Components of Effective Teaching

The effective teacher should:

I. Planning
   A. Meet objectives of the curriculum/syllabus
   B. Show mastery of subject area
   C. Design Pedagogically sound lessons
      1. stated objectives
      2. modeled activities
      3. guided practice
      4. checks for understanding
      5. feedback/evaluation
      6. review/closure
   D. Design materials that support the lesson, promote interaction, integrate appropriate TESL methodology, and are appropriate for the context
   E. Learn new techniques and keep abreast of applied research

II. Instruction
   A. Use methodology appropriate for class
   B. Provide balance of teacher/student talk
   C. Make effective use of media, illustrations, resources
   D. Use effective questioning techniques
   E. State intended outcome to lesson
   F. Model new activities to insure understanding of task
   G. Provide guided practice
   H. Monitor student progress
   I. Check student understanding
   J. Devote appropriate time to task
   K. Spiral lesson to previously learned material
The effective teacher should:

III. Management
   A. Establish and enforce consistent class rules
   B. Keep class on target, avoiding digressions
   C. Control potentially disruptive behavior
   D. Be dependable and responsible (start times, homework)
   E. Be organized and prepared
   F. Make good use of time
   G. Manage group work effectively

IV. Interpersonal Relations
   A. Establish positive rapport with students
   B. Be open to learn from students
   C. Keep students involved and actively participating
   D. Show concern for students and their problems
   E. Motivate and inspire students to learn
Teacher Roles

I. **Planning**
   - Content Expert
   - Materials Designer
   - Learner
   - Integrator of Course Objectives
   - Goal Setter
   - Process Observer
   - Creative Planner

II. **Instruction**
   - Actor
   - Facilitator
   - Content transmitter
   - Consultant
   - Speaker
   - Questioner
   - Feedback Provider
   - Integrator of media/resources

III. **Management**
   - Assignor
   - Director
   - Enforcer
   - Referee
   - Grader
   - Time Monitor

IV. **Interpersonal Relations**
   - Listener
   - Counselor
   - Motivator
   - Rapport Builder
   - Negotiator
Analysis of a Role
Example: Questioner

Questioner

A. Typology
   1. Recall/knowledge
   2. Basic comprehension
   3. application/analysis
   4. synthesis
   5. evaluation

B. Ratio of teacher to student talk

C. Who does the responding?

D. Who responds to whom?

E. Relevance/appropriateness of questions

F. Question “hang time”

G. Degree of threat or challenge
Aspects of Interactive Language Teaching
(source: Wilga M. Rivers)

Premises: 1. Students gain proficiency in using a language when their attention is focused on conveying and receiving authentic messages of interest to speaker and listener alike in a situation of importance to both.

2. Exchange is the basic unit of discourse—linguistic interaction is a collaborative process, involving “a triangular relationship between the sender, the receiver, and the context of the situation.”

3. Students increase their language “store” as they listen to, read, or produce authentic material in the contexts of discussion, simulations, or problem-solving tasks.

What happens in an interactive classroom?

1. Listening includes authentic, accessible material.
2. Speaking is purposeful, meaningful (buying, selling, persuading, negotiating, explaining, arguing, etc.).
3. Students are involved in joint tasks, purposeful activity.
4. Students watch native speakers interacting (through films and observations).
5. Pronunciation is improved and corrected through conversational discourse and through rehearsing meaningful material.
6. Cross-cultural interaction is valued.
7. As readers, students should have extensive interaction with the text.
8. Students should write to be read by an audience.
9. Grammatical rules can be learned inductively from living language material and applied in practical ways.
10. Testing should be interactive, replicating normal uses as much as feasible.
11. Includes interaction with the greater community that speaks the language.