

Teacher's Skills and Knowledge;
Teacher's Role in the Classroom;

Students appreciate such a teacher who has his/her own personality and doesn't hide it from students.

(Harmer 2007: 24)

Good x bad teachers

There is not a universal definition of a good teacher

A good teacher is a teacher who is:

SYSTEMATIC, reliable, hard-working/diligent, strict, just, reasonable, modest, interested in his subject + constantly learning it, calm + humorous 😊!

Professional teachers

“Professionalism means preparing oneself to do a competent job through learning.”

(Ur, 2002: 389)

Pre-service training – before you start teaching

In-service training – while you are already teaching

Reflection of experience – always reflect on what went well/wrong

Reading – read academic literature

Observation – observe your colleagues in action, ask a colleague to come and comment on your teaching

Discussion with colleagues – cascade information, ask for help, share experience

Writing - articles

Research – do small/ big research in your classes

Three areas of teacher's competence

Subject matter

- T knows the language system
- T is a proficient English speaker
- T knows the culture of English speaking countries
- Linguistic and cultural studies

Methodology

- T explains the new language to Ss
- T practises the language and develops skills in learners
- T can prepare tests
- T can manage the class

Personality

- Sense of humour
- Patient
- communicative

Teacher's knowledge

- **language systems** (students have the right to ask the 'Why-questions'!!);
- **materials and resources** (monolingual learners' dictionaries - MLDs);
- **classroom equipment** (language laboratory, data projectors, interactive whiteboard, blogs etc);
- **keeping up-to-date** (attending conferences and seminars for teachers, reading magazines, using websites, etc.);

Teacher's skills

- **Manage classes** (equipment, grouping, starting/finishing activities, instructions, discipline)
- **Match content**, tasks and groups(planning, transformation)
 - Interesting, appropriate levels, setting
- **Monitor learning outcome**
 - conclude activities, give feedback, prepare tests

Teacher's tasks

- **Preparation** (includes the knowledge we have of the subject + the skills of teaching);
- **Keeping records** of what we have taught, of how well things have gone - evaluating successful activities and outcomes;
- Being reliable about things like timetables and homework (*'practise what you preach'* 😊);
- **Mind the TTT and the STT:**
- Teacher-talking time and students-talking time;

The Roles of a Teacher

- Within the classroom – the roles change from one stage of activity to another;
- The general role – **facilitator** – all the roles aim to facilitate the learner's progress;
- Controller, organiser, assessor, prompter, participant, resource, tutor, observer

The Roles of a Teacher

1. Controller

- In charge of the class and of the activity taking place;
- Takes the roll, tells students things, practises drills, reads aloud, carries out the 'teacher-fronted' classroom;

- The role of controller works well with charismatic and knowledgeable teachers;
- **Negatives:**
- Little experiential learning;
- Cuts down on opportunities for the students to speak
- Lack of variety in activities;
- **Suitable for:** announcements, order restored, giving explanations, answering questions;

2. Assessor

- Indication of the students' *'getting their English right'*;
- Offering feedback + correction, grading;
- Students need to know how and for what they are being assessed!
- Tell the students what success looks like so that they can measure themselves against this;
- Be fair!
- Bad grade should be given with sensitivity and support.

3. Organiser

- Organising students to various activities;
- giving information, instructions, putting students into pairs, groups, closing down activities
- An important role to prevent chaos and get the students to be involved, engaged and ready;

- Organizing and activity
- Lead-in → instruct (demonstrate) → initiate → organise feedback
- Timing – when starting the activity, give the time limit;

4. Prompter

- When the students 'lose the thread of what's going on' or when the students are 'lost for words';
- This covers **occasional help**, provided with **discretion**;
- Most frequently – prompting students to speak English in class;

5. Participant

- To mutually enjoy the lesson, the teacher can sometimes participate in an activity;
- Be careful – not to become dominant;

6. Resource

- the role based on providing vocabulary support and other related information;
- Resources should be provided if the teacher does not know the answer;

- 7. Tutor

- When the students are working on longer projects, longer written tasks; preparation for a talk or debate
- Working with individuals and small groups;
- More personal contact, support, help;

- 8. Observer

- When observing (oral communicative activities), avoid to draw attention to yourself;
- take notes on both what the students did wrong and what they did well 😊!
- Observe also the success/usefulness of the materials and activities involved;

Learner-centered teaching

- Recent trend;
- The syllabus adjusted to learners' needs;
- The measure of a good lesson – the students' activity taking place;
- Teacher – not the 'giver of knowledge', the 'controller', the authority, but a facilitator and a resource;
- Not all methodologists agree; O'Neil – influential methodologist of the 90s: *'The learner-centredness may lead to neglect'* (1991);

Rapport

is the relationship T has with Ss and visa versa

Good rapport = Ss are aware of T's, professionalism, T respects Ss, and Ss respect you.

The lessons are always positive, enjoyable and respectful.

According to Rogers good rapport is based on

Respect, empathy, authenticity

- **Rapport**
- recognising students (knowing students' names + knowing about students);
- listening to students (make yourself available to listen to individual students);
- respecting students (correcting students – not using mockery or sarcasm or expressing despair at their efforts, responding to indiscipline adequately);
- being even-handed (show impartiality, draw out the quiet students and control the more talkative ones);

Discipline

- Having good rapports in the classroom
- Successful teachers x unsuccessful teachers

Discipline

- 3 reasons for discipline problems
- the teacher
- the students
- the institution

Discipline – the teacher

Do not go to the class unprepared

Do not be inconsistent

Do not issue threats

Do not raise your voice

Do not give boring classes

Do not be unfair

Do not have a negative attitude to learning

Do not break the code

Discipline – the students

Time of day

The student's attitude

A desire to be noticed

Two's company

Advice for beginner teachers

- Be firm with students at the start: you can relax later.
- Get silence before you start speaking to the class.
- Know and use the students' names.
- Prepare lessons thoroughly and structure them firmly.
- Be mobile: walk around the class.
- Speak clearly

Advice for beginner teachers

- Make sure your instructions are clear.
- Have extra material prepared.
- Look at the class when speaking, and learn how to scan.
- Make work appropriate.
- Develop an effective questioning technique
- Develop the art of timing your lesson to fit the available period.

- Resources:
- Jeremy Harmer, English Language Teaching, Longman, 2001;
- Jeremy Harmer, How to teach English, Longman, 2007. Chapter 2
- Jeremy Harmer, Practice of English language teaching, Longman, 1991. Chapter classroom management 11.1., 11.3
- Penny Ur, A Course in ELT, Cambridge, 2012, 247pp

Questions

- Why do teachers have to be adaptable, and able to perform different roles at different lesson stages?
- Why is it good to create good teacher-student rapport, and how do you create it?
- What areas should teachers be competent in?