A problem-based approach

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These workshops are a bit like therapy!
Think about a class you’ve taught in English that didn’t go well.
In my last class there was a moment when I went blank. I couldn’t find the right words.

Yeah! It’s horrible, but what I try to do is...

It happens to all of us sometimes.
Feedback 1
- Practice strategies
- Develop strategies
- Identify concerns
- Honest exchange

Feedback 2
- Use strategies in classroom
Is that a concern I share?

How could that technique be adapted for my class/institution?
My class lasts two hours. I can’t talk for that long in English!
Is this cheating?
This family of **Syrian refugees** has just arrived in **Hungary**.

• Which countries has the family already travelled through?

• What difficulties did they face there?
What current-affairs videos could be used for **problem-based learning** in my class / institution?
Bringing experts into the classroom
Using experts outside the classroom
Basic expressions for classroom management

• Come in and sit down, please.
• Who wasn’t here last time?
• Can everyone see alright?
• Please get out the materials from last week
• How did you get on?
• OK, let’s move on.
• We need to keep the noise down a bit.
• Who would like to do this?
• OK everyone, just a couple more minutes to finish off this activity.
• Can you get into groups of three, please.
• Work with a partner/the person sitting next to you, don’t do this on your own.
• What did you get for number 5?
• Is that clear or shall I go through it again?
• Let's hear from the group at the back/front.
• You’ll find the instructions on the handout.
• Please review the material we covered today in class
• Don’t forget to finish this off for next time.
• I'll put the homework on aula global
• The deadline for this assignment is...
• See you all again on Tuesday.
My class lasts two hours.
I can’t talk for that long in English!

Don’t even try to!
Using a variety of sources is enriching.

Create opportunities to practice speaking English in your university.
My students might miss, or misunderstand, important content because of the language.
Use visual as well as aural sources to reinforce transmission
Use **visual** as well as **aural** sources to reinforce transmission
Keywords

feedback
oral fluency
classroom management
problem-based learning
slides
handouts
gestures
aural
visual
group work
participation
sheltered content
classroom dynamics
learner autonomy
Content assimilated through group work
Use **images and objects**
to reinforce aural transmission
Use **images** and **objects**
to reinforce aural transmission
My students might miss, or misunderstand, important content because of the language.

Use group work. Students can resolve doubts and assimilate content through practice.

Use text, keywords, and visual sources to reinforce the aural message.
My students don’t participate as much when I teach in English.
What is a cyanobacteria and how is it connected to the GOE?
What is a cyanobacteria and how is it connected to the Great Oxygenation Event (GOE)?
Past human footprints in modern landscapes

Multiple choice test (only one answer is correct)

1. What is a **cyanobacteria**?
   a. the first intelligent bacteria
   b. the first red bacteria
   c. the first photosynthetic organism

2. When did **oxygen levels** in the **atmosphere** start to increase?
   a. 3 million years ago
   b. 3 billion years ago
   c. it never happened
Encouraging students to answer questions

Step 1: Encourage

Thank you. Yes. Well done. Very good. Absolutely. Exactly. Good point. Very interesting, Excellent...

Step 2: Correct /go into more depth

• Do you think there are any other possibilities?
• Some other important aspects that we could consider are...
• Has anyone got an alternative?
• There are a few other things we could also mention here. Any suggestions?
• But perhaps it would be better to...
• The only aspects I’d like to add are, first, ...second, ...
• You’re right, but what about the possibility that...
• Regarding X, let’s highlight some issues. First, ...Second, ...
• To make that even clearer we could...
• How could we put that in a more concise way?
• But what would work in every case? Does anyone have any suggestions?
My students don’t participate as much when I teach in English.
My students don’t participate as much when I teach in English.

Try using quizzes, group work and incentives to encourage participation.

Improve class dynamics by learning students’ names and organizing the space well.
The kind of materials and tasks I usually use are too hard now the class is in English.
Students won’t give me such good feedback as usual.
Valoració global del professor / la professora

1 2 3 4 5 6 7 8 9 10

Commentari:

Vaig treure un 4,5 en aquesta matèria perquè el professor no parla bé l'anglès i no vaig entendre res.
Office hours

Do come and see me if you would like to talk about any aspect of the course.

**Thursdays 10.00–12.00, room 20.153**

Please email first to make an appointment

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Day 1: Icebreaker

1. Which topics covered in this course interest you most? Why?

2. Which aspects do you think will be most difficult for you?

3. If you have difficulties, how could you address them?
Quick end-of-class reflection

1. What was the most important thing you learned during the class?

2. What was the most difficult point for you?

3. What questions do you still have?

4. What did you find most useful for understanding the class material?

5. Try to summarize the main ideas of the class in a sentence.
Mid-term questionnaire

I’m _______ satisfied with my progress in this course.
very / quite / not very / not at all

I’ve attended _______ of classes.
100% / more than 80% / less than 80%

My participation in group work has been _______.
as active as possible / quite active / not very active / minimal

I’ve completed _______ of the homework assignments.
all / most / some / none

I think I could improve my performance by...

I’d like to make these suggestions to the teacher...
Reflect: what worked, what didn’t?
What next?
Students won’t give me such good feedback as usual.

Encourage students to take responsibility for their learning.

Take time to reflect after every class. Get feedback on teaching and language from peers and trainers.
Thanks to these PDI whose ideas were included today...

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...and to the many others doing a great job in our classrooms.