



# Guided reading worksheet

## Chapter 6

### Issues

**Look at the contrasting pairs of statements about teachers and teaching. Which statement in each pair do you agree with more? Why?**

- 1 a) Teachers should be the 'sage on the stage', directing learning.  
versus  
b) Teachers should focus on enabling learning to happen, being the 'guide on the side'?
- 2 a) The most important teacher capability is linguistic expertise.  
versus  
b) The primary teacher ability is to build rapport.
- 3 a) Lesson plans should be like meeting agendas: a planned structure to be executed successfully.  
versus  
b) A lesson plan should be a 'proposal for action' only, with teachers willing to throw it out of the window if more important things come up.
- 4 a) As much as possible, teachers should limit 'teacher talk' at all times.  
versus  
b) Teacher talk is a super resource for the learner: it's dynamic, up-to-date content delivered via an understandable channel with model pronunciation.
- 5 a) Complaints from students need to be taken with a pinch of salt most of the time. It's impossible to please all of the people all of the time.  
versus  
b) Complaints from students should be treated as seriously as complaints from customers. Teachers too often forget that students are their clients.

### Discuss

**If you have someone to discuss your answers with, find out what they think. If they have different views, talk about why this is and find out where you agree and disagree. Don't forget that you can check Chapter 6 again and see how far your own opinions and arguments are supported.**

### Check

#### 1 What do these letters mean?

- 1 MIE .....
- 2 SOLE .....
- 3 CPD .....
- 4 PLN .....
- 5 IATEFL .....
- 6 TESOL .....

**2 Read a teacher's descriptions of her work (1–5) and match each to the correct teacher role.**

**Teacher roles**

- Organiser / task-setter
- Prompter and editor
- Controller
- Resource and tutor
- Monitor and evidence gatherer

- 1 'I take the register every morning. On the first Monday of every month, we usually have a fire drill which we need to practise.' .....
- 2 'I spend quite a lot of time during class kneeling down, listening to the students as they are working, just checking in and seeing where I need to give feedback.' .....
- 3 'As with all teachers, I need to motivate people all the time, keeping them involved in activities and giving them feedback on what they are saying or writing.' .....
- 4 'I get asked a lot of questions all the time. I answer questions with the whole class if necessary, but prefer to do one-to-one coaching.' .....
- 5 'One of the biggest jobs is explaining activities, making sure everyone understands and has all the resources to do the task.' .....

**3 Name five common reasons for teacher burnout.**

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**4 What would you suggest to teachers so they can avoid burnout?**

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**Evaluate**

**5 Look at the following measures teachers can employ for continuous professional development. List one benefit and one potential problem of each option.**

	<b>Benefit</b>	<b>Potential problem</b>
Record own lessons (video and/or audio) for reflection alone or with others		
Discuss potential new activities with other teachers		
Ask students for feedback, and get them to suggest improvements to your teaching		
Make an effort to learn new things, not necessarily related to teaching, to keep the mind active and potentially to generate new insights into teaching from the new activity		
Read literature about teaching, training and relevant professional topics		
Find ways to write about teaching as a way to develop your own ideas		
Teach in collaborative sessions with other teachers		
Invite observation from peers		
Force yourself out of your comfort zone by teaching something new every month		
Use social media (Twitter and blogs) to engage in debate about teaching and improve your pedagogical knowledge		

- 6 Attending and speaking at professional conferences is seen by many to be a great way to develop a personal career in teaching. What are the potential pros and cons of following such a strategy for CPD?**

## Action

- 7 Decide on a lesson in which you will record yourself teaching. Plan the following:**

- the objective of the recording
- which stage of the lesson to record in order to meet the objective
- how long you will record
- who will do the recording and how
- how to use the recording to assess your teaching performance (Will you watch alone or with others?)
- who to report the findings to (or keep the results private)

**After the recording, say whether you enjoyed it and what you learnt from it. Then reflect on how useful it was to record and assess your teaching performance in this way. Decide if and when you wish to repeat the process.**

- 8 Identify a colleague whom you trust both as a friend and as a professional. Ask them if they would be prepared for you to observe them and for them to observe you for part or the entirety of a specific lesson, with the objective of giving feedback on each other's teaching, either generally or on one particular aspect. Discuss with your colleague the specific issues for feedback, e.g. giving instructions, general classroom management, use of clear explanations in response to questions, etc.**

**After the observation and feedback, discuss with your colleague how useful the exercise was, and decide whether to repeat it for yourself and them.**

- 9 Look at the list of possible personal development actions in Exercise 5 above and choose three to create an individual development plan (IDP) for the coming twelve months. This should specify:**

- what you will do to develop your skills
- when the actions will be completed
- how you will measure success (e.g. conversation with a colleague, boss, self-rating)

**Make sure you review your IDP every three months to make sure you are on track and/or to adapt or add to the actions you have chosen.**

1 1 minimally invasive education

2 self-organised learning environment

3 continuous professional development

4 personal learning network

5 International Association of Teachers of English as a Foreign Language (UK)

6 Teaching English to Speakers of Other Languages (US)

2 1 Controller 2 Monitor and evidence gatherer 3 Prompter and editor 4 Resource and tutor 5 Organiser / task-setter

3 (Suggested answers)

Working too many hours (for too little pay)

Overcrowded classes

Poor working environment: noisy, badly lit and poorly ventilated

Lack of support from school management and/or colleagues

Repetitive and routine classes

4 (Suggested answers)

Investing in continuous professional development

Using time management involving prioritisation of tasks to regain a sense of control

Not taking too much responsibility for student success

Taking time to reflect on how their own behaviour can contribute to creating negative relationships and situations, as a way to take ownership and avoid becoming victims of others' 'bad behaviour'.

5 (Suggested answers)

**Benefit:** Opportunity to think about actual behaviour

**Potential problem:** May be logistically difficult to get good quality recordings

*Discuss potential new activities with other teachers:*

**Benefit:** Can engender a real learning culture in the workplace

**Potential problem:** Can be difficult in competitive environments where people won't share

*Ask students for feedback, and get them to suggest improvements to your teaching:*

**Benefit:** Get useful feedback with real students, and build deeper relationship by asking

**Potential problem:** May be challenging in cultures where students are not used to giving feedback

*teaching from the new activity:*

**Benefit:** Can reduce stress caused by focusing too much on teaching

**Potential problem:** May be difficult to transfer learning

*Read literature about teaching, training and relevant professional topics:*

**Benefit:** Becoming more expert raises self esteem

**Potential problem:** Difficult to know which literature is relevant

*Find ways to write about teaching as a way to develop your own ideas:*

**Benefit:** Can build a reputation, which leads to job offers

**Potential problem:** Can be time consuming, with little monetary reward

*Teach in collaborative sessions with other teachers:*

**Benefit:** Can be useful to involve others when handling challenging classes

**Potential problem:** Can be difficult to coordinate and manage (students see things as fragmented)

*Invite observation from peers:*

**Benefit:** Can get great feedback from more experienced staff

**Potential problem:** Open yourself to negative gossip from staff who use the observation against you

*Force yourself out of your comfort zone by teaching something new every month:*

**Benefit:** Forces you to innovate and keep your teaching fresh for you and the students

**Potential problem:** Innovating takes time and effort

*Use social media (Twitter and blogs) to engage in debate about teaching and improve your pedagogical knowledge:*

**Benefit:** Build an international network, useful for career and support

**Potential problem:** Can take a lot of time and effort, and generate no obvious return

6 (Suggested answers)

*Pros:*

Great way to build friendships and useful professional relationships and networks

Conferences enable teachers to meet leading thinkers and so develop new knowledge

*Cons:*

Conferences can be expensive

Conferences can be populated by in-groups which are difficult to penetrate