners or to check understanding. Typically teachers 'follow up' the student response with confirmation/praise.

T: What's the past form of *sink*?

S: Sank.

T: Good.

If a wrong answer is given, a teacher will often invite contributions from other class members.

T: What's the past form of *sink*?

S: Sanked.

T: Nearly, not quite; can anyone help?

Also, you may wish to highlight that if a teacher asks a question, it is a good idea to leave a little time for learners to process it and respond, before the teacher continues talking.

It may be a good idea to confirm the list of questions from the observation that the trainees must address, before they report back their ideas on which questions were real and which were for display purposes.

D Anticipating roles

Ensure that the trainees understand the situation and the instruction. It is not important for them to see the actual material to be used at this stage – the instruction should be sufficient for this task.

If you prefer, use some guidance for TP from your own course instead.

Trainees may offer a variety of answers. Accept only those that they can justify.

Before the lesson the teacher will need to:

- plan the lesson
- provide (either design or find) an additional activity, as per the instruction

The teacher is also likely to need to:

- research the new language item to be taught

During the lesson it seems very likely that the teacher will need to:

- give instructions
- focus on the new language item
- check understanding of new language
- check answers to the exercise
- monitor group work
- elicit feedback on the communication generated in the group work
- offer corrective feedback on the group work

The teacher is also likely to:

- motivate and encourage
- control the class and/or individual behaviour

KEY WORDS FOR TEACHERS

Remind the trainees of the need to be able to use teaching terms confidently and accurately.

REFLECTION

- 1 How do the roles of a language teacher compare with those of:

- a maths teacher?

Roles that are linked to classroom management, such as instruction-giving and monitoring, are likely to be the same. Both teachers will need to build rapport with a class. Both will need to focus on new subject content, be able to explain new concepts and correct errors. Both may use elicitation to help learner engagement.

It is likely that the maths teacher will use fewer 'real' questions. They may use them to build rapport but are less likely to use them to elicit new 'content' that can be analysed and worked on, in the way a language teacher might.

- a tour guide?

A tour guide will need to give clear instructions but will not need to monitor any form of group work. They are unlikely to need to correct errors (unless a tourist volunteers information that is plainly incorrect). A tour guide will need to establish rapport with the group, as will the language teacher. The tour guide will focus on new content but is unlikely to try to elicit that content. A tour guide is unlikely to have to motivate and encourage members of the group.

- 2 Answers will vary. As trainees offer suggestions, ask them to justify and also give examples where they can.
- 3 Focus the trainees on the observation sheet and explain the task. You may wish to add other roles for the trainees to consider, if there are things you particularly wish to highlight. Encourage discussion in small groups before the trainees report back in open class.
- 4 If there is time, allow the trainees to think ahead to their next teaching practice, or one section of their teaching practice. They should identify which roles will be most important to that particular piece of teaching.

4 Introduction to analysing language

Main focus

An introduction to some core principles and processes in the analysis of language for teaching purposes.

Learning outcomes

- Trainees understand how language can be analysed from the perspective of text, of grammar, of vocabulary, and of pronunciation.
- Trainees understand how language is broken down and organized into a teaching syllabus.
- Trainees are aware that language analysis involves identifying parts of speech.
- Trainees understand the way English grammar is in large part realized through grammar (function) words, including auxiliary verbs.

Key concepts

- meaning, concept; grammatical form
- context, function, style
- spoken and written form; pronunciation, spelling
- parts of speech
- content (or lexical) v grammar (or function) words
- auxiliary verbs

Stage	Focus
A Warm-up	raising awareness of the different levels of language analysis and mapping linguistic features in terms of their scope
B Basic concepts and terminology	introducing key concepts through a matching task
C Syllabus decisions	understanding how language systems are organized for teaching purposes
D Parts of speech	developing the capacity to categorize words according to their class
E Content words v grammar words	distinguishing between content and grammar words, and understanding the role and importance of auxiliary verbs
Key words for teachers	building of specialist vocabulary to talk about teaching
Reflection	trainees self-assess their language analysis skills and set learning goals

A Warm-up

- 1 The activity can be done in pairs. Note that the activity avoids specialist terminology at this stage, and assumes that the trainees will be familiar with the terms used. If they are in doubt, point out that the meanings of the terms will be refined during the course of the unit, and in subsequent units, and/or refer them to the glossary.

Answers: 1 sounds; 2 syllables; 3 words; 4 phrases; 5 sentences; 6 texts