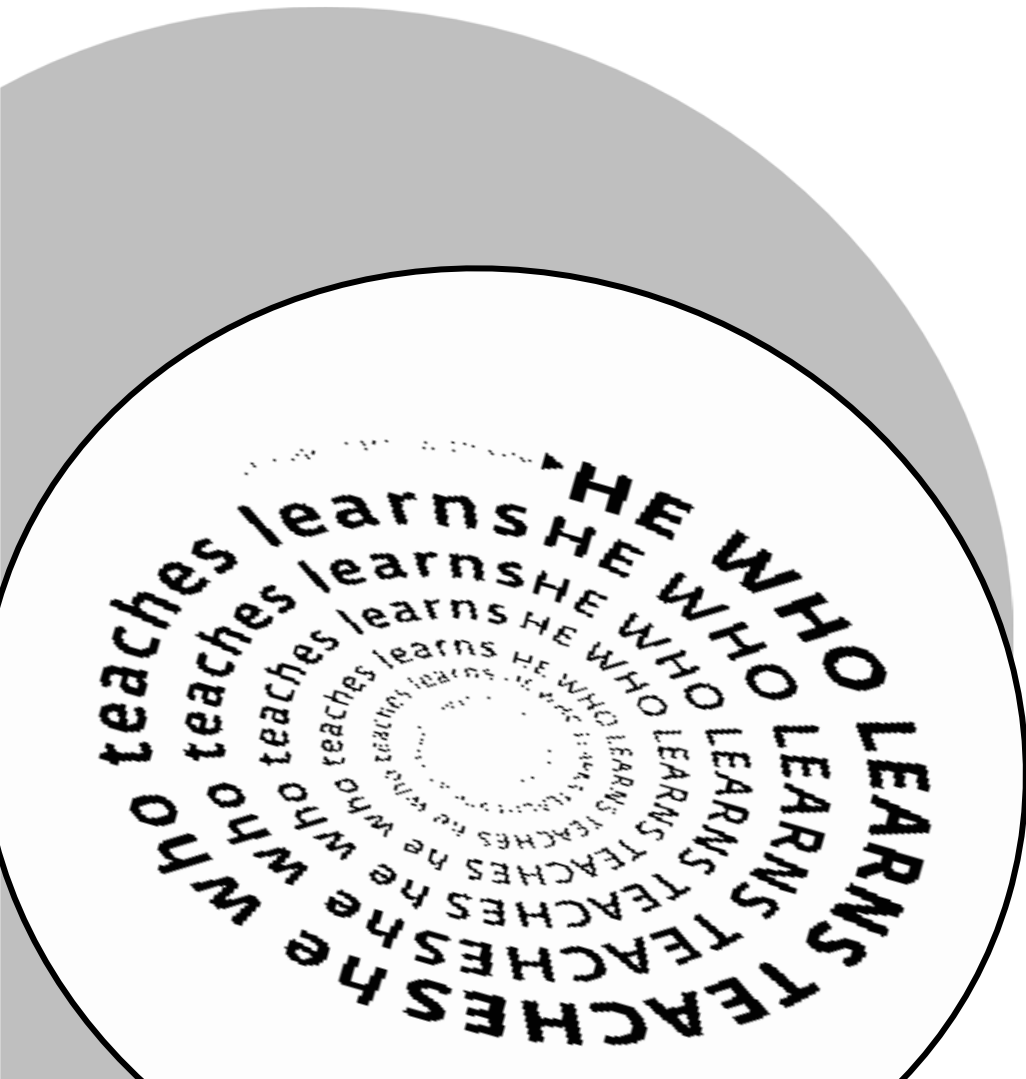
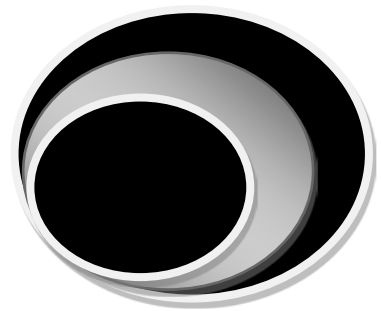


Microteaching

**2014 Intensive Teacher
Training Program**



*George Elliott Koichi Whitehead
&
Adam Coates*

Start Here

Teacher Characteristics: Self-reflection

Identify yourself!

- Your current views and attitude determine what happens in your classroom.
- This reflection is a starting point to help you consider ways in which you may become a more effective teacher

The first part of this quiz examines the foundations of your teaching philosophy. The second part examines your current motivation/attitude towards teaching and the third part will have you reflect on what kind of teacher you are.



Notes...

A large rectangular area defined by a dashed black border, intended for taking notes. The word "Notes..." is written in the top-left corner in a cursive font. In the bottom-right corner, there is a small, shaded, triangular graphic element that looks like a folded corner of paper.

[Part A] Your current outlook...

Choose only one from each row. If your answer is completely different, please explain in the 'Other' box. Use of Korean is recommended.

On traditional teaching techniques and methodologies...	You favor and utilize them.	You respect them; however, you may view them critically.	You tend to reject them and strive to implement your own creative approaches to teaching	Other
				<i>Please explain-</i>
With students...	You interact with students and utilize others as knowledge givers in the classroom.	You tend to follow a traditional teacher stereotype of being the ultimate authority and knowledge giver in your classroom.	You encourage peer learning and your role in the classroom is more of a facilitator/mentor.	Other
				<i>Please explain-</i>
With teaching approaches...	Your teaching approach tends to be quite different from the norm at your school.	You tend to have a mixture of traditional and current approaches to teaching.	You tend to feel uncomfortable changing your teaching ways.	Other
				<i>Please explain-</i>
With trying something new...	You have tried many new things already. What else is new?	You tend to avoid it as much as you can.	You sometimes try it out.	Other
				<i>Please explain-</i>
With textbook usage...	You find yourself covering the textbook while also utilizing supplementary materials and activities.	You tend to stick to the textbook materials and rarely go out of your way to supplement lessons.	You often go beyond the textbook and are constantly creating supplementary materials and activities.	Other
				<i>Please explain-</i>

Results	Green=	Pink=	Blue=	
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[Part B] Your current attitudes...

Choose only one from each row. If your answer is completely different, please explain in the 'Other' box. Use of Korean is recommended.

Towards your job...	You tend to have mixed feelings towards your job.	You have negative feelings towards your job.	You tend to have positive feelings towards your job.	Other
				Please explain-
Towards teaching...	You have little feeling of neither positivity, nor negativity when you think about teaching.	You generally feel excited and energized when you think about teaching.	You generally feel depressed and tired when you think about teaching.	Other
				Please explain-
In-class...	Your in-class attitude is generally positive and uplifting.	You have a neutral attitude in class.	You have a negative, exhausted attitude in class.	Other
				Please explain-
Towards reason why you teach...	You find teaching rewarding.	Teaching for you is a struggle. You may even be thinking of changing jobs.	Teaching for you is a job with income more than something you find highly rewarding.	Other
				Please explain-
Towards job requirements...	You tend to do more than what is required of you as a teacher.	You do nothing more than what is required of you as a teacher.	You tend to do the bare minimum to get by in your classes.	Other
				Please explain-
Towards carrying out extra duties...	You have little to no desire to partake in extra-duties. Extra duties may even anger you.	You feel no extra pressure to take on extra duties.	You feel burdened to partake in extra duties.	Other
				Please explain-

Results	Purple=	Orange=	Yellow=	
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[Part C] Your current characteristics...

Choose only one from the boxes below. If your answer is completely different, please explain in the 'Other' box. Use of Korean is recommended.

<p>1. You have set goals and objectives that you wish to fulfill in a class. You are specific in what to cover and do in each class. You are demanding of students and keep pushing them to learn and do better.</p>	<p>2. You encourage and inspire students. You spend time listening to their problems, show empathy and be their mentor. You commit a lot of time and energy to building rapport with students.</p>	<p>3. You are easy-going and relaxed. You don't feel much pressure to teach nor have passion for students. You tend to be unorganized and carefree.</p>
<p>4. You make and have fun in your class. Whether it is through activities, delivery, content or example, your classes is very lively with lots of laughs. You focus more on entertaining students than looking for the learnt outcomes.</p>	<p>5. You are always trying, but find yourself lost most of the time. Sometimes it works well, but sometimes with the same material/students, it fails. There is little cohesion in your class and gets distracted easily.</p>	<p>6. You are aware of what is the current state and accept your barriers. You set yourself realistic goals than challenging goals.</p>
<p>7. You are receptive to new skills. You have gained a lot of knowledge and information that you want to use in class. You have a very professional divide between you and your students. You lack in proactive skills in adapting/applying.</p>	<p><i>Other: Please explain</i></p>	

<p>Part A Result</p>
<p>Part B Result</p>
<p>Part C Result</p>
<p>Your Final Result</p>

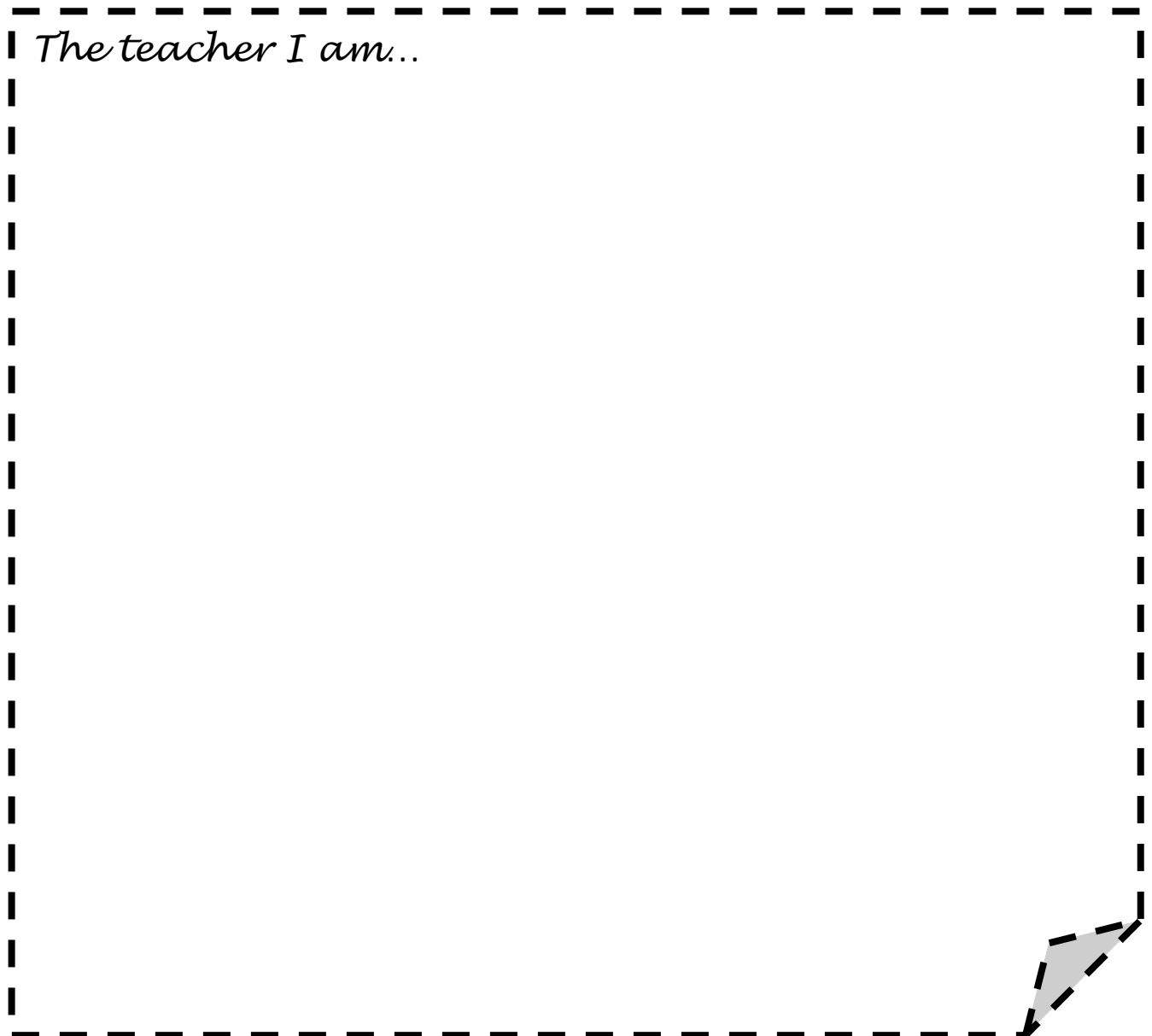
“The teacher I am.”

Everyone seems to have an opinion about language teaching or teachers, but very few researchers are asking language teachers what they think.

We are fascinated by how language teachers view themselves, and would like to ask for your help in answering the question below.

Please tell us about yourself as a language teacher. What things do people need to know about you to understand who you are as a language teacher?

The teacher I am...

A large dashed rectangular box intended for writing an answer. The text "The teacher I am..." is written in a cursive font at the top left of the box. At the bottom right corner of the dashed box, there is a small, shaded pencil icon pointing towards the bottom right.

“The teacher I dream of becoming.”

Many people have ideal images or perfect pictures of what we dream of being like in the future. Can you imagine your ideal self as a teacher? Can you tell us about the teacher you would like to be, or the teacher you dream of becoming in the future?

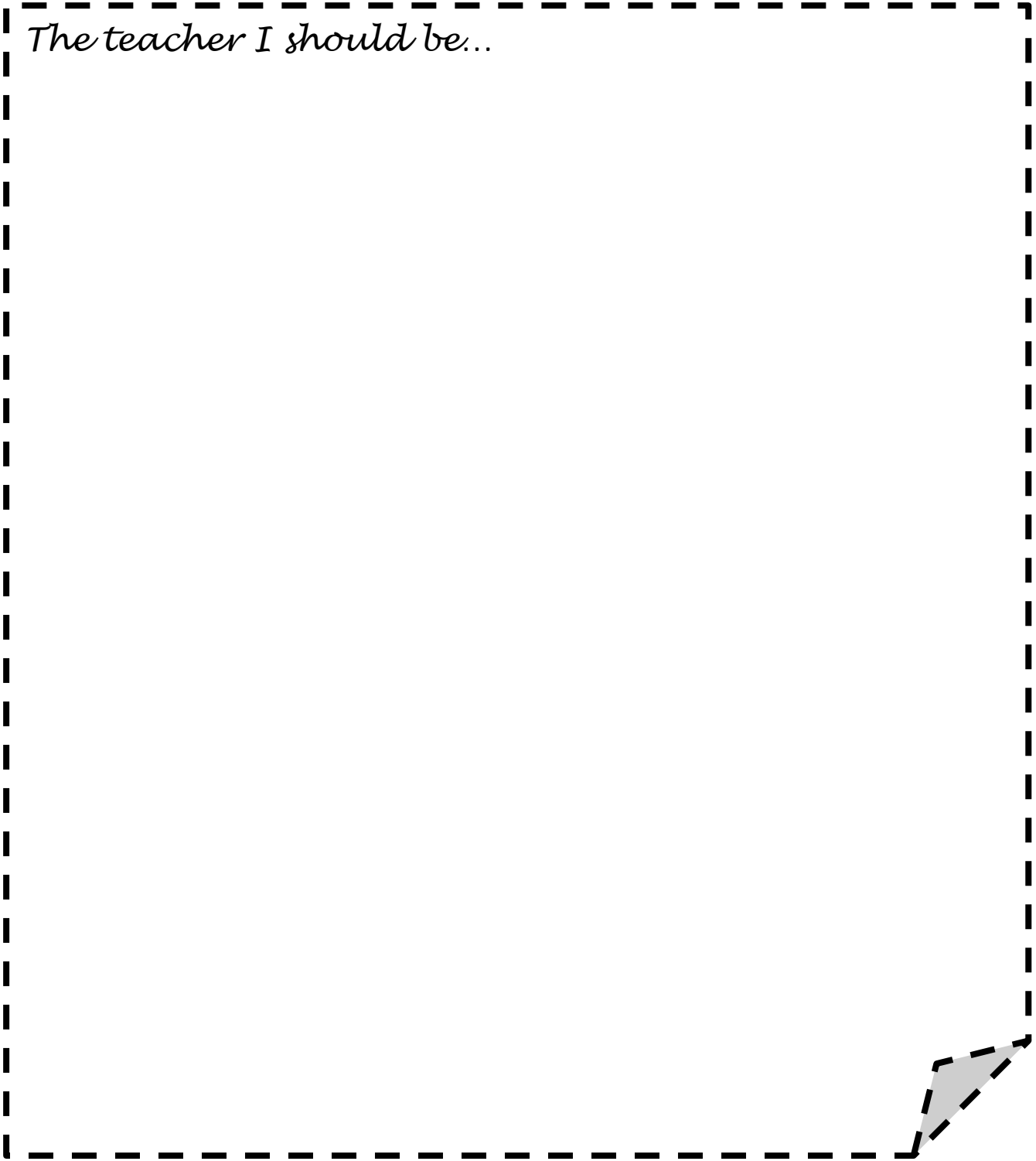
The teacher I dream of becoming...



“The teacher I should be.”

Many people have images or pictures of what others expect them to do and be like in the future. Are there any things that you feel you should do, or are ways that you are expected to be like as a teacher? Why these things? Where do they come from?

The teacher I should be...



“The teacher I am afraid of becoming.”

Apart from the positive images, many people also have images or pictures of what we fear being like or that we want to avoid being like in our future. What are some fears you have about yourself as a teacher that you want to avoid? Why these things? Where do they come from?

The teacher I am afraid of becoming...



**The
Future of
English
Teaching**

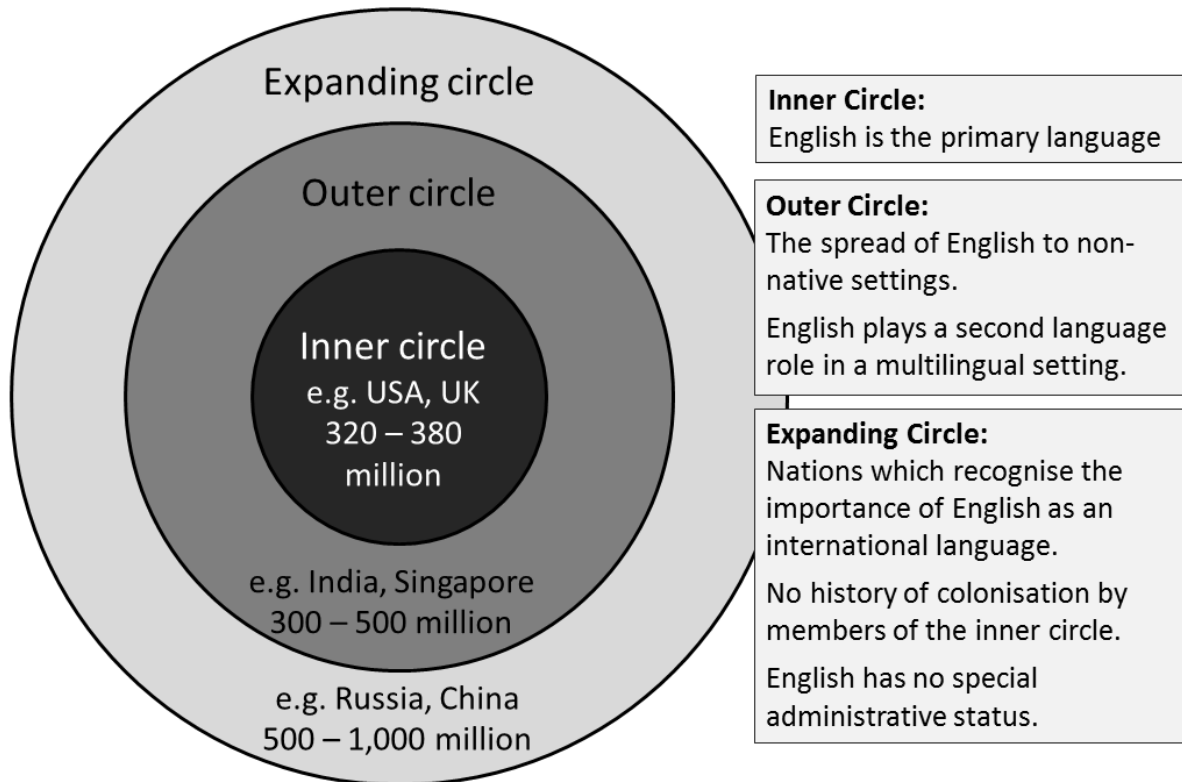
English as International Language

1. It is important for learners and teachers of English focus primarily on western culture.
2. To be a fluent speaker of English it is necessary to develop native-like pronunciation.
3. Teachers should only use native standard English and avoid Konglish.
4. A **trained** native English speaking instructor is better than a **trained** non-native instructor.
5. Non-native speakers of English have more influence on English internationally than native speakers.
6. Language teachers should only expose students to native English models.
7. Knowing a lot of idioms and slang is important in becoming fluent in English.
8. Native speakers of English often have difficulties communicating in international settings.
9. It is difficult to communicate without a high standard of grammar.
10. Comprehensibility and international intelligibility should be the primary goal of English learners.

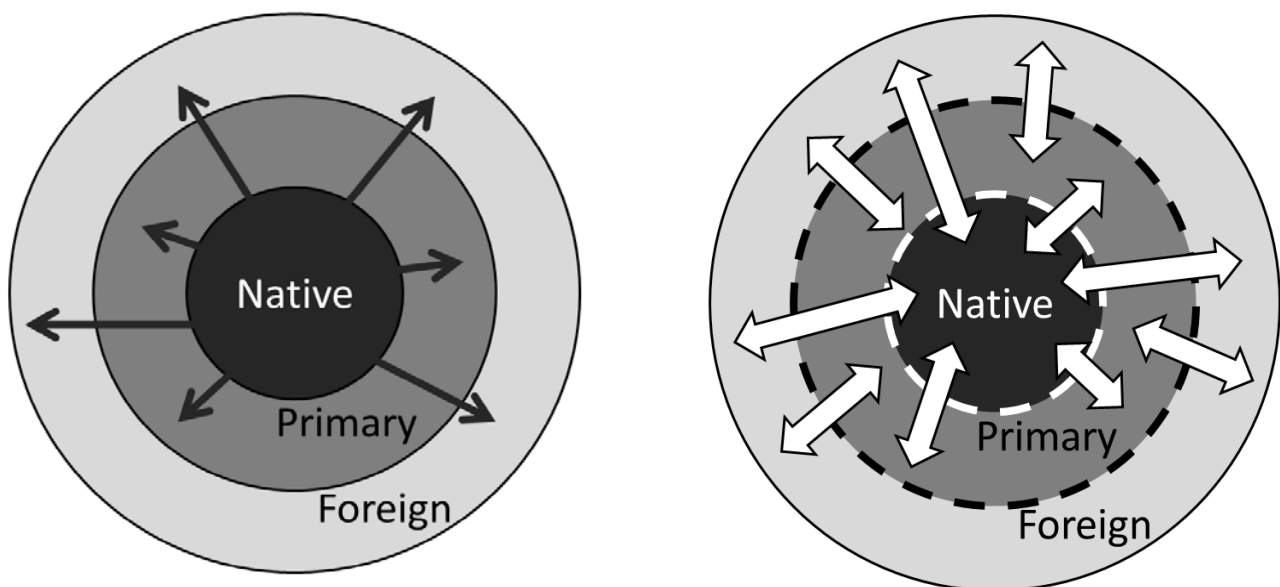
Notes...



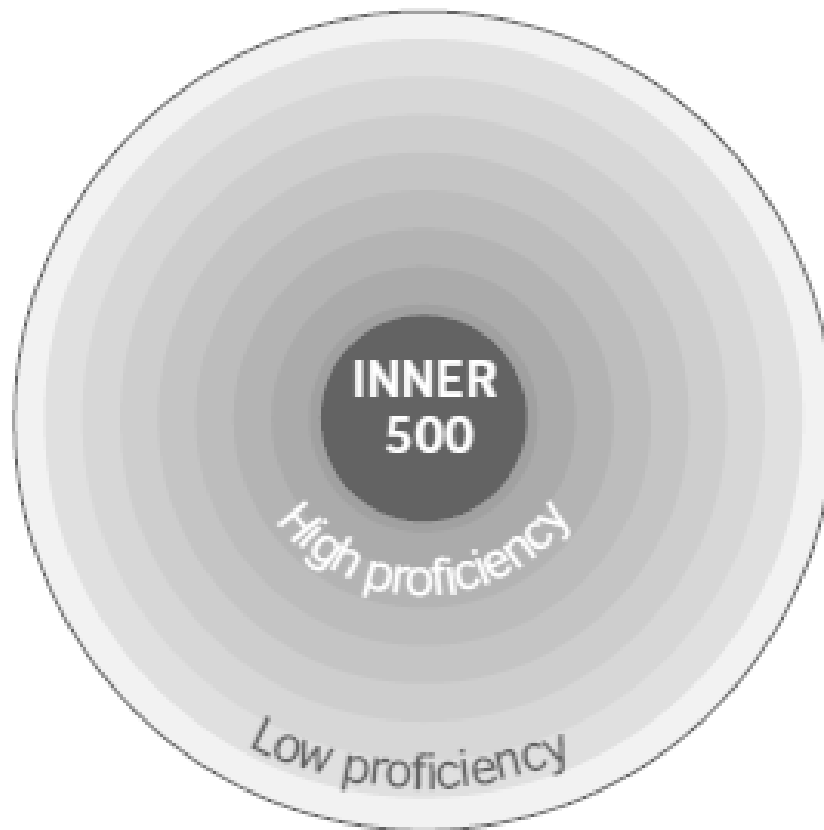
The Spread of English



Source: Kachru, B. B., Kachru, Y. and Nelson, C. (2009).



The New Model



3.3 Representing the community of English speakers as including a wide range of proficiencies.

Notes...

Rate their Speech



/10



/10



/10



/10



/10



/10

Notes...

What Needs to Happen

- Native speakers should try to understand your English just as much as you try to understand theirs.
- English language education needs to be glocalized.
- Focus on spreading your own culture through English.
- Build a mindset appreciative rather than fearful of diversity and multiplicity.



- Teaching materials and testing need to explore and implement, the implications of the current and future situations of the complexity of English as an International Language.
- Expanding plucentricity of English needs to be reflected in ELT materials.
- Tests should try to evaluate intercultural communication skills instead of obsessively testing the 'inner circle' Englishes.

Notes...

Intercultural Communication: The New Culture of English

Communication Competence

having the **knowledge, attitudes, awareness** and **skills** to communicate effectively with cultures other than your own.

Robert Kohls

Communication Incompetence

A **complete lack** of the **knowledge, attitude, awareness** and **skills** to communicate effectively with cultures other than your own.



It's a good thing Chuck raised his voice, because Pedro understood loud English.

Key Concepts in ICC

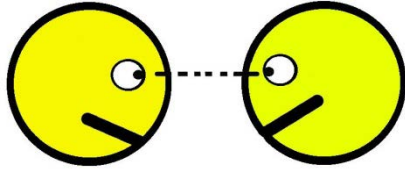
- A movement away from a native speaking target group.
- A movement towards effectively communicating with non-native speakers of English.
 - Maintaining cultural identity while speaking in English
 - Developing understanding and respect for the culture(s) of the people we are interacting with

Notes...

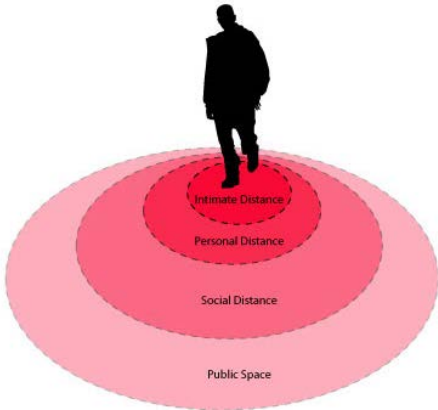


Body

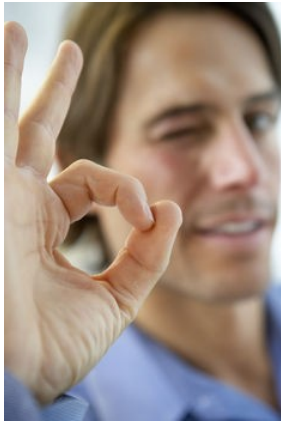
Eye Contact



Personal Space



Gestures



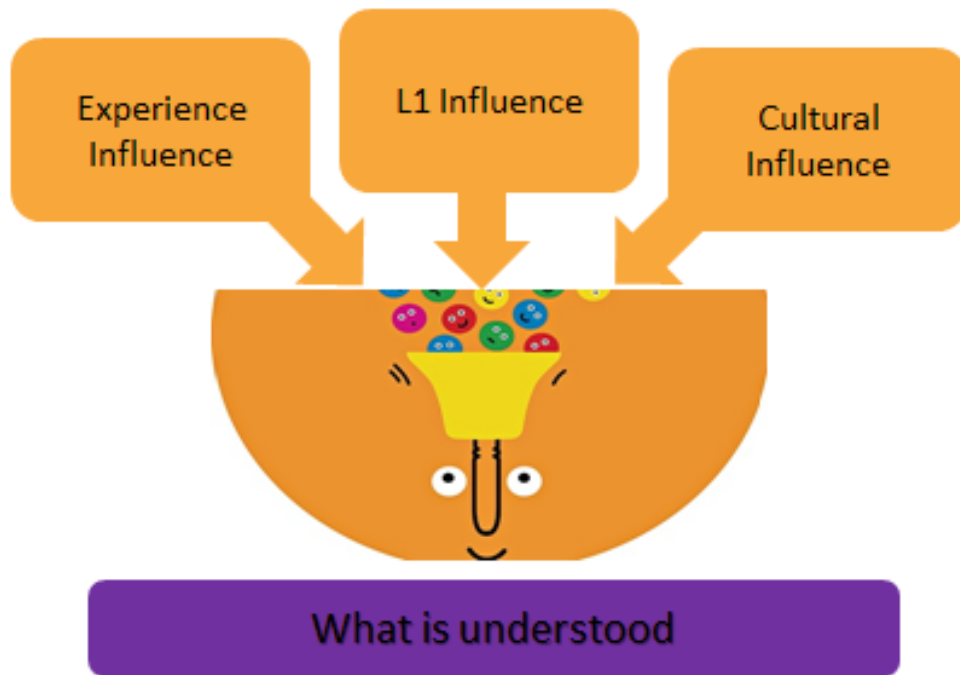
Physical contact



Notes...

Words

Filters of Understanding



Notes...



How to Avoid Misunderstandings

SPEAKING

Keep it short and simple

Be as direct in your words as possible

Don't use idioms, slang or abstract language

Show and demonstrate by using examples, illustrations, gestures etc.

Watch their face and body language

Pause a lot and check if they understand

Repeat and rephrase when necessary

LISTENING

Ask for clarity (Don't jump to your own conclusions)

Ask people to repeat

Ask "What do you mean?"

Ask them to slow down

Don't pretend you understand if you don't.

Notes...



Promoting ICC in the Classroom

- Change your students prejudices about good English speakers.
- Remove the prejudice that “Native-like” is best.
- Foster understanding and acceptance of different world values and beliefs (Not only ‘Inner Circle’ countries!)
- Use international characters to promote intercultural interactions. (e.g. dialogue, pictures)
- Flash culture points during lessons (did you know that in.. they..?)
www.forvo.com
- Role play native and non-native varieties of English.
- Explain differences between what words mean in different cultures.
- Avoid idioms and slang or explain in detail where they are from and what they mean.
 - This may be difficult as the same idioms and slang may be understood differently depending on who you are interacting with.
- Set an intercultural “glocal” Korean role model (You!, Ban Ki Moon).

Notes...

Lesson Planning

Name:	Lesson:	Date:
Student Grade:	Number of Ss:	Class/Group:
Learning Outcomes:		
Personal Objectives:		
Materials:		

Time	Stage and Aims	Procedure	Interactions	Materials

Name: Lee, Sujin#42 Kim, Misun #43	Lesson: 6 My Favorite Short Story	Date: April 15th, 2014
Student Grade: MS 2 Mixed level	Number of Students: 8	Class/Group: C5 Group 1

Learning Outcomes:

Ss will be able to understand the meaning of new words and find the words in the text.

Ss will be able to read the text and answer the questions.

Ss will be able to comprehend the overall meaning of the text

Ss will be able to guess the end of the story and make a dialogue based on it.

Personal Objectives:

Sujin

1. I want to focus on being a compelling teacher.
2. I want to focus on making my teacher talk comprehensible and practical.

Misun

1. I want to focus on simplifying my instructions and explanations.
2. I want to focus on using pictograph to deliver the story.

Materials:

Reading text

PPT

Worksheets

Time	Stage and Aims	Procedure	Interactions	Materials
3-5 mins	<p>Lead in</p> <p>To motivate Ss and activate Ss' background knowledge</p>	<p>Guess</p> <p>T shows Ss pictures related to the text and guess what the story is about.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Show Ss pictures 2. Guess what the story is about 3. Share Ss' own stories with their partners 4. Ss present their own stories. 	Pair work	PPT
13-15mins (18-20)	<p>Pre Reading</p> <p>To provide students with the background information needed to facilitate comprehension of the reading.</p>	<p>New Words(Guess & Explanation & Comprehension check)</p> <p>T introduces the new words with ppt and Ss learn the meaning of new Key words.</p> <p><New words: handcuff, embarrass, overcome, raise, fake money></p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Show Ss sentences using the new words 2. T say the new words and make Ss repeat 3. Explain the concepts of new key words (CCQs) 4. T ask Ss T/F Questions 5. Ss answers <p>Find the new words (Scanning Activity)</p> <p>T makes Ss find the new words in the text and circle them in order to raise students' awareness of the location of them.</p>	<p>Whole class</p> <p>Individual</p>	<p>PPT</p> <p>PPT Reading text</p>

<p>7-9 mins (25-29)</p>	<p>While Reading</p> <p>To present the reading text and fill in the label</p>	<p>Steps:</p> <ol style="list-style-type: none"> 1. Giving Ss reading materials 2. Find the 5 new words in the text and circle them. 3. Check the answer <p>Label the Character</p> <p>Ss label each character with information about them while reading.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. T gives Ss worksheets for labeling. 2. Ss read the text and find information about each character. 3. Ss underline information they found. 4. Ss label each character with the information they found. 5. T checks if the students did the labeling right. <p>Make the Ending into a Dialogue</p> <p>T read the text to Ss using pictograph and Ss make the ending of the story into a dialogue.</p>	<p>Pair work</p>	<p>Worksheets Reading text</p>
<p>9-11-mins (34-40)</p>	<p>Post Reading</p> <p>To read text again and make students' own ending</p>	<p>Steps:</p> <ol style="list-style-type: none"> 1. T reads the text drawing pictograph 2. Ss talk about how the story ends with their partners. 3. Ss make the ending into a dialogue. 4. Ss role play their endings 	<p>Pair Work</p>	<p>Worksheets Reading text</p>
	<p>Wrap-up</p>	<p>Say good-bye</p>		

The Compelling (not just interesting) Input Hypothesis

By Stephen Krashen

It is by now well-established that input must be comprehensible to have an effect on language acquisition and literacy development. To make sure that language acquirers pay attention to the input, it should be interesting. But interest may be not enough for optimal language acquisition. It may be the case that input needs to be not just interesting but compelling.

Compelling means that the input is so interesting you forget that it is in another language. It means you are in a state of "flow" (Csikszentmihalyi, 1990). In flow, the concerns of everyday life and even the sense of self disappear - our sense of time is altered and nothing but the activity itself seems to matter. Flow occurs during reading when readers are "lost in the book" (Nell, 1988) or in the "Reading Zone" (Atwell, 2007).

Compelling input appears to eliminate the need for motivation, a conscious desire to improve. When you get compelling input, you acquire whether you are interested in improving or not.

The evidence for the Compelling Input Hypothesis includes improvement as an unexpected result, the many cases of those who had no conscious intention of improving in another language or increasing their literacy, but simply got very interested in reading. In fact, they were sometimes surprised that they had improved.

I included several cases like this in *The Power of Reading* (Krashen, 2004, pp. 22-24):

Both students and teachers were surprised by the students' startling improvement in

English after they became avid readers in English.

More recently, Lao (Lao and Krashen, 2009) described the case of Daniel, a 12-year-old boy who came to the US at age eight from China. Daniel's Mandarin proficiency was clearly declining, despite his parents' efforts: They sent Daniel to a Chinese heritage language school but it was clear that Daniel was not interested in Mandarin. He was also not an enthusiastic participant in a summer heritage language program supervised by Dr. Lao, even though it included free reading.

Then Dr. Lao gave Daniel a few books written in Chinese to take home. One was an illustrated chapter book, "The Stories of A Fan Ti." Daniel loved it. The book was a bit beyond his level, but thanks to the illustrations and his ability to understand some of the text, Daniel was very interested in the story, and begged his mother to read it to him. When Dr. Lao learned of this, she loaned Daniel more books from the "A Fan Ti" series, in comic book format. Daniel begged his mother to read more, from two to five stories every day. Daniel liked the books so much that he would do the dishes while his mother read to him. Both Daniel and his mother were quite happy with this arrangement. Daniel's Mandarin was clearly improving, but he wasn't aware of it, nor was he particularly interested. He was only interested in the stories.

The Compelling Input Hypothesis also explains why self-selected reading is typically more effective than assigned reading (e.g. S.Y. Lee, 2007).

An important conjecture is that listening to or reading compelling stories, watching compelling movies and having conversations with truly fascinating people is not simply another route, another option. It is possible that compelling input is not just optimal: It may be only way we truly acquire language.

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Lao, C. and Krashen, S. 2008. Heritage language development: Exhortation or good stories? *International Journal of Foreign Language Teaching* 4 (2): 17-18.

Lee, S. Y. 2007. Revelations from Three Consecutive Studies on Extensive Reading. *Regional Language Center (RELC) Journal*, 38 (2), 150-170.

Nell, V. 1988. *Lost in a Book*. New Haven, Conn.: Yale University Press.

Notes...



How to be a boring teacher

Written by Luke Prodromou

Luke Prodromou pays tribute to his 'guru' and gives a crash course in 'BTM'.

When I started out to teach English as a foreign language, I fell under the influence of a remarkable teacher. Before sitting at his feet I had read all his books and they made a deep impression on me. They shaped the way I saw not only English language teaching, but life itself. Imagine my excitement when I discovered that my guru was coming to town to give the opening plenary at our annual conference of English teachers. I secured a place in the front row of the huge auditorium and watched spellbound as my hero stepped onto the podium. He took one sapient look at the audience, put a sheaf of papers on the lectern in front of him, put his head down and began to read, his hands clutching the sides of the lectern as if he were hanging on to a lifeboat.

My heart sank as for the next 90 minutes he read out his text in a monolithic monotone, scholarly references and all: *Guru* (1956), *Guru* (1965), *Guru* (forthcoming). At the same time, we had a perfect view of the top of his head, which had already shed most of its natural covering. For 90 minutes we watched ourselves in the shining dome of my guru's head. And I thought of Hamlet when he says the aim of all lectures by experts on English language teaching was and is, as it were, to 'hold a mirror up to the teaching profession'.

So taking my cue from my guru, let me begin my course in BTM (Boring Teacher Methodology). Do people drift away from you as you are talking?

Do people look abstractedly into the distance as you wax lyrical about one of your pet subjects? Do your interlocutor's eyes glaze over blankly as you earnestly explain some fine point of Chomskyan linguistics? Does the punchline of what you think is one of your funniest jokes fall flat as a pancake? Are your invitations to parties becoming few and far between? Do you wish you too were an exciting, scintillating, magnetic teacher, whom students worship and give Christmas presents to? If you answered 'yes' to all of these questions then you will not need to attend the following crash course in *How to be a Boring Teacher*.

□ Let students do nothing

That's right. Do all the work yourself. Take the register yourself. Explain what you did the previous lesson yourself. Read out the text from the coursebook yourself. Read out the comprehension questions from the book yourself. Answer the questions yourself. Write the answers on the board yourself and then rub the board clean yourself. Just get the students to listen to your lovely voice, droning on, showing them how clever you are. After all, it is not for nothing that you went to university. Do not keep your light under a bushel. Let them see how much you know.

□ Teach the book

Start from page one and go straight through to the last page of the textbook. Lesson after lesson. Unit after unit. Do not by any means introduce any extraneous material into the lesson. Remember: the textbook is your Bible. It is not to be tampered with, questioned or rewritten. It is complete and self-contained, in no need of supplementation. After all, what kind of religious freak would write his or her own Bible? Textbook writers are omniscient; they know everything. You are benighted; you know nothing (Socrates). And your students don't know nothing neither (Bob Dylan).

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□ **Be right all the time**

Armed with the infallible textbook, there is no excuse for not being right all the time. You have all the answers and you correct all the mistakes. Let no-one infringe on your right to be right. Remember the aim of all good teaching was and is to demonstrate to the learner what he or she does *not* know. To confront them, as it were, with deserts of ignorance. This will produce in them a thirst for knowledge, which only you can quench (with the help of a good teacher's book which gives all the correct answers so you don't have to think too hard). Your power lies in your possession of the right answer, and its revelation to erring students. Be a TEFL fundamentalist and you will never go wrong. A word of advice: when students commit errors or make mistakes, jump on them (the mistakes, not the students).

□ **Assume students know nothing**

Explain everything in full laborious detail. Do not assume the students have done any English before, or have heard of English grammar. Do not by any means draw on their experience of life, their knowledge of the world or other school subjects. Your students are a blank sheet of paper, or as Locke said, 'tabula rasa'. You're a full vessel, they are empty vessels. This explains why you may find them a bit noisy at times; the emptier your students are, the more noise they will make. This is known as having a discipline problem. It is nothing to be alarmed about. All boring teachers have one; so ensure you have stern disciplinary measures in reserve. Do not let yourself be deceived into indulging in permissive modern methods such as eliciting. Rest assured that in some teaching contexts eliciting in class is frowned upon as timewasting and even immoral. When beginning a new listening or reading text, go straight into it. Do not shillyshally around asking students what they might or might not know about the subject they are going to listen to or read. Do not procrastinate. Remember the English proverb: he or she who hesitates is lost. So get on with it.

□ **Sit still**

Before you can achieve any of the above basic principles of BTM you need to appreciate the importance of body language, so make yourself comfortable at your desk at the front of the class and stay put. This is called 'ensconcing yourself' and it is quite easy to learn. Do not stand up if you can possibly avoid it. And do not fidget. Your place is in your chair, not wandering aimlessly round the room, standing in this corner or that. Students should know where to find you when they want to speak (to each other – or cheat in a test). You shouldn't be popping up unpredictably in odd places in the classroom. Some very unconventional teachers have been known to stand at the back of the room where all they can see is the back of students' heads. In some extreme cases, they have even been known to stand on the desk itself. Such behaviour reminds one of the worst excesses of the French Revolution (Wilde).

□ **Be predictable**

It emerges naturally from what has been said above that you should in all things, wherever possible, try and be predictable. You should have a fixed routine for doing everything so students know exactly what is coming. Your lesson should have a beginning, a middle and an end, in that order, not as in some new-fangled methods beginning with the end and going backwards. Always begin with 'Presentation'; always follow this with 'Practice' and always finish with 'Production'. That is why the letters 'PPP' appear in that order! Stick to PPP and you will never come unstuck.

How to be a boring teacher

Written by Luke Prodromou

□ **Speak in a monotone**

You should not vary the pitch in your voice if you can possibly help it. You should try to achieve the most tedious monotone your vocal cords are capable of producing. Say everything in the same dull way. Do not distinguish between explanations and questions, instructions and asides, the beginning or the end of your discourse, the serious bits and the funny bits, the important and the trivial (not that you will have many funny or trivial bits). All of your utterances, whatever their function, must sound the same. God gave you one voice – you should not make yourself another (*Hamlet*).

□ **Make sure students are idle**

Whatever else you do, watch your timing. Do not expect that students might finish an exercise at different times and do not have any activities in reserve for early finishers. Early finishers, like the mixed-ability ideology which has given rise to this pernicious concept, is a figment of teacher trainers' vivid imagination. They too have to make a living. All classes are of the same level and all students work at the same pace, in the same way. If by any chance some learners do finish a task early do not burden them with extra exercises or tasks. Give them a chance to relax and see what's going on outside the window or in the room next door. Do not be a tyrant: students should be left alone now and then so they can chat idly to their neighbour, preferably in their own language. This is the time for the mother tongue, rather than during the lesson *per se*. After all, why should students have to speak a foreign language all the time? Remember, they have a language and culture of their own, which can help fill any unexpected gaps in the lesson. So: hands off those early finishers; hands off the mother tongue.

□ **Lose your students**

This strategy does not refer to the annual trip to Britain to see the sights, Big Ben, Madame Tussauds, and whatnot. The truly boring teacher never agrees to trips of any kind, long or short. The boring teacher's private life is his or her own – he or she should not be expected to squander it in the company of students, who no doubt have their own private lives. No. Losing your students means making sure students do not know what it is you're talking about. In no circumstances should you pause to check that they are still with you. If they have not understood, that is their problem, not yours. Do not speak slowly to ensure all students are following: if they can't stand the heat, they should get out of the kitchen (George Bush).

□ **Keep talking**

Related to the previous point is the very important principle of keeping the flow of teacher talk going non-stop. If you are not fluent, who is? And how on earth are students going to develop fluency if they do not have a good model to imitate? Remember, as Pavlov said, '*Imitation is the mother of learning,*'

and as Skinner added,

'Parrots learn best.'

So keep talking and never be at a loss for words.

Nonsense

A lot of nonsense has been written in recent years by armchair experts in ELT about the need to motivate students and involve them in the process of learning. Students, they tell us, are the centre of the language learning process and our ultimate objective is the autonomy of the

How to be a boring teacher

Written by Luke Prodromou

learner. This is the waffle of people haven't been inside a classroom for years, who have lost touch with reality. They are the fantasies of frustrated revolutionaries who wouldn't recognise a large mixed-ability class if they saw one. And *they* have the cheek to tell *us* what to do! It is time we stood up for tradition and what we know works in the classroom.

If I could end on a lyrical note: the teacher is the centre of a Copernican classroom and the students, like so many planets, orbit around the teacher in their eternal, chaste beauty. When the students know their place and move in harmony around the teacher's authority and wisdom you will hear a divine music emanating from this dance of the classroom galaxy. Students are so many strings on the teacher's bow: untune those strings and hark what discord follows (*Troil us and Cressida*).

If you follow the few words of advice given in this short course on BTM you can guarantee the Optimum Level of Boredom (OLB) in your classroom. You are guaranteed to turn your students against you and against the school and against learning of every kind. You will soon be in a position to advise other teachers on how to be boring and you could even set up Boredom Support In Groups (BSIGs) where you can, together with other boring teachers, share boring experiences. I would welcome letters from boring teachers everywhere on their most memorable and successful attempts to bore the pants off their students. Write to me, care of ET

p

Guru, *A Complete Guide to BTM* Boring University Press 1999

The original idea for this article came from conversations with Jane Revell. She should not be held responsible for its contents. **Luke Prodromou is a teacher and trainer with the British Council in Thessaloniki, Greece. He has written *Mixed Ability Classes* for Prentice Hall and numerous textbooks. His latest book is *FCE Star* (Heinemann).**

Bad Habits



Some teachers...

When creating lesson plans

- ...don't strongly link activities to lesson objectives.

Remember all parts of the lesson should be linked to your main lesson objective. A lesson plan is like a chain, if a link is weak or missing the whole chain falls apart.

- ...are Insensitive to students wants and needs Ex. Topics, activities etc.

Just because something is interesting to the teacher doesn't mean the students will feel the same way. Remember that teaching is about the students. Listen to your students and work with them. Appealing to what they are interested in is a great way to keep students interested in – and actively participating in - your lesson.

Notes...

Teacher Talk

- **...talk too much**

Don't be pressured into using English in the classroom to impress students, parents or anyone else. Be confident in using effective teacher talk in the classroom. Remember: less is more!

- **... use difficult or irrelevant vocabulary when teaching**

The best judges of your teacher talk are your students! If they can't understand you, you probably have to simplify your speech. Remember: the target level of your teacher talk is only slightly higher than your average student(s) (I+1 NOT I+10!).

Keep It Short and Simple!!



- **...don't demonstrate.**

Show your students! Don't just tell them. Whenever you are giving out a worksheet or explaining how to do an activity be sure to DEMO it first! Even better, demo it with your students!

- **...check if students understand by asking "Do you understand? Got it? Do you know what to do?"**

These are ineffective ways to check if students have really understood. Students will either be too shy to admit that they don't understand or they may think they understand but they have misunderstood! Check using CCQs and ICQs.

- **... try to memorize all of their teacher talk!**

Memorizing all of the teacher talk in a lesson makes a teacher robotic. A teacher is more focused recalling all of the words they memorized than using effective teacher talk for students. Making a few notes is ok, but memorizing all of your teacher talk is NOT!

At the beginning of their lesson

- **... start the class by asking irrelevant or unnecessary questions as a routine.**

How's the weather today? Did you have lunch? Questions like these have no natural purpose. A better question to ask at the beginning of class would be "What is the date today?" in which students would be practicing authentic language (months, ordinal numbers and days of the week. Even better would be to ask questions that would lead in to the topic of the day.

- **... start the lesson by having students chorally drilling lesson objectives.**

This is unnecessary repetition of meta-language. It is better to simply explain to students what they will be learning "Today we are doing to learn about ..." Better still is to provide students clues and then elicit from them what they will learn in the lesson.

- **...start the lesson by telling students how nervous they are.**

Automatically students lose confidence in their teacher! You may feel nervous but don't tell this to your students.

Notes...



When setting up the class

- **... use poor seating arrangement**

The seating arrangement is extremely important in a language classroom. Don't be afraid to change the seating arrangement to compliment your activities or objectives.

- **... create a very tense language learning environment.**

A comfortable atmosphere will help facilitate the language learning process. Students' own anxieties restrict them from using English. By reducing the tension of the class you will also reduce some of the students' anxieties.

When running activities

- **...emphasize the difficulties of learning English.**

Stay positive and encourage your students constantly. This will build their confidence rather than shatter it!

- **...hand out materials before giving instructions.**

As soon as you hand out materials a student's first reaction is to look at the worksheet or start on the worksheet. In this case the teacher has to regain the attention of students to give the instructions. Give instructions and DEMO first! Hand out the materials when you want your students to start!

- **...ask "Are you having fun? Did you have fun?"**

Teachers think that they are eliciting a positive response but in most cases they elicit a negative one. There is no need to ask this. Teachers know whether or not students have enjoyed something or not.

- **...are poor at time management and often cut or continue activities when they shouldn't.**

If an activity is going well keep it going! If an activity is not working well cut it and move on.

- **...stick too tightly to their lesson plan (not flexible).**

Remember a lesson plan is a guide but not a law. Lesson plans are linear but teaching a class is not. Go with the flow of the class rather than following each step robotically.

- **...are scared of noise in their classroom.**

Remember, this is language class and to improve this skill we have to practice it! Communication can sometimes be noisy and this is not a bad thing if it is controlled noise. It is much worse to have a completely silent language class where the teacher is the only one who is talking.

- **... don't monitor.**

While students are doing an activity do not just stand around. Move around, help students, error correct, participate.

- **... let strong students control the class.**

Make sure all of your students are involved. Don't focus all of your attention on the strong students. Ask weaker students to be your helper to DEMO things, pair weaker students with stronger students and teach the stronger student how to help you teach the weaker students. This principle (peer teaching) can take much of the workload off busy, overburdened teachers. Korean students usually help each other anyway, so take advantage of this and put your stronger students to work for you.

- **... ask for volunteers**

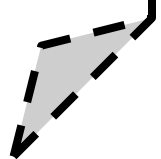
Asking for volunteers creates problems. Either nobody volunteers, or the stronger students are the only ones who volunteer. Instead, just call on students to help you. "Can you help me?"

Views on language teaching

- ... think language teaching is just like any other type of teaching.

Language teaching is very specialized. A language teacher's classroom, methods and techniques may be different from others (ex. seating arrangement, level of noise, amount of activity, teacher's role etc.) , but that is ok! Remember, Language is a skill that needs to be practiced not a subject filled with content that needs to be memorized!

Notes...



Helpful Sites for ESL/EFL Teachers

General Teaching

- *These sites offer detailed descriptions of methodologies, teaching tips and indexes linking to other EFL resources*

1. www.tefl.net
2. www.tesol.org
3. <http://www.etprofessional.com/>
4. www.iteslj.org
5. www.asian-efl-journal.com
6. www.readingmatrix.com
7. www.eslfocus.com
8. <http://developingteachers.com/>
9. www.waygook.org
10. www.teachertrainingvideos.com

Activities/ Games and Worksheets

- *These sites offer a variety of activities, games and worksheets for use in the classroom*

1. www.eslflow.com
2. www.eslgamesworld.com
3. barryfunenglish.com
4. <http://community.eflclassroom.com>
5. www.eslhq.com
6. www.eslcafe.com
7. www.bogglesworldesl.com
8. www.eslpartyland.com
9. www.eduref.org
10. www.abcteach.com
11. <http://www.englishraven.com/>
12. www.puzzlemaker.com
13. www.handoutsonline.com

Flashcards

- *These sites offer a variety of printable flashcards that can be used in the classroom.*

14. www.eslflashcards.com

15. www.esl-kids.com

16. www.mes-english.com

Teaching Speaking

- *These sites offer suggestions for activities in classes focusing on speaking.*

1. www.eslgold.com

2. www.rong-chang.com

Teaching Reading

- *These sites contain reading materials that can be adapted or directly used in the ESL/EFL classroom.*

1. www.breakingnewsenglish.com

2. www.onlinenewspapers.com

3. www.eslmonkeys.com

4. <http://www.newsoftheweird.com/>

5. www.starfall.com

Teaching Listening

- *These sites offer listening scripts and activities for listening practice.*

1. www.eslhome.com/esl/listen

2. www.esl-lab.com

3. www.bbc.co.uk/worldservice/learningenglish

4. www.englishcentral.com

Teaching Grammar

- *The following sites offer grammar reference materials and ESL/EFL classroom activities and worksheets*

1. <http://www.englishdaily626.com/c-mistakes.php>
2. www.english-zone.com
3. www.eslflow.com

Teaching Pronunciation

- *These sites offer suggestions and activities for pronunciation classes*

1. classweb.gmu.edu/accent/nl-ipa/
2. www.eleaston.com
3. www.starfall.com
4. www.international.ouc.bc.ca/pronunciation
5. <http://www.langsci.ucl.ac.uk/ipa/>

Teaching Writing

- *These sites offer academic writing tips and lesson plans that can be used in the ESL/ EFL classroom*

1. <http://www.webster.commnet.edu/grammar>
2. <http://darkwing.uoregon.edu/~leslieob/pizzaz.html>
3. http://esl.about.com/library/writing/blwrite_descriptive1.htm

Online Video

- *These sites offer video material that can be used in the ESL/EFL classroom.*

1. www.youtube.com
 - a. [Channels](#)
 - i. [TESOL academic](#)
 - ii. [British Council](#)
 - iii. [The new school](#)
2. www.videojug.com
3. www.savevid.com
4. www.stripgenerator.com
5. www.edutopia.com
6. ed.ted.com

Teacher

Talk

Teacher Talk



What is Teacher Talk?

The type of **verbal** and **non-verbal** language used to teach and give instructions to students.

⇒ Good teacher talk is about **conveying** meaning in the simplest way possible.

Misunderstandings about Teacher Talk:

Some teachers think that:

1. Being fluent in the target language makes you a better “teacher talker”.
2. They have to talk a lot.
3. Their language has to be perfectly accurate.

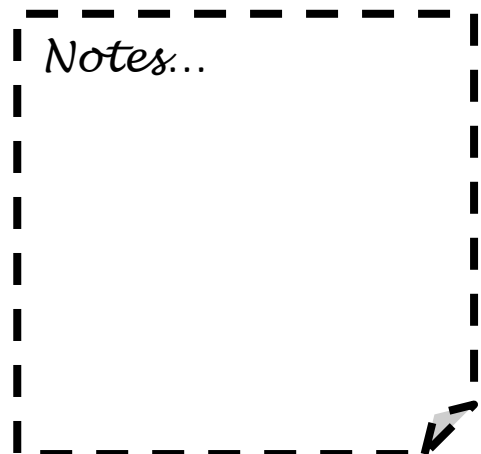
Common Teacher Talk Mistakes:

Some teachers:

1. Talk too much.
2. Use language that is far above the level of their students
3. Don't chunk their language.
4. Talk rather than show.
5. Check comprehension by asking “do you understand? Got it? Etc.

GOOD Teacher Talkers

- 1) Strive for I + 1
- 2) Are clear
- 3) K.I.S.S.
- 4) Demo: ‘Just Do It’
- 5) Less is More
- 6) Use multiple “tools” to get the meaning across
- 7) Use simple ‘command’ language for instructions
- 8) Elicit frequently
- 9) Chunk their language



Using Speech

Using your Body

1. Gestures
2. Body motions
3. Facial expression



1. Words and phrasing → K.I.S.S

2. Delivery

- a. Clarity (Volume, Tone, Pronunciation)
- b. Rate of speech
- c. Pausing and Chunking

Using Visual Aids

- a. Pictures
- b. Photos
- c. Drawings
- d. Videos
- e. Realia
- f. etc.

Using ...

1. Repetition
2. Rephrasing
3. Recycling
4. ICQs / CCQs

Notes...



Conveying Meaning

Nik Peachey, British Council

When teaching any language whether it is a word, a phrase or a verb form, at some point it will be essential to convey and check that your students have understood the meaning. In most classrooms this is most commonly done through translation by the teacher or students, but is this really the best way? In this article I'd like to share some alternative methods which I have used in my teaching.

Problems with translation

- All though it is quick and simple, there are many possible problems with relying on translation.
- The word you want to translate to doesn't always cover the same range of meaning and connotation of the target word.
- Some structures or verb forms that exist in English either don't exist in other languages or the parallel form carries either additional or less meaning.
- Using translation can make students very teacher/dictionary dependent.
- By relying on translation, students don't develop the 'real world' strategies, which could help them to negotiate meaning and communicate when they need to make themselves understood or to understand someone who doesn't share their language.

Moving away from translation

Here are some methods I have used to in attempting to move away from dependence on translation.

Mime: This includes noises or gestures. Some words particularly actions are easy and quick to mime.

This can actually make lesson much more enjoyable too, especially if you get the students used to miming words.

Pictures: This includes photos and drawings. These are very useful for when the words you are trying to teach are objects. Doing a quick drawing on the board can very simply convey the meaning of words that come up unexpectedly in class.

Again, if you get students to do the drawing too, then this can make the class more memorable and can be made a regular revision feature of your lessons. Time lines are also a great way of conveying the meaning of different verb tenses.

Clines: These are graphs showing degree and they can be really useful for sets of words like, love, hate, don't mind, fond of, detest, enjoy or things like adverbs of frequency. They rely on students' existing knowledge and extend that knowledge.

If you know that your students understand love and hate then you can place these at extremes on the graph and get your students to decide where the other words in the set should be in relation to those.

Realia or the real thing: This relies on the words you are teaching being objects and you being able to bring that object into class, but it can be really effective for students who are tactile learners and who need to touch.

This can be particularly effective for teaching words like fluffy, rough, smooth, furry, hairy, which have very subtle differences which would be hard to explain.

Dictionary: A mono lingual dictionary can be really useful in helping to build up your learners independence.

Using a monolingual dictionary well is a skill and one that you may well need to work on in order to help your students get the best out of it.

Explanation: Being able to explain what a word means in the target language can be a really useful skill for students.

By giving students concise and accurate explanations of words we can help them to develop the ability to explain words that they want to know.

Synonyms / Antonyms: Giving opposite words or similar words can be a very quick way of conveying meaning, but you will need to be careful.

Using thin as a synonym for skinny can be quite effective, but there is still a difference in connotation and you'll need to consider whether and how you deal with these slight differences in meaning.

Word formation, or to be accurate, breaking down complex words to their root parts, can also help students to understand how some of the suffixes and morphemes of the language work.

The word 'misunderstanding' can be divided into three parts; the root (understand), its prefix (mis) and the 'ing' at the end. By **breaking words down** in this way students learn more about the language than the word itself and can start to apply this knowledge to other words they want to use.

Context: This could be within a written text, audio, video or even a play and is by far one of the most useful and powerful ways to convey meaning.

If students are able to deduce the meaning of a word or phrase through the context in which they see or hear it, then they are well on the road to becoming independent learners.

Possible problems

Of course using the techniques above takes time and planning and there are always likely to be words that 'come up' unexpectedly in class when it will be just more economical to use translation. There is also the fact that you may have to battle against your students' expectations.

If they are used to having the teacher give them translations of every new word or phrase they learn, then they might not readily take to having to do some of the thinking work for themselves. If this is the case, you might want to start introducing these methods gradually by using them as part of revision games.

If, as is the case with many learners, they are really uncomfortable with not having a translation to match their new language points against, you could try telling them that you will give them translations for new words at the end of the class which will also act as a good way to revise any new language which has come up in the class.

Conclusion

Although many of these ways of conveying meaning may be more time consuming and require more planning than translating words, I believe by using them we are in the long term making better learners of our students. We are not only teaching them words and phrases, but the ability to convey and understand new meaning within the framework of the language they want to learn. This will make them more independent learners and better able to cope when the time comes for them to actually use the language in the 'real world'.

Let's Practice!

Practice 1

a. With a partner take turns acting out and guessing the following words with facial expression and/or gesture.

exciting	enormous	terrible	
strange	exhausting	tiny	itchy
relax	boring	long	smelly

b. Come up with clear and firm gestures for the teacher commands:

sit down	quiet down
stand up	stop
listen	wait
repeat (person, group, class)	read
again	write
switch	use a complete sentence
speak louder	come here
go there	talk to your partner
you two are a pair	you 6 are a group
my turn to speak	your turn to speak
don't let your partner see your answer	

Speech Modification (changing)

⇒ Speak at a moderate pace. If you slow your speech too much it becomes artificial and natural speech patterns are not demonstrated.

Q Remember to:

- “**Chunk**” your language
- Pause** more often and slightly longer (gives students more thinking time)
- Use **simple language** combined with meaningful gestures and other nonverbal clues.
- Demonstrate** as you explain, or instead of explaining. (**Just Do It**)
- Choose** vocabulary and phrases **carefully**, even in explanations
- Paraphrase rather than explain** (when you use more challenging words in instructions) and students will acquire these words naturally.
- Use **short, simple sentences (KISS)**
- Repeat phrases often** in your teacher talk
- Use specific names in place of unclear pronoun references
- Speak **clearly** and **distinctly**
- Check often for comprehension (CCQ's)**
- Build up **meaningful context** carefully

1. Prepare

D Experience shows that teachers' explanations are often not as clear to their students as they are to themselves!

Prepare by thinking about:

- The words you will use.
- The illustrations you will provide.
- The examples you will give.
- Think from the students' perspective and predict difficulties.

2. Make sure you have the class's full attention

- Use attention grabbers to get students attention before giving instructions.
- Give instructions **before** you divide the class into groups or give out materials.

3. Present the information more than once

A repetition or paraphrase of the necessary information is important. Use preview, review style. One is a full explanation and the other is condensed.

- E.g. a) We will listen to the story about animals. While we listen, write down... = too long
b) Listen and write animal names = key points!

If they don't understand try a different mode (let me show you!): for example, say it and also write it/draw it up on the board.

4. Be brief

Learners cannot listen to you for very long at maximum concentration. Make your explanation as brief as you can without losing meaning or steps. Think carefully about what you can, or should, omit, as well as about what you should include. In some situations you may also use the learners' mother tongue.

5. Illustrate with examples (SHOW! DEMONSTRATE! JUST DO IT!)

Very often a careful explanation only makes sense after an example, or preferably several. When giving instructions for an activity, it often helps to do an actual demonstration of the activity yourself with the full class or with a volunteer student before inviting learners to do the task on their own. If a picture is worth a thousand words, think how many words a good demonstration is worth! Don't say those thousand words! Show! Demonstrate! Elicit!

6. Get feedback

When you have finished explaining, check that your students have understood. It is not enough just to ask 'Do you understand?'; learners will say 'yes' (1) even if they in fact did not, (because they are unwilling to look stupid in front of their peers) or (2) because they think they know what they have to do, but have in fact completely misunderstood! It is better to ask them to do something that will show their understanding: to paraphrase in their own words, or provide further illustrations of their own. Ask Ss to do a demonstration or ask them specific questions about the instructions like "How many words do you need to collect?"

Practice 4

Choose one of the following. Think carefully about how to accomplish the task in your classroom. Remember to use gesture, chunking and pausing, KISS and the principles of effective teacher talk. Be brief as possible.

LEVEL 1

1. Put your students in pairs. Have them turn to page 130 in their textbooks. Get them to circle all of the words they do not know.
2. Get students to write down three countries that they want to travel to and why.
3. Give every student a piece of paper. Get them to draw a circle in the middle with 5 stars around it.
4. Give all students one piece of paper. Get them to write their name and have one student in the group collect all the papers and hand them to you.
5. Get your students to write down 5 numbers that have a special meaning in their life. Get other students to guess the significance of each of the numbers.
6. Get students to think as many was as possible for a morning alarm to wake up deaf people.
7. Put students into pairs. Have them brainstorm as many words as possible about “transportation”. Get them to organize the words into categories like “things with two wheels, things that can fly etc.”.
8. Have the students come to the back of the classroom and make two lines facing the window. Then have them put their right hand up in the air and lift their left foot off the ground and say “Hello Anjung!”.
9. Get students to stand up and find someone who knows how to say “오늘 에버랜드 갈래?” in English.
10. Get students to draw a picture of their favorite food. Get them to write down and fill in the sentence “ I like ____ because ____.”

11. Get students to stand up in a line in alphabetical order according to first name.
12. Get students into 4 groups. Get them to make as many words as possible using the letters from “teaching”. The team with the most words will be the winner.

LEVEL 2

1. Get your students to rank the following items according to what they think is most important in life: love, money, fame, health, family, and education.
2. Get your students to write down 3 future tense sentences about their plans for the upcoming weekend.
3. Get your students into groups of 3 and have them brainstorm words that start with the letter “p” and write them down. They have 1 minute. The team who thinks and writes down the most words will get 10 points!
4. Put your students into two groups. They must make as many sentences as possible with the words “graffiti, suspicious, billboard” They have 3 minutes.
5. Get your students to make a dialogue using the target language “You had better...!”
6. Get your students to choose their favorite celebrity and write down 3 questions that they would like to ask them. They must use present perfect tense (have + P.P)
7. Get your students to write down one sentence for each of the following frequency adverbs: always, often, sometimes, rarely, never.
8. Teach students how to make coffee.
9. Get your students to turn to page 100 in their textbooks and circle all of the infinitives.

10. Read a page from your textbook (any page is ok). Every time students here and article (a, an, the) they must say stop and tell you the article plus the noun that they heard.
11. Students must work as a group to design a new healthy soft drink.
12. Give your students the title “**14 Year Old Could Spend the Rest of His Life in Prison**”. In partners, they must write down 3 questions that they want to know based on this title.

LEVEL 3

1. Teach your students the difference between **past tense** and **present perfect tense**.
2. Get students into groups of four and have them discuss and write down five good points and five bad points about video games. They must use the structure “**Video games are good because...** and **Video games are bad because...**”
3. Teach students the difference between the following sentences: “I have eaten blowfish.” “I have been eating blowfish.”
4. Get your students, in groups, to think of the positive and negative world effects of the following items: **T.V., smartphones, computers, cars**. Rank them in order of positivity based on their groups’ thoughts.
5. Teach your students the difference between the following sentences: “You should go to the doctor.” and “You had better go to the doctor.”.
6. Teach your students when to use the words “ever” and “never”.

7. Teach students the difference between “I am going to go to work tomorrow” (be+going+to) and “I am working tomorrow.” (present progressive future).

8. Teach your students the difference between “I **like some** fruit” “I **don’t like some** fruit” “I **like any** fruit!” “I **don’t like any** fruit.”

9. Explain the difference between ‘**fun**’ and ‘**funny**’. Get your students to write down two sentences for each.

10. Teach your students when to use the past perfect tense (had +P.P).

11. Teach your students how to change the active voice sentence “Mary helped the boy” to passive voice.

12. Teach your students when to use “for” and “since’ with the present perfect tense. For example: I have lived here for 15 years vs. I have lived here since 2009.

Teacher Talk Samples

Below are instructions that teachers gave to their students in real classes. Please read them and think if this is effective teacher talk. If not, please re-write them.

1. Good morning everybody. Please sit down (Ss are chatting with each other). Now this morning we're going to look at examples like...let me write that on the board...Oh no, the board needs to be cleaned (Ss are still chatting not paying attention to the teacher) .Where is the eraser? Ah, there it is... great, just a moment now and I'll clean the board. Then I'll put the example on the board for you (cleans the board)...Now, what were we doing? Ah, right, I'll put the example on the board for you.

2. Well, now we're going to read the story. I'll read it first and you listen, and after that I want you to read it again and there are some questions after the story, so after we have read the story I'm going to ask you some questions and you are going to answer them. Understand? (Some students look confused)...Good!

3. Have I been talking to much? Perhaps somebody else can read now. My throat is too tired and dried up. While I get a cup of water, can you continue to read? My teacher trainer, George, said that I should get you participating more in class. Less of me talking. So I will stop talking and you can read. Okay? So Jihae, can you start reading? Do you see where you need to read? It's where I finished reading and I want you to continue reading. Okay? Now, where is that water? My throat is getting really sore.

4. I would like you to quickly read page 22... for the gist focusing only on the salient points.



5. I was preparing something for you, because you guys were feeling so blue lately. I went to the supermarket to buy you guys some goodies, and I got myself into a pickle. I was paying for the items and I didn't have enough cash, and the cashier kept looking at me funny. I didn't know candies cost an arm and a leg, so my plan fell through.



6. First talk to your partner on your left, then check with your other partner on your right, then get up and share your ideas with other learners and find out who has the most similar ideas and talk to that person about why.



7. Today we are going to do a writing activity, oops I forgot my pen, let me go and get a pen (teacher gets a pen). Now let me decide on a topic, yes, today's topic is vacation... please write down where you want to go. I am now going to hand you a piece of paper.



8. We are now going to read an article, which addresses how an individual is able to utilize everyday household objects as remedial therapy. Are you excited? Does it sound like fun? Of course it does!



9. I am now going to teach you how to make toast. The first thing you gotta do is get a piece of bread. Then next thing you gotta do is insert the bread into the toaster. Then you gotta wait for a couple of minutes until the bread has become toasted. You then gotta take the bread out of the toaster but be careful because it's pretty darn hot so you might burn yourself. Ok , so you got your toasted bread, right? The last thing you gotta do is put some butter on it so that it tastes good.



10. Okay class, let's start the class now. Is everybody ready to start? (Ss continue talking) It looks like I will be talking to myself again. CAN EVERYBODY LISTEN? Okay, so we studied up to page.. hmm.. where did you finish last class? (to a student) Do you remember where we stopped? No? I will have to look into my teacher's notebook. Where did I put it? Oops, I must have left it in my office.



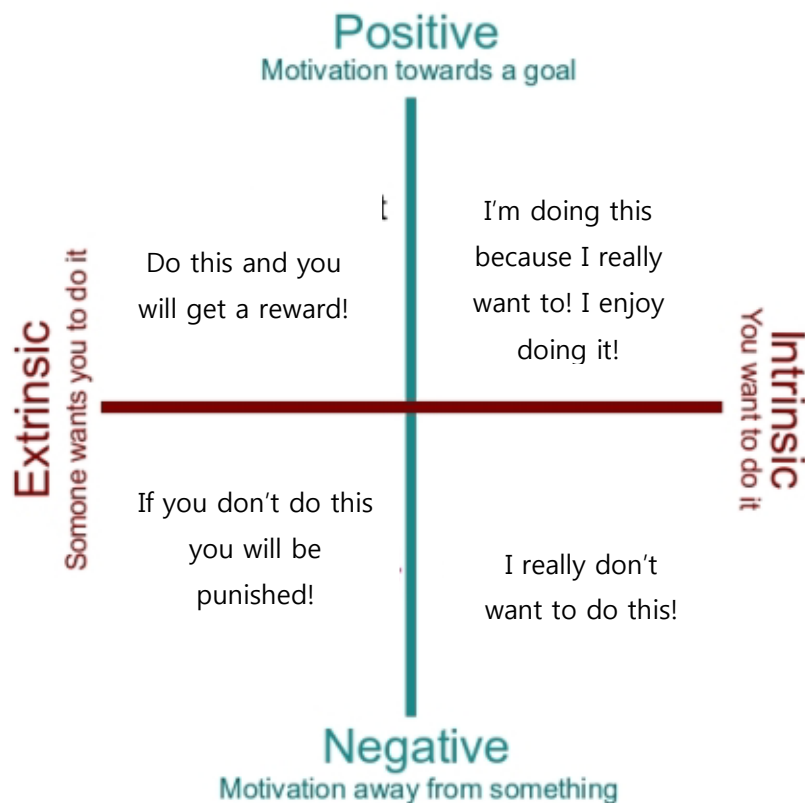
Classroom

Motivation

Motivating Students to Learn



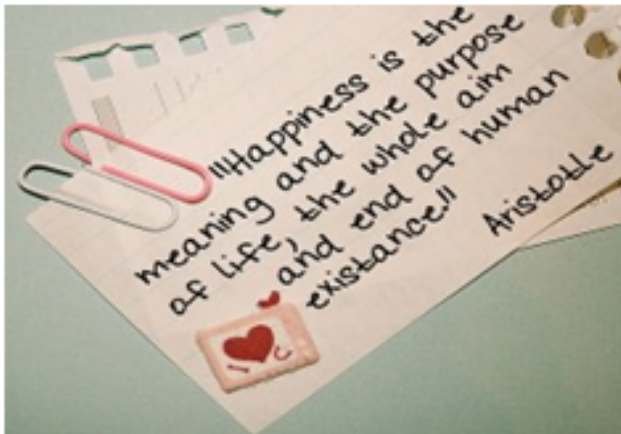
4 kinds of motivation



Notes...

- Rapport
- Likeability
- Role Model

"Motivating students is lighting their fire within!"



Sparking
Intrinsic
Motivation

Notes...

- Rapport building starts the first second you meet.
- Try to find things in common.
- Reduce the gaps
 - Age
 - Teacher-Student relationship
 - Other?
- Talk about things they like.

Building Great
Rapport

"People are more receptive to people like themselves."

Try to relate to students in as many ways as possible.

"People don't learn from people they don't like."



Likeability

Notes...

- Honesty
- Being humble
- Empathy
- Sense of humor
- Positivity
- Politeness
- Control of hostility



Likeability
Factors

An L-Factor Self Assessment

By *Tim Sanders*, author, *THE LIKEABILITY FACTOR*

How high is your Likeability Factor? Everyone has an L-Factor (from 1-9) that helps to measure the positive or negative feelings one can produce in another. The higher your L-Factor, the greater your chances for success, health and happiness. Take the assessment and see how you are doing?

Directions: Place a check mark (✓) in the appropriate column that indicates how often these things are true for you, according to this key. Be honest and don't exaggerate!

0 = *Never* 2 = *Rarely* 5 = *Occasionally* 7 = *Often* 10 = *Daily*

Likability aspects:

	Frequency				
	0	2	5	7	10
1. I smile often and have a pleasant tone of voice.					
2. I maintain a positive, optimistic attitude even when things are going very badly.					
3. People tell me their problems because I am approachable and a good listener.					
4. I build other people's self-confidence and make them feel good about themselves.					
5. I have a unique ability to help others accomplish their tasks and reach their dreams. I am very helpful.					
6. Others see me as completely honest, trustworthy, sincere and genuine.					
7. I am very skilled at being sensitive and understanding of other people's thoughts, feelings & experiences.					
8. I feel happy and peaceful on the inside and it shows clearly on the outside.					
9. I connect with others' interests such as hobbies, hometowns and affiliations. I love to talk about them.					
10. People see me as relaxed and easy to get along with.					
Subtotal (Multiply the checks by the number value of the column)					
Total Likeability Score (Add all the above scores)					

0 = *Never* 2 = *Rarely* 5 = *Occasionally* 7 = *Frequently* 10 = *Almost Daily*

Unlikability Aspects:

	Frequency				
	0	2	5	7	10
1. There are times when I am not completely honest with people.					
2. Others have said they think I am self-centered.					
3. People ask me why I don't laugh or smile more.					
4. I lose my temper.					
5. I get distracted when listening to others.					
6. I make mistakes in reading other people.					
7. I am critical and intolerant of others.					
8. People have complained that I am loud and argumentative.					
9. I have conflict inside that probably shows.					
10. I talk more than I listen.					
Subtotal (Multiply the checks by the number value of the column)					
Total Unlikeability Score (Add all the above scores)					

Total L-Factor Score = L Score _____ minus U Score _____ = _____

Divide your total score by ten go arrive at your L-Factor.

Example:

A score of 89 = 8.9

Legend:

8-9 You are highly likeable.

5-7 You are average to above average.

Less than 5 You might have relationship difficulties due to low L-Factor.

Special thanks to Dr. Bill Cottringer for his original work that makes this assessment possible through his years of research. This assessment was based in part on his original SQ self-assessment, written in cooperation with Van Sloan.

"UNLESS SOMEONE LIKE YOU
CARES A WHOLE AWFUL LOT,
NOTHING IS GOING TO GET BETTER.
IT'S NOT."

-THE LORAX



- Your class is a mirror of yourself!
- Be the person you want your students to be.
- It's all about attitude:
 - Fake it, until you make it!
 - Energy
 - Motivation
 - Positivity
 - Passion
 - Enjoyment

*"If you hate teaching it,
your students won't like
learning it!"*

-George Elliott Koichi Whitehead

Being a Role
Model



Notes...

- **Compelling Input**
 - Interesting materials and/or examples!

- **Task/Activity Motivation**
 - Give students a job and a reason to do it!
 - Interesting Activities
 - Competition
 - Set goal for activity
 - Time
 - Amount
 - Quality

Extrinsic Motivation

- **Rewards**

- The more often the reward, the worse.

- It is important to create a long term goal system.

Reward Systems



Notes...

- Candy
- Extra points
- Time
- Coupons
- Bomb Jar



Types of Rewards

- **Intrinsic Motivation**
 - Rapport
 - Likeability
 - Role Model
- **Extrinsic Motivation**
 - Compelling Input
 - Task Motivation
 - Long term reward system

You don't have to scare your students into being motivated!

Guide them through positivity!

Keys to Motivating Language Learners



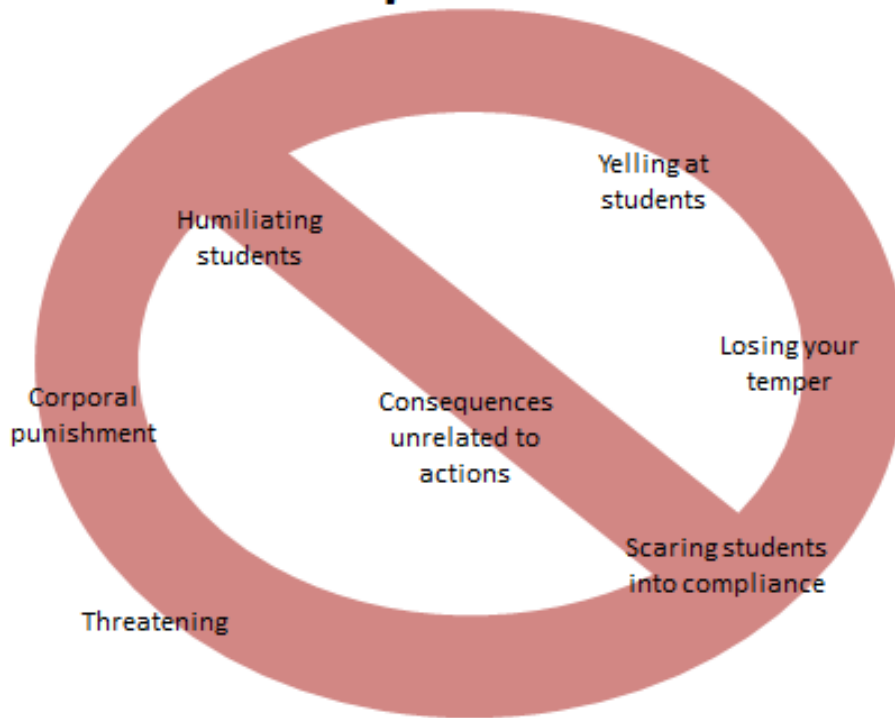
Notes...

Classroom

Management

Positive Classroom Management

Techniques to Avoid

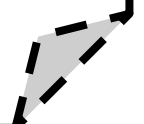


Notes...

Helpful tools to utilize

1. Mutual respect approach
2. Making promises
3. Attention grabbers
4. Limited choice
5. Natural consequence

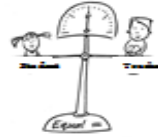
Notes...



Mutual Respect

- Mutual respect incorporates attitudes of

1. Rapport
2. Empathy
3. Understanding and respecting others
4. Taking responsibility and ownership of the problem.



- If you have established mutual respect in the classroom, the following, fairly personal disciplinary techniques work well:
 - *Withdrawal* – silence, the heavy/sad look
 - *Humanistic 'I' Messages* – the teacher expresses his or her feelings in three parts.
 1. Begin with a description of the misbehavior 'When you talk while I am talking...'
 2. Describe the effect that this behavior has on the teacher, 'I have to stop teaching.'
 3. End with the feeling that it generates 'this frustrates me.' Most of us have heard the 'headache' complaint from teachers at some point, and for some of us it made a difference!

Notes...



Making promises

- In certain situations, it may be helpful to strike a deal with students. By making a deal, this makes students responsible for upholding their end of the deal.



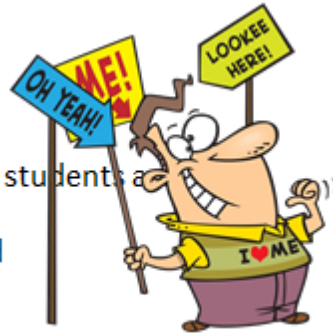
Notes...

Making promises

- If you do A I'll do B.. Deal or no deal?
– *If you work hard for another 5 minutes we can take a break.. Deal or no deal?*
- If I do A, do you promise to do B?
– *If we play a game now, do you promise to work hard for the rest of class?*

Attention Grabbing

- At the beginning of the semester, it may be helpful to agree upon a certain attention grabbing signal. This will save the teacher from wasting time by yelling, screaming and/or hitting things.
- Technique tips:
 - Repetition is necessary
 - Continue and increase until all students are paying attention
 - No thinking should be required



Notes...

Limited Choices



- You can do A or B... Which one do you want to do?
- Both choices solve the issue at hand without threatening.

SITUATION: A student is playing with their phone during class.

- Good Example:
You can stop playing with your phone or you can give it to me... which one do you want to do?
- Bad Example:
You can stop playing with your phone or I will call your parents... which one do you want?

Natural Consequence: nicely threatening (^_^)

- If you do A... I'm sorry but I have to do B... I don't want to do that but I have to.
- KEY POINT: the consequence must relate to the problem and solve it!

– If we don't finish this in class, I'm sorry but you will have to do it as homework.. I don't want to give you homework but I'll have to if you don't finish...

Notes...

DISCIPLINE MODEL	DESCRIPTION	ADVANTAGES	DISADVANTAGES
STRICTNESS (Excessive control)	<ul style="list-style-type: none"> • Rules and consequences • Order without freedom • No choices • You do it because I said so 	<ul style="list-style-type: none"> • Efficient • Instant results • Clear system • Orderly 	<ul style="list-style-type: none"> • Easily escalates into power struggle and severe consequences. • Learners depend on teacher to make decisions for them.
PERMISSIVENESS (No Limits)	<ul style="list-style-type: none"> • Freedom without proper order • Unlimited choices • You can do anything with anything you want 	<ul style="list-style-type: none"> • It may seem fun temporarily. 	<ul style="list-style-type: none"> • Lack of order hinders learning. • Students may feel that no one really cares. • There is a lack of security without clear leadership.
POSITIVE DISCIPLINE (Firmness with dignity and respect)	<ul style="list-style-type: none"> • Freedom with order • Limited choices • You can choose within limits that show respect for all. 	<ul style="list-style-type: none"> • More agreeable and acceptance of system since students are so involved in the process. • Long term results. 	<ul style="list-style-type: none"> • Doesn't usually work immediately. Takes time for training.

Video

Observations

Observing Lessons

While watching the lesson, please make some notes of the positive things you noticed as well as some things that you think could be improved. *Please write in enough detail so that the individual you are observing can clearly understand what you mean!*

<p style="text-align: center;"><u>Delivery</u></p> <ul style="list-style-type: none"> • Find compelling ways to deliver lessons (humor, energy, cuteness, simplicity etc.) • Confident • Interactive and engaging • Flexible to students needs • Focus on quality not quantity • Teacher talk is easy to understand (L1 and L2) • Content is delivered accurately, in a way that students can easily understand. 	
<p style="text-align: center;"><u>Environment</u></p> <ul style="list-style-type: none"> • Non-threatening • Positive & encouraging • Good rapport • Warm • Engaging (not boring) • Flexible • Promotes cooperation, collaboration and scaffolding • Student-centered 	
<p style="text-align: center;"><u>Content</u></p> <ul style="list-style-type: none"> • Matches the students' level(s) or is adapted or delivered in a way that matches the students' level(s) • Organized and cohesive • Is related to students age, interests and experience • Visuals aids support learning (pictures are clear, have a direct link to understanding) • Videos are relevant to the lesson and not too long (be careful of the zombie effect!) 	
<p style="text-align: center;"><u>Attitude</u></p> <ul style="list-style-type: none"> • Positive role model for students • Positive, "can do" attitude (even if it is acting...) • Encouraging • Approachable and friendly • Empathetic and understanding • Flexible 	

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**Reflective
Teaching and
Summary**

Name: _____

Class: ____ Group: ____

Microteaching Self Reflection

Watch your Microteaching video and reflect on your lesson plan and microteaching. Consider some or all of the questions below or add your own points. Complete this assignment as soon as possible after your microteaching demonstration. (Please bring it to the final class). Below are some questions you may consider.

- Do you feel your lesson objectives were achieved? Why or why not? How do you know?
- If you were to teach this lesson again, what would you do differently and what would you do the same?

Name _____

Things that worked well

Areas to improve

Important Points to Remember for the Future



- 1) **Learning is more important than Teaching.** The most important role of a teacher is that of “catalyst” - teachers help make things happen, but their main purpose is to 'activate Students'.
- 2) **Teach the students** – not the book.
- 3) **Using difficult speech in the classroom is not good Teacher talk!** I+1 (KISS). Keep it short and simple. If the teacher is a proficient speaker, but students can't understand... their teacher talk has failed!! **Native speakers are probably the worst teacher talkers~!!**
- 4) Don't 'comment' on what you are doing when you are setting up an activity – just do it! **Demonstrate** what they should do.
- 5) **Don't tell students what they can tell you!** Most teachers talk too much and much of what teachers say is not understood by the students. **Elicit!** Don't give them answers, make them give YOU answers!
 - a) Remind students of what they already know by questioning them – not telling them
 - b) After studying a text, instead of explaining words, ask 'definition' questions. (defining words is difficult for us all. Help the students by providing the definition and getting them to provide the word.
For example,
T: What word in the text meant 'very big'?
S: Enormous.
T: Right – good. What word meant worried and upset?
S: Anxious
- 6) **Involve students in the learning process.** Students will enjoy more and are more likely to succeed at it when they are involved in the learning process and have some influence in what, how, and why it happens.
- 7) Pair work and group work **increase student talking time.**
- 8) **Interact with your students!** Take part in the activities; let the students have a chance to run activities. Enjoy participating.

- 6) **Students need practice – not the teacher!** Teachers should try to avoid :
 - a) explaining when they don't need to.
 - b) unnecessary repeating.
 - c) answering for students, without waiting for them to think and respond to you
 - d) correcting too much and too quickly.
 - e) talking about something which interests them, but not their students.
 - f) talking unnecessarily about the process of the lesson.
 - g) 'running commentary'

- 7) **Don't emphasize the difficulties** of learning English. Stay positive and encourage your students constantly. This will build their confidence rather than shatter it!

- 8) **SARS the material** (Select, Adapt, Reject, Supplement) You can't teach everything!

- 9) **Vary what you do – and how you do it.**
 - Teach the textbook unit in a different order
 - Use different ways of reading texts (prepared, dramatic, silent, teacher reading, students reading to each other)
 - Introduce alternative activities from time to time.
 - Vary who performs the task.
 - Change the seating plan sometimes.

- 10) **Students need to learn new ways to learn going beyond simple transmission methods.** There are many different ways for students to acquire different language skills; therefore students must understand the rationale behind different methods and tasks.

- 11) The most effective language teaching will mean that students are set realistic tasks where they **use language for a purpose**, rather than simply manipulating language.

- 12) **“Controlled” noise is not a bad thing in the language classroom.** Since language is a skill, naturally the language classroom should be louder than other subject classrooms.

- 13) **Classroom set-up is a key component to successful activities** – Don't be afraid to change the seating arrangement to suit your lessons. Language is communication, so set the classroom up to facilitate this transaction.

- 14) **We all learn best when we are relaxed-** a comfortable atmosphere will generate a better learning environment. Our own anxieties restrict us from interacting comfortably in a foreign language. Reduce the tension of the class = reduce Ss inner anxiety!

- 15) **Language teaching is very specialized.** A language teacher's classroom, methods and techniques may be different from other subject courses... BUT THAT IS OK!! Remember ... **Language is NOT a subject.. It is a skill!!**