



TeachingEnglish

Classroom Language
Developing confidence

Trainer Notes



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1 Developing confidence – Trainer Notes

Learning Outcomes

By the end of this session participants will be able to:


- Define and describe the factors which influence professional confidence.
- Discuss classroom contexts where teachers feel unconfident and give their opinions on confidence-building ideas.
- Analyse target language to enable more confident lesson planning.
- Link lesson planning techniques to confidence-building.
- Plan lessons to include confidence building techniques.

Key Learning Points

- English language teachers, like others professionals, employ specific strategies to feel more confident when in the classroom.
- Teachers usually develop confidence through
 - Professionalism have a good knowledge of the subject.
 - Preparation know what we are going to do in the classroom and how we are going to do it.
 - Practice rehearsing before going in to the classroom.

Key Learning & Phrases

- Language for giving and asking about opinions; for example, “What do you think about..?”
- Language for making suggestions; for example, “How about ..?”

Plan Summary		
1 Outcomes	Clarify learning outcomes	5
2 Lead in	Confidence in different roles	15
3 Task	Advice for nervous teachers	30
4 Language analysis	Analysis of target structures as a confidence building strategy	30
5 Methodology	Lesson planning to engender confidence	15
6 Practice	Teaching from a prepared script / plan	40
7 Phrasebook	Record useful language from the session	10
8 Reflection	Reflect on learning	10
9 Action plan	Set goals and plan how to achieve them	10

Preparation

For language analysis stage, provide some grammar reference books if possible. You will need copies of 'Language Analysis' answer sheets A + B and Answer sheet - planning to be confident for all participants.

Procedure

1 Outcomes



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- Explain learning outcomes for session to participants.

2 Lead-in: Confidence in different roles



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- Briefly discuss what participants understand by the word "confidence."
- Write the following question on the board and discuss with participants "What gives an actor in the theatre the confidence to play his/her role well, and how can a person get this confidence? e.g. An actor in the theatre is confident if he/she knows the lines of the play well. To get this confidence, the actor needs to prepare the part and learn the lines before the play.
- Divide participants into groups and look at worksheet: 'Confidence in different roles.'
- Ask them to discuss and make notes on the factors which give people confidence to carry out their roles.
- Feedback: Elicit ideas from participants and compare with suggested answers (see next page). You may need to help participants with the language here.
- Follow-up: ask participants to discuss which of the ideas about confidence also applies to English language teachers and learners.
- Summarise the main points about confidence for learners and teachers. (See next page for suggestions). The key points about developing confidence are:
 - professionalism – a good knowledge of your subject.
 - preparation – knowing what you are going to do and how you're going to do it.
 - practice– practice makes perfect!

Suggested answers: Confidence in different roles

Role	What gives him/her confidence?	How does he/she get this confidence?
AN ACTOR IN THE THEATRE	Knowing the lines of the play well. Believing the play is good. Trusting the other actors & director.	Learning the lines before the play. Making the right choice before you start. Getting to know the actors and letting them get to know you.
AN AIR-TRAVELLER	Trusting the airline and the crew of the aeroplane.	Flying often.
A PROFESSIONAL FOOTBALLER	Confidence in his own ability. Trusting his team mates. Good understanding of his role.	Practice and training with his team mates.
A SURGEON	Confidence in her/his ability. Knowledge of the subject.	Years of training. Lots of practice at carrying out operations.
AN EL STUDENT	Knowing she/he can succeed. Enjoying English lessons. Liking the teacher.	Having experience of doing well. Having enjoyable English lessons. The teacher shows she/he is interested in the students.
AN EL TEACHER	Knows the subject. Knows how to teach the subject. Students who want to and can learn. Teaches lessons the students like & learn from.	Prepares for each lesson. Has had training. Believes in the students. Prepares lessons that are interesting and enjoyable.

3 Task: Advice for nervous teachers



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- Look at the worksheet 'Advice for nervous teachers'.
- Ask participants to work individually to read the letter and make notes of advice they would give to the teacher.
- Focus on the 'useful language' box and drill the items briefly. Elicit other suggestions from participants.
- Put participants into groups of 4 or 5 and ask them to discuss the advice they noted – trying to use the phrases.
- Allow 10-15 minutes for the discussion then ask 2 or 3 groups to give feedback to the class. Make notes of some of the suggested advice on the whiteboard.
- Look at the worksheet 'Readers responses'. Participants read these and extract the advice – you may want to divide the texts among participants so that the reading task is shorter.
- Feedback – suggested answers:
 - Be well prepared; focus on learners and their needs; anticipate; video or tape yourself; practise in front of a mirror; build confidence in things which interest you; eat before teaching (small meal); don't tell anyone you are nervous.
 - Elicit opinions of the advice and compare it with the advice participants noted earlier.

4 Language analysis *(provide grammar references books for this activity if they are available).*



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- Remind Participants that professionalism leads to confidence and that an important part of professionalism is a good knowledge of the subject (the English language – especially the target language of the lesson we are about to teach).
- Write 'We've been living here for six years' on the board.
- Tell participants to imagine that this is the target language for the lesson. Ask them to brainstorm in pairs what knowledge the teacher should have about the structure before going into the classroom in order to feel confident. Give participants about three minutes to discuss this.
- As feedback build up table from worksheet 'Language analysis – example,' on the board (or use an OHT). Elicit ideas from participants while building up an example analysis sheet.
- Divide the class into two halves and then divide the two halves into smaller groups of three or four.
- Ask half the group to look at worksheet 'Language analysis task A' and the other half to look at worksheet 'Language analysis task B'.
- Tell Ps to complete the table. Allow about 10-15 minutes for this and provide grammar reference books if available.
- Pair participants up with someone from the other half to share ideas.
- Feedback: distribute answer sheets A and B – participants compare these with their own responses.

5 Methodology: Planning to be confident



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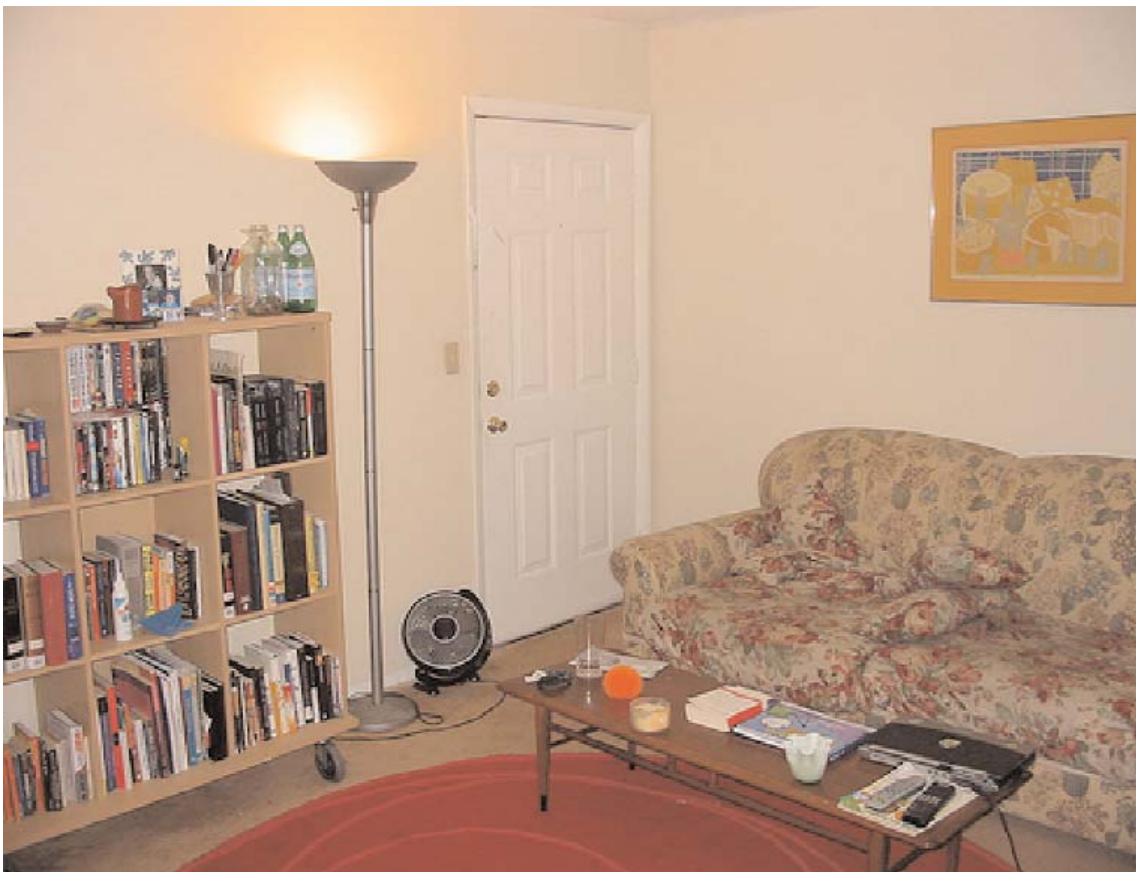
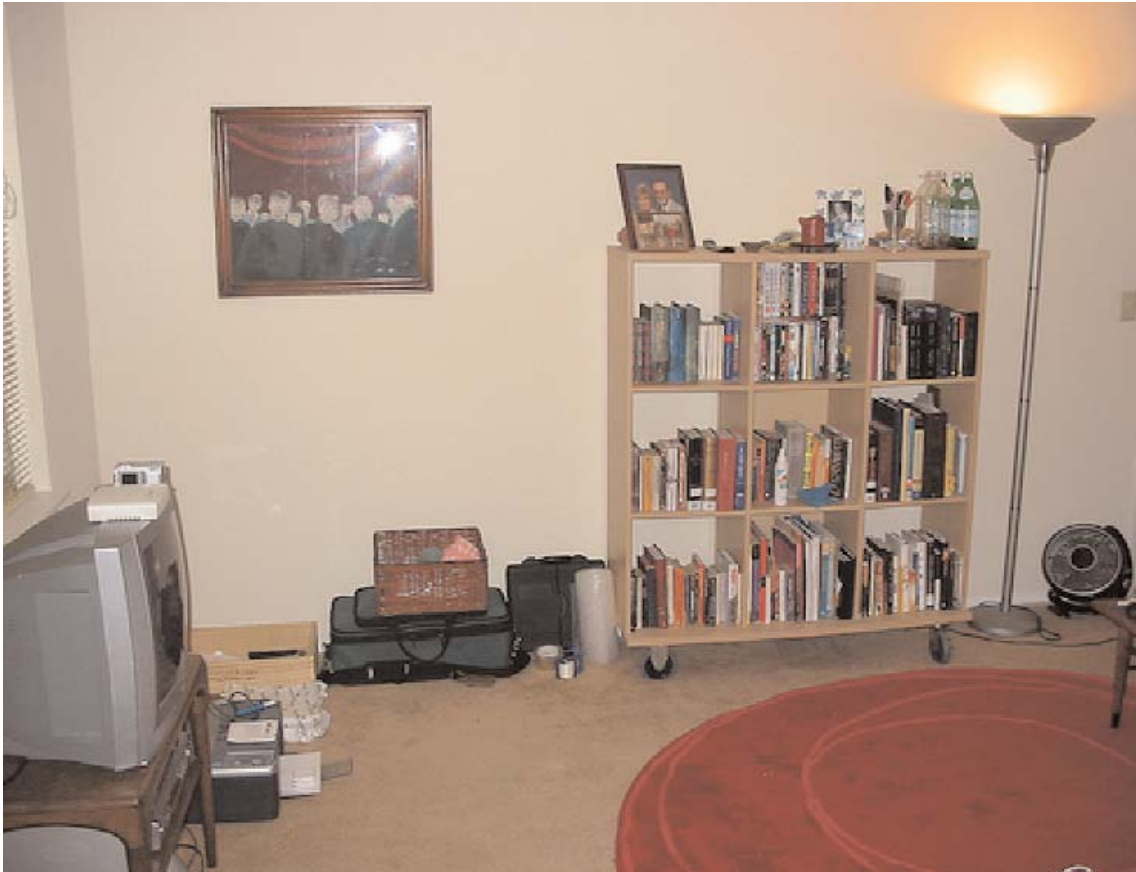
- Distribute worksheet 'Planning to be confident'.
- Focus on the quotation at the top from the Brazilian teacher. Ask participants if they plan what they will say in lessons.
- Ask participants to quickly read through the lesson plan.
- Draw attention to the 'What I say' column and the 'What I do' column'. Check understanding.
- Divide participants into pairs to discuss and complete the remaining spaces in the plan. (Perhaps do first one together with whole group).
- Feedback: elicit ideas from participants, then compare with suggested answers.

6 Practice



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- Remind teachers of this quotation from the 'Readers' responses: *"Look at yourself in the mirror and imagine that you are in front of your class. These simple exercises will really build your confidence up."*
- Explain that the participants are going to 'teach' a section of a lesson – about 5-10 minutes each – to their fellow participants.
- Participants can choose to teach the lesson plan from the previous stage or can develop a new plan of their own. If they choose to teach the lesson from the previous stage, there are two pictures on the next page which can be used.
- Put participants in groups of 4 and allow groups plenty of time to prepare their lesson section.
- When they are ready, regroup the participants to 'teach' their lesson section to the new group. Keep the atmosphere light-hearted here. This is an opportunity for participants to practise rather than a test of their ability.
- Feedback as a class – how did it feel to have planned exactly what you were going to say and do before you taught?



7 Phrasebook



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- Ask participants to select the three language items which they have found most useful in the session.
- Divide participants into groups to compare and explain their choices.

8 Reflection



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- Look at Reflection worksheet and ask participants to complete.
- Work with a partner to talk about their choices.

9 Action plan



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- Focus on Action plan worksheet and ask participants to complete.
- Distribute lesson plan template and suggest this may help them in planning.
- If they find it more helpful, they can plan in discussion with a partner.

Answer sheet A: Language analysis task

He was eating dinner when we arrived.																		
Form	<table border="1"> <tr> <td colspan="2">Affirmative</td> <td rowspan="4" style="vertical-align: middle; text-align: center;">eating</td> </tr> <tr> <td>I He She It</td> <td>was</td> </tr> <tr> <td>You We They</td> <td>were</td> </tr> <tr> <td colspan="2">Negative</td> </tr> <tr> <td>I He She It</td> <td>was not wasn't</td> <td rowspan="2" style="vertical-align: middle; text-align: center;">eating</td> </tr> <tr> <td>You We They</td> <td>were not weren't</td> </tr> <tr> <td colspan="3">Question Were you eating? Weren't you eating? (when you want confirmation)</td> </tr> </table>	Affirmative		eating	I He She It	was	You We They	were	Negative		I He She It	was not wasn't	eating	You We They	were not weren't	Question Were you eating? Weren't you eating? (when you want confirmation)		
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Question Were you eating? Weren't you eating? (when you want confirmation)																		
Pronunciation																		
Meaning	One action was in progress and another interrupted it (past simple), The action may or may not continue.																	
Other uses of structure	An action in progress at a particular point in the past. I was having a bath at ten o'clock. An action lasting between two points in the past. I was watching TV between 8 o'clock and 10 o'clock last night.																	
Students' problems (and solutions)	<ol style="list-style-type: none"> 1 spelling of present participles or ing form. (review spelling rules using present progressive before presentation) 2 state verbs do not usually take progressive form (select example verbs carefully initial presentation to avoid questions about state verbs) 3 weak 'was' and 'were' difficult to recognise and pronounce and students are reluctant to do so. (drill thoroughly and do recognition tests/dictation) 																	

Answer sheet B: Language analysis task

I think I'm going to faint.																					
Form	<table border="1"> <tr> <td colspan="2">Affirmative</td> <td rowspan="6" style="vertical-align: middle; text-align: center;">going to faint</td> </tr> <tr> <td>I</td> <td>am 'm</td> </tr> <tr> <td>He She It</td> <td>is 's</td> </tr> <tr> <td>We You They</td> <td>are 're</td> </tr> <tr> <td colspan="2">Negative</td> </tr> <tr> <td>I</td> <td>am not 'm not</td> </tr> <tr> <td>He She It</td> <td>is not isn't 's not</td> <td rowspan="3" style="vertical-align: middle; text-align: center;">going to faint</td> </tr> <tr> <td>We You They</td> <td>are not aren't 're not</td> </tr> <tr> <td colspan="2">Question Are you going to faint?</td> </tr> </table>	Affirmative		going to faint	I	am 'm	He She It	is 's	We You They	are 're	Negative		I	am not 'm not	He She It	is not isn't 's not	going to faint	We You They	are not aren't 're not	Question Are you going to faint?	
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We You They	are not aren't 're not																				
Question Are you going to faint?																					
Pronunciation																					
Meaning and use	<p>Used to predict a future event when there is clear evidence in the present. Often the event is imminent.</p> <p>I'm going to faint. (evidence = I feel ill)</p> <p>Compare: I'll faint. (prediction based on previous experience – not because I feel ill now).</p> <p>It's going to rain. (evidence = there are dark clouds in the sky)</p>																				
Students' problems (and solutions)	<ol style="list-style-type: none"> 1 'Going to go' and 'going to come' are often replaced by present continuous by native speakers. (point this out to students. I'm going to go shopping becomes I'm going shopping.) 2 Two negative forms – You're not going to...tends to be more emphatic. (teach you aren't first and more emphatic form later). 3 Final /g/ in going is not usually pronounced and the to is very weak and is often not pronounced at all / (FAO Tim, phonetic text?) (drill structure to improve pronunciation) 4 In informal English, especially American English it is often written and pronounced as 'I'm gonna faint'... (teach this later, in context, perhaps in a song) 5 Many students think that 'will' is the future tense in English and consequently overuse it. (Introduce 'going to' first and do not refer to 'will' as the future simple as some course books do.) 																				

Answer sheet: Planning to be confident

Suggested answers

Stage	Time	Aim	Activity	What I say	What I do
1 Introduction	3-5 minutes	Create a good atmosphere	T chats to class about the weekend	"Good morning everyone" "Did you have a good weekend?" "What did you do?"	Stand at front of class.
2 Vocabulary game	5 minutes	Recycle vocabulary in preparation for stage 5.	Board race. Students work in teams to write on whiteboard. Teams must write things they can find in a living room.	"OK. You're going to work in teams of 5" "Each team has a board pen." "You have to write on the board things you can find in a living room"	Stand at front to explain the race. Stand to the side during the race
3 Review	5 minutes	Review of prepositions. Preparation for stage 5.	Teacher elicits prepositions of place using objects in the classroom. Teacher asks questions about location of things in the classroom.	"Where's the pencil?" "Is it under the book?" "What's next to the bookcase?" etc	Move around the class to keep students interest.
4 Review	5 minutes	Review of there is/there are Preparation for Stage 5	Teacher elicits 'there is' and 'there are' statements from students by asking questions (including 'How many are there?')	"How many books are there on the table?" "What's in your bag?" etc	Stand somewhere to keep the classes attention.
5 Pair work	10 – 15 minutes	Freer practice of the target language prepositions of place & there is/are)	Students describe their pictures to each other and find similarities and differences (see pictures).	"OK. You're going to work with a partner" "You are A and you are B" "Don't look at your partner's picture" "Describe your picture to your partner" "Find things that are the same and things that are different". etc.	Stand at front of class to give instructions. Move around the room to monitor while the students do the activity. Note down common errors and any particularly good sentences.
6 Feedback	5 minutes	Ending the activity	Teacher gets students attention and leads a discussion about the differences between the pictures.	"OK everyone – two more minutes" "Listen please everyone." "What differences did you find?" etc	Write good or incorrect sentences on the board. Go back to front of class to get everyone's attention.