

Diploma in Teaching English to Speakers of Other Languages

MODULE THREE Classroom Planning and Organisation

SECTION A

Objectives By the end of this section you should:

- 1 be aware of the factors affecting teaching aims
- 2 know what is involved in syllabus design and course specification
- 3 have a procedure for evaluating course books
- 4 understand the roles of the teacher
- 5 be aware of the different modes of teacher learner interaction
- 6 be aware of classroom layout issues

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Assignment

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SECTION A

3.1 FROM COURSE AIMS TO SYLLABUS

3.1.1 Course aims and syllabus

The *curriculum* of a school is its 'package' of courses though in the US this term is used in place of course *syllabus* (below).

Each course has aims.

Course aims should reflect the learner's aims and therefore needs. The syllabus for the course meets the course aims. Lesson aims must be compatible with course aims and syllabus aims. We return to lessons and schemes of work setting them out in Section B of this module.

We design course aims in response to our defined target market. In marketing, a product specification is arrived at, like a course and its aims, through consideration of the 'market'. Market research can start in education, like in any other endeavor, with segmenting a market using parameters:

- Age
- Gender
- Education
- Education goals
- Employment
- Employment goals
- Location
- Nationality
- Ethnicity
- Religion
- Socio-economic class

Segmenting a market makes for consideration of who will have interest in a course being considered. Some of the above parameters will be non-applicable, depending on the course under consideration. There will be a final mix of identities from the parameters remaining for consideration, this is the target market.

In the process of identifying a target market, the aims of the learners for the course will firm up and become identifiable.

The learner's aims will depend, for instance, on age, education level, location, nationality and socio-economic class for:

Sandrine, a French teenager, who has 3 hours per week of compulsory English at her secondary school in France. In addition, she attends a holiday course in spoken English in an English seaside town and the aims on this course are quite different to those of the French government school system, and more limited; possibly concerned only with oral fluency. The aims of both courses serve Sandrine differently. Her school course does not entirely fulfil all her requirements, or she would not feel it desirable to attend the holiday course.

Aims of a learner will be affected by the learning situation and on the external situation – at its broadest represented by the socio-political environment. Selvam and Sarada are both seven years old and attend nearby schools in the city of Chennai, India. Both speak Tamil as their mother tongue, this being the language of the state government.

- Selvam is just starting to learn English in a government school. He is vaguely aware of the high status of English in South Indian society but he gets almost no opportunity to speak English, for at home and even in his English class a lot of Tamil is used.
- Sarada attends an English medium school, has been learning English since the Lower Kindergarten at the age of three, and her parents often talk to her in English.

The aims set by these two schools may be different not just in degree. Selvam's school may aim (eventually) for adequate reading skill in academic subjects and Sarada's school may aim for native speaker fluency in all four language skills.

The external learning environment

A course may be online or classroom-based. In either of these, the recipient of the course, the learner, is in an external environment that we should be aware of.

The external environment experienced by a learner, outside a school, is dependent on the country and society. The learner may experience English used fully if resident in the UK, US or similar country; widely if resident in an immigrant community in the UK, US or similar country, an ESL situation (Module 1, Section A); widely if resident in a country where English is used considerably alongside the national language, another ESL situation; little or not at all if living in a country where English is a foreign language (EFL). This use of English in the environment may also differ if split by:

- Education – An EFL country may have adopted English as the medium of classroom instruction for part of its government school system. Another may instruct solely in its national language.
- Retail – Fashion is followed by younger populations, especially in Asia. Fashion drives internationalisation of language. Italian and French names, English marketing-driven language all contribute to exposure.
- Administration – India and Singapore have English as a language of administration from and within government departments. There will be other national languages utilised in parallel.
- Business – English is used in larger enterprises and more so at senior levels higher management level, dependent on the extent to which the enterprise deals with branches or customers and suppliers in other countries. English will be a lingua franca. This can apply in otherwise EFL environments such as Japan, Vietnam or China.

The external environment may dictate whether English is preferred for acquiring better jobs and for any perceived status benefit. It is not always the case; companies in francophone West Africa, France and Germany are known to be less accepting of English than French or German respectively.

The internal learning environment

The learner studying on a classroom-based course experiences an internal environment. The school or college may teach in the English medium:

- Fully
- Above a certain age
- In higher streams of government education
- In certain subjects
- Not at all

Moreover, teachers may use English among themselves and outside the school fully, sometimes or not at all.

The internal learning environment divides into age-dependent categories:

- Pre-school
- Primary
- Secondary
- Junior College
- Tertiary
- Adult learning/training

A large section of language teaching is within the environment of a government (public) school system as part of the national curriculum. There is, in some countries, particularly strong support for the demands of the government school education. Language work may even be beginning in pre-school, appearing again in tertiary or adult learning. ESOL, particularly as taught in the private sector, is labelled into ability levels:

- Beginner (or 'Starter')
- Elementary
- Pre-intermediate (or 'Lower-intermediate')
- Intermediate
- Upper intermediate
- Advanced
- Proficiency ('native speaker' ability)

The internal learning environment includes the course of study and the priority needs of the learners in the 'target market'. We looked at motivations to study in areas such as education and career, which lead to matching course aims, in Module 1, Section A, 1.2.

Syllabus

Each course has a syllabus, a list of what is to be taught a commitment to provide. The US calls this a programme, a course of study or, confusingly, a curriculum.

A syllabus will list outcomes and will present situations, opportunities, and assessments that will help the learners achieve specified objectives, with the expectations of what needs to be accomplished. Learners will understand what is expected, teachers will know what they need to teach to accomplish the stated outcomes. Statements such as 'Students must be able to....' Are used. Sample question papers may be included in the overall course specification, alternatively some listing of grammar content necessary to achieve the outcomes may be included. The Edexcel IGCSE English (as a 2nd language) has these in the 2009 and 2017 releases

respectively in <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates.html#E> .

Another example of a syllabus is the Cambridge IGCSE English as a Second Language <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-second-language-oral-endorsement-0510/> . Past papers assist teachers in interpreting the content needing to be taught and support material including course books are provided.

Course books recommended are a means of achieving the aims of the course. The actual contents pages will show lists of language to be learned and used. The content is listed in a logical order, that is, it is *graded*. General English language book series such as New Headway or Cutting Edge are often adopted by language schools for content to achieve learning outcomes in their courses. Such books will either be used as support to achieve existing course aims and outcome syllabus or may be used as a syllabus in their own right where the language school has not created one.

A syllabus may be organised with priority given to one approach to the learning. Common methods of choosing and ordering syllabus content/outcomes are by:

1. Structure/grammar – the mechanics of the language is given priority.
2. Function – how to do, how to communicate are given priority.
3. Situation – language as used in different settings governs the build of the syllabus.
4. Topic – topics of interest to the learners are used to convey the language.
5. Lexis (vocabulary) – words, how they build, work together, phrases, metaphor; these all lead to understanding of the language.
6. Task (problem-based learning) – learning by doing, with tasks carefully crafted to ensure outcomes of learning the language are met.
7. Multi-syllabus – a combination of approaches perhaps combining the structural approach of Module 1, Section B for technical accuracy in the language with planned communicative exercises bringing in function, topic to illustrate the language in use.

More on functions through language

The Council of Europe has published Minimum Adequate Functions in its Language Threshold Level for adult European learners covering particularly uses of the language for everyday and for occupational needs. https://www.coe.int/t/dg4/linguistic/Threshold-Level_CUP.pdf. The vocabulary entailed by these functions is only about 750 words for active use and a further 180 for passive use, yet the grammatical and notional content is such that the level was found to be quite ambitious.

A lighter survival level has been postulated within Minimum Adequate Functions, called Waystage. Below are the functions required at Waystage.

1. Imparting and seeking factual information
Identifying, reporting, describing, narrating, correcting, asking.
2. Expressing and finding out about intellectual attitudes
Asking about and expressing agreement, knowledge and acquaintance, ability, certainty, obligation, and their opposites;

denying, accepting and declining, seeking, giving and refusing permission.

3. Expressing and finding out about emotional attitudes
Expressing pleasure, displeasure, satisfaction, dissatisfaction, gratitude, disappointment, preference; expressing and asking about likes, dislikes, wants, desires, intentions.
4. Expressing moral attitudes
Apologising, forgiving, approving, appreciating, regretting, expressing indifference.
5. Getting things done
Requesting, warning, instructing, suggesting, offering and asking for assistance.
6. Socialising
Greeting, introducing, parting, attracting attention, proposing a toast.

Course originator bodies

A course, its aims and syllabus may be created by:

- a national or state Ministry of Education
- a teaching institution or private tutor
- an awarding body

Looking at these in more detail:

a) A national or state Ministry of Education

There is a target market here. It is the population of the nation or state, identified by age. In some countries, there may be separate religious schools allowed. The aims of the whole curriculum will be to set waypoints along the road of a child/teen, marks of attainment being set. Nation states have, since the nineteenth century, been aware that they need to build the strength of the state with education of its population, government school education.

b) A teaching institution or private tutor

Teaching institutions are free to create their own courses and certification, within the bounds set by regulation in that state/country. A university is a teaching institution with its own qualification awarding autonomy, degrees being granted usually under national regulation.

A private language school may well decide to offer English, to an identified target market, with its own certificate. Teachers working in an institution could be asked to contribute to development of a new course of the institution. This should be welcomed by the teacher for the experience gained, though of course the institution also gains from the teacher's expertise! For a business English example of an award developed by a private school, refer to:

http://www.amitysingapore.sg/Business_English_Elementary.asp .

Private tutors may be working for a tuition centre, a tuition agency or be completely independent. In the first case, the centre will have its courses and probably some certification. A tutor working for an agency will be less likely to be involved in formal course awards. An independent tutor might create a certificate of attendance or lead from this to a defined tuition course with certification.

c) An awarding body

There are many types of awarding body:

- A Ministry of Education may adopt the role of awarding body within its education system. For example, the Singapore Ministry of Education tests and grades children at the sixth year of primary school in the Primary School Leaving Examination (PSLE). The result affects the entry of the child into streamed secondary education, <https://www.moe.gov.sg/education/primary/from-primary-to-secondary-education> .
- Nationally prominent bodies such as Cambridge English in the UK, <http://www.cambridgeenglish.org/learning-english/>. Cambridge English has a suite of qualifications and attendant courses.
- Commercially-oriented awarding bodies such as the Confederation of Tourism & Hospitality with its courses in English for tourism and hospitality workers, <http://www.cthwards.com/qualifications/management-programmes/level-1-diploma-english-communication-tourism-hospitality-qcf/> ; LCCI with English for Business <https://qualifications.pearson.com/en/qualifications/lcci/english-language/english-for-business.html> ; City & Guilds with international English testing <http://www.cityandguilds.com/international/english-language> ; Pearson Education <http://pearsonpte.com/test-takers/test/>.

It sometimes happens that on entry to the course the students' knowledge of English is far less than the syllabus assumes. This is an issue of placement of the student and is the responsibility of the school. If the situation remains unresolved, there are only two choices:

1. You can teach the syllabus regardless of the students' real needs. In this case the students will learn very little and may well become bored and demotivated.
2. Your other option is to try to follow the syllabus but interpret it with some license. If the syllabus is prescribed in some detail, and the textbook allows little flexibility, you have to select from them the minimum consistent with fulfilling the teaching duty, adding your own more relevant material wherever possible.

As one teacher, you may not be responsible for all of a student's learning. You may teach a class for one year or for one level only, or only English as one of a range of subjects, other teachers taking them at other times. Whatever you decide to do should be discussed with colleagues, and this is all the more necessary if you have reservations about the syllabus. If the set syllabus is felt to be inadequate, decisions on the appropriate course of action should preferably be collective and with the school.

The teacher has to try to achieve the set aims within the syllabus. The teacher achieves this with a scheme of work (SOW) which lays out how delivery is to be made over a set period of time. The lessons are delivered according to the SOW and lesson planning is usually the responsibility of the teacher. We look more at the SOW and lesson plan in Section B.

Sections 3.1.2 - 3.1.5 give examples, in outline, of syllabus content. Studying the selection and grading (= sequencing) of the language items and comparing them with courses you may have had exposure to will give a good insight into what is involved in the syllabus building.

3.1.2 A structural syllabus listing and notes on our grammar/structure knowledge as teachers

This Diploma in TESOL course is not in itself a course on English grammar. Our language awareness as new teachers may be slightly lacking and if so, it is our duty to build it and gain confidence in our teaching. Some of your students may have had the benefit of rigorous structural teaching in their government school systems, so even as adults returning to learning English they may remember substantial amounts of grammar.

Notes on grammar were attached for you with the Module 1 course materials. These notes may be useful if you are unsure on language points. We will follow these with a more detailed look in Module 4, Section B under language awareness.

In addition to the Grammar Notes attachment, useful grammar websites to look at are:

<http://dictionary.cambridge.org/grammar/british-grammar/>
<https://www.englishclub.com/grammar/>
<https://www.learnenglish.de/grammarpage.html>
<http://www.ucl.ac.uk/internet-grammar/frames/contents.htm>

Grammar for English Language Teachers by Martin Parrott is a good guide to language awareness for English teachers, see the third book shown in the short video <https://youtu.be/q9tCBBYIAqY>. Other readily available and simply-written grammar guides are student book grammar guides, see the *New Headway* and *Cutting Edge* student course books; they carry clear grammar explanations as a last section, your learners being constantly referred to these sections. *English Grammar is Use, Intermediate* by Raymond Murphy is a book popular with language students and it is arranged according to the structural approach; it is also useful to us as teachers.

The first two books shown in this video are good for new English teachers. They are by Jeremy Harmer and by Jim Scrivener. You may want to acquire one or both though they are not necessary for this online course.

Now we are ready to enter the world of grammar! Below is a content outline of a structural syllabus set in by the Ministry of Education in Malaysia for use in six years of primary school. The course (and therefore syllabus) aim for the EFL environment of most of Malaysia was:

to develop in the pupil the oral skills (of listening with understanding and speaking intelligibly) to a level at which he can use simple English correctly in a variety of everyday situations; to provide an adequate vocabulary and range of structures to enable the pupil to understand and enjoy simple written English within a 600-1,300 word vocabulary range.

The main reason for including this following syllabus content list is that it is useful for you to check your knowledge of grammar/structures. Grammar terms are called *metalinguage*. Metalinguage is of use in studying grammar of a language but is not the real language used to communicate in that language. Examples of metalinguage terms are *participle, gerund, modal verb, present perfect continuous...*

Note the sequencing ('grading') of the language items in the list. There is a logic in the order they appear. Some examples of the grammar/structures are given in the right-hand column.

- | | |
|---|--|
| 1 Greetings and Social Expressions | <i>Good morning. Hello. Goodbye.
Thank you. Mr, Mrs, Miss.</i> |
| 2 <i>What's your name?</i> (receptive, i.e. answering this) | |
| 3 <i>I/You/He/She + BE + NAME</i> | <i>I am Hassan</i> |
| 4 <i>This/that is my/your + NOUN</i> | <i>This is my book</i> |
| 5 <i>NAME + 's</i> | <i>My name's Hassan</i> |
| 6 Imperative drill (receptive) | <i>Open your book. Please sit down.</i> |

- 7 *This/That is a(n) + NOUN* *This is a desk*
- 8 *What's this/that ? (receptive, i.e. answering this)*
It is a *Also: It's a*
- 9 *Negative* *It is not a*
- 10 *What is this/that? (productive, i.e. asking the question)*
- 11 *Is this/that a Yes it is/No it isn't*
- 12 *The (the definite article)* *Shut the door. Clean the whiteboard.*
- 13 *Cardinal numbers 1 – 10 (NOT ordinals, which are first, second....)*
- 14 *Show/give me + PLURAL NOUN (first use of imperatives/infinitive of command)*
- 15 *Personal details* *What is your name? + ANSWER*
- 16 *He/She* *How old are you/is he/is she?*
- 17 *What are these/those? they are.....*
- 18 *We/You/They are (more on personal subject pronouns)*
- 19 *And: joining two nouns only* *Jack and Jill*
(a coordinating conjunction)
- 20 *Where is/are(where as a 'question word') am/is/are here/there*
- 21 *Cardinal numbers 11 - 20*
- 22 *In, on, under, near, behind (prepositions of location)*
- 23 *Attributive adjectives of colour, size, weight, quality (attributive means used before the noun)*
a red ball, a fast car, a large city.....
- 24 *Cardinal numbers 21 - 100*
- 25 *What colour is* *Predicative adjective (placed after the verb, in the 'predicate')*
The car is green
- 26 *Social Formulae (greetings, small talk)*
- 27 *NOUN/PRONOUN is a(n) + Job* *John is a bus driver.*
- 28 *Imperative drill (Productive, i.e. giving commands)*
- 29 *Negative imperative: Don't.....*
- 30 *Present continuous, intransitive (intransitive means no object for the verb)*
John is running. They are sleeping
- 31 " " , *questions* *What's he doing? Are you.....?*
- 32 *Intransitive verb + to the NOUN* *Go to the door*
- 33 " in present continuous; also *in, on*
- 34 *Where is/areing?*
- 35 *Object pronouns: him/her/you/me/us/them*
- 36 *Imperative drill, transitive verb (transitive means the verb has an object)*
Wash your hands.
- 37 *Present continuous, transitive verb* *They are carrying the desks.*
- 38 *Personal details* *Where do you live?*
- 39 *Have/has got for possession* *I haven't got a pencil.*
- 40 *Indirect + direct object (giving, WHAT = book, the direct object; TO WHOM = her, the indirect object)* *I am giving her a book.*
- 41 *Present simple, habitual: every* *I brush my teeth three times every day.*
- 42 *Do/Does.....? short answers* *Do you eat rice every day?*
- 43 *Present simple + with* *He fights with his brother.*
- 44 *Our/your/their*
- 45 *Take...to...Give ...to...Get...from...*
- 46 *A piece/tin/pair box of..., etc.*
- 47 *There is a/are some/+ count noun + prepositional phrase*
- 48 *Who/What is (there) + prep. phrase.* *What is there on the chair?*

49	<i>How many...?</i>	
50	Irregular plurals:	<i>men , women, children, feet, teeth</i>
51	Predicative adj.: <i>or</i>	<i>She is tall / Is he fat or thin?</i>
52	NOUN + 's	<i>My father's car ...</i>
53	<i>Can/cannot</i>	
54	<i>What can you see</i> + prep. phrase	
55	<i>And</i> : joining two clauses	
56	<i>Like</i> , present simple	<i>I like chocolate.</i>
57	<i>But</i> : joining two clauses	<i>I like... but I don't like...</i>
58	MASS NOUN + <i>some/any</i>	<i>Is there any... I have got some..</i>
59	Time: (<i>at</i> +) <i>o'clock</i>	
60	<i>In the morning/afternoon/evening</i>	
61	Days & months	
62	Dates, ordinal numbers	
63	<i>Tell</i> + indirect + direct object	
64	<i>For</i> , transitive verb	<i>Open the door for her.</i>
65	Past simple tense, regular verbs / t /, / d /, / ɪd / endings:	<i>Opened, walked, waited</i>
66	<i>Let's</i> ...	
67	<i>Was/were</i>	
68	Past tense questions: <i>Did ...?</i>	
69	<i>Did not</i>	
70	Countable noun + <i>some/any</i>	<i>I don't want any oranges.</i>
71	<i>Full of/empty</i>	
72	<i>Want/like</i> + <i>to</i> ...	<i>We don't want to go ...</i>
73	Past tense, irregular verbs	
74	<i>Every</i> + NOUN/ <i>everyone/everybody/everything</i>	
75	<i>The other</i> + NOUN	
76	<i>What/Where/When/How</i> + past tense irregular verbs	
77	Social expressions:	<i>Sorry, excuse me, beg your pardon</i>
78	Adverbs of manner, <i>-ly</i>	<i>quietly, carefully, slowly</i>
79	<i>Someone/somebody/something/anyone/anybody/anything/nobody/nothing</i>	
80	<i>A lot of, (not) much, How much</i>	
81	<i>Mine/yours/his/hers/ours/theirs</i>	
82	<i>Whose</i> + NOUN	<i>Whose book is this?</i>
83	<i>Going to</i> , future intention	<i>I am going to tell you a story.</i>
84	Present perfect simple tense; <i>-ed</i> , then irregular	
85	Questions: <i>Have/Has</i>, <i>WH</i>	
86	<i>Who ...?</i>	
87	<i>of the</i>	<i>Lid of the tin, chairman of the board</i>
88	<i>Some/any/one</i> as pronouns	<i>I've got one. Do you want some?</i>
89	<i>Which</i> + NOUN/ <i>one ...? That one</i>	<i>Which book/one is hers? That one.</i>
90	<i>The</i> + ADJ + <i>one</i>	<i>Which one is yours? The blue one.</i>
91	<i>All/Both the</i> + NOUN	<i>All the students are in the classroom.</i>
92	<i>At</i>	<i>at home, at + ADDRESS, at the station.</i>
93	<i>Why ...? Because ...</i>	
94	<i>Have a bath/drink/meal</i>	<i>I have lunch at 12 o'clock.</i>
95	<i>May</i> , for permission	
96	<i>Must, mustn't</i>	
97	<i>Will be</i> , future simple of BE	<i>Tomorrow will be Friday.</i>

98	very + ADJ/ADVERB	<i>very slow, very carefully.</i>
99	Present simple, universals	<i>Birds lay eggs.</i>
100	Comparatives of adjectives	<i>Elephants are bigger than horses.</i>
101	<i>Half of/a quarter of</i>	
102	Time: <i>past, to</i>	<i>Ten past two, quarter to six.</i>
103	Past tense + <i>ago</i>	<i>He left two hours ago.</i>
104	Polite request: <i>Will/Would you please ...</i>	
105	<i>Always/usually/sometimes/often/never + BE</i>	<i>He is never at home.</i>
106	<i>Always + other verbs</i>	
107	<i>With</i> , instrumental	<i>We cut paper with a pair of scissors.</i>
108	Before and after clauses (present and past tense)	<i>Before I have dinner, I wash my hands.</i> <i>After he sat down, he opened the letter.</i>
109	<i>A few/a little</i>	<i>A few chickens, there is a little.</i>
110	<i>When + Present simple</i> , future simple/imperative	<i>When the rain stops, we will go out.</i> <i>Give him the letter when you see him.</i>
111	<i>All</i> as adverb, with pronoun	<i>They have all finished.</i>
112	<i>Who/Which + NOUN/Whose + NOUN</i>	<i>Which class is in the field?</i>
113	<i>Do you know/Ask him/Tell me + who/which</i>	
114	Adjective phrases	<i>the man with the umbrella.</i>
115	Questions with final prepositions	<i>What are you talking about?</i>
116	VERB <i>somebody to do something</i>	<i>We asked them to sing a song.</i>
117	Superlatives, <i>-est</i>	<i>the highest mountain in the world.</i>
118	Classroom formula:	<i>do you know ...?</i>
119	<i>He says (that) ...</i>	
120	<i>Ask/tell ... not to ...</i>	
121	<i>Will/Would you please help ... to ...</i>	<i>Will you please help me to carry this?</i>
122	<i>Know/ask/tell/show ... how/</i> <i>where/when ...to ...</i>	<i>Do you know where to find it?</i> <i>Ask him how to open it.</i>
123	Defining relative clauses 1	<i>This is the girl who won the prize.</i>
124	<i>Too + ADJ to ...</i>	<i>It is too heavy to lift.</i>
125	<i>Why can't/don't/isn't ...</i>	<i>Why don't you move it?</i>
126	<i>still</i> , mid-position	<i>They are still working.</i>
127	<i>will</i> , pre-arranged programme	<i>Next Friday will be a holiday.</i>
128	<i>yet</i> , in final position	<i>He is not here yet.</i>
129	<i>already</i> , in final position	<i>I have done my homework already.</i>
130	<i>When + past tense, past tense</i>	<i>When I saw him, I gave him the letter.</i>
131	Transitive phrasal verbs	<i>Pick up the pen. Pick it up.</i>
132	Defining relative clauses 2 (relative pronoun as subject, qualifying subject of clause)	<i>The boy who won the prize is over there.</i>
133	<i>For + GERUND</i>	<i>We use a knife for cutting.</i>
134	<i>Too much/too many</i>	<i>Too much rice, too many desks</i>
135	Passive, present simple	<i>is called, is made of, is used for</i>
136	Frequency adverbs, present perfect tense	<i>She has never played netball.</i>
137	<i>How tall/high/wide, How far, How heavy</i>	
138	<i>Too + ADJ for somebody to ...</i>	<i>It is too long for me (to wear).</i>
139	<i>by + means of transport</i>	<i>near/against/through/along/across/round</i>
140	<i>If + present simple, future</i> simple/imperative	<i>If it rains, go inside.</i> <i>If you drop the glass, it will break.</i>

141 ADJ/ADVERB <i>enough to ...</i>	<i>You are not old enough to drive.</i>
142 <i>a lot/some/any/none of the</i>	<i>None of the boys are here yet.</i>
143 <i>Which/Whose + NOUN ... prep.</i>	<i>Which cinema did you go to?</i>
144 Defining relative clauses 3 (relative pronoun as object but omitted)	<i>Is this the picture you were looking at?</i>
145 <i>some/any/no more + COUNT/MASS NOUN</i> <i>another + COUNT NOUN</i>	<i>There isn't any more (sugar).</i> <i>May I have another apple?</i>
146 <i>Less than/more than</i> <i>more/less + NOUN than</i>	<i>I have eaten more than you.</i> <i>There is more water in the cup than in the glass.</i>
147 Comparison: <i>as ADJ as</i>	<i>Tom is not as tall as Tim.</i>
148 Past continuous, time phrase “ <i>while/as clause</i>	<i>At seven o'clock I was eating dinner.</i> <i>As we were getting ready, it started to rain.</i>
149 Superlative: the ...-est of <i>Which of ...?</i>	<i>He is the youngest of the four boys.</i> <i>Which of them is the youngest?</i>
150 Comparison: <i>better, best/worse, worst/more,</i> <i>most/less, least, more/most + ADJ</i>	<i>This is more colourful than that one.</i>
151 Adverbials of degree:	<i>Very much/a little/not at all</i>
152 Comparison: <i>like/the same as</i>	<i>A wolf is like a dog.</i>
153 <i>It + BE + ADJ to ...</i>	<i>It is easy to ride a bicycle. [See 156]</i>
154 Indirect question: <i>ask/know/tell</i> in present simple or imperative	<i>Ask her how many students there are.</i>
155 Polite requests: <i>Would/Could you please ...?</i>	<i>I would like ...</i>
156 Infinitives: of purpose after nouns with final prep. after adjectives	<i>I went to buy a book.</i> <i>There was nothing to do.</i> <i>Have you got a pen to write with?</i> <i>That question is easy to answer.</i> <i>The dog jumped over the fence.</i>
157 <i>Over/above</i> for motion, position	
158 <i>Somewhere/anywhere/everywhere</i>	
159 <i>Has/have/had/will have to</i>	
160 <i>Needn't</i> : as opposite of <i>must</i> <i>should</i> : moral obligation	<i>You needn't do exercise 3.</i> <i>He should work harder.</i>
161 <i>Ought to</i> : moral obligation	<i>You ought to see a doctor.</i>
162 Present perfect continuous, <i>since</i>	<i>He's been waiting since two o'clock.</i>
163 <i>When/after</i> clauses, all tenses	<i>After you have had lunch, you should.....</i>
164 <i>so</i> , coordinating conjunction	<i>She is tired, so she can't come out.</i>
165 <i>As, reason</i>	<i>As you are ill, you must stay in bed.</i>
166 <i>although</i>	<i>He ate it although he didn't like it.</i>
167 Present perfect continuous, <i>for</i>	<i>He's been waiting for two hours.</i>
168 <i>until</i> , present/past simple	<i>Wait here until the rain stops.</i>
169 <i>Perhaps</i> <u>may</u> , for possibility	<i>Perhaps she is late.</i> <i>She may be late.</i>
170 Present perfect of BE, <i>for/since</i>	<i>We have been here for three days.</i>
171 <i>Glad/sorry that</i>	
172 <i>Afraid of + NOUN</i> <i>afraid to ...</i>	<i>I am afraid of spiders.</i> <i>I am afraid to touch it.</i>
173 Ask ... <i>if/know ... if,</i> present simple/imperative	<i>Do you know if they are coming?</i>
174 <i>Be sorry + clause</i>	<i>I am sorry I cannot come.</i>
175 <i>so ADJ/ADVERB that</i>	<i>He hit it so far that nobody could find it.</i>

176	<i>whose</i> , relative pronoun	<i>the boy whose house is on the hill.</i>
177	<i>Either ... or</i>	
178	<i>So/Neither</i> inversion	<i>So is he. Neither can I.</i>
179	<i>each</i> + NOUN/ <i>each of</i> + NOUN, PRONOUN	<i>He gave each child a sweet.</i>
180	<i>Some ... others</i>	<i>Some men wore ties, others didn't.</i>
181	<i>each other</i>	<i>We helped each other.</i>
182	Else	<i>What else do you want? I want someone else to answer.</i>
183	Emphatic pronouns	<i>You said so yourself. He did it by himself.</i>
184	Predicative past participles	<i>He was lost. It's broken.</i>

Mini Task 1 GRAMMAR

Clarify any of the terms not clear to you in the above list by using the Grammar Notes you received earlier with Module 1 or other sources such as the websites listed on page 8.

There is **no** written submission for this Mini task.

3.1.3 An Intermediate Course for Adults

Organised by grammar/structure. Note that there is review and there will be elaboration at the beginning of some important items which would be covered at elementary and pre-intermediate ESOL level.

Unit	Structures
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1. Present simple, *never/often/always*, time adverbial
2. Present continuous
3. Past simple, incl. irregular verbs & *BE*
4. *How much/many*, COUNT/MASS nouns
5. *Some/any/a few/a little*
6. Past tense with *ago*; *How long ago?*
7. Adjectives & adverbs; *as ... as, so ... that*
8. Comparison of adverbs: *better/worse/harder/more -ly/the best, worst*
9. *going to; if ... does(n't) ...*
10. *Take/get/bring/show* something. *Shall I ...? Would you ...?*
11. Present perfect simple with *for* & *since*; present perfect continuous
12. Present perfect simple with *just* & *yet, had better (not) ...*

13. Past simple & past continuous; *when* clause in past
14. *Will you ...* (in requests); *I'll ...* (in offers);
future of *must* & *can*: *will have to*, *will be able to*
emphatic pronouns
15. Present perfect simple with *just*; *might*;
I think/hope so, *I don't think so*
16. Present perfect simple and past simple contrasted
17. *Would you mind (not) ...-ing?* *I wonder if you'd mind ...-ing?*
stop/give up/hate/like ...-ing
18. *When/If* + present simple, future simple
19. *want/ask/tell* someone to do something;
make/let someone do something
20. Future in the past: *thought/had no idea/was sure/never dreamt ...was going to happen*
21. Past perfect simple: ... *had done something when/by the time ... happened*
22. Conditionals: ... *would/could ...if ... had/did/were ...*
23. Passives: *present perfect simple & past simple*
24. Reported speech: *told someone/said ... was/did/could/would/had/had been*
25. Past conditional: ... *would have ... if ... had ...*

3.1.4 An Upper-intermediate Course for Adults

This was a syllabus with topic prioritised and with structural content controlled and defined. Each unit consisted of two lessons. These topics were chosen some time ago. Would they now be considered appropriate?

Unit	Topic and Structures
1.	<p>Traffic in our cities Question forms: <i>What causes ...? What does ... suffer from?</i> Present continuous/present simple contrast Extended use of present continuous: <i>The problem is getting worse ...</i> Continuous passive <i>Even though</i> Reported speech, present to past: <i>He told her she wanted the 79A bus.</i> Reported questions: <i>She asked her when she had to be there.</i> Tag questions: <i>Aren't they? I thought they were.</i> Embedded questions: <i>Do you know if ...</i></p>
2.	<p>The BBC Present perfect/simple past contrast: <i>How long did you work/</i> <i>How long have you been working</i> Verbs rare in present cont.: <i>like/doubt/believe/see/hear/know ...</i> Reported speech: <i>will-would, has done-have done</i> <i>Excuse me for ...-ing; Would you mind ...-ing?</i> Past perfect</p>

3. **Space Travel**
 Present perfect simple/present perfect continuous contrast
ever since: I've been ...-ing ... ever since + PAST TENSE
used to: He used to ... but now .../but he doesn't ... any more.
So did I. Neither did I.
4. **Education**
 Subordinators: *until/as soon as/before/after*
must, for expressing assumptions: *must be + NOUN; must be ...-ing ...*
make someone do something/let someone do something
It's crazy/difficult/better for him to do ...
told/said contrast
needn't; needn't/mustn't contrast
5. **The Rich and the Poor**
... too + ADJ + to do something
 Passives with modal verbs: *can/must/should/will/ought to be done*
There isn't enough ... for ... to do something
avoid ...-ing ...
 Participle adjectives: *annoyed/annoying, interested/interesting*
seem to be ...-ing ...
 Question tags after -ing: *Going there on business, are you?*
I hope to/I want to/I'd like to ...
 Present continuous for future time: *I'm meeting ... this evening.*
6. **Holidays**
That's the ... they're going to ...
That's where/why/how ...
It's getting more and more + ADJ; It's getting ... -er and ... -er ...
That's the ...-est thing of all, manage to do something
apologise for ...-ing ...; I'm sorry I wasn't able to ...
It only took me + TIME + to do something
should, for expressing assumptions
... doesn't seem to be ...
7. **Disasters**
 Past continuous + *when*: *I was ...-ing when the alarm went off.*
... could have done something but ... didn't.
which, referring to a fact: *The ship did not stop, which surprised us.*
who/what as subject & object: *Who gave you .../Who did you give it to?*
 Past tense + *while* + past continuous
saw/heard someone doing something
I'm afraid so/I'm afraid not.
8. **Letters to an Advice Column**
will + if + present tense; would + if + past tense
will + unless + present tense
Whatever/Wherever/Whenever + present tense + present tense
... without ...-ing: ... came in without knocking.
... was arrested for ...-ing ...
I can't/won't/don't... Can't/Won't/Don't you? Well is there someone here who can/will/does?
I don't suppose you know wh....
9. **Life in the Future**
I'm going to ... Will you be ...-ing ... when I get back?
 Future continuous: *may be ...-ing*
 Future perfect: *may have done something by + TIME*
hated/controlled/didn't trust/argued with ... each other/themselves

Defining participle: *The man wearing a ... is ...*
Do you happen to have ...? You don't seem to have ...
seem/appear/happen to do/be doing/have done

10. **Crime and Punishment**
If ... hadn't ..., ... wouldn't have ...
Past perfect simple and continuous
shouldn't have done/might have done
He didn't know ... was going to happen
accuse someone of (not) ...-ing ...
suggest that someone *should do something*
I think we had better ..., hadn't we?
look/seem/sound/feel/smell + ADJ
11. **The World of Advertising**
want/advise/beg/force etc. someone to do something
tell/show/advise someone what to do
Would you like me to ...?
In spite of/because of
I shouldn't have .../I shouldn't be ...-ing ...
insist on ...-ing ...
got/understood/disagreed with/smiled at + what + past tense
You must have done something
It's supposed to + infinitive
12. **Work and Money**
remember/stop/enjoy/would mind/can't stand ...-ing ...
enjoy etc. having to do something/being able to do something
Gerund subject clauses: *Seeing people fired isn't very pleasant.*
remember/object to/stop someone doing something
put off doing something, ... *needs doing* ... *will have to be seen to*
look something over; other phrasal verbs: *give up/take out/ring up* etc.
Hope: ... may be able to do something
13. **Women's Liberation**
wish + past tense form: wish ... were/would/had been ...
wish + past perfect: wish ... had never ...
would rather do something than do something else
I wonder if there's any point in ...-ing ...
What's the use of ...-ing ...
It's time something happened: It's time the train left.
Phrasal verbs with two particles: *put up with/look up to/go back on* etc.
14. **Inflation**
Indirect object, verbs which *must take to*: *explain/describe/mention* etc.
Passive of verbs taking indirect object
can't afford to have something done, have just had something done
stood there gaping/left saying .../drove up making a noise
tell someone not to do something
How much should it cost to have something done? Want/would like something done
Inseparable phrasal verbs: *look after/see to/go into/run into* etc.
15. **Progress**
Zero article for general ideas: *industry/medicine/wine*
Modification of such nouns: *heavy industry/the car industry*
be one of the last to do something: ... one of the last to be told
wait for something to happen: for the weather to clear up
was/were going to do something but ...
would like to have done something: I'd like to have gone to the party
Intransitive phrasal verbs: *break out/break down/run out/die out* etc.

Mini Task 2 TOPIC

Would you change any of these topics listed below, and if so, why? Suggest alternative topics/topic titles.

Unit 5 *The Rich and the Poor*

Unit 7 *Disasters*

Unit 10 *Crime and Punishment*

Unit 12 *Work and Money*

Unit 13 *Women's Liberation*

Unit 14 *Inflation*

As a guide, a suggestion for Unit 2, *The BBC*, is given at the foot of page 18

3.1.5 A Course for Teenage Beginners

This shows a structural-cum-functional course for 11 to 15 year old beginners.

Structures	Functions
<u>Unit 1</u> <i>I am/you are/he, she is (n't) ...</i> <i>My/your/his/her</i> Numbers 1 - 15 Questions: <i>Are/Is; What/Where/How</i>	greetings introducing yourself asking for & giving personal information: name, age etc.
<u>Unit 2</u> <i>This/it is</i> Numbers 16 - 100 Adjectives: <i>also very/quite</i>	Introducing and describing third person or thing
<u>Unit 3</u> <i>A/an</i> Adjectives if nationality Adjective + noun; plural nouns <i>This/thes, You/they are, Our/their</i>	introducing and describing other people and things
<u>Unit 4</u> <i>I/You/We have (n't) got ...</i> Questions: <i>Have; Who/Which</i> <i>The</i> <i>In/on/at</i> Polite phrases: Asking and describing where something is	greetings talking about your family, school, possessions <i>Excuse me, Sorry, Thanks</i>
<u>Unit 5</u> <i>He/She/It has (n't) ... Has ...?</i> <i>There is/are ... Is/Are there ...?</i> Possessive 's Colours	asking for a description describing someone's appearance describing someone's home
<u>Unit 6</u> <i>Do you like ...? I like/don't like/hate</i> The alphabet Imperatives, incl. <i>Don't ...</i>	talking about likes and dislikes spelling giving orders and instructions

Unit 7

Days of the week
Object pronouns
Can/can't, incl. questions

talking about likes and dislikes
talking about ability

Unit 8

Present simple; *Does(n't) ...?*
Always/often/never

talking about a third person

Unit 9

The time
Like/hate + gerund
Irregular plurals:

asking and telling the time
talking about likes and dislikes
men/women/mice/people/children

Unit 10

Must/mustn't
Numbers 100+
Time and distance; speed

talking about obligation and
necessity
apologising and making excuses

Unit 11

Adverbs of frequency: BE and other
Verbs; *always/usually/sometimes/*
Often/never
That/those
Ordinal numbers, *first - tenth*

describing a place
describing habits
identifying things
asking for things in a shop
describing your abilities

Unit 12

Don't/doesn't want to ...
An/can't, for permission & possibility
Cup/packet/piece of

giving reasons for something
asking and giving permission
asking for things in a shop/café
offering food and drink

Unit 13

Present continuous, incl. questions
And answers
Months
Dates

talking about present activities
talking about someone's interests
talking on the telephone
talking about dates

Unit 14

Past simple: BE & regular verbs
Questions: *Was/Were/Did*
Answers: *Yes ... was/were/did*
No ... wasn't/weren't/didn't

talking about the past
talking about time and distance

Unit 15

Past simple: irregular verbs

talking about the past
asking for and giving an opinion

Mini Task 2 TOPIC *From page 17*

Would you change any of the topics, listed below, and if so, why?
Suggest alternative topics/topic titles.

EXAMPLE:

Unit 2 *The BBC* - *The BBC* would be considered too narrow, it is one broadcaster. The BBC used to have more prominence but now, in our modern society, there are many competing providers. A topic title *The Media* might be more appropriate.

3.2 THE COURSE SPECIFICATION

The course specification is a full description of a course. The following are normally included:

1. Name of final award
A clear statement of the title of the award. A level may be required, e.g. *Certificate in English, Elementary*, if there are other levels.
2. Mode of study
By classroom study, distance/online or 'blended', a mix of the two.
3. Awarding body/institution
A clear statement of the origin of the course. Who created it?
4. Teaching institution (if different)
The teaching institution could be the same as (3) if, for instance, a language school is offering its own certificate in English and the course is preparing students for it.
5. Details of any accreditation of the award by any professional/statutory body. This is not so likely if it is the internal award of a language school.
6. Course title
A clear statement of the course name. It does not follow that it is exactly the same as (1) For example, in Singapore the government regulator demands that private schools insert '*Preparation course for...[Award name]*'.
7. Course aims
A clear statement to ensure enquirers are not misled about the total learning outcome of the course. We must endeavor to provide a good match between the needs of an enquirer and the course aims.
8. Target learners
Market analysis will have led the course designer to identify who the target learners will be.
9. Entry requirements
From (8) the likely pre-entry academic qualifications/any additional working experience and age of entry would be identifiable, enabling minima to be set.
10. Fees
A clear statement of course fees must be provided. Any additional fees, for example for a course book, a registration fee, an examination fee, should also be clearly stated. Fee payment schedules should be stated.
11. Syllabus
A syllabus statement will summarise or elaborate on the expected learning outcomes.
12. Course materials
Any course book required is identified. A course book with its language content may be integral to achieving the syllabus learning outcomes.
13. Course structure: levels, modules
Irreducible units ('modules') may be laid out to show the course structure. There may be levels, for example *Elementary English, Pre-intermediate English....* and a statement of the levels would then need be made.

14. Duration

The normal duration in days, weeks or months would be stated. Any maximum duration, allowed study period would be included.

15. Assessment

The mode of assessment, whether examinations, assignments or a mix of these is stated. The detailed format and marking criteria statement would be included. The marks correlation with grades would be stated. If the certification is not graded but is Pass or Fail, this would be stated.

16. Feedback

Feedback, less formal and course evaluation, more formal, from course participants. Feedback schemes for other stakeholders, perhaps parents, potential employers, vendors.

3.3 COURSE BOOKS

3.3.1 Course books and their use

Private institutions often have a choice over course books and associated materials for the teaching of English.

Government schools have less freedom. Ministries set the syllabus for their national curriculum and approve the course books. In some, all government schools use set books. In others, schools may choose from an approved list. What tends to happen in such cases is that writers stick rigidly to the Ministry guidelines to ensure they get on the list. They rarely deviate from the selection by including other items, and they certainly never omit any. They also follow the grading sequence absolutely. Stilted and inflexible course books often result.

As well as buying the expected course books, purchase of supplementary books to make up a deficiency of skills must be considered.

Particularly for private institutions, typical student course books may be one element in a set of:

- Student course book
 - presents language items and gives practice activities for them; possibly includes grammar reference sections, word lists, audio transcripts for listening exercises. Usually uses interesting topics to contextualise the new language.
- Student work book (with answer key)
 - provides more practice material and answers, useful for the teacher having the answers though if preferred, it could also be used by the students so that they can check their answers themselves.
- Student work book (without answer key)
 - provides more practice material and is otherwise the same as the book with answers. Useful for the students to use where answers are to be marked or discussed in class.
- CD for student course book
 - Pre-recorded audio material for student course book exercises.
- CD for student work book
 - Pre-recorded audio material for listening exercises in the work book.

- Teacher's book
 - contains guidance on delivering the activities in the student course book. Also contains answer keys for exercises in the student course book. It may also contain progress tests (with answer key) to set for the students and a limited amount of photocopiable material for extra class activities.
- Resource book
 - If this is supplied in the set of materials, it will contain more photocopiable resources and ideas for extra class activities.

Each of the above items may be essential, useful or unnecessary in a particular teaching situation.

There are many ESOL books for both general English and English for specific purposes (ESP) such as English for business and English for hotel management. Some of the following may be met in your teaching career.

Course Type	Publications
General English (ESOL)	<i>New Headway</i> series by John Soars and Liz Soars, Oxford University Press. <i>Cutting Edge</i> series by Sarah Cunningham and Peter Moor, Pearson Longman. <i>Side by Side</i> by Steven Molinsky and Bill Bliss, Pearson Longman. <i>Just Right</i> by Jeremy Harmer et al, Marshall Cavendish. Touchstone, Cambridge English.
English for Business *	<i>New International Business English 2nd Edn</i> , by Leo Jones and Richard Alexander, Cambridge University Press 2011. <i>English for Business Communication 2nd Edn</i> , by Simon Sweeney, Cambridge University Press 2003.
English for Hospitality and Tourism *	<i>High Season: English for the Hotel and Tourist Industry</i> by Keith Harding and Paul Henderson, Oxford University Press 1994. <i>English for Tourism and Hospitality in Higher Education Studies</i> by Hans Mol, Garnet Education 2008. <i>'Highly Recommended' English for the Hotel and Catering Industry New Edn.</i> , by Trish Stott and Rod Revell, Oxford University Press 2004. <i>'Main Course' Language and Skills for Restaurant Workers</i> by Renee Talalla, Falcon Press Sdn. Bhd., Malaysia 2000.
Other *	<i>Email English 2nd Edn</i> , by Paul Emmerson, Macmillan <i>Cambridge English for Nursing</i> by Virginia Allum and Patricia McGarr, Cambridge Professional English 2008. <i>English for Banking</i> by Marie McLisky, Garnet Education 2008.

- * The short video on <https://youtu.be/ocx-S2kpiI8> shows your tutor with some books in these categories.

Some of these titles are in ranges including a student course book, student work book, teachers' book and audio CDs. Some are available for the US market in an American edition, useful if your learners are studying in an American English oriented environment such as Japan, Korea, the Philippines and to some extent China. However, textbooks for China more normally use British English for spelling, meaning and pronunciation.

Teachers in China are most familiar with Grammar-Translation method and with the concept of the structural approach (Module 1, Section B). Chinese culture does not so readily accept communicative approach activities, games, pair and group work as popularised in modern texts for teaching a language. These are considered time wasting. This is so entrenched in China that the teacher, an authority figure in Chinese culture, is not expected to teach from English, but instead learners accept being lectured to with no involvement by them, passively listening to the teacher speak in Chinese to deliver points about English, particularly grammar and vocabulary. This Grammar-Translation method is aided by use of a book that is very popular in China for learners, particularly in language schools, *New Concept English (Chinese Edition)* by L.G. Alexander, Longman. This edition has been translated from the English into Chinese for ease of use by teachers and learners. The concentration is very much on grammar and vocabulary. There is little balance with other content that would be communicative in nature or with elaboration on lexis so there is little work on further meaning, on collocation and connotation for words (we look at words and these associated meanings in Module 4, Section B).

3.3.2 Evaluating course books

If you are able to choose or assist in the choice of course books, you should assess several factors:

The syllabus and the book

The language items covered by the book, representing the whole or part of the syllabus, should be compatible with the aims of the course and should suit the ability of the students.

In accordance with modern principles of language teaching, language work in a book for a general English course should present and give practice in a balance of the four language skills (listening, speaking, reading and writing).

If a course concentrates on one skill, for example speaking, a general English ESOL course book should allow enough of this concentration and if not, there should be a supplementary book, books or handouts supplied by the teacher or by the school for the required skill.

Modern principles of teaching embrace the communicative approach. A student course book will therefore contain many exercises where students are working, perhaps in pairs and groups, practising the language they have just learned. In case grammar is neglected, there will probably be a new grammar point clearly explained perhaps at the beginning of each chapter/unit. This may not be explicit from the very beginning, the learners may experience the language via an audio recording or written material, they are then directed in the book to an explanation of the new language. After that point, the course book will emphasise practice of the new language, to the end of the chapter/unit. This practice will cover the four skills of listening, speaking, reading and writing. There is a hint of the immersion method in the very beginning of the chapter, the learners experience the new language before being instructed in it.

Look at any New Headway or Cutting Edge student course book to see these elements. Such a course book is therefore laid out in what we call multi-syllabus language organisation, encompassing structural, communicative, immersion and lexical approach elements.

An exception, with tighter concentration on grammar and vocabulary, would be *New Concepts English (Chinese Edition)* (as discussed above) and similar books oriented solely at national education criteria and culturally specific preferences.

Cost

The cost of a student course book restricts choice. However, publishers compete and there are often several course books with similar aims at a similar and reasonable cost. ESP books, such as in areas English for hospitality or English for medicine are more expensive than books for general English, because they sell to a smaller market.

Publishers update their books periodically. A new edition means that in all likelihood any student workbook, teacher's book and audio materials will change. Schools should be very aware of this and remain in touch with their suppliers so that overstocking of an edition soon to be superseded does not occur.

Durability

Books to be kept by the students must last well under rough handling conditions. Look at the cover and binding. A glossy card cover is quite durable and is relatively cheap to produce.

Appeal

- Does the course book appeal to the students?
- Is it attractively laid out with sufficient visually relaxing white space?
- Are illustrations attractive and colourful?
- Are any topics interesting and appropriate?
- Are any games and songs interesting and appropriate?
- Is there any cultural bias? Some books are too Anglo-centred and these may be less suitable in e.g. Asia or Africa.

Topics

Language is often taught with topic to illustrate it, except in the grammar-translation method and the pure structural approach. However, topics suitable for native speaker classrooms in the UK and US would not be so appropriate for some other cultures. One of your tutors recalls 'The Man with the Green Eyes', the story of a railway journey, in a well-known pre-intermediate course book edition of some years ago used for practice of the past simple verb tense. A couple board a train, the husband falls asleep, a male passenger joins them in the compartment mid journey, the husband continues in a deep sleep after his busy working week, his wife glances at the stranger, their eyes meet, she looks into his green eyes, the train runs into a station, she and the man with green eyes leave the train and go off together, the husband wakes up from his deep slumber after another few stops at stations, the compartment is empty.....!

Other illustrations of grammar work in course books from the UK have included, frequently, parties with guests talking to each other while balancing glasses of white wine in drawing rooms, the English pub, an institution which is given a prominence beyond reality, almost of tourist attraction proportions! Another exercise in prepositions used a room with objects in it; it showed a photograph of a drawing room in a large Victorian villa in north London, a very expensive house and beyond the financial reach of most British people, unfamiliar to many modern British teenagers and certainly disconnected to many of our students around the world!

We must be aware of what some teachers call 'PARSNIPS', taboo topics:

- **Politics**
- **Alcohol**
- **Religion**
- **Sex**
- **Narcotics**
- **-isms**
- **and Pork!**

The above are usable but only if you truly know your students and are confident that no offence will be caused. Laura, in the observed teaching and Assignment in Module 1, Section B uses the topic 'speed dating', and Harmer raises this in the interview, see the first section on https://vk.com/wall-51506472_3439?z=video-51506472_169076034%2Fca941ce6a220b009ca%2Fpl_post_-51506472_3439 .

Successful use of 'PARSNIP' topics also would depend on learners being able to respond maturely to any emotional issues, under sensitive handling of the class by the teacher. The classroom is a quite public place and the teacher should be aware of difficulties arising from learners' personal backgrounds or different country cultures.

One positive outcome can be that your learners gain practice in disagreeing, to making comparisons and seeing non-imposition of ideas. Again, this is down to objectivity and sensitivity that you would need to carefully bring in as the teacher.

Sensitive topics could be totally avoided as a policy of a school. This may or may not have occurred in the writing of a course book that is part of the English course. There is then a choice of avoiding some topics in the book, literally bypassing the pages. A public statement of policy to you class would probably make sense here. If the teacher and the school prefer to avoid self-censoring in this way and prefer the freedom to engage in topics which could challenge preconceptions of the students, a clause could usefully be contained in the school-student contract to the effect that the students accept the school may use (reasonable) topics of its choice to assist in the learning outcomes.

Versatility

Are the activities contained in the book suitable for both stronger and weaker students in a class? Also, when you look at the illustrations, diagrams or charts do other language activities come to mind? This gives an indication of its versatility.

Checklist for Assessing Course Books

You may be asked in a school, or may need for your own use, to offer an opinion, a preference or to make a choice between books. The checklist gives useful criteria to consider.

TITLE: _____

ESOL LEVEL: _____

SERIES TITLE: _____ st/nd/th in series of _____

AUTHOR: _____ PUBLISHER: _____

Written exercises	<input type="checkbox"/>
Picture compositions	<input type="checkbox"/>
Games, puzzles	<input type="checkbox"/>
Songs	<input type="checkbox"/>
Pronunciation exercises	<input type="checkbox"/>
Grammar explanations	<input type="checkbox"/>
Wordlists, vocabulary level	<input type="checkbox"/>
Audio transcripts	<input type="checkbox"/>
Balance of the four language skills	<input type="checkbox"/>
White space, layout	<input type="checkbox"/>
Durability of the book	<input type="checkbox"/>
General appeal to students	<input type="checkbox"/>
Other _____	<input type="checkbox"/>

Two Diploma in TESOL trainees taking the classroom course option are shown critiquing a student course book in <https://youtu.be/sW1ValsciEY>. They are commenting on issues listed in an exercise that is visible on the whiteboard behind them

Mini Task 3 BOOK PURCHASE

You are responsible for arranging ordering of books for a course at elementary ESOL level. There are two classes taking this level and they are sometimes taught at the same time. One class has 13 students, another is streamed with less able students, 24 in number. There is a school library. There is a teachers' resource cupboard.

In the table below, state how many copies you would purchase. Give reasons for your answers.

Do **not** submit your answers, instead do the exercise and then refer to the suggested answer at the foot of page 28.

NOTE: There is no single right answer for this task. The possible answer given at the foot of page 28 has its own rationale and is made with the assumption of 'minimal' purchasing, just enough without spare copies, which in reality would be rather dangerous for stock levels! It is also assumed that learners should not have access to the workbook with answers; that they should not have access to the audio CDs if the school has any concerns about unauthorised copying; that they should not have access to the teacher's book which contains answers for student workbook exercise, progress tests and answers.

Item	Quantity to purchase	Rationale
Student course book		
Student work book (with answer key)		
Student work book (without answer key)		
Audio CD for student course book		
Audio CD for student work book		
Teacher's Book		
Resource Book		

3.4 TEACHERS

3.4.1 The roles of the teacher

Teachers carry out a variety of different roles in their work.

Instructor

When teaching new language or explaining points of pronunciation, vocabulary or grammar, the teacher may instruct in the traditional sense. Naturally, such instruction aims at understanding rather than rote learning by heart.

Provider of Experiences

Learners learn less by formal instruction than by practising the four skills. A major duty is to provide as many language experiences as possible for the students to practise these skills in various contexts. The teacher is an enabler and should organise learning experiences appropriate to the aims of the course. Those studying English for special purposes (ESP), perhaps for business or hospitality would need activities designed to help them not just with learning English but with communication in future workplace environments. If a course book is being followed it is likely there will be many communicative exercises in it aimed at having the learners practice new language.

Spoken Language Model

The learners to some extent model their spoken English on that of the teacher. This is especially so with pronunciation. It is not necessary for the teacher to speak with a received pronunciation (RP) accent; any native or non-native accent is acceptable if easily intelligible to those with whom students are likely to speak. The teacher's voice should be clear and audible, but it is not advisable to pronounce unnaturally. Clearly, the teacher's responsibility is greater in situations where the teacher's voice is almost the only model the students hear.

In other aspects of language too the teacher is the model - or provides it in the form of books and other materials.

Students will easily copy the teacher's language mannerisms and overused phrases such as "OK", "Brilliant", "Share with...". These are not totally wrong but constant repetition would be annoying to listeners. Be aware of your own speech. A teacher was once asked

STUDENT: 'What does Festival mean?'
 TEACHER: 'It's a time when everyone is happy, like Christmas.....Why?'
 STUDENT: 'At the beginning of every lesson you say "Festival, we are going to do some pronunciation practice.....".'

Motivator

Encouragement is vital. If the teacher thinks it is a waste of time for student X to learn English, X will certainly think so too. Criticism or over-correction will stifle fluency and interest. The teacher has to provide a balance of activities - the need to motivate students while achieving the language aim as efficiently as possible. In Module 1, Section B we discussed extrinsic motivation, what the teacher brings to the learning.

Authority

Particularly if you are a native speaker of English, your statements will be taken as being true. Beware of false or unhelpful statements such as:

- "Always use **shall** with **I** and **we**, and **will** with **second and third person subjects**."
This is true for formal use, not so much for informal.
- "The present perfect simple tense is for actions which have taken place in the recent past."
The meaning of *He's been to Harvard* could mean that he attended Harvard in the distant past, in his youth.

Mini-Task 3, pages 26 and 27. Suggested answer.		
Item	Quantity to purchase	Rationale
Student course book	41	13 plus 24 for the learners, 2 for the teachers, 1 as a library copy, 1 as a spare in the teachers' resource cupboard if a teacher forgets their copy.
Student work book (with answer key)	3	2 for the teachers, 1 as a spare in the teachers' resource cupboard if a teacher forgets their copy. Learners should not have direct access.
Student work book (without answer key)	38	37 for the learners, 1 for the library.
Audio CD for student course book	3	2 for the teachers, 1 as a spare in the teachers' resource cupboard if a teacher forgets their copy. Learners should not have direct access.
Audio CD for student work book	3	2 for the teachers, 1 as a spare in the teachers' resource cupboard if a teacher forgets their copy. Learners should not have direct access.
Teacher's Book	3	2 for the teachers, 1 as a spare in the teachers' resource cupboard if a teacher forgets their copy. Learners should not have direct access.
Resource Book	1	1 in the teachers' resource cupboard for occasional use. Learners should not have direct access.

Some oversimplifications when the learners first meet a new language item can be helpful, but unless they are rigid rules you could choose to make it clear from the beginning that they are provisional guidelines.

Arbiter and Balancer

Often the only way students know their comprehension or production of English is faulty is if the teacher tells them so. You have to balance encouraging fluency with the need for accuracy and appropriateness. Be aware of the errors being made even if you decide to deal with them at a later time.

As a teacher, you should judge a balance - between control and freedom, fluency and accuracy, dictating rules and allowing discovery, enjoyment and seriousness, criticism and the need to correct, praise and the danger of self-satisfaction. Your own temperament will affect the balance chosen; and every set of students requires a different balance. You should balance your own temperament with the needs of the students (not their wishes, incidentally; these may be quite different from their objective needs).

Examiner

The teacher continually monitors the students' attainment and progress either formally or informally. You need to diagnose their weaknesses for remedial teaching. You may also be required to examine the students formally to give an assessment of their level of attainment for some external requirement - school records, reports to parents, external certificates.

Disciplinarian

Although well-motivated learners are generally well-disciplined there may be those who are generally disruptive or who are just against learning English. Disruptive students who are disruptive through a sense of failure *can* achieve success in learning a language. Unless they are unusually prejudiced, 'anti-learning' students can be won over in time by showing them that learning English can be both useful and pleasurable.

On the other hand, they cannot learn in an atmosphere of fear, and this is especially true in language learning. But students cannot learn well if the teacher is not in control of the class. Inform the school of discipline issues - the school should support the teacher.

Mentor

Many teachers may feel that teaching English is a fairly technical activity; that students are unlikely to absorb a philosophy of life or mould their attitudes from the language teacher; that this is more the sphere of the teachers of the humanities or religious education in the mother tongue. However, students are often influenced as much or more by the language teacher. We are a window to the world and other cultures.

Turning to one-to-one relationships and mentoring, a teacher sometimes becomes a confidante of a student and this can be difficult if confidentiality is expected by the student but the issue demands action by school administration. It is better to make clear at the outset to a student that if any issue requires passing on to a responsible member of the staff then this would have to happen. The teacher would then be obliged to escalate an issue up to perhaps a responsible welfare officer.

Adult students may invite a teacher to their social activities, perhaps to a Chinese festival 'bake off' at one of their apartments. This can be best dealt with if two teachers attend rather than going alone. It is safest if social activities are restricted to those organised by the school.

The tutor of English, going to a student's house or apartment, is in a more difficult position. It is unlikely that there will be another tutor in attendance. Care must be taken to only carry out tuition in a room used by the whole family, if the tutee is a child/teenager. Tutoring adult students on a one-to-one basis at their home will always carry an element of risk. Some tutors prefer to limit their work to tuition centres.

Participant

The teacher as a participant is active from the inside, e.g. joining in with a group.

Resource

The teacher is a provider of help and information to the class.

Manager

The teacher is a manager of materials and time. As a manager, a teacher is responsible for outcomes with these in limited supply. Moreover, the teacher is effectively involved in a school as a manager alongside those who manage in administration functions. A well-organised school will recognise the role of its teachers as managers and will not have 'silos' separating administration and academic arms. Cross-fertilisation and communication between administration and academics is vital and healthy.

Tutor

Here, the teacher is a provider of help for highly specific work at an individual / small group level. The role of tutor is useful for moulding and influencing.

Observer

Observation is a pre-requisite to giving feedback and to judging usefulness of materials and activities. A teacher should rarely be out of the observation mode.

3.4.2 Teachers and their training: Native and non-native speaker teachers of English

Silvana discusses the differences between being a native speaker of English and a non-native speaker in her interview with Jeremy Harmer. View the third section of the video recording on https://vk.com/wall-51506472_3439?z=video-51506472_169076034%2Fca941ce6a220b009ca%2Fpl_post_-51506472_3439 already seen in Module 2, Section A. Silvana also presented a paper on this subject at the Annual International IATEFL Conference 2016, Birmingham, UK <https://iatefl.britishcouncil.org/2016/session/plenary-silvana-richardson>.

There are important issues on this subject.

- 1) It is self-evident that there are many more non-native speakers (NNS), 85% teaching English around the world than native speakers (NS), 15%. Huge numbers of NNS teachers are responsible for government school English curricula in schools in many countries, from primary through to secondary, teaching monolingual non-English L1 audiences. Language schools also rely heavily on large numbers of NNS teachers. The discriminatory preference for NNS teachers particularly evident in non-government, private schools is unrealistic, purely from the number of NS teachers being insufficient for such a global demand.

- 2) Translation ability to and from the learner's L1 and English is useful particularly at the lower ESOL levels in language schools, and is universally needed in government schools in EFL countries. The NS teacher is often monolingual in English and rarely has this translation ability.
- 3) The NS teacher, when available, is in demand particularly for spoken language skills, even though language awareness may be stronger in NNS colleagues.
- 4) The grammar is well absorbed by many NNS government school attendees, the grammar-translation methods is widely used. This is not ideal in our age when we prefer more communicative techniques and deplore drilling, but it is a fact. This is not universal – Singapore MOE has had periods of not demanding grammar to be directly taught, but it is preponderant.

The NS learner in a government school, living in the UK, US, Canada, Australia, New Zealand to name the core NS countries, is not so likely to be taught the grammar of English in anything like such a methodical way as in many EFL countries. The end result is that the language awareness of the NS teacher is not as good as that of the typical NNS teacher.

- 5) Courses to prepare native speakers to teach do not always seek to correct this lack of language awareness, unease with metalanguage, but instead over-emphasise on methodologies and teaching techniques. Short teacher training courses cannot hope to impart remedial grammar in NS attendees. English has become an international language and is a lingua franca between nations. This change is not well followed by training teachers of the language using only native speaker norms. The UK short courses based on NS teacher training do not meet the modern reality. They assume language competency from growing up with the language that naturally translates into effectiveness in teaching the language. Valerie Hobbs, University of Sheffield, <https://academic.oup.com/eltj/article-lookup/doi/10.1093/elt/ccs078> studied participants' experiences in two well-known and used short courses in the UK and lack of acquiring language awareness was problematic for NS trainees who clearly did not feel they had any advantage in being NS; NNS step-by-step learning of English, its technical grammar and structures was what they felt they lacked.
- 6) The NNS teacher knows the problems students of their own L1 will meet learning English.
- 7) However, NNS teachers feel disadvantaged because they will know less of use of English in NS countries. Their experience and use of idiom, metaphor, devices in speaking, intonation will be weaker.

We should accept that an NS country English, British English or American English for example, is not the only model. NS English is not the arbiter of what is correct or 'best' in this era of English as an international language. English is not 'owned' by the UK or the US.

Linguistic imperialism is something NS speakers should avoid, the 'We know English best' approach. Other varieties of English do have validity.

3.5 TEACHER LEARNER INTERACTIONS

3.5.1 Teacher to class

Teacher to class - This is the teacher-centred, traditional mode of classroom interaction. Where the learners are listening, reading or writing, it can work very well. However, even in these activities other modes of interaction are valuable. In the teaching of a language perhaps more than in any other subject it is essential for our learners to speak a fair amount.

In a language class, teacher - class interaction generally takes place at the stages of

- Revision and review of previously learned items
- Presentation of new language items
- Preparation for activities
- Organising practise of new language items, for example:
 - extensive listening, to a story or tape;
 - intensive listening;
 - choral speaking (see below)
 - extensive reading;
 - intensive reading;
 - writing activities, comprehension questions, compositions, dictations;
 - games, puzzles and songs.
- Testing and assessment.

Teacher to class work is central for choral speaking ('chanting'). It is vital for learners to practise their speaking skills. If each speaks individually, then in a large class any one can speak for only about one or two minutes per hour even if the teacher devotes the whole lesson to speaking skills. One way out of this difficulty is to have them speaking (chanting) chorally.

Choral speaking - having the whole class speaking at one time - can give each learner a fair amount of speaking time. The drawback is that they all have to say the same thing. In practice it is too monotonous to use very much. Generally, whenever it is used it should be interspersed with individual speaking. It is valuable in pronunciation practice, including rhythm and intonation. It should be quick. They should learn to respond at once to the teacher's command of "Everybody!" or a sweep of the hand, and to "Again!"

Choral speaking should retain the rhythm, intonation and vitality of natural speech. It should not degenerate into a mindless drawl. If you are not satisfied with their intonation, then say so, tell them you *...can't feel the emotion/sadness/happiness/curiosity...!*

3.5.2 Pair work

The key to success with pair work is to get the class to realise that it is not a soft option - it is a time for intensive and serious language practice. Ensure that they understand this.

Pair work is most useful for oral practice, but many activities can be done in pairs.

Examples of activities suitable for pair work are:

- Intensive reading with questions
- Intensive listening with questions
- Micro-writing
- Games and puzzles
- Limited marking of work

As you proceed through the video recordings of lessons in this course, notice that pair work is used frequently.

If two learners are of different mother tongues with no other common language, they should work together in pairs for as many pair activities as possible, since they will have to speak to each other in English to complete the activity. If they are of the same mother tongue, encourage them to use English as much as possible in cooperative work. A reward system might be useful, even one as simple as congratulating the pair which made most effort to use English.

During oral activity, try to get them to ask each other questions; a sound principle anyway, instead of the teacher always asking the questions. At first, tell one to ask, and indicate who is to answer. From this, pair work can be built into a chain drill that can be carried out quite quickly:

Anne: *Do you like coffee, Dianne?*
Dianne: *No, I don't. Do you like chips, Nick?*
Nick: *Yes, very much. Do you like bananas, Kenny?*
Kenny: *etc.....*

Mini Task 4 LANGUAGE PRACTICE What grammar items of language are being practised in this chain drill?
--

Pair work is useful for learners to practice a dialogue. A 'framework' of the dialogue can be built up with them. They then practise it in pairs. Then they substitute in parts of it:

Framework presented and practised by the class in pairs:

Student A: *What did you do last weekend?*
Student B: *I went to a barbecue.*
Student A: *What was it like?*
Student B: *It was fantastic.*

Further practice in pairs, substituting their own vocabulary:

Student A: *What did you do last _____?*
Student B: *I went to _____.*
Student A: *What was it like?*
Student B: *It was _____.*

The framework can be stimulated by pictures or realia:

Student A is given pictures of six foodstuffs:

Student B: *Good morning. Have you got any _____ ?*
Student A: *Yes, I do. How much/many do you want?*
Student B: *_____ kilo(s), please.*
Student A: *_____ kilo(s). Here you are.*

You can extend the possibilities by stages, perhaps in subsequent lessons.

1. Ask for something your partner hasn't got: *I'm sorry, I haven't*
2. Now ask for any food. (They must answer if they have it or not.)
3. You are in the wrong shop.

They should swap roles in their dialogue pair work.

In very large classes, it is difficult for the teacher to get around many pairs in a single session of oral pair work. Here is one way round this problem, but to function really well it is best if all the English teachers in the school use the procedure. The learners then accept it and perform it efficiently, and once taught it they do not have to be told again how to operate it. Place them in groups of four and train them to do all pair work between all pair-combinations in a fixed order. For example, A, B, C and D work together with three interactions possible:

A	B	then	B	A	then	A	C
+	+		+	+		+	+
C	D		C	D		B	D

This gives plenty of practice and gives enough time for the teacher to listen in on all the groups. A single instruction sets all the variations going.

3.5.3 Group work

For group work, spend some time getting the arrangement running smoothly. Give some thought to who should be together in each group:

- If the class does not have a wide range of ability, it is probably better to have a mixture of relatively good and relatively weak learners in each group.
- If the class has a number of very good and very weak learners, you may wish to create a high-flying group and/or a remedial group within the class and give them work matching their ability.

On the whole, a mixture of abilities in a group is better. The strong can help the weak. Convey to the strong that assessment is of the group effort, working as a team, and not of them as strong individuals. Many activities have parts that are more demanding and some that are less so, for the weaker participants.

There is no optimum group size, though six is useful. It is not so large that some members 'hide' and do not take part. It also splits easily into pairs and groups of three.

Successful group work depends on the teacher preparing well and giving clear, firm instructions without overlong instruction

Learners should know exactly what they have to do and have no time to waste or to get bored. They will need long experience of group work before you can be vague, like

*Now discuss this in groups and report back, or
Prepare this in groups.*

While they are working in groups, the teacher goes around spending one or two minutes with each group observing, guiding, correcting, answering questions or suggesting ideas. It is certainly not a time for sitting at your desk, fumbling with the next teaching materials, marking test papers or worse checking your smartphone!

Performing tasks and working on projects are highly valuable language activities, and these are best carried out in groups. Group assignments may be assessed as part of the overall term assessment.

Many activities can be based on finding the learners' preferences, hobbies, habits etc, or finding out facts - measuring room areas, how to make biscuits, populations of towns. If tasks can relate to other school subject areas such as Business, IT, Mathematics, Economics, students will gain valuable practice in using other registers of English. The basic procedure is the same as in any project work:

- Briefing
- Research
- Carrying out
- Reporting back
- Debriefing

3.5.4 Individual work

It is possible to introduce individual work; individual meaning each learner not only working alone but on quite different activities. Activities include reading from a class library, working from work cards or worksheets, wordcard activities, board games, writing a class magazine, or project work. They could be given a different metaphor or proverb to take away and come back to the class or their group to explain. They could be given a different page of a dictionary to find what they consider the most unusual/longest/most interesting word, to report back.

Individual working is the means of dealing with very mixed abilities in a class. Single learners, pairs or small groups work on different activities, each suited to specific level and ability. If the class is not used to working with this mode of activity, be prepared to spend weeks getting it working smoothly. Introduced carefully, with them seeing the purpose of it, it becomes very rewarding.

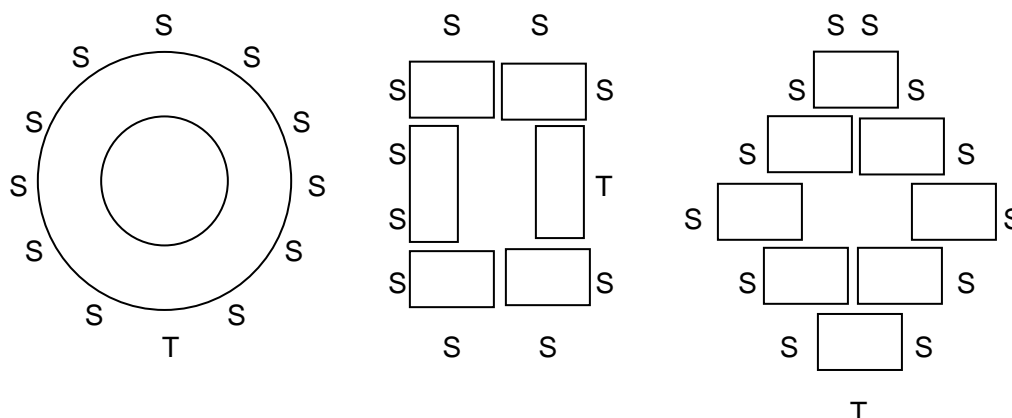
3.6 CLASSROOM LAYOUT

Teaching language is all about communication, which requires interaction not only between the teacher and the learners but among the learners themselves. Where they sit in the classroom greatly affects the quality of interaction.

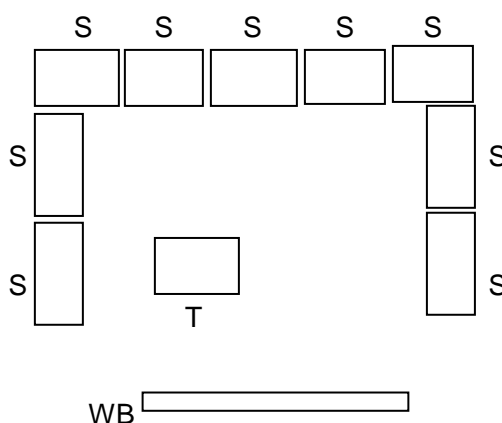
It is sometimes possible to see a class of 15 dotted randomly around a 60-seat classroom, all at desks in rows facing the teacher. Inevitably, the teacher has a hard time preventing small groups of students chatting among themselves.

Manage your class. Try to have only roughly enough seats for the number of students. Stack any spare chairs, desks or tables at the back of the class; they can be used as display areas. If this is not possible, or not allowed, have them sitting in the places closest to you. Be firm. It seems an elementary point, but it is often ignored and so language learning efficiency is drastically reduced.

For small classes, up to about 12, a circular or director's table arrangement allows flexible interaction (S = student, T = teacher, WB = whiteboard):

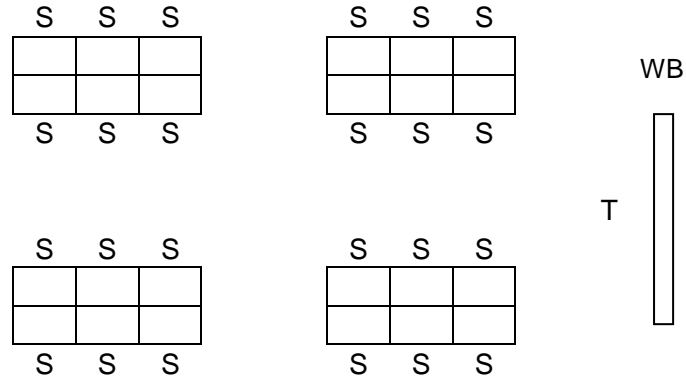


For medium-sized classes, up to 20, the best arrangement is usually found to be the U (horseshoe) shape. This layout appears in some of the videos of lessons you have been watching. It is very good for learner-learner interaction. Also consider optimum whiteboard positioning so that all members of a class can easily see it.

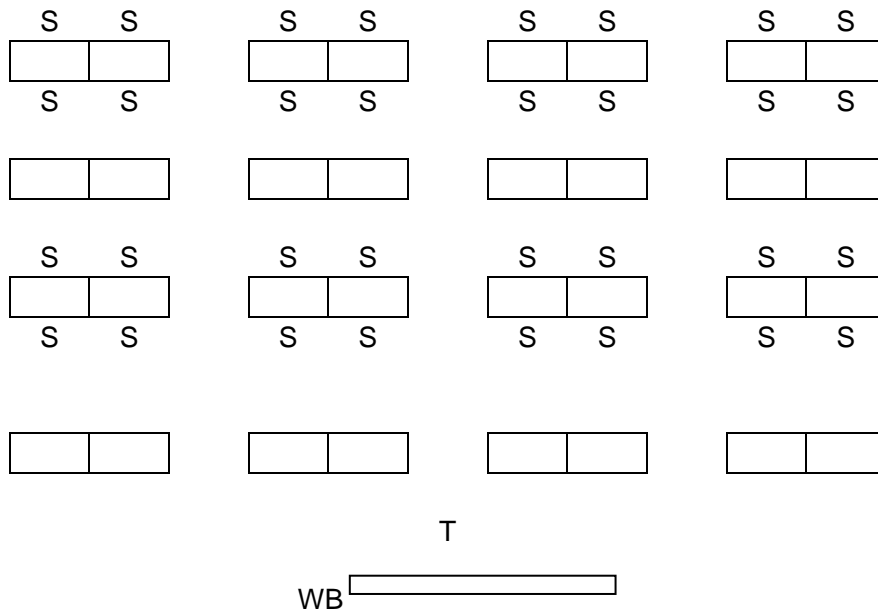


If they are sitting at tables or desks, the teacher needs to have sufficient room to walk behind the learners while checking written work. Some teachers who concentrate on oral skills have them sit on the inside of a horseshoe of tables or desks. They and the teacher then have no obstruction between them. This is psychologically important when you consider speaking activities as communication rather than merely language practice. U and O layouts help group work and eye contact between learners, as well as with the teacher, and this is a vital ingredient in real communication.

For larger classes, it may be better to have them seated for group work since the only way they will get much oral practice will be through group and pair work. The teacher needs to have easy access to all groups without having to climb over tables, and must be able to command the attention of the whole class:



The arrangements above may be impractical in schools where for all other lessons they sit in rows. Rearranging heavy furniture wastes a lot of time in lessons. Have them sitting more in pairs and concentrate on pair work. Groups of four are easily created by having alternate rows turn around. An odd row may have to rearrange itself more:



The teacher is rarely able to dictate the size of a class or the classroom. If learners come to your classroom, rather than you rotate round their classrooms, try to be more in control of your room and persuade your institution that you need more space than just for desks and chairs. At the very least there should be a display area for books for extensive reading, and notice boards for displaying pictures and charts. Other aids all take up space – a lockable cupboard for realia, a globe, a cassette player with headphones, a computer, or a permanently set up LCD projector.

To help assess the effectiveness of your teaching, it is useful to consider the following questions.

1. Am I establishing a good relationship - rapport - with the class?
2. Do I relate the work to their needs, immediate or future; to their own situation; and to their own interests?
3. Are the methods I use the most suitable for this age and level?
4. Are the materials I use suitable and effective?
5. Am I providing a good balance of activities, e.g. change of pace?
6. Am I allowing external considerations - discipline, the syllabus or examinations - to cramp my teaching? Can I relax a little?
7. Do I provide enough encouragement to the learners?
8. Am I careful to control my language to the level of the class? On the other hand, am I stretching them enough?
9. Am I encouraging communication, not parrot-like production?
10. Am I picking up their errors and correcting these?
11. Am I assessing the effectiveness of my lessons, checking whether they are really learning what I set out to teach?
12. Am I being flexible enough to adapt or abandon my material when I find it is not working?
13. Am I a reflective teacher?

Online Course Assessments

Module 3, Section A

Mini Tasks

Complete and submit the following mini tasks in the course notes:

Mini Task 2

TOPIC

Would you change any of the topics, listed below, and if so, why? Suggest alternative topics/topic titles.

Unit 5 The Rich and the Poor

Unit 7 Disasters

Unit 10 Crime and Punishment

Unit 12 Work and Money

Unit 13 Women's Liberation

Unit 14 Inflation

Mini Task 4

LANGUAGE PRACTICE

What items of language are being practised in the chain drill?

Assignment

Complete and submit any **ONE** of the three following options.

1. The present and past verb tenses generally are taught in the order shown in the table below in a structurally organised syllabus. Future tenses and passive are not included. Refer to our work on grammar throughout the course, particularly the Grammar Notes issued in the Module 1 course materials.
 - a) Explain any logic to the order.
 - b) Complete the table with the personal subject pronoun *I* and the regular verb *walk*. Write out in full, not the spoken, contracted form. Follow the three examples which are entered.
 - c) How would you explain the appearance, function and meaning here of the three auxiliary verbs of English, *be*, *do* and *have* to your learners?
 - d) Take each tense and briefly state one main meaning you would teach your learners on their first experience of it.
 - e) The meaning of some of the tenses in the interrogative might be puzzling to your learners with the verb *walk*. How could you give them the meanings and contrasts of the two meanings for the two rather unnatural utterances *Have I walked?* and *Have I been walking?*
 - f) When would you be tempted to introduce the passive voice? Would you use the verb *walk*? If not, give a regular verb you would choose to first illustrate the

passive. Provide affirmative, negative and interrogative passives in short examples in any two tenses.

Verb tense	Affirmative	Negative	Interrogative
Present simple	I walk		
Present continuous			
Past simple			Did I walk?
Past continuous	I was walking		
Present perfect simple			
Present perfect continuous		I have not walked	
Past perfect simple			
Past perfect continuous			

Total 750-1250 words

2. Refer to Section 3.2, The Course Specification. Consider a course you have experience of, or research on the Internet and find a course with some details of assessment, syllabus etc. It will help to envisage the course being delivered in a school, the course originator being an external awarding body or the school itself. Complete as many sections of the Course Specification listing shown in 3.2 as possible. Adapt information, create new information to write entries, fully imagine a scenario. Summarise where necessary, for instance a syllabus cannot practically be written out in full.

Total 750-1250 words

3. Refer to Section 3.3, choose a student course book and fully evaluate it.

Total 750-1250 words