

Clearly teaching

Explicit ESL pedagogy in action

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Published by the
AMEP Research Centre on behalf of the
Department of Immigration and Citizenship

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Title: Clearly teaching : explicit ESL pedagogy in action/
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Publisher: North Ryde, N.S.W. : AMEP Research Centre, 2008.

ISBN 9781741382884 (pbk.)

Subjects: English language
Study and teaching Australia Foreign speakers
Teaching Australia.
Adult education Australia.

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Dewey Number: 428.00715



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Project Manager: Louisa O'Kelly
Design and DTP: Equation Corporate Design
Cover design: Equation Corporate Design
Printed by: Stonecrop Print Management

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Clearly Teaching

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Clearly teaching

Acknowledgments

The authors wish to thank the Australian Migrant English Program (AMEP) teachers and students whose classrooms we observed in New South Wales, the Northern Territory, Tasmania, Queensland and Victoria. We are grateful to the three teachers, Sat Devi, Elizabeth Buchanan and Leonie Cramer who were willing to share their explicit teaching strategies with other AMEP teachers. We also want to thank all the students who enthusiastically agreed to be part of the DVD.

Thanks also go to Darrell Hilton and Brian Rapsey for their work on the filming and production of the DVD.

The authors also acknowledge the AMEP Research Centre for supporting the project and publishing the outcomes and the Commonwealth Department of Immigration and Citizenship (DIAC) for funding the project as part of the 2005-6 AMEP Special Project Research Program.

Anne Burns
Helen de Silva Joyce

Background

This handbook accompanies the DVD, *Clearly teaching*. The DVD and the handbook are an outcome of a national project conducted in Australia by the Adult Migrant English Program (AMEP) Research Centre. The project drew, in particular, on the theory and pedagogic concepts of Basil Bernstein, specifically the concepts of *classification* and *framing*. Bernstein's notion of a *visible pedagogy* was also used to underpin the main methodologies used in the project. The data collected consisted of classroom observations, interviews with teachers, and focus-group discussions with students.

Project aims

Bernstein's concepts of classification, framing and visible (explicit) pedagogy were used to:

- examine current approaches to AMEP syllabus design and communicative methodology
- explore student perceptions and responses to learner-centred syllabus design and communicative methodology
- examine how syllabus design and methodology could respond effectively to the educational expectations of AMEP students
- produce a professional development resource which could be used by teachers to reflect on their own practice in relation to different student groups.

Project methodology

In total, 11 teachers and 180 students across five states participated in the project. Each classroom was observed for approximately one and a half hours. Following the observations, the teachers were interviewed about the lessons and their approaches to teaching. Focus group interviews with groups of between three and eight students were conducted. Students were asked about their previous experiences of education and learning English and their responses to the approaches, methodologies and materials used in their classes in Australia. Where necessary, the students were interviewed using bilingual recordings. Following the data collection, the observations and interviews were analysed to identify teaching strategies that illustrated the theoretical principles of classification, framing and explicit pedagogy. Drawing on the observations and the responses of the teachers and learners in the interviews, the kinds of practices that contributed to visible, effective and explicit teaching were identified.

Using the materials for professional development

The materials are designed so that they can be used by:

- teachers working individually
- teacher groups working together
- teacher educators facilitating workshop presentations or courses

Individuals can:

- view the whole DVD for ideas about explicit teaching approaches
- use the handbook to gain an overview of the key principles of explicit pedagogy
- watch the presentations that relate to their learner group to get ideas for teaching
- use the teaching sequences and materials as a basis for planning their own lessons
- use the reflection points to focus on their teaching
- test the activities suggested in the action points
- use the bibliography and further reading list to find resources for developing their knowledge of explicit pedagogy.

Teacher groups can:

- watch particular presentations and discuss their reactions to them
- work together to adapt or add to the teaching sequences and activities
- work together to develop additional materials to share
- form groups relating to learner levels and help each other to plan appropriate lessons based on the relevant presentations
- select issues from the reflection points and compare responses
- use the action points for experimenting in the classroom and sharing outcomes.

Teacher educators can:

- incorporate the photocopyable material at the end of this book into presentations
- use the structure and content of the materials for a short course on explicit teaching
- use the whole DVD or parts of the DVD to complement in-service presentations
- use the theoretical principles as a basis for helping trainees examine their own assumptions about teaching
- use or adapt the reflection points for course assignments or in-service discussions
- draw on the action points as a start for action-research projects on examining personal teaching practices.

Overview of the materials

The DVD illustrates a range of explicit teaching strategies and activities that can be used in adult ESL classrooms to achieve learning goals for different groups of learners. The classes shown are at beginner and intermediate levels. The presentations involve classes for particular levels of adult migrant learners but the approaches can easily be adapted for learners at other levels, in other age groups and other types of programs.

The handbook complements the DVD by expanding on the key concepts of *classification*, *framing* and *visible pedagogy*. It shows how these concepts were put into practice in the filmed lessons and provides reflection and action points for professional development.

Map of materials

The materials aim to integrate concepts and teaching practices presented on the DVD with those outlined in the handbook. This table maps the relationship between handbook pages and the DVD menu items.

Handbook page	Presenter	Learner level	DVD menu item
	Sat Devi	CSWE III	1 Classroom operations
			2 Role of teacher and students
			3 The classroom as workplace
			4 Mentoring
	Elizabeth Buchanan	Pre-CSWE	1 Teaching at pre-CSWE level
			2 Routines
			3 Dealing with groups in the classroom
			4 Alphabet work
			5 Thematic approach
			6 Spelling
			7 Speaking
			8 Reading
	Leonie Cramer	CSWE III	1 Teaching genres
			2 Eliciting spoken language
			3 Joint construction
			4 Introducing another text

Key



Watch the DVD.



This item is on an overhead transparency.

Understanding explicit teaching

The research conducted for this project showed that communicative approaches used in the AMEP are not always transparent to learners, particularly those who are newly arrived and enrolling for the first time in English classes. In particular, learners expressed surprise, and sometimes confusion, with:

- the less hierarchical roles of teachers and learners in AMEP classrooms which are less defined than the classroom roles they were accustomed to
- the expectation that they would take some responsibility for their own learning
- the activities that focused on communication and language use rather than language form and grammar
- the integration of activities across the four macroskills of reading, writing, listening and speaking
- the lack of a textbook and the use of photocopied materials and activities that were not presented in a lock-step fashion.

Reflection point



What aspects of the ESL classroom have your students found difficult or uncomfortable?
How have you been able to assess their reactions to various procedures in the classroom?
Have your students resisted or subverted activities in the classroom?

Explicit teaching strategies

The teaching examples in these materials adopt an explicit approach to pedagogy. From the project observations and interviews the following explicit strategies in language pedagogy were identified:

- tell learners how new activities link to previous activities in earlier lessons or earlier segments of the same lesson
- explain the learning goals of activities and how they link to learning in previous activities
- draw attention to how lesson content is linked to topics identified by the learners as relevant to their interests and needs
- give students the terms, including technical terms, for classroom participation, including vocabulary for:
 - the classroom and its physical components
 - interaction with the teacher and other learners
 - language and grammar
 - learning strategies and taking responsibility for learning
- allow sufficient time for activities to ensure *successful* completion by all learners
- balance teacher-talk in teacher-fronted explanation and instruction with learner-focused activities and tasks

- provide learners with clear course, lesson and activity plans that frame and structure learning goals and materials
- indicate the specific learning outcomes for each activity and task
- allow time for unexpected learning opportunities that arise but be aware of the need to come back to the main frame of the lesson.

Reflection point



Which of these strategies do you use in the classroom?

How do you make teaching/learning sequences clear to the students?

How do you introduce new activity types into lessons?

Can you suggest other strategies teachers can use to ensure students are clear about course content and sequencing?

Visible pedagogy

The teaching strategies outlined above are derived from the theoretical principles of Bernstein (eg 1996) complemented by concepts of learning and teaching from Bruner, Wood and Ross (1978) and from Vygotsky (1978). These concepts have been explored in previous AMEP projects (see Burns and de Silva Joyce 2005).

Bernstein was interested in the question of whether there were *general principles underlying the transformation of knowledge into pedagogic communication* (Bernstein 1996: 39). To understand why learners from different sociocultural groups responded differently to educational experiences, Basil Bernstein developed the concepts of *classification* and *framing*.

Classification is the relative strength of boundaries between categories or contexts within educational settings. Bernstein suggests that where the classification between one category and another is strong, the categories are kept apart. Where the classification is weak, the categories are brought together. An example from language teaching is the categories of the macroskills – reading, writing, speaking and listening, and the concept of classification leads to questions such as:

- Is a macroskill taught in such a way that it is specifically addressed by the teacher (strong classification) or is it conflated and embedded with other macroskills (weak classification)?
- Are students able to recognise and understand when they are learning a particular macroskill (strong classification) or are they unsure which macroskill is being presented for learning?

Framing relates to the way knowledge is transmitted in pedagogical practices and the roles adopted by the transmitter (the teacher) and the acquirer (learner). Bernstein (1996: 27) proposes that where framing is strong *the transmitter has explicit control over the selection, sequence, pacing, criteria and social base* of the teaching-learning experience. In contrast, where framing is weak, *the acquirer has apparent control*.

For Bernstein, a *visible* pedagogy means that the *rules* of classroom interaction, such as expectations about conduct, relationships and the selection, sequence, pacing and criteria of knowledge are explicit to both the teacher and learners.

In classrooms where the decisions of the teacher are explicit, learners will understand the type of skills they are learning, the purposes and goals of activities they are undertaking and they will understand what is expected of them. Where the teacher's decisions are implicit, students

must make assumptions about what is happening in the classroom and the roles they must adopt (see Sadovnik 1995; Bourne 2004).

Bernstein (1996) also distinguishes between *regulative discourse* and *instructional discourse* in the classroom. Regulative discourse orders the relationship between teacher and students and includes *expectations about conduct, character and manner* (Arnot and Reay 2004: 135), through rules of how people will engage with one another. Instructional discourse refers to *the selection, sequence, pacing and criteria of knowledge*.

Scaffolding

The term *scaffolding* was first suggested by Jerome Bruner (see Bruner, Wood and Ross 1978). A key focus of scaffolding is how interactional talk between learners and skilled others, who can be parents or teachers, contributes to language development and learning. Maybin et al (1992 cited in Hammond and Gibbons 2001: 7) describe how effective scaffolding differs from just any talk between teachers and learners:

[Scaffolding] is not just assistance which helps a learner accomplish a task. It is help which will enable a learner to accomplish a task which they would not have been quite able to manage on their own, and it is help which is intended to bring the learner closer to a state of competence which will enable them eventually to complete such a task on their own.

In effective scaffolding the teacher deliberately intervenes in learning situations where the learner would otherwise not be able to succeed alone. Scaffolding can occur before lessons through the plans and activities the teacher devises for students in order to meet certain goals. Hammond and Gibbons (2001) refer to this as *designed-in scaffolding*. Scaffolding also occurs during lessons through the nature of the moment-by-moment talk between teacher and students. Hammond and Gibbons (2001) label this type of support *contingent scaffolding*. Thus, in explicit approaches to language teaching the teacher:

- has a clear understanding of the skills and knowledge to be learnt
- sets a clear purpose and endpoint for classroom tasks
- offers guidance and support during activities with a view to gradually withdrawing these as the learners are able to achieve tasks independently.

Zone of proximal development

Vygotsky (1978) argues that development and learning do not just occur in the mind of the learner but are embedded in social environments. Children learn from their interactions with the world around them and the people in that world. Therefore, learning and cognitive development are *socially* mediated by more skilled and knowledgeable others in the immediate social context of the learner. The skilled people in the social context play a significant part in making learning accessible to the developing learner. For Vygotsky, language and the way it is used in the learning situation is a critical tool for learning as it provides the symbols (words) through which knowledge is organised.

Vygotsky developed the concept of *the zone of proximal development* (ZPD) to extend the notion of intelligence. Rather than seeing intelligence as something to be measured individually, he suggested that intelligence was better understood as what a learner can do with skilled help (see Cameron 2001: 6). Although at first learners may rely heavily on the help of others, they gradually shift towards greater independence as they acquire skills and knowledge for themselves.

Reflection point



Are your lessons strongly framed or weakly framed?

Do you vary the level of framing? Why?

Do you think weak framing can cause problems for your students? Why?

Can you describe a well-scaffolded lesson you have given?

Many teachers of adults find it difficult to pitch learning slightly above students' capabilities. How can teachers ensure they are challenging the students rather than giving them tasks and activities that they can already do?

Concepts of visible pedagogy

The key concepts underpinning this project, drawn from the work of Bernstein, Bruner and Vygotsky, and illustrated by the three teachers featured in the DVD are:

- Learning is more effective when the roles of the teacher and learners in the classroom are explicit and made clear.
- Explicit teaching involves clarifying the skills that are being learned and making explicit to the learners the purpose of activities and the anticipated learning outcomes.
- Language is embedded in social contexts and is fundamental to cognitive development as it is a tool for thinking and doing.
- Learners can achieve more learning with the support of skilled others than they can achieve alone.
- Learners move towards greater independence as their knowledge and skills increase.
- Teachers can gradually withdraw support as skills and knowledge are acquired and learners achieve success.
- Effective pedagogy is tuned to the needs of learners and constantly adjusted in response to what they are able to do.
- Learners are more likely to be successful when tasks are broken down into manageable and achievable steps.
- Demonstration and modelling are crucial aspects of scaffolded learning.
- Focusing towards the whole task and the goals to be achieved is central to effective scaffolding.
- Learners gain success in new tasks when they are located within formats and routines that are already familiar.

Action point



Monitor your teaching for one day. Which of the visible pedagogy points above do you already use effectively in your classroom? Which would you like to develop?

Classroom presentation A

Introducing Sat Devi



Sat Devi teaches ESL and online learning at AMES Victoria. A graduate of McGill University, Sat has taught in China, Malaysia and Canada. Career highlights include teaching at Caughnawaga Indian Reservation, Canada, working with evacuees at Puckapunyal Safe Haven, Victoria, representing Australia at a UN Refugee Conference in Sweden and receiving Victorian Outstanding Teacher/Trainer of the Year award. She has a well-articulated philosophy of teaching which guides her program planning and teaching.



Segment 1: Classroom operations

I believe I have a duty of care towards my students to help them to take responsibility for their own learning and also to understand the cultural difference between their country and this country so that they can use the knowledge and experience to achieve their goals in their lives here ... everything I do in the classroom revolves around these two points, one, that they need to take responsibility for their learning, and two, to understand the difference in the culture.

Step 1

The teacher introduces the topic of working together in the classroom and focuses first on a traditional model of teaching through diagrams on the OHP. She then leads a class discussion about what is positive about traditional teaching approaches.

Step 2

The teacher contrasts the traditional model of teaching with adult learning in Australia through diagrams on the OHP and explains the concept of *responsibility* in learning. She then leads a class discussion about Australian teaching approaches.

Reflection point



How do you react to Sat's opposing characterisations of classrooms and the role of the teacher?
Discuss how you could use this approach with beginner and post-beginner students?



Segment 2: The role of the teacher and students

... because this is not my class, it is our class, so we share the responsibility.

Step 1

The teacher summarises previous discussion points about the two approaches to teaching and learning, explains the teacher's role in the shared-responsibility classroom and asks the students to decide which way they prefer.

Step 2

The teacher introduces the materials that promote student responsibility in the classroom and directs student attention to the noticeboard where the materials can be found.

a **Mates system sheet**

The teacher asks a returning student to explain the mates system and then reiterates to make sure all the new students understand.

b **Dates-to-remember sheet**

The teacher explains what dates will be put on the sheet that is regularly updated.

c **Conferencing/appointment and three questions sheet**

The teacher explains what conferencing is, the appointment sheet and the three questions sheet. A conferencing session with one of the students is shown.

Action point



Draw up a list of centre or class events that would be important for your students to know beforehand.

Design three other activities that would develop student responsibility in the language classroom.

Try them out in your classroom and evaluate their effectiveness.



Segment 3: The classroom as workplace

A lot of our students are looking for work and what I try to do is to show them that everything we do in the classroom has a parallel in the workplace, for example, teamwork ... So when they see the relevance of everything we do in the classroom and how it is related to the workplace it gives meaning to their learning.

Step 1

The teacher sets up a group activity in which the students relate classroom and educational activities to workplace skills. After distributing the worksheets she works through the questions with some responses from students. The students work in groups and teacher engages with different groups as she circulates.

Step 2

The teacher sets up a group activity in which students describe the work contexts in their home countries. After distributing the worksheets she works through the questions with some responses from students. The students work in groups and the teacher engages with groups as she circulates.

After the activity the teacher asks for feedback to the whole class from the groups and asks students to compare this with the Australian workplace.

Step 3

The teacher explains the concept of employability skills and the international terms for these skills. She then works through the list of employability skills on the OHT, checking understanding. She then sets up two activities which illustrate these skills:

a Communication skills

Each group chooses a topic such as *Arranged marriages are better than love marriages and Parenting was easier in our grandparents' time.*

The students discuss topics in groups.

b Planning and organising activities and teamwork

The teacher explains that students must choose a name for their group and build something with Lego which illustrates the name.

One group exhibits and explains their model.

Action point



Design eight alternative classroom activities that would assist your students to understand and develop the eight employability skills. Try some of them out in your classroom and adapt them as necessary.



Segment 4: Mentoring

One of the challenges teachers have to face today is continuous enrolment. We're constantly getting new students throughout the term and that can be quite disruptive and so I introduce what I call 'the mentoring system' where I get the old students to mentor the new students... and this experience can go into their résumé. Having gone through this experience they can talk about it at a job interview. So again they see the relevance of what they're doing in the classroom with the workplace..

Step 1

The teacher explains the concept of mentoring and its link to employability skills – *showing initiative*. She gives examples from the workplace and introduces the system in the classroom. She goes through the mentoring checklist and the sign-off section.

Step 2

Two students pair and we see the mentor explaining classroom procedures to new students and showing them around the teaching centre.

Reflection point



Discuss the issues that arise with continuous enrolment.

Describe ways in which your teaching centre has tried to deal with continuous enrolment.

Share ways you assist students who enrol later to integrate into the classroom.

Materials used by Sat

Mates list

When you are absent, Mate 1 will be responsible to collect any handouts, homework and information given to students for you. If Mate 1 is also absent then Mate 2 will be responsible.		
Name	Mates (Two per student)	
1	1	2
2	1	2
3	1	2
4	1	2
5	1	2
6	1	2
7	1	2
8	1	2
9	1	2
10	1	2
11	1	2
12	1	2
13	1	2
14	1	2
15	1	2
16	1	2
17	1	2
18	1	2
19	1	2
20	1	2
21	1	2

Conferencing appointment sheet

Cert level: _____ LA No: _____

Times: Friday 12.00 – 1.00pm in the ILC

Name	Conferencing date and time
1	12.00pm
2	12.15pm
3	12.30pm
4	12.45pm
	August 24
5	12.00pm
6	12.15pm
7	12.30pm
8	12.45pm
	August 31
9	12.00pm
10	12.15pm
11	12.30pm
12	12.45pm
	September 7
13	12.00pm
14	12.15pm
15	12.30pm
16	12.45pm

Three questions to ask your teacher sheet

Name: Date:

Write three questions you would like to ask your teacher.

1

2

3

Classroom activities and workplace skills sheet

Look at the following classroom activities and translate them into workplace practices.

Classroom Activities	Workplace
1 Working in groups/pairs.	
2 Working alone.	
3 Able to work with any student/group in the class.	
4 Participating in group discussions.	
5 Participating in classroom and school activities.	
6 Getting to know the students in the class and students from other classes.	
7 Getting to know the teacher.	
8 Offering help or ideas when needed without being asked.	
9 Participating in committees.	
10 Organising or helping to organise activities/ functions.	
11 Doing all assignments given by the teacher.	
12 Able to use the internet and computer.	
13 Being punctual.	
14 Informing the school/teacher if you are going to be late or absent.	
15 Speaking to the teacher/person you have a problem with.	
16 Knowing what you want to achieve in your learning and planning for your future.	
17 Keeping up to date with what the class is doing especially when you have been absent.	
18 Helping new students to settle in.	

The workplace in the 21st century sheet

The Workplace in the 21st Century

THE WORKPLACE IN YOUR COUNTRY

In your groups discuss:

Relationships between co-workers; employee and supervisor; and employee and Manager:

How do you relate to each other?

How do you work with each other?

What kind of language do you use in the workplace eg casual, formal?

Job application process:

Do you need to send in a résumé when you apply for work? Résumé needs 2 x accents

Do you have to attend a job interview?

How are applicants selected for the job? What are the major selection criteria?

- 1 What personal attributes are important in the workplace?
- 2 Are jobs permanent or contract? Do these terms have the same meaning as in Australia?
- 3 How would you describe the workplace culture? For example:
 - Relaxed
 - Very formal
 - Casual
 - Strict.
- 4 How are conflicts solved?
- 5 Do unions play a role in the workplace?

THE WORKPLACE IN AUSTRALIA

- 1 Answer the same questions as above in an Australian context.
- 2 What major differences do you see in the Australian workplace?

Employability skills OHT 1

EMPLOYABILITY SKILLS

Also known as:

- Generic Skills (Aust)
- Key Competencies (Aust)
- Essential Skills (NZ/Can)
- Core Skills (UK)
- Transferable Skills (Fr)
- Soft Skills (USA)
- Enabling Skills

Employability skills OHT 2

What are the employability skills employers look for?

- 1 Communication – communicate ideas and information
- 2 Collect, analyse and organise information
- 3 Plan and organise activities
- 4 Teamwork
- 5 Use mathematical ideas, concepts and techniques
- 6 Apply problem solving skills
- 7 Use technology
- 8 Show initiative

Tasks to practise employability skills

1 Communication – communicate ideas and information

Giving opinions – *Teacher-created worksheet*

2 Collect, analyse and organise information

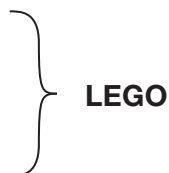
Lifestyle interview – *Adapted worksheet*

3 Plan and organise activities

Planning team's image

4 Use teamwork LEGO

Brainstorming ideas



5 Use mathematical ideas, concepts and techniques

Population ranking – *Dave Tout's exercise*

6 Apply problem-solving skills

Critical incident – *Desert Island*

7 Use technology

Computers

Mobile phones

Digital cameras

Ticket machines

8 Show initiative

Mentoring – *Induction list*

Group discussion topics

Group 1

Education is important to survive in today's world. Discuss.

Group 2

Arranged marriages are better than love marriages. Discuss.

Group 3

Parenting was easier in our grandparents' time. Discuss.

Group 4

Technology today has changed our lives in many ways.
Has it made our lives better than before? Discuss.

Group 5

Married people are happier than single people. Discuss.

Mentoring induction checklist

Induction Checklist **Start Date:**

The following is a checklist of information and help you need to give to your mentee.

Tick the boxes as you perform the task.

Welcome

- 1 Make the new student feel welcome by introducing him/her to your classmates.
- 2 Sit with them in class until they fit into a group.
- 3 Go over the class timetable with the student.
- 4 Ask them if they have a current library card. If not, tell them what to do.
- 5 Tell them about the work you have done in class so far by showing the contents of your folder.

Orientation

- 1 Show them the rooms in the Centre that are used by our class eg: computer room, ILC, other classrooms.
- 2 Check to make sure they know where the reception is.
- 3 Show them the student lounge and kitchen area.
- 4 Introduce them to the educational counsellor if they have not met.
- 5 Check to see if they know how to make an appointment to see the counsellor.

Classroom practice

- 1 Explain what to do if they are absent, have to leave class early, need to have their mobile phone on etc.
- 2 Explain the mateship list and add their name to the list.
- 3 Bring the student's attention to the notices on the noticeboard.
- 4 Point out the grievance and emergency procedures, dates to remember etc.
- 5 Explain conferencing and make sure they make an appointment to see the teacher.
- 6 Remind them they can get help from the teacher or from you at any time if they need it.
- 7 Ask the student if they understand the learning outcomes for Certificate III. If they don't, tell them to ask the teacher during the conferencing time.
- 8 Remind them to ask the teacher for the worksheet: Conferencing – Three Questions.

Quality control

- 1 In the student's first week keep checking with them to see if they need any help.
- 2 After the first week give feedback to the teacher on how they are settling into the class.
- 3 In the second week check with them occasionally to make sure that everything is alright with them in class.
- 4 Go over this checklist with the new student and then both of you sign it.
- 5 Give this checklist to the teacher.

SIGN-OFF

This section to be completed two weeks after the new student started the course.

The above tasks were completed on _____ (date)

Mentor's signature

Mentee's signature

Print mentor's name

Print mentee's name

Classroom presentation B

Introducing Elizabeth Buchanan



Elizabeth Buchanan has had a long interest in teaching ESL and developing learning materials. Her current challenge is extending this into the field of ESL for the deaf at preliminary level. This is the sort of catalyst that confronts her personal philosophy of teaching, extends her teaching as a whole and enlivens classroom practice.

Where previously she did a lot of singing with her students to extend reading she now works a great deal more on spelling/phonics, basic vocabulary and clapping patterns to accommodate the inclusion of the hearing impaired.



Segment 1: Teaching at pre-CSWE level

At the pre-CSWE level routines and repetition are most important. The thematic approach is very useful and scaffolding supports all of the language work ... At pre-CSWE level the students are learning how to learn, therefore they need regular strategies with lots of systems and routines.

This segment focuses on support for pre-CSWE learners including:

- the use of bilingual assistance in the classroom for instruction, giving information, correction and especially in the computer room
- pre-class activities which focus on games, alphabet, reading and working together to reinforce prior learning, develop learning to learn skills and support independent learning.

Reflection point



Describe what bilingual services are available for pre-CSWE classrooms in your teaching centre.
Describe ways in which you use bilingual assistance in the classroom.
Discuss what bilingual resources should be available in the best of all possible worlds?
Elizabeth's classroom is a very rich environment. Discuss the value of such an environment for pre-CSWE learners and how you might provide such an environment.



Segment 2: Routines

Step 1 The date

The teacher works with the whole class to write the date on the board, asking students to tell her the parts of the date.

Step 2 The days of the week

- a The teacher reads through the days of the week with the whole class.
- b The teacher gives the students the first letters of the day and asks the students to say the name of the day.
- c The teacher asks students with the names of the days on cards to come out to the board and stick the card beside the appropriate day.
- d The students individually match the days of the week on cards with a list.

Step 3 The weather

- a The teacher asks the students the day and writes – *Today is Tuesday* – on the board. She asks the students to read as a whole group and asks individual students to read it.
- b The teacher asks the students to describe the weather using cards with weather pictures and words.
- c The teacher writes sentences on the board to describe the weather – *Today it is fine. It is cloudy and a little sunny.* She also illustrates these sentences.
- d The teacher asks the whole class and individual students to read the sentences.
- e The teachers asks the students to copy the sentences into their exercise books.

Action point



What routines do you think are important in the pre-CSWE classroom?

Design a sequence for teaching pre-CSWE learners to give simple personal information. Try it out in the classroom. If possible ask a colleague to observe this routine and to evaluate it with you after the lesson.

Describe how you would use this teaching sequence regularly in lessons and how you might vary the sequence.

Describe what materials you would develop.



Segment 3: Dealing with groups in the pre-CSWE classroom

Every day we complete the basic texts on the main board and for those who finish that much more quickly I generally give them another text. Sometimes this is 'sight unseen'. Sometimes I elicit the material from the students.

This segment focuses on how the teacher works with different groups in the class and with individual students through:

- the use of an additional text/s on the board
- reading with different groups
- reading with individuals at their desks
- having students choose and read books when they have finished tasks.

Reflection point



Discuss how to deal with disparate groups in the pre-CSWE classroom.

Discuss how teachers can train pre-CSWE students to be more independent in the classroom.



Segment 4: Alphabet work

Step 1 Reading through the alphabet

The class repeats the letters after the teacher and as the teacher points to the letters on an alphabet list.

Step 2 Reading alternate letters

The teacher splits the class in two and asks each side to read alternate letters as she points to them.

Step 3 Alphabet cloze

The teacher writes sequences of letters on the board with one letter missing. She asks students to name the missing letter, which she then writes on the board. The students then write the letter sequence in their books. Students then complete a letter sequence individually.

Step 4 Look and cover

The teacher writes letters on the board and asks the students to remember them. She then covers the letters and asks the student to write them into their books.

Action point



Develop a range of activities to assist pre-CSWE students to learn the numbers 1 to 30.

Try some of these activities in your classroom to evaluate which ones work most effectively.



Segment 5: Thematic approach

I find a thematic approach is very suitable for this learning level. It supports the students' vocabulary learning and supports their interaction in the wider society. The themes I choose often relate to things that are happening around them, for instance it might be a show day. It might be something to do with the seasons, as in clothing, buying clothes, buying food.

Step 1 My body vocabulary

Teacher distributes cards with parts of the body illustrated and named. She asks the students to choose the particular cards and hold them up.

Step 2 Sound recognition

The teacher asks students to find words for parts of the body that start with certain letters. She then asks students to fold cards so they can only see the words and asks them to find words which begin with particular sounds.

Action point



List the themes you would cover in a 20-week full-time course for pre-CSWE learners.
How would you integrate basic skills development into these themes?
Try teaching one of these themes with an integrated skills component included in the activities.



Segment 6: Spelling

Teacher distributes sheets showing lower half of the body with spaces beside parts of the body. She asks the students to spell out the words, as she says the sounds and points to them on the alphabet list, and writes the words on the board. Students copy the words in the correct spaces on their sheets.

Reflection point



What approach to spelling do you consider important for pre-CSWE learners?
Why does Elizabeth use gestures when asking the students to spell words?
Do you have particular techniques for teaching spelling?



Segment 7: Speaking

Step 1

Teacher writes a short adjacency pair on the board – *How is your leg today? / It is fine.*
Class reads the adjacency pair.

Step 2

Teacher distributes adjacency pair on strips of paper. Pairs of students come to the front of the room to read the adjacency pair.

Step 3

Pairs of students read the adjacency pair five times as Speaker A or Speaker B and then swap round.

Step 4

Pairs of students come to the front of the room again to read the adjacency pair.

Reflection point



Discuss these aspects of this segment of the lesson:

- the adjacency pair Elizabeth uses to teach speaking
- reading the adjacency pair in front of the class

Would you modify them in any way for your students?



Segment 8: Reading

The reading in the classroom forms the basis for the computer sheet that we work on in the computer lab ... The reading is the same text but initially it is in upper case for the learners at the beginning who cannot recognise lower case letters on the keyboard. So the text is exactly the same. It is duplicated in upper case and then in lower case.

Step 1

Teacher explains content of reading passage, asking students to repeat key words they will read. She writes main words on the board and asks students to read the words.

Step 2

Teacher asks students to underline all the occurrences of the word *toothache* in the text and asks them how many times it occurs. She then asks the students to circle the word *dentist*.

Step 3

Teacher reads each sentence which students repeat.

Step 4

Teacher asks students to follow the text sentence by sentence while she reads it.

Reflection point



Discuss these aspects of this segment of the lesson:

- the text used by Elizabeth
- the purpose of the steps in this segment

Would you modify them in any way for your students?

Materials used by Elizabeth

Toothache

Today is not a good day.
I am not happy.



I have a toothache.
My toothache is not good.

I want to see a dentist.
I want a dentist to fix my toothache.



My toothache is not good.
It is not good at all.



I will see the dentist today.
Today the dentist will fix my toothache.

I will see the dentist at 3 o'clock.
I will see the dentist soon.



The dentist will fix my toothache.



E.B. TAFE TASMANIA

A: How is your leg today?

B: It is fine.



E.B. TAFE TASMANIA

Classroom presentation C

Introducing Leonie Cramer



Leonie Cramer has been a part-time teacher in the Adult Migrant English Program for 12 years, the last ten of which have been in Darwin at Charles Darwin University. She has taught across all levels of the Certificate in Spoken and Written English. Leonie believes that learning a language should include interactive and fun activities while focusing on the genre being studied.



Segment 1: Teaching genres

As an example of my methodology I'm going to demonstrate writing an exposition. I will use all four macroskills in my teaching, starting with speaking, then listening, working through reading and the end result being writing the exposition.

Step 1

The teacher refers to the curriculum learning outcomes which are the focus of the teaching sequence and are written on the board:

- Module 3A Participate in a spoken discussion
- Module 3L Write an exposition

Step 2

The teacher writes the topic of the discussion on the board – *Darwin is a great place to live*. She explains what a discussion is and outlines how what happens in this lesson will lead to writing an exposition later in the week.

Reflection point



Discuss your approach to explaining learning outcomes to students.
How do you go about explaining how learning outcomes link to each other?



Segment 2: Eliciting spoken language

The next activity is where the students are working in groups. They have a spoken discussion where the students talk about the pros and cons (the positives and negatives) of the topic. The idea of this involves speaking and listening, both of those skills, because the students need that so that they can work towards the end result, the writing.

Step 1

The teacher elicits pros and cons from the students about living in Darwin.

Step 2

The teacher distributes a large sheet of paper to each group where they can list the pros and cons about living in Darwin. The teacher circulates to hear the students' arguments.



Segment 3: Joint construction

On going around the groups in the class, I usually find that the students come up with the same arguments for and against. So what I usually do is select the common arguments and I use those arguments to jointly negotiate a model text on the whiteboard with the students.

In this segment the teacher writes a model exposition on the board asking the students to provide evidence for the arguments and also labelling the parts of the text, for example, topic sentences. The teacher explains the role of each stage and feature of the text.

Reflection point



How do you go about doing a joint construction activity in your class?

In what ways is your approach similar or different from Leonie's?



Segment 4: Introducing another model text joint construction

Then I introduce the idea of the Devil's Advocate. I want the students to know that there's always another side to the opinion. It's also a really good opportunity to introduce another model text that's usually opposite to the one we've talked about on the board.

Step 1

The teacher distributes a large sheet of green paper and another exposition that has been cut up and provides labels for parts of the text. The students work in pairs to reconstruct the text and label the parts of the text, for example, topic sentences. The teacher circulates and works with the groups. She then pins one example of the students' work on the wall. The students can use this later in the week when writing their own expositions.

Step 2

The teacher distributes a worksheet which students work on individually. Using the sheet, students identify the language features and the structure of another exposition.

Action point



Develop a similar sequence for teaching a particular genre for one of the learning outcomes your students must achieve.

Try it out in the classroom and evaluate its effectiveness.

Would you modify it in any way the next time you teach it?

Materials used by Leonie

Group brainstorming activity

Darwin is a great place to live.	Darwin is not a good place to live.
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

Sample exposition 1

Darwin is a great place to live

Darwin is one of the fastest growing cities in Australia and every year many new residents make the decision to call Darwin their home. There are many reasons why I believe that Darwin is an excellent city to live in.

Firstly, Darwin is a very safe place. There's not a lot of crime and Darwin doesn't seem to have such a big problem with drugs. This makes Darwin a great place to raise a family. People from many different nationalities live happily together without the racial tension that you hear about in other cities.

Next, Darwin is very clean. The air is not polluted and the streets are not crowded. The pace of life is very relaxed. As a result, it is not as stressful living in Darwin compared to other cities in Australia.

Also the tropical weather in Darwin makes it a wonderful place to live. People can enjoy an outdoor lifestyle, especially in the dry season. You can go fishing and camping and enjoy a picnic at the beach, while watching the sunset. Because of the warm weather, people can wear casual clothes most of the time.

In conclusion I believe Darwin is a fantastic place to live. It's safe and Darwin residents enjoy a relaxed lifestyle in a clean and healthy environment. Consequently it is obvious why so many people decide to call Darwin their home.

Sample exposition 2

Darwin is not a good place to live

Every year people decide to leave Darwin permanently. As a result the population is ever-changing and it makes Darwin a very transient town. There are many reasons why I think Darwin is not the best city to live in.

Firstly, the cost of living in Darwin is very high compared to other cities. Renting a house in Darwin can be very expensive for families and the price of food in the supermarket is almost unaffordable. In addition, the cost of petrol is higher than in other states. This high cost of living often leads to a lot of stress for families who live in Darwin.

Secondly, Darwin has a lot of dangerous and annoying animals. People cannot swim in most of the rivers because of crocodiles. In the summer, when it is very hot, you cannot enjoy a dip in the ocean because of box jellyfish. There are also flies, mosquitoes and sandflies which can be a nuisance when you want to have a barbeque. Because of these pests, it is sometimes impossible to sit outside in the evenings.

In addition the climate in Darwin is unbearable for most of the year. In the (build up) and the wet season, the humidity makes life very uncomfortable for people in Darwin. Some people develop rashes and other skin conditions as a result of the tropical climate. The sun is very strong in Darwin and this contributes to a higher risk of skin cancer if you spend time outside.

In conclusion, Darwin is not the ideal place to live. I think the weather is too hot and living in Darwin is expensive. For all these reasons it seems obvious why people decide to move from Darwin and resettle in another city.

Pair labelling activity

Use these key words to identify the features of the model exposition text

Topic/issue

General statement

Writer's opinion

Argument #1

Supporting evidence

Argument #2

Supporting evidence

Argument #3

Supporting evidence

Restatement of writer's opinion

Introduction

Body

Conclusion

Linking words

Linking words

Linking words

Linking words

Individual text activity

Individual text activity

Read exposition 2 and follow the instructions.

1 What does the writer think about living in Darwin?

2 Number the paragraphs.

3 Underline the Present Tense verbs in the exposition.

4 Circle the linking words. (for example, firstly etc)

5 Highlight the topic sentences in the body of the exposition.

6 Write down three words/phrases which strongly express the writer's attitude.

7 The following phrases are examples of language that expresses cause and effect:

- as a result...
- often leads to...
- this contributes to...

Find the phrases in the text and highlight them.

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Overhead material for professional development

Reflection point

What aspects of the ESL classroom have your students found difficult or uncomfortable?

How have you been able to assess their reactions to various procedures in the classroom?

Have your students resisted or subverted activities in the classroom?

Reflection point

Strategies

- Tell learners how new activities link to previous activities in earlier lessons or earlier segments of the same lesson.
- Explain the learning goals of activities and how they link to learning in previous activities.
- Draw attention to how lesson content is linked to topics identified by the learners as relevant to their interests and needs.
- Give students the terms, including technical terms, for classroom participation, including vocabulary for the classroom and its physical components, interaction with the teacher and other learners, language and grammar and learning strategies and taking responsibility for learning.
- Allow sufficient time for activities to ensure successful completion by all learners.
- Balance teacher-talk in teacher-fronted explanation and instruction with learner-focused activities and tasks.
- Provide learners with clear course, lesson and activity plans that frame and structure learning goals and materials.
- Indicate the specific learning outcomes for each activity and task.
- Allow time for unexpected learning opportunities that arise but be aware of the need to come back to the main frame of the lesson.

Which of these strategies do you use in the classroom?

How do you make teaching/learning sequences clear to the students?

How do you introduce new activity types into lessons?

Can you suggest other strategies teachers can use to ensure students are clear about course content and sequencing?

Reflection point

Are your lessons strongly framed or weakly framed?

Do you vary the level of framing? Why?

Do you think weak framing can cause problems for your students? Why?

Can you describe a well scaffolded lesson you have given?

Many teachers of adults find it difficult to pitch learning slightly above students' capabilities. How can teachers ensure they are challenging the students rather than giving them tasks and activities that they can already do?

Action point

Concepts of visible pedagogy:

- Learning is more effective when the roles of the teacher and learners in the classroom are explicit and made clear.
- Explicit teaching involves clarifying the skills that are being learned and making explicit to the learners the purpose of activities and the anticipated learning outcomes.
- Language is embedded in social contexts and is fundamental to cognitive development as it is a tool for thinking and doing.
- Learners can achieve more learning with the support of skilled others than they can achieve alone.
- Learners move towards greater independence as their knowledge and skills increase.
- Teachers can gradually withdraw support as skills and knowledge are acquired and learners achieve success.
- Effective pedagogy is tuned to the needs of learners and constantly adjusted in response to what they are able to do.
- Learners are more likely to be successful when tasks are broken down into manageable and achievable steps.
- Demonstration and modelling are crucial aspects of scaffolded learning.
- Focusing towards the whole task and the goals to be achieved is central to effective scaffolding.
- Learners gain success in new tasks when they are located within formats and routines that are already familiar.

Monitor your teaching for one day.

Which of the visible pedagogy points above do you already use effectively in your classroom? Which would you like to develop?

Reflection point

Presentation A: Sat Devi

How do you react to Sat's opposing characterisations of classrooms and the role of the teacher?

Discuss how you could use this approach with beginner and post-beginner students?

Action point

Presentation A: Sat Devi

Draw up a list of centre or class events that would be important for your students to know beforehand.

Design three other activities that would develop student responsibility in the language classroom. Try them out in your classroom and evaluate their effectiveness.

Action point

Presentation A: Sat Devi

Design eight alternative classroom activities that would assist students to understand and develop the eight employability skills.

Try some of them out in your classroom and adapt them as necessary.

Reflection point

Presentation A: Sat Devi

Discuss the issues that arise with continuous enrolment.

Describe ways in which your teaching centre has tried to deal with continuous enrolment.

Share ways you assist students who enrol later to integrate into the classroom.

Reflection point

Presentation B: Elizabeth Buchanan

Describe what bilingual services are available for pre-CSWE classrooms in your teaching centre.

Describe ways in which you use bilingual assistance in the classroom.

Discuss what bilingual resources should be available in the best of all possible worlds?

Elizabeth's classroom is a very rich environment. Discuss the value of such an environment for pre-CSWE learners and how you might provide such an environment.

Action point

Presentation B: Elizabeth Buchanan

What routines do you think are important in the pre-CSWE classroom?

Design a sequence for teaching pre-CSWE learners to give simple personal information. Try it out in the classroom. If possible ask a colleague to observe this routine and to evaluate it with you after the lesson.

Describe how you would use this teaching sequence regularly in lessons and how you might vary the sequence.

Describe what materials you would develop.

Action point

Presentation B: Elizabeth Buchanan

Discuss how to deal with disparate groups in the pre-CSWE classroom.

Discuss how teachers can train pre-CSWE students to be more independent in the classroom.

Action point

Presentation B: Elizabeth Buchanan

Develop a range of activities to assist pre-CSWE students to learn the numbers one to 30.

Try some of these activities in your classroom to evaluate which ones work most effectively.

Action point

Presentation B: Elizabeth Buchanan

List the themes you would cover in a 20-week full-time course for pre-CSWE learners.

How would you integrate basic skills development into these themes?

Try teaching one of these themes with an integrated skills component included in the activities.

Reflection point

Presentation B: Elizabeth Buchanan

What approach to spelling do you consider important for pre-CSWE learners?

Why does Elizabeth use gestures when asking the students to spell words?

Do you have particular techniques for teaching spelling?

Reflection point

Presentation B: Elizabeth Buchanan

Discuss these aspects of this segment of the lesson:

- the adjacency pair Elizabeth uses to teach speaking
- reading the adjacency pair in front of the class.

Would you modify them in any way for your students?

Reflection point

Presentation B: Elizabeth Buchanan

Discuss these aspects of this segment of the lesson:

- the text used by Elizabeth
- the purpose of the steps in this segment.

Would you modify them in any way for your students?

Reflection point

Presentation C: Leonie Cramer

Discuss your approach to explaining Learning Outcomes to students.

How do you go about explaining how Learning Outcomes link to each other?

Reflection point

Presentation C: Leonie Cramer

How do you go about doing a joint construction activity in you class?

In what way is your approach similar or different from Leonie's?

Action point

Presentation C: Leonie Cramer

Develop a similar sequence for teaching a particular genre for one of the Learning Outcomes your students must achieve.

Try it out in the classroom and evaluate its effectiveness.

Would you modify it in any way the next time you teach it?

