

5 Techniques – Trainer Notes

OVERVIEW	<p>DVD content Programme 5 looks at techniques for classroom management and setting up activities. We see the Thai teachers organising activities, giving instructions and leading controlled practice. John Kay gives advice to focus teachers on these classroom techniques.</p> <p>Material content The materials encourage teachers to think through the decisions that go towards making a speaking activity successful – groupings, instructions, language input etc. No ‘right’ answers are given but rather teachers are encouraged to think ‘it depends’ - the ‘right’ way to set up an activity depends on the nature of the activity.</p>														
KEY CONCEPTS	<p>‘it depends’</p> <p>The materials look at 6 main areas – warmers, grouping, instructions, target language, useful language and extension. The main message for teachers to take away is to think about these areas before the lesson and make decisions that depend on the aims of the lesson and the needs of the students.</p> <p>For example Some activities will work better with small groups, other with bigger groups. When teachers decide whether to work in small groups or bigger groups they need to think ‘what are the aims of the activity and what will make it work most effectively?’</p>														
PLAN SUMMARY	<p>Note: All sessions in the Teaching Speaking series will be more effective if participants are able to discuss things in pairs or groups. You should arrange your training room to facilitate this as far as possible.</p> <table border="1" data-bbox="430 1254 1442 1610"> <tr> <td>Warmer</td> <td><i>grouping warmer</i></td> </tr> <tr> <td>1 Before you watch</td> <td><i>preparing for speaking activities</i></td> </tr> <tr> <td>2 Watch</td> <td><i>matching/gist comprehension.</i></td> </tr> <tr> <td>3 Watch again</td> <td><i>note-taking/listening for specific information</i></td> </tr> <tr> <td>4 Analysis & Reflection</td> <td><i>planning instructions.</i></td> </tr> <tr> <td>5 Additional activities</td> <td><i>classroom gestures</i></td> </tr> <tr> <td>6 Suggested classroom activities</td> <td><i>‘guess the object’ and ‘find your partner’.</i></td> </tr> </table>	Warmer	<i>grouping warmer</i>	1 Before you watch	<i>preparing for speaking activities</i>	2 Watch	<i>matching/gist comprehension.</i>	3 Watch again	<i>note-taking/listening for specific information</i>	4 Analysis & Reflection	<i>planning instructions.</i>	5 Additional activities	<i>classroom gestures</i>	6 Suggested classroom activities	<i>‘guess the object’ and ‘find your partner’.</i>
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Procedure

Warmer	
<p>(optional)</p> <ul style="list-style-type: none"> Before the session prepare cards to hand out to the participants. Each card should have an animal on it - these could be pictures or just words. There should be 2 of each card. When all participants are present give them each a card and ask them to stand up and find the person with the same card as them – that is their partner and they should sit next to each other during the session. 	

1 Before you watch

- You could start by asking participants to think about their favourite speaking activity and then tell a partner what the activity is and why they like it. As well as leading into the session effectively this also allows people to share good ideas. Monitor while they talk in pairs and perhaps tell the whole group about any nice activities you've heard about.
- Look then at the table in section 1. Ask participants to work alone again at first and go through the two sections – 'what the teacher did' and 'what the students did' – thinking about the answers to the questions. Working with a partner again they can explain and discuss their answers. Again, you should monitor the pair discussions and share any interesting ideas with the whole class as feedback at the end of their paired discussions.
- The next section then delivers the key message of this programme – that teachers need to decide *before* their lessons the most effective way of setting up and carrying out activities and that these decisions depend on the aims and circumstances of the lesson.
- After participants have talked in pairs about the questions continue the discussion as a whole group.

2 Watch

- Look at the matching exercise and make sure participants know what they have to do then watch Programme 5 all the way through while they match the speakers with the sentences. After they have checked in pairs, check the answers as a group. You can then draw attention to the further questions: 'Which comments do you agree with?' and 'When is it better to give instructions in your own language?' These questions could generate quite a lot of discussion. If you feel participants are interested you could develop the discussion with prompt questions.
- For example "What kind of activities would you introduce with instructions in your own language?"

3 Watch again

- When the participants are ready, play the DVD again and ask them to make notes for the headings. When the DVD is finished they can compare their notes in pairs before feedback for the whole group.
- Don't spend too long on the feedback – participants can look at the transcript if they want/need to
- Possible answers:

Groupings	teacher can manipulate groups by clever use of cards	don't lose momentum
	after you've warmed Ss up	

Instructions	make sure Ss know when instructions are coming	check
	understanding of instructions by watching them	plan your instructions carefully
	over complicate	don't give too many instructions at once
		don't

Target Language	controlled oral practice before they practise in groups	use
	visual prompts to practise language	don't speak at the same time as the students

Useful language	think about the language they need to complete the task successfully
	put useful language on the walls etc.

4 Analysis & Reflection

- Ask participants to think about the warmer they did at the start of this session. Then look at the description of that warmer and think about the questions below the description. Participants can discuss their answers in pairs before feedback as a whole group.
- Look at the task in the next section. Ask participants to work alone at first to write their instructions then compare their instructions with a partner. Encourage them to keep the instructions as simple as possible and follow John Kay's advice.
- As a follow up, with more confident groups, you could ask them to give instructions to the rest of the group for a warmer of their own or another warmer they have done in other Teaching Speaking sessions.

5 Additional activities

- Ask participants if they use gestures in their classrooms. Which ones? What for? You could demonstrate a gesture (e.g. sit down) and ask what it means.
- Participants do the exercise then check their answers in pairs.

6 Suggested classroom activity

- You could end the session on a light note by doing the activities in this section. Or, participants could work in pairs, taking turns to give instructions for the activities, then doing them.