

7 Monitoring – Trainer Notes

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| OVERVIEW | <p>DVD content In programme 7 we see how teachers in Thailand monitor their students and John Kay gives advice on how to monitor well.</p> <p>Materials content The materials ask participants to think about how they do speaking activities in their classes and introduces participants to some areas to consider when listening to students. Participants also look at useful classroom language which can help students to use English rather than L1.</p> | | | | | | | | | | | | | | |
| KEY CONCEPTS | <p>Monitoring, useful language, monolingual classes, L1</p> <div style="border: 1px solid black; padding: 5px;"> <p>Monitoring is when teachers watch and listen to students while they are doing an activity so that they can assess what the students are doing well and where they have problems.</p> <p>Useful language is the vocabulary/structures/fixed phrases that students need in order to do an activity well.</p> <p>Monolingual classes are classes where students all have the same mother tongue (L1).</p> <p>L1 is the learner's native/mother language.</p> </div> <p>One of the aims of this session is to help participants think about how they usually monitor and to encourage them to try out some new ideas.</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 1344 1442 1704"> <tr> <td>Warmer</td> <td><i>describe and draw – family tree</i></td> </tr> <tr> <td>1 Before you watch</td> <td><i>elements of monitoring</i></td> </tr> <tr> <td>2 Watch</td> <td><i>gist comprehension.</i></td> </tr> <tr> <td>3 Watch again</td> <td><i>matching/listening for specific information</i></td> </tr> <tr> <td>4 Analysis & Reflection</td> <td><i>planning monitoring</i></td> </tr> <tr> <td>5 Additional activities</td> <td><i>classroom English</i></td> </tr> <tr> <td>6 Suggested classroom activity</td> <td><i>student led monitoring</i></td> </tr> </table> | Warmer | <i>describe and draw – family tree</i> | 1 Before you watch | <i>elements of monitoring</i> | 2 Watch | <i>gist comprehension.</i> | 3 Watch again | <i>matching/listening for specific information</i> | 4 Analysis & Reflection | <i>planning monitoring</i> | 5 Additional activities | <i>classroom English</i> | 6 Suggested classroom activity | <i>student led monitoring</i> |
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| 6 Suggested classroom activity | <i>student led monitoring</i> | | | | | | | | | | | | | | |

Procedure

Warmer

(optional - if you feel that it is appropriate for your group)

- Ask participants to quickly draw their family tree, without showing their partner. Divide the group into pairs. In each pair, one participant describes their family tree to a partner who draws it. They then change roles.
- This activity is described in the Analysis & Reflection section where it is used to plan monitoring an activity. Be sure to read the Analysis & Reflection section before using this warmer.

1 Before you watch

- Before the session begins, cue the DVD to the menu screen. You could then turn off or cover the TV set until you're ready to watch.
- Ask participants to think about a speaking activity that they have done recently in class that worked well and got students speaking a lot. Draw attention to the questions in part 1 of the booklet and ask participants to make short notes under each section. Then ask participants to share their experiences in pairs or small groups. When they have finished, ask the group for any particularly good activities they heard about.
- Elicit from participants that the things they have been talking about all relate to monitoring, or alternatively, draw attention to the definition of monitoring in the booklet and tell participants that they have been discussing elements of monitoring.

2 Watch

- Look at the question in part 2.
Use the box to note down 2 or 3 ideas about monitoring that you find interesting.
- Now watch Programme 7 all the way through.
- When the programme finishes ask the participants to compare their answers in small groups and explain why they liked the ideas. When they have finished their discussion, elicit some answers from the group as a whole.

3 Watch again

- Look at the exercise in Section 3, Watch Again.
- Give participants plenty of time to read each section of the activity. Tell them they have to watch and match the advice with the titles you see on the screen. Check that participants know “struggle” (have difficulty) and “on a high” (feeling positive).
- Watch the Programme. At the end, ask participants to check their answers in pairs. They can then check their answers using the key.
- Ask the group if there were any ideas they particularly liked or didn’t like in the programme.

4 Analysis & Reflection

- Draw attention to the activity and monitoring plan in part 4. If you have done the warmer, you can remind participants of the activity. Now ask participants to read through the example plan.
- Ask participants to work in pairs to complete their own monitoring plan for an activity they are going to do with their class. When they have finished their plans, you could ask one or two participants to briefly share their plans with the rest of the group.
- Look at the questions at the end of part 4 and ask participants to note down their answers after they have done the class.

5 Additional activities

- Ask participants to read about how to cut down on L1 spoken by students. When they have finished, ask participants to talk in small groups. Do students use L1 a lot in their classes? How do they get their students to speak more English?
- Look at the list of useful language and ask them to add any more useful sentences to the list.
Possible answers could be:
May I go to the bathroom, please?
What do we have to do for homework?
- Tell the participants that they can give this list to their students. Draw attention to the advice after the list of useful language,
Next time you monitor your students, make a note of any phrases your students say in L1 and then teach them the English translation and ask them to add them to the list.

6 Suggested classroom activity

A good way to end the session is to do the activities suggested, with the trainer taking the part of the teacher and the participants taking the part of the students.