

Chapter 4 — Describing Teachers

Please read the chapter through, then attempt the self-assessment questions and exercises.



SAE 14

In part 'A' nine aspects of class management are described and in 'B' nine teacher rôles. Match the numbered descriptions with the teacher rôles.

A.

1. Especially in communicative activities we will want to see what and how our students do so that we can give them useful group and individual feedback.
2. Often the teacher needs to encourage students to participate or needs to make suggestions about how students may proceed in an activity.
3. The success of many activities depends on good organisation and on the students knowing exactly what they are doing.
4. There is no reason why the teacher should not participate as an equal in an activity especially where activities like simulations are taking place.
5. In learner-centred lessons the teacher maintains a low profile in order to make the students' own achievement of a task possible.
6. Here we talk about the teacher in the sense of someone who acts as a coach or counsellor working with individuals or small groups.
7. The teacher is in complete charge of the class.
8. The teacher offers feedback and correction and the grading of students in various ways.
9. In some activities the teacher will want to be helpful and available, but at the same time must avoid having students become over-reliant on us.

B.

Facilitator
Assessor
Resource

Controller
Prompter
Tutor

Organiser
Participant
Observer

Chapter 5 — Some background issues

Please read the chapter through, then attempt the self-assessment questions and exercises.



SAQ 15

Read the following statements and decide if they are true or false.

TRUE FALSE

- | | | |
|--|--------------------------|--------------------------|
| 1. Rob Batstone suggested that structuring and restructuring of 'noticed' language will be necessary to adjust the hypothesis that the learner has formed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ivan Illich was an important advocate of formal schooling in society. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Roughly-tuned input is not simply a stark contrast to the finely-tuned input of much language instruction, where specific graded language has been chosen for conscious learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The psychologist Abraham Maslow, for example, suggested that self-esteem was a necessary 'deficiency need' which had to be met before cognitive or aesthetic needs could be engaged with. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Stimulus, response, and reinforcement is the three-stage procedure of mentalism. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The psychologist Carl Rogers suggested that learners did not need to feel that what they were learning was personally relevant to them. | <input type="checkbox"/> | <input type="checkbox"/> |