

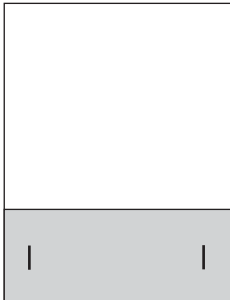
Roles, posters and pockets Trainer's notes

Exam Link: Module 3 Part 2

Aims	To familiarise trainees with different teacher roles To give practice identifying different teacher roles
Syllabus area	Common teacher roles
Timetable fit	For use in an input session on teacher roles
Interaction pattern	Group work
Timing	30 minutes
Materials needed	One set of teacher role cards (see 3.4A) Seven sets of example cards (see 3.4A): use different colour paper for each set Eight A3 sheets of paper (the bottom third should be folded over and stapled to form a pocket) Markers Teacher-training resource and course books

Instructions

1. Divide the class into eight groups (if the class is too small for this, have fewer groups and give some groups two posters) and hand out prepared A3 pockets (see diagram below) and markers to each group.



folded up

2. Hand out one teacher role card to each group at random. Explain that each group has a different teacher role. Ask the groups to produce a poster about their role with the following elements:
- 1) a short, clear definition of the role
 - 2) some example moments in a lesson when a trainee might take on this role
 - 3) a simple picture or symbol that will illustrate the role.
3. Refer trainees to teacher-training resource books and course books for their research. Explain that the trainees should use the top two-thirds of the paper for the text and that the poster should not actually name the role!
4. Allow about 10–15 minutes and then have trainees display their posters around the room. Have trainees read each other's posters and try to identify the different roles. Lead feedback and write the correct names of the role in the bottom one-third of the paper.
5. Regroup the trainees into up to seven groups. Hand out a set of coloured cards to each group. Explain that each card has an example of a teacher using a role. Each group should identify the roles and put the cards in the appropriate poster pockets.

6. Demonstrate checking the cards in one of the poster pockets. Discuss other possible options when a card appears to be in the wrong pocket. Then allocate a poster to each group and have them check in the same way.
7. Conduct feedback by asking trainees if there were any cards they would put in a different poster pocket. Have trainees move the cards accordingly.
8. Leave the posters on display around the walls as a reminder for the remainder of the course.

Answer key

- Diagnostician: One who analyses students' language needs
F, H
- Informer: One who gives information about language
G
- Involver: One who makes sure all students are involved in the class
L
- Manager: One who directs what happens in the classroom
K, M
- Monitor: One who observes and is a source of input as students study
E
- Parent/Friend: One who is a kind support
B, N
- Planner: One who decides what to teach and when to teach it
D, J, I, A
- Resource/Provider: One who is a source of information on language or other resources
O, C

Roles, posters and pockets

Teacher role cards

Diagnostician	Informer	Involver	Manager
Monitor	Parent/Friend	Planner	Resource/Provider

Example cards

A A group of primary English teachers look at various CALL websites and talk about which would be suitable for their students to explore.	B At the end of Friday's class, the teacher says 'Have a great weekend, guys!'	C It's February and the teacher emails a link from www.youtube.com about Pancake Day to her class of teenagers. The next page of the coursebook includes a pancake recipe which she wants them to make, but doesn't give much context on this English tradition.
D The students write a list of three topics they'd like to be given for journal writing prompts in class. The teacher goes through the topics and makes a shortlist which suits her aims for the class this semester.	E The students write emails and the teacher hesitates a few seconds behind each screen pointing to small mistakes and feeding in vocabulary ideas or just saying 'Great!'	F The teacher asks small groups of students to label a map of the world with some of the two-, three- and four-syllable country names blanked out and provided in a separate alphabetical list. She listens quietly close to each group and notes down any word stress problems.
G The teacher explains that the word 'chocolate' has just two syllables and shows students how to notice this from the phonemic script in their dictionaries.	H The teacher notices that some of the new vocabulary taught in class the previous week has been used wrongly in stories.	I The teacher selects and rejects coursebook activities to use the time left in the last week of class effectively.
J The teacher makes a worksheet adapting a popular song in order to focus on third person 's'.	K The teacher has students put their chairs back-to-back for an information gap controlled speaking practice.	L The teacher says: 'What do you think about that, Michael?' to a student who's just been listening to a group decision on how to best organise student affairs.
M The teacher adapts a lively team competition he'd planned as a warmer when some of the girls and boys in the class come in from break visibly angry with each other.	N The teacher ignores the mistakes and responds to the content when her student says: 'I not do homework yesterday. My pet die.'	O When students express an interest in learning styles, the teacher refers them to an online questionnaire about learning styles and preferences.