3 What do teachers do?

A Warm-up

1 Who am I?

Listen to the clues that your trainer gives you. Can you guess what profession is being described?

2 What clues could you use to describe the work of a language teacher?

B Roles of teachers

1 Match what the teacher says on the left with their purpose for saying it, on the right.

1 I can see how much effort you put into your homework! That's great because you really are improving.	a to correct learner output
2 When I was listening to you in your groups, I heard someone say: '*Can you to swim?*'. How can we make the English better?	b to give instructions
3 Work with your partner and write five sentences.	c to motivate and encourage
4 Hi, Jorge – did you have a good weekend?	d to check understanding of new language
5 Look at this example: *I used to live in Athens*. Notice I don't live there now – it's finished, completed.	e to build rapport in the class
6 So, if you do something *on the spur of the moment*, do you plan it first? Do you think a lot?	f to focus on language

2 Look at the examples of teacher talk on the next page.

i Which two are eliciting language from learners?
ii Which one is building rapport?
iii Which one is checking an exercise?
iv Which two are part of managing the class?

https://doi.org/10.1017/9781009091602.004 Published online by Cambridge University Press

A
After a modal verb – things like *will, may, might* – what sort of word do we need?

B
OK, stop talking to your partners now. Thanks. Monika – tell us about your group. What ideas did you discuss?

C
Alex, please stop talking now. Alex. Thank you. Listen to what Monika is saying.

[As learners come into the room]

D
Hello, Wang, how are you? Did you watch the football last night? What a game!

E
Good. Yes, the answer for question 3 is B. Good. And question 4? What's the answer for question 4?

F
What phrase can we use when we want someone to repeat something?

When you are ready, compare your ideas with a partner.

C Observation

1 Watch the lesson and complete Observation Task 14 on page 198.

2 Compare your notes with a partner.

3 Look back at the questions that were asked. Which questions were 'real' questions (i.e. the teacher did not already know the answer) and which ones were 'display' questions (i.e. the teacher invites the learners to display their knowledge about language)?

D Anticipating roles

A new teacher gets the following instruction:

> Use the grammar presentation on *used to + infinitive* on page 57 of the coursebook. Do the gap-fill exercise that follows, but also add another more communicative activity to practise the new language. Perhaps the learners could talk in groups about their childhoods, for example.

- What will the teacher need to do before the lesson?
- What roles will the teacher almost certainly need to fulfil during the lesson, or what things will they need to do?
- Can you anticipate any other roles that the teacher may need to fulfil, or what things they will need to do?

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KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *real question*
- *display question*
- *rapport*
- *eliciting*
- *checking understanding*
- *monitoring*

REFLECTION

1 How do the roles of a language teacher (or things they do) compare with those of:
   – a maths teacher?
   – a tour guide?
2 Think back to a language learning experience of your own. Which teacher roles did you feel were most important? Why?
3 Look back at the observation sheet. Which things:
   - have you already performed when teaching?
   - have you performed in some other work role or as a student?
   - are you confident of performing?
   - do you think will take a lot of practice?
   - do you think can be made easier by planning what you will say or do during the lesson?
4 What roles will you need to perform in your next TP lesson?

https://doi.org/10.1017/9781009091602.004 Published online by Cambridge University Press