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ENGLISH
together

PROFESSIONAL *DEVELOPMENT*

TRAINING **1**



Dr. Adnan BOYACI
Director General for Teacher Training and Development

FOREWORD

Dear English Language Teachers,

National and international policy papers and academic literature on nation-wide educational reforms attribute the success largely to teachers' basic skills, motivation and professional commitment. What makes education systems unique is that unlike any other systems, the input, the processes and the output are human-oriented. That is why we believe in *Stronger Teachers For a Stronger Tomorrow*. This is the motto of the Education Vision 2023, which the Ministry of National Education (MoNE) announced in 2018. The Vision Document promotes a holistic and human-centred approach to education. In this regard, professional development for teachers stands beyond being a personal or organisational issue since it is an important determinant of holistic development of children – regarding the aspects such as cognitive, academic, social and cultural.

Research on foreign language teaching & learning in Turkey and around the globe indicate that teachers with effective skills in bringing authentic, meaningful and real-life language use into the classroom are by far the most influential factor in student learning among the other factors affecting foreign language learning such as curriculum, expectations & awareness of parents, coursebooks and technology. Accordingly, that makes practice-oriented professional development for teachers a top priority.

Following all of these, the Directorate General for Teacher Training and Development, MoNE started a collaborative long-term endeavour to set up a professional development framework for English Language Teachers in Turkey. The British Council Turkey, as an important stakeholder, contributed to the whole process of this national capacity building project. Sabanci Foundation, also, as an important stakeholder made their influential contributions to this endeavour. The pre-project efforts included a comprehensive needs assessment and an international language forum.

In the needs assessment stage, with the international project experts in foreign language teaching who set the trends in language reforms, we conducted a comprehensive case analysis of our own context in Turkey. That stage is followed by the International Foreign Language Forum hosted by the Ministry of National Education in Ankara. It was a participation-rich event with stakeholders including Representatives of Turkish Government Bodies, international organisations, English, French, German and Arabic language experts and sector representatives -the British Council, the Goethe-Institut and the Institut Français, Higher Education Institutions, representatives of non-governmental organisations and trade unions, school managers, teachers and students. With all viewpoints and the data gathered and evaluated, a Continuing Professional Development (CPD) Program started with the Project: English Together.

English Together offers a distinctive nation-wide CPD program which is specifically designed for English language teachers in Turkey, including Master Mentor Teacher (MMT) and Teacher Mentor (TM) trainings –a cascade model, Professional Learning Communities (PLCs) – a friendly space with the elements of collegiality, Learning Management System (LMS) – an interactive digital portal, a comprehensive professional development book, webinars and more. The pilot stage of the program is already over and the obtained results are evaluated to improve the sustainability of the program. The pilot stage included MMT training in the United Kingdom (October 2019), TM training in Turkey (November 2019), TM action planning in Kızılcahamam (December 2019) and the establishment of the first PLCs (December 2019 – February 2020).

This very book before your eyes is the *joint production* of the *English language teachers* who joined the trainings and the PLCs, *academicians* and the *British Council experts*. What makes this book unique is that just like the whole program itself, it is not a generic ELT professional development product, but it is designed with a tailor-made approach focusing on the Turkish context-specific factors in foreign language teaching & learning. It has been quite a long way so far, and yet, this is not the end of the process, it is actually the beginning. Throughout the process, it will continuously be revised to meet the emerging needs & expectations, again with the joint effort of teachers, academicians and international experts.

In this regard, we would like to extend our thanks to the English language teachers who have authored this book and taken an active role in the production of a truly customised CPD publication to support their colleagues' professional development.

We would like to offer our sincere gratitude to the British Council Turkey for their cooperation and valuable contribution to the process which led to the publication of this book. This project is the joint outcome of the British Council Education team in Turkey and the Ministry's CPD team who worked closely and diligently under the auspices of the General Directorate. We would also like to thank the UK consultants and the editors who lent their support and expertise to this endeavour.

Finally, a sincere thank you goes out to all the English Language Teachers and learners without whom this project would not have been possible.

Dr. Adnan BOYACI

Director General for Teacher Training and Development

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ABBREVIATIONS



- CEFR** : Common European Framework of Reference
- CPD** : Continuous Professional Development
- EBA** : Eğitim Bilişim Ağı (Educational Informatics Network)
- ECA** : Extra Curricular Activity
- ELT** : English Language Teaching
- F2F** : Face –to-Face
- ICT** : Information and Communication Technologies
- LMS** : Learning Management System
- MMT** : Master Mentor Teacher
- MoNE** : Ministry of National Education
- MOOC** : Massive Open Online Course
- ÖYGM** : Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü
- PLC** : Professional Learning Community
- PPP** : Presentation, Practice, Production
- SEN** : Special Educational Needs
- STT** : Student Talking Time
- TBL** : Task-Based-Learning
- TM** : Teacher Mentor
- TTT** : Teacher Talking Time

CHAPTER 1

PROFESSIONAL LEARNING COMMUNITIES

CHAPTER 1

PROFESSIONAL LEARNING COMMUNITIES



Teachers design a session collaboratively at a PLC meeting in Ankara, 2019.

Introduction

In this chapter, you will explore what **P**rofessional **L**earning **C**ommunities are (PLCs) and think about why they are important for continuing professional development. You will also start to plan how you can set-up your own successful PLCs in your region with respect to best practices developed in Ankara. A PLC is a name given to a group of teachers who get together regularly - face-to-face and online - to share their experiences and challenges they face in their classrooms.

The main aims of the PLCs are to expand teachers' knowledge; help them to reflect on their own teaching practice to improve their skills, and support one another in order to improve student learning. Teachers have a choice in deciding how they want to benefit from their colleagues in these networks. They can observe each other, study or apply action research and then apply best practices together in a PLC.

This chapter is divided into five sections, it includes 6 scenarios for you to read; 2 tasks for you to complete and 7 reflection points for you to think about how to apply the concepts in your teaching context. It will take approximately 10 hours to complete this chapter.

Keywords: Professional Learning Communities, Continuing Professional Development, Setting-Up Successful PLCs, Reflection, Online PLCs.

LEARNING OUTCOMES

By the end of this chapter, teachers will be able to:

- understand the concept of PLCs
- explain the benefits of PLCs for English language teachers and students
- understand the structure of a PLC meeting
- propose solutions for possible challenges of establishing a PLC
- explore the tools and techniques used for monitoring and evaluation of PLCs
- understand the connection between LMS and PLC meetings
- develop an awareness of actual PLC effects on teachers.

CONTENTS

1

Why are PLCs Important for Teachers?

- Modernising teachers' skills
- Why do we need professional learning communities?
- Benefits of PLCs

2

How to Set-up Professional Learning Community Meetings

- Structure of a meeting
- Action planning and reflection
- Monitoring and evaluation of PLCs
- Challenges of establishing PLCs and suggested solutions

3

Creating Online Professional Learning Communities and Learning Management System (LMS)

- A blended approach

4

Case Studies from Professional Learning Communities

- How were the PLCs established?
- Best practices from PLCs in Ankara
- Learning points and recommendations
- Concluding remarks and features of successful PLCs

5

Now, It's Your Turn

GLOSSARY
REFERENCES

CHAPTER 1

1. WHY ARE PLCs IMPORTANT FOR TEACHERS?

By the end of section one, teachers will be able to:

- reflect on practices and challenges in ELT classes
- recognize the concept of PLC
- understand common definitions of PLC in literature
- identify common characteristics of PLC definitions
- realize challenges faced by ELT teachers
- develop awareness on the importance of establishing PLCs
- explain the benefits of PLCs for English language teachers and students
- explore the topics that can be discussed in PLCs.

a. Modernising teachers' skills

Please **read** the scenario below and **reflect** on the questions:



Scenario 1

Ezra, a 19th century English teacher, was teleported into a 21st century classroom in Ankara, Turkey. She looked around and saw colourful walls with materials, students studying in groups and a teacher. At first glance, she would describe the room as a classroom and the building as a school. Later, she saw a machine on the wall and a white board, and she was doubly shocked when she realized the date, because she had travelled to the year 2020. Ezra had been told that she had to work in this school for a year. Of course, she had no idea about life in this century. And most importantly, she didn't know about the education system in this period; the contemporary teaching methods or the learners' characteristics. She thought a great deal and tried to focus on what she could do now.

Question 1: *What would you do if you were in Ezra's shoes?*

Question 2: *Who would you like to meet first and what would you like to ask them about?*



PROFESSIONAL LEARNING COMMUNITIES

Modern teaching practices

Scenario 1, with teacher Ezra is clearly an imaginary situation. However, many teachers in Turkey are likely to encounter similar situations, whereby they lack the necessary skills or experience to teach effectively in a modern 21st century classroom setting. This may be as a result of insufficient initial and in-service teacher training, a lack of technology and resources in some districts or a curriculum that is too content-heavy.

These particular issues seem to create the core problems for both the education systems and contemporary teachers. It is highly likely that in such a situation Ezra and most English teachers would come up with lots of great ideas. However, at the very beginning teachers may have concerns such as:

How can I learn and apply 21st teaching methods in my context?

To find solutions for the problems outlined above, teachers often need additional support. This support may come from courses, seminars or workshops, or this support may come from their peers or colleagues who are working in the same context.

TIME TO REFLECT



Have you ever been part of a Professional Learning Community? If yes, think about the experience you had. Did it create an opportunity to share experience? If not, what do you think would be the advantages of joining a Professional Learning Community where you can meet with other teachers and exchange ideas and share practices?

It's Your Turn

CHAPTER 1

Now, please **read** the scenario below and **think about** whether you have come across the same situation **in your career**:



Scenario 2

Mete works at a village school where there are an average of 15 students in each classroom. He has recently been appointed to a secondary school in a large city. He was a teacher for 8 years in that small village. But now, he has 10 classes with 45 or 50 students in each classroom.

On his first day, he saw 120 teachers in the teachers' room and when he went home, he couldn't even remember most of the names of his new colleagues. There were 15 English teachers in the school, but he didn't meet all of them on the first day. He tried to play ice-breaker games with 46 students in the classroom, but nothing turned out as he had planned at home the previous night.

Question 1: *How would you feel if you saw 46 students in the classroom on the first day of school?*

Question 2: *What would you do to adapt to this school and to the crowded classroom setting?*



It's Your Turn

PROFESSIONAL LEARNING COMMUNITIES

What issues do scenarios about Ezra and Mete illustrate?

External issues

The **socio-economic background** or **the physical conditions of a school** varies depending on various factors such as whether a school takes place in an urban area or rural area, etc. Sometimes, even **two schools taking place in the same district may have totally different contexts** because of **their head teachers' attitudes towards school management issues** or **families' perspectives towards education and English language teaching**. The context can vary greatly, which creates challenges for teachers, but teachers need to continually adapt to all kinds of situations. These issues are understandable and can affect any teacher. School settings are one of a kind and extremely variable in every part of the world, not only in Turkey.

Internal Issues

In addition to the many variations among schools or regions, a teacher should always strive to develop professional skills and focus on classroom practices and the relationship between his/her practice and students. Generally, traditional professional development methods are preferred in Turkey such as courses, seminars and workshops. However, they are not the only answer for professional development of teachers at a time in which **education and training methods are rapidly changing, being questioned and constantly evolving**. In addition, technology is advancing and training events do not include adequate technological support. Generally training events are short in duration, because of **logistical and financial issues**; therefore, teachers may quickly forget what they have learned until they have an opportunity to apply newly learned practices in their classes.

How can PLCs help overcome these issues?

In order to try and tackle these issues, **Professional Learning Communities** come onto the stage, together with collaboration and reflective practices to improve quality in the educational field. Since it is widely known that **teachers have the biggest influence on student achievement**; a high quality of teachers is therefore central to improving education systems around the world. The need for continuing professional development is ongoing and PLCs provide an easy and collaborative way of achieving this.

CHAPTER 1

TIME TO REFLECT



Now, could you please read the quotation below and think about how it relates to the scenarios 1 & 2:

'The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives.'

Robert John Meehan

It's Your Turn

History of the concept of PLCs

The concept of "Professional Learning Communities" does not have a very long history in education and there may not be a consensus on its definition. However, one can claim that if there is a group of teachers sharing experience collaboratively and questioning their own practices in an ongoing, reflective and inclusive way to enhance student learning, and make changes according to this opinion exchange, it means that there is a PLC over there (Toole and Louis, 2002). In other words, teachers who have shared interests and needs come together with the aim of expanding their knowledge and improving their craft and help one another to improve student learning. The team members share and reflect on their practice and personal experiences, observe each other's practices, and study and apply research and best practices together (Education Northwest, 2012: 3, citing Sather & Barton, 2006). In order to examine other definitions and understand the short history of PLCs, please complete Task 1.1.

PROFESSIONAL LEARNING COMMUNITIES



Task 1.1

Summary of PLC Definitions

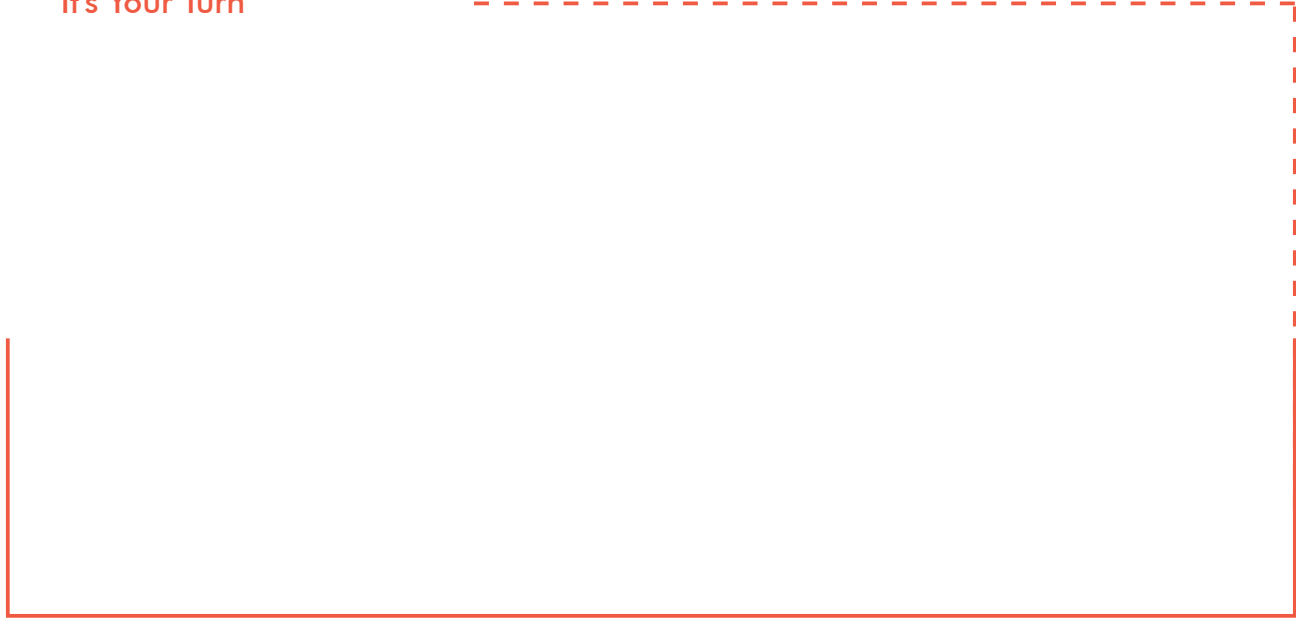
1. Read the definitions below and discuss what they have in common in the It's Your Turn Box on page 23.
2. Which of the definitions do you like the most? Why? Please share your opinions on your personal EBA page with reasons.

(This activity is created by ÖYGM Project Team, taken and adapted from Bonces, 2014):

Lave and Wenger (1991)	Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.
Hord (1997) Hord, S., & Rutherford, W.L. (1998)	An ongoing process through which teachers and administrators work collaboratively to seek and share learning and to act on their learning their goal being to enhance their effectiveness as professionals for students' benefit.
Protheroe (2008)	A school culture that recognizes and capitalizes on the collective strengths and talents of the staff.
Feger & Arruda (2008)	A strategy to increase student achievement by creating a collaborative school culture focused on learning.
Reichstetter, (2006)	Team members who regularly collaborate toward continued improvement in meeting learner needs.
Du Four (2003 and 2004) DuFour, Eaker, & Many (2006)	Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for students they serve.
McREL (2003)	A group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive learning-oriented and growth-promoting way.
Huffman and Hipp (2003)	A school's professional staff members who continuously seek to find answers through inquiry and act on their learning to improve student learning.
Bolam, Stoll, McMahon, Thomas, Wallace, Greenwood et.al. (2005)	An inclusive group of people, motivated by a shared learning vision, who support and work with each other to inquire on their practice and together learn new and better approaches to enhance student learning.
Welsh Government (2011)	A PLC is a group of practitioners working together using a structured process of inquiry to focus on a specific area of their teaching to improve learner outcomes and so raise school standards.

CHAPTER 1

It's Your Turn



Keywords related to PLCs

One can deduce that there are some key words generally focused on in each definition such as **collaboration, sharing** and **enhancing student learning**. From these definitions, it can be deduced that teachers work collaboratively to share experiences and find solutions to some challenges that they have come across during their teaching process in professional learning communities.

PLCs can be formed by different groups of teachers working together at the same school, or a group of teachers teaching the same subject from different schools can come together to start a PLC. Moreover, in PLCs motivated teachers sharing the same vision and/or concerns work together to support each other and to develop themselves. As a result of these studies and collaborative efforts, it is highly likely that both teachers and students are affected in a positive way, but also students will be influenced positively. Enhanced student learning and engagement is another expected positive outcome of PLCs, which is a teacher's main concern.

PROFESSIONAL LEARNING COMMUNITIES

TIME TO REFLECT



To reflect, please read the quotation below and think about how it relates to the idea of Professional Learning Communities:

'Being a professional not only means knowing the answers but also having the skills and will to work with other colleagues to evaluate someone's own performance and search for answers when needed.'

Darling – Hammond and Bransford, 2005.

It's Your Turn

A large rectangular area for reflection, bounded by a solid red line on the left and bottom, and a dashed red line on the top and right.

CHAPTER 1

Bearing in mind the quotation above, on page 26, **read** the scenario below and **think about** what advice or practical support you could give to your colleague Ahmet:



Scenario 3

Ahmet is 22 years old and has graduated from a university's English Language Teaching Department in Turkey. He has been appointed to a state secondary school as an English teacher in Kayseri. While he was studying at university, he worked at a school as a trainee teacher. Other than that, he has had no experience in teaching English. He has high ambitions to become a good teacher and teach English as a foreign language to his students. He believes that he has had an innovative and practical training at university.

In the first month, he started with great enthusiasm to start his career and tried to reach each and every student in the classroom, sometimes one by one, since there were some weaker learners in his classroom. While he was trying his hardest, he didn't realise that he had missed some essential parts in the curriculum at the end of first semester. Ahmet wanted to know how he could both cover the curriculum and reach every student at the same time.

Question 1: *How do you decide which one is more important for you as a newly-qualified English teacher: Keeping up with the curriculum or reaching the weaker learners?*

Question 2: *How and from whom can Ahmet get help?*



PROFESSIONAL LEARNING COMMUNITIES

Role of teachers and the role of schools:

Role of the teachers

This scenario is a real-life situation that can be seen in teaching contexts across Turkey. Here, to understand the core problem the role of teachers and the role of schools can be discussed. In this rapidly evolving world, the role of schools has changed. In the past, schools were places where education is given, but now schools are places where learning happens. To put it differently, schools have become the centre of knowledge and comprehension rather than knowledge centres. Learners get help from their teachers to understand and give meaning to the vast amounts of information that they can reach from multiple sources. As for understanding the role of teachers, Richard DuFour's three questions can be analysed. Richard DuFour claims that every professional in the school must engage with his/her colleagues in the ongoing

TIME TO REFLECT



To try and further understand the role of teachers, please read the 3 questions by DuFour and note down your answers below:

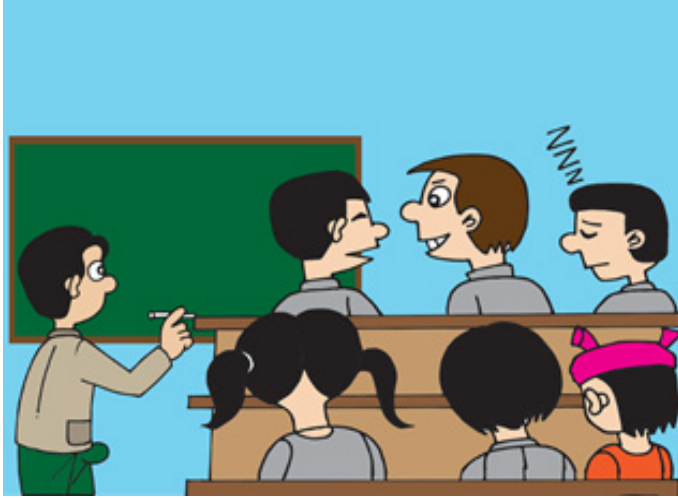
Question 1: *What do we want each student to learn?*

Question 2: *How will we know when each student has learned it?*

Question 3: *How will we respond when a student experiences difficulty in learning?*

It's Your Turn

CHAPTER 1



According to DuFour, the answer to the third question separates teachers & schools' point of view and this is the part where **PLCs** become prominent. In most cases, teachers are in a hurry and feel responsible for covering the full curriculum, so they may choose to ignore learners who need additional help.

If the teacher spares some time to assist these learners who have not learned sufficiently well yet, then the more able learners may suffer. However, if the teacher keeps on teaching the curriculum, then the slower or weaker learners may fall behind.

In most schools, the management of this problem is left to teachers who respond differently.

Role of the School

Throughout a teacher's career, most teachers come across similar situations with mixed-ability classes. While some teachers may choose to allow weaker learners to fail or send them to a special education classroom, others choose to assist them after school. As for teachers, who attend PLCs, they have a great opportunity to take this problem to their colleagues, discuss in detail, and try to find a solution. Areas that a learner is weak in are identified with the help of other teachers and this learner can get the necessary help immediately. In such an environment, less experienced teachers receive help and support from more experienced colleagues in order not to leave any students behind.

As may be realised from the writers own experience as well, learners are not given the option to fail if there is a professional learning environment within a school

atmosphere. Under the auspices of a PLC, every teacher is also an active learner who has exciting ideas to share and learns from a broader community in which s/he belongs to. Over and above, these communities not only deepen the knowledge of a given area but also address the implementation of learning strategies and cooperative learning among educators.

PLCs can be seen as a form of what Lave & Wenger (1991) called "**Communities of Practice**". Central to Wenger's thesis is a social theory of learning, recognising that learning within a community of practice happens as a result of that community and its interactions, and not merely as a result of planned learning episodes such as courses.

PROFESSIONAL LEARNING COMMUNITIES



Task 1.2

Benefits of PLCs

Now, please read the **characteristics of Communities of Practice** described by *Lave & Wenger* below and **try to identify the benefits of PLCs** for teachers in your teaching context. Also, share your thoughts on your personal EBA page. Explain your reasons.



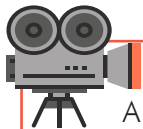
- Communities of practice enable practitioners to take collective responsibility for managing the knowledge they need, recognizing that, given the proper structure, they are in the best position to do this.
- Communities among practitioners create a direct link between learning and performance, because the same people participate in communities of practice and in teams and business units.
- Practitioners can address the tacit and dynamic aspects of knowledge creation and sharing, as well as the more explicit aspects.

It's Your Turn

CHAPTER 1

b. Why do we need Professional Learning Communities?

Read the scenario below and **think about** how PLCs can be helpful to find solutions to these challenges that can be seen below:



Scenario 4

A needs analysis was carried out by The British Council (2019) in Turkish schools of varying contexts. According to the findings, some barriers have been identified to the effective teaching and learning of English in schools. Some of the main points are outlined below:

- *The lack of recognition in some parts of wider Turkish society of the value of learning English.*
- *The current generic pre-service teacher training which is highly theoretical and does not adequately prepare student teachers for the practical problems they will face as teachers and does not address the different approaches required to teach English to students in different age groups.*
- *Class sizes are large and there are insufficient hours of English per week in the school timetable.*
- *Aspiring teachers of English are not required to achieve a prescribed level of English language competency, and also teachers' level of English declines in time. Teachers are very conscious of this downward trend and often feel dispirited by this loss of fluency, as they believe language proficiency is one of the core skills of an English teacher. Teachers identified support and help to reverse this decline as their number one need and want. Many teachers felt keenly that they have no opportunities to visit English speaking countries or even to talk to other speakers of English. They felt in some way diminished as a teacher of English by this perceived gap.*
- *Teachers feel that school and classroom culture does not support the use of English.*

Challenges in English language teaching

These challenges are not specific just for a region or a country, but they are general needs of language teachers that should be answered to improve student performance in the classroom. When teachers are encouraged to participate in PLCs, they develop an inquiry stance. So, they are able to take more control of their learning. Developing an inquiry habit of mind is essentially the habit of needing to know and valuing deep learning (Lieberman, A.; Miller, L. (Eds), 2001). Bearing that in mind, teachers will have the authority to improve student performance as well as new trends in the field and thus follow evidence-based ideas that can result in positive change in the classroom environment and school culture. Therefore, having PLCs as part of a school culture is extremely important for each and every school.

PROFESSIONAL LEARNING COMMUNITIES

Teachers attending PLCs and supported by their colleagues develop confidence and self-efficacy, which encourages effective leadership and management skills. They not only collaborate and learn together for professional improvement, but they can also give direction to their school policies with the decisions that they take during the meetings. A professional learning community is not just like “a board meeting” that a teacher attends at the beginning of semester as a formality, but it is an effective way for an on-going cycle of continuous improvement to take responsibility for student learning.



CHAPTER 1

c. Benefits of PLCs

Professional learning communities offer a wide range of achievements both for the students and teachers. To explain these benefits, both the literature can be analysed in detail and reports and reflection forms completed by English teachers working voluntarily on the Continuing Professional Development for English Language Teachers (CPD for ELT) Project. It is a joint project implemented by the Turkish Ministry of National Education and the British Council which aims to support the professional development of English language teachers in Turkey. The pilot project launched in 2019 with the focus on secondary school teachers in Ankara.

Benefits for teachers

PLCs:

- help reduce the isolation of teachers while boosting determination and energy to increase the commitment to the school's goals.
- are autonomous and collaborative learning for teachers.
- create new knowledge, beliefs and ideas about teaching and learning practices.
- contribute to shared responsibility for the holistic development of students and collaborative responsibility for students' success by focusing on the local context.
- bridge the theory and practice gap.



Master Mentor delivering a training session on the CPD for ELT project carried out by ÖYGM and British Council, Ankara, 2019.

Consequently, teachers are more likely to be more knowledgeable, professionally renewed and inspired to inspire their students. "Motivation and commitment in teachers to make important and long-term changes is significant and there is an increased chance of undertaking systemic changes is remarkable." (Hord, S. M., 1997).

PROFESSIONAL LEARNING COMMUNITIES



This image belongs to Ministry of National Education and British Council-CPD Programme for English Language Teachers in Ankara, Turkey, 2019.

The topics selected by teachers to be discussed in their PLC meetings in CPD on the ELT project gives some indication about the possible results of enriching the students' experience in classes. Here are some of the topics that have been selected to be discussed in PLC meetings:

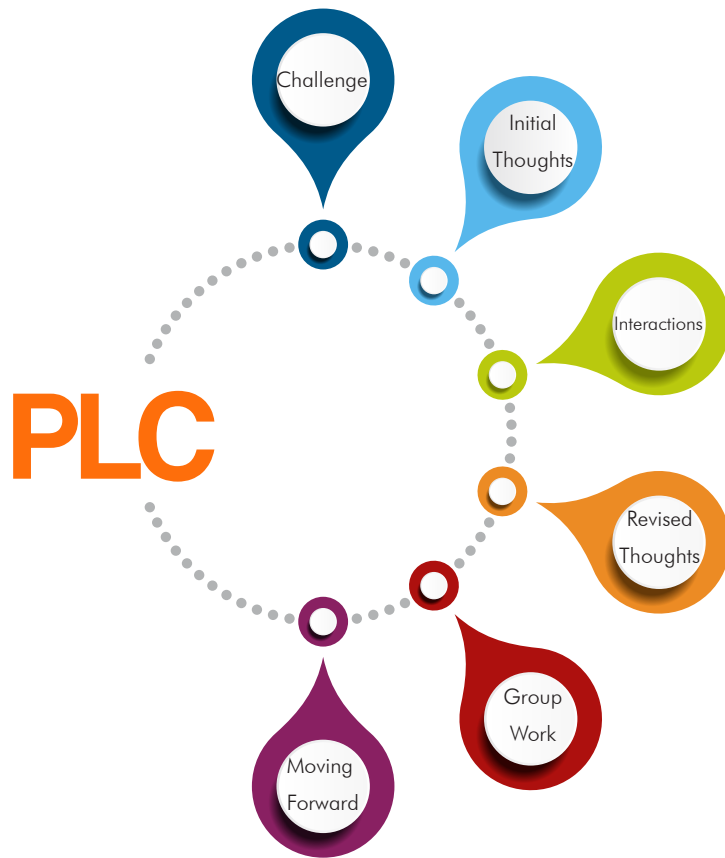
- ▶ motivation for learners
- ▶ fun and motivating reading activities
- ▶ extra-curricular activities
- ▶ online classroom management
- ▶ gamify / animate your storybook
- ▶ making assessment fun
- ▶ vocabulary teaching techniques
- ▶ teaching productive skills
- ▶ teaching in large classes
- ▶ student-centred learning
- ▶ maximizing listening and speaking
- ▶ differentiation of learning materials
- ▶ differentiation ideas for listening
- ▶ SEN Learners

CHAPTER 1

TIME TO REFLECT



Please read the quotation below, think about how English language teachers can benefit from PLCs to enhance pupil learning and write your comments in the **It's Your Turn** box below:



'An effective professional learning community has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning'

Bolam et al., 2005.

It's Your Turn

PROFESSIONAL LEARNING COMMUNITIES

Benefits for Learners

If practical implementation of all these topics are effectively applied in class, student performance should be positively affected. As a result of teachers' efforts made in professional development through PLCs, expected benefits for students can be listed as follows:

- engaging, learner-centred and positive learning environments
- peer-learning opportunities
- opportunity to build self-confidence
- more inclusive learning environments
- more collaboration and communication in classroom
- development of 21st century skills.

Results:

- reduced school dropout rates and absenteeism
- equal learning opportunities
- more accurate assessment opportunities
- increased future employment opportunities for students.

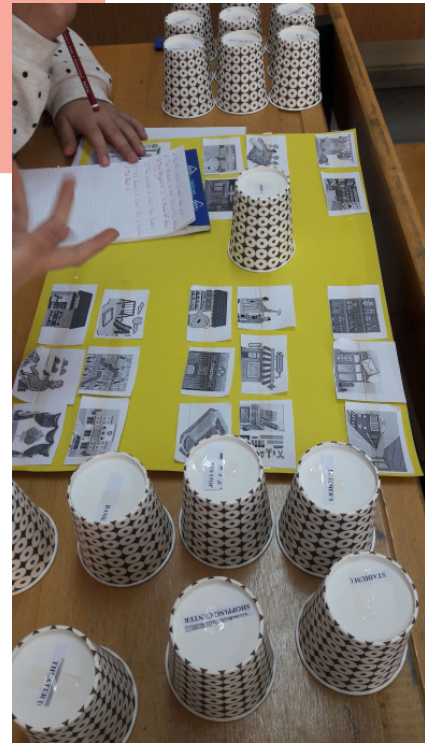
All pictures below are taken from the CPD for ELT project carried out by ÖYGM and British Council, Ankara, 2019.



CHAPTER 1



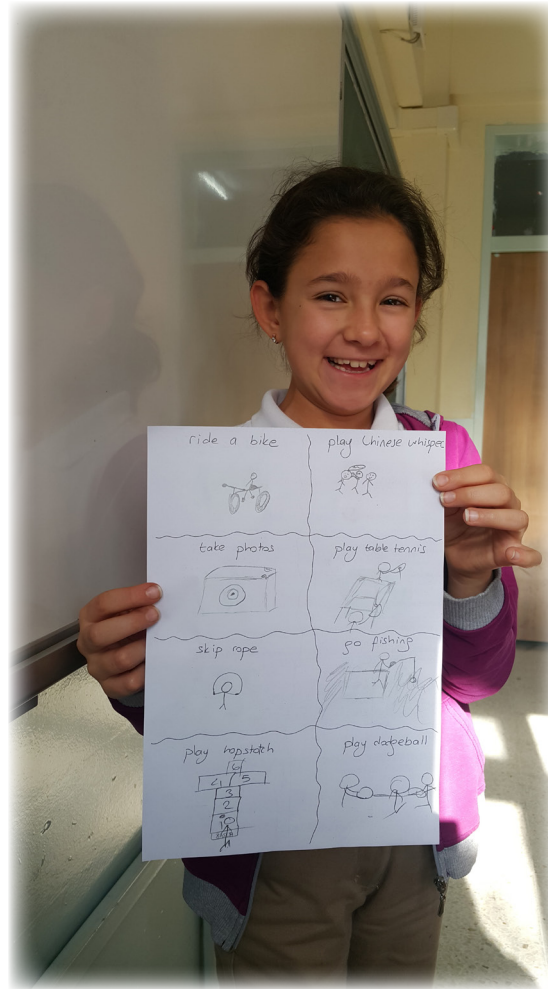
PROFESSIONAL LEARNING COMMUNITIES



CHAPTER 1

An all-inclusive and participative model for ELT

As a result, the establishment of Professional Learning Communities is a way to build teachers' identity and enhance pedagogical knowledge within a group in which teachers may feel free to express themselves. That's why this project, in which PLCs were established in Ankara for the piloting process (Phase 1), aimed to achieve an all-inclusive and participative educational model for all teachers' professional development to reach each and every student in our schools even in the farthest corners of our country. Hence, our enthusiasm and new ideas will be taken back to our classes and hopefully spirit away the boredom of monotonous drills.



PROFESSIONAL LEARNING COMMUNITIES



CHAPTER 1

2. HOW TO SET-UP PROFESSIONAL LEARNING COMMUNITY MEETINGS

By the end of section two, teachers will be able to:

- recognise the roles and responsibilities of PLC Facilitator and Coordinator
- understand the structure of a PLC meeting
- understand what Action Planning is used for
- exemplify Action Planning
- explain the importance of reflection on PLC meeting
- differentiate the use of PLC Record Form and PLC Immediate Reflection Form
- propose solutions for possible challenges of establishing a PLC
- explore the tools and techniques used for monitoring and evaluation of PLCs
- recognize the impacts of PLCs on teachers and students.

a. Structure of a meeting

Professional Learning Community Meetings are led by a facilitator and monitored by a coordinator. The facilitator is a teacher from the PLC group who volunteers to lead the meeting. The facilitator role can be shared with other teachers in the group. The coordinator is officially assigned by the Ministry. For detailed information, please read the instructions given below:

Instructions for the PLC Facilitator



- Coordinate the meeting date and venue
- Organise and prepare activities in line with the PLC Action Plan
- Facilitate the activities and try to maintain focus
- Take attendance at the beginning of each meeting and report it to the PLC Coordinator
- Reflect on the meeting as a facilitator
- Encourage and support teachers to reflect on the meeting and trialling of new activities in their new classrooms.

Instructions for the PLC Coordinator



- Identify, encourage and support PLC facilitators to establish PLCs within their districts
- Facilitate exemplary PLC meetings to guide PLC facilitators
- Monitor and evaluate PLC meetings and groups and report it to the Ministry.

PROFESSIONAL LEARNING COMMUNITIES

Each PLC meeting is facilitated on a specific topic which is planned beforehand in the Yearly PLC Action Plan¹. The structure of a meeting may vary according to the context, but here is a suggested structure:

- **Warmer** : The facilitator starts with a warmer related to the topic of the meeting.
- **Share** : Participants talk about what they have tried in their classrooms after the previous PLC meeting.
- **Engage** : Participants do the activities introduced by the facilitator. These activities involve reading, discussing, watching content related to ELT and designing and applying new activities for the language classroom.
- **Reflect** : Participants think about and evaluate the meeting through PLC Immediate Reflection Form²



POINTS TO REMEMBER

- » After the meeting, teachers are expected to try new ideas in class and share their ideas and resources using social media tools such as Facebook, Twitter and WhatsApp.
- » Some of the content for the PLCs is provided by ideas based on activities, texts and videos from the British Council Teaching for Success materials and the rest will be prepared by PLC facilitators taking into account the local needs of teachers.
- » It is encouraged by the coordinator to design a Yearly Action Plan for the meetings which is also supported by the Directorate General Teacher Training and Development of MoNE.

TIME TO REFLECT

Please think about how you could create a positive and supportive atmosphere at a PLC meeting. Make some notes below:

It's Your Turn

¹ See Section 2.B-Action Planning and Reflection for an exemplary Action Plan.

² See section 5.A-Useful Resources for an exemplary Immediate Reflection Form.



CHAPTER 1

'The important feature of the PLC is that all the participants interact, pool their skills, gain awareness and 'construct' new approaches to classroom teaching. Some of the teachers may need assistance to develop the skills to prepare materials for PLC meetings. Structured materials can be developed with the help of the coordinator and voluntary teachers who feel more confident about material development. These ready-made materials also ensure a certain level of comparability (of content) across groups and give teachers something concrete to take away with them.'

Borg, 2018



POINTS TO REMEMBER

PLCs do not require a 'leader' or a specific person whose skills and knowledge outweigh the majority of participants. Each PLC has a Local Facilitator who is also a local teacher. The Local Facilitator guides the discussion and encourages all participants to share their ideas. However, his/her role is not to be 'a source of all knowledge'. The Local Facilitator takes part in all the activities, shares their opinions and encourages others to do the same. S/he communicates with everyone to inform them about the date and venue of the PLC, ensures that everyone has the right resources, invites new members to join and also encourages group members to bring along new teachers.

b. Action planning and reflection:

Action Planning and Reflection are core elements of Professional Learning Meetings. As a group, teachers make their yearly Action Plans based on their needs for CPD, the needs of their students and the conditions of the school and district they are teaching in. Action Plan is a live document which can be updated whenever needed. Professional Learning Communities are encouraged to make changes in their plans in line with the changes in their teaching environment.

PROFESSIONAL LEARNING COMMUNITIES

An exemplary Action Plan from Ankara Pilot Phase including nine groups from different districts is as follows:

	GROUP A	GROUP B	GROUP C
Topics / Activities to be Completed	CLASSROOM MANAGEMENT	ICEBREAKING	JIGSAW READING RUNNING DICTATION
OUTCOMES OF THESE ACTIVITIES	<ul style="list-style-type: none"> • Becoming familiar with effective techniques for managing a classroom • Coping with unexpected difficulties in classroom • Being aware of hindrances for effective classroom management 	<ul style="list-style-type: none"> • Meeting and sharing experience with other colleagues from the district • Discussing the subjects determined beforehand by the teachers who will attend this PLC • Reflecting on the activities carried out in the classes • Delivering a session according to the plan • Planning the next PLC (Outcomes etc.) 	<ul style="list-style-type: none"> • Identifying enjoyable activities to enhance students' reading skills • Increasing learners' motivation for reading • Improving students' reading comprehension skills
SUCCESS INDICATORS	<ul style="list-style-type: none"> • The results of satisfaction surveys on students and PLC participants. • The frequency of participation in PLC topic during the meeting • Photos & videos from Classes • Number and variety of activities and materials shared in this PLC 	<ul style="list-style-type: none"> • Number of activities shared in this PLC • Number of activities prepared to upload to LMS • Number of attendees • Opinions of attendees • Photos & videos from Classes 	<ul style="list-style-type: none"> • Motivated and eager learners • Increase in the participation to the reading classes • Increased number of the correct answers elicited from the students
COMMUNICATION SUGGESTIONS	<ul style="list-style-type: none"> • Inviting other colleagues in PLC meetings • Giving information to the School Principals & other colleagues • Making and displaying a poster in schools in order to introduce PLC meeting 	Giving information to the School Principals & other colleagues in the region	<ul style="list-style-type: none"> • Giving information to the School Principals & other colleagues in the region • Preparing picture stories

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ENABLING FACTORS	<ul style="list-style-type: none"> • Because of the official letter that will be sent to the schools, it will be no problem to arrange a common day and hour for all MMTs / MTs • Ts are going to be eager to attend the PLC meetings when they realise the benefits and the development in their teaching experience over time 	<p>Because of the Official Letter that will be sent to the Schools, it will be no problem to arrange a common day and hour for all MMTs / MTs</p>	<ul style="list-style-type: none"> • As it serves teachers' professional development, participants will be motivated • Easy access to various materials required makes the activity easy to implement • As it is a common problem for language teachers, the topic will be considered as practical and functional
HINDERING FACTORS	<ul style="list-style-type: none"> • School Principals who are resistant to make changes in the classroom environment • Crowded classrooms, unwilling students • Having difficulty in transportation and gathering in terms of timing and distance 	<ul style="list-style-type: none"> • Teachers who are demotivated • Teachers who have no idea about organizing and delivering a PLC 	<ul style="list-style-type: none"> • Difficult to implement for multi-level and overcrowded classes • Demotivated students/who show a strong dislike towards reading activities
SOLUTION RECOMMENDATIONS	<ul style="list-style-type: none"> • Giving more information to School Principals and making them aware of the project aims • The students can be motivated by using various methods and techniques (awards, grades) • After the first and second meeting, the other meetings can be organised and applied online 	<ul style="list-style-type: none"> • Rewards & prizes will be provided to the teachers who implement/disseminate the activities in their schools and attend PLCs regularly • Follow the guideline prepared by MoNE 	<ul style="list-style-type: none"> • Choosing suitable reading passages appealing to students' interests • Using warm-up activities to draw their attention • Differentiating activities/passages for different levels
MONITORING & EVALUATION OF THESE ACTIVITIES	<ul style="list-style-type: none"> • PLC Reflection Forms • Students' opinions from these teachers' classes 	<ul style="list-style-type: none"> • PLC Reflection Forms • Students' opinions from these teachers' classes • School Principals' reports 	<ul style="list-style-type: none"> • PLC reflection forms • Students' opinion from these teachers' classes • School Principals' report • Recording the activities in a reading class

PROFESSIONAL LEARNING COMMUNITIES

	GROUP D	GROUP E	GROUP F
TOPICS/ ACTIVITIES TO BE COMPLETED	ONLINE PLC: <ul style="list-style-type: none"> • Extra-curricular Activities (online) • Brainstorm • Discussion • Showing examples of ECAs • Get feedback • Survey • Reflection 	MOTIVATION FOR LEARNERS: <ul style="list-style-type: none"> • watching an inspirational video for motivation • a creative writing activity • designing posters for motivational classroom activities 	CLASSROOM MANAGEMENT
OUTCOMES OF THESE ACTIVITIES	<ul style="list-style-type: none"> • Ts will explore the examples of ECA • Ts will learn advantages and disadvantages of ECA • Teachers will be motivated to prepare ECAs • Ts will feel less stressed about organising ECA • Ts will gain information about students' improvement in language skills 	Learning what motivation is; <ul style="list-style-type: none"> • Having an idea of the types of motivation • Having an understanding of the necessity of motivation in classes • Sharing motivational activities for 4 skills • Sharing some warm-up ideas to start the lessons in a motivating way • Agreeing on some activities to use in the classroom for a month • Motivated students and enjoyable lessons 	<ul style="list-style-type: none"> • Creating and maintaining positive learning environment for students • Reducing negative behaviours and distractions, making students focus on learning • Creating more time to be focused on teaching and learning
SUCCESS INDICATORS	<ul style="list-style-type: none"> • Number of Ts engaged in the meeting • Participation of Ts in the activities • Willingness of the participants to speak • The result of the survey 	<ul style="list-style-type: none"> • Increased motivation of the teachers and students • Higher comprehension abilities of the students thanks to the motivational classroom activities • Number of activities shared in this PLC • Number of activities prepared to upload to LMS • Number of attendees • Opinions of attendees • Photos & videos from classes 	<ul style="list-style-type: none"> • Student-friendly classroom environment • Increase in student participation in class activities and their success

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COMMUNICATION SUGGESTIONS	<ul style="list-style-type: none"> • Giving information to the School Principals & other colleagues • Making posters to advertise the PLCs • Social media 	<ul style="list-style-type: none"> • Inviting other colleagues to the PLC (apart from those officially invited) • Giving information to the School principals • Tweeting about this PLC • Preparing and displaying a poster for announcing the date and venue of the PLC • Social Media 	<ul style="list-style-type: none"> • Using productive ways to manage our classrooms and sharing them with other teachers in the school • Being responsive, flexible and willing to share ideas
ENABLING FACTORS	<ul style="list-style-type: none"> • TMs' motivation • School Principals' & other colleagues' support • Using technology (web) 	<ul style="list-style-type: none"> • Teachers eager to learn useful motivational activities for their classes • Official letter to schools • Closer venue located in Yenimahalle 	Having enough visual and technological materials facilitates management.
HINDERING FACTORS	<ul style="list-style-type: none"> • School Principals & other colleagues' indifference/ reluctance / lack of experience • Ts demotivation • Timing & internet connection problems 	<ul style="list-style-type: none"> • Unwilling teachers who only attend because of the official letter sent to schools • Meeting after 4 o'clock, which means teachers are tired after covering all their classes 	<ul style="list-style-type: none"> • Reluctant teachers • Very crowded and mixed ability classes
SOLUTION RECOMMENDATIONS	<ul style="list-style-type: none"> • Get support from School Principal • Choose volunteer TMs and share best practices in the school • Apply it in & out classroom to prevent consuming time for preparing the lesson • Try to find a suitable time for every participant • Use Wi-Fi connection 	<ul style="list-style-type: none"> • Collaborative factor: "We love working together" • Useful activities that the teachers can take away from this PLC to implement in their classes 	<ul style="list-style-type: none"> • Showing these teachers a good sample of classroom management sharing our experiences • Managing a variety of group and pair work at different times • Differentiating the activities
MONITORING & EVALUATION OF THESE ACTIVITIES	<ul style="list-style-type: none"> • Number of attendance • Reflecting on the meeting • Assessing results of the survey • Ts will make new ECAs 	<ul style="list-style-type: none"> • PLC Reflection Forms • Students' opinions from these teachers' classes • School Principals' Reports • Keeping an attendance sheet 	<ul style="list-style-type: none"> • Colleagues' reports • Students' feedback

PROFESSIONAL LEARNING COMMUNITIES

	GROUP G	GROUP H	GROUP I
TOPICS/ ACTIVITIES TO BE COMPLETED	DEVELOPING SPEAKING SKILLS: <ul style="list-style-type: none"> • Warm-up activity with a ball game • Discussion • Role-play • Action Plan 	GAMIFY / ANIMATE YOUR STORY BOOK	VOCABULARY
OUTCOMES OF THESE ACTIVITIES	<ul style="list-style-type: none"> • Participants will be able to talk about given subjects, ask and answer questions, participate actively with a role play of situations they find themselves in real life • Meeting and sharing experience with other colleagues from the district • Discussing the subjects determined beforehand by the teachers who will attend this PLC • Reflecting on the activities carried out in the classes • Delivering a session according to the plan • Planning the next PLC (Outcomes etc.) 	<p>At the end of the session teachers will be able to:</p> <ul style="list-style-type: none"> • Identify the importance of CS • Explain the need for female CS professionals • Learn the basics of programming • Explain the meaning of algorithm • Develop reading comprehension activities • Explore tools for coding and use a specific mobile tool • Explore how to make storyboards as a reading activity • Design a draft storyboard of a story • Create an animation of the story using a mobile coding tool • Create a game of the story using a mobile coding tool • Design an assessment rubric 	<ul style="list-style-type: none"> • Sharing practical experience in vocabulary teaching with other colleagues • Stating the importance and need of vocabulary in comprehending and using four skills • Revising the vocabulary in the curriculum according to the grades of the learners and apply them through different kinds of techniques such as using games and audio-visual materials
SUCCESS INDICATORS	<ul style="list-style-type: none"> • Numbers of participants • Evidence of learning • Participants' feedback 	<ul style="list-style-type: none"> • Assessment of the activities • Reflections • Communication and collaboration of participants with their peer teachers • School PLC vision • School Principal's attitudes • Change in teaching and learning 	<ul style="list-style-type: none"> • Variety of vocabulary activities presented in PLCs • Number of attendees and ideas • Different kinds of photos, posters, videos and materials

CHAPTER 1

COMMUNICATION SUGGESTIONS	<ul style="list-style-type: none"> • Sharing on education web-sites • Collaborating with colleagues 	<ul style="list-style-type: none"> • F2F • Social networking sites • Telephone calls 	<ul style="list-style-type: none"> • Planning meetings to transfer the new ideas to other colleagues and school principals • Disseminating new ideas to more teachers by using Instagram, Facebook and WhatsApp • Seminars / webinars
ENABLING FACTORS	<ul style="list-style-type: none"> • Role play works well • The subject is popular and up-to date 	<ul style="list-style-type: none"> • Teacher enthusiasm • Support of management and ministry • Teacher attitudes • Facilitator attitudes • Facilities • Time management • Follow up • Continuous feedback • Resources • ICT skills 	<ul style="list-style-type: none"> • Since the School Principal is aware of the importance of PLC processes • Teachers of English will be supported by school management • Appropriate time and place will be arranged for teachers to enable PLC meetings • Since vocabulary learning is seen as an inevitable part of language learning by learners, it can be easier to engage students with the classroom activities
HINDERING FACTORS	<ul style="list-style-type: none"> • Involuntary participants • Insufficient background knowledge • Timing problems • Lurkers • Flaming participants 	<ul style="list-style-type: none"> • Lack of ICT skills • Use of mobile devices • Internet safety rules • Copyright laws • Teacher attitudes • Management support 	<ul style="list-style-type: none"> • Unwilling teachers, lack of school materials such as smart boards, internet connections • In some units of the curriculum there are too many unknown words, this may discourage students • There are some words that they don't have in their mother tongue
SOLUTION RECOMMENDATIONS	<ul style="list-style-type: none"> • We can manage the timing properly • We can motivate and encourage the participants • We can choose the topic appropriate to their age and level 	<ul style="list-style-type: none"> • Regulations by the Ministry of Education • Complementary workshops • Awareness of the need for change • Changing teacher and management attitudes • Continuous feedback and PD • Support for the needs • Constructing school PLC 	<ul style="list-style-type: none"> • Certificate of appreciation, service points or extra payment can be given to the teachers who take part in the whole process of the PLC • Giving synonyms and antonyms • Make them think in target language instead of their mother tongue
MONITORING & EVALUATION OF THESE ACTIVITIES	<p>Participants liked and took part in every part of the activities actively.</p>	<ul style="list-style-type: none"> • Reflection of the participants • Observation rubrics: evidence from classes • Students' success data and the feedback/ reflections 	<ul style="list-style-type: none"> • PLC Reflection forms • Reactions of the students • Being observed and getting feedback from the colleagues

PROFESSIONAL LEARNING COMMUNITIES



LET'S UNDERSTAND

The importance of reflection in PLCs

The process of reflection provides teachers with the opportunity to cast light on and make sense of what they have learned while engaging in collaborative dialogue with their peers. Reflective practice involves stepping back to think deeply about and acquire a renewed understanding of individual or group goals, beliefs, and practices. It leads to renewed understandings and functions as the groundwork for actions that lead to improved educational practice and ongoing teacher and student learning. (Roberts, M., et al, 2009).

Post-PLC Meeting

After Professional Learning Meetings, both the facilitator and the teachers are asked to reflect on their experience, which provides insight to what they have provided as a facilitator or learned as a teacher and what they plan to use in their classrooms. The facilitator is encouraged to complete the PLC Record Form³ and the teachers are encouraged to complete the PLC Immediate Reflection Form⁴.

During the month, teachers try out the activities they discussed in their PLC Meeting and write reflections on their experience. This is as important as the meetings itself as it is the schools where learning takes place for the teachers as well as the students. These school base experimentation and reflection are one of the main aims of PLC meetings.

c. Monitoring and Evaluation of PLCs

Monitoring and Evaluation is an integral component of PLCs. It involves:

1. Monitoring and reporting the number and efficiency of the meetings and teacher attendance to the meetings which can easily be done by the local facilitator and the coordinator. PLC Record Form³, PLC Immediate Reflection Form⁴ and PLC Implementation Reflection Form⁵ can be used for this purpose. In addition, surveys and questionnaires can be conducted; focus group meetings can be organised separately for the facilitators and participants. It may also be beneficial, if the coordinator observes some of the PLC meetings and provides feedback to the facilitators.
2. Assessing the impact of PLC meetings is more challenging and time consuming since development is a continuing process.

³ See Useful Resources for an exemplary PLC Record Form.

⁴ See Useful Resources for an exemplary PLC Immediate Reflection Form.

⁵ See Useful Resources for an exemplary PLC Implementation Reflection Form.

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The impact of PLCs should be considered in two dimensions thinking about the beneficiaries (Borg, 2018):

The teacher:

Positive change is expected in the English language proficiency, motivation, confidence, theoretical knowledge, practical skills, reflective skills and collaborative skills of the teachers. Teachers' perception about professional development is expected to improve as well.

The students:

It is expected that learner motivation will increase. They will be more confident about speaking English, enjoy language classes more and therefore will participate more. It's also aimed at encouraging the learners to use English outside school. Above all, language proficiency of the students is expected to develop.

These two dimensions are related to each other. The more the teacher learns and develops their theoretical and practical skills, the more successful the students are. If the teachers are motivated and confident, the students are usually motivated and willing to participate and vice versa. The expected change in language proficiency of both the teachers and the students can be assessed by language exams. Change regarding other issues, on the other hand, can be evaluated by the school administrators, other colleagues, and parents.

PROFESSIONAL LEARNING COMMUNITIES

TIME TO REFLECT



Teachers may sometimes get stuck while establishing a professional learning community. What may be the challenges of establishing a professional learning community?

It's Your Turn

A large rectangular area with a dashed red border, intended for reflection or writing.

d. Challenges of establishing PLCs and suggested solutions

A professional learning community is much more than a staff meeting or a group of teachers gathering to discuss a pedagogical issue. In fact, it is a focus on continuing professional development through the process of intensive reflection on instructional practices and students' learning. If done well, it enables teachers to continually learn from each other through shared visions and plans and it improves students' success. However, teachers may sometimes get stuck while establishing a professional learning community. Based on the findings from the pilot phase, some of the most common reasons include:

- lack of scheduled time and a suitable place for teachers to meet
- lack of teacher ownership and motivation for the process
- resistance to change
- scepticism about peer learning
- lack of sufficient support from School Principals
- training events are usually short in duration
- teachers need time to feel comfortable with less familiar ways of teaching.

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SUGGESTED SOLUTIONS:

Although these challenges may seem difficult to overcome at first glance; they may be tackled with careful planning, coordination and collaboration:

The venue and date of the meetings can be arranged by the Ministry or the Provincial Directorate with respect to the teachers' lesson plans. The meetings can be supported by official letters as well. PLC meetings can also be organised online as well as face to face meetings. This may provide flexibility about the time of the meetings and may be a solution to logistical problems. If teachers are active participants in the planning process and the content of the meetings are in line with the needs of the teachers and their students; ownership and motivation problems should decrease substantially.

Seeing the positive effects of the meetings and the difference their colleagues make in their classrooms, teachers may become more open to change.

PLCs are learning environments which are built on collaboration rather than competition. Teachers may build trust attending these meetings and may be more open to peer-learning. Facilitators play a critical role in creating a positive atmosphere where teachers feel relaxed and are positive about learning new things and sharing ideas.

Communication with the School Principals is the key to get their support on establishing professional learning communities. Sharing the aim and planning of the meetings and the expected outcomes may play a positive role in getting their support.

PLC support is not limited to the meetings, online support and use of social media tools available all the time for the teachers. Therefore, it is a continuous training and support for professional development.

PROFESSIONAL LEARNING COMMUNITIES

3. CREATING ONLINE PROFESSIONAL LEARNING COMMUNITIES AND LEARNING MANAGEMENT SYSTEM (LMS)

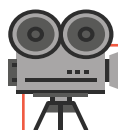
By the end of section three, teachers will be able to:

- identify the importance of creating an online community
- understand the function of LMS in sustaining PLC meetings
- components of face to face and online meeting
- understand the interrelation between LMS and PLC meetings.

a. A blended approach

Before reading the scenario, please **reflect on** your personal digital literacy level:

- How good are you at computer literacy and Web 2.0 Tools?
- To what extent is computer literacy essential for your career?



Scenario 5

In your region, a PLC has been set up and you attended the first meeting together with your fifteen other colleagues. It went really well, and everyone was really happy as they were leaving with new practical ideas and solutions for their classes.

You had a chance to practice English and you want to continue exchanging opinions with your colleagues. However, your next PLC will be in approximately a month, and you would like to keep in touch with the other teachers within that period. You believe that you can share your classroom activities that you have learned at the PLC and share other teaching ideas or materials. Also, you would like to ask their opinions if you have any challenges in your classroom.

Question 1: *What do you suggest to your PLC Facilitator to keep communication alive?*

Question 2: *What are the advantages of being a part of an online professional learning community?*



CHAPTER 1

PLCs should also have a digital element and Local Facilitators should encourage everybody to use social media and the Learning Management System (LMS) to keep in touch with each other. In their PLCs, teachers make use of online sites and videos. Later, if they would like to report back on what they found interesting, they can use LMS. Our colleagues can find out more about learning using MOOCs (which they can join free of charge) and other online professional development opportunities. Going digital also means that each PLC is linked to other PLCs around the country and to the wider world.

Learning Management Systems

As part of this project, MoNE is setting up an LMS to support teachers' CPD in a blended approach: combining face to face training, PLCs and online activities. Using technology in this way is highly desirable, due to limited time for face to face training or PLCs, using technology can help overcome issues with schedules. This could take the form of a dedicated LMS but may also involve other technologies too.

The learning platform (LMS) will help teachers to:

- find language learning materials to develop their own English language proficiency
- find teaching materials which are relevant and useful for their students
- share teaching ideas and materials
- ask questions and seek help
- take part in professional discussions.

PROFESSIONAL LEARNING COMMUNITIES

Online Elements in PLCs

PLCs often combine face to face meetings and online elements. We suggest that face to face meetings should:

- Occur on a regular basis, for example once a month.
- Take place in a suitable venue that teachers belonging to the PLC can easily reach.
- Be facilitated by a trained mentor who is also a teacher from the same area.
- Focus on language development and / or teaching skills.
- Provide activities which relate to the expressed needs of the group.
- Use resources, as required, such as language practice worksheets, articles, games and videos about teaching and reflection activities – the resources may be self-study materials, with participants working on them prior to the meeting and being ready to discuss specific questions or issues they have.

As far as the online element is concerned, we suggest that:

- Participants might discuss and share their experiences about teaching, between F2F meetings, either via a dedicated LMS or via some other form of online communication, such as through a forum, Google Classroom or even a social media app.
- Ideally, the platform should be one which the participants are comfortable with, and probably already familiar with.
- Participants could be encouraged to share photographs, short videos and other evidence of their teaching, as long as they observe the relevant rules for doing so.

For more ideas please see section five and Chapter 9 Integrating ICT into the Language Classroom.



Good Luck in Managing Your PLC

CHAPTER 1

4. CASE STUDIES FROM PROFESSIONAL LEARNING COMMUNITIES IN ANKARA

By the end of section 4, teachers will be able to:

- develop an awareness of the positive effects of PLCs on teachers
- analyse the effects of a PLC based on feedback from teachers.

a. How were the PLCs established?

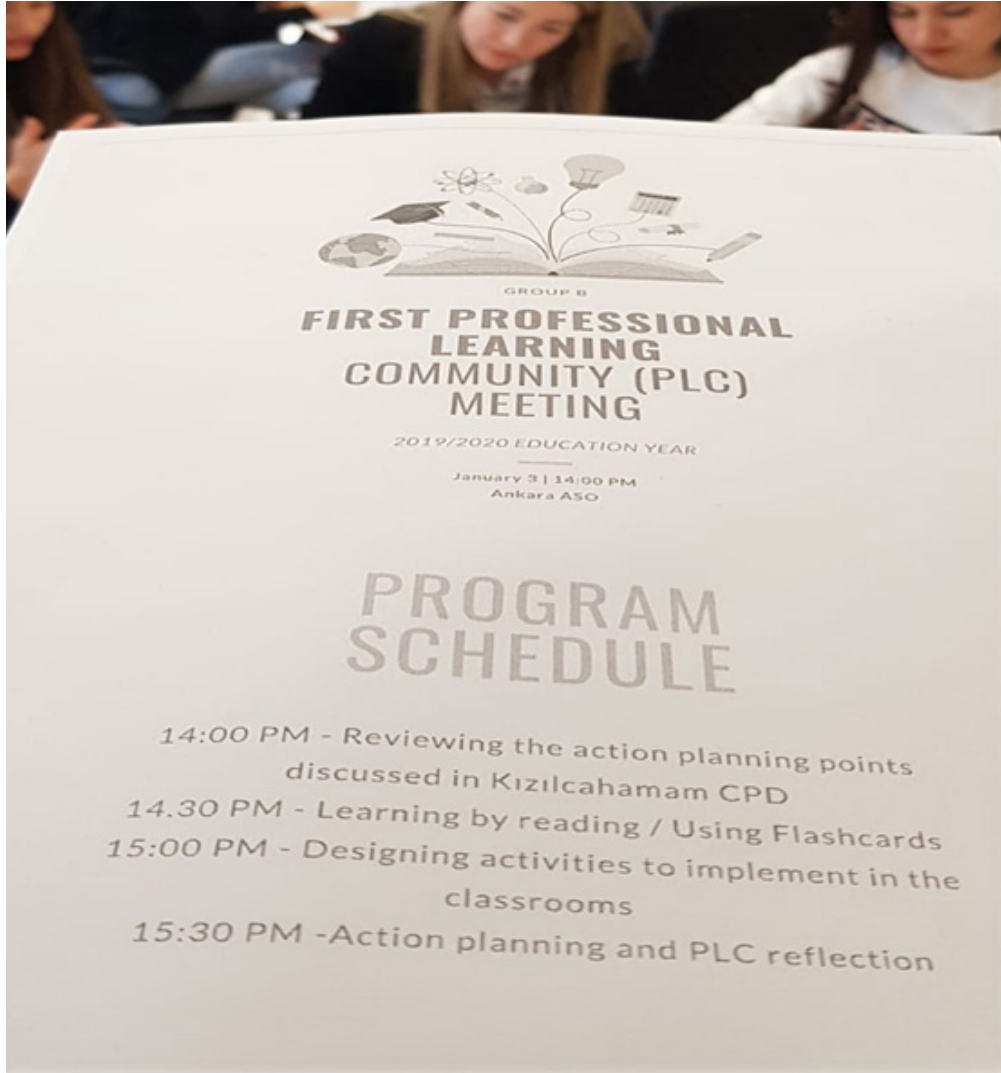
So far, PLCs appear to be an excellent way of providing continuing professional development for Turkish English-language teachers based on a bottom-up, collaborative model. Ankara has been chosen as a pilot for establishing Professional Learning Communities by the Turkish Ministry of National Education. In line with this decision, nine Professional Learning Communities have been set-up in Altındağ, Çubuk, Keçiören, Çankaya, Yenimahalle, Sincan, Etimesgut, Pursaklar and Mamak districts by local facilitators who are English teachers working in secondary schools. The whole process has been supported by two coordinators from the Directorate General Teacher Training and Development and experts from the British Council.

Led by a facilitator, 152 English teachers gather in nine, separate groups on a monthly basis to share best teaching practice, to learn new methods and techniques and to discuss any issues or challenges they face in their English Language Classrooms.

Images from a PLC meeting, Ankara, January, 2020.



PROFESSIONAL LEARNING COMMUNITIES



CHAPTER 1



PROFESSIONAL LEARNING COMMUNITIES

b. Best practices from PLCs in Ankara

Nine Professional Learning Community groups focus on a particular topic every month regarding English language teaching with respect to the yearly Action Plans they have prepared as a group. They meet in a place which is arranged with the assistance of Directorate General Teacher Training and Development, MoNE.

Please see below four forms reflecting best practices from PLC meetings in Ankara. The first one is the documentation of a PLC meeting facilitated by English language teachers working in Kahramankazan. They focused on creating different types of learning and teaching materials for the ELT classroom.

Topic	CREATING DIFFERENT TYPES OF TEACHING MATERIALS
Aims	<ul style="list-style-type: none">• To reflect on the previous PLC meeting• To determine the good features of an educational material• To be aware of good examples of material adaptation• To design materials using authentic items
Date	21.02.2020
Place	Ankara In-service Training Institute
Time / Duration	14:00-16:00/ 2 hours
Materials	<ul style="list-style-type: none">• board• desks• pictures of public buildings e.g. supermarket, police station• paper, cardboard papers and coloured pencils• plastic bottles• scissors• Lego and Jenga blocks

CHAPTER 1

PROCESS

At the beginning of our PLC meeting, we started a question and answer activity to reflect on the previous PLC meeting which was about classroom management. We took down notes to highlight the problems and the solutions for the issues raised.

Warm-Up

Warm-up:

Blind Man's Buff

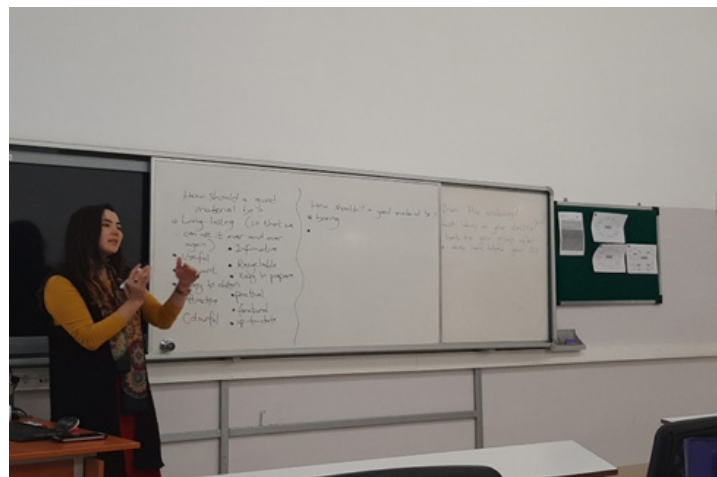
We pinned some pictures of public buildings on the desks. "The blind man" asked "Where are you?" and tried to find the building by eliciting answers from others such as "turn left, go straight" etc.



Lead-in

Lead-in:

As a lead-in, participants were asked "What kind of features a teaching material should have and shouldn't have?" They shared their answers with the rest of the participants by writing them on the board.



PROFESSIONAL LEARNING COMMUNITIES

Main Activity

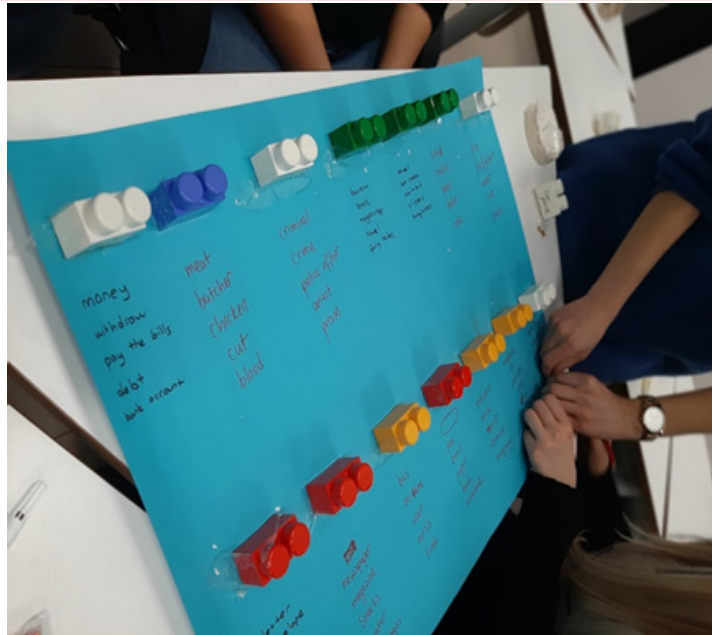
Main activity:

After a 10-minute break, we started the main activities. One of the participants was asked to go out as a volunteer. In the meantime, others chose one of the educational materials in the class (such as Lego blocks, scissors, Jenga blocks, cardboard papers, coloured pencils, plastic bottles). When the volunteer came back, she tried to find the material which had been chosen by asking questions about the features of the material such as: "Is it for writing activities? Is it for listening activities? Is it colourful? etc."

After that, the participants were divided into groups and were asked to design a material with the authentic items that were provided by us. Each group managed to create a different and unique material in the time allocated. In the end, each group demonstrated their own educational material to the class.



CHAPTER 1



Assessment

Assessment:

We gave participants time to write a reflective paper to see what they have learnt in this PLC meeting. The reflective paper included leading questions such as:

- What was the topic of today's PLC?
- What did I learn and find useful? Why?
- What will I do in my class regarding the topic of the PLC?
- When will I do it?
- How will my students benefit?

REFLECTION

**What worked well in your PLC?
Things to consider next time.**

To create practical and useful educational materials in such a short time with the given materials was amazing! We helped each other to think differently about the materials we were given – success was purely thanks to good teamwork.

Some of the materials may be distracting for the students; they may focus just on the fun part of it rather than aiming to learn or review the subject using it. So, the teacher plays a critical role in directing the students' attention to the learning point.

PROFESSIONAL LEARNING COMMUNITIES

The second form is from a PLC meeting of English language teachers working in Keçiören district. The group focused on enhancing reading skills in ELT.

Topic	ENHANCING READING SKILLS JIG-SAW READING
Aims	<ul style="list-style-type: none">• To enable learners to take responsibility for their own learning• To give learners a chance for peer-teaching• To make students more active in the classroom• To promote peer-learning• To make English lessons more inclusive and motivating
Date	21.01. 2020
Place	Ankara In-service Training Institute
Time / Duration	14.00-16.00 / 2 hours
Materials	<ul style="list-style-type: none">• Interactive white board• flipcharts• overhead projector• felt tip pens• a short video• a handout

CHAPTER 1

PROCESS

At the very beginning of the PLC meeting, we created our group pledge. It was very nice to see that all the group members agreed on the points to hold an effective PLC meeting.



Warm-up

Warm-up :

Who is s/he ?

Each participant was given a small piece of paper and asked to write 3 items that describe him/her best (no physical qualities that would make it very easy to guess who s/he is)

Then we collected all the papers in a box and asked each participant to choose one paper from the box and read it aloud. The participants tried to guess the name of the person described on the paper.

This warm-activity is a good way to see how well we know each other and enables us to learn more about the participants.

Main Part

Main Part:

We used Learning By watching Technique in this PLC.

Here is the link of the video we used in our PLC meeting: <https://www.youtube.com/watch?v=u8XOWMZK1nA&app=desktop>

PROFESSIONAL LEARNING COMMUNITIES



As a pre-watching activity, participants were supposed to answer some questions about the reading activities.

While watching the video, we paused the video several times and asked questions to make sure that everything was clear about the grouping of the students and steps of the activity. In order to make sure that there were no points missing, we let the participants watch the video twice.

Assessment

Assessment:



After watching the video, participants worked in groups of 4 and each group prepared a mind map summarising the Jig-saw method with the headings: PROCESS, THE ROLES and the AIMS.


Each group hung their mind maps on the board. As a follow-up, all the participants made a gallery walk to see the details on other posters.

CHAPTER 1

REFLECTION	
What worked well in your PLC?	<p>All the participants were very pleased to be introduced to such an enjoyable activity that might enhance their students' reading skills and avoid boredom during reading activities.</p> <p>The participants liked the warm-up and agreed that it could be better for the weaker students, if they are asked to write some adjectives instead of full sentences.</p> <p>Time management was good.</p> <p>All the participants were very active and eager to share and learn.</p>
Things to consider next time.	<p>There may be some concerns about the practicality of the method with very large and multi-level classes. Therefore, we suggest:</p> <ul style="list-style-type: none">• planning well beforehand and taking the group dynamics into consideration• keeping the instructions short and clear and checking whether the instructions are understood by all the students• choosing an appropriate text that fits the students' level and making some tweaks if necessary• monitoring actively.

PROFESSIONAL LEARNING COMMUNITIES

The third form reflects a PLC meeting of English language teachers working in Sincan district. The topic of their meeting was “Teaching Grammar”.

Topic	TEACHING GRAMMAR
Aims	<ul style="list-style-type: none">• To learn by reading about how to teach grammar effectively• To share different ideas about ways of teaching grammar topics• To share different and practical ideas for teaching grammar• To find ways to provide students with chances to discover the rules with useful and fun games.
Date	03.01.2020
Place	Ankara In-service Training Institute
Time / Duration	14.00-17.00/ 3 hours
Materials	<ul style="list-style-type: none">• visuals• smart board• handouts• coloured papers and pens
PROCESS Warm-up	<p><u>Warm-up activity:</u> “Whose New Year Night?”</p> <p>We gave each colleague a slip of paper and asked them to write down three things they did at the New Year Night in four minutes. We collected the slips of paper and then made everybody stand up in a circle. They held all the slips of paper in their hands. Then they chose someone randomly and asked her/him to take one paper and read it out. They had to guess whose New Year Night was being described. The activity continued until each paper was read and each person was guessed.</p>  <p>As you can see from the photo, we really enjoyed this warm-up activity.</p>

CHAPTER 1

Main Activity

Main Activity:

Before our PLC meeting, we prepared a list of grammar topics and we conducted a survey. Each colleague chose a grammar subject and worked on it. They prepared some materials, sample lesson plans, sample activities and brought the materials to the meeting.

During the PLC, they shared their activities and ideas with their group members.



PROFESSIONAL LEARNING COMMUNITIES

Assessment	<p><u>Assessment:</u></p> <p>The participants got useful and practical ideas to teach grammar instead of relying on traditional ways.</p> <p>For instance, one of the participants stated:</p> <p>“In terms of teaching comparatives, one of our colleagues suggested a game called ‘Change Me’. The main purpose of the activity is to teach comparatives by using coloured papers in a competition. Actually, there is no winner or loser at the end of the competition. Only the process is important. For instance, green papers are designed for the adjectives, pink papers are designed for the relevant grammatical structures and exceptions. Two students hold green papers with different adjectives on them. The other students make a circle. They show them to the students in the circle. The competitors who are in the circle try to find the comparative form immediately. Who finds the answer first wins the round. The game continues like this.”</p>
REFLECTION	
What worked well in your PLC?	<p>This PLC was very motivating and inspiring for all of the participants to learn enjoyable techniques to use in their own classes.</p> <p>The PLC meeting required more time than the time planned in advance because there were many different materials and ideas to gain insight.</p>
Things to consider next time.	<p>It would be a good idea to collect all activities and materials in a pack, if possible, in electronic format in a folder and share them with all the participants through emails.</p>

CHAPTER 1

The last form is from a PLC meeting of English language teachers working in Mamak district. They chose to discuss and work on motivation as the topic for their meeting.

Topic	MOTIVATION
Aims	<ul style="list-style-type: none">• To support English language teachers to engage students' interest• To apply engaging activities• To have fun and enjoyable lessons• To create rapport between students and teachers
Date	28.02.2020
Place	Ankara In-service Training Institute
Time / Duration	14:00-16:30 /150 minutes
Materials	<ul style="list-style-type: none">• 15 pictures (pictures of problematic students)• 3 paper cups (Energizer Activity)• 3 bowls (Energizer Activity)• 15 questions on paper (Energizer Activity)• 3 pieces of papers (including definitions of motivation)• 3 coloured envelopes and sets of words (definitions of motivation by scholars)• A Quiz (10 questions / Quizizz Web 2.0 tool)
PROCESS Warm-up	<p><u>Warm-up:</u> As a warm-up activity, I applied an Energizer Activity which is called "Cup in the Air". I divided my colleagues into 3 groups of 4. In each group, they had a paper cup which was used as a paper ball and they also had a bowlful of questions on the ground. Group members hit the ball. While they were hitting the ball, they tried to keep the ball in the air as long as possible. They counted loudly each time they hit the ball. The person who couldn't hit the cup was the loser. So, this person took a question out of the bowl and answered the personal question. The questions were about personal lives and personal interests. It was a group activity in order to boost the interaction between group members and create a fun and cosy atmosphere in the classroom.</p>

PROFESSIONAL LEARNING COMMUNITIES



Main Activity

Main Activity:

For the main part of the PLC, I used a Power Point Presentation which was about the meaning of motivation, why we need motivation, the types of motivation and some practical ideas related to motivation. First of all, I started with a brainstorming activity. I asked the question: "What is motivation?" My colleagues wrote what came to their minds when we used the word "Motivation". They stood up, came to the board and stuck their ideas on the board using colourful post-its. The aim of this activity was to take my colleagues' attention to the main topic.

Later on, I showed 15 pictures including problematic student behaviours. We talked about the pictures, shared our opinions and found out that demotivated students are a common problem in classroom settings.

Next, I created 3 groups of 4 colleagues. I gave each group an envelope and asked them to put the words in order to create meaningful sentences. The envelopes included the definitions of motivation by some scholars. We tried to figure out the exact definition of motivation both for our students and our colleagues. Motivation is a two-way process in classrooms. It affects our colleagues as well as our students.

In order to motivate our students and ourselves, we should make use of different and engaging activities and we should also make use of some digital tools in the classroom. Planning and organizing blended learning atmospheres may be a great solution both for the students and the teachers. Motivation is achieved thanks to a well-organised and clearly planned lesson.

CHAPTER 1

Assessment



Assessment:

As for the assessment part, I created a Quiz which involved 10 questions related to my presentation topic "Motivation". I used the Quizizz application which is a Web 2.0 tool. Integrating technology and a digital tool into my PLC meeting was enjoyable because it was actually a kind of competition. The person who knew almost all the answers in a given timeframe was the winner. The winner got the prize at the end of the activity. The prize was a small gift.

What is more, I created a reflection paper for my colleagues at the end of the PLC meeting. The reflection paper included 4 open-ended questions related to motivation. My colleagues were required to write their answers. The opinions and ideas of my colleagues were very precious. The reflection paper was a really good way to gather all the views of our colleagues.

REFLECTION

What worked well in your PLC?

The use of a PPT presentation was a good idea because the listeners wanted to focus on a visual aid. Using interesting pictures to draw the attention of the participants worked well. At the same time, our colleagues had a really great time while they were playing "Cup in the Air Activity". They said that they could adapt this activity in their classes and their students would like it. "The Energizer Activity" made them move their body quickly and they tried their best to keep the cup in the air. They also commented that the questions could be replaced with a number of topics, such as ability, past experiences, daily routines etc.

Things to consider next time.

I used the interactive board for my PPT presentation. It was not very easy for me to remember the next slide while talking about one slide. If I had the chance to use a personal computer I could control my pages using a laptop or computer, then it would be much easier for me to get prepared about what to say and talk about before the next slide. The next time, it would be a better idea to bring a laptop and see all the slides beforehand so that I would not get confused about the next slide.

PROFESSIONAL LEARNING COMMUNITIES

Feedback from participants

The overall response to the Professional Learning Communities has been very positive. Teachers are willing to participate in the meetings and believe PLC meetings to be very effective and useful. Teachers are also delighted about being a part of a community in which their ideas are valued, and their concerns are shared.

The comments made by the teachers clustered around a vision of the PLC as described by (McGrath, 51)⁵ :

"An opportunity to share experience, ideas and practice, and find solutions for problems – in short, an opportunity for peer learning."

"A community, both for individuals within the PLC and for similar schools in the area."

"A source of confidence building and hope for the future."

⁵McGrath, I. 2020. "Ministry of National Education/British Council CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMME FOR ENGLISH LANGUAGE TEACHERS IN TURKEY. Evaluation of pilot project and proposed approach to monitoring and evaluation of scale-up phase". Unpublished report for the British Council.

CHAPTER 1

Some of the comments made by the teachers working in secondary schools in Ankara are as follows:



“The first PLC meeting was a good chance for me to hear about my colleagues’ teaching experiences with their students. We came up with new ideas to motivate our students. Working collaboratively creates an encouraging atmosphere for us.”

Melike Degirmenci- Şehit Hakan Ünver İmam Hatip Ortaokulu



“Being part of a Professional Learning Community gives me the chance to get together with colleagues having similar experiences. This may lead to important changes in my teaching career as I realize my own strengths and weaknesses through collaborative working. We can discuss our real challenges; we can identify our needs and find realistic solutions. I also find the PLC atmosphere very relaxing and supportive; I feel free to share my concerns as I know every teacher is there to help one another. In short, we grow together.”

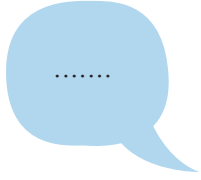
Büşra Söylemez- Haymana Şehit Ali Koç İho



“Much to my amazement, I am more than happy to learn that there are so many enthusiastic colleagues that seek to empower themselves by learning and sharing.”

Hasan Ali Bayındır-Gülen Muharrem Pakoğlu Ortaokulu

PROFESSIONAL LEARNING COMMUNITIES



"As for my professional development, it enlightened and widened my point of view towards the students and teaching. Besides, it shed light on how far we can go through collaboration and sharing."

Esma Canbaz- Kahramankazan Şehit Ömer Takdemir Ortaokulu



"Each meeting is a new experience and excitement for me."

Pelin Kabak-Ostim Şehit Şükrü Öngün Ortaokulu



"Deciding on what we are going to do in our schools and in PLCs in Kizilcahamam according to not only our needs as teachers but also our students' needs is really guiding for me. We have been sharing ideas and our experiences in our PLCs and this sharing has a positive effect on my teaching."

Gülden Baran- Tuna Üçer Ortaokulu

c. Learning points and recommendations

PLCs can be set up as peer-led support groups which teachers may join as part of their professional development. PLCs will involve both face to face and online opportunities for teachers to provide each other with practice of their English skills and share new teaching ideas and techniques which relate directly to the issues they face in the classroom. Facilitators or Coordinators should not take the lead in a training role, but facilitate focused discussion, sharing of experience and collaborative learning.

In order to facilitate PLC meetings, School Principals, Directorate of National Education or ÖYGM may introduce a designated time for CPD

during the school working week (e.g. Wednesday afternoons). This would greatly add to the time currently available for CPD (in June and September), and also respond to teachers' requests for ongoing CPD, rather than one-off CPD training sessions.

As for other recommendations, with a little research it can be seen that PLCs are being applied in other countries. Australia is one of them and **Australian Institution for Teaching and School Leadership** asserts that Professional Learning Communities are most effective when:

- the focus is on subject knowledge, curriculum and student learning
- members have a shared vision and sense of purpose
- members take collective responsibility for student learning, which helps to sustain commitment and accountability
- there is mutual trust, respect and support among all staff members
- members look beyond the school for sources of learning, ideas, networks and partnerships
- teachers are supported in working towards their goals, including access to high-quality professional learning.



This image belongs to Ministry of National Education and British Council-CPD Programme for English Language Teachers in Ankara, Turkey, 2019.

PROFESSIONAL LEARNING COMMUNITIES

d. Concluding remarks and features of successful PLCs

Successful PLCs are examples of teachers taking charge of their own continuing professional development and they are very much the product of their members! You should always reflect and ask these questions to understand whether a PLC is successful or not:

- Does everyone actively work together?
- Do they share ideas, problems and techniques?
- Do they apply their learning to their own classrooms and share their learning with colleagues in the sessions that follow?

Everybody has a role in the PLC and the more everybody is involved, the more learning will take place. Unlike training events, PLCs are ongoing and take place regularly and the facilitator and other PLC members can keep in touch between sessions and share what they are doing in the classroom. If a PLC covers less conventional topics, more teachers will be interested, since teachers are in search of effective practical applications to be used in their classes. The Facilitator may use a blended approach to organise meetings (both face to face and online), in as much as communication is the touchstone of a successful PLC. Teachers also need excitement and motivation like our students in the classroom. So, some competitions can be held with symbolic gifts.

Trained and experienced facilitators of course will be a great asset for the success of PLCs, but it is not a must. As the teachers are learning, mutual, trust, respect and support are sufficient. For a more professional atmosphere, the facilitator may assign a pre-task to ensure that all the teachers come to the meeting prepared or create opportunities for teachers to observe each other.

During the month, teachers try out the activities they discussed in their PLC Meeting and write reflections on their experience. This is as important as the meetings as it is the schools where learning takes place for the teachers as well as the students. This school-based experimentation and reflection is the actual aim of PLC meetings.



This image belongs to Ministry of National Education and British Council-CPD Programme for English Language Teachers in Ankara, Turkey, 2019.

CHAPTER 1

Reflection

There are some characteristics of PLCs agreed upon in literature. You may find below five characteristics of learning communities to read (Hord, 2004 ; Louis, 1994) . After reading the characteristics of learning communities below, please try to reflect on how you can benefit from PLCs in your own region:

	Explanation	Characteristics
<ul style="list-style-type: none">• Supportive and shared leadership:	Teachers gain leadership capacity in time while organizing, managing and supporting PLCs (Caine and Caine, 2000) .	<ul style="list-style-type: none">- Supporting leadership among staff- Shared power, authority and responsibility- Broad-based decision making that reflects commitment and accountability- Information sharing (Huffman, 2011) .
<ul style="list-style-type: none">• Collective creativity/ responsibility:	Teachers from different backgrounds form a learning community to conduct a reflective dialogue about students, teaching and learning, pursue a common goal to take preliminary measures and to achieve a goal (Louis and Kruse, 1995).	<ul style="list-style-type: none">- Information sharing- Search for new information, skills and strategies- Collaborative work to develop learning opportunities, solve problems and plan
<ul style="list-style-type: none">• Shared values and vision:	All the members of the community come together because of the same vision	<ul style="list-style-type: none">- Values and norms adopted- Focus on student learning- Great expectations- Shared vision leads to teaching and learning
<ul style="list-style-type: none">• Supportive conditions:	Providing space and time to come together and setting clear conditions for processing the network are two main pillars to guarantee the achievement of the goals	<ul style="list-style-type: none">- Structures:<ul style="list-style-type: none">Resources (time, money, material, human)FacilitiesCommunication systems- Relationships:<ul style="list-style-type: none">Human relationsTrust and respectAppreciation and celebrationRiskingCombined effort to embed change

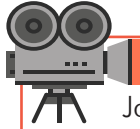
PROFESSIONAL LEARNING COMMUNITIES

5. NOW, IT'S YOUR TURN

By the end of section five, teachers will be able to:

- recognise the importance of using various resources during PLC meetings.

Let's look at how you can try to establish a PLC in your region. Imagine that an English teacher has decided to start a PLC in his/her region. Here is a scenario about her and please help Jale to establish a learning community together with her colleagues from the same region:



Scenario 6

Jale is a motivated English teacher at a state school and she feels isolated because she is the only teacher in the school. She wants to meet her colleagues from the same district to exchange experience. So, she decides to start her own PLC, but she doesn't know where she can find necessary materials to carry out a successful PLC from the very beginning to the end.

Question 1: *What can Jale do to find materials for her PLC?*

Question 2: *After finding materials, what are the other steps to start a PLC in her region?*



CHAPTER 1

Jale and all English teachers interested in starting a PLC may use materials created and used by teachers working on the CPD for ELT project. "Moreover, you can follow the official websites of the project and Directorate General of Teacher Training and Development."



- *PLC Record Form*
- *PLC Immediate Reflection Form*
- *PLC Implementation Reflection Form*



PROFESSIONAL LEARNING COMMUNITIES

Form 1.

PLC RECORD FORM

Coordinators:	
Facilitators:	
Participants & Schools:	
Date:	
Place:	
Time & Duration:	
Number of PLC:	
PLC Focus:	
Aims of PLC:	
Materials:	

CHAPTER 1

Form 2. PLC IMMEDIATE REFLECTION FORM

1. What was the topic of today's PLC?

2. What did I learn and find useful? Why?

3. Action Planning:

Which ideas, activities and teaching techniques will you try in your lessons this month? Write what you will do and when you will do it below:

What I will do	When I will do it	How my students will benefit

PROFESSIONAL LEARNING COMMUNITIES

Form 3. PLC IMPLEMENTATION REFLECTION FORM

Note: Fill out the table below before you go to the next PLC Meeting. You will share this with your peers in the next meeting.

ACTION PLAN REPORT	
a. What new things did you try out in your lessons this month?	
b. What worked well? Why?	
c. What didn't work well? Why?	
d. Challenges and Difficulties	
e. What do you want to change next time you do this activity?	
f. What new resources do you have to share? e.g. videos / photos / materials you have created and applied in your classes / lesson plans / examples of Ss' work etc.	

Professional Learning Communities: Groups of people sharing a concern or a passion for something and working in collaboration based on collective strengths and reflection in an ongoing process.

Action Research : A process of interactive inquiry intending to determine the solution involving the series of actions based on problem solving responding the analysis of potential causes.

Continuing Professional Development: The process of professionals' being committed to develop their skills and capabilities in a life-long aspect

Learning Management System: An online or digital platform where learning and training activities can be arranged involving the documentation, recording, evaluation facilities

Mixed-ability class: A class learners of which have different abilities, learning needs and interests.

Communities of Practice: Groups of people sharing the common motives and interests to work in coordination and collaboration with the aim of enhancing their professional skills.

SEN Learners: Learners with special education needs

PLC Facilitator: Person charged with organizing the PLC activities determined in the action plan, encouraging the teachers to take part in PLC meetings

PLC Coordinator: Person charged with guiding and supporting PLC facilitators, monitoring PLC activities and reporting to the ministry

Action plan : A plan involving all the details, steps and procedures

Reflection: One's activation of a critical approach towards a given situation

Jigsaw Reading: A reading strategy requires students of speaking about and summarizing the given authentic texts

Running Dictation: A teaching activity making students use their reading, speaking, writing and listening skills out of their seats in the class.

Digital / Computer Literacy : Competency or capability to use digital or computer technologies to find, evaluate or create information using cognitive and technological skills

Blended Learning: Combination of online / digital / distance learning facilities with conventional onsite / face-to-face facilities.

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CHAPTER 2

EXTRA-CURRICULAR ACTIVITIES (Taking Language Learning Outside the Classroom)

EXTRA-CURRICULAR ACTIVITIES (Taking Language Learning Outside the Classroom)



This image belongs to an ECA in Özkent Akbilek Secondary School, Mamak, Ankara, February, 2020.

Introduction

In chapter two, you will explore what **Extra-Curricular Activities** (ECAs) stands for and why they are important for students' language development. You will also consider how they can be planned, implemented or adapted in accordance with varying school contexts and students' needs.

Extra-Curricular Activities are generally defined as activities which fall outside the curriculum of schools and often take place outside the classroom. They are usually carried out by students and planned and conducted with a more knowledgeable person who can be an instructor, teacher or an older individual. Skills acquired by students through ECAs can include improved language learning and essential Life Skills such as decision-making, creative thinking and communication skills. This in turn can lead to a positive impact on students' motivation for learning in the classroom.

This chapter includes 2 real-life scenarios, 4 practical tasks and 5 'time to reflect' questions that will encourage you to reflect on how to effectively integrate extra-curricular activities into your teaching context. It will approximately take 5 hours to complete this chapter.

EXTRA-CURRICULAR ACTIVITIES

TIME TO REFLECT



Question 1: Have you ever tried an extra-curricular activity inside or outside of your classroom?

Question 2: How do you think students will benefit from extra-curricular activities in their language learning process?

Question 3: Would you like to apply an extra-curricular activity in your school context?

It's Your Turn

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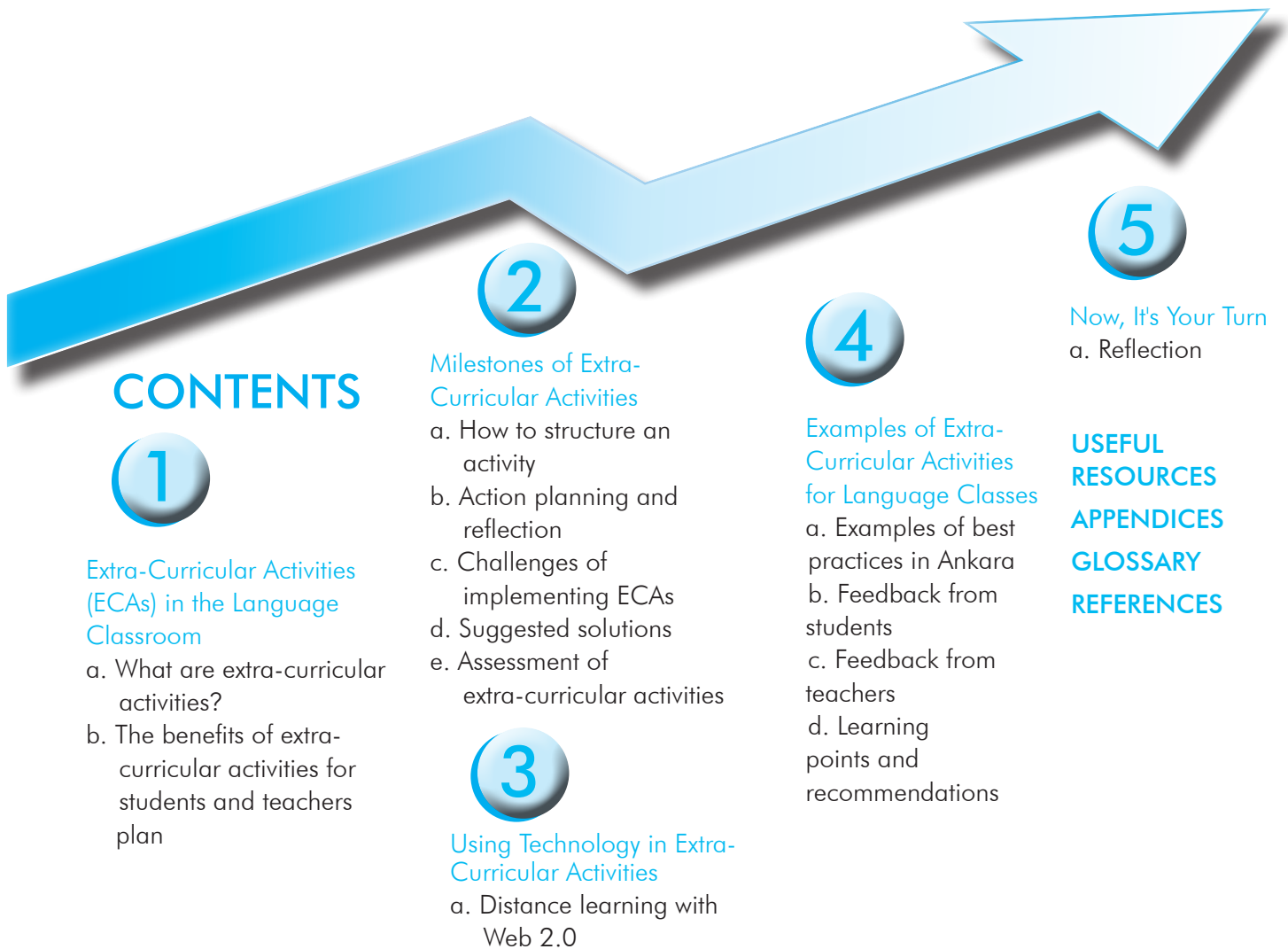
Keywords: Extra-Curricular Activities, ECAs, Planning ECAs, Action-Planning, Sample ECAs

CHAPTER 2

LEARNING OUTCOMES

By the end of this chapter, teachers will be able to:

- consider the advantages of implementing ECAs in English language teaching
- discuss milestones of extra-curricular activities
- analyse how to use extra-curricular activities in their teaching context
- explain the importance of using technology in extra-curricular activities.



EXTRA-CURRICULAR ACTIVITIES

1. EXTRA-CURRICULAR ACTIVITIES IN THE LANGUAGE CLASSROOM

By the end of section one, teachers will be able to:

- discover what ECAs are
- explain the goal of ECAs in language teaching and learning
- define the role of ECAs in language teaching and learning
- make a list of possible extra-curricular clubs and activities
- make English clubs participant-centered
- explain why ECAs are needed in language teaching and learning
- define the benefits of carrying out ECAs in respect to teachers
- define the benefits of taking part in ECAs in respect to students.

a. What are extra-curricular activities?



Definition

Extra-curricular Activities are identified as activities which fall outside the curriculum of schools and are performed by learners. An English language teacher may plan and conduct ECAs throughout the semester. The main purpose of ECAs is to complement the curriculum; give learners ample opportunities to share, learn and use the skills they have gained in class but without formalising the process. Learners can study and socialise with their peers.

Language Learning Approach

English teachers should be aware that the role of ECAs largely depends on the method employed in delivering language. For instance, task-based instruction is based on experiential learning; the individual experience and background of students are prioritized in language learning (Nunan, 2004). It is an accepted notion that knowledge is not simply transmitted from teacher to students but arise within the learner. Therefore, this approach encourages students to participate in discussions, share what they have learned, lead themselves and in short, it emphasizes the process of learning. All of these features support the development and utilization of extra-curricular activities.

Types of Extra-Curricular Activities

There are various classifications of extra-curricular activities in the literature. ECAs are sometimes divided into four categories: competitions, mass media, cultural and political. Alternatively, they are categorized by taking the number of students involved into consideration such as **individual work**, **group work** and **mass work** (Dyachenko, 1989). In addition, language clubs are very popular in schools as **language oriented extra-curricular activities**. Apart from these classifications, ECAs can be drama, sports activities, debate, dance, chorus, hobby, clubs such as school subject clubs, finding pen friends from other countries or schools, publishing school magazines etc. without any specific classification.

The goal in these activities is usually to:

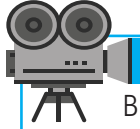
- let students express themselves
- make students gain a sense of responsibility and belonging
- help students discover their skills and interests
- encourage students to become role models
- reinforce students' learning
- enhance students' ability in a specific area such as language
- provide a chance for students to make use of their time effectively
- enable students to get to know other students.

EXTRA-CURRICULAR ACTIVITIES

Scheduling

For ECAs, there is no predetermined or strict time allocation. It means that teachers can decide how much time an ECA requires with students by taking their needs, readiness level and wishes into consideration. An ECA can last around an hour or more. The frequency of an ECA meeting is also flexible. It depends on the tasks and the time students need to complete the task. Students can meet either once a week or more to carry out an ECA.

In the following scenario, there is a teacher who has doubts about how best to use the school curriculum and how to engage students in a large class. Please read the scenario and try to reflect on the questions given below:



Scenario 1

Burcu has been teaching English for the last 18 years. She has worked in schools where there are 20 students in each classroom. Due to her experience and small class sizes, Burcu didn't have to work hard to engage with her students. However, recently she was appointed to another school located in the suburb.

Burcu is a traditional teacher and is worried about using the interactive smart board in her classes. She also feels uncomfortable teaching a large class of 40 students, who are not as competent language learners as her previous students. She is worried about how best to use the school curriculum and how to engage students in a large class. She is unsure about what she should do now.



Question 1: *What would you do if you were in Burcu's situation?*

Question 2: *Would you consider using extra-curricular activities?*

It's Your Turn

CHAPTER 2

Insights

At this point, to seek answers to this issue, a teacher can attend a Professional Learning Community Meeting and benefit from the ideas of other teachers who may have similar experiences. For more details about PLCs, please see Chapter 1.

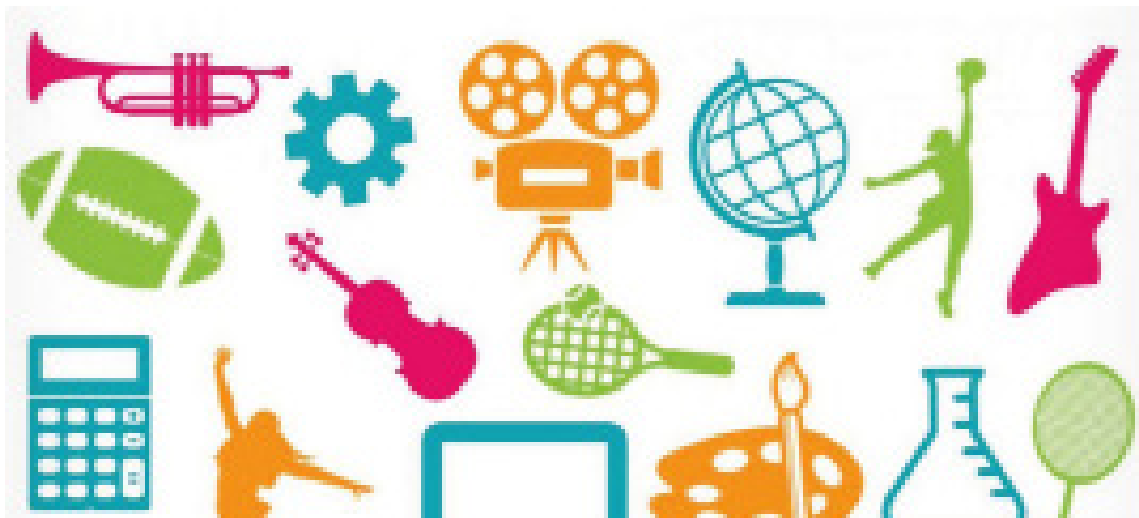


Task 1.1

Make a list of all the possible extra-curricular clubs and activities you can think of that will support English language learning.

Extra-Curricular Clubs
and Activities

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....



EXTRA-CURRICULAR ACTIVITIES

Now, read our list of suggested ideas for extra-curricular activities below and compare it to yours.



Some Ideas for Extra-Curricular Activities

English Club	Spoken poetry	Travel Club
Puppet Show	English Cafe	One Word at a Time
School Noticeboard	Storytelling	English School Magazine
Pen Friends	Digital Storytelling	Role Plays
Gamification	Quiz Show	Creating a Video Drama
Treasure Hunt	Nature Club	Spelling Bee Contest
Dance & Sing	Debates	Funny Grammar Spinner
Board Games Club	School News	Singing Posters
Story Writing	Comic Books	Conversation Club
Creative Drama Club	Movie Club	English Theatre Club
Healthy Eating	Book Exchange	Culture Club
Preparing visual materials	English Media Channel	How to do? Club
Exhibition	Snap Words	Handicrafts Club
Memory Game	Cooking Time	Learning English with Technology
Comedy Club	Talent Show	Karaoke Club

CHAPTER 2



This image belongs to an ECA in Faik Erbağı Secondary School, Keçiören, Ankara, February, 2020.

English Clubs

Despite its rather light-hearted name, English clubs can make a valid contribution to an improvement in students' language skills, as well as student life. They provide students with an opportunity to practice and express themselves in English in an informal, relaxing and encouraging environment, while working individually or collaboratively. English clubs are generally planned and moderated by an English teacher, however, even students can be planners and moderators. An effective English club should be participant centered then the students join the decision-making process and help direct the session.

EXTRA-CURRICULAR ACTIVITIES



Task 1.2

How can you make English clubs more participant-centered? Please share your ideas here:

Did you think of any of these suggestions?

- Ask students about their interests, lives and wishes.
- Be a good observer to know your students.
- Encourage your students to create their own content and activity.
- Encourage students to engage in group discussions and debates.



CHAPTER 2

b. The benefits of extra-curricular activities for students and teachers

There are many reasons to explain why ECAs are needed and are important for students in language teaching and learning context. ECAs are vital in the school atmosphere where students are active and enjoy their own learning. ECAs let students participate in any activity they would like to join and enjoy it regardless of its content. Practicing activities helps students get better at doing something and they can develop new skills which can be helpful and useful in their future academic or social life, because doing something they care about and enjoy makes them happier and gives them some relief from formal schoolwork.

Before continuing with details about the benefits of ECAs for teachers and students, please read the questions below and try to discuss these questions in the It's Your Turn box below:

TIME TO REFLECT



Question 1: *Why should an English language teacher apply extra-curricular activities in schools?*

Question 2: *Why should students get involved in extra-curricular activities in schools?*

It's Your Turn

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EXTRA-CURRICULAR ACTIVITIES

Why should English language teachers carry out Extra-Curricular Activities?

Extra-Curricular Activities can:

- help teachers to improve their students' communicative skills in the target language
- help teachers to motivate their students
- increase teachers' creativity
- enable teachers to think more broadly
- free a teacher from sticking to the curriculum
- provide variety in teaching approaches
- enable teachers to be more flexible
- improve rapport between the teachers and their students.

As a result, creating extra-curricular activities in schools can direct students to explore their interests, to pursue what they would like to work on and to enrich their prior experiences, skills and abilities as well as language development skills.



CHAPTER 2

Why should students take part in Extra-Curricular Activities?

Extra-Curricular Activities can:

- increase students motivation to learn a foreign language
- broaden students' worldview and perspectives
- support students' social, emotional and intellectual development
- involve volunteer students as there is no formal registration
- be free activities which are accessible to any student interested in participating
- help students make friends with a shared interest
- improve students' leadership skills (students who have been responsible for guiding others and leading a project usually become more competent in acquiring leadership skills)
- provide skills for employability that can help increase students future job prospects
- create a positive and lasting impact on students and schools
- help students develop 21st century skills
- create opportunities for students to build self-confidence
- provide peer-learning and group work opportunities for students
- reduce school dropout rates.



In short, ECAs can enhance students' language ability, skills and development as well as trigger their motivation and ambition for learning.

EXTRA-CURRICULAR ACTIVITIES

2. MILESTONES OF EXTRA-CURRICULAR ACTIVITIES

By the end of section two, teachers will be able to:

- structure an extra-curricular activity
- explore the points to remember before starting an ECA
- make an action plan
- reflect on the process
- be aware of challenges encountered during the implementation of an ECA
- come up with solutions to challenges.

a. How to structure an activity?

Extra-curricular activities can have a positive and long lasting impact on both students, English language teachers and the overall school environment. However, this largely depends on how well an extra-curricular activity is organized, structured and then carried out. Without careful planning, teachers may not reach their session goals and may fail to bring students to the point where they would like them to be. This can lead to disappointment especially if they do not complete the activities.



POINTS TO REMEMBER

An extra-curricular activity cannot be successful without careful planning which we will examine below.

TIME TO REFLECT

What do you think a teacher needs to take into consideration when setting up ECAs?



It's Your Turn

CHAPTER 2

Suggested solutions:

There are some suggested points that teachers need to take into consideration while planning an ECA.



Topics/activities need to be decided: Teachers should pay attention to the interest, level and grade of their students and choose the topic accordingly. They can also involve students in the decision-making since the topic or activity has already been chosen according to their interest and level, teachers should find it fairly easy to engage students in the activity.

Outcomes of the activity: Outcomes must be clear in the mind of teachers, or students if they have planned the sessions, so that everyone understands the rationale of the activity.

Process of the activity: The activity must be planned and shared with students clearly, otherwise students and even teachers, might get confused during the process.

Success indicators: Teachers should identify some success indicators so that they can evaluate the activity. Learning, behavioural or attitudinal outcomes of this activity should be defined beforehand and assessment prepared according to these outcomes.

Dissemination suggestions need to be stated: A successful extra-curricular activity needs to be visible to school stakeholders so that other students are motivated to participate in these activities. Parents should also be informed about ECAs and encouraged to get involved, where appropriate.

Enabling factors: Sometimes a teacher feels stuck and they cannot solve a problem on their own. However, if the teacher is aware of enabling factors such as parental support, or support from their managers or colleagues, then they may be able to benefit from their input. It is often the case that hardships disappear more easily when the teacher reaches out for support rather than struggling on their own.

Hindering factors: To be ready for unanticipated situations, teachers need to think of some solutions in advance. Some factors which could possibly create problems for carrying out an ECA should be considered. If students and especially teachers are aware of challenges and take action accordingly, then the management of the process will be smoother and more enjoyable for both parties.

EXTRA-CURRICULAR ACTIVITIES

Recommendations: In case a problem is encountered during the planning or implementation process of ECA, recommendations for solving the problem need to be thought of beforehand in order to be ready to settle the matter without wasting time.

Monitoring and Evaluation: Teachers need to take on the role of a guide, a leader and a consultant so they can monitor during the process and evaluate activities.



This image belongs to Pen Friend Extra-curricular activity in Atatürk Secondary School, Haymana, Ankara, January, 2020.

b. Action planning and reflection

Action Plans are based on the needs of students, the conditions of schools and districts they are teaching in, and the skills addressed by ECAs. Teachers may come across some potential hindrances stemming from both administrative and parental factors during the implementation process. Though there may be some challenges, effective solutions and suggestions that can be applied may be found in the next section.

Also, **Extra-Curricular Guide Reflection Form** and **Extra-Curricular Guide Action Planning Form** are used with the purpose of overcoming obstacles because the impact which extra-curricular activities have on students and school stakeholders is significant, assessing it is also crucial. To do so, some success indicators can be set such as observations, or even the number of students who would like to take part in activities might be an indicator of the successful impact of the ECAs.

A group of English teachers on the Pilot Project for Continuing Professional Development of English Teachers have prepared action plans for the whole academic year. Exemplary Action Plans taken from this plan are outlined below:

CHAPTER 2

EXTRA-CURRICULAR - ACTION PLANNING

Name of the activity:	Travel Club
Outcomes:	Students will be able to use productive language skills effectively and use functional language structures to: <ul style="list-style-type: none">- book a place- check the weather forecast- exchange foreign currency- ask for tourist attractions in the city etc.- prepare a poster work collaboratively and complete a task- use Web 2.0 Tools.
Process:	<ul style="list-style-type: none">- This activity can be applied once or twice a month.- 12 Ss from your 6th or 7th graders including foreign students who are under temporary protection if it is possible.- Ss will work in group of three (each group may include 1 foreign student).- Ss will prepare their own travel plan according to the limited budget provided to them.- Ss will search for the city/country they would like to spend their one-week holiday.- Ss will search about how to arrive in the country and how to book their transportation.- Ss will exchange currency.- Ss will research the weather forecast of the country they will visit.- Ss will find out traditional or famous foods and drinks.- Ss will work collaboratively and create a poster including all the aspects of their travel plan, they can also use Web 2.0 tools to prepare their poster.- Each group will present their poster.- The posters will be displayed on the school website.- The posters will be on school noticeboards.
Success Indicators:	<ul style="list-style-type: none">- Active participations of Ss- The number of people who visit the website and look at the photos- Students' own reflections- Family reactions towards club
Communication Strategies:	<ul style="list-style-type: none">- Make the poster visible to the school community- Inform other students about the club- Inform the School Principal and colleagues about the activity

EXTRA-CURRICULAR ACTIVITIES

Enabling Factors:	<ul style="list-style-type: none"> - Eager and enthusiastic students - The level of student competence in internet use - Supportive families - Supportive colleagues and administrative - Supportive ICT teachers
Hindering Factors:	<ul style="list-style-type: none"> - Students who are not familiar with the internet - Student who have no internet connection at home - Not getting support from School Principals - Local and foreign students might have prejudices against working together.
Recommended Solutions:	<ul style="list-style-type: none"> - Student who do not have computer or internet connection at home will have the opportunity to use the internet at school. - All students will be informed about the advantages of working with diverse groups from different countries. - The School Principal should be informed about the activity and about how students will benefit from the activity.
Monitoring & Evaluating:	<ul style="list-style-type: none"> - Attendance sheet for students' active participation - The number of posters created by students - Language used in the posters - Feedback questionnaire for students



This image belongs to an ECA organized by Travel Club in Özkent Akbilek Secondary School, Mamak, Ankara, March, 2019.

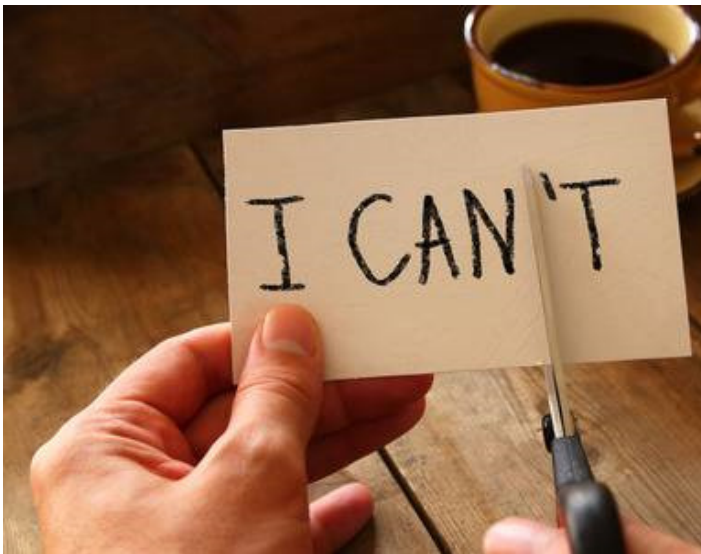
c. Challenges of implementing ECAs

Common challenges teachers may come across include:

- resistance to apply activities outside of curriculum requirements
- lack of students' motivation to attend
- lack of support from school administration and colleagues
- lack of space to carry out the activities at school
- too much content to cover in a limited period of time
- difficulty in finding common interests
- student and teacher fatigue
- parental permission.

d. Suggested solutions

These issues might seem difficult to overcome at first glance, but they can be easily and successfully dealt with by rigorous planning; coordination and collaboration. Here are some suggestions which may work well for a teacher who needs to deal with such difficulties:



Teachers might feel reluctant to implement activities; using the rationale that they have to keep up with the curriculum. However, they can carry out extra-curricular activities anytime they feel appropriate outside of the class time. They can decide how long an activity will last or how often they will meet to carry out the activity. In this way, they will not lag behind the curriculum.

Students should be aware that ECAs are different from what they have done in the classroom. Teachers can decide what ECAs will be about taking into consideration students' needs, wishes, abilities and interest. Determining the ECA with students is also important because students' motivation increases when they have the opportunity to choose what they are going to do. Furthermore, when the outcomes of ECAs become visible to other people such as their parents, classmates and teachers, student motivation should visibly increase.

EXTRA-CURRICULAR ACTIVITIES

The attitudes or perspectives of educators may vary based on the position they hold. Sometimes, there might be conflict among teachers and principals stemming from the ignorance they have about the issue. In order to address such conflicts, the session aims, the procedures to be followed, the expected outcomes and possible challenges need to be shared with all concerned parties. This approach should create a supportive atmosphere and have a positive impact on everyone involved. As a result, people might not be hesitant to show their support in the future.

After gaining support and permission from the administration, finding a suitable place might be a problem because some schools have double shift schooling and they do not have enough capacity to spare a place for extra-curricular activities. In order to solve this problem, at the beginning of the academic year, teachers who would like to carry out extra-curricular activities

could explain their action planning to everybody. If the school administration is informed early the possibility of providing an appropriate place for ECAs by school administration will be greatly increased.

Teachers may suffer from burnout syndrome at any time. If teachers feel exhausted after school, they can arrange ECAs before school or they might arrange ECA meetings that are shorter but more frequent. The teacher can organize weekly meetings. In this way, both teachers and students will be more enthusiastic to participate in activities. Moreover, students should not be forced to take part in these kinds of activities. It is highly likely that the number of students who would like to join increases, if teachers deal with difficulties with rigorous planning, coordination, and collaboration, and by being prepared for the unexpected.



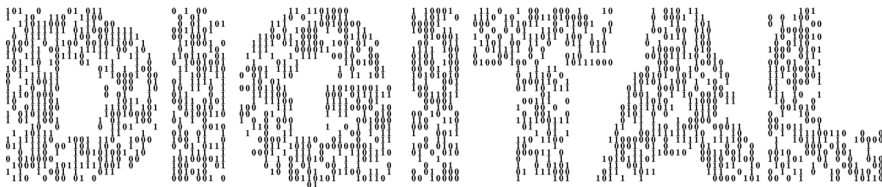
e. Assessment of extra-curricular activities

Assessing an extra-curricular activity can be made by monitoring and reporting the implementation frequency of any extra-curricular. In addition students' voluntary participation and attendance in the activities can be an indicator of a successful ECA. Extra-Curricular Guide Reflection Form and Extra-Curricular Guide Action Planning can be used for this purpose (Please see Appendix A for Reflection form and Appendix B for Action Planning Form given at the end of this chapter). Moreover, questionnaires can be an effective method to evaluate and monitor ECAs and students' progress. Finally, the quality of language or 21st century skills students' produce are tangible proof of the effectiveness of the activities. For further detailed information about assessment, please have a look at the Assessing Learning Chapter 6.

3. USING TECHNOLOGY IN EXTRA-CURRICULAR ACTIVITIES

By the end of section three, teachers will be able to:

- develop digital skills for English language teaching
- reflect on virtual ECAs.



EXTRA-CURRICULAR ACTIVITIES

a. Distance learning with Web 2.0

When there is a pressing need to close schools even for a short period of time e.g. during the Covid-19 pandemic and face to face education is impossible to carry out, the use of technology to educate students becomes more relevant and necessary. To make use of technology in such circumstances requires teachers to feel competent with Web 2.0 tools and to be capable of selecting and using appropriate Web 2.0 tools.



Scenario 2

Duygu is an ambitious teacher who pursues every new improvement and development in English language teaching. She always offers extra-curricular activities to her students to provide them with additional opportunities to practice language. Everything was going well then the world faced with the pandemic, Covid-19. This affected education worldwide and schools were suspended. Duygu was confused at the beginning; away from her students and not able to deliver extra-curricular activities to them. Then, she thought that being socially distanced and not seeing each other as often as before should not be an excuse for delaying anything. Therefore, she offered an online ECA for her students.

Question 1: *What type of online ECA can you use with your students?*

Question 2: *How could you make what you have done with your students visible to others?*

It's Your Turn

CHAPTER 2

Students can have a wider knowledge and skills in their class with the help of ECAs held in both virtual and face-to-face settings, which should help them provide them with more opportunities to fulfill their potential in English.

For more information on how to implement ECAs virtually watch the hyperlink below.



Task 3.1

Click the hyperlink, watch the video and write down some notes about different Web tools you could use in your own lessons.

http://akbilek06.meb.k12.tr/icerikler/stay-at-home-evde-ka_9577236.html



4. EXAMPLES OF EXTRA-CURRICULAR ACTIVITIES FOR LANGUAGE CLASSES

By the end of section four, teachers will be able to:

- examine best ECA practices in Ankara
- realize the satisfaction expressed by students and teachers
- benefit from recommendations.

EXTRA-CURRICULAR ACTIVITIES

a. Examples of best practices in Ankara

Activity Name:	PEN FRIEND
Outcomes:	<p>Students will be able to:</p> <ul style="list-style-type: none"> - develop their writing and reading skills - make new friends - learn to be patient while waiting for the reply to their letter.
Process:	<ul style="list-style-type: none"> - Teacher gives topics and asks students to write letters to students in different schools. - Teacher will be a guide. - Teachers deliver letters to students and get them to read out their letters to the class. - Nine students from the 6th grade will attend. - The activity will last for two weeks. For the first week, one school writes and sends to the others. For the second week, the second school will read and write replies.
Success Indicators:	<ul style="list-style-type: none"> - Number of students engaged in the activity - Attendance of students - Photos of the class while reading and writing - Sharing the photos and some letters on the school website
Communication Strategies:	<ul style="list-style-type: none"> - Posters on the school noticeboard - Sharing with colleagues on WhatsApp groups - Giving information to parents by phone or a meeting
Enabling Factors:	<ul style="list-style-type: none"> - Easy accessibility of materials - Students' motivation - Drawing some pictures to attach the letters can be a motivating factor for students who can express themselves by drawing
Hindering Factors:	<ul style="list-style-type: none"> - Some students may have a low language proficiency.
Recommended Solutions:	<ul style="list-style-type: none"> - Teacher's facilitation can make the process easier for the student.
Monitoring & Evaluation	<ul style="list-style-type: none"> - Reflection/feedback papers by students - Monitoring students' writing

CHAPTER 2



This image belongs to Pen Friend ECA in Açıkalın Secondary School, Mamak, Ankara, March, 2020.

EXTRA-CURRICULAR ACTION PLANNING

Activity Name:	Ufuktepe Secondary School Online School Magazine
Outcomes:	<p>Student will be able to:</p> <ul style="list-style-type: none">- use their productive language skills effectively- write short texts about different topics- prepare and make a survey about different topics- work collaboratively in a group to complete a task- use different Web 2.0. tools.
Process:	<p>Each month, the teacher and students work together and decide on a theme. Students discuss and decide the sections to include in the magazine. Sections are as follows:</p> <ul style="list-style-type: none">- surveys- interviews with students or teachers about different topics- school news- some short texts created by students about special days (e.g. festivals or Mother's Day)- important announcements that students should be aware of- film or book suggestions- pages, quotes, tongue twisters, interesting facts about celebrities, etc. <p>After deciding the sections, students share those sections according to their interests. Sometimes they prepare the texts on their own, sometimes as small groups. Each week, the teacher checks the students' texts and edits, if necessary. At the end of the month, all the texts are collected from the students. Then, the students design an online magazine by using different Web 2.0 Tools. (e.g. Canva). Finally, the magazine is shared on the school website and sent to EBA.</p>

EXTRA-CURRICULAR ACTIVITIES

Success Indicators:	<ul style="list-style-type: none"> - Ss are motivated and engaged actively while preparing the sections of the magazine, they usually complete the activities quickly. - Other students and parents read the magazine and leave positive comments on the school website or EBA. - Ts from other schools share the activity with their students.
Communication Strategies:	<ul style="list-style-type: none"> - Using EBA and School's official website as well as school noticeboard
Enabling Factors:	<ul style="list-style-type: none"> - Accessible computer room at the school - No extra materials needed for preparation
Hindering Factors:	<ul style="list-style-type: none"> - Students need support using Web 2.0 tools - Students who are not good at teamwork - Students who lack motivation - Teachers not getting enough support from School Principals
Recommended Solutions:	<ul style="list-style-type: none"> - Use WhatsApp to communicate with the students during the preparation stages. - Use EBA for the surveys. - Make phone calls for interviews. - Support students who need help individually. - Inform School Principals and other colleagues about the project and the process.
Monitoring & Evaluation	<ul style="list-style-type: none"> - An attendance sheet of the students - At the end of each month, students prepare a magazine and share it on the school website. By analysing the feedback about the magazine, the improvement of the students and the activity can be evaluated.

CHAPTER 2

UFUKTEPE MAGAZINE

CREATED BY OUR STUDENTS.. APRIL 2020



This image belongs to Online School Magazine ECA in Ufuktepe Secondary School, Keçiören, ANKARA, May, 2020.

EXTRA-CURRICULAR ACTIVITIES

Please click the hyperlink to read the Online School Magazine prepared by the students at Ufuktepe Secondary School.

<https://bit.ly/3504vmR>

Please click the hyperlink to watch the video showing how students prepared this online magazine.

<https://www.youtube.com/watch?v=eagQvIvNtNY>

EXTRA-CURRICULAR ACTION PLANNING

Activity Name:	Speaking Club
Outcomes:	<p>Students will be able to:</p> <ul style="list-style-type: none">- identify important phrases and expressions related to different real-life situations- apply their knowledge of English for communicating in simulated real-life cases- become more autonomous and responsible for their own learning- speak more fluently- arrange their body language and intonation accordingly- practice using appropriate expressions, contextual phrases and situation-specific vocabulary- improve their skills for unprepared, impromptu speech contexts- develop their cooperative and collaborative working abilities.
Process:	<p>In this extra-curricular activity:</p> <ul style="list-style-type: none">- 15 volunteers will be chosen.- They will meet twice a month.- In the 1st meeting, students will be divided into groups of 3 and assigned to design and make their models of different buildings in a city (hospital, bank, library, restaurant, airport). Also, they will determine the contexts/cases for each building and identify the related vocabulary expressions and phrases for each situation, through brainstorming.- In the 2nd meeting, students will place their models in the school garden.- The teacher will stick the appropriate case and scenario cards near or over the buildings.- Also, s/he will stick cue cards for key expressions and phrases.- Students will form groups of 3 and they will get random scenario cards for different buildings. They have five minutes to get prepared.- Then, they will start practicing their conversations. While practicing, the teacher takes photo and video recordings.- After that, students exchange their buildings and scenario cards and have different conversations. This will be conducted with the station technique.

CHAPTER 2

Success Indicators:	<ul style="list-style-type: none">- Students' efficiency at using phrases and appropriate expressions- The number of expressions used by students- The quality of models for buildings- Students' level of eagerness- Students' active participation- Students' feedback on the activities
Communication Suggestions:	<ul style="list-style-type: none">- An announcement will be published / delivered to Ss who will attend voluntarily. The School Principal will be informed.- Colleagues will be informed.- Parents will be informed about extra-curricular activities.- Students' progress will be shared by School Principals and parents.
Enabling Factors:	<ul style="list-style-type: none">- Students' willingness to actively participate- Students' relatively high level of competency of using English- Parents' support- The principal's and other teachers' support
Hindering Factors:	<ul style="list-style-type: none">- Students' lack of ability at using English effectively- Problematic parents- Problematic School Principals- Students' lack of motivation
Solution Recommendations:	<ul style="list-style-type: none">- Providing guidance for students with low level of competency in English and grouping them with the more skilled ones- Getting parents' support through communicating the importance of the activities with them- Getting principals' support through communication- Students will be motivated through positive reinforcement and praise
Monitoring and Evaluation:	<ul style="list-style-type: none">- Taking attendance- Following their work for quality during the preparation process and receiving continuous feedback

EXTRA-CURRICULAR ACTIVITIES



These images belong to Speaking Club ECA in 23 Nisan Secondary School, Keçiören, Ankara, January, 2020.

CHAPTER 2

EXTRA-CURRICULAR ACTION PLANNING

Activity Name:	Karaoke Club
Outcomes:	<p>Students will be able to:</p> <ul style="list-style-type: none">- learn new vocabulary- practice conversations- develop an emotional connection with the songs- learn the meaning of a variety of songs- arrange their body language and intonation accordingly- speak more fluently.
Process:	<ul style="list-style-type: none">- Students will do some research about songs provided by the teacher.- Students will decide which song they would like to sing.- First, students listen to a song without seeing the lyrics.- Then, the teacher will distribute the lyric of the song including some blanks which need to be filled by students and students listen to the song again.- After students fill the blanks, they listen to the song one more time by singing on their own.- Then the teacher will show the lyrics on a smart board and students will try to sing the song individually, in pairs or as a whole class.
Success Indicators:	<ul style="list-style-type: none">- Number of students engaged in the activity- Attendance of students for this activity- Number of songs- Students' awareness of internationally known songs
Communication Suggestions:	<ul style="list-style-type: none">- Posters and leaflets can be published.- School Principals will be informed.- Colleagues will be informed.- Parents will be informed.- Video recordings of the activity will be presented.- Photos of the activity will be uploaded to the school website.
Enabling Factors:	<ul style="list-style-type: none">- Students' willingness to actively participate- Students' relatively high level of competency of using English- Parents' support- The principal's and other teachers' support

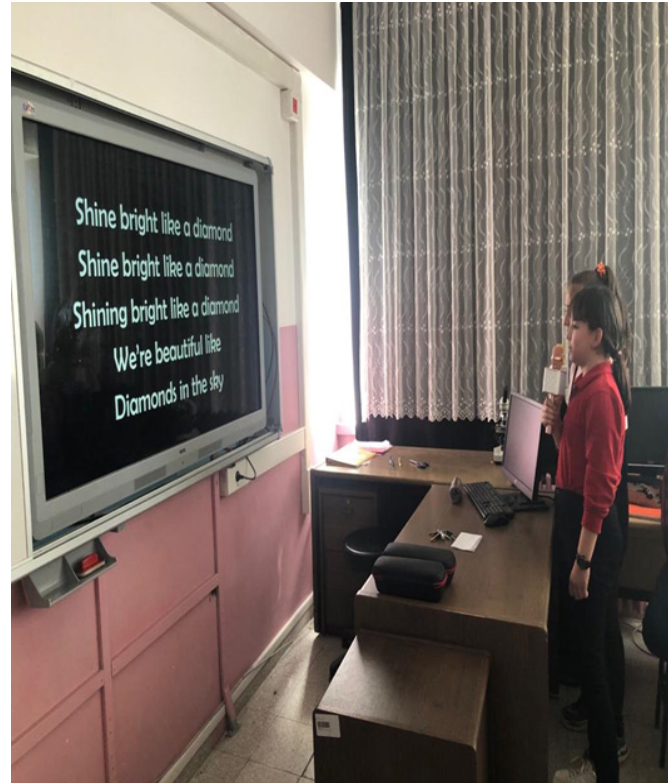
EXTRA-CURRICULAR ACTIVITIES

Hindering Factors:	<ul style="list-style-type: none">- Students' lack of ability to use English effectively- Problematic parents- Problematic School Principals- Students' lack of motivation- Shy students
Solution Recommendations:	<ul style="list-style-type: none">- Providing guidance for shy students and students with low level of competency in English and grouping them with the more skilled ones- Getting principals' support through communication- Getting support from parents- Students will be motivated through positive reinforcement and praise (certificate of attendance)
Monitoring and Evaluation	<ul style="list-style-type: none">- Video recordings- Attendance sheet- Students active participation

CHAPTER 2



This image belongs to Karaoke Club ECA in Özkent Akbilek Secondary School, Mamak, Ankara, March, 2020



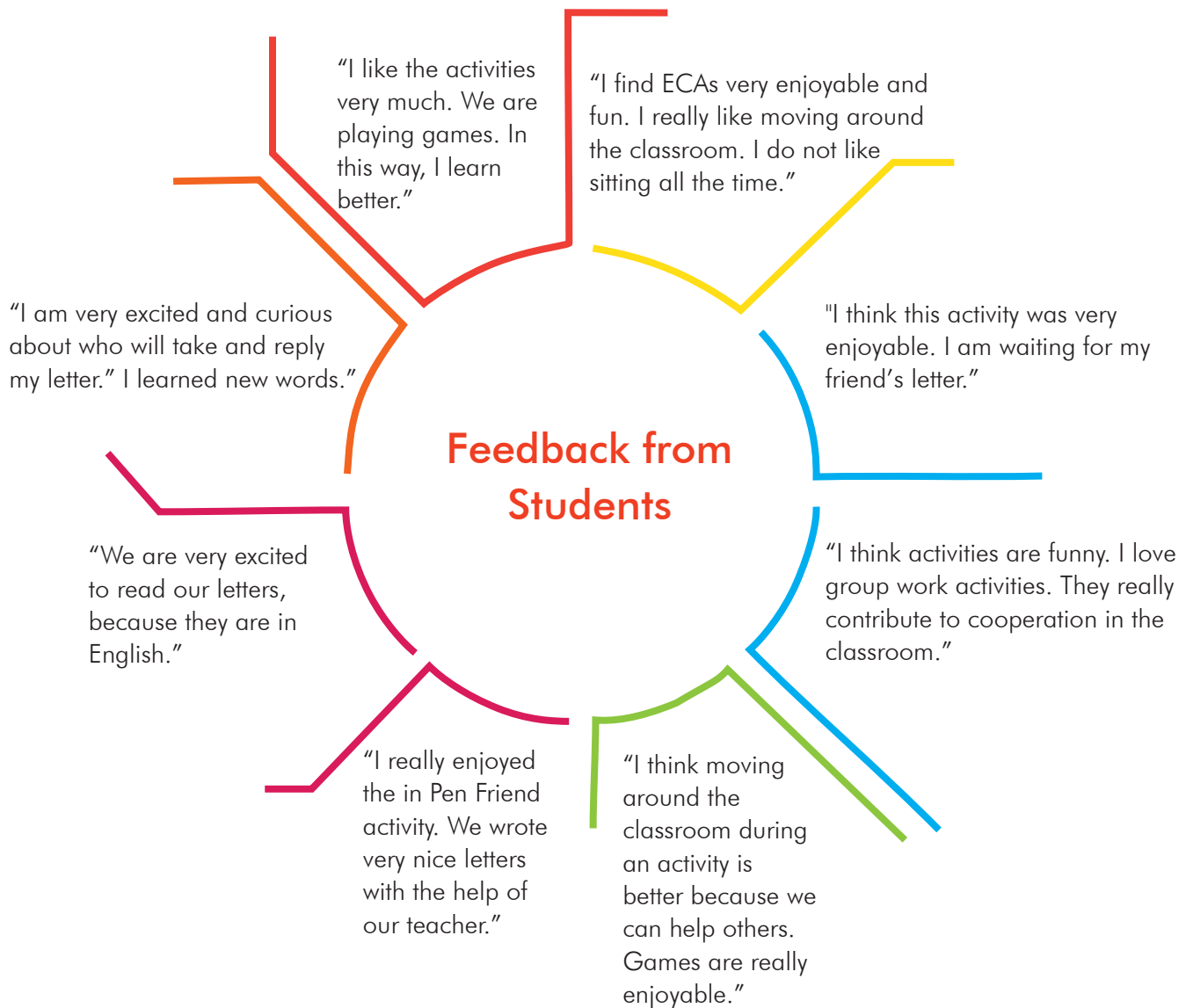
This image belongs to Karaoke Club ECA in Özkent Akbilek Secondary School, Mamak, Ankara, March, 2020

EXTRA-CURRICULAR ACTIVITIES



Master Mentor delivering a training session on the CPD for ELT project carried out by ÖYGM and British Council, Ankara, 2019.

b. Feedback from students



EXTRA-CURRICULAR ACTIVITIES

c. Feedback from teachers

“My students learn more effectively by enjoying the extra-curricular activities. They experience a warm atmosphere and they can focus on the activities very well since they know that our aims are learning by enjoying and communicating in English without caring about the marks. While taking part in these activities, they are completely aware of the value and joy of learning a language. So they always wait with bated breath for the next extra-curricular activity.”

Sevilay BOZAK ÇALIŞKANOĞLU

“I won't forget the reaction of my students when it was time for the break while they were doing their first extra-curricular activity (karaoke): "We don't need to take the break, can we keep doing the activity, please?" For me, that explains their need for having time to interact in English in a fun and relaxing atmosphere. What is more, even my shy or distracted students are more eager to participate in extra-curricular activities.”

Gülseren ÇINAR BULUT

“My students are very eager to participate in the ECAs. ECAs are an opportunity to see the gleam in the eyes of my students. I can observe the positive change in their attitudes towards English (especially speaking English). What's more, they are extremely motivated and imaginative. Thanks to ECAs, I go on learning amazing ideas from my students. They are all treasures and with the help of ECAs, I can discover and unveil their invaluable abilities from their treasure chests. Last but not least, we dream bigger and we try to do our best to make our dreams come true together. ”

Özlem GÖK ÇATAL

CHAPTER 2

“I am really surprised to see how ECAs help to establish a strong bond between the teacher and the students, which inevitably keeps the motivation of the students for learning English at a very high level.”

Filiz KÖREZ

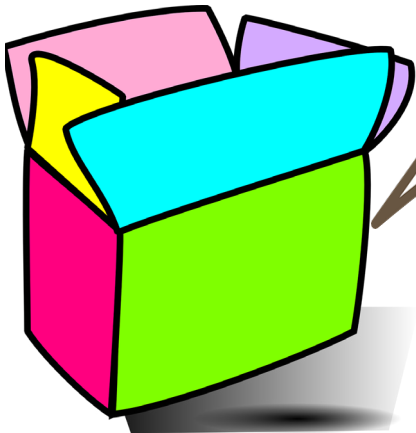
“The significant role of ECAs in student’s language learning is undeniable because they enable both teachers and students to go beyond their concrete border which is the classroom. In this way, they can carry out not only indoor activities but also outdoor activities in the garden. Furthermore, the eagerness in the eyes of the students is worth seeing, because most of the time, they choose whatever they would like to do as an ECA in accordance with their interests and abilities. Another important issue is that thanks to ECAs, they gain self-confidence because they have a chance to display what they have produced to their friends and teachers on the school noticeboard.”

Begüm ERÇAKIR KOCAN

EXTRA-CURRICULAR ACTIVITIES

d. Learning points and recommendations

- If it is possible to involve a local native speaker of the target language in delivering extra-curricular activities, it would be a great opportunity for students to be involved as well. They come together in pre-planned meeting, in role playing, for videotaped interviews and for pen pal activity.
- Students should be encouraged to join ECAs for them to grow holistically.
- Students could join extra-curricular activities that require less time so that their parents would not worry about it.
- Students should join academic and non-academic ECAs so that both mental and physical ability would be improved.
- Determining the extra-curricular activities together with students is also of great importance; students' motivation increases when they have the opportunity to choose what they are going to perform.



5. NOW, IT'S YOUR TURN

By the end of section five, teachers will be able to:

- reflect on their teaching practices
- utilise useful resources.

a. Reflection



Task 5.1

Revise the chapter. Choose 3-5 extra-curricular activities you could use in your context. Complete the table below.

What I will use	When I will use it	Adaptations I will need to make and/or help I will need

Share Your Creative Work...

This chapter provides information about the advantages of implementing ECAs in English language teaching, milestones of extra-curricular activities, how to use extra-curricular activities in your teaching context and how to use technology in extra-curricular activities. Depending on what you have learned in this chapter, please organise any creative, collaborative and striking ECAs in your school and share your work with us via EBA.

USEFUL RESOURCES

- Impressive Extra-curricular Activities
<https://www.fastweb.com/student-life/articles/impressive-extracurriculars>
- An Article on English Clubs
<https://www.teachingenglish.org.uk/article/english-clubs>
- An Article on Students Perception on English Club Extracurricular in Speaking Practices
<http://jurnal.unswagati.ac.id/index.php/Perspective/article/view/1670/1030>
- An Article on Advantages of Extracurricular Drama Activities in Foreign Language Teaching
<https://core.ac.uk/download/pdf/208686053.pdf>

Appendix A: Extra-Curricular Reflection Form

EXTRA-CURRICULAR REFLECTION FORM

Teacher's Name & Surname:	
School:	
Name of the Activity:	
Activity Description: (Aim & Process)	
Skills Covered:	
Application Time & Date:	
Place:	
Number of the Students:	
Level:	
Target Outcomes:	
What worked well?	
Suggestions for next time:	

EXTRA-CURRICULAR ACTIVITIES

Appendix B: Extra-Curricular Action Planning

EXTRA-CURRICULAR ACTION PLANNING

Activity Name:	
Outcomes:	
Process:	
Success Indicators:	
Communication Suggestions:	
Enabling Factors:	
Hindering Factors:	
Solution Recommendations:	
Monitoring and Evaluation:	

Extra-curricular activities: Activities which fall outside the curriculum of schools and often take place outside the classroom

Task-based instruction: Teaching or instruction involving the authentic use of target language with meaningful and contextual tasks

Experiential learning: Learning by means of experience



REFERENCES

Dyachenko, V. (1989) Organizational structure of educational process and its development
M.: Pedagogika.

Nunan, D. (2004) Task-Based Language Teaching, Cambridge University Press.



LISH ENGLISH
OGETHER ENGLISH TOGETHER
TOGETHER



CHAPTER 3

LESSON AND COURSE PLANNING

CHAPTER 3

LESSON AND COURSE PLANNING



The aim of this chapter is to highlight the importance of planning lessons and courses, in order to teach more efficiently in classes.

This chapter will provide you with information you need to know about planning lessons. Throughout the chapter, there are 4 scenarios to examine, 8 tasks to complete and 9 reflection questions to consider. This chapter will take approximately 4 hours to work through. The chapter can be read in conjunction with Chapter 5 "Classroom Management", Chapter 6 "Assessing Learning" and Chapter 10 "Understanding Differentiation".

TIME TO REFLECT



Question 1: *Would you like to teach effectively and achieve the teaching goals?*

Question 2: *Would you like to observe an improvement in students' language level?*

Question 3: *Would you like to feel more confident in your lessons?*

Question 4: *Would you like to help your learners stay focused in your lessons?*

Keywords: Lesson Plans, Effective Planning, Components of a Lesson Plan

LEARNING OUTCOMES

By the end of this chapter, teachers will be able to:

- understand what a lesson plan is
- recognise the importance of lesson planning
- use key concepts related to lesson planning
- identify the different components of an effective lesson plan
- analyse real-life teaching scenarios and complete practical tasks
- anticipate challenges and think of solutions in the process of lesson planning
- explore practical ideas and useful resources on lesson planning.

CONTENTS

1

Rationale of Lesson Planning

- What is a lesson plan?
- Why do we write a lesson plan?

2

How do we Plan Lessons Effectively?

3

What are the Different Components of a Lesson Plan?

- Effective learning objectives
- Timing and duration of lesson stages
- Age and level appropriateness
- Selecting materials and resources
- Planning the procedure
- Interaction patterns
- Lesson focus and language skills

4

What are Some of the Difficulties Involved in Lesson Planning?

- Challenges and suggested solutions
- Tried and tested ideas

5

Now, It's Your Turn

- Sample lesson plans & blank templates

USEFUL RESOURCES
GLOSSARY
REFERENCES

CHAPTER 3

Introduction

This chapter covers all the main aspects of planning lessons. Knowing what and "how you are going to do something" in the lesson is an important aspect of effective teaching.

When a teacher enters a class to teach a lesson, they have two options: sink or swim! If a teacher has a well-prepared lesson plan, they can make progress by 'swimming' smoothly towards their goals, which will be more enjoyable and engaging for their students. However, if there is no lesson plan, the teacher is likely to sink. They can still survive, and it is possible to teach a lesson without planning. However, teachers who don't

plan often struggle to fully achieve lesson aims. As Haynes (2007: 2) says "if you have had much experience of standing in front of classes without a lesson plan, you will know how unsatisfactory that can feel."

Woodward (2001) adds that, lesson planning helps teachers reduce their feelings of uncertainty or panic, and instead, it inspires them with a sense of confidence and clarity. Most teachers recognise that at times teaching can be stressful, so having a lesson plan which helps alleviate feelings of doubt and panic, seems like a good idea.

1. RATIONALE OF LESSON PLANNING

By the end of section one, teachers will be able to:

- identify what a lesson plan is
- discover why lesson plans should be written
- comprehend the importance of planning in teaching
- analyse real-life teaching scenarios and complete practical tasks
- reflect on their own practice.

LESSON AND COURSE PLANNING

a. What is a lesson plan?



Task 1.1

Here are 4 definitions of lesson planning, which one do you prefer?
Please choose one of them and discuss your reasons below in the box.

1

'A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for students. It can be described with many metaphors such as route map, blueprint, or game plan; but regardless of the analogy, a lesson plan is essential for novice teachers and convenient for experienced teachers.' (Jensen, 2001: 403).

2

'Planning is imagining the lesson before it happens. It involves prediction, anticipation, sequencing, organising and simplifying.' (Scrivener, 2005: 109).

3

Robertson, in his informative article defines a lesson plan: 'A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is the map. It shows you where you start, where you finish and the route to take to get there.'

4

'Lesson planning is a skill, and as such it has to be learned the same way we learn any other skills, for example, how to swim, how to write, or how to play a musical instrument. All teachers, novice or experienced, demonstrate their planning skills and thinking ability in their lesson plans.' (Solís Hernández, 2007: 229).

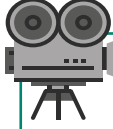
It's Your Turn



Figure 1: Key points of an effective lesson plan

LESSON AND COURSE PLANNING

Teachers may have some questions in their minds about planning especially if they are novice teachers. Below, you will encounter a novice teacher Defne and her questions about planning.



Scenario 1

Defne, newly graduated from university, learns that she has been appointed to a secondary school in İzmir. She is so happy that she shares her happiness with her relatives and friends immediately. Dreaming about her new life in İzmir, she rents a flat and decorates it in her own way. She goes to her new school to get some information and meets the school administration there with a warm welcome. One week later, the seminar week starts for teachers in the school. On the first day of the seminar, she meets her close colleagues. Although she feels relaxed, she has lots of questions on her mind. As a newly graduated teacher of English, she feels strongly that she needs mentoring. On the second day of the seminar, teachers have their own group meetings so Defne and her colleagues start their meeting. The group leader of the English teachers starts his speech about the English Language syllabus for each grade. They prepare their yearly educational plan according to The English Language curriculum along with the main principles of the Turkish National Education, then they decide the classes they will teach. After that process, Defne asks her colleagues for some advice:

Question 1. *Do you write lesson plans for your classes?*

a) *If your answer is YES, how can I write an effective lesson plan?*

b) *If your answer is NO, how do you organise and manage your lessons?*

Question 2. *Imagine that you were one of Defne's colleagues. How would you answer her questions?*

It's Your Turn

CHAPTER 3

As a novice teacher, Defne is always searching for answers to questions on how to improve her teaching, right now she wants to know more about planning lessons. She knows how important planning is, but she does not have a clear idea about how to get started. She is at the start of her teaching career and needs guidance and support from her colleagues.

Bilsborough (2014) , offers some excellent advice on how to get started on writing a lesson plan: 'Gather everything you need (course book, teacher's book, class register, timetable, etc.) and make a cup of tea. Look at the pages in the course book that you are going to be using. Then look at the corresponding teacher's book pages. This is where you'll find ideas for warmers and coolers, extra activities, tips and ideas, photocopiable worksheets... You don't need to re-invent the wheel. An experienced material writer has done the job for YOU. Think back to the last lesson when you start planning the next. If possible, do the planning immediately after the previous lesson'.

b. Why do we write a lesson plan?

Before explaining the rationale of preparing a lesson plan for our language classes, please have a look at the task below and complete the chart.

LESSON AND COURSE PLANNING



Task 1.2

Look at the chart below. Complete the sentences with your own ideas.

Planning lessons

makes.....
helps to.....
enables.....

Why lesson plans are important for the teaching/learning process:

- Lesson plans act like guidelines, so teachers know what the aims and objectives are, what to do during the lesson, what to achieve as well as what the intended learning outcomes are.
- Planning lessons makes teachers more organised and helps them stay focused in their lessons.
- Lesson plans help teachers engage and include all the students in the lesson with a variety of well-planned and differentiated activities, so the lessons become more interactive.
- Lesson plans give teachers an opportunity to manage time effectively during the lesson and help them reflect on their teaching.

Haynes (2007: 2), points out that 'Without planning, you may find you're able to get by or even produce an adequate lesson, but you'll not be teaching with maximum effect.'

POINTS TO REMEMBER

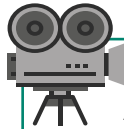


When it comes to effective lessons, "if you fail to plan, then you plan to fail" (Bauml, 2016:58). A well-planned lesson is one of the most effective ways of involving all students in the learning process. It is like a route map for a teacher. Teachers produce lesson and course plans because they want to make sure what they are going to do with the students and what they would like the students to learn in that lesson.

'Good fortune is what happens when opportunity meets with planning.'
Thomas Edison

CHAPTER 3

It is always good to think about your teaching profession and its requirements. Below, you will meet Alin who wants to find solutions to the problems encountered in the class environment.



Scenario 2

Alin was studying in the ELT department at a university in İstanbul a decade ago. She was a mature student, so she started training in a state secondary school as a trainee teacher. While she was observing her mentor's lesson, she realised that the students were not eager to listen. Some of them were drawing pictures, others were talking to their friends. The teacher mentor was trying hard to keep up with the curriculum.

Alin asked herself:

"How can we teach English more effectively?"

"How can we engage better with students in lessons?"

"How can we prepare different activities to capture students' attention?"

The next day, Alin went to the lecturers' room at the university, and asked the questions that were still on her mind.

The lecturer smiled and started his speech with a question: "Do you have plans for the future?" Even if we don't know our future, we make plans to realise our dreams. We make plans for summer holidays; we make plans to have a good job. Planning your life will make it more meaningful. So, the answers to your questions are all connected to effective planning:

- If you plan your lessons according to the needs of the students;
- If you use variety of resources suitable for your students;
- If you differentiate your activities;
- If you manage time by planning;
- If you plan to be a life-long learner and innovative; you will succeed whatever you want in your teaching.

"Always remember that planning lessons is the bread-and-butter part of your teaching."

LESSON AND COURSE PLANNING

TIME TO REFLECT



Please think about the questions below and write your answers in the box below:

Question 1. What does “planning” mean to you in your professional development?

Question 2. What kind of plans do you have for your professional development?

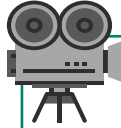
It's Your Turn

A large rectangular area for writing answers, defined by a dashed teal border on the top and right sides, and a solid teal border on the bottom and left sides.

CHAPTER 3

Importance of Feedback and Reflection in Lesson Planning

No matter how experienced we are, we sometimes need a colleague's sincere feedback and opinions about our teaching process. Here you will read the conversation between two colleagues Ela and Esra.



Scenario 3

Ela, an English teacher with 12 years' teaching experience, has been recently appointed to a secondary school in her hometown. She started to teach 5th grade prep classes in her new school; this is her first-time teaching prep classes. Two months passed and she got used to the school, however, she had a problem with the students. She felt that her lesson delivery was not satisfactory, most of the students could not focus on the lesson. She decided to share her problem with one of her colleagues Esra.

Their conversation:

Ela: *It has been two months since I started teaching here. I have a problem with 5th grade prep classes. They don't want to listen to the lesson, some of them express their boredom, and their first exam results are awful. I teach English 10 hours a week in each 5th grade. I don't know what to do, I am so confused and demotivated. What should I do?*

Esra: *You are an experienced teacher, don't worry, we can solve the problem together.*

Ela: *How?*

Esra: *I attended a CPD programme in Ankara in 2019. The CPD programme was very inspiring for me. It has changed lots of things in my teaching career positively. One of the most important things that I have learnt is that collaboration of teachers has a huge impact on teaching so we can observe each other's lessons and give feedback to each other, if it is suitable for you.*

Ela: *You mean peer observation. Okay, let's do it!*

Question : *Have you ever experienced peer/colleague observation in teaching? Suppose that you were Ela, how would you cope with problems in the delivery of your lessons.*

It's Your Turn

LESSON AND COURSE PLANNING

Last week, Esra observed Ela's lesson and took some notes. After school, they stayed at the school for half an hour and talked about the observation.



Task 1.3

Read Esra's notes below and think about what was wrong with the lesson plan and the lesson delivery. Write your feedback in the It's Your Turn box. Then **read Esra's feedback** again **and compare** Esra's **feedback** with yours:

Warm-up: <i>An excellent warm-up activity, I liked it, but it lasted longer than the planned timing (18 minutes) The students had problems in understanding the instructions</i>	In the lesson plan: <i>Warm-up activity: 10 minutes Group work (2 groups)</i> ✓
Introduction-Lead-in: <i>Teacher introduces the topic (5 minutes)</i>	✓
Main activity: <i>Exercise 1: matching activity from the course book-a good delivery of the exercise (TTT-Teacher talking time can be reduced) (15 min)</i>	✓ Interaction pattern: <i>Teacher- Students</i>
Reflection: <i>Teacher asks 5 questions and wants Ss to answer (3minutes) Pair work can be more effective because only a few students answer the questions</i>	Allocated time in the lesson plan: <i>10 minutes</i> <i>Interaction pattern: Whole class discussion</i>

It's Your Turn

CHAPTER 3

SAMPLE FEEDBACK

Dear Esra,

Well, your warm-up was excellent. I liked it, but it lasted more than the planned timing (18 minutes). I think it is because of the organisation of the groups. While grouping, it is a good idea to make a group of 3 students for this activity (that is, 6 groups in your classroom) so they can all be involved in the activity and they don't wait for a long time to speak.

It is a good idea to keep instructions short and simple. The students had problems in understanding some of the instructions. If you write the instructions in your lesson plan: step by step and think about your students' level, it will work better.

For your main activity, I think that your lesson delivery was very good. Your activity was engaging. The students were focused but you can allow them to speak more by reducing TTT (Teacher Talking Time). You know as teachers we like talking ☺.

As regards the reflection part, the time was limited to 3 minutes, you had lots of questions for students on the board. If you have less time than you have planned, you can reduce the number of questions. Be flexible. Don't rush. Also, pair work can be more effective in your reflection part, it allows all the students to state their reflections to each other. You had a positive manner in the lesson, and this made students more focused on the lesson. That's my observation feedback for you.

Ela: I will really consider the things you have mentioned next time and I will make some changes to my lesson planning. Thanks a lot for your feedback,



'Plan your work and work your plan'.
Napoleon Hill

LESSON AND COURSE PLANNING

2. HOW DO WE PLAN LESSONS EFFECTIVELY?

By the end of section two, teachers will be able to

- recognise the key points of an effective lesson planning
- analyse one real-life teaching scenario and complete practical tasks
- reflect on their own practice.

It is important to take some key points into consideration for an effective lesson planning. Davies and Pearse (2000:122) stated that 'Lesson plans need to vary according to the age and level of the learners, the objectives, the time of day, and even the time of year. Young learners need more changes of activity and more physical activity. They have much shorter attention spans than older learners and can get very restless. Older learners at higher levels can sometimes work enthusiastically at the same task for quite long periods of time.'

LEARNING OBJECTIVES

A lesson objective places the main and subsidiary aims of the lesson into a specific context. Objectives refer directly to what will be taught and learned in the lesson (Fautley & Savage, 2013). Therefore, set appropriate learning objectives according to the aims of the lesson because a clear **learning objective** provides a detailed description of what students will be able to do by the end of the lesson.

LEARNERS

A good lesson plan takes **learners' needs** into account. The teacher should be aware of their prior knowledge and their needs. As you get to know the learners better, you can organise lesson plans, according to the learners' learning styles and preferences.

ACTIVITIES/ TASKS

Now, think about the **activities/tasks** according to the learners' levels/interests and the objectives. Try to find suitable, engaging and thought-provoking activities/tasks for the learners. Make sure that activities will enable learners to achieve objectives while still engaging the learners. In the classroom, there will be learners with different learning styles and different language levels (mixed ability); and occasionally some SEN (Special Educational Needs) learners or gifted learners. Therefore, it is a must to differentiate the activities. Try to include some fun activities according to learners' language levels in the planning.

Optional extension activities or differentiated tasks can be written into the lesson plan to deal with the unexpected. Sometimes the planned activities may not go well, or unanticipated things may occur. For example, learners may not participate fully in the activity or the task may take less time than the anticipated amount. For these reasons, it is a good idea to have an engaging extra task/activity in the lesson plan in case of necessity.

CHAPTER 3

MATERIALS

Find suitable and interesting teaching materials. It is a good idea to prepare the materials/resources beforehand. Try to get them ready the day before the lesson to anticipate typical teaching problems e.g. the broken photocopier or smart board can easily ruin all your hard work.

According to Brown (2001:151), it may seem a trivial matter to list materials needed, but good planning includes knowing what you need to take with you or to arrange to have in your classroom. It is easy in the often-busy life of a teacher to forget to bring to class the CD, poster or handouts you left on your desk at home, or the workbooks that students gave you the night before.

PROCEDURE/ TIMING

Write down the **procedure** step-by-step in detail on the lesson plan. One of the most important things for an effective lesson plan is **timing**. Planning the stages of each lesson should help teachers control the overall class time. Effective time management skills can help teachers to deliver the lesson smoothly and in an organised way.

BACKUP/ CONTINGENCY PLAN

Sometimes an activity can take shorter than a teacher has planned, or vice versa. 'For this reason, it is wise to have contingency plans, and as you plan lessons, you should decide what parts of the lesson you can jettison if things start running overtime and what additional material you can throw into the breach if the original plan doesn't last as long as you thought.' (Snow, 2006, p.63).

If the lesson plan is not on the right track during the lesson, do not hesitate to make adjustments along the way. Try to be flexible and be ready for unexpected things. Always have a backup/ contingency plan. For instance, if a teacher feels that the students are bored in the lesson, s/he can provide them with an alternative activity or task and save the day successfully.

ASSESSMENT

For an effective lesson plan, consider the assessment. Think about this question: What type of assessment will you use? Write the details of the assessment in the lesson plan. It is a good idea to keep an eye on the learners' learning process, by monitoring the class activities, and remember to take learners' feedback into consideration.

REFLECTION

Last but not least, for an effective lesson plan, reflect on your lesson delivery and the lesson plan after the lesson.

'A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently' (Milkova, 2012: 39).

LESSON AND COURSE PLANNING

TIME TO REFLECT



Think about one of the lessons you have delivered recently and reflect on your lesson. Fill in the following table.

TOPIC OF THE LESSON	
What worked well?	
What didn't work as planned? Why?	
Things to consider next time:	
Which areas do I need to develop?	

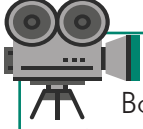
During self-questioning, teachers can take notes and then try to find solutions to the problematic areas. By reflecting on the lesson, teachers can develop abilities to cope with problems and be more aware of their teaching way.



Figure 2: Gibbs 'Reflective cycle' model can also guide teachers for reflection (Gibbs, 1988):

LESSON AND COURSE PLANNING

Adapting to a new teaching environment usually takes time. You can encounter some difficulties in this adaptation process. Below, you will read Bora's story which may be familiar to some teachers.



Scenario 4

Bora, who has been teaching English for six years in a secondary school, moved to another city and started to teach in a secondary school. Compared to his previous school, his new school is more crowded, there are more than 40 students in each classroom.

In his new school, he has started to use his previous lesson plans. Unfortunately, his first lesson was a disaster! Most of the students did not learn much and he had problems with time management.

Question 1: Which components of his lesson plan should be developed? Create a mind map below.

Question 2: If you were in Bora's shoes, what would you consider next time? Please share your opinions below.

Your Mind Map

Area for drawing a mind map.

For more ideas about how to use mind maps to plan lessons you can read the example in Section 5 of this chapter.

Working in crowded schools can be difficult. Bora needs to make adaptations according to **student's levels** and use differentiation in planning according to the different types of learners in order to achieve the **learning objectives**. Bora should think about timing carefully. He can use different **interaction patterns** such as group work or pair work so that the students can support each other in crowded and mixed ability classrooms.

CHAPTER 3



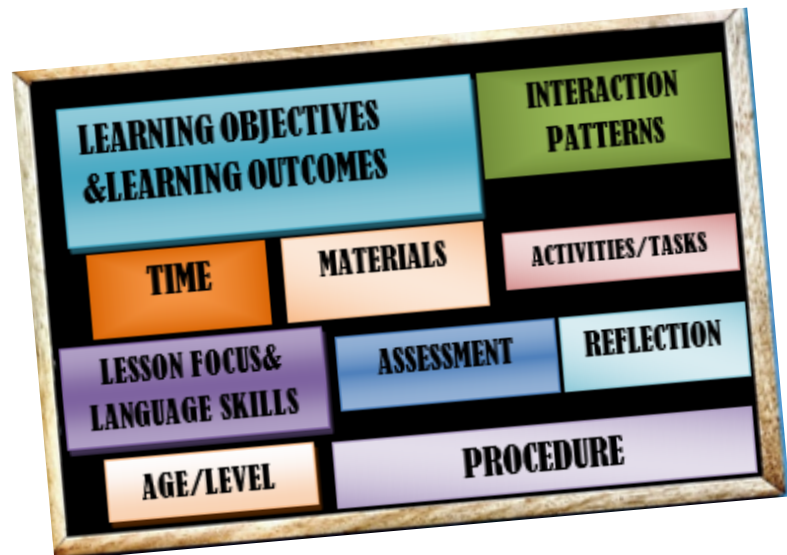
'An hour of planning can save you 10 hours of doing'.

Dale Carnegie

3. WHAT ARE THE DIFFERENT COMPONENTS OF A LESSON PLAN

By the end of section three, teachers will be able to

- identify the different components of an effective lesson plan
- discover how to write effective learning objectives
- organise timing and duration of lesson stages
- distinguish age & level appropriateness
- select suitable materials and resources
- plan the procedure
- choose suitable interaction patterns
- describe lesson focus and language skills
- reflect on their own practice.



LESSON AND COURSE PLANNING

a. Effective learning objectives

While writing learning objectives and outcomes, consider the general objectives stated in the English Language Curriculum of Turkish National Education. Before writing learning objectives, teachers should ask themselves two key questions:

1. What do I want my students to learn in this lesson/course?
2. What will my students be able to do by the end of the lesson that they cannot do now?

POINTS TO REMEMBER

When writing learning objectives, it is important to focus on the targeted skills and make learning objectives that are - specific, measurable, achievable and relevant to the learning outcomes. The following quote by Brown (2001:150) reinforces this idea: 'It is very important to state explicitly what you want students to gain from the lesson. Explicit statements here help you to:



1. Do not forget that Bloom's taxonomy can be helpful while writing learning objectives.
2. Bloom's taxonomy helps classify the educational objectives clearly.

- Be sure that you indeed know what it is you want to accomplish,
- Preserve the unity of your lesson,
- Predetermine whether or not you are trying to accomplish too much, and
- Evaluate students' success at the end of, or after, the lesson.'

CHAPTER 3

Thinking Levels of Bloom's Revised Taxonomy

Thinking Level <i>(from lower-order to higher-order)</i>	Description Action Verbs
Remember	Recognising or recalling knowledge, facts or concepts. Verbs: define, describe, identify, label, list, match, name, outline, recall, recognise, reproduce, select, state, locate
Understand	Constructing meaning from instructional messages. Verbs: illustrate, define, compare, distinguish, estimate, explain, classify, generalise, interpret, paraphrase, predict, rewrite, summarise, translate
Apply	Using ideas and concepts to solve problems. Verbs: implement, organise, dramatise, solve, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, choose
Analyse	Breaking something down into components, seeing relationships and an overall structure. Verbs: analyse, break down, compare, select, contrast, deconstruct, discriminate, distinguish, identify, outline
Evaluate	Making judgments based on criteria and standards. Verbs: rank, assess, monitor, check, test, judge
Create	Reorganise diverse elements to form a new pattern or structure. Verbs: generate, plan, compose, develop, create, invent, organise, construct, produce, compile, design, devise

Here are some examples of learning objectives from the 5th grade English Language Syllabus of Ministry of Turkish national Education:

By the end of this lesson, students will be able to describe the events in a festival in a simple way.

After completing this lesson, learners will be able to talk about people's likes and dislikes concerning movies and movie characters.

By the end of the lesson, students are expected to be able to give simple personal information.

LESSON AND COURSE PLANNING



Task 3.1

Think about one of the lessons you are going to teach and write its learning objectives below.

1. By the end of the lesson.....
2.
3.

b. Timing and duration of lesson stages

It is important to estimate how much time can be spent on an activity or task. You need to consider the duration of each lesson stage in the lesson plan.

For example, if the overall class time is 40 minutes, you could use the following breakdown:

- warm-up activity (5 mins.)
- main activity (20 mins.)
- assessment (10 mins.)
- feedback (5 mins.)

It is possible to spend more or less time in an activity than we have planned. Most teachers experience issues with timing. Try to be flexible, take a deep breath! And do your best for your learners in the lesson.

TIME TO REFLECT



Think about one of your own lesson plans. Answer these questions:

Question 1: Did you allocate time for each task/activity separately in the lesson plan?

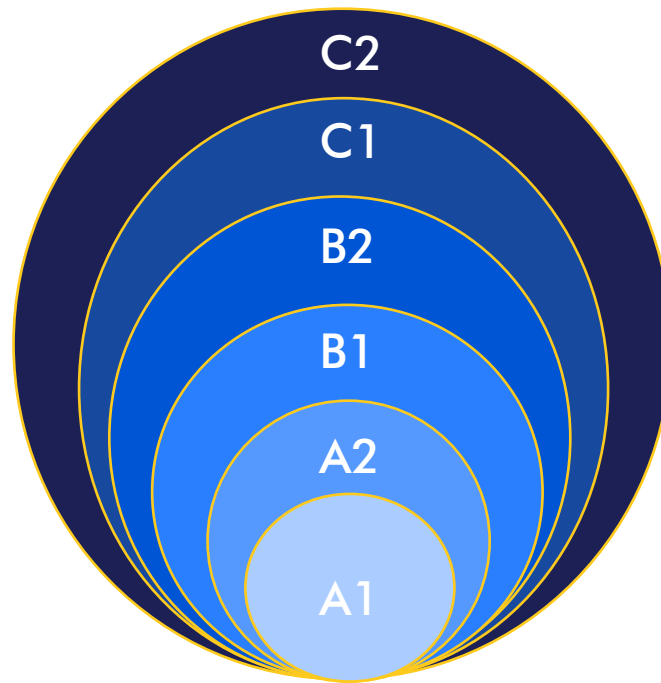
Question 2: Was the timing successful? If not, how could you manage the time more effectively next time?

It's Your Turn

c. Age and level appropriateness

In the English Language Curriculum (2nd-8th Grades) of the Turkish National Education, language levels are defined according to the Common European Framework (CEFR).

The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also defines three 'plus' levels (A2+, B1+, B2+).



Six levels of foreign language proficiency

In the English Language Curriculum of the Turkish National Education, you can see the levels of each grade at the table below. When writing the “age/level” section, you should make use of this table, and consider learners’ motivation and background knowledge.

LESSON AND COURSE PLANNING

Model English Language Curriculum (For 2nd - 8th Grades)

Levels [CEFR*] (Hours / Week)	Grades	Skill focus	Main activities/ Strategies
1 [A1] (2)	2	Listening and Speaking	TPR/Arts and crafts/Drama
	3	Listening and Speaking Very Limited Reading and Writing	
	4	Listening and Speaking Very Limited Reading and Writing	
2 [A1] (3)	5	Listening and Speaking Limited Reading Very Limited Writing	Drama/Role-play
	6	Listening and Speaking Limited Reading Limited Writing	
3 [A2] (4)	7	Primary: Listening and Speaking Secondary: Reading and Writing	Theme-based ∞
	8	Primary: Listening and Speaking Secondary: Reading and Writing	

LESSON AND COURSE PLANNING



Task 3.2

What resources do you use in your lessons? **Think of** a lesson plan **you prepared** and **write down the materials** in the lesson plan below:

Materials:

.....
.....
.....

Insights

Teachers need to apply strategies to actively involve students in the learning process. It is important to select meaningful and engaging materials that will appeal to various learning styles: visual, aural, kinaesthetic and so on.

e. Planning the procedure

The procedure shows the lesson's flow. This section involves writing in detail the whole process and step-by-step instructions. In this part, the details of the beginning, the middle and the end of the lesson should be given. It can be said that the procedure is the body of the lesson plan.

Lesson Stages:

1. **Warm-up:** An important stage of a lesson. Think about how to stimulate the learners' interests in the lesson, then write the warm-up activity in your lesson plan.



CHAPTER 3

2. Lead-in/Introduction: Now, move onto introducing the topic. State and explain the topic and the objectives of the lesson simply, briefly and clearly. In order to stimulate learners' interest and draw their attention to the topic, use different teaching techniques and get them actively involved in the activities/tasks.

3. Main Learning Activities/Tasks: It is a good idea to plan more than one activity/ task according to the timing and learners' interests. Teachers may plan and use PPP (Presentation, Practice and Production) lessons or TBL model (Task-Based Learning) which help learners go through the input stage of learning to the productive stage. Teachers may differentiate activities considering the learners' acquisition of the language and their knowledge. While writing activities, it is essential to give clear details and instructions. It might be useful to write instruction checking questions in the plan.



4. Assessment: According to learning objectives - formative or summative assessments can be included in the lesson & course plan. Preparing assessment tools beforehand is very important before the class starts. Different types of assessments can be used such as: rubrics, self-assessment forms, peer assessment, quizzes, think-pair-share etc.

5. Reflection and check for understanding: Find ways to encourage learners to reflect on their own learning experience in the lesson. For example, as self-reflection, students write what they have learnt in the lesson into their learning journals. An effective reflection activity is playing the "hot potato game". This game has different variations. One of them is: Ask students to make a circle and give a ball to one of the students and ask the student to say one thing they have learnt in the lesson. After the student responds, s/he passes the ball to another student. Use a timer. When the timer goes off, the student who has the ball needs to tell one learning point.

LESSON AND COURSE PLANNING



Task 3.3

How often do you include warm-up activities in your lesson plans? Write one of your **favourite warm-up activities with clear instructions** below:

It's Your Turn

Insights

A warm-up activity is an integral part of a lesson. Setting the tone for the topic is easy as well as enjoyable via warm-up activities. Using warm-up activities motivates the students to participate in the lesson. A five-minute warm-up activity can stimulate students' interests and provide students with the opportunity to explore the content of the lesson.

f. Interaction patterns

According to the aims of the activities, the most relevant interaction patterns should be used in the lesson. Some activities may require group work (Ss-Ss) or pair work (S-S) while other activities require teacher-student interaction (T-Ss), or whole-class interaction. Writing the suitable interaction pattern for each activity in the lesson plan will help teachers manage the students' interaction with each other productively.

CHAPTER 3

TIME TO REFLECT



Question 1: *How often do you include group work in your lesson plans?*

Question 2: *Do you have different ways of grouping?*

It's Your Turn

A large rectangular area with a dashed border, intended for the reader to write their reflections on the questions above.



When grouping students, teachers can determine the numbers of groups and use different ways such as assigning numbers, letters, objects and colours. For instance, Mary, an English teacher wants to make a group of four students. She gives each student the name of a fruit: strawberry, raspberry, blackberry, blueberry, in order, then she tells the students “strawberries find other strawberries and work together. Blackberries come and work together” and the students find their groups easily. Teachers can make use of different grouping ways to make students interact with different students in each activity. The students can find an opportunity to learn from each other effectively in this way. Pair work and group work can increase speaking opportunities for students and when planning the lesson, it is crucial to remember to minimise TTT (**Teacher Talking Time**) and increase STT (**Student Talking Time**).

LESSON AND COURSE PLANNING

g. Lesson focus and language skills

When writing the lesson plan, teachers need to identify which language patterns and teaching points will be the lesson's focus. Accordingly, they consider which language skills will be centred upon in the lesson planning. Millsom (2016) states that once you have decided on your focus skill, you then need to make sure that your lesson is very precisely designed to maximise students' opportunity to practise the skill. If your focus skill is writing, then you should aim to have the students writing the target language in as many stages of the lesson as possible.

Lesson Focus and Language skills	Grammar: Identifying comparative adjectives Speaking: Giving directions
----------------------------------	--



For more information, read the samples of two effective lesson plans in Part 5.

4. WHAT ARE SOME OF THE DIFFICULTIES INVOLVED IN LESSON PLANNING?

By the end of section four, teachers will be able to:

- identify challenges and generate solutions in the process of lesson planning
- discover suggested solutions to the challenges
- recognise tried and tested ideas.

a. Challenges and suggested solutions

Here are some challenges. Read the challenges and think about solutions first and then see suggested solutions:

“Oh! Writing lesson plans for all the classes! It is so hard for me. It takes a long time. I can't manage it.”

Challenge 1: Planning lessons requires a lot of time and some teachers find this challenging.

Your suggestions:

.....
.....
.....

Suggested solutions: For these teachers, McIver (2020) has some suggestions in her excellent article. Some of the tips from this article are:

- 'Before you begin the planning, you should consider a few useful resources to have on hand. The time you spend planning the lesson should not be longer than the class itself.
- If you have a class of 50 minutes, then spend around half that time (or less) planning if you can.
- Re-use resources with different classes if that is possible.
- Create a list of games you know well that you can adapt for different classes and have it next to you when you plan.'

In fact, the time a teacher spends on planning lessons depends on the kind of lessons and their experience in planning. As teachers gain experience and implement their plans successfully, they should feel more confident in their teaching process.

“I have been teaching for just a few months. I have difficulty in writing learning objectives”

Challenge 2: Lesson planning is demanding and writing objectives can be a challenge.

Your suggestions:

.....
.....
.....
.....

Suggested solutions: First, do not feel overwhelmed, we have all been there!

Before planning and writing specific learning objectives, make sure you are familiar with the curriculum and the coursebook. Then you should focus on the learners' needs and levels. Next, write concrete, achievable and measurable objectives with suitable verbs.

LESSON AND COURSE PLANNING

“I tried to write lesson plans in the early years of my teaching career twenty-five years ago. Back then, I was working in a small village and I had no guidance in planning, so lack of practice made me very tired at first. I couldn’t find suitable materials and different, engaging activities. Now, I am more experienced in writing effective lesson plans, so everything is fine and usually the lesson goes to plan, but I need to learn how to integrate technology in my planning.”

Challenge 3: Choosing and organising activities according to students’ levels and interests is a challenge when writing a lesson plan.

Your suggestions:

.....
.....
.....

Suggested solutions: While choosing activities/tasks, teachers need to consider the objectives and try to use activities for different learning styles. Finding engaging and suitable activities may seem difficult, however there are lots of sources around. Coursebooks are good sources for tasks/activities as well as there are very useful websites for different educational activities according to different levels.

Using technology and some educational web tools may help teachers find amazing activities. It is possible that teachers can create their own activities. Sharing activities and ideas with colleagues is also a great idea to benefit from variety of activities and tasks. Integrating fun activities into lesson plans can motivate and engage learners more and they can be attentive in the class.

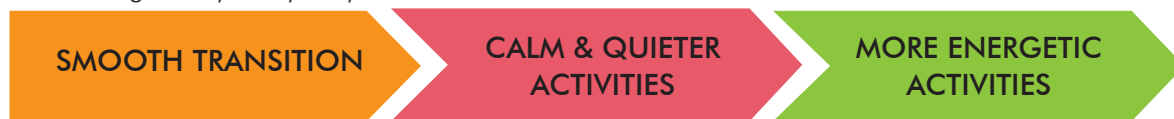
“I can’t decide which activity should be first, so I need to make up my mind while ordering stages and tasks.”

Challenge 4: Some teachers may have difficulty in ordering the stages and tasks/ activities. Transition among stages and activities can be difficult.

Your suggestions:

.....
.....
.....

Suggested solutions: While ordering stages, it is important to think about the sequence of the objectives and in order to provide effective transitions, plan smooth transitions between activities. That is, try to put more energetic activities after some quieter activities. In this way, learners can concentrate on all the activities energetically. They may not feel boredom.



CHAPTER 3

“I am not good at timing activities in the process of my lesson plan. Sometimes I need more time for an activity than I have planned.”



Challenge 5: Deciding on timing in the lesson plan and implementing it in the lesson can be one of the most challenging issues. Teachers may have difficulties in time management.

Your Suggestions:

.....
.....
.....

Suggested solutions: One of the most important things in timing is flexibility. If teachers use more time in an activity than they had planned, they do not have to rush to another activity quickly. Generally, because of overplanning, the time may not seem enough in classes. Before planning, teachers can imagine the lesson and calculate how much time a stage or an activity lasts according to some criteria such as difficulty level of the activities, learners’ levels and interests. Then it should be easier to decide how much time they will spend in each task. If there is some time left in the lesson, extra activities can be put into practice. As mentioned before, teacher can include backup activities and contingency plans in their lesson/course plans.

LESSON AND COURSE PLANNING

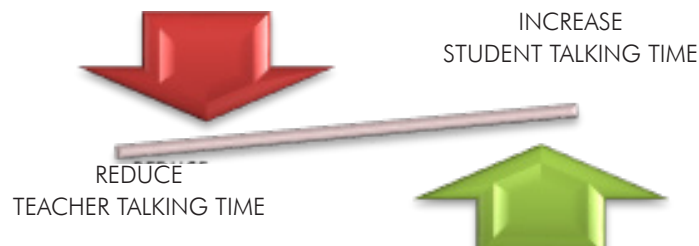
“It is very difficult for me to reduce Teacher Talking Time (TTT) in the lesson.”

Challenge 6: Choosing the right interaction patterns for tasks/activities in the lesson plan and reducing Teacher Talking Time (TTT) in the class can be challenging.

Your Suggestions:

.....
.....
.....

Suggested solutions: Integrating different interaction patterns into planning and the lesson will make students more motivated. Before planning interaction patterns, teachers should think about the number of students as well as the level of the students. According to the activity and the number of students, they should decide if they will work in groups or in pairs etc. To make the lessons more interactive and engaging, teachers need to involve students as active participants in the lesson. The more students interact with each other the more they will learn and feel confident in the class.



'Give careful consideration in your lesson plan to the balance between student talk and teacher talk. Our natural inclination as teachers is to talk too much! As you plan your lesson, and as you perhaps script out some aspects of it, see to it that students have a chance to talk, to produce language, and even to initiate their own topics and ideas' (Brown, 2001:154).

Teachers ought to make students use English more. Most of the students' exposure time to English language may be restricted to within the classroom. They may not have another opportunity to communicate in English other than the lesson. As teachers, it is a good idea to be the guide in the classroom and increase Student Talking Time by giving opportunities to learners to express themselves.

b. Tried and tested ideas

Here are some practical lesson planning ideas that the writers have used in their classes and the ideas that arose from the Continuing Professional Development (CPD) Project:

- Compile activities and materials/resources in a folder. Put them into categories so that it will be easy to find. Then a bank of activities will be ready to use and it will be easier for you to locate the activity or material you need saving time.
- Have a lesson plan template. If it is not an obligation to use a standard lesson plan template in the institution, you can create a template yourself or you can easily adapt different lesson plan templates from the internet according to your style. You can even produce lesson plans by mapping by hand and if you are technologically savvy, you can use lesson plan applications.
- In order to sustain students' motivation, integrate differentiated activities into your well-crafted plan. Try to provide as much variety as possible.
- Avoid overplanning your lessons. Feel confident and be prepared to adapt your lesson plan during the lesson delivery to suit the circumstances.
- Collaborate with your colleagues, ask for their feedback. You can create a file of online lesson plans and share your lesson plans with other colleagues but always remember that ready-made lesson plans still require adjustments, tweaks and adaptations to your own teaching environment.
- When the lesson is over, assess the effectiveness of your lesson. Ask yourself: Were the students motivated and attentive during the lesson, did everything go as planned?
- Always remember that making an effective plan takes time but practice makes perfect.

5. NOW, IT'S YOUR TURN

By the end of section five, teachers will be able to:

- discover sample lesson plans
- plan their own lesson by using blank lesson plan templates
- monitor useful links for lesson planning
- outline their action plan
- design and share their creative lesson plans.

a. Sample lesson plans and blank lesson plan templates

Different lesson plan templates can be used: diagrams can be drawn on a paper or lesson plans can be written in a notebook. There are now widely available lesson plan apps that can be used from the mobile phone. Another option is to search for lesson plan templates on different websites which you can use and adapt for your lessons.

LESSON AND COURSE PLANNING

Here are two sample lesson plans:
Sample 1:

LESSON PLAN for 8/B ENGLISH LESSON		DATE:01.03.2020
Topic	THE INTERNET	
Age/Grade/Level	Secondary, 8 th Grade, CEFR Level A2	
Time	40 minutes	
Materials/Resources	Paper and pens, 5 pictures, Smartboard, PPT Presentation, 2 flyswatters, coloured pens or markers, coloured railroad boards, reusable adhesive, exit tickets	
Lesson Focus/Language Skills	This lesson focuses on internet usage. Vocabulary: Identifying & revising the words and phrases about the internet Speaking & Writing: Discussing their internet habits and preparing posters	
Learning Objectives	By the end of the lesson: <ul style="list-style-type: none">• students will be able to comprehend phrases and related vocabulary items• students will be able to talk and exchange information about internet habits.	

CHAPTER 3

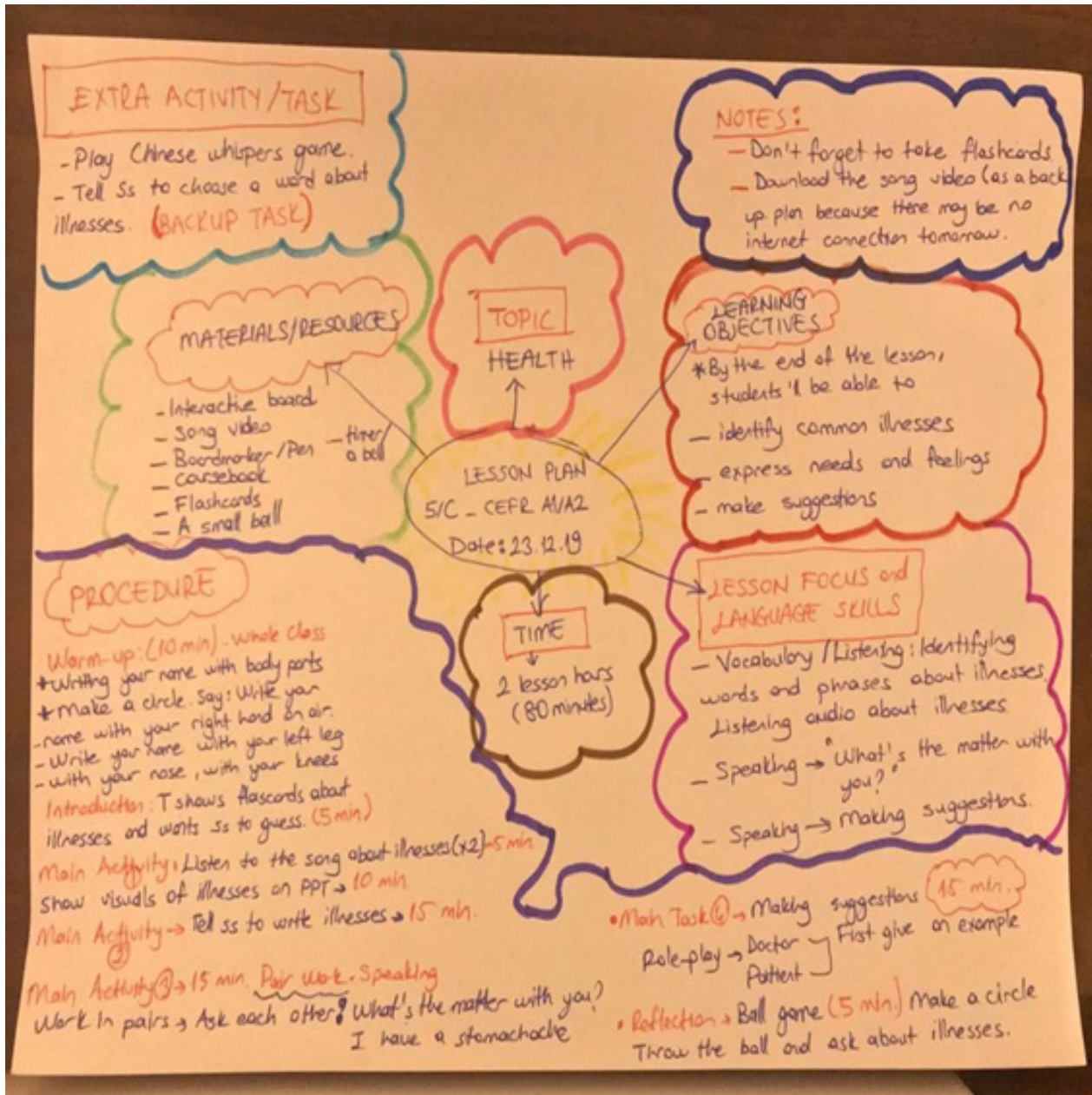
Stage & Interaction Patterns	Allocated Time	Procedure	Materials
<p>Warm-up</p> <p><i>‘Give Me Five’</i> & Ss-Ss <i>Group work</i></p>	5 mins	<p>Teacher divides Ss into 3 groups by giving numbers to each of them. T wants them to choose one writer in the group and wants the groups to write about five things that s/he asks for. The group who finishes first and correctly gets one point. Then T says: Let’s start.</p> <ul style="list-style-type: none"> • Give me five things that you can find in the kitchen. • Give me 5 months in a year. • Give me five things that use electricity. • Give me five jobs with uniforms. • The group who has the highest point is the winner. 	Paper and pens
<p>Lead-in/ Introduction</p> <p>T- Ss <i>Whole class</i></p>	5 minutes	<p>T shows 5 pictures of teenagers who do different activities and Ss tell their ideas about it.</p> <p>T introduces learning objectives and outcomes.</p>	5 Pictures

LESSON AND COURSE PLANNING

<p>Main activities/ Activity 1</p> <p><i>Back to the Board Game</i></p> <p><i>Group work Ss- Ss</i></p>	<p>10 minutes</p>	<p>Vocabulary: Identifying & revising the words and phrases about the internet</p> <p>T divides the Ss into two groups and they make two lines in front of the board. T gives flyswatters to the first students in the front and wants them to turn back to the board. Then, T shows ppt presentations which have lots of different words related to the internet. T says the meaning of the word and wants Ss to turn and find the right word. The S who finds the answer first, gets the point for her/his group.</p>	<p>Smartboard, PPT Presentation, 2 flyswatters</p>
<p>Activity 2</p> <p><i>S-S</i></p> <p><i>Pair work</i></p>	<p>15 minutes</p>	<p>Speaking & Writing: Discussing their internet habits and preparing posters</p> <p>T says:</p> <ul style="list-style-type: none"> -Work in pairs. -Talk about your internet habits for 5 minutes (T walks around the classroom and listens to students' internet habits). -Prepare a poster of both of your internet habits to the colourful railroad board. -Hang your poster on the wall. 	<p>Coloured pens or markers</p> <p>Coloured railroad boards</p> <p>Reusable adhesive</p>
<p><i>Reflection/ Feedback</i></p>	<p>5 minutes</p>	<p>T gives Ss small pieces of papers as exit tickets and ask them to write what words they have learnt in this lesson. Then the teacher collects the tickets as the students are leaving the class.</p>	<p>Exit tickets</p>

CHAPTER 3

Sample 2:



It is possible to use a 'mind map lesson plan' as shown above.

LESSON AND COURSE PLANNING

Blank Sample Lesson Plan Templates



Task 5.1

Now it is time to plan a lesson now. Think about one of your classes and **write an effective lesson plan** by using one of the blank lesson plan templates below.

Sample 1:

LESSON PLAN			
TOPIC			
AGE/GRADE/LEVEL			
TIME			
MATERIALS/RESOURCES			
LESSON FOCUS/LANGUAGE SKILLS			
LEARNING OBJECTIVES			
STAGE & INTERACTION PATTERNS	ALLOCATED TIME	PROCEDURE	MATERIALS
Warmer			
Lead-in			
Main activities/ Tasks			
PPP (Presentation, Practice, Production)			
Assessment			
Reflection			
Reflection on planning & lesson delivery	What worked well? What did not work as planned? Why? Things to consider next time:		

CHAPTER 3

Sample 2:

LESSON PLAN

Topic:

Learning Objectives:

Level:

Resources:

Lesson Focus/Language Skills:

Procedure/Timing/Interaction Patterns

Warmer:



Lead-in



Main Activities:



Assessment/Feedback:



Reflection:

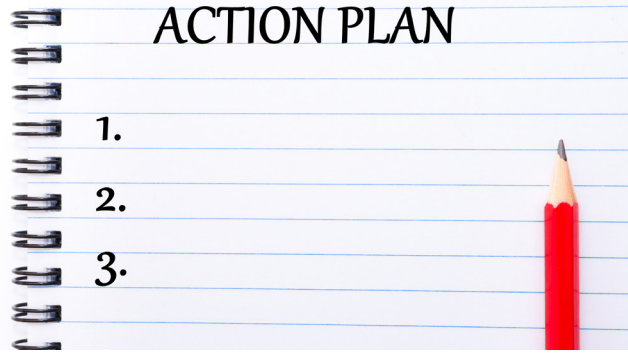


Reflection on planning & lesson delivery

- What worked well?
- What did not work as planned? Why?
- Things to consider next time:
- What will I change?
- Which areas do I need to develop?

LESSON AND COURSE PLANNING

Action plan



1. Has your view of lesson planning changed? How?

2. What will you change in planning your lessons?

3. Do you need any help or support?

- A free online course by British Council about how to plan a great lesson which enables further information on planning
<https://www.futurelearn.com/courses/teaching-english-great-lesson>
- General teaching and planning tips by Jim Scrivener
<http://www.onestopenglish.com/methodology/teaching-tips/general-teaching-and-planning-tips/general-planning-lessons/146578.article>
- Five Secrets of Writing Fantastic Plans by Tara Arntsen
<https://busyteacher.org/3753-how-to-write-a-lesson-plan-5-secrets.html>
- Eight Questions for Better Lessons- Powerful Lesson Planning by Otis Kriegel
<http://www.ascd.org/publications/educational-leadership/oct16/vol74/num02/Eight-Questions-for-Better-Lessons.aspx>
- An informative article on planning a course by Joanna Dossetor
<https://www.teachingenglish.org.uk/article/course-planning>
- An article on lesson planning and steps for preparing a lesson plan by Centre for Teaching Excellence, Singapore Management University
<https://www.brightclassroomideas.com/lesson-planning-six-steps/>
- Research Matters / Novice Teachers Benefit from Lesson Plans- Powerful Lesson Planning by Bryan Goodwin
<http://www.ascd.org/publications/educational-leadership/oct16/vol74/num02/Novice-Teachers-Benefit-from-Lesson-Plans.aspx>

GLOSSARY

Adapt (material) to adapt the coursebook material i.e. change it in some way to make it more suitable for our learners

Backup extension resource or optional extra activity.

Components (of a lesson plan) show us what the lesson is for (the aims), what the teacher and the learners will do during the lesson and how they will do it (the procedures).

Contingency plan s “Plan B” for unexpected things.

Curriculum are the subjects taught on a course or in a school.

Differentiate is to give different tasks to different groups, pairs or individuals which are more suited to their level.

Feedback is when the teacher or learner comments on learning.

Goal/ target are the aims for learners or teachers.

Interaction patterns are the different possibilities in which students can interact with each other and with the teacher in the classroom.

Introductory activities are activities focusing on the topic of the text, pre-teaching vocabulary and possibly asking learners to predict the content of the text.

Language level is the proficiency or ability to use language with a degree of accuracy that conveys meaning in production and comprehension.

Lead-in activities generally involve looking at the pictures around a text or at the title and trying to predict what the text will be about.

Main activities are a series of comprehension activities developing different reading subskills; focusing initially on general then more detailed comprehension.

Mixed ability/ mixed level classes are where learners are at different language levels.

Objectives/ learning outcomes are another way to look at main aims - something learners aim to achieve by the end of the lesson.

Peer feedback is when learners or teacher give feedback to each other on their learning or teaching.

PPP is a teaching model: Presentation, practice and production

Procedure describes what the learner or teacher is doing to complete a stage of the lesson.

Reference Resources are all the sources of information about language and about teaching that we can refer to for help in lesson preparation. They include reference materials, supplementary materials and websites on the internet.

Reflect on is to think about your actions as a teacher and the learners can do the same for each other.

Stage aims describe the particular purpose of each stage (or short section) of the lesson.

Stage (or part) of a lesson e.g. warmer, lead-in, presentation, practice and production.

Subsidiary aims show the language or skills learners must be able to use well in order to achieve the main aim of the lesson.

Syllabus is the course or class programme for a series of lesson, usually broken down into academic terms.

TBL is a teaching approach: Task Based Learning.

Template is a model of something, in this chapter, they are lesson plans.

Transition is the process of passing from one thing to another.

Warm-up/ warmer are often used to raise students’ energy levels or to make them feel more comfortable before the main learning of the lesson starts. They are not always connected to the topic of the lesson.

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ENGLISH TOGETHER ENGLISH TOGETHER ENGLISH TOGETHER

CHAPTER 4

MANAGING RESOURCES

CHAPTER 4

MANAGING RESOURCES



This image belongs to Ministry of National Education and British Council, CPD Programme for English Language Teachers in Ankara, Turkey, 2019.

In this chapter, you will explore teaching resources and the key points to consider when using, selecting and adapting teaching resources for classroom teaching. This chapter includes 3 scenarios, 9 tasks and 6 reflection questions. By the end of this chapter, you will learn how to select appropriate resources for your teaching context; how to adapt teaching materials to meet your students' levels, needs, interests and abilities and how to use teaching aids in an effective way. This chapter can be used in conjunction with Chapter 3 "**Lesson and Course Planning**"; Chapter 10 "**Using Differentiation**" and Chapter 9 "**Integrating ICT into the Language Classroom**". It will take approximately 3 hours to work through the tasks and activities in this chapter.

TIME TO REFLECT



Question 1: Which teaching aids do you most prefer using in your classes? Why?

Question 2: How do you select your teaching resources?

Question 3: Have you ever tried changing something on a teaching aid? If yes, what was it? Did it work well?

Keywords: Teaching Resources, Reference Resources, Coursebook Resources, Supplementary Materials, Teaching Aids, Communicative Competence, Learning Profiles

LEARNING OUTCOMES

By the end of this chapter, teachers will be able to:

- explain key concepts related to teaching resources
- recognise the importance of using teaching aids
- consider what types of teaching resources are useful and effective to teach and learn English
- develop strategies to select the most effective and appropriate teaching resources for students and the learning environment
- adapt teaching resources to the local teaching context
- consider the challenges that teachers encounter during the process of selecting; adapting and using teaching resources
- think of practical solutions to manage resources effectively.

CONTENTS

1

What are Teaching Resources?

- a. Why are teaching resources important for teachers?
- b. How can we identify learners' needs and learning styles?

2

What Features of Teaching Resources are Useful and Effective to Teach and Learn English?

- a. Selecting teaching resources
- b. Adapting teaching resources
- c. Using teaching resources effectively

3

Challenges of Managing Resources

- a. Possible solutions

4

Now It's Your Turn!

USEFUL RESOURCES
GLOSSARY
REFERENCES

CHAPTER 4

Introduction

Managing teaching resources are important for learning and teaching English. There are different kinds of teaching resources such as visual aids, verbal resources and technological devices. By selecting and adapting the most suitable learning resources for their classes, teachers can make their lessons more effective and interactive. With the aid of teaching resources, students can engage more in the lesson and comprehend the topic better, which should lead to an achievement of the learning outcomes. Moreover, the process of learning a language requires a range of teaching aids to improve proficiency, especially listening and speaking skills of the students which are the communicative skills. At this point, teachers may come up with some common questions:

"What should I do if the resources don't meet my students' needs and interests?"

"How can I make the resources more useful for my students?"

"What type of teaching resources can help teachers and learners have an effective and productive class?"

It can be said that the manner of using teaching aids is more important than the existence of them because obtaining different kinds of teaching resources may be difficult for some teachers due to economic and environmental conditions. Using teaching aids effectively and creatively by taking learners' abilities and expectations into consideration and making available resources beneficial for the students should be the primary aims of the teachers. As such, the process of teaching English can be promoted with the successful use of teaching resources.

MANAGING RESOURCES

1. WHAT ARE TEACHING RESOURCES?

By the end of section one, teachers will be able to:

- discover what a teaching resource is
- explain the role of teaching resources in language teaching
- find out the relationship between teaching resources and the teaching and learning processes
- explore the characteristics of teaching resources
- identify how teaching resources can help improve language skills.



British Council, & MEB. Continuous Professional Development (CPD) Programme for English Language Teachers in Ankara, Turkey, 2019.

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Teaching resources or **teaching aids** are anything that helps the teacher to achieve the learning outcomes of the lesson and supports the process of teaching and learning. This can consist of electronic devices such as smart boards, digital e-books and podcasts, or more traditional, low-tech print items such as the coursebook, flash cards, realia (real objects) and posters. The process of learning a language requires a range of teaching aids to improve all the language skills. In particular the **communicative competence** that refers to a learner's ability to use language to communicate successfully.

Nevertheless, it is important to note that 'the most valuable and indispensable teaching aid of all is the teacher.' (British Council &, MEB,

2015). It is teachers who use **reference** resources such as grammar books, dictionaries, articles or journals about language in the planning stage of a lesson. While coursebooks and **supplementary materials** such as workbooks or visual prompts are used during or post-lesson.

Teachers are responsible for the effective **management of resources**. This involves trying to select teaching aids that are suitable for the learners' needs; interests and lesson objectives. Well selected teaching resources can help engage students more in the lesson and help them to understand the topic better. Using teaching aids effectively and creatively by taking learners' abilities and expectations into consideration can help learners achieve higher learning outcomes.

'Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.'

Sidney Hook

TIME TO REFLECT

Please read the questions below and discuss your opinions in the box below:

Question 1: *What type of teaching resources have you selected and used in classes?*

Question 2: *How have you adapted resources to make them more relevant for your students' needs and interests?*

It's Your Turn



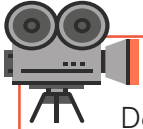
MANAGING RESOURCES

Let's think about...

If the classes are discussed as an institutionalised form of teaching and learning, it is possible to define teaching and learning resources as the instruments of presentation and transmission of the written educational material. These educational aids contain course books, images, maps, photographs, sketches, diagrams, films, written material such as newspaper clippings or articles from scientific and technical literature, etc. (Busljeta, 2013: 56).

a. Why are teaching resources important for teachers?

Read the scenario and give some suggestions to Deniz.



Scenario 1

Deniz was teaching English at a secondary school in Ankara. During his time at this school, he gave lectures using various teaching aids and methods as this school had a variety of teaching resources: computer, interactive board, etc. Now, he has been appointed to a secondary school in a small village. Deniz was enthusiastic because he was keen to continue his experience as an English language teacher. Therefore, he called the school Principal and he asked for information related to the school, the students and the village. Unfortunately, after he spoke to the School Principal, he had questions about the conditions in which he would be teaching English. The village has a small population and the environmental conditions of the village are limited because it is far from the city. Besides, there are not many shops where a teacher can buy some materials or teaching aids. There is only one school in the village. It is equipped with traditional facilities and resources: desks, a black board, chalk, a chair and table for the teacher.

Question 1: *Do you think Deniz can teach English effectively to his students?*

Question 2: *What would you do if you were in Deniz's situation?*

It's Your Turn

CHAPTER 4



Insights

Nowadays, there are other teachers who are in the same position as Deniz; trying to teach with limited resources available in their schools. They may also be wondering, how can they teach English and encourage students to learn a foreign language in these conditions? Unfortunately, accessing teaching resources is often complicated by constraints outside the control of teachers such as lack of finances and technology. But this does not mean that teachers working in limited resources setting cannot provide a good level of teaching. As stated by Wise and Cooke, (2016), 'Anything can be turned into an educational resource where it becomes the vehicle for learning through discussion, dissection, observation, comparison or experimentation. Of course, there is a financial dimension to the availability of resources: some will cost money and funds have to be found. But others may be freely available if only they are recognized'.

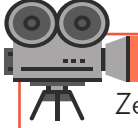
'If learning material... is designed to be highly relevant and delivered in context then it is likely to be useful.'

Charles Jennings

MANAGING RESOURCES

b. How can we identify learners' needs and learning styles?

Read the scenario and reflect about the questions below:



Scenario 2

Zeynep has been teaching English for 15 years. She gives lectures and her students complete activities provided in their coursebooks. Recently, she has noticed that only four or five students have been active in classroom learning whilst the others have been passive. Some of her students pretend to listen to her while others are doing things that are not related to the lesson.

Zeynep thinks her teaching process is repetitive and she feels as demotivated as her students in the class. Most of the students don't engage in the lessons or improve their English skills. The results of the exams, quizzes and the level of active participation in the class activities show that most of Zeynep's students aren't learning effectively. Zeynep decides to review her teaching process and make any necessary changes. She asks herself these questions for self-reflection:

Question 1: *Why are my students not motivated in my lessons?*

Question 2: *How can I increase the motivation of my students?*

Question 3: *How can I involve all my students in class activities?*

It's Your Turn

Learner styles

The situation Zeynep is facing is familiar to most teachers who often highlight students' low engagement and motivation as the biggest obstacles in the face of effective teaching and learning. In fact, it is not surprising that all students do not understand language in the same way. **Learning styles** (the ways in which a learner naturally prefers to process and remember information and skills) recognizes that the students in our classrooms have different learning profiles (Arnold and Fonseca, 2004). Therefore, today's teaching process is difficult to imagine without the use of modern teaching and learning resources despite oral production being the important asset in the teacher's work (Busljeta, 2013, p. 55).

CHAPTER 4

Learner Preferences

Howard Gardner's theory of multiple intelligences (1983), categorizes intelligences into different aspects: Logical/Mathematical, Linguistic, Musical, Naturalist, Spatial, Intra-personal, Bodily-kinesthetic, and Interpersonal; these go some way to explaining different learning styles. People are not born with all these types of intelligence; they develop them over time. Students often differ from each other in terms of learning styles in the classrooms. Some of them prefer to learn new vocabulary by reading and trying to decode a text or story. While others process information better through the use of visual objects such as realia, flashcards and videos. There will also be students who learn and convey meaning when they complete auditory activities. Fortunately for teachers there are some commonalities; most students become more engaged with activities which include the opportunity to learn by doing and experimenting rather than having things explained to them at length.

Insights

When Zeynep's situation is discussed from this point of view, it is clear that Zeynep's students learn in different ways. Most of them cannot engage in the lesson in an active way since they are not attracted to a lecture-style lesson. It is possible that students will be more enthusiastic during the lesson, if there are varied activities and materials: videos, pictures, realia, flashcards, movie clips, etc. Consequently, different kinds of teaching resources help teachers make their lessons more attractive, engaging, effective and appropriate for learners who have different learning styles, capabilities, levels and interests.



'All students can learn and succeed, but not on the same day in the same way.'

William G. Spady

MANAGING RESOURCES

2. WHAT TYPE OF FEATURES MAKE TEACHING RESOURCES USEFUL AND EFFECTIVE TO TEACH AND LEARN ENGLISH?

By the end of section two, teachers will be able to:

- identify how teachers should select teaching resources
- recognise the importance of choosing appropriate teaching resources for the learners
- explore what teaching resource adaptation is
- explore the reasons why teaching resources should be applied
- discover the methods of teaching resource adaptation such as; adding, omitting, modifying, simplifying, reordering
- examine the adapted versions of some activities from English language teaching coursebooks
- recognise the importance of effective use of teaching resources.

Teaching aids should meet certain requirements some of which are essential, for example; teaching aids should be motivating and serve a useful purpose. Otherwise, they may not be effective in achieving learning outcomes. For example, visual aids, games, and songs usually appeal to 5th graders and they engage more in the lessons when they enjoy the teaching resources. Therefore, teachers need to consider their learners' needs and interests, their teaching and learning environment when they are selecting teaching aids.



CHAPTER 4



Task 2.1

Think about the features of teaching resources in general and read the sentences below. If you agree, put a tick (✓) and if you disagree, put a cross (X) at the end of the sentence:

1. Teaching aids help teachers provide stimulating lessons.
2. Teaching aids distract learners from the main focus of the lesson.
3. Teaching aids, apart from the board, are not practical with large classes.
4. Teaching aids such as overhead projectors save time in the lesson.
5. Using transparencies or boards helps to reduce photocopies.
6. Using real objects as teaching aids (realia) is a good way of helping learners to learn vocabulary.
7. Teenage and adult learners find realia childish.
8. Flashcards are useful for introducing and practicing language
9. Computers are unhelpful because they take away teacher control.
10. There is a high risk of technical teaching aids breaking down.
11. Videos help learning because language is used in meaningful contexts.
12. Video is not good in class because it makes learners passive.

Taken and adapted from British Council & MoNE (2015). Understanding resources: Managing Resources. Continuous Professional Development (CPD) Programme for English Language Teachers in Ankara, Turkey.

Insights

As can be seen, there are a lot of statements related to teaching aids. Some of these statements are true in each situation while some of them depend on various factors. For instance, all teachers will possibly agree with the sentence “teaching aids help teachers provide stimulating lessons”. As for the seventh sentence, probably some teachers agree while the others disagree because this statement depends on the students’ needs and interests. Some teenage and adult learners may find realia engaging and effective while others do not. So, each teacher needs to think about the statements by considering his/her teaching experience and students.

MANAGING RESOURCES



Task 2.2

Now:

- Have a look at the features in the bubble below and try to think about the characteristics of teaching aids.
- Write your ideas related to the features of teaching resources in the box below.

The features of teaching resources

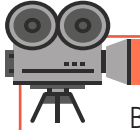
Interesting	Having a useful purpose
Attainable	Fun
Relevant	Practical
Enjoyable	Long lasting
Informative	Motivating
Stimulating	Productive
Multisensory	Suitable for the students' levels and interests
Large enough to be seen	Attractive
Up-to-date	

It's Your Turn

CHAPTER 4

a. Selecting teaching resources

Read the scenario, think about the questions below and give some suggestions to Buse.



Scenario 3

Buse has been teaching English for two years, but this is the first time she will teach 5th grade students. She was so happy after the first lesson with her students because all the children were very enthusiastic and energetic. Buse thinks that they can easily acquire a foreign language because they are highly motivated. So, she makes some plans at the beginning of the academic year. First, Buse wants her 5th grade students to read more storybooks to make them practise English outside of the class. However, she does not know how to select the appropriate storybooks.

TIME TO REFLECT



Imagine that you are Buse's friend:

Question 1: How would you suggest Buse selects storybooks for her 5th grade students?

Question 2: What should Buse take into consideration when choosing the storybooks?

It's Your Turn

MANAGING RESOURCES

Selecting teaching aids

During the teaching and learning process, teachers are usually busy selecting resources for their lessons. Resources that the teachers use make the content of lessons concrete and clear. Using appropriate resources promotes students' English language competency. For example, most English language teachers know that visual aids such as flashcards, PowerPoint presentations, realia, puppets, etc. are useful to teach vocabulary. There are many benefits of using multiple resources in the language classroom and the options are almost limitless. But it is important to choose the effective tools for the classroom.

Key points for selecting teaching aids

The main points that teachers should consider while selecting teaching aids for their classrooms are as follows:

1. Teaching aids should be aligned to lesson aims, objectives and outcomes. Each lesson should have clear learning aims for students. Therefore, the effectiveness or popularity of a teaching aid needs to align with the outcomes of the lesson. The quality of the resource in terms of being appropriate for the aims, objectives and outcomes of the lesson is much more important and meaningful than the quantity and popularity of it. For more information on writing clear lesson objectives, you can read Chapter 3 Lesson and Course Planning.
2. Teaching aids should be multi-sensory. Today, it is widely known that children are unique and have different needs. For example, some of them are visual learners; while others are kinaesthetic or aural learners. Consequently, teachers should pay attention to the learning styles of their students during the process of determining teaching aids so as to provide for all kinds of learners.
3. Teaching aids should be suitable for the language level of the students. Before selecting teaching resources, teachers should have information related to the level of learners. If teaching aids are too challenging for the students, they will become demotivated. If teaching aids are too easy for the students, they will be bored and reluctant. Then in either case, the process of teaching and learning may result in failure and a waste of time. The teaching resources should contain some problem-solving challenges to be solved by the learners.
4. One of the key points related to selecting teaching resources is availability and easy access to resources. Although there are unlimited types of resources, there are often limitations related to time, money or environmental conditions which the teachers may encounter. For this reason, the resources should be practical, economic and time saving for both the teachers and the students.
5. Another important point is that the teachers should know their students' needs and interests before determining teaching aids. It should be clear that one of the most significant factors for the success of any lesson is the motivation of the students. That's why teaching aids should attract the students. Then hopefully, the students will be more motivated and prepared to learn the set outcomes of the lesson.

b. Adapting teaching resources



Task 2.3

Think about the concept of adapting teaching materials in general. Answer the survey questions below.

1. Are you familiar with the terms adaptation/ adoption of teaching materials?	Yes	No
2. Do you often adapt teaching materials?	Yes	No
3. Do you feel that your hands are tied when you cannot do anything beyond dealing with the prescribed materials?	Yes	No
4. Do you agree that adopting textbooks as the main source deskills teachers?	Yes	No
5. Is material adaptation most of the time necessary for the learners?	Yes	No

Halim, S., Halim T. (2016). *Adapting Materials: Revisiting the Needs of Learners. International Journal of Humanities and Cultural Studies* ISSN 2356-5926, 2(4), 634-636.

MANAGING RESOURCES

Adapting Coursebooks

Coursebooks are the main resource for most teachers during the teaching and learning process. However, it is unlikely that one coursebook will fit all the students' need since they have a lot of differences in terms of level, needs, interest, socio-economic and cultural background. If coursebooks are not adapted to fit the needs of the specific student groups, then this can result in the demotivation of the students. The teachers may also find the activities too challenging or ineffective

for their students. It is therefore important to try and make the activities on coursebook more appropriate and relevant for the particular classes and local teaching context.

Adapting resources is the key for the teachers at this point, as suggested by Halim (2016), 'The process of changing or adjusting the various parts of a course book is closely related to the reality of dealing with learners in the dynamic environment of the classroom.'



LET'S UNDERSTAND

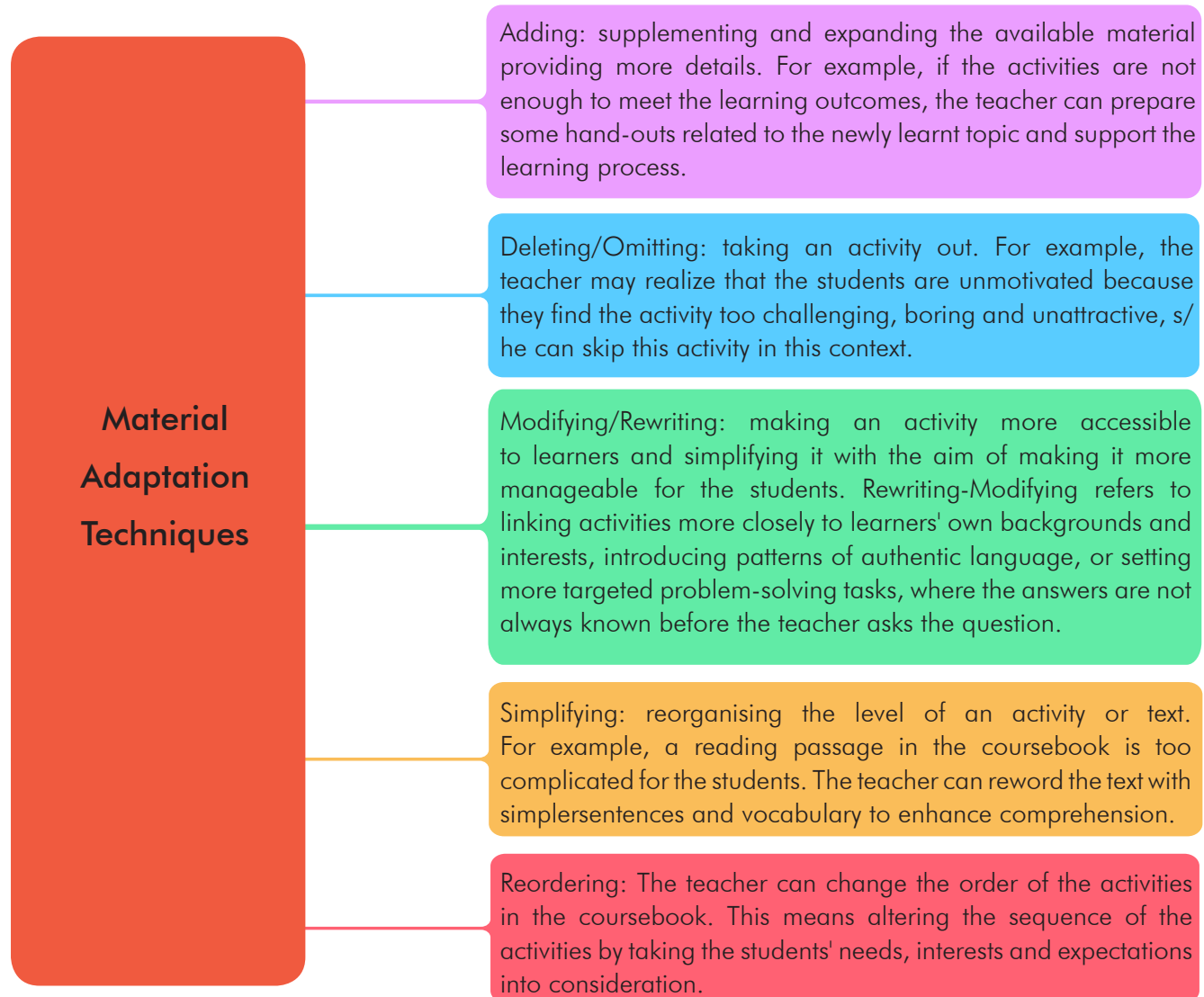
Adapting teaching resources refers to the application of some techniques to make the coursebook more effective and flexible. Not only does adapting resources comprise of written and visible alterations on coursebook activities but also it consists of all little changes such as verbal transitions, rewording and summarising difficult texts that the teachers do during the lesson (Halim, 2016).

'The good teacher is constantly adapting. He adapts when he adds an example not found in the book... He adapts even when he refers to an exercise covered earlier or when he introduces a supplementary picture... While a conscientious author tries to anticipate questions that may be raised by his readers, the teacher can respond not merely to verbal questions... but even to the raised eyebrows of his students.'

Madsen and Bowen

CHAPTER 4

Teachers can use various methods while they are adapting the activities. These adaptation methods can be seen on the following table. (Islam and Mares, 2003: 72).



MANAGING RESOURCES

As you have seen in the table above, you can adapt materials in various ways. Teachers may need to adapt their coursebook or teaching aid differently because of differences in students' levels, needs, interests. Therefore, the significant point is that teachers should have prior knowledge when they need to use these adaptation methods in their contexts.



Task 2.4

Look at the activity below from the MoNE coursebook for 5th graders.

Question 1: Have your students had difficulty in doing this activity?

Question 2: Have you ever needed to adapt the listening activity?

b) Listen to the recording and order Ted's daily activities.



----- His classes start.

----- He has lunch.

----- He does his homework.

1. He gets up.

----- He plays football.

----- He goes to school.

----- He has breakfast.

----- He goes to bed.

c) Listen to the recording again and answer the questions.



1. What time does Ted get up?

2. Does he go to school at eight o'clock?

3. What does he have for breakfast?

4. Does he have lunch at half past one?

5. What time does he go to bed?

5th Grade, Unit "My Daily Routine", Page 65, Listening

CHAPTER 4

Insights

5th grade students often experience problems in the first year of secondary school. They are taught by different teachers in each lesson and they find secondary school very different from primary school and need some orientation until they get used to the social climate and culture of secondary schools. One of the problems related to 5th grade students is that they take notes very slowly. As a result, students have difficulty in the activities that require jotting down and taking notes while listening. They are discouraged when they cannot follow and complete the activities. When this activity is examined, it targets developing listening skills of the students. The students are supposed to listen and answer comprehension questions while listening. It is possible that the students may find note taking difficult even though they understand the listening because they take notes very slowly.

Suggestion

Teachers can adapt this activity with the “modifying/rewriting” technique. This activity can be turned into a multiple-choice question. The students focus on understanding the listening text and choose the correct option for each question while listening.



MANAGING RESOURCES

An example of the adapted version:

b) Listen to the recording and order Ted's daily activities.

----- His classes start.

----- He has lunch.

----- He does his homework.

1 ----- He gets up.

----- He plays football.

----- He goes to school.

----- He has breakfast.

----- He goes to bed.

c. Listen to the recording again and circle the correct answer.

1. What time does Ted get up?
a) 06.30 b) 07.00
2. Does he go to school at eight o'clock?
a) Yes, he does. b) No, he doesn't.
3. What does he have for breakfast?
a) Sausages, soup and tea b) Cheese, tomatoes and bread
4. Does he have lunch at half past one?
a) Yes, he does. b) No, he doesn't.
5. What time does he go to bed?
a) 10. 45 p.m. b) 11.00 p.m.



Task 2.5

Look at the activity below from MoNE coursebook for 6th graders:

Question 1: *Was the activity effective for your classroom?*

Question 2: *Have you ever adapted this writing activity?*



6th Grade, Unit "Saving the Planet", Page 167, Writing

Insights

In this activity, teachers try to improve writing skills by using some vocabulary items and grammatical structures belonging to the unit. Learners often hesitate to complete productive activities related to speaking and writing, and they need support from the teacher. In this activity, the learners are asked to write a slogan about protecting the environment. Typically, 6th grade students usually have some difficulties in understanding what to do and how to do it. Collaboration and interaction among the learners is useful because they can support each other. In addition, guidelines are beneficial for writing tasks.

MANAGING RESOURCES

Suggestion

Teachers can adapt this activity in different ways. For example, teachers can include some environmental problems such as 'wasting electricity in offices', 'damaging to street animals', 'using too much plastic' and 'polluting water.' Then teachers can give some prompts related to the target vocabulary or grammatical structure in the learners' writing task. Teachers can ask the learners to use certain nouns and verbs such as 'protect', 'damage', 'pollute', 'save', 'waste', 'natural resources', etc. and grammatical structures like 'should/ shouldn't', 'do/don't'. In this way, the learners will understand what the teacher expects from them and they will be able to find and write creative slogans by using the target words and structures. If they do this activity in groups and each group concentrates on different environmental problems, it is possible that they will complete their writing task successfully while the learners who need more support are learning from their friends.

An example of the adapted version:



Write slogans about the protection of the environment by taking the following prompts into consideration;

1. Use 'should/shouldn't' or 'do/don't' in your slogans.
2. Use three of these vocabulary items "protect, damage, pollute, save, waste, natural resources, water, forest, factory, tap, environment, electricity, endangered animals, destroy, sea, tree, turn on/off,"

Example: - We should protect endangered animals.
- We shouldn't cut down trees.
- Turn off the taps before leaving home.
- Don't waste water.

CHAPTER 4



Task 2.6

Look at the activity below from MoNE coursebook for 6th graders:

Question 1: *Have your students had difficulties in completing the activity?*

Question 2: *Have you adapted a reading activity for your students?*

READING



A. Read the conversation and complete the sentences. Then act it out.

Meghan: Hello, this is Meghan speaking.

Tracy: Hi, Meg. I called you at 4 p.m. yesterday, but you didn't answer. Where were you?

Meghan: I was in the library all day yesterday. I looked for some important books about my science project and came back home at about 5. Why did you call me?

Tracy: I had an iceskating course yesterday. I lost my skates and wanted to borrow yours.

Meghan: Oh, really? I'm so sorry about it.

Tracy: Don't worry! I called Sue later and she lent me her skates.

Meghan: I'm happy to hear that. How was your course?

Tracy: It was difficult for me. I fell many times and hurt my leg.

Meghan: Oh! Get well soon. How do you feel now?

Tracy: Thank you. I feel better now. See you later!

Meghan: See you!



1. Tracy called Meghan at
2. Meghan was yesterday.
3. Meghan looked for in the library.
4. Sue her skates to Tracy.
5. Tracy many times and her leg.

B. Read the conversation again and answer the questions.

1. Did Meghan answer the phone yesterday?
2. Where was she yesterday?
3. What time did Meghan come back home?
4. Whose ice-skates did Tracy borrow?
5. Was the course difficult for Tracy?
6. How does Tracy feel now?

6th Grade, Unit "Bookworms", Page 151, Reading

MANAGING RESOURCES

Insights

In this activity, the students are supposed to understand the dialogue and answer questions related to the text. The main learning outcome is understanding the reading text and checking it by “answering the comprehension questions”. This type of activity which is aimed at improving reading skills, vocabulary and grammar knowledge is common in English language teaching. However, it may be ineffective for students and the teacher if the activity is too easy or too challenging. Teachers can make some changes to make the reading texts appropriate for their students and target outcomes. The reading text in this activity may seem difficult to students who need considerable support to develop their language skills. These students may not know certain vocabulary and as a result, they may not understand the text in detail.

Suggestion

During the activity, if teachers realize that their students cannot grasp the text when they read it themselves or together, they can do verbal adaptations such as summarising after the first reading attempt. Teachers can use the “simplifying” method by summarising the reading text by using the known vocabulary and simple, short sentences. The other option is that teachers can “rewrite” the text as phone conversation with pictures, if they have a chance to make plan and adaptation for the lessons. “Adding” pictures and making the reading text “pictured story” will attract the learners more and it will certainly ease the grasping of the text for the students.

CHAPTER 4

Task 2.7

Look at the activity below from MoNE coursebook for 7th graders:



Question 1: Was the activity effective in your classroom?


Question 2: Have you ever needed to adapt a speaking activity?

The primary objective in ELT is to enable learners to communicate in English. Improving speaking skills in English is the most challenging both for the learners and the teachers. Lack of opportunities to practice English outside school often hinders progress in developing communication skills. That being the case, learners can develop a reluctance or embarrassment to speak in English. For this reason, the features of speaking activities are very important.

7th Grade, Unit "Dreams", Page 89, Speaking

Let's Speak!

1   Build your own future. Circle at least one from each box and talk about your future plans. You can add more.



20s	30s	40s	50s
Get married Go to university Travel Do my hobbies Run my own business Buy a house/car Live in a big city/village _____	Get married Go on education Travel Do my hobbies Run my own business Buy a house/car Live in a big city/village _____	Get married Go on education Travel Do my hobbies Run my own business Buy a house/car Live in a big city/village _____	Travel Do my hobbies Run my own business Buy a house/car Live in a big city/village Be retired _____

MANAGING RESOURCES

Insights

In this activity, the learners are expected to select at least one from the table and talk about their plans. In this situation, students would find it difficult to discuss their plans without encouragement from the teacher and opportunities to practice English.


Suggestions

For this activity, “modifying/rewriting” the activity is an option for the teachers. For example, teachers can give some prompts to the students before this activity. Teachers can organise this activity as pair work and ask them to make some "wh-" questions. “Will you go to university in the future? What do you want to study? Where do you want to study at university? Do you want to travel around the world? Which country will you go to first? Will you live in a big city or village? Why do you want to live in a city/village?” These are some examples of questions which provide the continuity of the conversation. Thus, not only will the learners achieve the aims of the lessons but they will also find themselves in a real and authentic conversation.

An example of the adapted version:

Build your own future. Circle at least one from each box and work in pairs. Ask the following questions to your partner and talk about your plans. You can add more.

- Will you go to university in the future?
- What do you want to study?
- Where do you want to study at university?
- Do you want to travel around the world?
- Which country will you go to first?
- Will you live in a big city or village?



20s	30s	40s	50s
Get married	Get married	Get married	Travel
Go to university	Go on education	Go on education	Do my hobbies
Travel	Travel	Travel	Run my own business
Do my hobbies	Do my hobbies	Do my hobbies	Buy a house/car
Run my own business	Run my own business	Run my own business	Live in a big city/village
Buy a house/car	Buy a house/car	Buy a house/car	Be retired
Live in a big city/village	Live in a big city/village	Live in a big city/village	



Task 2.8

Look at the activity below from MoNE coursebook for 7th graders:

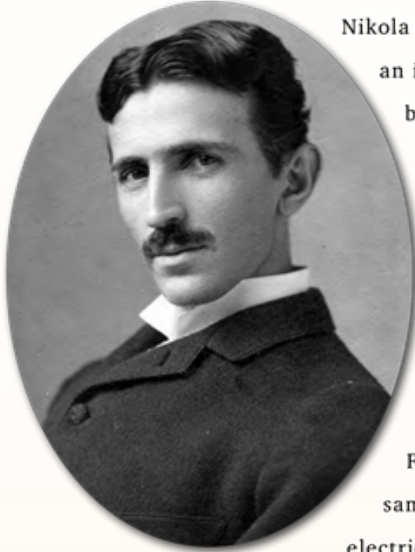
Question 1: *Did your students have difficulties in completing this task?*

2



Read Thomas' biography homework about Tesla. How many patents did Tesla have?

The Man Beyond His Time: Nikola Tesla



Nikola Tesla (July 10, 1856-January 7, 1943) was an important inventor and physicist. He was born in Smiljan. He wanted to be an engineer. He studied a lot and learned many languages to read more about engineering.

In 1884, he moved to the USA and worked with Thomas Edison. One year later, he started to work on Alternating Current (AC). It could light the bulbs better. In 1890, he produced electricity from Niagara Falls. Then, he became a USA citizen. At the same year, he patented Tesla Coil (wireless electricity). Actually, he got more than 250 patents

(AC electric motor, transformer etc.). He worked on

the first remote controller, fluorescents, neon lamps, X-ray, radio waves, radar systems etc.

Nikola Tesla changed the history of electricity.

But unfortunately, he died in a hotel room alone, at the age of 86.



The first AC Generator

7th Grade, Unit "Biographies", Page 38, Reading

MANAGING RESOURCES

Insights

The purpose of the activity is to help learners develop their reading skills by reading the biography about Nikola Tesla and completing activities related to the text. However, learners may find the reading comprehension difficult due to the scientific vocabulary presented in the text.

Suggestions

The teacher should change the text to make it easier for students to read and understand the biography. To help students, allow them to watch a video clip of Nikola Tesla's life before getting them to complete the reading comprehension, simplify the text to suit learners' level of English and add pictures of Tesla's inventions to the text for visualisation

The following video is about Tesla's life and inventions. It can be showed before the reading activity in order to make the students familiar with his story:



<https://bit.ly/38kdwcn>

d. Using teaching resources effectively

Teaching resources are important tools for teaching and learning English since they help the teachers present the language in a meaningful way and encourage the students to be more active and engaged during the activities.

The first step that will help teachers use their time and energy in an effective way is keeping the learning outcomes, aims and objectives in their mind before selecting, using and adapting teaching resources. Teachers can help the learners to achieve the learning outcomes with some basic materials and teaching resources when they focus on specific aims and objectives rather than the number and variety of teaching resources and complexity of the whole units.

Furthermore, using teaching resources creatively and interactively will definitely affect the performance of learners and the classroom atmosphere. For example, secondary school

students like moving around the classroom and speaking with each other during the lessons. Although this situation can create a negative effect on classroom management if it's not executed carefully, it can often be turned into a positive and productive process with careful planning.

At the beginning of the lesson, the teacher wants the students to make a circle in the middle of the classroom and shows the ball in his/her hand. After that s/he expects a learner to say a vocabulary item related to the previous unit and throw the ball to someone else. Then the learner who catches the ball will say a word. The ball catching activity will go on that way. The teacher can provide the students newly learnt words to revise or test their readiness to start a unit with this simple teaching resource. In addition to this, the learners will be more motivated and engaged because the activity promotes interaction and active engagement.

CHAPTER 4



Task 2.9

TIME TO REFLECT



Question 1: Which teaching aids would you use if you were in the following situations?

Question 2: How should these teaching aids be used?

Write your ideas in the table below:

Situation	Teaching aids	Use
The teacher wants to improve the listening skills of the learners and give them a chance to hear a range of different accents.		
The teacher wants to present a range of vocabulary in a stimulating way.		
The teacher wants the learners to practice dialogues, but they are shy and not used to role plays.		
The teacher wants to make fun and interactive activities.		
The teacher would like the learners to be more independent and to find things out for themselves.		

Taken and adapted from: British Council, & MEB. *Understanding resources: Managing Resources. Continuous Professional Development (CPD) Programme for English Language Teachers in Ankara, Turkey, 2019.*

MANAGING RESOURCES

English language teachers can come up with many suggestions related to teaching resources and how to use them. Video, CD player, cassette, television or radio clips and podcasts can boost the listening skills of the students and teachers can use them with a variety of activities. For instance, teachers can ask the learners to watch/listen to clips and retell what they have seen/heard or guess how the sequence continues. In addition to this, puppets, videos, computers and language laboratories can help the teachers present a range of vocabulary in a stimulating way. As an example, one learner stands with their back to the board. The teacher

shows a picture of an item on the board and the other learners describe it without saying the name of the item.

Apart from this, the fourth scenario on the table is probably one of the most challenging goals that teachers try to achieve. In this situation, the teachers can benefit from whiteboards, OHP, blackboards and flipcharts with the aim of increasing fun and interaction among students. Meanwhile, playing games that require the learners to come or look at the board to take part may be the most attractive way to make the lessons interactive.

3. CHALLENGES OF MANAGING RESOURCES

By the end of section three, teachers will be able to:

- explore what challenges English language teachers encounter
- identify how teachers should approach challenges during the language learning and teaching process
- recognise some possible solutions to any challenges.

There are many challenges that teachers come across when they are selecting, adapting and using educational resources. Some of these problems include the following:

- ✓ Schools offer different facilities: There may not be electronic devices such as smart boards, TVs, overhead projectors which are important to improve communicative language skills of the students.
- ✓ Some of the families have low-incomes and cannot support the students and teachers by providing material.
- ✓ Teachers may not find the time to adapt teaching materials due to workload.
- ✓ Newly qualified teachers may find it difficult to adapt materials.
- ✓ Accessing some resources like realia, visual aids may be inconvenient for the teachers.
- ✓ Some resources such as games, music and visual aids may distract the students from learning.
- ✓ Students may not find coursebook activities interesting.
- ✓ Teachers may have some classroom management problems when they use various teaching aids for students.
- ✓ Using a range of teaching aids requires much effort and planning process in crowded classrooms.

CHAPTER 4

a. Possible solutions

Here are solutions which teachers may find useful:

- Teachers can ask for support from the school administration and they can develop educational resources with their students and colleagues by using basic materials such as paper, cardboard and crayon.
- Teachers can try to improve the productive language skills of the students by using smartphones, if they do not have a smartboard, computer, television in their classrooms.
- Teachers can try to simplify activities and learning outcomes for less able children by adapting the coursebook and other teaching aids.
- Teachers who have less experience can try to get help from their experienced colleagues to learn how to adapt teaching resources or attend some professional development activities.
- Teachers can ask students to bring materials to the lesson.
- English teachers who work at the same school can collaborate and adapt instructional resources together at the beginning of the term. Thus, they can save time and decrease the workload.
- Teachers can give simple and clear instructions and establish explicit rules before setting up activities.
- Teachers can give guidelines and time limits for the activities including games, songs, videos, etc. in order to make the students focus on learning.
- Teachers can adapt activities in the coursebook according to the level, needs, interests of the students.

4. NOW, IT'S YOUR TURN

Reflection

Please look at the table below and write what you think:

1) How do you approach the concept of teaching resources?	
2) What are your aims? What will you consider when selecting your teaching resources?	
3) How will you adapt your teaching materials?	
4) What activities or techniques will you apply for using teaching resources effectively?	
6) Do you need any help or support? Please specify.	

MANAGING RESOURCES

MANAGING RESOURCES ACTION PLANNING

Name of teaching resource	
Process: selecting, adapting and using teaching resource	
Success Indicators	
Enabling Factors	
Hindering Factors	
Solution Recommendations	
Monitoring and Evaluation	

An article on adapting materials for different age groups

<https://www.teachingenglish.org.uk/article/adapting-materials-different-age-groups>

An article on adapting materials for mixed ability classes

<https://www.teachingenglish.org.uk/article/adapting-materials-mixed-ability-classes>

An article on choosing supplementary resources for the classroom

<https://www.teachingenglish.org.uk/blogs/davedodgson/bringing-outside-%E2%80%93-choosing-supplementary-resources-classroom>

A self-study booklet related to managing resources

https://www.teachingenglish.org.uk/sites/teacheng/files/J105_06_Managing_resources_FINAL_0.pdf

GLOSSARY

Adaptation: the action or process of adapting or being adapted.

Learning environment: refers to the diverse physical locations, contexts, and cultures in which students learn.

Learning outcomes: statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or programme, and help students understand why that knowledge and those skills will be useful to them.

Learning styles: a range of competing and contested theories that aim to account for differences in individuals' learning.

Multiple Intelligence: a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions, introspection, physical movement and being in tune with nature.

Multi-sensory: involving or using more than one of the senses.

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CHAPTER 5

CLASSROOM MANAGEMENT

CHAPTER 5

CLASSROOM MANAGEMENT



This image belongs to "Catch the Ball" activity at Kahramankazan Şehit Ömer Takdemir secondary school, Ankara, 2020.

As an English teacher, you might be zealously spending considerable time and energy to try and teach more effectively using different materials and methods. However, if there is a group of uninterested or off-task students, you may get frustrated due to continually stopping your lessons and losing too much class time to address disruptions. If that is the case, then it is time to take action and think about classroom management strategies that will help you.

The content in this chapter will assist you in understanding how to manage your classroom in a way that best works for you and your students. You will be provided with detailed information about the four basic elements of classroom management:

1. Building a classroom community.
2. Adjusting the classroom.
3. Teacher roles.
4. How to deal with behavioural problems.

CLASSROOM MANAGEMENT

Throughout the chapter, there are 4 scenarios to examine, 12 tasks to **answer** and 7 reflection questions. Towards the end of the chapter, you will find an action plan to guide you in achieving your classroom management goals. There are also useful links, resources and activities to support you in any further research about classroom management. This chapter will **take approximately** 8 hours to work through. It is also advised to read the the chapter in conjunction with Chapter 3 "**Lesson and Course Planning**", Chapter 7 "**Maximising Speaking**" and Chapter 10 "**Using an Inclusive Classroom**" to lead you to a better understanding of classroom management:

TIME TO REFLECT



Question 1: *What are the characteristics of effective classroom rules?*

Question 2: *Do you find it difficult to do group work with large classes? Why/ why not?*

Question 2: *How do you deal with disruptive students?*

It's Your Turn

A large rectangular area with a dashed blue border, intended for student reflection or writing.

Keywords: Classroom Management, Classroom Community, Classroom Rules and Procedures, Classroom Layout, Group Work, Pair Work, Learners' Roles, Teacher Roles, Behavioural Problems.

CHAPTER 5

LEARNING OUTCOMES

By the end of this chapter, teachers will be able to:

- understand what classroom management is and why it is important for teachers and students
- reflect on their own experiences in classroom management issues
- present solutions for dealing with challenges of classroom management
- analyse the advantages and disadvantages of various classroom layouts
- explore practical ways of adjusting large classrooms to maximise learning
- consider how improving their “with-it-ness” skills can lead to a better classroom management
- list strategies to deal with problems arising from behavioural issues.

CONTENTS

1

What is Classroom Management and Why is it Important?

2

Building a Classroom Community

- a. Bond with your students
- b. Develop classroom routines
- c. Set classroom rules and procedures

3

Adjusting the Classroom

- a. Classroom layout
- b. Fostering collaboration: *Group Work*
- c. Large classes

4

Teacher Roles

- a. Being “With-it”
- b. Adding variety
- c. Giving instructions
- d. What to avoid?

5

How to Deal with Behavioural Problems?

6

Now, It's Your Turn!

USEFUL
RESOURCES
GLOSSARY
REFERENCES

CLASSROOM MANAGEMENT

1. WHAT IS CLASSROOM MANAGEMENT AND WHY IS IT IMPORTANT?

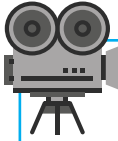
By the end of section one, teachers will be able to:

- Understand what classroom management is and why it is important for teachers and students
- Reflect on their own experiences in classroom management issues
- Present solutions for dealing with challenges of classroom management.

'Classroom management refers to the ways in which student behavior, movement & interaction during a lesson are organised and controlled by the teacher to enable teaching to take place most effectively. Good managerial skills on the part of the teacher are essential components of good teaching. In a well-managed class, discipline problems are minimum, and learners are actively engaged in learning tasks and activities; this contributes to high motivation and expectations of success' (Richards, 1999:38-39).

It is possible that at the beginning of their teaching career or - even later - teachers may have experienced classroom management problems where they had difficulty in controlling the class. Unfortunately, uncontrolled classes cause ineffective learning environments with many behavioural issues, and sometimes chaos.

Teacher Kerim's case is an exemplary on this issue:



Scenario 1

Kerim had been working at a high school for 3 years before he was appointed to a secondary school. In high school, he taught mostly in foreign language classes, so his students were generally highly motivated, and his classes were not crowded. Therefore, he did not experience behavioural issues that prevented him from delivering his lectures. He was hoping to have a similar type of students in his new school. On his first day at the new school, however, he learnt that his new classes consisted of nearly forty students. What is more, although he was hoping to see enthusiastic students waiting silently to meet him, in the first class he taught most of the students were continually talking throughout the lesson. He frequently had to warn the students to quieten down, therefore neither he nor the other students could give their full attention to the lesson. He was so disappointed to experience such a lesson and worried about what to do next time.

Question 1. *Do you remember an occasion when you found it difficult to control your class? If yes, what did you do? How did you overcome this challenge?*

Question 2. *What could Kerim have done to control his class?*

It's Your Turn

CLASSROOM MANAGEMENT

Insights

Teacher Kerim was unlucky to start his first day in a classroom which didn't have classroom rules like "raise your hands to speak" or "listen to others when they are talking". On the other hand, it is clear that Kerim lacked skills in classroom management. Therefore, it can be suggested that if teacher Kerim set up classroom rules from the first week of school and was always consistent in applying them, in his future lessons he should not experience problems in managing the class.

From teacher Kerim's case above, it can be concluded that a disorganised classroom without routines and expectations can prevent teachers from maintaining a classroom environment that is conducive to students' success. Thus, it is crucial

for teachers to be familiar with the basic classroom management strategies to guide them to control the class. That is the only way teachers can establish an orderly learning environment that enhances students' academic skills and competencies, in addition to their social and emotional development.

In the following parts of this chapter, you will find practical classroom management approaches under four main categories (*I. Building a Classroom Community, II. Adjusting the Classroom, III. Teacher Roles, IV. How to Deal with Behavioural Problems?*). To begin with, let's explore the first and quite possibly the most fundamental element of classroom management: Building a Classroom Community.





Task 1.1

Which of the following statements is **wrong**? Please discuss why:

- a) Good managerial skills on the part of the teacher are essential components of good teaching.
- b) A teacher cannot improve his/her poor classroom management skills if it is due to lack of experience.
- c) If teachers have a lack of practice, their theoretical knowledge about classroom management may not be enough to help them handle the behavioural issues.
- d) In a well-managed class, discipline problems are minimal, and learners are actively engaged in learning tasks and activities.
- e) Classroom management refers to the ways in which student behaviour, movement & interaction during a lesson are organised and controlled by the teacher to enable teaching to take place most effectively.

It's Your Turn

CLASSROOM MANAGEMENT

2. BUILDING A CLASSROOM COMMUNITY

By the end of section two, teachers will be able to:

- recognise various ways of building a relationship with students
- explore effective classroom routines and develop their own classroom routines
- demonstrate how to set classroom rules and routines
- recognise the approaches that ensure students are willing to follow the established classroom rules and procedures.



CHAPTER 5

Linda Darling-Hammond (Professor of Education):

'Human being's one of the most essential needs is the need to belong. When the sense of belongingness is there, children throw themselves into learning environment; they will not alienate, marginalize or step back'

Fostering Belonging with Classroom Norms, 2019.

Students learn best when they feel they are part of a community in which they feel accepted and encouraged as individuals. A classroom community is an environment in which students feel safe, valued and connected to the teacher and to each other (*Importance of Classroom Community, 2016*). There are many benefits of fostering classroom communities. Some of them may be as follows:

- It fills students' needs for belonging, because they know they can both contribute to the community's success and benefit from its rewards.
- It provides a way for all students to be included.
- It allows students to form and maintain positive relationships.
- It teaches students social skills, the importance of collaboration, and a sense of responsibility towards others (*Building Community in the Classroom: Strategies and Activities, 2015*).

The first days of school are the best time to create a classroom community. The following strategies will help you foster your classroom community:

a. Bond with your students

Pamela Cantor (Science Advisor): 'When children experience closeness, consistency and trust, the hormone oxytocin is released. Oxytocin has many positive effects on the development of the brain. So, when we think about a relationship, we're not just talking about being nice to a child. We are talking about a child having an experience of attunement and trust strong enough to release oxytocin'

The Power of Relationships in Schools, 2019.

CLASSROOM MANAGEMENT

Bonding with your students creates a stronger connection between you and your students. This connection will give them the courage to be more willing to participate in your lessons and be more receptive to the activities you propose. Some suggestions to strengthen this bond may be found below:

- ◆ **Breaking the ice:** On the first day of class, students might feel a bit shy and insecure, so the best way to bond with them is to break the ice in ways that will help them relax. There are various icebreakers. One of them is to give them a *quiz sheet* with sentences about you: “What is my favourite colour? What is my favourite movie? How long have I been a teacher? How old am I?” etc. They do not need to give correct answers, tell them just to guess. It is a fun, non-conventional way to tell them a little about yourself.
- ◆ **Use the power of names:** Try to learn all your students’ names in the first couple of weeks and try to call them by their names. It is a way of recognising and respecting them.
- ◆ **Get to know your students:** Find opportunities to talk to your students during break time, at lunch hour or after school about their hobbies, favourite sports/music, etc. The students will feel special and feel that you care about them. What is more, once you know more about their lives, you can use it in your lessons to make the topic more engaging and relevant for them. For example, if you have had a friendly conversation with one of your students about his summer holiday memories, in the “Extreme Sports” unit, you can ask him/ her to tell the class about his/her bungee-jumping experience you talked about before.
- ◆ **Get personal:** It is a good idea to share interesting details about your life with students, particularly if they are things they can relate to. For example, is there a country they want to visit? Tell them you have been there and share your memories. Show them you are a real person, who has a life outside the school.
- ◆ **Build a strong relationship with your most challenging student/s:** The student that challenges your patience the most is the one you need to spend the most time developing a relationship with. Swartzler offers two tips on this topic (2016):
 - a) *Catch them doing things right and provide specific feedback on the prosocial behaviour you witnessed tied to a value. For example: ‘Excellent work bringing the library book back. It shows me that you value responsibility.’*
 - b) *Sometimes it is hard to spot if we feel particularly challenged, so instead compliment them on anything you notice. Example: “I see you have a pretty yellow shirt on today.” Or “Nice haircut!” Students just want to be seen.*
- ◆ **Involve parents:** Reach out to the families from the first day of school by making phone calls, sending positive text messages, or writing positive notes on students’ papers. When the first feedback they get from you is positive, they will be more receptive later if you have an issue to discuss with them. It will also encourage them to be interested in what is going on in the class and when parents are interested, their children will become more interested.



Task 2.1

Read the cases below and match them with the appropriate strategy given below:

1. In the *Yummy Breakfast unit*, teacher Kenan tells his 6th grade students that he is very fond of pancakes and gives a simple pancake recipe to them. Then the students eagerly want to share their favourite breakfast recipes with Kenan. They have a fun and fruitful lesson that day. For the next unit, which is *Downtown*, Kenan is also planning to tell his adventure about how he got lost while hanging around in a new city.

Which strategy is teacher Kenan following in his classroom?

.....

2. It is the first day of class 5/C at the secondary school, so they feel a bit shy and insecure. You are the first teacher to come into their class and want to help them relax.

What would you do?

.....

3. One of your colleagues complains about a student who interrupts her lessons by often coming to class late with various excuses. She asks for your advice on how to change the student's bad habit. You suggest to her to shift her focus to positive sides of the student and compliment the student on anything she notices such as "What a nice shirt you have on today!" / "It's very kind of you to help me carry my books, thank you." In this way, hopefully the student will feel valued and care about her lessons more.

Which strategy have you suggested to your colleagues?

.....

- a) Build a strong relationship with your most challenging student
- b) Break the ice
- c) Get personal

CLASSROOM MANAGEMENT

b. Develop classroom routines

Teacher I.: “As a teacher, I favour the idea of setting the class rules together with students. We usually discuss the rationale of the rules or the reason why we need that rule. When they participate in rule setting processes, they become more aware of their actions and behaviours because they feel more a part of the class.”¹

Having classroom routines will ensure that students know what they are supposed to be doing and when they are supposed to be doing it. They will feel more comfortable if they know how their lessons will start and proceed. Make sure you take the time at the beginning of the school year to establish your routines. You may have worries about how to catch up with the curriculum but don't forget, once you have established your routines, you will cover more than you think. Take a couple of days to ensure that students really understand what is expected of them in your class.

• **Opening activities:** Start each day with the same opening activity. For example:

- 1. Morning greetings / songs / questions:** If it is possible, greet each of your students at the class door with a high-five, handshake or a small hug. If not, then choose a simple morning song with your students to sing together each morning when you enter. Morning greetings and songs help you set a positive tone for the rest of the day, boosting academic engagement. Studies show that emotion and learning are closely connected. If students feel good about themselves and their teacher, that opens up the opportunity for more learning. Asking morning questions such as “What is your favourite ice-cream flavour? Can you describe the perfect summer day?, What is your favourite Turkish food?” is also very helpful for making students laugh and learn something new about each other.
- 2. Warmer:** A warm-up activity is a short, fun game which you can use with students to energise them and prepare them to learn by stimulating their minds and bodies in the morning, or after lunch when they are often a little lethargic. *Blind Man's Bluff* or *Hot Potato* is one of the easiest and funniest warm-up activities you can do just before you start the lesson.
- 3. Plan on the board:** Write a short plan of that day on one corner of the board so as to prepare them for stages of that day's lesson.

¹ The teacher quotations in speech bubbles with the teachers' initials that you will see throughout the Chapter 5 are real life statements and cited from Akın et al.'s article titled *Classroom Management through the Eyes of Elementary Teachers in Turkey: A Phenomenological Study*, 2016.

CHAPTER 5

- **Grouping:** Teach students how to organise various group forms and return to standard arrangement with the minimum of confusion. You can give a number/letter/colour or name of a fruit to each student to put them into a separate group under one category is one of the most practical ways.
- **Assignment folder:** Keeping an assignment folder on your table or on the classroom bookcase will save you from spending the first few minutes of your class collecting their papers. Teach students to put in or take back their papers during break time.
- **Hand signals:** As a form of communication between students and teacher hand signals can be used. With the help of hand signals, students can communicate their needs such as having a question, giving a comment, asking for help, using the bathroom or their comments such as agreeing, disagreeing without verbally interrupting the discussion. Teachers can use these signals to reply to student requests or to emphasise actions that students need to perform. Determine student-teacher signals commonly used and post a visual poster on the class wall. Be sure to practice the signals enough until students are using them consistently.



- **Transition Routines:** Ending an activity, moving from one activity to another, and beginning the new activity might be stressful and end up with various behavioural disruptions and cognitive disorganization. Create helpful and comforting routines in order to successfully manage difficult transitions. Some of them may be listed as follows:
 1. **Do brain breaks.** Brain breaks are mental breaks between 3-5 minutes designed to help students stay focused and attend. They get students moving to carry blood and oxygen to the brain. So, the breaks energise or relax and provide processing time for students to solidify their learning. Brain breaks like '**Simon Says**' or '**Freeze Dance**' are great to use anytime your students are feeling restless and are struggling to pay attention. They will help students refocus on the lesson (The Watson Institute, 2016).
 2. **Display a countdown clock on the board** or on your table. Set it for 20 minutes for the first activity, for instance. Then give them a 3-minute break to prepare themselves for the second activity. See below a digital timer that can be set up in a classroom:

CLASSROOM MANAGEMENT



- **Attention-getters:** When students are busy working in groups, on class projects, or are just chatty, using attention getters is not only fun, but also an effective way to get your class refocused, so that you can give instructions. Once they get used to listening to your attention-getters, you will not need to "shush" them anymore. There are some practical attention-getters below:

Teacher	Students
- Class...Class - Class... Class... Class?	-Yes...Yes! -Yes...Yes...Yes!
- Ready...Ready? - Ready...Ready...Ready?	- Ready...Ready! - Ready...Ready...Ready!
- Ready to listen?	- Ready to learn!
Teacher does a rainfall motion with hands.	Students repeat the rainfall motion with hands.
Teacher turns the lights on and off in the classroom to draw students' attention.	

CHAPTER 5

- **Classroom jobs:** Giving classroom jobs to your students will not only save time but is also a great way to share ownership and responsibility. For example, jobs can involve passing out papers, communicating with absent students, organising the class library, posting homework and deadlines, changing the bulletin board, passing out and putting away materials, turning devices on/off, etc. It is advisable to make sure that only volunteer students have jobs and their jobs change on a regular basis.

Teacher A.: "I don't necessarily think of discipline when I think about classroom management. My classroom management is mainly based on assigning responsibilities to students [...] I have 25 students and each of them has their own roles in the class. I always do so."

- **End the day with a positive note:** Don't forget to end each lesson with a positive statement such as "You did great today!" "It was an amazing and fun lesson!" "I am looking forward to seeing you next time!". It will reinforce the positive behaviours and make students feel encouraged and motivated for the next lesson.



Task 2.2

Think of and write:

1. One opening activity to start each day with.
2. One hand signal for "Quieten down, please" statement.
3. One classroom job for an *active* student.
4. One attention getter to draw students' attention to your instructions.
5. A positive note to end a lesson.



POINTS TO REMEMBER

Make sure you take the time at the beginning of the school year to establish your routines. You may have worries about how to catch up with the curriculum but don't forget, once you have established your routines, you will cover more than you think.

It's Your Turn

CLASSROOM MANAGEMENT

c. Set classroom rules and procedures

Allen Mendler, a popular author in the area of behaviour management, conducted a survey of kids, asking them what would be the first rule they would apply to their teachers. What do you think the most common answer was? The answer is at the end of this section (McIntyre, T, 2018).

Establishing classroom rules and procedures from the first days of school will help teachers build a safe, respected and smooth-running learning environment for themselves and students. What is significant here is to involve students in the process of setting these guidelines so as to reinforce the notion that each opinion, idea, and input is necessary and valued in the decision-making process. In this way, students will feel a sense of ownership towards rules and procedures. As a result, they will be less likely to display behavioural problems which have a negative impact on both the people around them and the effectiveness of lessons.

How can we involve students in developing classroom rules and procedures? In the first days of school, after grouping your students, ask them to brainstorm and discuss the rules and procedures they can think of. After they write down their ideas anonymously on a large sheet of paper, check through the list and choose the most appropriate ones for your classroom rules and procedures. Below you can see 6th graders brainstorming about their classroom rules and noting their ideas on a mind map:



This image belongs to “establishing classroom rules” activity at Kahramankazan Şehit Ömer Takdemir Secondary School, Ankara, 2020.



LET'S UNDERSTAND

Teachers should include students in the process of setting classroom rules and procedures so as to show them that each individual's idea is valued, and all of the students are respected.

CHAPTER 5

If we look at the difference between rules and procedures, a rule identifies general expectations or standards; a single rule can encompass a wide range of expected behaviours. On the other hand, a procedure communicates expectations for specific behaviours. For example, you might establish the rule, "respect other students and their property" and also create separate procedures for returning books to the appropriate place in the classroom and participating respectfully in class discussions (Marzano, R. J. et al., 2008).

Below is a set of guidelines to support teachers in the process of developing rules:

Guidelines for Developing Rules	
State positively:	<p>Example: Listen when others are talking.</p> <p>Nonexample: Do not speak when others are talking.</p> <ul style="list-style-type: none"> Rules should tell students what they ought to do, not just what to avoid. Additionally, when the rules are posted, students may see the rule, but not the "No" part of it. The rule then becomes a reminder to display the wrong behavior (McIntyre, 2018).
Use simple, specific terms:	<p>Example: Talk in a whisper when working with a partner.</p> <p>Nonexample: Maintain a reasonable vocal level when working with a peer.</p> <ul style="list-style-type: none"> Make sure that your rules are specific and clear. Vague rules may cause confusion.
Make measurable and observable:	<p>Example: Come to the class prepared with supplies and completed homework.</p> <p>Nonexample: Come to the classroom ready.</p> <ul style="list-style-type: none"> To convey the gist of your rule, state specifically what is required.
Ensure that they convey expected behaviour:	<p>Example: Keep your hands, feet and objects to yourself.</p> <p>Nonexample: Be a good citizen.</p> <ul style="list-style-type: none"> Be specific and avoid generalities in identifying what you want students to do.

TABLE 1. Guidelines for Developing Rules. Taken and adapted from the IRIS Center (2006).

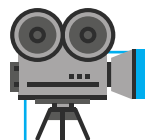
CLASSROOM MANAGEMENT

In addition:

- Teachers should limit the number of classroom rules to five because it will be difficult for students to remember and retain a high number of rules.
- After preparing your rules with students, post them. Exhibiting rules in a prominent place gives them a degree of validity. Published material increases credibility and the authority.
- Practice until all students understand them.
- Regularly and consistently recognise students when they follow the rules. Praising students for their good manners will inspire the class, improve students' self-esteem and more importantly reinforce the behavior (The IRIS Center, 2006).

What about the classroom procedures? Similar to the rule setting process, procedures should be determined together, and then explicitly taught and practiced until all students thoroughly understand what is expected of them. Correct execution of the procedure should be recognised, and problem areas should be immediately corrected.

What if you have a student who insists on disobeying your classroom rules and procedures? Teacher Zeynep's case is an exemplary on this issue:



Scenario 2

Zeynep has five years teaching experience. She is very careful about starting each academic year with determining classroom rules and procedures with the involvement of her students. However, after three or four weeks, her students hardly follow any of the rules or procedures. "Why does it happen?" she asks herself; she documented the guidelines and posted them on the class door so that they can read and thus remember to follow them each school day. Isn't that enough? Although she starts each academic year with a great enthusiasm to create a class that runs perfectly, just towards the end of the first school term she ends up feeling tired and helpless.

Question 1: *Is Zeynep missing any key points in classroom management?*

Question 2: *What advice would you give to her?*

It's Your Turn

CHAPTER 5

Below are some suggestions to run a 'perfect' class:

Actively supervise: Although it is appealing to sit at the teacher's table and grade some exam papers, remember that is also an invitation for your students to get distracted. So, move around the room, check in on the students' progress, and when you notice misbehaviour, address it swiftly, whilst trying not to disturb the class - do it either by using your body posture, eye-contact, shaking of your head or hand signs. In the meantime, it is crucial to stay calm otherwise you can easily provoke your student and make things worse (Tereda, 2019).

Don't single out certain students: Rules and procedures are for everyone. Apply them to all your students.

Be consistent: Lack of consistency may promote the students' belief that rules aren't really important, and that it is okay to interrupt the learning process or victimize others. Consistency in rule enforcement and recognition of rule compliance is necessary if students are going to see the value and importance of displaying appropriate behavior (McIntyre, 2018).

Correct the behaviors, not students: Instead of calling their names, highlight the misbehaviour they did to correct them. If students feel that their teacher is attacking their personality, they may feel insulted.

Recognise the student's effort and progress: Recognise and reward the appropriate behaviour with encouraging statements such as "It is good to see you with the necessary materials today." Focus on the effort that is put in by the student, not on the level of correctness. Lots of problems occur when we focus merely on accuracy and "how many you got right." As a result, students might not attempt to produce language for fear of failing. They might see the goal as being set too high, and the challenge too big.

The one rule that kids would impose on their teachers?

"NO YELLING!"

It is certain that except in emergency situations, teachers will abide by this rule (McIntyre, T, 2018).

CLASSROOM MANAGEMENT



Task 2.3

Restate the following negatively stated rules in a manner that identifies the behaviours you wish to have students display:

1. "No talking while the teacher is speaking."
2. "No tardiness."
3. "No copying of others' work."
4. "Don't damage school materials."
5. "Don't be mean to others."

It's Your Turn

3. ADJUSTING THE CLASSROOM

By the end of section three, teachers will be able to:

- analyse the advantages and disadvantages of various classroom layouts
- recognise the benefits of pair work and group work in maximising student interaction
- determine types of interaction patterns or groupings to be used in their classroom activities
- present ideas on how to handle large classrooms
- explore practical ways of adjusting large classrooms to maximise learning
- evaluate the advantages of adjusting large classrooms.

Teacher F: "I don't like the fact that students generally sit in rows in the classroom. I do not allow only for one fixed type of seating, rather, we usually arrange the seating during the breaks depending on the activity that we will do. By doing so, everyone becomes academically more engaged which positively affects the classroom management."

The classroom setup can considerably affect students' attitudes towards learning. Students need an organised, stimulating, and cooperative classroom environment. Creating such an environment requires arranging an appropriate layout and encouraging students to work collaboratively. So, this section will examine the various ways of building classroom layouts and fostering group work, even in large classes.

a. Classroom layout

'If students always do the same or similar tasks in the same seat (perhaps with the same people), there is a danger of sameness about everything, and hence boredom and lack of commitment. One activity may blend into the next.' (Scrivener, 2013:11).

Some teachers may be teaching in large classrooms with 40 students sitting at traditional school desks while others may be teaching up to 20 students sitting at independent desks with moveable chairs. Whatever teachers' classroom conditions are like, it is worth taking time to consider the best ways to make use of it. The most commonly used classroom layouts can be seen below:

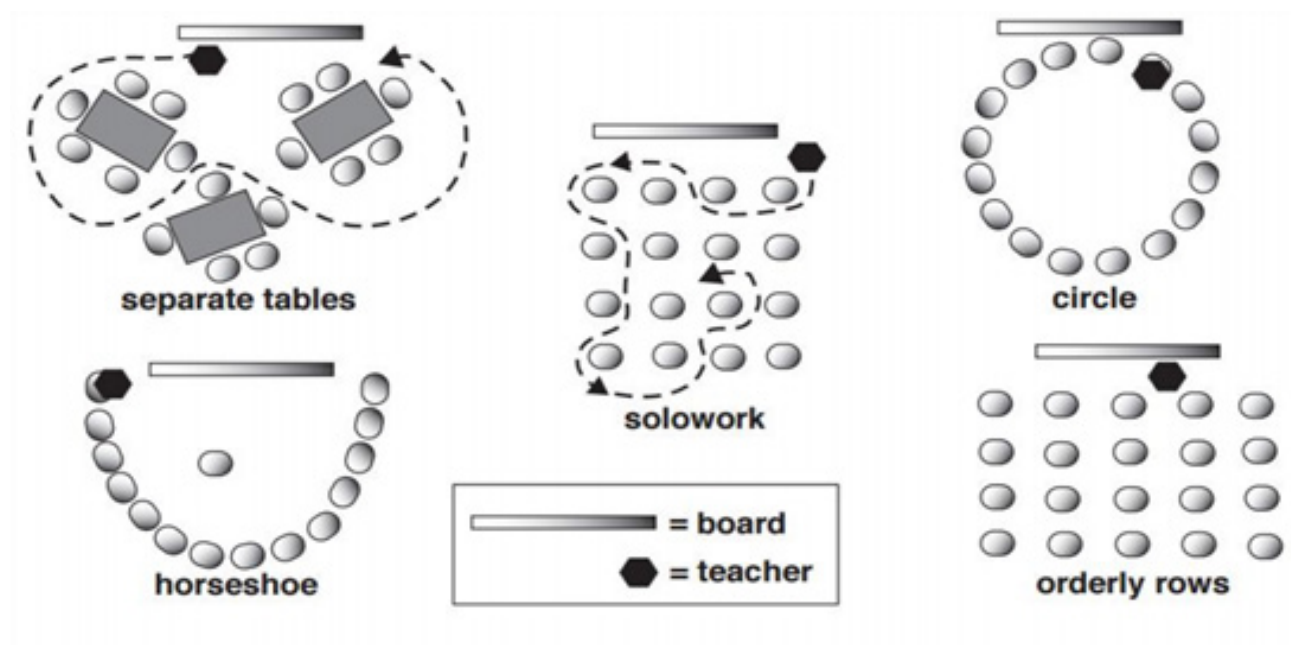


FIGURE 1. Classroom Layouts (Arrangement of the Classroom, 2015)

CLASSROOM MANAGEMENT

The advantages and disadvantages of the most common seating arrangements in classrooms can be listed as follows:

1. Orderly Rows (The traditional form of seating arrangement)

Advantages:

- It provides a clear view of all students and they can all see the teacher.
- Teachers can move freely around the classroom and gain the attention of all the students.
- Teachers can easily present visual aids to the whole class.

Disadvantages:

- Teachers dominate.
- Teachers need to make sure all students (especially the students at the back) are involved.
- There is very little scope for student interaction.

2. Horseshoe and Circle

Advantages:

- Circle shape creates a sense of equality between the teacher and students.
- In these layouts, it is easy for students to communicate and work together.

Disadvantages:

- It takes up a lot of space and it can be difficult for a teacher to get students attention, especially with younger children.
- They are not very suitable for large classes.

3. Separate Tables

Advantages:

- It is useful for mixed-ability classrooms.
- It is suitable for group work.
- In this layout, it is easier for a teacher to work with individual groups for particular tasks.

Disadvantages:

- It is difficult for “whole-class” teaching.
- Students might not want to work with those outside their friendship groups.

Seating Arrangements. Taken and adapted from Arrangement of the Classroom (2015)



Task 3.1

Please read the questions below and discuss your ideas in the box below.

Question 1: *Why do you think a horseshoe, or a circle layout might be more effective for language teaching than orderly rows?*

Question 2: *If you sit in a circle with your students rather than outside the circle, how would this affect them?*

It's Your Turn

A large rectangular box with a dashed blue border on the top and right sides, and a solid blue border on the bottom and left sides, intended for student responses.



POINTS TO REMEMBER

'If students always do the same or similar tasks in the same seat (perhaps with the same people), there is a danger of sameness about everything, and hence boredom and lack of commitment. One activity may blend into the next' (Scrivener, 2013:11).

b. Fostering collaboration: Group work

Tanveer (2008) states that;

Whole class activity is widely used at the end of any lesson to summarise what has been taught or done in that particular lesson. It is especially useful and time-efficient when it is used in question and answer sessions to evaluate students' understanding of a topic. Students learn more from whole class teaching which involves explanations and questioning techniques.

Group activities, on the other hand, increase student involvement in class activities. Students in groups talk and communicate more readily with each other. They learn how to correspond and share ideas. Secondly, group activities encourage students to learn through discussions. Students, first, weigh the pros and cons of a given situation with each other and then try to find a logical solution to the problem. Thirdly, group activities, encourage students to work in collaboration with one another. With practice, group members realize that until and unless all put in their best, they would not be able to complete the given task proficiently. Eventually, they learn to respect and value each others' contribution. From my experience as a primary teacher, I have observed that such kinds of group activities ensure maximum participation from all group member.

As it is clearly seen above, the advantages of group activities outweigh those of whole class activities. It may take more effort for teachers to apply them, but at the end of the day it will be worth all the effort.

Several grouping options that can be tried are listed below:

Think-pair-share

- Class size: Any
- Time frame: 5-10 minutes
- Setting: No limitations
- Purpose: Generate ideas, increase students' confidence in their answers, encourage broad participation in plenary sessions.

Description: This strategy has three steps. First, students think individually about a particular question or scenario. Then, they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

Comments: Think-pair-sharing forces all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. It also gives them a chance to validate their ideas in a small group before mentioning them to the large group, which may help shy students feel more confident to participate.

Rotating trios

- Class size: 15-30
- Time frame: 10 or more minutes
- Setting: A fair bit of space, moveable seating is helpful or they could stand
- Purpose: Introduce students to lots of their peers, generate ideas

Description: This strategy involves students discussing issues with lots of their fellow classmates in turn. Beforehand, prepare discussion questions. In class, students form trios, with the groups arranged in a large circle or square formation. Give the students a question and suggest that each person take a turn answering. After a suitable time period, ask the trios to assign a 0, 1, or 2 to each of its members. Then direct the #1s to rotate one trio clockwise, the #2s to rotate two trios clockwise, and the #0s to remain in the same place; the result will be completely new trios. Now, introduce a new, slightly more difficult question. Rotate trios and introduce new questions as many times as you would like.

Comments: This type of group can be arranged with pairs or fours and works well with most subject matter. However, it would be difficult to implement in a large class.

Circle of Voices

- Class size: Any
- Time frame: 10-20 minutes
- Setting: Moveable chairs preferable
- Purpose: Generate ideas, develop listening skills, have all students participate, equalise learning environment

Description: This method involves students taking turns to speak. Students form circles of four or five. Give students a topic and allow them a few minutes to organise their thoughts about it. Then the discussion begins, with each student having up to three minutes (or choose a different length) of uninterrupted time to speak. During this time, no one else is allowed to say anything. After everyone has spoken once, open the floor within the subgroup for general discussion. Specify that students should only build on what someone else has said, not on their own ideas; also, at this point, they should not introduce new ideas.

Comments: Some shy students might feel uncomfortable having to speak. Lessen their fear by making the topic specific and relevant or by giving each person a relevant quote to speak about. A variation to this method, which encourages students to listen more carefully to each other, involves requiring each person to begin by paraphrasing the comments of the previous student or by showing how his or her remarks relate to those of the previous student. For this variation, students will need less preparation time before the “circle” begins, but they may need more time between speakers.

CLASSROOM MANAGEMENT

Learning teams

- Class size: Any
- Time frame: Any
- Setting: No limitations
- Purpose: Foster relationships among students, increase confidence in participating

Description: For this type of group, students are divided into groups at the beginning of the term. When you want to incorporate small group discussion or teamwork into your class, you direct the students to get into these term-long learning groups. Groups of four work well, because each four can be subdivided into pairs, depending on the activity.

Comments: Students get to know a small number of their classmates well over the course of the term and may come to see their teammates as study partners even outside the classroom. Using learning teams eliminates the time it takes to organise students into groups each time you wish to use group work. However, because students will be working with each other over an extended time period, be very careful about how you assign them to groups. Have students submit data cards about themselves at the beginning of term, possibly even completing a short personality inventory. You might also ask them to suggest the names of two or three classmates with whom they would like to work.

TABLE 3. Group Work in the Classroom (Types of Small Groups, 2019)

TIME TO REFLECT



Question : Which of the grouping options would you like to try out with your students? Why?

It's Your Turn



Task 3.2

Read the sentences below and **choose the correct answer to fill the blank:**

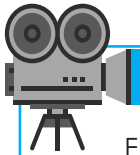
.....encourages all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. It also gives them a chance to validate their ideas in a small group before mentioning them to the large group, which may help shy students feel more confident to participate.

- a) Rotating Trios
- b) Circle of Voices
- c) Think-pair-share
- d) Learning teams

c. Large classes

It has been examined above how various classroom layouts and group work can foster cooperative learning, provide more participation, more student independence and as a result promote a positive learning environment. But what if the physical conditions of our classrooms are somehow inappropriate to achieve this?

Teacher Eda is facing this issue and you may read about her class below:



Scenario 3

Eda works at a very crowded school with 2300 students and 112 teachers. She has been attending the monthly *Professional Learning Community (PLC)*² meetings in her district for a while. In the latest PLC meeting, some of her colleagues shared their experiences about setting different classroom layouts to foster group work in their classrooms. She was very excited to hear about all these inspiring stories, but her excitement did not last long. She has some worries and wants to share them with her colleagues: "I think I have been working in the most crowded and tightly compacted rooms imaginable to get students to stand up, change their places and do exciting activities. How is it possible for me to achieve what you have in your classes?"

Question: *If you were one of the participants in that PLC meeting, what suggestions would you offer to teacher Eda to help her cope with her challenging classroom environment?*

² For more information about "Professional Learning Communities (PLC)" read Chapter 1.

CLASSROOM MANAGEMENT

It's Your Turn

Insights

The first solution might be to ignore all the concerns and do it anyway. That might be difficult, but it will be more fun than having a room full of students who do an endless written exercise and have no one but their desk friends to share any ideas. For other tips, here is a list offered by Scrivener below (2013:24):

Minimum movement variations:

- Get students to work not only with the person next to them, but also the person in front of them and behind them.
- Get students to sit on their desks to do pair or group work.

Use the front of the class: Even in a cramped room, there is usually some space at the front of the room. Make the most of this.

- Get students to come up and do mingle tasks.
- When you do pair or group work, invite some pairs to use this space and do the task while standing. Most students tend to like the chance to get out of their seats when they can - so even giving a few the chance to stretch their legs is good.

Make the most of other available spaces:

- For some activities, consider using the corridor.
- Consider other spaces around your school. Are there any locations you could use for all or part of one of your future lessons? Perhaps the hall? A gym? A playing field? Using a different location might add a new spark to a project, a role play or a communicative activity.

Moving the desks:

- At the beginning of a lesson, ask students to push all student tables to the back or side of the room, arranging them to take as little space as possible. Teach the lesson with students sitting on their chairs without desks or tables. You will find it provides a surprising amount of new space to work in.

CHAPTER 5

TIME TO REFLECT



Question: *If you change the balance of your classrooms from writing to active speaking activities, how do you think your students would benefit from it?*

It's Your Turn

A large rectangular area with a dashed blue border, intended for student reflection or writing.



TIPS & TRICKS

- Get students to work not only with the person next to them, but also the person in front of them and behind them.
- Even in a cramped room, there is usually some space at the front of the room. Make the most of this.
- Consider other spaces around your school. Are there any locations you could use for all or part of one of your future lessons?
- At the beginning of a lesson, ask students to push all student tables to the back or side of the room, arranging them to take as little space as possible.

CLASSROOM MANAGEMENT



Task 3.3

Which of the following suggestions for large classes is **wrong**?

- You can get students to work with the person next to them, but you cannot get them to work with the person in front of them or behind them.
- You can get students to come up and do mingle tasks.
- For some activities, you can use the corridor.
- You can get students to sit on their desks to do pair or group work.
- You can use other spaces around your school such as a gym or a playing field.

4. TEACHER ROLES

By the end of section four, teachers will be able to:

- consider how improving their “with-it-ness”³ skills can lead to a better classroom management
- evaluate their level of “with-it-ness”
- consider how adding variety to lessons can lead to the achievement of learning outcomes in different ways for different learner types
- write clear instructions to minimise misunderstanding in the classroom
- recognise and avoid common mistakes preventing effective classroom management.

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager (Marzano & Pickering, 2003). The effective classroom managers perform many functions that can be organized into three major roles:

- (1) being “with-it” so as to have an overall control over the class
- (2) adding variety to the lessons to appeal to each student’s need
- (3) giving effective instructions to foster maximum student engagement. While teachers play their three main roles, they can also display some wrong habits preventing them from being effective classroom managers. This part will examine three main roles of a teacher as well as offering some suggestions on how to avoid harmful teacher habits.

³“With-it-ness” is a term created by Jacob S. Kounin to describe the teacher's awareness of what is going on in all parts of the classroom at all times.

a. Being “with-it”

Teacher E: “Myself, as a teacher... You know, there are motion-sensitive cameras which move around according to the surrounding motions... Just like a motion-sensitive camera, I have to move around to be aware of all my students and to respond to them quickly.”

Do your students think that you have eyes in the back of your head? Are you able to deal well with the demands of several students at the same time? Then you are on the right track to be a *with-it* teacher. 'With-it-ness' were educational researcher Kounin's words to describe a teacher's ability to know what was going on at all times in his classroom. Kounin says that it is not necessary for the teacher to know what is going on, but for the students to perceive that the teacher knows (Kounin, 1977).

How can we improve our *with-it-ness* skills? Read below to discover some suggestions offered by Oehler (2010) to improve your *with-it-ness*:

- **Overlapping Ability:** It is a prerequisite of with-it-ness. It refers to the ability of managing more than one thing at a time such as taking attendance while visually monitoring the students working on a task; or leading the class in a discussion and addressing a student who comes in late without disrupting the flow of the class. When a teacher handles multiple tasks at the same time, there will not be down times in the class which can lead to off-task behaviours.
- **Monitoring:** Be sure to position yourself in the room so that you can always see all of the students. Turning your back to them invites opportunities for them to get off-task easily. However, that is especially difficult if you are writing on the board. Therefore, it is not suggested to stand with your back to the class for a long time. Try to stand more to the side of the board instead of directly in front of it.
- **Correcting the misbehaviour on time:** When you notice a sign of off-task behaviour, and it is a minor one, it is suggested just to give a look, nod or some other signal showing that you are aware of the situation not to disturb the flow of the class. If there is more than one misbehaviour occurring simultaneously, deal with the most serious one first, be sure to give the other one a nonverbal gesture. If the misbehaviour doesn't end, then by staying calm and firm, have a talk with the students after the lesson and try to find the cause of the problem ⁴ (Nunez, 2017).
- **Proximity and body language:** A teacher's proximity and body language shows that the teacher is in control. To show them you are in control, move through the class and use eye contact, facial expressions, gestures, hand signals, body posture and proximity.

⁴Further information on the topic can be found in “Part 5: How to Deal with Behavioral Problems?”.

CLASSROOM MANAGEMENT

- **Keeping the class on task:** Be sure to keep the rest of the class on task while you work with an individual or a small group. Arrange student experts for students who need help while you are busy with others. Designate a box for students to put their questions in, which you can answer later when you are available. (Thompson, 2019).



Task 4.1

With all that in mind, are you ready to test how with-it you are? You can answer the list of questions below to assess your level of *with-it-ness*:

Rank yourself for each item below on a scale of 1-3 with 3 being as successful as possible. Any strategy that you can't rank yourself as a 3 should be one that you continue to work to improve.

- Don't turn your back on a class.
- Be alert to signs and signals among your students.
- Know your students well.
- Greet students at the door at the start of class to scan for potential problems.
- Be prepared so that you can focus on students instead of the lesson.
- Develop your personal multitasking skills.
- Stay on your feet and monitor.
- Arrange your class so that you can see and be seen.
- Don't distract students when they are working.
- Pace lessons so that they flow in a businesslike manner.
- Quietly correct off task behaviour and then move on.

1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

QUESTION TABLE 1. Assess Your With-it-ness. (Thompson, 2012)



POINTS TO REMEMBER

Kounin (1977) says that it is not necessary for the teacher to know what is going on, but for the students to perceive that the teacher knows.

b. Adding variety

Teacher K.: “They are just similar to the stars or snowflakes. None of the stars look like each other, neither do students. They are all different from each other. As a result, my approach to every single one is also different. They have their own individual characteristics, so you cannot expect that the same approach fits to everyone.”



POINTS TO REMEMBER

It is well-known that students process information uniquely, therefore teachers should understand different learning styles and tailor their teaching to suit their students' learning styles.

Students do not only have different personalities but also different learning styles. The difference in their learning styles affects their motivation and attitudes towards lessons. Therefore, teachers should integrate a variety of methods and techniques into their teaching strategies in order to appeal to students' different learning styles. However, it is not necessary to include all learning styles for each lesson. When you just try to add a variety throughout the lesson, all of your students can get catered for at some point (Adapt Your Lessons to Cater for the Different Learning Styles of Your Students, 2013).

Research show that most learners align with the following styles:

1. Visual learners
2. Auditory learners
3. Kinaesthetic learners
4. Verbal learners

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Then, how do you cater to students with different learning styles? The following tips suggested by Verner (2015) can be used to adapt your teaching strategies in accordance with the needs of different learners:





 <p>1. Visual learners learn best through what they see and are probably the easiest to connect with through typical classroom instruction. By writing words on the board or having your students read information in their textbooks or on the internet, they receive visual input and are able to absorb the material you present. In addition to these traditional learning tools, using pictures in class will help meet the needs of the visual learners among your students. As it happens, these methods all work well with language instruction, and your visual learners may be some of your strongest students as a result.</p>	 <p>2. Auditory learners acquire information best through sound. Sometimes these learners are classified as auditory or musical. For these students, listening to lectures, videos and themselves talk all help them learn. Giving listening activities in class where students listen for a specific structure may be beneficial to your aural learners. In addition, music can be a great resource for these students. Try putting grammar to song or try using songs (with printed lyrics) to teach grammar structures, vocabulary or phonetics. Include as many types of listening in class as you can, and invite guest speakers and give practice lectures on a frequent basis all with your students' proficiency levels in mind.</p>
 <p>3. Kinaesthetic learners benefit from using their bodies and sense of touch as they learn. By using techniques like total physical response, you will help your physical students make body connections with linguistic information. In addition, something as simple as having students write their answers to questions, which engages the hands as they hold the writing instruments, will help your students cement the knowledge they seek into their minds. Keeping this student in mind, give students opportunities to write the language they are learning, both in class and for homework, on paper and on the board, and get their bodies involved in learning whenever possible physically by moving around.</p>	 <p>4. Verbal learners learn through words, both spoken and written, and probably learn languages more easily than other types of learners. Incorporating both speaking and writing activities into your classroom, something that almost every ESL teacher must do, will give these students the types of input that will help them become not just second language learners but also second language acquirers. Since ESL classes are verbally focused and purposed, these may be the students who learn most easily in your class, no matter what types of activities you do.</p>

TABLE 3. Learning Styles (Verner, 2015)



Task 2.7

Read the activities below and match them with the appropriate learner type given below:

1. Giving listening activities in class where students listen for a specific structure may be beneficial to your learners. In addition, music can be a great resource for these students. Try putting grammar lessons to song or try using songs (with printed lyrics) to teach grammar structures, vocabulary or phonetics.
2. By writing words on the board or having your students read information in their textbooks or on the internet, they receive visual input and are able to absorb the material you present. In addition to these traditional learning tools, using pictures in class will help meet the needs of these learners among your students.
3. By using techniques like total physical response, you will help your students make physical connections with linguistic information. In addition, something as simple as having students write their answers to questions, which engages the hands as they hold the writing instruments, will help your students cement the knowledge they seek into their minds.
4. Incorporating both speaking and writing activities into your classroom, something that every ESL teacher should do, will give students the types of input that will help them become not just second language learners but also second language acquirers.

a) Visual

b) Verbal

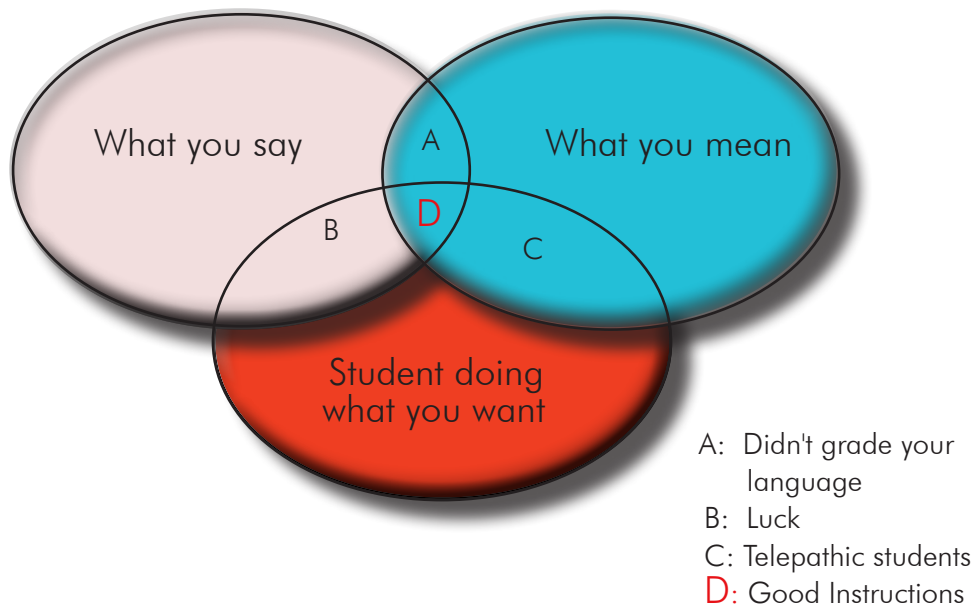
c) Auditory

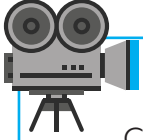
d) Kinaesthetic

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c. Giving instructions

GIVING INSTRUCTIONS





Scenario 4

Class 5/H are studying the “Health” unit in their coursebook and their teacher Yavuz has paired them for role-playing. His instructions for the activity are as follows:

“Ok everybody! Sema, sit down. I will tell you what you have to do when you sit down! You will do a role-play about... but firstly I would like to ask you, do you remember the illnesses? You will do a role play about them. Be quiet, please! (There is so much noise in the class, 3 minutes have passed but still the same). Everybody, can you stop that noise? Before the activity, everybody stand-up, mingle and get into pairs. One of you will be the patient who comes to the doctor’s office for examination, choose any illness you want and the other one will be the doctor. Start now! No, Hüseyin you don’t need to write your dialogue. Let’s begin, oh, I forgot, you have 5 minutes before the activity, OK? Do you understand? What did you say Deniz, do we have only 3 minutes for the break? Then cut your dialogue short. Good luck everyone!”

Question 1: *If you were a 5th grade student in his class, how much of the instruction would you grasp clearly?*

Question 2: *What is wrong with the teacher’s instructions?*

It's Your Turn



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Insights

This scenario is typical of unplanned instructions. Unfortunately, teachers giving their instructions in this way, might not be aware of the situation. A video or audio recording of their instructions can be very helpful to make them realise their mistakes.

Teacher Yavuz's instructions are very hard for 5th grade students to follow:

1. *The sentences are too long and at the same time confusing.*
2. *The information is not clear enough. For example, the students were not told where to stand up and mingle which contributed towards the chaos in the class.*
3. *Instead of asking concept checking questions like "How many minutes do you have?" he just asks "Do you understand?"*
4. *Some of the students are not ready to listen to him.*

All these factors make a very simple activity impossible to do correctly.

How can teachers give clearer instructions?

Teacher trainer Swift (2018) has suggestions on this topic:

- Plan how you're going to give the instructions before you go into the classroom, and make sure that you can explain them within the limits of the language which the students can understand. For example, the following instruction would be fine for an intermediate class but would lose a group of beginners: "You're going to hear a description of a famous person and you have to guess who it is." For beginners, "Listen to my description of a famous person. Who is it?" would be far more comprehensible.
- Think about the speed of your speech – slow down slightly if necessary – and insert pauses to allow students to take in each piece of information before you go on to the next.
- Make sure that your instructions are fully explicit – do not take anything for granted. Because we are so familiar with the activity types, we often assume that certain things are obvious. How often have you explained an activity but forgotten to say explicitly "Don't show your information to your partner" – only to find students happily doing just that.
- Also think about how much you are going to explain at a time. If you have a long, complicated, or two-part activity, do not explain everything at once. Explain the first stage, and check that students have understood before you go on to the explanation of the next part. In some cases, it is not necessary for the students to have an overview of the whole activity before they start. In this case, explain the first part, do the first part and then go on to the explanation of the second part.

- Do not start the explanation until you have the students' full attention. Make sure they have stopped whatever they are doing, have turned towards you and are listening.
- Even in the first lesson, use English wherever possible. "Get into pairs" may not be understood, but "You two, you two and you two" plus a gesture pushing the students together will be understood.
- However, for very complex activities it may be more efficient to use L1 for explanations. This can be gradually phased out as the students become more proficient:
 - a) at the beginning of the course, give the instructions in the L1, and then repeat them immediately, as simply as possible, in English.
 - b) later on, reverse the order: give the instructions in English first, and in L1 second.
 - c) as soon as possible, give the instructions in English only, but check comprehension by asking the students to repeat them back in L1.
- Avoid using the imperative in your instructions. In most situations that the students will find themselves, it will not be an appropriate form to use. In the classroom it may be, but if they have constantly heard the teacher saying "Repeat!" there's a good chance they'll use it themselves. Instead, use request forms – for example "Can you repeat that?" – which provides a good model for the students' own use of the language.
- Always check that students have understood your instructions before starting the activity. The question "Do you understand?" is as good as useless. Students may be too shy to admit that they don't understand or may think they understand when they actually don't. Make sure they demonstrate their understanding. This can be done by:
 - a) asking them concept checking questions – for example, for a roleplay : "OK, if you're student A put your hands up... Right... Who are you? And what's your problem? And who is student B?"
 - b) asking them to repeat back to you the instructions. Do not choose the strongest person in the group to do this. S/he is the one most likely to have understood and your check needs to be directed to the students who probably haven't.
 - c) asking two students to demonstrate the activity in front of the class, or for a written exercise by eliciting the answers to the first two examples.
 - d) not giving instructions at all but asking students to look at the activity and tell you what they think they have to do. This can be useful for activity types which are already known by the students.
- As soon as the students start the activity, go around quickly to each pair or group just to check they are on task. Do not stop to help or monitor one group until you have checked them all. If only one group has not understood, then go back and help. If several groups are off track, then stop the activity and explain again, using the students who have understood to demonstrate to the others.

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Task 4.3

Look back at the instruction of the teacher in the scenario 4 and **rewrite the instruction using simple and clear language**:

It's Your Turn

A large rectangular area with a dashed blue border, intended for the student to write their response.



TIPS & TRICKS

- Plan how you're going to give the instructions before you go into the classroom, and make sure that you can explain them within the limits of the language which the students can understand.
- Think about the speed of your speech – slow down slightly if necessary.
- Make sure that your instructions are fully explicit – do not take anything for granted.
- If you have a long, complicated, or two-part activity, do not explain everything at once.
- Do not start the explanation until you have the students' full attention.
- Even in the first lesson, use English wherever possible.
- Avoid using the imperative in your instructions.
- Always check that students have understood your instructions before starting the activity.
- As soon as the students start the activity, go around quickly to each pair or group just to check they are on task.

d. What to avoid?

The essential points that teachers should take into consideration in order to lead a more effective lesson and thus a better classroom management are covered above, in the first three sections of Part 4. What about the habits that should be avoided? According to the American TESOL Institute, the most common mistakes ESL teachers make are listed as follows:

TTT (Teacher Talking Time)

The more a teacher talks, the less opportunity there is for the student to talk. Especially in an ESL class, students need time to talk. More importantly, they need time to think, prepare their thoughts, translate, and decipher how to say it out loud. Embrace silence in the classroom as a good thing and give your students time to think.

The Running Commentary

Teacher: *Okay class, for this activity we are going to play a game using this marker. I would usually use a ball, but I couldn't find one, it used to be behind my desk... Oh, well. Taking this marker, I'm going to draw two circles, like this, maybe a little smaller, okay...*

Students do not need to, nor do they want to hear your entire thought process of past, present, and future activities out loud. For ESL learners, this can be boring, extremely hard to comprehend, and just plain unnecessary. This goes hand-in-hand with TTT. Tell the students what they need to know.

Echo

Student: *I went to the park.*

Teacher: *Good! You went to the park. Okay great. You went to the park.*

You want the student to talk more than you but when you echo what they say, it gives them less talking time. In addition, when you echo, they start to learn that they don't need to listen to anyone but you (the teacher who repeats everything).

Helpful Sentence Completion

Student: *Eating fruits and vegetables is good...*

Teacher: *...for your health. Definitely, I try to eat at least...*

When a teacher is trying to elicit a particular vocabulary from the student, he/she is eager, often too eager, to hear the correct answer. If you start predicting the words a student is going to say, and blurting out the tail end of a sentence, you are taking a chance away from the student. An ESL learner needs time to think and produce their own words and ideas. Taking that away from them by completing the sentence for them is counter-productive and can be quite annoying.

TABLE 4. Common Mistakes by ESL teachers (Davis, 2016)

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Task 4.4

If the sentences about the teacher approaches below are correct put a tick (✓), if they are wrong, put a cross(x).

1. The more a teacher talks, the less opportunity there is for the student to talk. (.....)
2. When starting a new activity, students always need to hear your entire thought process of past, present, and future activities out loud. (.....)
3. When you echo, students start to learn that they don't need to listen to anyone but you (the teacher who repeats everything). (.....)
4. It is a supportive approach to predict the words a student is going to say and blurt out the tail end of a sentence. (.....)

5. HOW TO DEAL WITH BEHAVIOURAL PROBLEMS?

By the end of section five, teachers will be able to:

- list strategies to deal with problems arising from behavioural issues
- determine the most appropriate way of approaching defiant students who challenge authority.

Raychelle Lohman (School Counselor): 'Kids can push every button a teacher has, yet you've got to understand they're still children. Step into their shoes and think about what it would be like to feel that level of anger and frustration constantly, to not have a lot of friends. Then, you can start to develop a relationship with the child' Fink, 2015.

How often do you come across difficult children who do not comply with reasonable requests and who challenge authority without regard to their teacher's opinions or feelings? Once or twice a week? The challenge grows when other students watch the out-of-control behaviour of their defiant classmates and wait to see what steps their teacher will take to deal with the problem. Then, it may be a real challenge for you to make your decision about how to deal with this type of misbehaviour.

Thompson (2019) offers a list of useful tips to prepare yourself to successfully manage these students before they lose control:



Strategy 1: Anticipate and Prevent Problems

A proactive step in preventing defiance is to observe the emotional weather of your classroom as you greet students when they enter the room and continue to monitor this throughout class. By paying attention to the early signs of trouble, you can separate students who are not getting along, encourage students who are struggling, or attend to many of the other issues that can lead to misbehaviour.

It's also helpful to have a plan in place before an outburst occurs so that you can minimise any disruptions. While you may already have a classroom framework of rules and procedures in place, your students also need to be aware of the consequences that are associated with disruptive behaviour.



Strategy 2: Be Sure It's Defiance and Not Frustration

It's very easy to misread the signs of frustration as defiance. When students are frustrated, their behaviour can seem like defiance: mumbling under their breath, slamming books and papers, work

CLASSROOM MANAGEMENT

done poorly or not at all, refusing to work, or even imminent tears.

One way to avoid this is to make sure your instructions are precisely stated so that students know what is expected of them. For example, giving instructions that ask students to complete observable actions will reduce frustration. Consider how much easier it is for students to follow instructions such as “Open your book to page 15 and then raise your hand” than it is for them to try to figure out vague statements such as “Get ready” or “Look sharp”.

Strategy 3: Stay Calm

Although you should take an angry outburst or other sign of defiance seriously, you should steady yourself before you begin. Be composed and in charge of yourself and the situation. Keep your voice low. Do not give into the temptation to threaten the student. Project a calm and matter-of-fact tone. Wait a moment or two to gather your thoughts. This delay will allow the student to calm down, too.

Strategy 4: Take a Problem-Solving Approach, Not a Punitive One

When you begin to work with defiant students, acknowledge their feelings of anger and frustration as quickly as you can. Although this is not an excuse for bad behaviour, the student needs for you to pay attention to the reasons why the outburst happened. After this important first step, deal with the outburst and its causes by talking with the student. When you discuss with defiant students, keep these strategies in mind:

- You cannot help a defiant student in front of an audience. Speak with the defiant student privately.
- It’s OK to say, “I need to think about this, we can discuss this later”. If time and circumstances permit, it is good to wait 20 minutes before talking with a student.
- Be specific. Define the problem.
- Say what you have to say in a few concrete words. Discuss only the issue at hand.
- You shouldn’t blame or threaten.
- Work on the problem with the student, but remember you are the one in control of this situation.
- Criticise and talk about the behavior and not the student.

Strategy 5: Praise positive behaviour

Children who exhibit defiant behavior receive lots of negative attention. Shift the focus to the positive by giving specific feedback when you notice the child engaging in the target behaviour. But note: Some of these kids are so used to negative feedback that positive feedback can make them feel insecure, says Raychelle Lohmann, a school counselor. “Be careful of suddenly putting them in the spotlight,” she advises, as many react defensively. Depending on the student, it might be best to whisper a note of praise, or to talk to the student privately (Fink, 2015) .



Strategy 6: Work on Your Relationship with Defiant Students

It is up to you as the adult in the classroom to make sure you have a positive relationship with all the students in your class, even those who are confrontational or defiant. Because all students need to be treated fairly, the same standards should apply to every student in your class - regardless of whether a student is defiant. Make sure the student knows that the incident is now in the past. Without this step, the student will have no reason to behave appropriately in the future. Always remember this fact: When children are defiant, their goal is not to annoy, disrespect, or frustrate us but just to feel significant.



Task 5

Read the statements below and tick the appropriate one:

1. Take a Problem-Solving Approach, Not a Punitive One:

- "It's OK to disagree with another person's ideas. But you need to make sure that your comments do not insult or hurt the feelings of others."
- "You are always so rude towards your friends whenever they disagree with you, you should feel ashamed of yourself."

2. Praise Positive Behaviour:

- "Better than before."
- "I am talking to you about this behaviour because I know that you can do better. In fact, I have really come to value your classroom comments. You have great ideas and express yourself very well."

3. Work on Your Relationship with Defiant Students:

- "You are an important member of this class!"
- "You were a big problem for us but you are on the right track now."

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LET'S UNDERSTAND

- A proactive step in preventing defiance is to observe the emotional weather of your classroom as you greet students when they enter the room and continue to monitor this throughout class.
- When students are frustrated, their behaviour can seem like defiance: mumbling under their breath, slamming books and papers, work done poorly or not at all, refusing to work, or even imminent tears.
- One way to avoid this is to make sure your instructions are precisely stated so that students know what is expected of them.
- Although you should take an angry outburst or other sign of defiance seriously, you should steady yourself before you begin.
- When you begin to work with defiant students, acknowledge their feelings of anger and frustration as quickly as you can. Although this is not an excuse for bad behaviour, the student needs for you to pay attention to the reasons why the outburst happened.
- Shift the focus to the positive by giving specific feedback when you notice the child engaging in the target behaviour.
- Make sure you have a positive relationship with all the students in your class, even those who are confrontational or defiant.

6. NOW, IT'S YOUR TURN

Action plan

1) Has your view of classroom management changed? How?	
2) What are your goals? What will you change in managing your class? When are you going to make these changes? How are you going to introduce them to your learners?	
3) What activities or techniques are you going to use?	
4) Do you need any help or support?	

An article on the characteristics of effective classroom rules: <https://journals.sagepub.com/doi/abs/10.1177/0888406417700962?journalCode=tesa>

Useful tips for managing behaviors:

<https://www.teachingenglish.org.uk/blogs/corinna-keefe/4-top-tips-managing-behaviour>

<https://www.wgu.edu/heyteach/article/6-tips-skillfully-managing-extreme-student-behaviors1802.html>

Suggestions on how to build strong teacher-student's bonds which can reduce disruptive behaviors:

<https://www.edutopia.org/article/key-effective-classroom-management>

An article on how to facilitate an effective group work:

<https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/facilitating-in-class-group-work/>

A video which depicts how a group work enables all students to learn regardless of their background:

<https://www.edutopia.org/video/getting-all-students-participate>

A range of group activities for ESL students:

<https://www.teachhub.com/classroom-activities/2012/11/6-awesome-cooperative-classroom-games/>

<https://www.gooverseas.com/blog/10-best-games-esl-teachers>

<https://www.britishcouncil.org/voices-magazine/collaborative-games-competitive-english-language-classrooms>

Opening and closing routines to check for understanding, manage students, and build a classroom community:

<https://www.edutopia.org/blog/6-opening-and-closing-routines-new-teachers-rebecca-alber>

GLOSSARY

With-it, Whit-it-ness: It is a term created by Jacob S. Kounin to describe the teacher's awareness of what is going on in all parts of the classroom at all times.

Overlapping: It refers to the ability of managing more than one thing at a time such as taking attendance while visually monitoring the students working on a task.

Brain breaks: Brain breaks are mental breaks students can take in between learning tasks. They are often used at school during class time, or at home during homework time. These activities can be active or relaxing, depending what's needed for each child. The purpose of brain breaks is to switch neural activity to different networks.

Classroom community: It means a collaborative community in which students are supported, challenged, accepted, and held accountable; in which teachers are present, have a supportive stance, are vulnerable, take chances, make mistakes and continue to learn. It is a community filled with trust, empathy, and acceptance where it is safe enough for teachers and students to grow both academically and socially.

Echo: It occurs when a teacher repeats a student contribution to the end – sometimes leaving off the very beginning – without using the rising intonation of yes/no questions. An example of it may be seen below:

T: And what is your favourite sport?

S: It is swimming.

T. (With little or no change of intonation) It is swimming.

ANSWER KEY

TASK 1: Answer: b

TASK 2.1: Answers:

1. c
2. b
3. a

TASK 2.2: Teachers will give their own answers.

TASK 2.3: (Exemplary answers)

1. Listen to your teacher during the lesson.
2. Arrive at school on time.
3. Imagine and be creative.
4. Treat materials and equipment with care.
5. Respect others by using appropriate language and behaving kindly.

TASK 3.1: (Commentary):

1. In a horseshoe or circle, students can interact with each other more because they can easily make eye contact with anyone they want. What is more, in these layouts weaker students don't have to hide away and stronger ones dominate less, which creates a sense of equality among them.
2. When you sit outside the circle, students tend to see you as someone separate and superior to them. On the other hand, being in the circle shows you as someone having an equal role with them, which fosters the interaction between you and your students.


TASK 3.2: Answer: c

TASK 3.3: Answer: a

TASK 4.1: There are no answers but individual test results of each participant at the end of the questions.

TASK 4.2: Answers:

1. c
2. a
3. d
4. b



TASK 4.3: (Exemplary answer):

Teacher Yavuz prepares the students for the upcoming instruction using an attention getter: Class, Class?

He says, "Yes, Yes!" in response to the students. If they keep talking, he repeats "Class, Class, Class?" "Yes, Yes, Yes! "

Once the class is ready to listen to his instructions, he asks them to stand up and mingle at the front of the class.

First he assigns roles: "Walk around the class. Stop. Now, find a partner for yourself. One of you is a patient and one of you is a doctor." Then, he checks if students have roles: "Who are patients? Patients raise your hands." "Who are doctors?" Doctors raise your hands." Next, he tells patients and doctors what to do: "patients, listen to me, please. Talk about your illness, for example, say 'I have a sore throat' and ask for help such as 'What should I do?" Doctors, listen to me, please. Give advice such as 'You shouldn't drink cold drinks."

To clarify the role-play activity, teacher Yavuz picks a student and models the dialogue with him/her in front of the other students.

Then he sets the time limit and checks the main instructions: "You have 10 minutes for this activity. Let's check if everything is clear. Who are the patients? Who are the doctors? How many minutes do you have? Well-done class! 1-2-3 Start now!

TASK 4.4: Answers:

1. T
2. F
3. T
4. F

TASK 5: Answers:

1. a
2. b
3. a

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SUGGESTED ANSWERS

CHAPTER 2- EXTRA-CURRICULAR ACTIVITIES

Task 1.1

Make a list of all the possible extra-curricular clubs and activities you can think of that will support English language learning.

1. School Magazine
2. Movie Club
3. Travel Club
4. Creative Drama Club
5. Nature Club

Task 1.2

How can you make English clubs more participant-centered? Please share your ideas here:

1. Develop trust and communication
2. Ask students' interest, preferences and choices.
3. Use engaging project based learning activities
4. Allow students to share in decision-making
5. Get students involved in their performance evaluation
6. Give students the opportunity to lead

Task 5.1

Answers may vary according to teachers' preferences.

SUGGESTED ANSWERS

CHAPTER 3- LESSON and COURSE PLANNING

Task 1.1

Answers may vary according to teachers' preferences.

Task 1.2

Look at the chart below. Complete the sentences with your own ideas.

Planning lessons

makes teachers more organized

helps to engage and include all the students in the lesson with a variety of well-planned and differentiated activities, so the lessons become more interactive.

enables teachers to stay focused in the lesson.

Note: The answers may vary according to teachers' viewpoints.

Task 1.3

The problems of Ela's lesson plan and the lesson delivery:

-The warm-up activity lasted longer than she had planned.

-There were some organisational problems about the interaction patterns. Ela could have arranged smaller groups to involve all students in the activity.

-The instructions were not clear as well as they were too long.

-TTT (Teacher Talking Time) was more than STT (Student Talking Time)

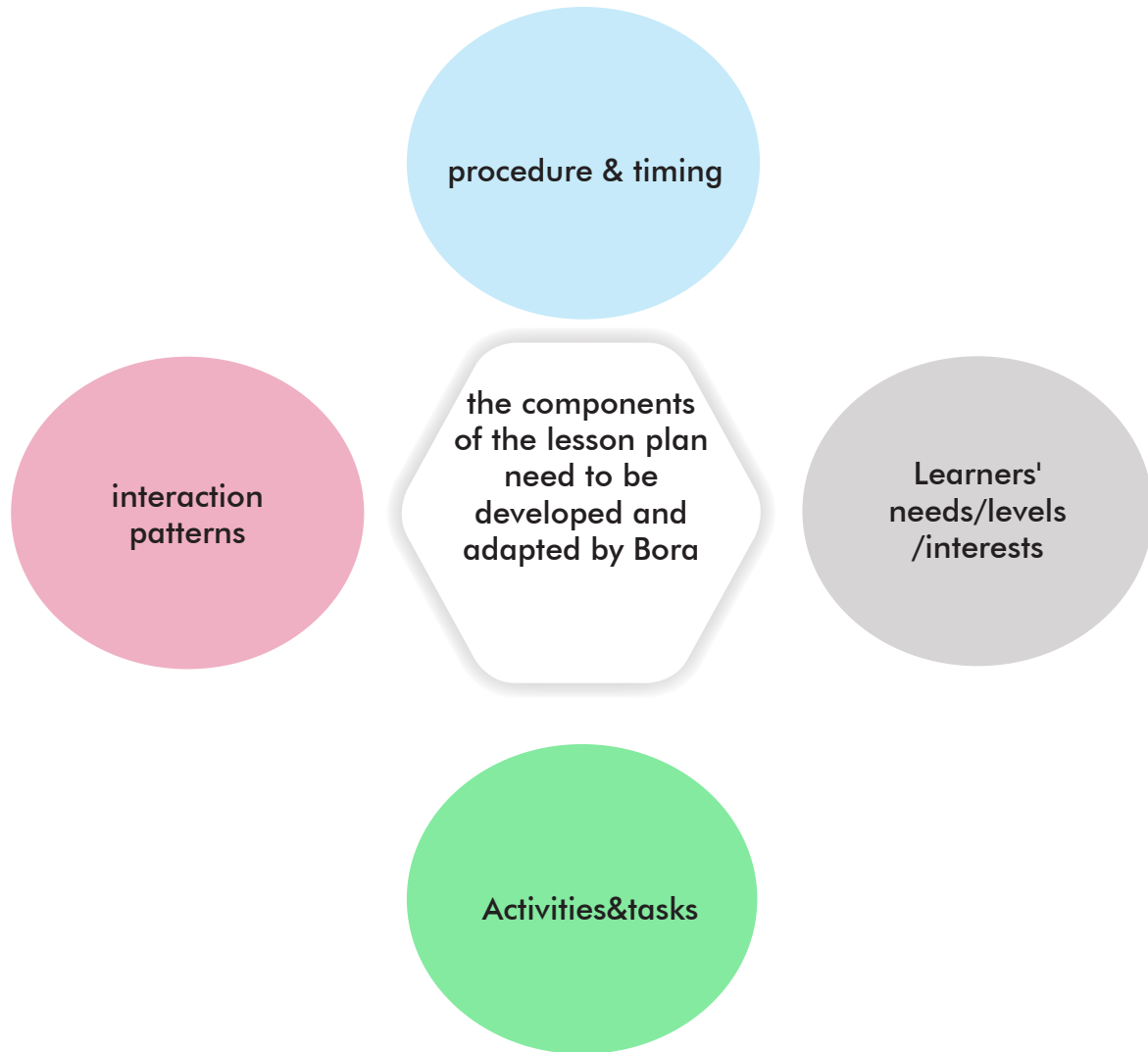
- Time management problems

Note: In the chapter, Esra's feedback is the main part of the answer key for the task1.3. However, the answers may vary according to teachers' preferences.

SUGGESTED ANSWERS

Task 2.1

1. Which components of his lesson plan should be developed? Create a mind map below.



SUGGESTED ANSWERS

2. If you were in Bora's shoes, what would you consider next time? Please share your opinions
The answers may vary according to teachers' viewpoints.

The suggested answer:

If I were in Bora's shoes, I would make adaptations and some tweaks according to students' levels. I would use differentiation in my planning. I would be careful about timing and time management. I would plan a variety of activities with suitable interaction patterns. I would choose the most suitable assessment tools for my crowded classroom.

Task 3.1

Think about one of the lessons you are going to teach and write its learning objectives below.

Sample answers:

1. By the end of the lesson, students will be able to talk about other people's appearances and personalities.
2. By the end of this lesson, students will write a short and simple report about past events.
3. By the end of this lesson, students will be able to make simple comparisons.

Task 3.2

What resources do you use in your lessons? Think of a lesson plan you prepared and write down the materials in the lesson plan below:

Materials

Warm-up Activity: *one ball, a short audio clip*
1st Activity: *course book, interactive board, speaking cards*
2nd Activity: *flashcards, 10 worksheets*
Reflection: *exit tickets*
Assessment: *Web 2.0 Tool, interactive board*

*The answers may vary according to teachers' lesson plan.

SUGGESTED ANSWERS

Task 3.3

How often do you include warm-up activities in your lesson plans? Write one of your favourite warm-up activities with clear instructions below:

Sample answers

I usually use warm-up activities in my lesson plans.

Favourite Warm-up Activity: *Kim's game*

Timing: *10 mins.*

Materials: *realia-classroom objects, a cloth to cover objects, a desk.*

Objective: *to review classroom objects, engage students with a fun memory game.*

The teacher divides students into two groups and displays 10 classroom objects on a desk. T gives sts one minute to look at them. Then the teacher covers up the objects with a cloth and wants students to make a list of items they can remember in their groups. Finally, each group reads their lists and checks the answers.

*The answers may vary according to teachers' lesson plan.