

Cover page

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| Course | ELT Pre-Service Course A 40-online-hour course on fundamental ELT methodology. [extra hours required for pre readings, video watching, PPT watching and research.] |
| Learners profile | Teachers of English with some experience in teaching, but not necessarily vast and deep, starting at Cultura Inglesa Maringá. - Heterogeneous level of theoretical knowledge and experience. - Minimum language proficiency level – CEF 4 [A1]- CAE. - Good computer skills [at least able to work with Word and Power Point] - Learners have already taken the “Promethean” online course on the very basics of IWB use] |
| # of Students | 06 |
| Time online | The whole task is aimed at lasting for 2 hours and 30 minutes online as follows: <ol style="list-style-type: none"> 1. 40 minutes watch the video, read the test and research on the given sites; 2. 15 minutes for writing learners’ choice of 2 activities and giving reason for choices; POST 1 3. 15 minutes to read each other’s posts; 4. 20 minutes to discuss with peer the 2 best options among their work + 1 ORIGINAL or NEW one [not mentioned by anyone]; 5. 10 minutes for posting pair options [3 ideas]; POST 2 6. 10 minutes to read each pair’s post; 7. 20 minutes to discuss the best three options among their work + 1 ORIGINAL idea [not yet stated]; 8. 10 minutes to post results [4 ideas]; POST 3 9. In your journal, keep the record of ALL ideas presented in post 3. 10 min for copying and pasting. |
| Aims of the lesson | By the end of the conference these e-learners will be able to extract 4 different ways of managing a F2F group in terms of grouping students [pairs/trios/group/whole class] for a language activity knowing or at least being aware of the pedagogical rationale behind each. |
| Evidence | By writing the last post with their choice of 4 possibilities and by explaining the reason for the choices and the rationale behind each activity. By checking learner’s log with the whole list of ways mentioned. |
| Aims for the teacher | I want to find out who is aware of the different needs of group work and patterns of interaction |
| Language skills | Writing – giving instructions and reasoning |
| Target Language | Giving instructions [clarity / purpose / sequencing] |
| Topic / Context | Classroom management – grouping and patterns of interaction |
| Source material | Video clip with a presentation of the basis of Classroom Dynamics and Organisation; Reading text from How to Teach English [Jeremy Harmer] on Classroom Dynamics; List of sites for research: www.eslcafe.com / www.teachitworld.com / http://eltj.oxfordjournals.org/content/48/2/183.extract / www.culturainglesamaringa.com.br [for school teachers’ e-mail addresses if needed in order to exchange opinions on actual procedures taken] |
| Assumptions | Learners have just applied for a position at Cultura, so they are expected to display knowledge and show the best of their language and ideas in order to demonstrate they are fit for the job. |
| Anticipated difficulties and suggested action | <ol style="list-style-type: none"> 1. Learners may decide to copy the examples from books or sites; 2. Students may be reluctant to post their ideas first and be used as benchmark for the other learners 3. They might be insecure for being on a methodology e-course – maybe their first. <ul style="list-style-type: none"> - Learners must be told this is not a competition but collaborative work; - Writing specific instructions for not copying & pasting. [risk of disqualification] - Start from extracting ideas from given text to moving into producing something new. |
| Timetable fit | Ss from this group have already had 25 online hours on the basics of ELT methodology and are now moving into discussing/studying practicalities of the classroom environment. They have studied/seen learners’ styles and how interaction patterns affects learning and classroom procedure. |

Procedure page [500 to 750 words]

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| Tasks & Stages | <p>Tutor's tasks:</p> <ol style="list-style-type: none"> 1. produce [or get] and upload instructional video for learners to access; 2. write clear instructions for each e-tivity; 3. write the timetable for the lesson stating when all tasks are due; 4. release each e-tivity at a time; 5. keep track of what is going on; 6. be available for help. |
| | <p>Learner's tasks:</p> <ol style="list-style-type: none"> 1. access the platform to get information on tasks; 2. read the pre task materials [video, texts, sites]; 3. produce the posts in order; 4. read each other's contribution; 5. select and give reasons for choice; 6. build up a core list of sound ideas to be used when teaching F2F. |
| Types and order of activities | <ol style="list-style-type: none"> 1. Production of a post reflecting learners readings by pointing 2 ways of grouping students in F2F class and giving the rationale behind the activity; 2. Work in pairs, discuss the individual choices of the members and then agree on the 2 best options presented, giving reasons [rationale] and produce a "new" one - something that has not been posted yet. 3. Work in trios and discuss each pair's option and choose 4 stating why and come up with a 5th original [not yet posted idea] 4. Individually check the 10 choices but build up a list of ALL the ways of organising students in class that came up in the task catering for the different learning styles and needs [organise in terms of patterns of interaction] |
| Time online | <p>The whole task is aimed at lasting for 3 hours online as follows:</p> <ol style="list-style-type: none"> 1. 40 minutes watch the video, read the test and research on the given sites; 2. 15 minutes for writing learners' choice of 2 activities within the pre task materials and giving reason for choices; POST 1 3. 15 minutes to read each other's posts; 4. 20 minutes to discuss with peer the 2 best options between their work + 1 ORIGINAL or NEW one [not mentioned by anyone] [learners can use typewith.me to create the document]; 5. 10 minutes for posting pair options [3 ideas]; POST 2 6. 10 minutes to read each pair's post; 7. 30 minutes to discuss the best four options among their work + 1 ORIGINAL idea [not yet stated] [learners can use typewith.me to create the document]; 8. 10 minutes to post results [5 ideas]; POST 3 9. 30 minutes for writing a log/journal with all choices of ways of organising students in class catering for the different learning styles and needs in the posts – suggestion: this list to be organised according to patterns of interaction. |
| Grouping arrangement | <ol style="list-style-type: none"> 1. first task will be individual; 2. pairing according to posting order [1st with 2nd; 3rd with 4th, 5th with 6th]; 3. trios : odds and even; 4. whole group work. |
| Conference time | <p>36 hours to complete all tasks:</p> <ol style="list-style-type: none"> 1. 06 hours for Post 1 2. 20 hours for Post 2 3. 36 hours for Post 3 |
| Learning time | <p>Learners are expected to research on the topic and are expected to spend approximately 6 hours of study on the subject – even sharing their views with more experienced teachers from Cultura Inglesa – using e-mails as well.</p> |

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| Assessment | <p>This is a pre-service course and the assessment will be regarding how that teacher is aware of the importance of classroom dynamics in terms of his ability to select activities catering for the different learner types and different lesson demands such as patterns of interaction thus promoting good flow of lesson and maximising learning opportunities</p> <p><u>10 points for this activity:</u></p> <p>2 - for showing understanding of the pre set materials;</p> <p>3 - for the proper selection reflecting different interaction patterns when posting individually and then when expanding choices;</p> <p>2 - for the ability to discuss and compromise in pairs/trios and group;</p> <p>3 - for use of proper English language and clarity in writing instructions and reasons.</p> |
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Word count [642]

Appendices

Appendix A

First instruction on Opening the Forum:

Welcome to the new part of this course where you will have the chance to discuss the importance of Classroom Dynamics.

Having a lesson that runs smoothly is the key to successful teaching and helps students to lower their affective filter and actually take their chance in learning.

The attachment you are receiving has a set of materials to help you:

1. A video clip of a lecture on Classroom Dynamics;
2. A Power Point presentation on the same topic;
3. An extract from Jeremy Harmer's book "How to Teach English";
4. A list of sites you can research the topic;
5. Cultura Inglesa site in case you'd like to get in touch with any teacher to share your views or check how they actually do it in F2F lessons.

It's important that you note that those are reference material only and no copying will be accepted. Keep in mind the issues on copyrights and the importance of internalising your learning and thus, reflect your own opinion.

Enjoy your work!

I'm available whenever you need me. I'm just an e-mail away!

Appendix B

Instruction for the e-tivity [3 posts]

Dear Cultura Teachers to-be,

You will have a window period of 36 hours to complete this e-tivity which has 3 posts.

Your first task covering this topic is:

1 - **Post 1** [individual work]: Present 2 ways of grouping students chosen from the set materials you've got in the welcome forum, and give reasons for your choice regarding the rationale behind those activities.

[deadline: 2pm Monday]

2 - Read all your mates' posts.

3 - Check posting order as you will be working in pairs for this second part of the e-tivity. The pairs will be formed by post sequence, so the 1st person to post will work with the 2nd one to post, the person who's posted in 3rd place will work with the one who did it in 4th place and finally, the 5th with the 6th.

4 - Get in touch with your peer and discuss your choices and choose the 2 best ones, together, think of a third option and give the rationale behind it. Remember that this third option must be NEW, it cannot have been posted yet! Decide who's posting the result.

5 - **Post 2** [pair work]: Present the 2 options you had between you and your pair and the third new option [3 ideas altogether] giving the reasons for your choice regarding the rationale behind the activities and patterns of interaction. [deadline: 10am Tuesday]

6 - Read the posts from all pairs.

7 - Looking back at Post 1 posting order, you are now working in trios, numbers 1/3/5 and 2/4/6.

8 - **Post 3** [group work]: Arrange a way [you can use www.typewith.me] to discuss the ideas on the posts and select the best 4 options among pairs' work and discuss together a 5th option. Remember you have to justify your choices regarding the rationale behind the activity and stating the patterns of interaction.

[post with 5 ideas]

Appendix C

Post task reflection note:

Dear Cultura teachers-to-be,

Now that you have read, seen, discussed a lot about Classroom Management and its importance in maximising learning in F2F environment, you're advised to build up your list of ideas. In your journal, make the list of all the ideas that came up in the forums organising them according to the pattern of interaction each activity caters for.

You may even develop that by thinking and putting next to it to what kind of work [language skills or systems] they can be mostly useful for, this is optional to you, by the way!

Once you've done it, you'll have implemented your own teaching manual!

See you on our next task!

Appendix D

Explain briefly any guiding principles underlying your plan. What do you anticipate will be your most important role(s)/activities?

The principle underlying this plan is in fact a true need in our pre-service courses of raising awareness of the importance of classroom dynamics as a means to maintain the flow of the lesson, not to have students disrupting the class, or discipline problems related to lack of instructions or different patterns of interaction.

In general, the new young teachers simply follow the course book teacher's manual without realising the benefits of promoting different ways of grouping students who, otherwise, tend to work with the same person all the time. By working with different students in different activities the teacher can build up and boost students' confidence by gradually promoting communication in different levels, from, pairs to whole class activity. I would also point out that the way the grouping was organised in this activity demonstrated one way of grouping students as well, going from individual to group work and they would have this as *living practice* of grouping – not a simple “you and you” sort of side-by-side class.

Although this is not a very common topic for a pre-service, it has helped all our beginner teacher's to deliver a better class and in a way control students' anxieties while creating a dynamic environment.

The main role of this activity is to promote collaborative learning as stepping stone to “sharing and caring” their work when actually teaching. Team work is extremely valuable in a school or anywhere in terms of maximising potentials and at the same time minimising work – why inventing the wheel all over again when you can share it?

As a tutor but also a school director who's training incoming teachers, I would have the opportunity to see how they work together as well as the ideas they come up with [content]. By giving feedback at the end of each task I believe they can keep themselves on the right path and achieve the proposed aims of the activity.

The ultimate outcome of the pre-service course is the overall knowledge of the fundamentals of ELT and the construction of a practical self-guide to teaching that each one will build up from the results of the e-tivities along the way which, from my point of view tend to give them more confidence when facing the F2F class.

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