FOREWORD

Welcome to Education First. This diary will guide you through the induction process, make you feel a part of the team, and help you get your bearings in your new job. We hope this will put you in the driver’s seat and give you ownership of your learning and development. To find out how to use this diary, visit ef-teachers.com/video/developmentdiary

PERSONAL INFORMATION

Name
Telephone Number
Home Address
E-mail Address
Skype Address

CENTER INFORMATION

School
Address
Telephone Number

EMERGENCY CONTACT INFORMATION

Contact Name
Contact Telephone Number
Contact Address

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ONBOARDING
School Introduction

* Complete the following at your school on Friday afternoon.

Ask a colleague to write the address of your school below.

The nearest subway stop to my school is _______ on line _______.
Ask a colleague to write directions from the subway station to your school below.

Your OCM's phone number is _________________.
The school's phone number is _________________.
Ask three teachers where they live and write the areas / street names below.

Find the name and contact details of the person at your school who is designated to help you with apartment hunting and write these below.
Workplace Conduct

Go to ef-teachers.com and search for “workplace conduct.” Watch the video and answer the following questions:

1. One of EF’s goals is to promote a _______________ workplace environment.

2. As part of EF’s overall non-discrimination policy, we prohibit all forms of harassment based on:
   a. race, colour, religion, sex
   b. age, marital and family status
   c. national origin, sexual orientation,
   d. physical or mental disability, or other protected status
   e. all of the above.

3. What should you wear when you go to work at your centre?
   a. professional business attire
   b. shorts and sandals
   c. EF polo shirt with khakis
   d. jeans and a t-shirt

4. List 3 examples of inappropriate conduct.

5. Who should you speak to if you experience or witness inappropriate behavior?

6. In cases regarding sexual harassment or serious allegations, what should you do?

Trainer’s Signature:

Teacher’s Signature:

Date:
IN-CENTER INDUCTION

Instructions

Your in-center induction will help you get to know your school and your job, and provide you with the tools to become an effective employee.

Every day in your first week, you will have several tasks to complete, including observations, team teaching, and teaching whilst being observed by a colleague, watching online videos and taking notes and speaking to other teachers to find out more about resources. You will speak with your manager, supervisor or Center General Manager at the end of every day to ensure you receive any additional support you may need. Be sure to ask them to sign off on your progress at the end of each day in the space provided in the checkpoints.

☑️ I have attended teacher training and made notes on the sessions
☑️ I have my CEM’s phone number
☑️ I have the address of my school
☑️ I have completed the workplace conduct task sheet

Comments / next actions:

Teacher’s Signature:  
Trainer’s Signature:  

Date:  
Date:
Contract & Work Manual

You will be given your work manual and contract on your first day. Read through your contract and work manual and write any questions that you would like to ask your CEM.

Ask your CEM
When will your first performance review take place?
What criteria will you be assessed on?
What support will you be provided with before your review?
What will happen after your review?

Students in Your School
Get to know the most important people in your school – the students! Take a walk around the lounge area and survey the students. Add your own question in the last column.

<table>
<thead>
<tr>
<th>Name</th>
<th>What do you like about EF classes?</th>
<th>Why are you studying English?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
People in Your School

Speak to someone in the education team. Find out the different positions in their team and their main responsibilities. E.g. CEM. This is the line manager of the teachers, responsible for developing the teaching team. Stands for Center Education Manager.

Center Information

Talk to your colleagues, walk round your center and find the following information:

1. How many Workshop classrooms are there? What are the names of these classrooms?

2. How many F2F classrooms are there? What are the names of these classrooms?

3. Where is the iLab?

4. Where do you prepare for your lessons and get the supplies/copies of the handouts?

5. Where is the color photocopier?

6. What is the photocopier password?

7. Where is the fire exit?

8. What happens in the lounge area(s)?

9. Where is the help desk? What do students come here for?

10. Where can you find office supplies?
**Workshop Discovery**

Go to ef-teachers.com, search for “EFEC Workshop class” video and answer these questions:

What part of Learn-Try-Apply are Workshop classes?

Where does the language focus covered in class come from?

What interaction patterns are used in the classroom?

What is the structure of the lesson?

What are the materials for the Workshop classes?

What can you find in the teaching materials?

---

**Workshop Observation**

You will observe a teacher teaching a Workshop class. Find out who it is and ask the teacher:

Before scheduled workshop observation, find out what the teacher does to prepare [remove bullet points],

- 
- 

What are the stages of the lesson called on the lesson material?

How many students are there in the class?

What is the stage of today’s class?

How does the teacher check students are in the correct class?

What do students get at the end of the class?

Did the lesson follow an Engage Study Activate (ESA) structure? How could you tell?
Face-to-Face (F2F) Discovery

Go to ef-teachers.com website, search for “EFEC Face to Face Classes” video and answer these questions:
1. What part of Learn-Try-Apply are F2F classes?
2. How long is the class?
3. How many students are there in a class?
4. How are F2F classes different from WS classes? List 3 main differences.
5. What is the structure of the lesson?
6. What are the materials for the F2F classes?
7. How many topics are there each week for each stage of F2F?

Face-to-Face (F2F) Observation

You will observe a teacher teaching a F2F class. Find out who it is and ask the teacher:
What are three important things that you should do before a F2F class?

Where are the materials?

Once in the classroom, write the topic and stage (e.g.) of the class.

While watching the class, answer the following questions
How does the teacher engage the students?

How does the teacher make sure that the learners understand him/her?

How does the teacher make sure that the students have learned the material?

Once the class is complete:
How does the teacher give feedback to students after class?

How long does the teacher have to complete F2F feedback?

How does the teacher give feedback to students after the class?
Life Club Discovery

Go to ef-teachers.com and search for the video “Life Club: A component of the Smart 15”

How are APPLY sessions different from Learn and Try classes?

How does APPLY fit into the Smart 15 system?

How does APPLY help to prepare students for the real world?

What is the role of the Teacher in the Life Club?

What Life Clubs were held in your center recently? Ask your colleagues and write down some examples here:

Life Club Observation

When observing a Life Club, answer the following questions:

1. What’s the topic of the Life Club?

2. Where is it held?

3. What is the teacher’s role throughout the Life Club? Does it change? If yes, how?

4. What are the students doing? Can you see changes in classroom dynamics? If yes, how?

5. What kind of atmosphere is there during Life Club? How is it different from Workshop or Face to Face class?

6. When and how does a teacher give feedback to students? How is it different from Workshop or Face to Face class?
Smart 15 Discovery Task

Classes with teachers only make up one part of the study system at EF. Speak to a member of the service team and fill out the table below:

<table>
<thead>
<tr>
<th></th>
<th>Learn</th>
<th>Try</th>
<th>Apply</th>
<th>Certify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does it happen?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When do students do this?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many hours per week do students do this for?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Schedule

Write out the full names for the following acronyms:

WS
OPT
LC
F2F
BF
SCH

Teaching Site Discovery

Go to teaching.ef.com
- password: letsteachaclass – please do not share this with students
- recommended web browser: Google Chrome

1. How many elementary classes are there next week? What are they and what days are they taught on?

2. How many advanced workshop classes are there next week?
   - 2
   - 3
   - 4
   - 5

3. How can you open a class?

G-Drive Discovery

1. Ask another teacher to show you where OPT reports file is. Write down its location here:

2. Where can you find and store supplementary materials?
Email & Expenses

How to check your email:
Open Internet explorer on any computer
Log on to email.ef.com and find out your employee/TK number?
Your username and password should be the following:
Yourfirstname.yourlastname@ef.com  eef@123

How to claim expenses:
Go to the intranet homepage, portalcn.ef.com
Click on "Payroll/OPAL” under “EF People”
To apply for an expense reimbursement, click the “Self Service” tab, then choose “Add New Item” under “Expense”
First choose the type of expense. For all visa costs choose “Visa fee for relocation”
Next select the date that the transaction occurred on (as printed on the receipt)
Enter the receipt number
Enter the description. This time we should type “Visa fee”
Select the CNY. There is only 1 choice.
Select the currency you used to make the purchase
Enter the exchange rate (your currency to RMB). You can find the most recent rate at xe.com. Enter the amount in the currency on the receipt as well as the VAT. If you choose RMB then the exchange rate must be 1. If no VAT enter ‘0’.
The subtotal will fill in automatically.
If you have more than one receipt or expense to claim, please click ‘New’ and enter on the next line
When finished entering all expenses, please click ‘submit’
Your line manager will receive an email alerting them that you have submitted a new expense.
Once they approve your expense you can move on to the next step
After your line manager has approved the expense you need to click on “Export the report to Excel”.
Your expense report will open up.
Confirm everything is correct then print the summary and detail pages in black and white.
Glue original receipts to a separate sheet of paper and submit everything for reimbursement.
Reimbursements are directly deposited into your bank account.
All claims received before the 5th of the month will be paid on the 15th of the month
Claims received between the 6th and 18th of the month will be paid on the 25th of the same month
Requests received after on or after the 18th of the month will be paid on the 15th of the following month

View public holidays
Go the intranet homepage, portalcn.englishfirst.com/default.aspx
Click on “year Public Holidays” under EF Information

Update Personal Information on OPAL
Go the intranet homepage, portalcn.englishfirst.com/default.aspx
Click on “Payroll/OPAL” under “EF People”
Click on “Self Service” then click on “Basic Info” on the left
Input your personal information under “Information Update” then click on “Submit” when you finish
Checkpoint 2

Complete with your CEM / Mentor at the end of week 2 day 1 (i.e. your first day in your school)
- I have read my contract and work manual and discussed it with my CEM
- I have read my job specification and understand my responsibilities
- I have met students and staff in my school
- I know my way around my school
- I have observed a Workshop class
- I have observed a Face-to-Face class
- I have observed a Life Club
- I can read my schedule
- I know where to find teaching materials.
- I know how to claim expenses
- I have accessed my email account

Comments / next actions:

Teacher’s Signature:

CEM / Mentor’s Signature:

Date:

OBOE Discovery

Schedules on OBOE
1. Where can you find your Teacher Schedule on OBOE?

2. What information can you get from the Teacher Schedule on OBOE and from the Master schedule on OBOE?

Log on to oboecn.ef.com and answer the following questions.
3. Find the classes that you’re observing this week. For each class, answer the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time is it at?</td>
<td></td>
</tr>
<tr>
<td>What room is it in?</td>
<td></td>
</tr>
<tr>
<td>How many students have booked it?</td>
<td></td>
</tr>
<tr>
<td>What level are those students?</td>
<td></td>
</tr>
</tbody>
</table>

4. Speak to another teacher. Find out how the information above might change before the class.

5. Speak to another teacher. What is the difference between “booked”, “standby” and “waiting”?

6. At what times can a student “wait” / “standby”?
Understand Observation

• Before class:
  1. Go to ef-teachers.com and find the video “Grading Language”.
  2. Note down techniques to grade the language.

• During class:
  Observe an elementary class and note down several situations when the teacher has to explain the new word/concept/grammar structure. What does the teacher do to convey the meaning?

• After class:
  Think of a time when students found it difficult to understand the teacher.
  How could you have graded your language so they understood?
  What alternative strategies could you use?

Understand Team-Teaching

• Before class:
  Find out which class you are going to team-teach and locate the materials. Choose one or two stages of the lesson and think where the students might have difficulties understanding the new language/concept/instructions.
  What strategies are you going to use to grade your language?
  Write down examples of possible hand gestures, pictures and other visual support along with simplified language that you will use.

• During class:
  Teach the stages you’ve chosen, asking the team-teacher for support if necessary.

• After class:
  Now think about your teaching and answer these questions:
  1. How successful were you?

  2. What was most helpful for your students to understand what you meant?

  3. What will you consider next time when you are grading your language?

  4. What were the suggestions from your team-teaching partner?
Understand Teaching

- **Before class:**
  Find out which class you are going to teach and locate the materials and ask an experienced teacher to observe around ten minutes of your lesson.
  Look at the lesson plan and consider the following things:
  What visual aids will you use to help your students understand you better?
  Which words/concepts/ will you need to explain using simpler language?
  How fast will you speak?

- **During class:**
  Ask an experienced teacher to observe you using this observation tool:
  Write down examples of when the students have difficulty understanding the teacher and their response. What does the teacher do to help the students?
  E.g. The teacher asks a question but students can’t answer it, the teacher asks the question again, this time slower and using simple language.
  Example 1
  
  Example 2
  
  Example 3

- **After class:**
  Discuss with the teacher who observed you the techniques you used to grade your language.
  What do you need to remember next time you speak to the students?

Checkpoint 3

Complete with your CEM / Mentor at the end of week 2 day 2 (i.e. your second day in your school)
- I have learned how to use CBOE
- I have learned some strategies to grade my language
- I have tried grading my language through team-teaching a lesson
- I have graded my language through teaching a lesson
- I have received feedback on my teaching from an observer

Comments / next actions:

Teacher’s Signature:

CEM / Mentor’s Signature:

Date:
Giving Instructions Observation

- Before class:
  1. Go to ef-teachers.com and find the video called “EFEC: Giving instructions”.
  2. Watch the video and write down 5 steps of giving instructions

  Step 1
  Step 2
  Step 3
  Step 4
  Step 5

- During class:
  Write down several sets of instructions a teacher gives to their students, e.g.
  Teacher gives out materials while telling the students that they are going to perform a role play.
  The teacher then asks the students to start.

  Set 1
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

  Set 2
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

- After class:
  Look at the notes you made. Can you see 5 steps of giving instructions? Choose one set of instructions and rewrite them using the five steps:

  Step 1
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

  Step 2
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

  Step 3
  ____________________________
  ____________________________
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  ____________________________
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  Step 4
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

  Step 5
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

Giving Instructions Team-Teaching

- Before class:
  Find out which class you are going to team-teach and locate the materials. Choose an activity that you are going to give instructions for and plan your instructions here:

  Step 1  How will you attract attention?
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

  Step 2  Are there any words in your instructions that might be difficult for your students to understand?
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

  Step 3  What visual support will your students have? How will you demonstrate what you expect your students to do?
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

  Step 4  What might your students get wrong? How will you check it with instruction checking questions?
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

  Step 5  What materials will you give out? Will your students need to move their seats?
  ____________________________
  ____________________________
  ____________________________
  ____________________________
  ____________________________

- During class:
  Give your instructions to the activity, paying attention to the students’ reaction. Ask your team-teaching partner to help you if necessary.

- After class:
  How successful were you? Were your students able to understand what was required of them? If not, what was the reason? What will you change next time you give instructions?
  ____________________________
  ____________________________
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  ____________________________
Giving Instructions Teaching Task

• Before class:
Find out which class you are going to teach and locate the materials and ask an experienced teacher to observe around ten minutes of your lesson. Plan the instructions that you will give throughout the class, using 5 steps of giving instructions.

• During class:
Ask an experienced teacher to observe you using this observation tool:
Write down what the teacher says/does when giving instructions to students and their response to the instructions (e.g. the students look unsure what they are supposed to do)
First set
________________________________________________________
________________________________________________________
________________________________________________________
Second set
________________________________________________________
________________________________________________________
________________________________________________________
Third set
________________________________________________________
________________________________________________________
________________________________________________________

• After class:
Discuss with the teacher who observed you whether your instructions were successful.
1. Did you make any changes to the instructions you had planned before class?

2. Read Chapter 8 (pp97-99) of “Learning Teaching”. Note some alternative techniques for giving instructions.

Can-Do Statements

“Go to ef-teachers.com and search for the video “Can-Do Statements” and answer the following questions
What are “can-do statements”?
How are can-do statements incorporated into
A) Oral Placement Tests
B) F2F Feedback

What are the can-do statements for the next Face to Face class that you’ll teach?

When considering students’ performance in relation to can-do statements, what aspects should we bear in mind?

How do these connect to the EF syllabus?

How do the can-do statements relate to the Common European Framework of Reference?
Writing F2F Feedback

Task 1: Go to ef-teachers.com and watch the video “Feedback across class types” and answer the following:
1) When do we provide students with online F2F feedback?
2) What are the two types of outcomes in each F2F class?
3) How many outcomes are there in F2F classes?
4) What scores can teachers give students for each outcome?
5) What do the scores mean? What’s highest/lowest?
6) What kind of things should teachers write in the message box?
7) What are the criteria you can select when giving online Face to Face feedback?

Task 2: Evaluate some personal messages
Speak to your colleagues. Would they make any changes to these personal messages?
1) Make sure that you use the past simple verb (went) when you are talking about finished events. Also, remember to pronounce ‘usual’ with a /ʃ/ sound.

2) Hey Mark, it was great to see you in class today – you did an awesome job! I loved listening to your story about your dad, he sounds really interesting!

3) Hi. You did well today. You said something interesting things about today’s topic. Well done!

Checkpoint 4

Complete with your CEM / Mentor at the end of week 2 day 3 (i.e. your third day in your school)
☐ I have learned how to give instructions
☐ I have tried giving instructions through team-teaching a lesson
☐ I have applied giving instructions through teaching a lesson
☐ I have received feedback on my teaching from an observer
☐ I know how to write face to face feedback
☐ I know what a ‘Can-Do’ statement is

Comments / next actions:

Teacher’s Signature:

CEM / Mentor’s Signature:

Date:
Engage Observation Task

• Before class:
Look back to your notes from onboarding on engaging students. What were some techniques you learned?

• During class:
Sit near the front of the room and observe the students. When do they look most engaged?

What did the teacher do to engage the students? Circle which of the following the teacher did.

- teacher used students’ names
- teacher asked students to move round the room
- teacher moved around the room
- teacher gave personal examples
- teacher responded to students’ errors
- teacher made students laugh
- students spoke with each other
- students laughed

• After class:
Speak to the teacher.
When did they feel the students were most engaged?

What tips do they have on engaging students?

Engage Team-Teaching Task

• Before class:
Find out which class you are going to team-teach and locate the materials. Look at the language focus in the lesson plan, how you could personalize this.

When in the lesson could you ask students to move around the classroom?

When will you find the students’ names? How will you remember these?

What opportunities will there be to elicit from the students?

Prepare one part of the lesson and make sure that the students will be engaged in this.

• During class:
Teach at least one activity in the lesson, ensuring that the students are engaged. Try to incorporate as many of the techniques above as possible.

• After class:
Speak to the teacher you team-taught with and answer the following questions:
1. How successful were you in engaging your students?
2. When were the students most engaged in the lesson?
3. What will you do differently next time?
Engage Teaching Task

- **Before class:**
  Find out which class you are going to teach and locate the materials and ask an experienced teacher to observe around ten minutes of your lesson. Look at the lesson plan and answer the following questions:
  1. What will you do to engage the students in the lesson?
  2. How will you help you personalize the material for the students?

- **During class:**
  Ask an experienced teacher to observe your class using this observation tool

<table>
<thead>
<tr>
<th>Element of engagement</th>
<th>Number of instances in 10min period</th>
<th>Number of instances in 10min period</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher made eye contact with individuals during class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher responded to the content of the students' talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher gave personal opinions / feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher had the students interact with different people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher was mobile and moved around the room</td>
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<td></td>
</tr>
<tr>
<td>The teacher varied their voice intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher made the students smile / laugh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher gave personalized examples of target language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **After class:**
  Discuss the following questions with the teacher who observed you
  1. What was most successful in engaging the students?
  2. Are there any empty boxes on the chart above? Did these effect the level of engagement?
  3. How did your own mood or confidence effect the level of engagement of the students?

Smart15 Discovery Task

All EF students will use Smart15 to study. It is important you have an understanding of how Englishtown works so you are able to answer students’ questions related to this.

1. Ask your colleagues which part of Learn Try Apply Certify is the iLab?

2. Ask a member of the service team to show you how to log on to Smart15 online course.

3. What categories can you see on the main page?

4. Which study tools are available to students?

5. Which skills can students practice?

6. Is it possible for a student to practice their speaking skills online? If possible, how?

7. What do students need to do to complete one unit? One level?

8. How do students track their progress?
Non-Core Classes

Speak to another teacher.
What classes are core classes?

What non-core classes do we offer our students?

Which of these will you be expected to teach?

Where can you find the materials for these?

Checkpoint 5

Complete with your CEM/ Mentor at the end of week 2 day 4 (i.e. your fourth day in your school)

☐ I have learned some techniques to engage students
☐ I have tried engaging students during an activity through team-teaching a lesson
☐ I have engaged students through teaching a lesson
☐ I have received feedback on my teaching from an observer
☐ I know what Smart1S is and how it is used by students
☐ I know what Non-Core classes are and where to find the materials for these

Comments / next actions:

Teacher's Signature:

CEM / Mentor's Signature:

Date:

"Educating the mind without educating the heart is no education at all." — Aristotle
Learn Observation

- **Before class**
  How does feedback differ across these class types?

<table>
<thead>
<tr>
<th></th>
<th>F2F</th>
<th>Workshop</th>
<th>Life Club</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **During class**
  Note down the errors students make with the target language throughout the lesson.
  What correction techniques do you notice? Write 3 examples.

- **After class**
  Look at the examples you’ve written down.
  Read Chapter of “Learning Teaching”. How else could you provide feedback? Write an example for each technique that you know.

Learn Team-Teaching

- **Before class**
  Look at the lesson plan and read teacher notes to the last stage of the lesson.
  What mistakes do you think the students will make with the target language?

- **During class**
  After the teacher has set up the final activity, monitor the students and record their language production. Choose the most common mistakes and some examples of good learner language and elicit feedback from the class, asking your team teaching partner for help if necessary.

- **After class**
  Answer the following questions
  How successful were you? Give your reasons.

- **During class**
  How will you give students feedback after the task?

- **During class**
  Did all the students have a chance to look at the mistakes? Why?

- **During class**
  Did the students get to self-correct and peer-correct during the feedback stage? Give specific examples.
Learn Teaching Task

- **Before class**
  Find out which class you are going to teach, locate the materials and ask an experienced teacher to observe around ten minutes of your lesson. Look at the teacher notes for the lesson that you are going to teach.
  At which stages of the lesson do you think you will provide and elicit feedback?

  List the techniques you could use for giving feedback to students, both on the spot and after activities.

- **During class**
  Ask an experienced teacher to observe you using this observation tool:
  When does the teacher correct students? Write down specific examples.

  Do students get a chance to self-correct/peer-correct? Give examples.

  How does a teacher give feedback after the final production activity?

- **After class:**
  Discuss with the teacher who observed you the ways you gave feedback to your students.

---

TKT – Teacher Knowledge Test

Use the TKT book from your welcome pack and the tasks in the Development Diary to help you prepare for your TKT.

TKT is also an official Cambridge ESOL (English Speakers of Other Languages) qualification recognised around the world for teachers who need

- a professional teaching qualification
- further career development
- to keep their teaching skills current

All EF teachers complete Module 1 of the Teaching Knowledge Test.

Module 1 is divided into three parts:

- Describing language and language skills (40 questions)
- Background to language learning (15 questions)
- Background to language teaching (25 questions)

Speak to your CEM and find out when you’ll have your TKT.

My TKT Test is on ___________.
It is at ________________ @ ______________._

Remember to take:....
- Passport
- Statement of entry from your manager
- Pencil
- Eraser

The test is 80 minutes long and contains 80 multiple-choice questions. The test results are given as bands, from 1-4. Each question is worth one point and these determine your band score. You also get a certificate with a grade on completing module 1.
CEFR Alignment

Talk to your CEM and find out how students’ levels at EF correspond to the Common European Framework of Reference.

<table>
<thead>
<tr>
<th>EF Stage</th>
<th>CEFR Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1</td>
<td>Proficient user</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td></td>
</tr>
</tbody>
</table>

Speak to a colleague and find out, in your center
Which stages are usually taught by foreign teachers?

Which stages are usually taught by local teachers?

Which stages are usually taught by both foreign and local teachers?

Checkpoint 6

Complete with your CEM / Mentor at the end of week 2 day 5 (i.e. your fifth day in your school)

☐ I have learned how to give students feedback in different EF classes
☐ I have tried giving students feedback through team-teaching a lesson
☐ I have given students feedback in a lesson
☐ I have received feedback on my teaching from an observer
☐ I know what the TKT is and have resources available to study for it
☐ I understand the different components of Smart15

Comments / next actions:

Teacher’s Signature:

CEM / Mentor’s Signature:

Date:
Life Club Task

Go to ef-teachers.com/qualifications

Write down the names of any qualifications that you are interested in.

What are the minimum requirements for these courses?

Ask you CEM how to apply for these.

ChineseTown

Adjust to living in China by taking online Chinese classes, from beginner to advanced levels. Classes are available every day from Monday to Friday.

How to use ChineseTown
1. Sign up for an account at www.ChineseTownEF.com
2. Take an Oral Placement Test (OPT) by adding skype account ‘EF.ChineseTown’, (if you’ve never learned Chinese before, you can skip this step)
3. Download Learn sheets (.LS) under the levels menu before class.
4. Book lesson by clicking the topics on weekly schedule under the schedule menu.
5. Take a class by clicking the “Live Class” on weekly schedule.

All you need to get started is a working mic, an internet connection and headphones

For more detailed instructions, visit www.ChineseTownEF.com
Applying for Leave

You can apply to take annual leave after you have completed probation. You will also need to apply for any sick leave taken retrospectively using the same online system.

Go to the EF intranet homepage.
Ask a colleague. Ask them how to apply for leave.

To calculate your annual leave, enter your contract end date and recalculate the total. If you signed your contract after October 1, 3 days of annual leave will carry over to the next calendar year. Otherwise all leave expires at the end of the calendar year.

All leave applications must be submitted before the academic schedule of the month the leave occurs is confirmed.
Fill in the dates you will take leave for, the purpose and the total number of leave days. Do not count your days off in the total. Give a clear description of the days you will be away in the description box then submit for approval by your line manager.

Stage Progress Tracking

Speak to a member of the service and ask them the following questions:

What are the stage progress requirements?

What happens when students are able to meet these requirements?

How many of the following do students need to finish in order to complete the Stage Progress requirements?

Try
Online
SmartClass
Apply
Certify

Can a student move to the next stage if they have a F2F class booked?

Can the student automatically move to the next stage if they started mid-stage?

How many tokens can you carry over to the next stage?

Where can the students find the right answers to the level tests?

How can teachers support the service team with regards stage progress?
Sending NEMO IT Requests

If you experience any computer problems you are unable to fix with the help of your colleagues, submit a help request to China IT via the NEMO system.

1. Go to http://nemo.ef.com
2. Report a problem
3. Fill in the subject of your request and details of what you would like done. Fill in your office phone number, EF email address, your location and the product you work for. Then click save.
4. You will immediately receive a confirmation email.

Updating User Profile Information

Updating your information on User Profile makes it easier for people to contact you.

2. Click on IT Support – Nemo (left side navigation pane)
3. Click on “Welcome” then “My Information”
4. Update your personal Information (add your center name, position, Skype and phone number)
5. Click “Save” (on the bottom the page)

Changing Your Password

1. Go to changemypassword.ef.com

Checkpoint 7

Complete with your CEM / Mentor at the end of week 3 (i.e. your second week in your school)
☐ I have learned how to apply for annual lease
☐ I know what Life Club is and the differences between Life Club and other class types
☐ I know how to take free Chinese lessons using Chinese.com
☐ I have learned about stage progress tracking
☐ I have updated my Outlook Information

Comments / next actions:

Teacher's Signature:

CEM / Mentor's Signature:

Date:

“No such thing as bad student, only bad teacher”
—Mr. Miyagi
Demo Classes / Course Tasters

As a part of your schedule you might be asked to teach a Demo class or Course Taster. Find a Course Consultant and ask them the following questions:

- Does your school use Demo classes, Course Tasters, or both?
- What's the purpose of a Demo class / Course Taster?
- How long does a Demo class usually last?
- What are the students' expectations about the class?
- What are the Course Consultant’s expectations about the class?

Talk to your CEM and find answer the following questions:

- Where can you find the materials for the Demo class / Course Taster?
- How would you know what the students’ levels are?
- What are the learning outcomes / lesson aim for the Demo class / Course Taster?

Placement Testing

- Why do we placement test students?
- Why is it important to place students in the correct stage?
- Where and when do placement tests happen?
- What are the components of a placement test?
- How is the teacher involved in the placement testing of students?
Oral Placement Tests

Which students get oral placement tests?

Watch one of the practice OPT videos on ef-teachers.com. How did the teacher make the student feel comfortable at the beginning of the OPT?

What steps did you see the teacher go through in the video?

Write three questions you heard the teacher in the video ask.

Ask someone in your center for the OPT form. Watch the video again. Which level do you think the student in the video was at? Now check with your CEM.

What is the procedure for placement testing in your center?

---

Observation Notes

During your probation you should be observed by at least two of the following people:

- CEM
- Regional Trainer
- REM
- Senior Teacher

Before they observe you, ask them to make notes in the space below.

Observer: ___________________________ Date: ___________________________

Lesson: ___________________________ Number of students: ___________________________

Engage

Understand

Learn

Observer: ___________________________ Signature: ___________________________
Observation Notes

Engage

Observer: 

Date: 

Lesson: 

Number of students: 

Observer: 

Date: 

Lesson: 

Number of students: 

Observer: 

Signature: 

Observer: 

Signature: 

Understand

Learn

Observer: 

Signature: 

Observer: 

Signature: 

Learn
Check 8

Complete with your CEM / Mentor at the end of week 4 (i.e. your third week in your school)
☐ I have learned how to teach a Demo class or Course Taster (or both)
☐ I understand how EF stages and levels relate to the Common European Framework
☐ I have been observed and had feedback on my classes

Comments / next actions:

Teacher’s Signature:

CEM / Mentor’s Signature:

Date:

TEACHER DEVELOPMENT

Go to ef-teachers.com, search for the video “EFEC Teacher Learning and Development”
Why do we believe it is important for teachers to have access to the best training and development at EF?

How many hours a week do you have to spend on self-development?

Go to ef-teachers.com/development
What options are available for you to develop yourself?

Which of these did you find most/least useful during your probation?

What qualifications are available to you as an EF teacher?

Speak to your colleagues and find out
What training is available in your center this week?

What developmental activities have your colleagues found most useful?
Development Contract
Go to ef-teachers.com/qualifications

What is a development contract?

When during your employment at EF can you sign a development contract?

What courses does the development contract entitle you to sponsorship for?

When do you get reimbursed for the qualifications you take?

How should you apply?

Learning Contract
A personal learning contract can help you plan your development over the coming months.
Go to ef-teachers.com and search for the video "Contract with Yourself" and answer

What is a learning contract?

What should the main focus of the learning contract be?

Plan your learning for the coming months in the learning contract below. Ask your manager, supervisor or regional education manager for support.

<table>
<thead>
<tr>
<th>Learning Intent</th>
<th>Learning Tasks</th>
<th>Evidence</th>
<th>Target date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>
**Peer Observation**

We believe that peer observations are a great way for teachers to develop because peer observations

- Open closed doors and break down barriers
- Are a highly learner centered process (teachers are in control of the process)
- Raise our awareness of our own teaching and that of others

We recommend that you try to observe or be observed by a peer once a month.

Go to ef-teachers.com/video/peer-observation

What are the three main parts of peer observations?
The contract:
The resolution:

What are peer observations not about? ________________________________________

Now, arrange to observe, or be observed by, a peer (not your supervisor or manager). Write the contract here: ________________________________________

Take notes from the resolution here. ________________________________________

---

**Peer Observation Task: Teacher Talk**

Observe one of your peers and complete the table below and discuss.

<table>
<thead>
<tr>
<th>Nature of teacher talk</th>
<th>During any 10 min period</th>
<th>Tally number of incidences</th>
<th>During any 10 min period</th>
<th>Tally number of incidences</th>
<th>During any 10 min period</th>
<th>Tally number of incidences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Lead in to a task/segues/context setting</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Providing a natural sounding model of target language</td>
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</tr>
<tr>
<td>Naturally responding to the content of what students say</td>
<td></td>
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</tr>
<tr>
<td>B. Echoing students’ responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unplanned talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commentary on activity, materials or student errors</td>
<td></td>
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</tr>
</tbody>
</table>

**Peer - Peer Discussion task**

1. Together, identify a rationale behind the chart being split into two tables.
2. Together discuss what benefits there are to students when all the boxes are ticked in table A.
3. If any of the boxes are un-ticked in table A, discuss together how teacher talk could have been used to support learning in these instances.
4. Together, compare the benefits of silence as opposed to the use of teacher talk listed in table B.

**Self-reflection task**

Consider the other instances apart from those listed when the teacher talks (for example, eliciting). Evaluate the efficiency of the talk you used in those instances during this session.
Peer Observation Task: Concept Checking

Observe one of your peers, complete the table below and discuss.

A. | Item checked | Concept checking question or instruction checking question? | Student response |
---|---|---|---|

Observer to identify items not checked but perhaps warranted checking.

| | |
---|---|

Discussion task
1. Together compare the items in both shaded areas of the chart. Can you identify a tendency to choose a similar class of item? Why?
2. Together consider the check questions asked. Was the response required more complex than the question?
3. Discuss the negative effects of asking students IOCIs and CCQIs which require complex answers.
4. Together decide on ‘easy answer’ check questions for the items which were not checked.

Self-reflection task
Consider the benefits to learning of a teacher stating the definition of an item versus asking a student “What does ______ mean?” “Is there a significant difference?”

Peer Observation Task: Corrective Feedback

Observe one of your peers and complete the table below and discuss.

| Record the error | How did the teacher let the student(s) know an error had been made? | What hints did the teacher give to support self/peer-correction? | Did the student(s) repeat the correct model? | Accuracy or fluency focus? |
---|---|---|---|---|
| Pronunciation errors 1. 2. 3. | |
| Lexical errors 1. 2. 3. | |
| Grammatical errors 1. 2. 3. | |
| Errors not addressed | |

Discussion task
1. Together rank the errors in order of the importance of intervention being required.
2. Together discuss in which instance most ‘processing’ occurred, where student(s) were thinking hard to remedy their error.
3. Together see if you can identify a pattern in the teacher’s way of responding to errors.
4. Could one intervention have been more efficient? Together share how you would perhaps do it differently.

Self-reflection task
If you had been a student in your class, would you have felt your language would develop as a result of the intervention you received? Consider: why/why not?
Peer Observation Task: Eliciting

Observe one of your peers and complete the table below and discuss.

<table>
<thead>
<tr>
<th>Teacher prompts (including re-phrasing or adding an extra prompt)</th>
<th>Wait time given before re-phrasing Eg. 5 seconds</th>
<th>Student(s) responses</th>
<th>Purpose of eliciting? (Focus on an item, lead in to a topic, generate interest increase SST, correction, assess prior-knowledge)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Discussion task
1. Ask each other any ‘general knowledge’ question and time the number of seconds it takes to provide an answer. How does that compare to the tally recorded?
2. Together, look at the reasons given for eliciting in the final column. Can you both identify a pattern?
3. Together, look at the recordings in “Prompt” and “Response” columns. What might have caused any divergence here between prompt and response? How might this have been avoided?
4. Take one example and consider where a non-verbal prompt might have supported understanding.

Self-reflection task
Consider if there are any times when you have tried to elicit information from students and it may have been better just to tell them. Why?

Peer Observation Task: Giving Instructions

Observe one of your peers and complete the table below and discuss.

<table>
<thead>
<tr>
<th>Brief outline of task</th>
<th>Was visual support provided?</th>
<th>Was modeling of target language provided?</th>
<th>Was a demo of the task provided?</th>
<th>What were the essential items of information which the students needed to perform the task?</th>
<th>Repeat of instruction needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Task 2</td>
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<tr>
<td>Task 3</td>
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<tr>
<td>Task 4</td>
<td></td>
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</tbody>
</table>

Discussion task
1. Look at the shaded boxes in the chart. Together, can you identify a rationale why these actions were not carried out?
2. Discuss the reasons why we may forget to provide steps in giving instructions.
3. Look at the essential information required for each task which the observer has recorded. Decide together which item is the most important element overall.
4. Decide on an appropriate question which would check understanding of that element.

Self-reflection task
When you are receiving instructions for a task, which features do you appreciate most in the directions given? In what way does it help you understand what is required of you?
Team Teaching

As teachers, we don’t get to collaborate with our peers as much as in other professions. Team teaching is a great way to learn from your colleagues, experience different ways of teaching and get out of your comfort zone in the classroom.

Go to ef-teachers.com/video/team-teaching
What are some advantages to team teaching?

Who makes a good team teaching partner?

Who is responsible for what when team teaching?

Now, arrange to team teach a lesson with one of your peers.
What did you learn from team teaching?

Team Teaching Record

Keep a note of lessons you have team taught below.

Date: 
Team teacher:
Lesson: 
What I learned:

Date: 
Team teacher:
Lesson: 
What I learned:

Date: 
Team teacher:
Lesson: 
What I learned:

Date: 
Team teacher:
Lesson: 
What I learned:
Teaching Journal

“There is one quality above all that makes a good teacher – the ability to reflect on what, why and how we do things and to adapt and develop our practice within lifelong learning. Reflection is the key to successful learning for teachers, and for learners.”

- Source: McGraw-Hill, Teaching in the Lifelong Learning Sector

These pages are for you to journal about your teaching practice. Success in teaching requires us to develop a regular habit of reflection. Key moments in our learning about teaching often come from reflecting on problems we encounter in the classroom, successes we experience with our students, conversations we have with colleagues, and new insights we come to regarding language learning and teaching.

How do you start? Reflect on your feelings about meeting your learners for the first time, how you felt your first class went, or a particular noteworthy conversation with a student. As you continue to journal throughout your time at EF, you may start to notice trends or themes that come out in the way you teach or certain skills you want to hone. Use the prompt questions at the top of each page to help you.

This is for your own personal and professional development. Share some of your reflections with your colleagues or pair up with another teacher to discuss changes you begin to notice as you develop in your practice.
Development Diary

What learning happened in your classroom when you weren’t directly involved?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Where do you find you spend most of your energy on in class? Giving students feedback? Monitoring? Eliciting? Why? Do you feel you are particularly strong in this one area? How can you plan your lessons to hone this skill even more?

Think about a learner you’ve interacted with recently. What qualities make them an ideal language learner or not? How could you as a teacher teach to their strengths?
What challenges have you found there to be with your students? How are you reconciling your teaching practice with the unique needs of your students?

Reflect on a class when you gave bad instructions to students. How did this impact their motivation? Their confidence? Or their ability to use the target language?
Reflect on a class when you gave bad instructions to students. How did this impact their motivation? Their confidence? Or their ability to use the target language?

---

GLOSSARY

Communicative Approach
A way of teaching which is based on the principle that learning a language successfully involves communication, rather than just memorizing a series of rules. Teachers try to focus on meaningful communication, rather than focusing on accuracy and correcting mistakes all the time.

Concept checking
The technique of asking concept questions or other techniques to check that students have understood a new structure or item of lexis. A concept question is a question asked by the teacher to make sure that a student has understood the meaning of new language, e.g. the new language structure – used to – He used to live in Paris. Concept question – Does he live in Paris now? Answer – No.

Collocation
Words which are used together regularly, e.g. The teacher made a presentation NOT The teacher performed a presentation.

Drill
A technique teachers use for encouraging students to practise language. It involves guided repetition or practice.
In a choral drill the teacher says a word or sentence and the students repeat it together.
In an individual drill the teacher says a word or sentence and one student repeats it alone.

Function
The reason or purpose for communication, e.g. making a suggestion; giving advice.

Feedback
1. To tell students how well they are doing. This could be at a certain point in the course, or after an exercise that students have just completed.
2. To communicate to a speaker that you understand (or not) what they are saying

Interaction patterns
The ways in which students work together in class, such as open class, pairwork, group work and individual work.

L1/L2
L1 is the learner’s mother tongue or first language; L2 is the learner’s second or other language.
Learning style
The way in which an individual learner naturally prefers to learn something.

Auditory learner
A learner who remembers things more easily when they hear them spoken aloud. This type of learner likes the teacher to say a new word aloud as well as writing it on the board.

Kinaesthetic learner
A learner who learns more easily by physically doing things. This type of learner likes to move around or move objects while learning.

Visual learner
A learner who finds it easier to learn when they can see things written down or in a picture. This type of learner likes the teacher to write a new word on the board as well as saying it aloud.

Lead-in
The activity or activities used to prepare students to work on a text or main task. A lead-in often includes an introduction to the topic of the text or main task and possibly study of some new key language required for the text or main task.

Lexis
Individual words or sets of words, e.g. homework, study, whiteboard, get dressed, be on time.

Monitor
To watch over students in order to make sure that they are doing what they have been asked to do, and help them if they are having problems.

Peer feedback
Feedback given to a student by another student in the class.

Phoneme
The smallest sound unit which can make a difference to meaning e.g. /p/ in pan, /b/ in ban. Phonemes have their own symbols (phonemic symbols), each of which represents one sound. Words can be presented in phonemic script.

Practice
Controlled practice, restricted practice
When students practise the target language in restricted situations in which they have little or no choice of what language they use. The teacher focuses on accurate use of the target language.

Less controlled, freer practice
When students practise the target language more freely, with more choice of what they say and what language they use.

Placement test
A test used at the beginning of a course to identify a student’s level of language and find the best class for them.

Phonemic chart
A poster or large diagram of the phonemic symbols which represent all the sounds in the English language which carry meaning.

Realia
Real objects such as menus, timetables and leaflets that can easily be brought into the classroom for a range of purposes.

Reformulation
When a teacher corrects what a student has said by repeating the sentence correctly, but without drawing the students’ attention to their mistake. This is usually the way parents ‘correct’ their young children’s language mistakes.

Set the context
To explain or present the context of something students will read, hear, talk or write about, to make the situation clear for them.

Stress
Sentence stress is where different words in a sentence are stressed. In English these are usually the information-carrying words. In the sentence ‘It was a lovely evening, and the temperature was perfect’, the main stress, when spoken, is probably on the word ‘perfect’.

Stress can therefore be used to show meaning, to emphasise a particular point or feeling. If a word is important, then the strong form is used, and the pronunciation changes, e.g. I can /(kæn)/ speak a little Spanish in an emergency.

Word stress is the pronunciation of a syllable with more force than the surrounding syllables which are said to be unstressed, e.g. umbrella. Sometimes, a word may have two stresses, in which case one syllable takes the main stress. In the word independent, for example ‘pen’ takes the main stress.

Syllable
A part of a word that usually contains a single vowel sound, e.g. pen = one syllable; teacher = two syllables = teacher; umbrella = three syllables = um/bre/la.
**Time line**
A diagram that shows learners the relationship between tense and time. It is often used in language teaching to present the use of a new tense or to correct learners when they use tenses wrongly, e.g.
Past | Now | Future
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Present perfect tense

**Target language**
The language which is the focus of the lesson or a part of the lesson. It could be grammar, lexis, functions or pronunciation.

**Warmer**
An activity that a teacher uses at the beginning of a lesson to give the class more energy.