

# English Connects

## Professional development for teachers

### Unit 7: Observing Jules' CBLT lesson

Participant  
Book

## Learning outcomes

The aim of this module is show teachers a full lesson (edited) to enable them to evaluate the techniques and approaches seen and apply them in their own classes, as appropriate

This module covers the professional practice: Knowing the Subject

By the end of this module the participants will be able to:

- Give a simple definition of the Competency-based Learning and Teaching (CBLT) approach.
- Identify a number of techniques, approaches and activities that align with CBLT.
- Understand better the rationale behind the techniques and approaches shown.
- Analyse techniques used by the teacher in the video footage.
- Compare the approaches shown with their own classroom practice.

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

### 1.1



You are going to watch a lesson given by English teacher, Jules Kouassi from Côte d'Ivoire. In this video, Jules follows a Competency-Based Learning and Teaching (CBLT) approach. Work in groups and discuss these questions.

- What do you already know about the CBLT approach?
- What would you like to find out from watching this lesson?

Notes:

We will come back to the questions at the end of the session.

## 1.2



Now listen to the commentary for the video introduction. As you listen, complete the key words in the transcript below. Then check your answers with a partner.

The CBLT approach aims to teach students <sup>1</sup> \_\_\_\_\_ skills with a focus on <sup>2</sup> \_\_\_\_\_ learning. In accordance, Jules employs a <sup>3</sup> \_\_\_\_\_ approach to his teaching, centring activities and tasks around the needs and <sup>4</sup> \_\_\_\_\_ of his learners and encouraging their active <sup>5</sup> \_\_\_\_\_.

Notes:

## 2 Jules Leads-in to the lesson topic

### 2.1



Watch the section that shows the beginning of the class. Think about:

- What techniques does Jules use to encourage his students to participate from the start?
- How does he lead into the topic of the lesson?
- How does this approach benefit his students?



Compare your answers with a partner. Then check your ideas with the feedback screen.

## 2.2



Work in small groups. Discuss this question.

- How do you start your lessons? What do you talk to students about?
- What techniques do you use to introduce the lesson topic?

Notes:

## 3 Reading task 1: Understanding the main idea

### 3.1



Watch the next section, which shows the first reading task in the lesson.

Think about:

- What is the time limit for this task? Why?
- Why do the students work individually first and then in pairs?
- In feedback, why do you think Jules asks students to vote on the best answers?

Notes:



Compare your answers in a small group. Then check your ideas with the feedback screen.

### 3.2



After watching this section, discuss the questions in your group.

This section showed an example of the technique of ‘skim’ reading.

- How would you define ‘skim’ reading?
- How does this approach help to develop students’ reading skills?

## 4 Reading task 2: Focus on vocabulary

### 4.1



Watch the next section, which shows the second reading task. Think about:

- What does ‘scan the text’ mean?
- How does this task relate to the previous activity?

Notes:



Compare your answers in pairs. Then check your ideas with the feedback screen.

## 5 Reading task 3: Scan for details

### 5.1



Watch the next section, which shows the third reading task. Think about:

- What is the instruction for this task?
- How do students respond to the voting during feedback for this stage?

Notes:



Compare your answers in a small group. Then check your ideas with the feedback screen.

### 5.2



Watch the feedback section of the last clip again. Think about:

- What skills are students developing through the voting activities in the feedback sections?

Notes:



Compare your answers with a partner, then share your thoughts with the whole group.

## 6 Dialogue building and roleplay

### 6.1



Work in a small group and discuss the questions.

- Have you ever carried out roleplay activities in your classes?
- Which techniques work well in setting up the task and motivating the students?

Notes:

### 6.2



Watch the section and listen to the commentary. As you watch, look out for any ideas that you discussed in 5.1. Answer the question.

- How does Jules set up the roleplay?
- How does this motivate the students?

Notes:



Compare your answers in your group. Then check your ideas with the feedback screen.

## 6.3



Work in a small group. Look at the activities and techniques for supporting students with roleplay activities. Your trainer will explain any that are unfamiliar. Tick (✓) the techniques that you have tried and put a question mark (?) next to ones you would like to try in the future. Can you think of any more to add to the list?

- Choral drills.
- Disappearing drills.
- Prompt cards.
- Personality cards.
- Props and real objects.
- Focus on fluency rather than accuracy.

# 7 Reflection

## 7.1



Work individually first, then compare your responses in a small group. First look at your responses to the question from the beginning of the session.

- What would you like to find out from watching this lesson?

Discuss with your group what you have learned from the video, in response to this question.

Next discuss the following questions together.

- Which approaches and activities seen in this lesson are similar to ones you've used in your own classes?
- Which approaches did you like? Why? Compare your views with your colleagues.
- Which approaches are you going to take from this lesson and try in your classes?

Notes:



## 7.2 Action plan







Add a specific action point on teaching reading to your CPD Action Plan.







Notes:





## 8 Explore



In this video you saw Jules use a number of techniques and activities in line with the CBLT approach to language learning. In this section you can follow up on the video 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, knowledge, skills and techniques based around the approach seen in Jules' lesson.

Sub-topic:	Title:	Link:	Type of Resource:	Summary:
<b>CBLT</b>	"Using web resources to create tasks with real-world outcomes"	<a href="https://www.teachingenglish.org.uk/article/using-web-resources-create-tasks-real-outcomes">https://www.teachingenglish.org.uk/article/using-web-resources-create-tasks-real-outcomes</a>	<b>Article</b> <b>Ann Foreman</b> 	Competency-based Learning and Teaching (CBLT) combines a skills-based approach with Task-based Learning (TBL) and focuses on developing the language skills that students will need for tasks in the world outside the classroom. This article presents a short case study based around a recipe and also discusses the value of students creating a 'personal learning environment' that gathers together of all kinds of resources, which may be physical or web-based.
<b>Authentic materials</b>	"Using authentic materials"	<a href="https://www.teachingenglish.org.uk/article/using-authentic-materials">https://www.teachingenglish.org.uk/article/using-authentic-materials</a>	<b>Article</b> <b>Sam Shepherd</b> 	The author anticipates this question: "Aren't authentic materials too difficult?" His answer is: "Yes they are, but that's the point!" This article gives some good reasons for using authentic texts and suggests various useful teaching techniques, which all follow the key principle, 'Grade the task, not the text!'
<b>Lead-in</b>	"Preparing to read: Part 1 – Pre-reading tasks"	<a href="https://www.teachingenglish.org.uk/article/unit-3-preparing-read">https://www.teachingenglish.org.uk/article/unit-3-preparing-read</a>	<b>Video</b> <b>Marianne Tudor-Craig</b> 	Extracts from three lessons from South Korea, Taiwan and West Bengal, showing different ways of leading in to a reading lesson by establishing the context, predicting content, pre-teaching key vocabulary, checking students' existing knowledge, and using visuals and realia. (Longer extracts in Parts 2 & 3)
	"A Content and Language Integrated Learning lesson"	<a href="https://www.teachingenglish.org.uk/article/a-content-language-integrated-learning-lesson">https://www.teachingenglish.org.uk/article/a-content-language-integrated-learning-lesson</a>	<b>Lesson plan</b> <b>Steve Darn</b> 	This plan for a Geography lesson taught in English provides a good example of how brainstorming and prediction activities can be used as a lead-in in a skills-based CBLT approach.

Lead-in	“Spot the vocabulary”	<a href="https://www.teachingenglish.org.uk/article/spot-vocabulary">https://www.teachingenglish.org.uk/article/spot-vocabulary</a>	<b>Activity</b> <b>Marta Joyce Sabbadini</b> 	Lead-ins are often used to check or introduce vocabulary items that will be needed in the lesson. The writer describes a short game-like activity to arouse students’ curiosity about key vocabulary.
	“Pre-listening activities”	<a href="https://www.teachingenglish.org.uk/article/pre-listening-activities">https://www.teachingenglish.org.uk/article/pre-listening-activities</a>	<b>Article</b> <b>Gareth Rees</b> 	This article describes a variety of activities to lead students in to a listening text, which could all be used as lead-ins for a reading text as well.
Reading skills	“Reading skills”	<a href="https://www.teachingenglish.org.uk/article/unit-4-reading-skills">https://www.teachingenglish.org.uk/article/unit-4-reading-skills</a>	<b>Video</b> <b>Marianne Tudor-Craig</b> 	Part 1 – Reading Skills Advice – shows some examples of activities that practise a range of reading skills, including skimming / gist reading, scanning for specific information, guessing meaning from context, and reading for detailed information Part 2 – Teaching Reading Skills - a 15-minute video from Kigali, Rwanda, that shows a teacher (Prossy Arinaitwe) getting her students to use these skills in a reading lesson.
	“Dickens statue for Portsmouth?”	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/dickens-statue-lesson-plan.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/dickens-statue-lesson-plan.pdf</a>	<b>Lesson plan</b> <b>Richard Lunt</b> 	This plan for a text-based lesson includes stages for gist reading, deducing meaning from context and reading for detailed information. The teacher’s notes for the gist reading activity suggest some practical ways to get students to develop the skill of <i>skimming</i> in order to identify the main ideas in the text.
	“Teaching reading”	<a href="https://www.teachingenglish.org.uk/article/teaching-reading">https://www.teachingenglish.org.uk/article/teaching-reading</a>	<b>Poster</b> 	A poster for teachers with ideas for working with new vocabulary in a text, making your blackboard or whiteboard into a low-tech smart board, and a very lively dictation activity.
Dialogue building	“Situations: airport check-in”	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/Audio_bank_rants_raves_situations_0.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/Audio_bank_rants_raves_situations_0.pdf</a>	<b>Audio</b> 	An audio bank of short monologues and mini-dialogues, called “Rants, raves and situations”. Speakers give their opinion on subjects they feel strongly about, or talk about their favourite activities or possessions. Dialogues take place in everyday settings and feature a variety of accents and up-to-date colloquial expressions. Students could write similar dialogues or conversations based on one of the monologues. With lower levels you could build up a dialogue on the board as a class, feeding in ideas and vocabulary if necessary.

Dialogue building	“My English telephone”	<a href="https://www.teachingenglish.org.uk/article/my-english-telephone">https://www.teachingenglish.org.uk/article/my-english-telephone</a>	<b>Lesson idea</b> <b>Richard Lunt</b> 	A dialogue-building idea using plastic cups and pieces of nylon string. Students develop simple telephone dialogues. This works well with a low-intermediate primary class, but you can adapt it for the level and age of your students.
	“Shopping at the mini-market”	<a href="https://www.teachingenglish.org.uk/article/shopping-minimarket">https://www.teachingenglish.org.uk/article/shopping-minimarket</a>	<b>Lesson idea</b> <b>Richard Lunt</b> 	A speaking activity to practise countable and uncountable nouns in which the teacher elicits a dialogue frame that students use to build their own food shopping dialogues. Designed for pre-intermediate (B1) 9- to 11-year-olds, but could be adapted for older / more advanced students.
Role play	“Role-play”	<a href="https://www.teachingenglish.org.uk/article/role-play">https://www.teachingenglish.org.uk/article/role-play</a>	<b>Article</b> <b>Jo Budden</b> 	This article answers lots of questions about role-play: What is role-play? Why use it? How do you prepare students? What is the role of the teacher? How can you make a it feel real and relevant? How can you help students with the language they need? How do you deal with language errors?
	“Erase the dialogue”	<a href="https://www.teachingenglish.org.uk/article/erase-dialogue">https://www.teachingenglish.org.uk/article/erase-dialogue</a>	<b>Article</b> <b>Sadie</b> 	Also known as a disappearing drill – a motivating way of gradually changing a mechanical repetition drill into more natural dialogue practice. If your students are not happy about doing a role-play, this is a good way to make them feel more confident.

## Answers

1.2: 1 transferable; 2 cross-curricula; 3 student-centred; 4 interests; 5 participation

2.1: What techniques does Jules use to encourage his students to participate from the start?  
- *He asks incidental questions to engage students' attention and encourage them to communicate from the start.*

How does he lead into the topic of the lesson?

- *He plays a guessing game with students, using a real object to elicit the lesson topic.*

How does this approach benefit his students?

- *The fun activity relaxes students and generates interest in the lesson topic.*

3.1: What is the time limit for this task? Why?

- *One minute: the short time ensures that students read quickly to pick up the main sense of the text only.*

Why do the students work individually first and then in pairs?

- *Students form their own ideas first, then compare and evaluate with a partner.*

In feedback, why do you think Jules asks students to vote on the best answers?

- *Voting keeps students engaged and encourages them to evaluate different answers.*

3.2: Skim reading, or 'skimming' is reading a text quickly to gain a general idea of meaning.

Starting a reading exercise by skimming the text teaches students to approach reading in stages, rather than trying to understand everything at once. Even if they don't understand every word of a text, students should be able to get a general sense of the meaning on a first quick reading. Realising this instils confidence for the following stages, when a deeper understanding of the text may be required. It also saves time in the next stage, if students have a general sense of the meaning in advance of reading for details.

4.1: What does 'scan the text' mean?

- *To look for specific details in the text.*

How does this task relate to the previous activity?

- *It takes students one step further from understanding the main idea to understanding more information.*

5.1: What is the instruction for this task?

- *To read more slowly to gain a 'deeper understanding' of the text.*

How do students respond to the voting during feedback for this stage?

- *The students are animated, engaged and clearly enjoy this activity.*

- 5.2: The voting activities encourage students to actively engage with each other's responses to the task. The activity helps to build skills in analysing and evaluating (important transferable skills).  
+Participants' own answers.

- 6.2: How does Jules set up the roleplay?  
- *He sets up a situation of a TV interview with students in specific roles: the Ghanaian Health Minister and journalists.*

How does this motivate the students?

- *It relates the activity to a real-life situation.*
- *It gives them an interesting focus.*
- *Playing a role helps them to lose inhibitions and take risks.*

- 6.3: **Choral drills:** give students the confidence to speak aloud, along with practice in pronunciation and speaking in longer turns.

**Choral drilling techniques:** There are numerous approaches which can make choral drilling into an effective, fun and animated activity, eg.

**Back chaining:** repeating the target sentence from the last word backwards to the first word, building the sentence with each repetition. This can be very effective in helping students memorise language patterns.

**Groups:** choosing different groups (rather than the whole class at once) to perform the repetitions (eg. boys and girls, back / front row etc. Anderson does this with the football teams in his class.

**Clapping** or finger clicking the rhythm of the sentence.

**Gestures:** highlighting key components with fingers or hands.

**Disappearing drills:** here the teacher writes a short dialogue on the board and drills the lines with students. He/she then wipes off some of the dialogue and students have to repeat again, this time with the added challenge of remembering the erased words. The teacher can then increase the challenge by wiping off more words and sentences and have students repeat the dialogue again and again. The technique is very effective in developing fluency by helping students to memorise chunks of language. Students then practice the memorised dialogue in pairs. The activity can be expanded by having students work together to add their own sentences to the dialogue.

**Prompt cards:** to encourage fluency and more natural delivery, have key words on prompt cards to help students perform the roleplay, rather than reading out a full script from a notebook.

**Personality cards:** give students cards with adjectives such as 'happy', 'sad' annoyed', 'interested'. They then read their roles in the manner of their adjective. This technique helps students have fun with the activity and can help them lose their inhibitions.

**Props and real objects:** simple props can be used to make roleplays seem more authentic, e.g. a pen to mimic a hand-held microphone in an interview situation.

**Focus on fluency rather than accuracy:** roleplays will work better if students can concentrate on producing longer turns of language without worrying about errors. Once they have gained more fluency and confidence, attention can be turned towards some selective error correction.

Back page design

CODE for module

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