

Lecture 4. English Classroom Management, Planning, and Control.

1. English Classroom Management.
2. English Lesson Planning.
3. Tests and Assessment in the English Classroom.



1. English Classroom Management

A lesson
is an organized
and goal-
oriented process,
which is:

a set of learning
opportunities

a model of
cognition

a framework for
interaction of the
participants



A lesson is a set of learning opportunities.

An effective lesson enables the learners to learn.

A good input from the teacher is not sufficient to make a lesson effective.

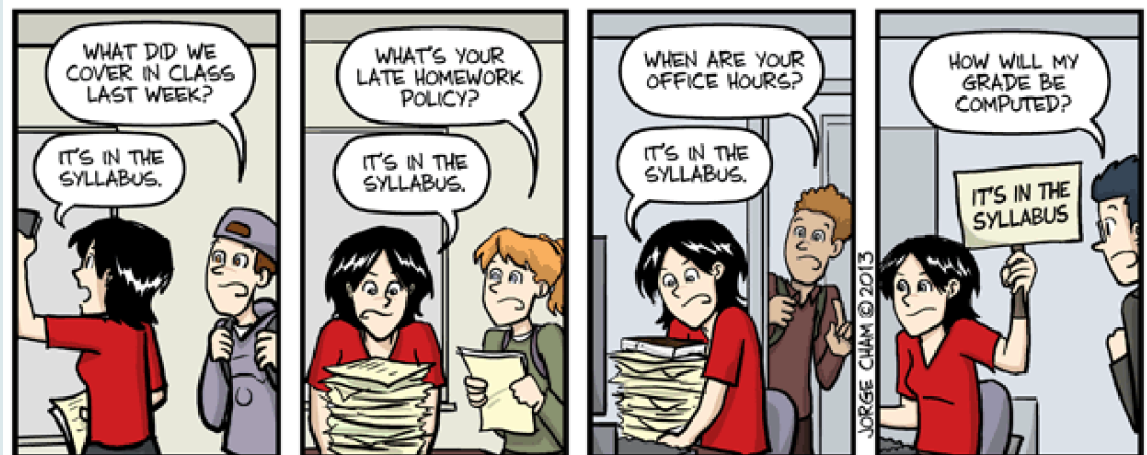
- There are **three major aspects of the lesson:**
- syllabus
- method
- atmosphere



1. Syllabus

Syllabus is the contents of what is being taught.

Usually the contents of a lesson is the combination of the syllabus requirements and the teachers' own decisions about what should be taught in the lessons.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM
"Piled Higher and Deeper" by Jorge Cham

2. Method

Method is a way towards the attainment of an ultimate goal of instruction.

A method is based on:

The **approach to teaching**— a set of assumptions about the nature of language, teaching and learning.

E.g.: a theoretical underpinning of the “audio-lingual method” was the “behaviorist” approach; the “communicative method” is largely based on the “cognitive approach” to teaching and learning through problem solving and communicating just as in the real world.



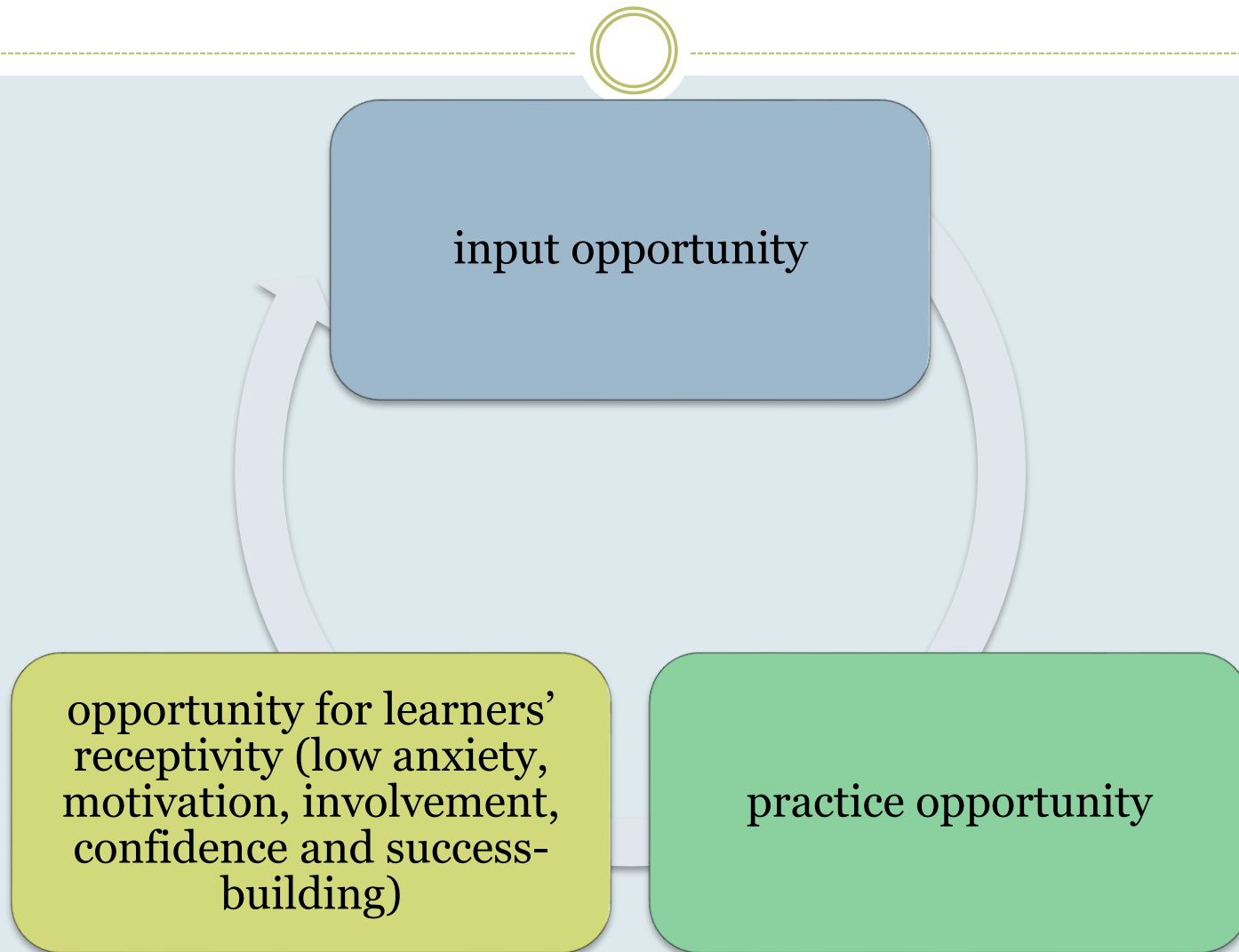
3. Atmosphere



Atmosphere is the spirit of the lesson, which can be relaxed and friendly, or brisk and business-like.



The three aspects of the lesson (syllabus, method and atmosphere) produce three major lesson opportunities:



Lesson types can be described in a number of metaphors:



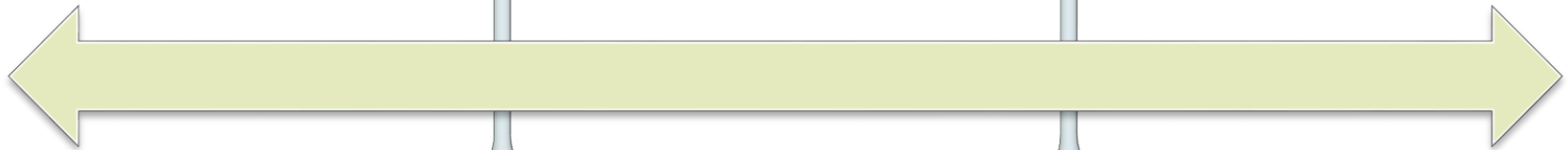
variety show is a lesson that is pleasing to watch and is designed to take stock or to make an impression on the visitors



climbing a mountain is a challenge for the learners. This lesson needs investment of effort on the part of the learners and the teacher. The reward is successful achievement of the aim



eating a meal is an essentially receptive and drilling lesson focused on receiving and reinforcing the input.



Типологія уроків, визначена у методиках навчання мов



Ніколаєва Софія Юріївна

Перший тип - уроки, що спрямовані на **формування мовленнєвих навичок** користування мовним матеріалом. На таких уроках має місце ознайомлення з новим мовним матеріалом та тренування з метою його використання в аудіюванні, говорінні, читанні та письмі. Проте тут може мати місце і практика на основі засвоєного матеріалу.

Другий тип - це уроки, що спрямовані на **розвиток мовленнєвих умінь**. На уроках цього типу переважає практика в мовленнєвій діяльності. Однак їй може передувати певна кількість тренувальних вправ, котрі готують до неї.



Student Groupings

1. Lockstep (Whole Class)



Advantages:

- The whole class concentrates.
- Everyone can hear what is being said.
- Students can get a good model of language from the teacher.
- Some students like the security of working in a large group.

Disadvantages:

- Students have little chance to practice or talk.
- Shy students may have fear of being asked to speak.
- The pace will probably be too fast for some students.
- Students cannot develop autonomy.
- Real communication is limited lockstep always goes at the wrong speed.

Activities:

- Introducing new language.
- Accurate reproduction of new language (drilling).
- Feedback after listening or reading activity.
- Scene setting.
- Giving instructions.



Pairwork



Advantages:

- The opportunity for students to use the language is increased.
- Students' cooperation is encouraged.
- An opportunity to practice autonomous learning is provided.
- Real communication is possible.
- Reluctant students must speak.
- Class atmosphere is improved.

Disadvantages:

- Accuracy is reduced.
- Discipline can be a problem.
- Use of students' native language is likely.

Activities:

- Practicing questions and answers (information gap).
- Practicing dialogues.
- Working on answers to listening or reading activities.
- Working together on written drills.
- Acting out dialogues.

Groupwork



Groupwork is **more dynamic** than pairwork; there are more people to react to and against in a group; there is a greater possibility of discussion.

Group size is problematical. Groups of more than 6 students can be unmanageable. A major possibility for groupwork is the idea of ***flexible groups***.



One student may act as a **group leader** fulfilling 2 functions:

- acting as a *group organizer*, making sure that a task was properly done
- Being a *mini-teacher*, where a student could conduct a drill or a dialogue.

Groupwork



Disadvantages :

- the same as for pairwork

Advantages :

- Greater discussion (information gap) is possible.
- Any difficulties that arise can probably be dealt within the group.
- Group work tasks are often more interesting.
- Classes are more relaxing (as students do not have to cooperate closely with one another).
- Groups can break up and re-form to share information or opinions.

Activities:

- Discussions, e.g. problem-solving, brainstorming.
- Preparing roles for role play.
- Role plays.
- Games.
- Cooperative writing.
- Cooperative reading or listening.



Individual work



Advantages:

- Students work at their own pace.
- Students can relax from outside pressure.
- A period of silence is provided.
- Students develop self-reliance.

Disadvantages:

- Different time needed by different students to complete tasks.

Activities:

- Reading
- Writing

2. English Lesson Planning

Aim is what the teacher tries to achieve in the lesson or course.

The **main aim** is the most important aim, e.g. the teacher's main aim in a lesson could be to teach the present perfect in the situation of travel.

A **subsidiary aim** is the secondary focus of the lesson, less important than the main aim. It could be a skill or language area which is practiced while focusing on the main aim.

A **personal aim** is what the teacher would like to improve on in his/her teaching, e.g. *To reduce the time I spend at the whiteboard.*



Planning Principles

VARIETY

- involving students in a number of different types of activity and where possible introducing them to a wide selection of materials making learning interesting for the students;
- organizing students for group and pair activities;
- alternating skills within series of lessons and within a lesson.

FLEXIBILITY

- For any number of reasons, what the teacher has planned may not be appropriate for that class on that particular day.
- Good lesson planning is the art of mixing techniques, activities and materials in such a way that an ideal balance is created for the class.
- In a general language course there will be work on the four skills and communicative activities. Different student groupings will be used.

Before teachers start planning their classes they should know:

The language for the level.

- Teachers must be able to use language themselves and also have an insight into the rules that govern its form and the factors which affect its use.

The skills for the level.

- Teachers need to know the level of skills they are going to ask their students to perform.
- Teachers need to know what aids are available and appropriate for the level they are teaching.
- These may include wall pictures, flashcards, flipcharts, cards, charts, tapes, tape recorders, video playback machine, overhead projectors, computer hardware and software, sets of books and materials and, of course, the board.

Before teachers start planning their classes they should know:



Stages and techniques in teaching.

- Teachers need to know and recognize different teaching techniques and stages.
- Teachers should have a working knowledge of teaching the productive skills and the principles behind the teaching of receptive skills.

A range of activities.

- Well-prepared teachers have a large range of activities for their classes, which enables them to have varied plans and achieve a balance of activities.

Classroom management skills.

- Well-prepared teachers will have good classroom management skills.
- They will be able to adopt a number of different roles, will be able to use different student groupings, and will be able to maintain discipline.

The Structure of the Lesson



the beginning
(a phonetic warm-up, lexical warm-up)



the middle
(depends upon the objectives of the lesson; the typical sequence is
“presentation, practice, communication”)



the end
(a summary of the lesson or review of the introduced language material)

Outline for a lesson plan:



1. **Date, class.**
2. **Subject of the lesson.**
3. **Objectives.**
4. **Aids/materials.**
5. **Procedures:**
 - Phonetic warm-up
 - Lexical warm-up
 - Listening comprehension
 - Presenting and practicing new material
 - Communicative activities
 - Homework check-up
 - Writing activities/Revision
 - Home task setting
 - Summary



Ways of taking time into account:



Don't plan too much in a lesson. (It's better to have an "extra" activity in reserve)

Tell students at the start of the lesson roughly what you intend to do and how long it's going to take.

Warn the class one or two minutes before an activity is due to finish.

Use the last few minutes to check and summarize what the lesson has been all about.

Allow students time to copy important information from the board.

Give "slower" students time to answer your questions before asking another student.

Don't wait too long for a student to answer.

Keep time planned for each activity under control.

Vary the timing of relaxed and intensive activity to build up a sense of rhythm in the lesson.

Схема конспекту уроку з англійської мови

Тема (підтема):

Тип уроку:

Цілі: Практична:

Освітня:

Розвиваюча:

Виховна:

Обладнання:

Структура уроку (розписати похвилинно)

- | | |
|--------------------------------------|--------------|
| I. Початковий етап | (... хвилин) |
| 1. Організація класу. | (... хвилин) |
| 2. Фонетична (мовленнєва) зарядка. | (... хвилин) |
| II. Основний етап | (... хвилин) |
| 3. | (... хвилин) |
| 4. | (... хвилин) |
| 5. | (... хвилин) |
| III. Заключний етап | (... хвилин) |
| 6. Підведення підсумків уроку. | |
| 7. Повідомлення домашнього завдання. | |
| 8. Виставлення оцінок, їх мотивація. | |

Хід уроку (з нової сторінки)

Етап уроку	Зміст уроку
I. Початковий етап 1. Організація класу Мета: Приєм: Режим роботи: 2. Фонетична (мовленнєва) зарядка Мета: Приєм: Режим роботи:	
II. Основний етап 3. Мета: Приєм: Режим роботи:	
III. Заключний етап Мета: Приєм: Режим роботи:	

У ході уроку обов'язково прописано всі завдання з відповідями учнів, що передбачаються. Об'ємні тексти подаються в додатках. До конспекту уроку обов'язково додається дидактичний матеріал, що використовувався на уроці (додаток №1, 2, ...).

3. Testing and Assessment in the English Classroom



Informal Tests

- Informal tests are unplanned assessments that are made as a course moves along towards its goals.
- They inform teachers about the learners' progress towards goals and help to decide what the next step in the learning process might be.

Formal Tests

- Formal tests are systematic, planned sampling techniques constructed to give a teacher and students an evaluation of their achievement.
- They are often summative, as they occur at the end of a unit, module or course, and therefore attempt to measure, or summarize, what a student has grasped.

1. The principle of giving student advance preparation

Often teachers do little to help students to prepare for test and students don't know what to expect.

- You can do the following:
 - Provide information about the general format of a test.
 - Provide information about types of items that will appear.
 - Give students opportunities to practice certain item types.
 - Encourage a thorough review of material to be covered.
 - Give anxiety-lowering reassurance.



2. The principle of face validity

Sometimes students don't know **what** is being tested when they tackle a test. Sometimes they feel, for a variety of possible reasons, that a test isn't testing what it is "supposed" to test. Face validity means that the students, as they perceive the test, feel that it is valid.

- You can help to foster that perception with:
 - A carefully constructed, well thought-out format.
 - Items that are clear and uncomplicated.
 - Directions that are crystal clear.
 - Tasks that are familiar, that relate to their course work.
 - A difficulty level that is appropriate for your students.



3. The principle of authenticity

Make sure that the language in your test is as natural and authentic as possible. Try to give language some **context** so that items aren't just a string of unrelated language samples.



4. The principle of feedback

- Your prompt return of written tests with your feedback is very important to the students' motivation.
- When you return a written test, consider giving more than a number or grade.
- Give praise for strength – the “good stuff” – as well as constructive criticism of weaknesses.
- Give strategic hints on how a student might improve certain elements of performance.

Types of Tests



Productive and receptive tests

Tests may be of a productive nature where students are asked to produce – speak, read aloud, write utterances, or perform tasks. Tests may be of a receptive nature where students are asked to read silently and answer multiple choice questions, which demand correct recognition rather than the production of the answer. More often than not, most well-prepared and widely used tests are in the form of answering multiple choice questions.

Types of Tests



Vocabulary tests:

- questions which expect a yes or no answer (for beginners)
- multiple choice questions (e.g. a sentence with a missing word is presented; students choose one of four vocabulary items given to complete the sentence)
- multiple choice paraphrases (a sentence with one word underlined is given; students choose which of four words is the closest in meaning to the underlined item)
- simple completion (students write in the missing part of words that appear in sentences)

Types of Tests



Grammar tests:

- limited response questions which ask students to perform certain tasks
- multiple choice completion
- simple completion of sentences
- cloze test (a test consisting of a portion of language with certain items, words (cloze text), where the participant is asked to replace the missing language item).

Types of Tests



Pronunciation tests

- multiple choice hearing identification
- reading aloud
- simple dialogues
- narrations

Types of Tests



Reading tests

- reading aloud (the ability to “read” the words, phrases, and sentences with appropriate pronunciation and sentence melody)
- reading speed
- reading comprehension
- reading techniques (skimming, scanning)

Types of Tests



Writing tests

- sentence combining
- sentence expansion
- sentence reduction
- copying
- dictation
- guided writing
- changing the passage

Types of Tests



Listening tests

- Picture cues have been found very effective in testing listening skill.
- There are a number of exercises on listening which can be used to test the progress and proficiency in the listening skill.

Tests can aid learning in a number of ways:



increase motivation

encourage learners to set goals for themselves

provide a sense of conclusion to various units of a curriculum

encourage students' self-evaluation of their progress

promote students' autonomy as they confirm areas of strength and areas needing further work

aid in evaluating teaching effectiveness

Stages of Testing



Before the Test

- Give students all the information you can about the test. Exactly what will the test cover? Which topics will be the most important? What kind of items will be included? How long will it be?
- Encourage students to do a systematic review of material. For example: skim the textbook and other material, outline major points, write down examples, etc.
- Give them practice tests or exercises, if available.
- Facilitate formation of a study group, if possible.
- Remind students to get a good night's rest before the test.
- Remind students to get to the classroom earlier.

Stages of Testing



During the Test

- As soon as the test is distributed, tell students to quickly look over the whole test in order to get a good grasp of its different parts.
- Remind them to mentally figure out how much time they will need for each part.
- Advise them to concentrate as carefully as possible.
- Alert students a few minutes before the end of the class period so that they can proofread their answers, catch careless errors, and still finish on time.

Stages of Testing



After the Test

- When you return the test, include feedback on specific things the student did well, what he or she did not do well, and if possible, the reasons for such a judgment on your part.
- Advise the student to pay careful attention in class to whatever you say about the test results.
- Encourage questions from students.
- Advise students to make a plan to pay special attention in the future to points that they are weak on.



**Thank you
for your
attention!**

