E-tivity Cover Page

1. Learners and Course Fit:

This activity is part of an online methodology course for Brazilian EFL teachers with some experience in Communicative Language Teaching. Their level of English is roughly CEFRL C1. They are familiar with the *PPP* framework and are now focusing on techniques for the *Practice* and *Production* stages of a lesson.

2. Conference Objectives:

- To raise awareness of difficulties of monitoring during oral activities
- To develop a set of effective monitoring techniques

3. Number of learners:

- 16 (4 teams of 4 for groupwork)

4. Materials & Links:

- Articles:

www.teachingenglish.org.uk/language-assistant/teaching-tips/monitoring

www.developingteachers.com/tips/pasttips72.htm

www.teachingenglish.org.uk/think/articles/monitoring

- Video:

www.teachingenglish.org.uk/transform/video/7-monitoring

5. Anticipated Problems with Solutions:

1. Learners fail to pick up on certain important monitoring principles: Tutor shoehorns relevant principles into summary

2. Learner absenteeism and/or lack of participation: Tutor sends private message prompting learner(s) to post, offering help

Procedure Page

The conference will be open for 48 hours, from 9am Friday to 9am Sunday (Brasília Time).

Tasks & Stages	Participant Actions & Time Needed	Grouping	E-tutor Actions & Time Needed	Assessment
- E-tivity instructions	- Reading the instructions (10 minutes)	- Individuals	- Establishing timeframe and opening e-tivity & forum (10 minutes)	-
- Post 1: three problems or difficulties of monitoring	- Brainstorming & selecting problems and posting list of three (20 minutes)	- Individuals	- Reading & replying to individual posts; contacting absentees; answering queries; applying assessment criteria to all posts (1 hour)	- Compliance with rubric: 20% of overall grade for this e-tivity
- Post 2: six problems / difficulties & solutions	- Considering and choosing 6 problems; accessing resources; suggesting and evaluating solutions; (team rep) posting team effort to the conference (2 hours)	- Teams	- Reading & replying to team posts; contacting absentees; answering queries; applying assessment criteria to team posts (30 minutes)	- Ditto: 50%
- Post 3: evaluating responses to initial list	- Reading other team posts; identifying solutions to own problems; evaluating their effectiveness; drafting & posting (30 minutes)	- Individuals	- Reading & replying to individual posts; contacting absentees; answering queries; applying assessment criteria to all posts (1h30m) - Closing forum; summarising participants' posts; uploading summary (2 hours)	- Ditto: 30%

E-tivity 1   Monitoring Principles

⇓ **In this e-tivity**   🕐   3 hours total online time

- ❑ *What difficulties may arise when monitoring groups or pairs?*
- ❑ *Teacher skill: monitoring oral activities*

1   Principles of Effective Monitoring

As we have seen in previous units, Communicative Language Teaching often makes use of pairwork and groupwork so as to maximise speaking opportunities for learners. During these activities your role is mainly to keep your eyes and ears open in order to assess how well learners are performing, that is, to **monitor** learners. In this e-tivity, we will consider some of the difficulties involved and draw up some principles and techniques for effective monitoring.

Purpose of e-tivity: *developing a set of guidelines for effective monitoring of oral activities*.

Instructions

First brainstorm potential difficulties / doubts you may have about monitoring learners during pair/group activities. For example, *in large classes it is difficult to listen to everyone.*

E-tivity

Post 1(Individuals):   Post your list of 3 potential problems to the conference.

Post 2 (Groups): In your teams, agree on **6 problems** suggested by members of other teams that you want to address. What monitoring technique(s) would be effective in overcoming each difficulty and why? **Post your answer to the conference**.

You might want to visit the following sites for ideas on effective monitoring:

Articles:
http://www.teachingenglish.org.uk/language-assistant/teaching-tips/monitoring

http://www.developingteachers.com/tips/pasttips72.htm

http://www.teachingenglish.org.uk/think/articles/monitoring

Video:
http://www.teachingenglish.org.uk/transform/video/7-monitoring

Post 3 (Individuals): Respond to other team posts which address items on your initial individual list of difficulties, commenting on how effective you think their suggestions would be. If any items are not addressed, provide your own solution, explaining why you believe it would work.

Rationale

The plan is informed by my personal belief that the best place to start is where learners are in terms of knowledge and experience. The brainstorming is an attempt to engage learners in reflecting on their previous experience, thus providing a basis for fostering new knowledge. This is prompted by having them access external reference sources. I also believe in collaborative learning and in pooling ideas generated by a group of learners. These concepts lend themselves well to a VLE and are accordingly tapped in this conference plan by the inclusion of the groupwork activity where it is envisaged that a lot of negotiation and critical analysis will precede the teams' final lists of problems and solutions. The process comes full circle with the final post, where possible strategies for coping with the initial problems identified are either supplied by peers or provided by the original learner once they have gained insights into the key aspects involved in monitoring. I expect that my most important roles will be ensuring that nobody lags behind, acknowledging participants' efforts, being generally supportive and nudging them in the right direction.

741 words (links and headings excluded)

References:

- Gower, R., Waltes. S., Phillips, D., 1983. *Teaching Practice Handbook*, London: Heineman.

- Harmer, J., 2001. *The Practice of English Language Teaching*, Harlow: Longman.

- Ur, P., 1996. *A Course in Language Teaching*, Cambridge: CUP.