

English Connects

Professional development for teachers

Unit 8: Making classes interactive

Trainer
Notes

Learning outcomes

Notes: The following summary explains what participants can expect to achieve by following the tasks in this worksheet. It is followed by guidance notes to support the trainer in facilitating the video tasks in a teacher training session.

The aim of this module is to equip teachers with techniques and activities to maximise communication and participation by students in their classes.

This module covers the professional practice: **Making classes interactive.**

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

- Identify a number of techniques, approaches and activities to increase the amount and quality of the teacher-student interaction in their classes.
- Understand better the rationale behind the techniques and approaches mentioned.
- Analyse techniques used by the teachers in the video footage.
- Compare the approaches shown with their own classroom practice.

1 Lead-in

1.1

Notes: This lead-in stage can be conducted as a whole class exercise or with participants in small groups. Write the word, 'interactive' on the board and have participants brainstorm words and ideas that they associate with the term. If materials are available, participants could create mind maps of their ideas, or a collective mind map could be produced on the board.

Then watch and listen to the first part of the commentary to check ideas. Stop just after ['... learning takes place.'] to take feedback.



Work in groups and discuss these questions. What words and ideas do you associate with the term, 'interactive'?

Now watch and listen to the first part of the commentary to check your ideas.

Notes:

Answers: An *interactive* lesson generates meaningful **communication** between **teachers** and **students**. Meaningful communication from the teacher encourages students to **participate**. When **communication** and **participation** are present, then **learning** takes place. (Key words in bold)

1.2

Notes: Play the next part of the commentary, from [*In this video...*] to [*... make your own lessons interactive*] and pause on the on-screen task. Have learners discuss the on-screen task in pairs (see below also). Ask them to consider all the ways in which they communicate with their students during a typical lesson, and to what extent. Have them consider lesson activities and tasks, and any informal conversational exchanges with students.

Participants work in pairs and brainstorm a list (refer back to this at the end of the video). Stress that there are no right or wrong answers here. The idea is that they consider their practice now and then compare later with the ideas and approaches shown on the video.



In what ways do you make your classes interactive? Think of examples. Make a list to refer back to at the end of the video.

Notes:

Answers: Participants' own answers.

2 Communicating through warm-up activities

2.1

Notes: Play the next part of the video from, [*Now let's see ...*] and pause at the on-screen viewing task (see below also). Have participants read the question. Then play the video clips and pause at the end of the third clip. Give participants a couple of minutes to discuss their thoughts in pairs; then show them the feedback screen and have them compare their answers. If necessary, allow some time for participants to ask questions about the points on-screen or add further ideas of their own.



What are the benefits of warm-up activities at the start of the class?

Notes:



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

Answers: see feedback screen.

2.2

Notes: Have participants work in small groups to answer the questions below. If necessary, play the clips again.

Teachers in the video (in order of appearance): 1 Anestine (Cameroon); 2 Anderson (Cote D'Ivoire); 3 Adjoumani (Cote D'Ivoire).



Working in small groups, discuss these questions:

- How did each warm-up activity stimulate different senses and learning styles?
- How did Anderson's game link back to a previous lesson?
- How did Adjoumani's class respond to their classmate's song?
- What kind of message did the song have?

Answers:

1. Physical movement in Anestine and Anderson's warm-up activities would appeal especially to learners with kinaesthetic learning styles (who like to 'learn by doing'). The physical movement both energises students and helps relax them by dispelling pent-up energy.

Adjoumani's song would especially appeal to students who like to learn by listening and most of the class enjoyed moving and clapping along to the song.

2. Anderson's game revised vocabulary learned in a previous lesson.
3. Adjoumani's class responded very positively to the song. There were smiles and many were moving and clapping along.
4. The song had a positive 'happy' message.

Note: Participants will have the opportunity to reflect on their own practice at the end of the video, but, if they want to share any similar warm-up activities that work for them in class, allow a few minutes to do that here.

3 Communicating at the start of the class

3.1

Notes: Have participants read through the teachers' actions below, a - f. Explain that they are now going to watch the next section and number the actions in the order they appear. Play the next section, from [*Now let's have a look ...*] until the end of Elsie's clip.

After viewing the clips, give teachers a minute or so to check their answers with each other, then conduct feedback.

Teachers in the video: 1 Jules (Cote D'Ivoire); 2 Marceline (Cameroon); 3 Elsie (Cameroon).



Watch the next section and number the teachers' actions in the order they appear.

- a) **Asking** students to **guess** the lesson topic 5
- b) Using a real object to **elicit** vocabulary 6
- c) **Asking** about homework 2
- d) **Asking** learners to form their own questions 7
- e) **Asking** today's date 1
- f) Using a real object to **elicit** the lesson theme 3
- g) Using a real object to elicit points relevant to the lesson. 4

Notes:

Answers: 1 e); 2 c); 3 f ('malaria'); 4 g); 5 a) ('Health care'); 6 b) ('spraying'); 7 d).

3.2

Notes: After viewing, write the following words on the board: ask / elicit / tell. Ask participants to reiterate what they saw on screen ('asking' and 'eliciting') and then ask how this is more interactive than 'telling'. Then have participants discuss the question below in pairs.



The teachers in the clip **asked** students questions and **elicited** responses. What were the benefits for students?

First, elicit the response that, 'asking' and 'eliciting' are actions that encourage students to reply and respond – so encouraging them to communicate and participate.

Suggested answers: elicits continuous verbal responses / students have to think more / keeps their attention / replicates real life communication / involves them in the lesson from the start.

Make the point that, if the teacher constantly 'tells' students, then much less two-way communication will take place. The teachers in the video maximised opportunities for students to respond and participate in practising language.

4 Communicating through group work

4.1

Notes: Before viewing the next section, have participants study the next task in small groups. Allow time for them to share points about setting up interactive tasks in their classrooms. If they have misgivings about the rationale for pair and group work, then the next sections should help open up the discussion.



Before you watch, circle the ways learners often work in your class. Answer the questions in a small group.

Whole class	in groups	in pairs	individually
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- Which interaction patterns do you prefer? Why?
- What factors affect the interaction patterns you choose for the lesson tasks?

Answers: Participants' own answers.

4.2

Notes: Play the next part of the video from, [*And brainstorming can be ...*] and pause at the on-screen viewing task (see below also). Have participants read the question. Then play the video clip and pause at the end. Give participants a couple of minutes to discuss their thoughts in pairs; then show them the feedback screen and have them compare their answers. If necessary, allow some time for participants to ask questions about the points on-screen or add further ideas of their own.

Teacher in the video: 1 Jules (Cote D'Ivoire).



Watch the section. Think about: What skills are students developing through group work?



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

Answers: See feedback screen.

4.3

Notes: Have participants discuss the following questions in small groups. Play the clip again, if necessary. Then conduct feedback.



Work in a small group and discuss the questions.

- What specific task does Jules set his students?
- How does the task develop leadership and team-working skills?
- How does it develop organisational skills?

Suggested answers:

1. Jules sets the students a roleplay activity in which one takes the role of 'Minister' and the others, 'journalists'.
2. The students must decide who will take which role in their groups and who is most suitable for which role. The task also encourages them to make decisions about fair allocation of responsibility.
3. Organisational skills: keeping to a time limit, preparing and getting the task done in the allocated time; organising roles; dividing up responsibility.

Note: Participants may have questions and comments about the practicality of setting up group work in their classes. This issue is examined more closely in the video, **Unit 8 Classroom Management: Managing the lesson.**

5 Communicating through pair work

5.1

Notes: Have participants read through the task below. Explain that they are now going to watch the next section and listen for the three key verbs. Play the next section, from [*Now let's move on to pair work ...*] until the end of Jules' clip.

After viewing the clips, give teachers a minute or so to check their answers with each other, then conduct feedback.

Teachers in the video: 1 Anderson (Cote D'Ivoire); 2 Jules (Cote D'Ivoire).



Watch the section and listen to the commentary. Answer the questions.

- Identify 3 verbs (used by the teachers and the narrator) that show the benefits of pair work:

e _____
(swap information)

c _____
(examine differences)

s _____
(help each other)

- What was Jules' reminder to his students?

'You are here to _____'

Answers:

- exchange / compare / support
- 'You are here to communicate'.

5.2

Notes: After watching the clip, run the video on a little to show the on-screen task (see below). Have participants work in pairs, giving them several minutes to discuss. Then have them check their answers against the feedback screen.



What are the benefits of pair work? Compare your answers. Then check your ideas with the feedback screen.

Answers: See feedback screen.

5.3

Notes: Have participants discuss the following questions in small groups. Play the clips again, if necessary. Then conduct feedback.



Work in a small group and discuss the questions.

- What real life skills do pair and group work activities teach students?
- How will this benefit them in the future?

Suggested answers:

1. Pair and group work develop:
 - critical thinking skills, eg..comparing, evaluating answers, exchanging ideas, giving opinions;
 - the ability to work together;
 - encourages students to have empathy and be supportive and helpful.
2. These tasks replicate real life situations in the world of work where ability to work collaboratively is important. When students work collaboratively, the action of sharing information and supporting each other increases their confidence in their own abilities.

6 Communicating through instructions

6.1

Notes: Have participants read through the task below. Explain that they are now going to watch the next section, then discuss the questions. Play the next section, from [*Let's pause here and have a look ...*] until the end of Anestine's clip.

After viewing the clip, have participants discuss the questions in small groups. Then conduct feedback (you could play the clip again to highlight specifically how the instructional technique encourages more language practise from students).

Teacher in the video: 1 Anestine (Cameroon).



Anestine uses concept questions to support her activity instructions. Watch the section. Then discuss the questions in a small group.

- What are 'concept questions'?
- How do concept questions make students communicate?

Answers:

1. Concept questions (or concept checking questions) are designed to check students' understanding of what they have to do in a task (the same technique is also often used to check understanding of language points).
2. This questioning technique demands students give more detailed answers than simply, *yes / no*, therefore giving more opportunities for them to practise language. It also demands that they listen properly to instructions, so it is much more effective than asking, 'Do you understand?', to which the answer is nearly always just 'yes'.

Notes: Refer participants to the video, **Unit 5 Giving Instructions**, for a more in-depth look at giving instructions.

7 Communicating through feedback

7.1

Notes: Before viewing the last section, participants consider why feedback stages are important to a lesson. Have them work in pairs to complete the gap-fill task below first. Encourage them to read the paragraph first, ignoring the gaps, then work together to find suitable words from the box to complete the text. Draw their attention to the example in (1).



Before you watch, work in pairs. Why are feedback stages important in a lesson? Complete the text with words from the box.

learning	end	cares	progress	feedback	students
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The ¹feedback stage allows teachers and students to assess ²_____ at the ³_____ of a task. It is an important stage because it shows the students that the teacher ⁴_____ about the work they have just completed. Showing the results if a task also encourages ⁵_____ to take responsibility for their own ⁶_____.

Answers: 2 progress; 3 end; 4 cares; 5 students; 6 learning.

7.2

Notes: Play the final section, from [*Finally, let's have a look ...*] until the end of Adjoumani's clip, then pause and read the on-screen task. Then play the video to the end of the clip and pause just before the feedback screen.

After viewing the clip, have participants discuss the questions in pairs, then check their answers with the feedback screens.

Teacher in the video: 1 Adjoumani (Cote D'Ivoire).



Watch the section. Think about:

- What steps does the teacher take to set up the feedback task?
- In what ways does the task give language practice?



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

Answers: See feedback screen.

7.3

Notes: Have participants read the suggestions in small groups, then discuss and tick the ones that they have tried in class. They then consider the others and put a question mark next to ones that they would like to try in the future. Encourage them to discuss and add any further ideas to the list. Then elicit the further ideas from all groups and make a list of the board for all participants to consider.



Work in a small group. Look at the suggestions for ways to make feedback stages more interactive. 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?

- Use Open Pairs
- Have students come up to the board and write or circle answers.
- Have students correct each other's answers.
- Praise good work as well as correct errors.
- Ask for a personal response to an activity, eg. *Did you like the activity? Was it useful?*

Answers: Participants' own answers.

8 Reflection

8.1

Notes: Have participants refer back to the notes they made in response to the question at the beginning of the session, *In what ways do you make your classes interactive?* Ask

them to consider the approaches seen in the video and compare. For this stage, have them working individually, then compare notes in a small group.

Have participants work in groups for the rest of the discussion questions. Then have them share their thoughts with the whole group.



Work individually first, then compare your responses in a small group. Look at the list you made at the beginning of the video when considering the first question.

- In what ways do you make your lessons interactive? Which approaches did you see in the video?
- Which approaches would work in your classroom? Are there any that wouldn't work? Compare your views with your colleagues.
- Which approaches are you going to try in your next class?

8.2 Action plan



What idea from the video do you want to try next time you go into class? What specific activities do you want to use? Why?









Notes:

9 Explore



In this video you saw the teachers using a variety of **interactive techniques and approaches** to make their classes more engaging.

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 to fully maximise opportunities for interaction in your classes.

Sub-topic:	Title:	Link:	Type of Resource:	Summary:
Warm-ups	"Breaking the Ice"	https://www.teachingenglish.org.uk/blogs/rachael-roberts/rachael-roberts-breaking-ice	Article Rachel Roberts 	In this a your stu better!
Pairwork and Groupwork	"Increasing student interaction"	https://www.teachingenglish.org.uk/article/inc-reasing-student-interaction	Article Patrick Howarth 	This arti students simple i
	"Working in Pairs and Groups"	https://www.teachingenglish.org.uk/article/working-pairs-groups	Article Jo Bertrand 	This arti pairwor activate
	"Classroom Dynamics"	https://www.teachingenglish.org.uk/blogs/macapella/fiona-mauchline-classroom-dynamics-or-getting-dance-right	Article Fiona Mauchline 	This arti necessa interact
Pairwork and Groupwork	"How to encourage involvement in groupwork"	https://www.teachingenglish.org.uk/article/managing-how-encourage-manage-active-involvement-group-work	Video Merium 	Teacher you can maintain ability st
	"Groupwork v. whole-class activities"	https://www.teachingenglish.org.uk/article/group-work-v-whole-class-activities	Article Simon Andrewes 	This arti combine discussi
	"interaction patterns – why and how?"	https://www.teachingenglish.org.uk/blogs/katherine-bilsborough/katherine-bilsborough-interaction-patterns-why-how	Article Katherine Bilsborough 	This arti creative
	"A Class Survey"	https://www.teachingenglish.org.uk/article/a-class-survey	Activity Malisa Iturain 	Here is a know an your sch

	“Developing a Nation”	https://www.teachingenglish.org.uk/article/developing-a-nation	Activity David Done 	This is a activity y classes.
	“Change place, change face”	https://www.teachingenglish.org.uk/article/change-place-change-face	Activity Marta Joyce Sabbadini-Essinki 	This is a number each oth
Other Related	“Circle Game Activities”	https://www.teachingenglish.org.uk/article/circle-game-activities	Activities Joanna Budden Primary 2 	A dynam
	“Inclusivity in Learning”	https://www.teachingenglish.org.uk/blogs/rfw/inclusivity-learning	Article RFW 	Are you and feel which w students

Back page design

CODE for module

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