

English Connects

Professional development for teachers

Unit 2: Observing Teachers Part 1: Observing Anderson

Trainer
Notes

Learning outcomes

Notes: The following summary is for you and the participants. It explains what you can expect to achieve by following the tasks in this worksheet. It also details what tasks the participants will undertake when they watch the video which this worksheet accompanies.

- 1 This worksheet has the following aims:
 - A to help us observe Anderson's lesson supportively and critically
 - B to allow us to analyse different activities in Anderson's lessons
 - C to reflect on various teacher procedures and on whether we ourselves would be happy to use them
 - D to form an opinion about the effectiveness of Anderson's lesson and about whether his students seem to have benefitted from the things he asked them to do.

- 2 The video which accompanies this workshop:
 - A shows an edited version of a complete lesson by the teacher Anderson.
 - B divides his lesson into stages

You will be asked to

- identify what Anderson and his students say and do
- compare this with your own practice
- consider your reactions to what you see and hear.

This unit complements the professional practice of 'Taking Responsibility for Professional Development' from the CPD Framework for teachers <https://www.teachingenglish.org.uk/professional-development/teachers/taking-responsibility>

1 Lead-in

Notes: These two tasks are designed to get participants 'ready' to watch Anderson's lessons. It is probably best if you have students complete Task 1 individually at first. They can then share with the rest of the group and see if they all have the same order. They can discuss their reasons for their order, and it may lead to an interesting discussion about the relative merits of all these teaching activities. When they have finished, you can tell them that Anderson is going to use all of these activities in his lesson. You may want to make the point that variety of activities is important for maximising student engagement.

1.1



Which of the following do you do most often? Put them in order where 1 is what you do most often and 8 is what you use least often.

Teaching activities	Order
Get students to complete worksheets	
Go round the class while students are working individually or in pairs/groups to offer help and guidance.	
Organise student games	
Present grammar with different examples	
Present object with realia	
Sing (and have students sing) a song	
Use students to explain different physical characteristics	
Write up marker sentences on the board	

Notes: Task 2 is a very short activity. You could use it as a guessing activity, but it is really just to check they are familiar with the terms. When it is over, tell them that they will understand in a minute why this question has been asked.

1.2



What are the following:

Barcelona?
Bayern?
Liverpool?
Real Madrid?

Answer: They are European football clubs

2 Starting the Lesson

Notes: You can make a choice about how participants watch the video and answer the questions. Here are some options.

1. Participants watch the whole video once and then answer all the questions.
2. Participants watch the video, pausing it at the end of each section (see the pause marks below). They then discuss their answers to the questions for that section.
3. Each section ends with a 'your reactions' task. Participants can discuss these in pairs and groups before the discussion is opened up to the whole group. You and they can discuss whether to discuss 'your reactions' immediately after the tasks which they follow, or whether to wait until they have watched the whole class.
4. Participants can watch the video again to re-evaluate their reactions to the lesson. (see section 3 'After watching the video' and section 4 'Takeaway thoughts' below).
5. Participants can take over as human 'remote controls'. With them you can work out symbols (arms raised for pause; pointing to the left for rewind, pointing to the right for keep going) to indicate that they want you to pause, rewind or continue playing the video.

2.1



Watch the beginning of the lesson.

- A What does he say to each group?
- B How does he identify each group?
- C Why does he identify the groups in this way? Tick (✓) the answers you think apply (more than one answer is often possible)

Anderson identifies his groups in this way to:	✓
Encourage his students love of sport	
Divide his class into groups based on merit	
Divide his class into groups for e.g. class competitions etc	
Divide his class into groups for e.g. cue & response drills	
Divide his class into groups for choral repetition	
Motivate his students	
Make his class easier to group and manage	

Answers:

A: He says 'Who are you?' and students reply with "We are winners', we are 'English learners'
 B: He calls them by the name of the football team (see above) which they have been assigned to.
 C: All of the categories above should be ticked!

2.2



Your reactions

What do you think of Anderson's use of football teams in this way? Would you do it? What are the advantages and disadvantages in your opinion?

Make notes in the space provided and then discuss your answers with your colleagues.

Notes:

2.3



Watch the students playing a game.

- A How many people write on the board at the same time?
- B Who writes on the board
- C How/why does a team win?
- D What do they write each time?
- E Who is the eventual winner of the game?

Answers:

A: Two; B: The next person at the front of each of the teams who are competing;
C: If it finishes its word first; D: A letter of the alphabet; E: Liverpool

2.2



Your reactions.

Do you like the game Anderson uses with his students and the way he sets it up? Why? Why not? Make notes and then discuss your reactions with the other participants.

Notes:

3 Setting the context

3.1



After watching the next section. Make four sentences about the first stages of Anderson's lesson by joining phrases from Boxes A, B & C.

A	B	C
Anderson gets his students	in order to contextualise the context	a song about being black
Anderson produces a number of commercial products	to demonstrate	of the lesson that is coming
Anderson uses his I-phone	to play	the meaning of 'cosmetics'
Anderson uses the song	to stand up and move to the music	in order to engage and relax them

Answers:

Anderson gets his students to stand up and move to the music in order to engage and relax them.

Anderson produces a number of commercial products to demonstrate the meaning of cosmetics

Anderson uses his I-phone to play a song about being black

Anderson uses the song in order to create a context for the lesson that is coming

3.2



Your reactions

What do you think of Anderson’s use of the song? Do you like its content? Do you like the way he uses it? Why? Why not? Make notes in the space provided and discuss your reactions with the other participants.

Notes:

4 Introducing the theme

Notes: Have the participants read task 4.1 before watching the video.

4.1



What links the following words and things in Anderson’s presentation?

Chalk
Complexion
Red
Skin
Yellow

Answer: He uses them, and the students to demonstrate difference in colour

Notes: Have the participants read task 4.2. Find out if they can answer, before watching the video again. If they can, watch to confirm answers. If they can’t, ask them to give answers after watching the video once more.

4.2



What does Anderson get his students to repeat? How does he do this? Why do you think he does this?

Answers:

Some of the words he repeats are *complexion*, *fair complexion*, *dark complexion*, *skin cancer*. He does this by asking for choral repetition from the group as a whole (‘everybody’); by calling out to different groups (Real Madrid, Barcelona); or asking individuals. He seems to be doing

this to (a) get the words memorized, (b) energize the pace of the lesson, and (c) get everyone engaged and involved.

4.3



Your reactions.

Make notes about the following questions in the space provided and then compare your reactions with other participants.

Do/ would you use choral repetition in this way? Why? Why not?
 What (kinds of) things do you get your students to repeat?

Notes: Many teachers focus on repetition of only single words. However, repeating phrases, whole sentences, larger pieces of verse and songs can all be useful ways to learn language. Over-use of repetition can be boring though and lead to students parroting robotically. If you find your students repeat everything you say, rather than answering your questions, you may be repeating too much!

5 Introducing new structures

5.1



What does Anderson ask Gausoo/Bamba and Awa to do? He asks them to stand in front of the class.

- A How does he use them to explain the context of the lesson. He uses the contrast in their skin colour to demonstrate the difference between dark and fair complexions.
- B Who does he say is lighter and darker than who? He says Awa has a lighter complexion than Gausoo.
- C What does he get to class to realise/say about the difference between *Deux jours proper* and *cocoa butter*. The former is a bleaching product, the latter is not.
- D What does he get the class to say that Bamba should not do. Why not? Bamba should not use bleaching products because they are harmful and cause skin cancer.

5.2



Your reactions.

Do/ would you use students in the way? Why? Why not? Make notes in the space provided and then compare your reactions with other participants.

What do you notice about how Anderson introduces the target structures?

Suggested Answers :

This kind of comparison can be sensitive with certain characteristics and certain students, so you need to be aware of what might be hurtful to some, or who might react negatively to a comparison. An overweight child might not appreciate being called 'fat' for example. A shorter child might not like being compared to a much taller one. Anderson's comparison is sensitive, and he prefaces the lesson with a song about black pride. But how might an albino child feel in this situation? It is important to acknowledge diversity amongst our students and ensure that we are considering **all** their feelings.

The target structures of should and shouldn't flow naturally from the connections he has already made between skin colour, bleaching products and black pride.

6 Changing the context

6.1



Which of the following things does Anderson mention? Tick your answers.

Activities	✓
arriving on time for class.	
Behaving properly in class	
doing your homework	
going to the store	
insulting your parents,	
learning your irregular verbs,	
looking at his phone	
mending his t-shirt	
walking to work	
Writing neatly	

Why does he use these examples?

Answers: He mentions arriving on time for class, insulting your parents, learning your irregular verbs & mending his t-shirt. He gives these as examples of things his students should or shouldn't do. He is trying to make the meaning of should and shouldn't clear by relating it to activities they are familiar with as part of their regular lives. He is trying to get them to relate the language to concrete concepts close to their lives.

6.2



What sentence does Anderson write up on the board? How does he make the grammar point he is teaching visually clear?

Answers: He writes up: 'You have a beautiful dark complexion – you shouldn't bleach it, you should rather protect it.' He focuses the students' attention by writing should and shouldn't in green (not white) chalk.

6.3



Your reactions.

How do you feel about the sentence Anderson has written up and the way he has arrived at this point? Make notes in the space provided and then compare your reactions with other participants.

7 Consolidation

7.1



What worksheet tasks does Anderson ask his students to complete? What is their purpose?

Answers: He asks his students to do two tasks: writing sentences, and writing an advice paragraph to a sister with an American boyfriend who has asked her to lighten her skin.

The purpose of these is to give the students opportunities to use the new structures and vocabulary from the lesson repeatedly in writing. Writing gives them time to think about the structure and to embed it into their memories.

Writing sentences is a more controlled task, but the letter gives students more freedom to express themselves and use the language they have learned in more personal and experimental ways.

7.2



When Anderson asks students to read the paragraphs they have written which of the following reactions does he offer?

- correction
- his own stories
- praise
- suggestions for future changes

Why do you think he makes his choice?

Answers: He offers praise. It seems he thinks encouragement (a medal!) is more important than pointing out grammatical errors at this point.

8 Reflection

8.1



Now that you have watched the class see if you can remember which of the following things Anderson uses or does. Give examples of each.

A computer
A game
A musical instrument
A song
An overhead projector

Choral repetition
Flash cards
Groupwork
Individual repetition
Mime
Pairwork
Pictures

Realia
Students as meaning demonstrators
Students in teams
The board
Worksheets

Answers:

He uses a game, choral repetition, individual repetition, the board, realia, students as meaning demonstrators, students in teams, groupwork

Notes: As the rubric suggests, this is another activity where it is best to let individuals think about their answers first, before having them discuss with one another. There are, of course, no right or wrong answers, and what the group of participants think is very much up to them. Points you might to draw out, however, is the fast pace of Anderson’s lesson; his use of teams as a way of efficient classroom grouping and organisation; his use of students as ‘models’, both physical (fair and dark complexions etc), and linguistic (asking students to give example sentences); the positive way he interacts with individual students – especially Daniella, for example

8.2: Action Plan



Think about the following questions. Write notes in the box provided.

- A What adjective would you use to describe the atmosphere in Anderson’s lesson?
- B In what ways is your teaching similar to, or different from Anderson?
- C What does Anderson do that you do, or would like to do, in your lessons?
- D What does Anderson do that you do not do, or would not like to do, in your lesson?

Notes:



Now compare what you have written with a colleague.



Share your comments with the rest of the group. Does everyone agree?




9 Explore


















In this lesson you observed many of the features which were highlighted in the first four units: using **teaching aids**, **making classes interactive**, **giving instructions** effectively and good **classroom management** .

The lesson was given by Anderson, an English teacher in Côte d'Ivoire to a class of around 50 secondary school students. In his lesson Anderson **taught new 'target' language** ('should/shouldn't') by **involving the students**, provided them with **clear language models**, **checked their understanding** of the new language and **got positive feedback** at the end.

You can develop these skills further by accessing a number of **articles**, **activities**, and **videos** on the BBC and British Council's **TeachingEnglish website**. These should provide you with further ideas, activities, skills and techniques to make your lessons effective, varied and fun. Finally, at the end, you will find additional links which will help you to plan and prioritise how you can further develop as a teacher in the future.

Sub-topic:	Title:	Link:	Type of Resource:	Summary:
Teaching language/ grammar	"How to Teach Grammar"	https://www.teachingenglish.org.uk/blogs/editorrachael/how-teach-grammar	Article Rachael Roberts 	In this article Rachael provides some basic rules for successful grammar teaching and discusses how you can make grammar teaching more effective by involving the students with relevant examples and activities.
	"Contextual Grammar Teaching"	https://www.teachingenglish.org.uk/blogs/milica-vukadin/contextual-grammar-teaching-activities-making-grammar-meaningful-your-students	Article Milica Vukadin 	In Anderson's lesson he used a local issue/context (bleaching) to present new language. In this article Milica discusses why it's important to present new language in a relevant context and suggests some ideas for how to do so.
	"To Textbook or Not to Textbook"	https://www.teachingenglish.org.uk/blogs/sulaiman-jenkins/textbook-or-not-textbook-grammar-question	Article Sulaiman Jenkins 	Anderson presented his 'target language' without using a textbook. In this article you will learn about the differences between 'inductive' and 'deductive' learning and reflect on which might be best for your teaching situation.

Teaching language/ grammar	“Presenting New Language”	https://www.teachingenglish.org.uk/article/presenting-new-language	Article Paul Kaye 	This article looks further at inductive and deductive language presentations. Which would work best with your students?
	“Motivating Students to Write”	https://www.teachingenglish.org.uk/blogs/rachael-roberts/rachael-roberts-motivating-students-write	Article Rachael Roberts 	Teenage students are often reluctant to write a lot in English but in his lesson, Anderson motivated his students to do so by providing an interesting contextual task. In this article Rachael provides a number of useful ideas about how you can get your students to enjoy writing in English.
Providing clear language models	“Pronunciation : Individual sounds”	https://www.teachingenglish.org.uk/article/teaching-speaking-unit-3-individual-sounds	Video John Kay 	Anderson tried to help his students with their pronunciation of important words. What English sounds do your students have problems with? This video provides some simple ideas about how to focus your students on their pronunciation.
	“Drilling 1”	https://www.teachingenglish.org.uk/article/drilling-1	Article Julie Tice 	Anderson used choral repetition in his lesson. This is a way of ‘drilling’ language and in this article, Julie explains what drilling is, and how it can be useful for your students.
Checking understanding and getting feedback	“Checking Understanding ”	https://www.teachingenglish.org.uk/article/checking-understanding	Article Steve Darn and Ian White 	Anderson used ‘concept questions’ to check that his students understood the meaning of his target language. Do you ever do this and why is it important to do it? This article explores these issues.
	“Feedback”	https://www.teachingenglish.org.uk/article/teaching-speaking-unit-8-feedback	Video John Kay 	In this short 5-minute video, a teacher trainer suggests different ways of varying feedback, both teacher-led, and student-led.
	“Conducting Feedback on Exercises and Tasks”	https://www.teachingenglish.org.uk/article/conducting-feedback-exercises-tasks	Article Steve Darn Nick Baguley 	In this article two teacher trainers argue that feedback doesn’t always have to be teacher-led or at the end of a lesson.

	“The Importance of Feedback”	https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback	Article Sandy Millin 	It is important to get feedback especially after a writing task. Anderson asked some students to read out their ideas in open class but there are many other ways to get feedback from your students. This article by Sandy Millin suggests some of them.
	“Feedback Beyond the Sentence”	https://www.teachingenglish.org.uk/blogs/davidbunker101/feedback-beyond-sentence	Article David Bunker 	How do you usually give feedback on the language your students use when doing tasks? Here David Bunker suggests the importance of keeping the focus on language in context.
Further Professional Development / observing other teachers	“Taking Responsibility for Professional Development”	https://www.teachingenglish.org.uk/sites/teacheng/files/J105_09_Taking_responsibility_professional%20development_web_0.pdf	Self-study Booklet  	This detailed Self-study guide can help you to decide what and how you can improve as an English teacher!
	“Observations – why bother?”	https://www.teachingenglish.org.uk/article/observations-why-bother	Article Andy Baxter 	This excellent article suggests that good observations shouldn't be judgemental, but rather should lead to constructive 'conversations' between observer and observee.
	“Peer Observation”	https://www.teachingenglish.org.uk/article/peer-observation	Article Graham White 	This article explains how 'peer observations' (observing other teachers' lessons in your school) can be practically and constructively organised.
	“Biggest take away from Classroom Observation”	https://www.teachingenglish.org.uk/blogs/rossana/biggest-take-away-classroom-observation	Article Rossana Quiroz 	You probably learned a lot from Anderson's lesson. In this article a teacher reflects on how many unexpected things you can learn from watching a colleague teach!
	“MOOCs and your CPD”	https://www.teachingenglish.org.uk/article/moocs-your-cpd Also see: LearnEnglish – British Council Facebook page for updates on forthcoming MOOCs.	Webinar Chris Cavey 	In this talk you will find out what a MOOC is and how it might help you develop as a teacher.

Back page design

CODE for module

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