

# Appendix A

## COURSE EVALUATION FORM

## Course Evaluation Form

Please write down - anonymously - any comments you have on the training course. Ring the appropriate number or answer and then add your comments in the space provided.

1. Did the course match your expectations and requirements?

1	2	3	4	5
Not at all				Very well

Please comment:

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2. What did you think about the tutors' organisation and presentation of material?

1	2	3	4	5
Poor				Excellent

Please comment:

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3. Did you feel you were sufficiently active and involved in the course?

1	2	3	4	5
Definitely not				Definitely

Please comment:

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4. (a) What do you think about the content of the course?

1	2	3	4	5
Narrow				Wide-ranging

Please comment:

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- (b) Were the topics relevant to your needs?

1	2	3	4	5
Not at all				Very

Please comment:

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5. Were the tutors responsive and helpful to individual course members?

1      2      3      4      5  
Not at all      Extremely

Please comment:

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6. Were there any particular strengths or weaknesses in the tutors' approaches?

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7. Were the resources you were given

(a) appropriate?

1      2      3      4      5  
Not at all      Extremely

(b) useful?

1      2      3      4      5  
Not at all      Extremely

Please comment:

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8. Do you have any suggestions for improvements in either the content or the presentation of the course?

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9. Do you have any other comments on the course?

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10. Would you recommend this course to a colleague?

**Yes   No**

Thank you for your help in filling out this form.

# APPENDICES

# Appendix B

## LESSON PLANNING AND EVALUATION

## Lesson Planning

DATE:

TIME:

ROOM:

RESOURCES NEEDED:

**AIMS AND OBJECTIVES**

**TEACHING AND LEARNING ACTIVITIES**

**HOMEWORK TASKS**

## Lesson Evaluation

Under each heading, say whether the item was successful or not.

1. What were the aims of the session?	
2. Were aims achieved?	
3. Were methods suitable?	
4. Were classroom management procedures effective?	
5. Was the use of resources effective?	
6. What are your next lesson targets and follow-up?	

### Lesson Evaluation

These suggestions are designed to help you think about points for lesson evaluation.

1. What were the aims of the session?	What were you hoping to achieve in this class? What were the students supposed to be able to do afterwards that they could not do before? Which grammar point/vocabulary were you hoping students would learn? What were you hoping to assess?
2. Were aims achieved?	Were aims wholly or partly achieved? Were aims appropriate to the class? Was content covered? Could students understand / reproduce / use the language? What language exactly have they learnt? What did any assessment show?
3. Were methods suitable?	Relative success of question and answer technique, way visuals, OHP, etc., were used, pair work, group work, games, information gap activities, carousel activities, balance of teacher-led session and student-centred work. Were your methods appropriate to the class / time of week / time of day? Was the balance of support / challenge right for these students?
4. Were classroom management procedures effective?	Orderly start / finish of lesson, including controlled change of activity; effective organisation of learning groups; clarity of instructions; handling interruptions; fostering relationships and equal opportunities; prior preparation of resources. Maximum involvement of students in incidental communication and main content of the lesson.
5. Was the use of resources effective?	Use of black / white board, text books, worksheets, OHP, cassette player, flash-cards, computers. Did you make the most effective use of them? Did you make effective use of human resources, i.e. the students themselves?
6. What are your next lesson targets and follow-up?	What should be planned next? Practising content in a different form? Add in more new material? Mark work / listen to recordings / target three of four students during the lesson and act on feedback? Specific targets for next class? Not just in terms of content but in terms of your own behaviour / approach. Students to watch? Students to try to include? Students who need extra support or extra challenge?

Developed by the PGCE Modern Foreign Languages team, School of Education, The University of Birmingham, 1997



# Appendix C

## OBSERVATION SCHEDULES

# Observation of Teaching

## Guidelines for Observers

### Introduction

These notes are intended to provide guidance and advice for staff undertaking observation of the teaching of postgraduate teaching assistants, foreign language assistants and other trainee teachers, such as inexperienced part-time staff.

### Before the observation

#### Deciding what session to observe

It is best to decide which session(s) is to be observed through discussion between the observed and the observer. The session could be a language class, lecture, seminar or tutorial. At first, it is often best to choose a session where the observed is confident, although experience shows that maximum benefit is likely to be gained where something new, difficult or unfamiliar is being tried out. Try to give the trainee teacher at least one week's notice of an observation.

Aim for no more than a one-hour observation.

#### Deciding what is to be done during the observation

There are many ways to observe sessions, ranging from the open and unplanned to use of highly detailed, pre-designed observation schedules. In most cases, somewhere in between is most appropriate. A possible model is attached.

Observed and observer should spend some time before the session deciding what is to be done. Things to consider include:

- what the observed wants to achieve from the observation
- where the observer should sit, whether it is appropriate to wander around (in practical sessions it may be valuable to talk with or observe the students)
- how the observer is going to record information about the session
- when observed and observer will meet to discuss the session; this is best done within a short-time of the observed session (ideally immediately after, but if not, then as soon as possible); it is easier to recall detail immediately!
- what documentation needs to be prepared.

### During the observation

#### The process

There are four stages in the teaching process which can be identified in any language class, lecture, seminar or tutorial:

- planning prior to the session

- the introduction of the session
- delivering and implementing the prepared plans
- the conclusion of the session.

### Questions for the observation

The observer and observed should have a number of aspects and questions in mind when discussing and designing the process of observation. These could include:

- **planning the session:**
  - how does the plan relate to previous sessions?
  - are there clear aims and objectives?
  - how does the session fit in with the overall programme for the module?
  - are resources (AVAs, handouts, tasks) available at the appropriate points?
- **introducing the session to the students:**
  - is it clear to the students how this session relates to previous work?
  - does the introduction “set the scene” for the session, giving students a clear overview of the way it will develop?
- **delivering and developing the plans:**
  - is the communication of ideas relevant, clear and coherent?
  - what strategies are used to gain attention, to refocus at intervals and to ensure attention is maintained?
  - are the students motivated?
  - are the teaching methods appropriate to the tasks in hand?
  - is there appropriate use of the target language?
  - are there opportunities for the students to think, question and feed back?
  - what modes of delivery are used: is more than one mode used?
- **concluding the session:**
  - is the session drawn to a satisfactory conclusion?
  - is there a summary of the main ideas or a review of the point reached so far?
  - does the conclusion look forward to the next session?

### After the observation

As the aim of the observation is to help improve the skills of the observed, quality feedback is essential. It is generally more productive if the observer records his/her comments according to the criteria and format agreed in initial discussions.

The purpose of discussion and analysis after the observation is to provide an informed and reliable view of the session which allows the observed to gain from that independent perspective. The initial description provided by the observer usually leads to more wide-ranging discussion of approaches to teaching and learning. Ideas and solutions to problems are often generated.

### Discussion after the observation

Obviously it is easier to recall detail immediately, so try to select a session when both

observer and observed are free in the following hour for discussion (or as soon as possible).

It is useful for the observer to open the discussion with thoughts on how the session went; what aims and objectives were achieved; what went well and what was disappointing; or to invite the observed to self-assess against the previously agreed criteria.

If the observer has made a chronological set of notes, these could be used to jog memories and raise questions. The observer might leave the observed to read quietly through the notes for 5 minutes and then encourage responses to particular points. Alternatively, the observer may take the observed through the observation schedule, inviting comment.

Either way, the observer can help by using prompting questions throughout the discussion, such as:

- What were you trying to achieve at this point?
- How did you feel about this part?
- Could you have achieved that another way?
- What was the student involvement here?
- How could you have got some, or more, interaction going?
- At what stages were the students having to think?
- How does this relate to the students' existing knowledge? Can they see that relationship?
- How can you check if that objective has been achieved?
- Do you need to find ways of improving their motivation on this?
- What were you most pleased about?

A whole range of points are likely to arise. It will help if half a dozen or so can be summarised. This may take the form of identifying three things that have gone really well and three to think about or work on for the future.

## Making feedback work

### Giving and receiving feedback

Giving feedback to another person can be a powerful way of providing help if it is constructively handled by *both* people concerned. Feedback is most effective if it takes place within an atmosphere of trust and when each individual is prepared to acknowledge the needs of the other. It is important to watch out for the temptation to give gratuitous advice. You need to be thinking about whose needs you are satisfying when you provide feedback.

The following guidelines, consistently applied, help to make the feedback process more effective.

- **Good feedback must be well timed and generally given as soon as possible after the event.** If feedback is delayed it is more difficult for a person to learn which of their actions led to a successful (or unsuccessful) outcome.
- **Focus feedback on behaviour rather than on the person** - i.e. it is important to refer

to what the person *did* rather than to comment on what you think they are. Good feedback is therefore descriptive rather than evaluative. For example, it is much more acceptable to say: 'You interrupted three students during the last ten minutes', than: 'You seem to be over-fond of your own voice'.

- **Feedback should be directed towards actions and issues the receiver can do something about.** Frustration tends to increase if a person is reminded of some 'short-coming' over which he/she has no control!
- **To be useful, feedback must be acceptable to the receiver.** He or she must be able to choose what to do with the information that is given. It helps therefore if the feedback is specific rather than general. It is more useful to learn that 'you talked too much when dealing with the text on unemployment', than to be told 'you are dominating'.

Finally, try to remember that:

- Effective feedback is focussed on the amount of information that the receiver can *use*, rather than the amount you feel capable of giving.
- Experience has shown that teachers who are unpractised at giving one another feedback often find themselves making one or two immediate responses to a colleague's performance. One is to report what they would have done themselves in the same situation. The other, which is particularly common where an innovative or non-traditional approach is being employed, is to identify the 'problems' rather than 'gains' associated with the change. Neither response is likely to lead to improved performance or to a relationship of trust and mutual respect.

### Developing an action plan

Good feedback often leads to an action plan: the observed gains a number of insights which motivate him/her to change aspects of his/her existing approach. For some teachers the process of deciding what (if anything) to do after an observed session is more drawn out and observers may find that the use of questions helps to move matters forward. For example:

- What aspects of your teaching do you feel you would like to work on or improve?
- What do you need to do in order to improve in this area?
- Who might be able to help you?
- Who or what might stop you and what can you do about it?
- How will you know when you have improved?

Effective action plans frequently conform to what has been referred to as a SMART approach, that is they are:

Specific  
Measurable  
Attainable  
Relevant  
Time constrained

# Trainee Teacher's Observation Checklist

## Preliminary meeting

Before your teaching is observed you should have a preliminary meeting with your observer at which the two of you can agree the aims of the session to be observed, how you propose to achieve those aims, i.e. which methods, procedures and resources you will be using, and how you will link this session to follow-up sessions.

## Post-observation meeting

After the observation, you should have a follow-up meeting to discuss the session which will enable both you and your observer to reflect on how things went and to agree future targets. You will have the opportunity to record your comments on the observation schedule completed by your observer.

## Observation schedule

The colleague observing your teaching will be looking at five areas:

- how you introduce the session
- how you organise it
- how you present the session
- the extent to which students are involved in the session
- how you conclude the session.

The detailed areas she/he will be concentrating on are listed in the following observation schedule.

# Language Teaching Observation Schedule

## PART A

**Name of tutor/assistant:**

**Date of session observed:**

**Details of session observed:**

**Name of observer:**

Trainee teachers will have had a preliminary meeting with their observer to agree the aims of the session to be observed. This observation schedule includes space at the end for the trainee teacher's own comments on the session.

**Agreed aims and objectives of the session:**

**Specific aspects trainee teacher wishes observer to focus on:**

## PART B

In what follows, 1 = not very well, 2 = reasonably, 3 = well, 4 = very well.

### **INTRODUCTION OF THE SESSION**

<b>Did the tutor/assistant...?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Secure students' attention				
2. Clarify aims				
3. Introduce subject				
4. Provide link to previous session				

## ORGANISATION OF THE SESSION

Did the tutor/assistant...?	1	2	3	4
1. Adopt structured approach				
2. Emphasise key points				
3. Provide alternative explanations				
4. Make good use of AV materials				
5. Make good use of handouts				
6. Introduce/explain tasks effectively				
7. Vary activities/skills				

## PRESENTATION OF THE SESSION

Did the tutor/assistant...?	1	2	3	4
1. Pitch the language appropriately				
2. Make appropriate use of target language				
3. Show enthusiasm				
4. Control pace of delivery				
5. Control timing				
6. Speak clearly and concisely				
7. Make eye contact				



## STUDENT PARTICIPATION AND INTERACTION

Did the tutor/assistant...?	1	2	3	4
1. Employ small group / pairwork				
2. Clarify understanding				
3. Handle questions appropriately				
4. Keep students involved				
5. Restrain dominant students				
6. Give support and guidance				
7. Monitor student progress				
8. Use room layout effectively				

## CLOSING THE SESSION

Did the tutor/assistant...?	1	2	3	4
1. Reiterate and summarise points				
2. Give clear instructions for follow-up				
3. Identify link with following session				
4. End the session positively and clearly				

**PART C**

**OBSERVER COMMENTS**

**COMMENTS OF TUTOR/ASSISTANT**

**THE COMPLETED OBSERVATION SCHEDULE SHOULD BE RETURNED TO THE TUTOR/ASSISTANT, WITH A COPY BEING RETAINED BY THE OBSERVER FOR REFERENCE.**

**ACTION PLAN FOR IMPROVEMENT**

# APPENDICES

# Appendix D

## MATERIALS GENERATED FROM PART TWO

# Sample Ideas Generated by Trainee Teachers Working in Four Groups

## 1. Grammar / vocabulary class

### (a) Handling feedback:

Getting answers from individuals:

- throw ball or cuddly toy to ask each other questions
- importance of eye contact between students
- importance of humour.

If someone gives the wrong answer:

- say correct version, as if you had misheard
- give response and stop at the error
- repeat the incorrect version as a question.

Handling group feedback:

- ask students to explain something to others in group, rather than teacher doing this
- during group feedback give rest of group a task to do - so they do not just concentrate on their own presentation and omit to listen to that of other groups e.g. rest of group has to: write down most interesting things for them in each presentation; take notes/minutes; do some other specific listening task
- to ensure feedback does not ramble, limit them to (say) 5 minutes or 2 OHP transparencies each.

### (b) Returning written work:

- hand back after going through the exercise with the group (because otherwise they just sit and look through their own errors)
- have someone take minutes which will then be copied for the rest of the group
- if a particular error recurs, make a 'watch it' list or sheet for the student
- give a theme to the problems you highlight (e.g. case, tense, anglicisms, etc.)
- do a completely wrong version of the exercise and distribute it, they correct it and when they get their work back, they realise they have made the same errors themselves.

### (c) How much grammatical terminology?

- amount must be appropriate to the group; assess their learning experience/knowledge base and work with what they already have
- has to be played by ear to a large extent, but always follow up the terms you introduce (e.g. repetition at the start of the class to revise terms introduced in a previous session)
- introduce as follows: examples first, then explain the pattern (get them to identify/express it if possible) then give the grammatical term.

### (d) Students unwilling/unable to identify their problems:

- is it a question of motivation?

- overcoming shyness to talk; emphasise need for them to stop you in good time if they do not understand something
- it is like undoing a puzzle: if you cannot work it out, you are stuck; a solution is to break up a sentence into its constituent parts to see where the difficulty lies alternatively, break a task up into different stages - better still: get students to take responsibility themselves and break up the task
- provide instant feedback to let students know they are on the right track
- students in groups are more ready / likely to express their problems rather than take individual responsibility.

(e) Coping with large groups

- seating in rows: get students to turn round and face those behind them if seating is difficult to rearrange
- label groups via some motif, e.g, the flags of different countries - each group is known by its country; helps when names of students in large groups are not yet known
- distribute topics around group - each sub-group deals with a discrete point get sub-groups to present material to other sub-groups and to compare their approaches, or present to whole group in a plenary session
- one group might take responsibility for one topic each week
- important to ensure roughly equal level of difficulty of task (otherwise some groups may need extra support from teacher)
- teacher gives skeleton/outline of how to teach/present a point
- importance of forward planning (e.g. draw up programme for term)
- give small tasks at the beginning
- ensure students have plenty of time to prepare for presentation / feedback to whole class.

## 2. Deciding on tasks and making them accessible

### Literature for students with limited experience at literary analysis

- Start at the students' base level; be very specific, do not go straight into whole concepts - start small and move gradually to larger issues.
- Provide a specific extract and try to work out to the whole text from here - but how do you then get them to read the whole text? (Use prediction, e.g. give character sketches and ask them to predict its outcome, give the beginning and end, or the beginning and the middle, and they have to work out the rest of the story.)
- Build up the students' metalanguage (as with grammar), drawing words out of the lesson's discussion or focussing on 4/5 words per week with examples to illustrate the concept.
- Contextualisation - relate the text and its ideas to the students' own experience to make it more relevant to them.

### The need for ideas and facts and linguistic structures and vocab all in one go!

- Break it down, work on things individually.
- Prioritise - which task is most relevant?

### Pitching work at the correct level

- Ask students for their opinion.
- Trial and error.
- Too low is better than too high - reassuring at the start.
- Don't be afraid to ask the most obvious questions e.g. What did 'A' do/think; or use the 'Who? What? When? How?' chart.

### Teaching groups of mixed level

- Differentiate the tasks - give everyone a chance to SHINE.
- Give open tasks but expect a differentiated outcome, i.e. different responses.
- Give the same task and the same time limit but expect different amounts of work.
- Give the same task but different levels of support.
- Give the beginners a narrower text so that they do not have to draw on such a wide area of knowledge.
- Be aware, but do not exaggerate the position.
- Do students realise that they are starting from different levels?
- Encourage students to see their learning as part of a continuum.

## 3. Getting students to work

### (a) Outside Class:

- Always send them away with tasks, with a structure to their work, e.g. a list of questions (both closed and open). A paragraph's response can be required to an open question, to be read out next session.
- If they don't bother to do the work, tell them not to come to class as they will be unable to contribute and will waste everyone's time - i.e. give the impression that self-study is compulsory.
- If they nevertheless turn up without having done the work:
  - (a) ignore them as they cannot contribute, exclude them from discussion
  - (b) pick on them deliberately so their lack of work makes them embarrassed and humiliated in front of the rest of the class
  - (c) as a last resort, kick them out! This can, however, only be used as a one-off measure - and consult senior colleagues before you do it.
- If you have to write reports or fill in record cards on them, remind them of this.
- Make them understand that their co-operation and contribution are essential for the work of others in the class, i.e. make them feel responsible to the whole class.
- Draw firm lines with the students, i.e. negotiate a pattern of work and stick to it.
- Point out that they are letting themselves down, not you, and not achieving their full potential.
- Ensure that the necessary resources are actually available before coming to conclusions about their laziness.
- If your attempts fail, contact their personal tutor quickly.

### (b) Inside Class:

#### *Taking notes*

- Stress the importance of taking notes, the relevance of the information.



- Tell them to take notes.
- Inform them that there will be no notes provided at the end.
- Tell them that they will need notes for a particular follow-up later (specify what it is).

#### *Keeping them on task*

- Bring them back verbally.
- Walk around the class.
- Ask additional questions.
- Point them out/stare at them, targeting a particular area of the room whilst speaking.
- Target a weak student whilst speaking.
- Ask additional questions.

#### *Getting them to discuss*

- Ask a question in different ways.
- Give them material to start with, e.g. discussing and listing the key points.
- Allocate roles in a role-play.
- Play devil's advocate - present an extreme view, either in person or via materials.
- Manipulate them by representing different views at different times to get them to respond.

## 4. Structuring the class

### (a) Having a variety of activities:

- cross-section of activities through the term
- activities to include:
  - conversation
  - articles
  - video
  - audio tapes
  - visual stimuli
  - role-plays
- need for variety of different materials related to same topic (change activities every 15-20 minutes)
- use graphs and tables to provide variety and ease burden on concentration
- do not overload
- occasionally one activity may be justified, but the key is to ensure a variety over the term as a whole
- switching materials can be confusing and may lead to a loss of concentration, but variety is nevertheless important to avoid boredom.

### (b) Allocating roles:

- pairing: how is it to be organised?
  - Dictatorial: OK, but some may feel resentful/reluctant to work with certain people
  - Free choice: more natural, democratic
- use 'synonym or antonym snap', whereby student has to find his/her partner in the room - easier when room allows free movement

- options include:
  - strong and weak students together*: stronger could do all the talking - ask weaker one to give the presentation/feedback, thus forcing him/her to talk;
  - two strong students together*: they could get bored but such a pairing could lend dynamism to the discussion;
  - two weak students together*: could motivate at least one of them to talk
- role playing: in groups or pairs - e.g. debate with presenter, proposer, seconder, etc. - the others ask the questions
- graphs/diagrams: each person argues for part of the pie chart, for example, or each person represents a country.

(c) Ensuring discussion takes place:

- overcoming psychological barriers:
  - ensure balance of power
  - use visual aids, so less emphasis on language
  - reduce the threat by employing as wide a range of relevant themes as possible and by getting them to feel relaxed, by encouraging/praising all students.

(d) Getting students to focus on ideas:

- be provocative - e.g. nuclear testing, gender (provoke into response)
- 'go over the top' i.e. play devil's advocate
- acting reduces the focus on the actual opinions of the teacher
- use postcards - can lead to very varied subjects (= loss of coherence?), but can get them thinking
- use precise examples - target people and focus on particular things in hypothetical situations - e.g. what would you do and why?

# Appendix E

## STRATEGIES FOR DEALING WITH TYPICAL CLASSROOM PROBLEMS

# Small Group Teaching

## Strategies for dealing with problems

1. The whole group is silent and unresponsive
2. Discussion goes off the point and becomes irrelevant
3. A student arrives late
4. Students have not done the preparation
5. Members of the class do not listen to each other
6. Students do not answer when you ask a question
7. A student dominates the group
8. People pick on a member of the group in an aggressive way
9. A member of the group is silent and never joins in

# Small Group Teaching

## Strategies for dealing with problems

### 1. The whole group is silent and unresponsive

- a) Be provocative; use humour; don't give the answers.
- b) Break up the whole group into sub-groups; separate any cliques.
- c) Think about why the problem is happening:
  - shyness?
  - over-confidence?
  - passivity?
  - students thinking that just turning up is enough for learning?and tailor your strategy to your analysis of the problem.

### 2. Discussion goes off the point and becomes irrelevant

#### Literature classes

Pull back gently - take a look at your watch - keep the atmosphere light and unthreatening. Say you'll come back to their point at a later stage.

#### Conversation classes

It doesn't matter as long as students are talking. Keep talk focused on target language; draw people in with invitations (e.g. 'Do you want to talk about that?') Issue programme for the session to everyone and give reminders that you need to keep on target.

### 3. A student arrives late

- a) If they're regular offenders then talk to them about it. Talk quietly in class to individuals to bring them up to date (without fuss).
- b) If more than 10 minutes late: stop class, explain that lateness is not on, that you can't keep repeating yourself, and there's the rest of the class to think about.
- c) Ignore the latecomer.
- d) Make the latecomer apologise and give their excuse in the target language.
- e) Ask those who are present to explain to the latecomer what they have missed.

### 4. Students have not done the preparation

- a) Make sure everyone was clear on what should have been done - could it be that they've misunderstood?
- b) Explain their responsibility to the rest of the class to do the preparation - and suggest they are letting everyone else down.
- c) If they've missed a class it's their responsibility to find out what needed to be done.

### 5. Members of class do not listen to each other

- a) Write down students' answers on the board - if there are missing points, ask them as a class to fill any gaps.
- b) If they don't listen to each other, signal to student who's talking to be quiet.
- c) Put a direct question to any student who is not paying attention.

- d) Write answers on board and invite comments.
- e) Ask another student to repeat what has just been heard - keep doing this until they get the general idea.
- f) Rephrase/summarise what a student has said to aid mutual comprehension.
- g) If a discussion is going on for some time, stop and summarise the discussion so far.
- h) Give listeners a task to do while they are listening to a presentation from another student: this will help to structure their thinking and responses.

## 6. Students do not answer when you ask a question

- a) Rephrase/simplify/break it down. If still nothing, make it a simple multiple choice, then ask them to justify their choices.
- b) Ask someone else to model the answer, then go back to the original student.
- c) Make sure the level of questioning is appropriate for the student.

## 7. A student dominates the group

- a) Listen, then stop him/her and invite other answers. Be positive, e.g. 'I've heard your point, let's hear from someone else'.
- b) May need to have a word with them afterwards to reassure them that you don't undervalue their ideas.
- c) Move your eye contact away to someone else to signal that it's now someone else's turn.
- d) Give them the task of getting everyone else to contribute - enlisting the help of dominant students can be very useful.
- e) Get a dominant student to put an extreme point of view and ask the others to attack that position.
- f) Make 'taking turns' a part of the culture of the class - perhaps even establish that from the start.
- g) Remember to encourage the very bright students and not de-motivate them - you might want to set them extra work, or suggest other areas of language/literature they can follow up for themselves.

## 8. People pick on a member of the group in an aggressive way

- a) When someone says something politically or personally objectionable: support the person who is being picked on; defuse the situation or distract the group. Emphasise that this is a discussion - and provocative views can be a good way to investigate issues. Make it clear that you don't support the view.
- b) You are more likely to get ostracising: ask some students you trust to look after the student who is being shut out and help him/her along.
- c) Indicate your own disapproval (body language when students are unpleasant to very keen students). Point out to them that they should be taking responsibility for their own learning.
- d) Encourage the other students to have the confidence to speak up themselves instead of being hostile to someone who's keen.
- e) Ask the dominant one to ask questions of the other students rather than direct all their ideas to you.

## 9. A member of the group is silent and never joins in

- a) Talk to the student after class to find out why: is it shyness? lack of interest? In either case, picking on the student won't help. Try to build confidence in shy people by finding something to praise (e.g. read out a good sentence from their written work). Involve them in pair or group work for a more supportive setting. If in the language lab, have an *individual* conversation to praise and encourage them, and reassure them as much as you can. Ask for work in class that they find comfortable - e.g. prepare something to say, read something out.
- b) Some people do like to be quiet in groups - don't *force* anyone to speak.

# APPENDICES