

# Teacher Training Conference

## Tbilisi

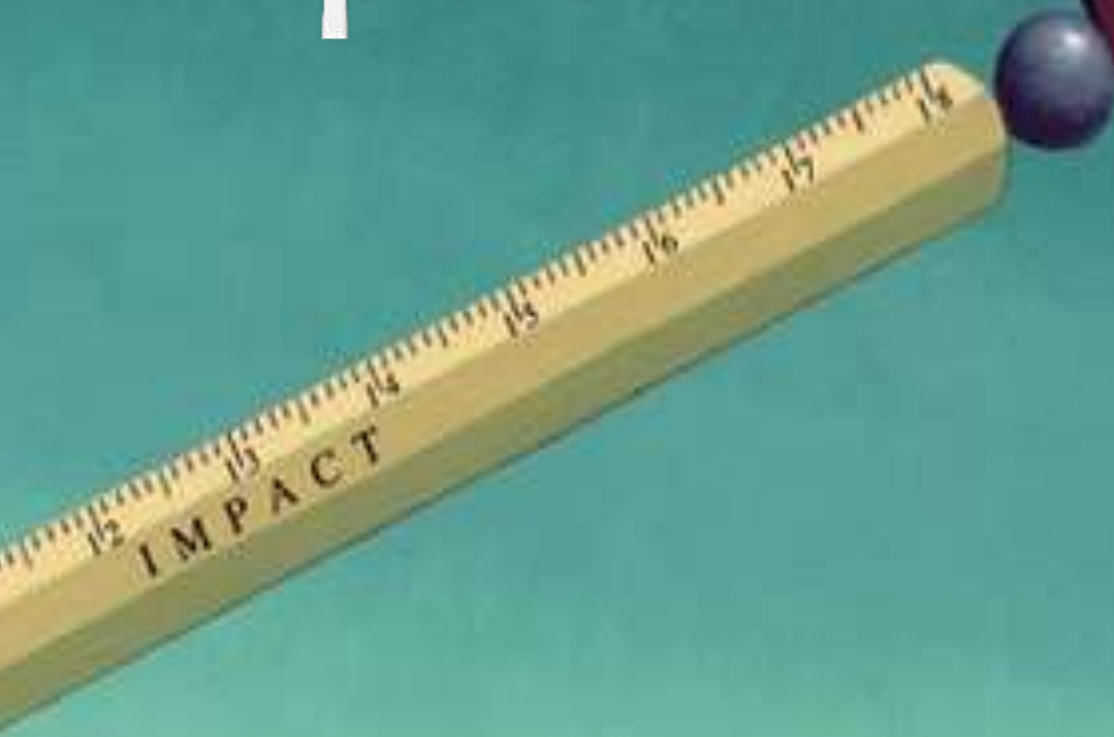
July 9, 2016



macmillan  
education



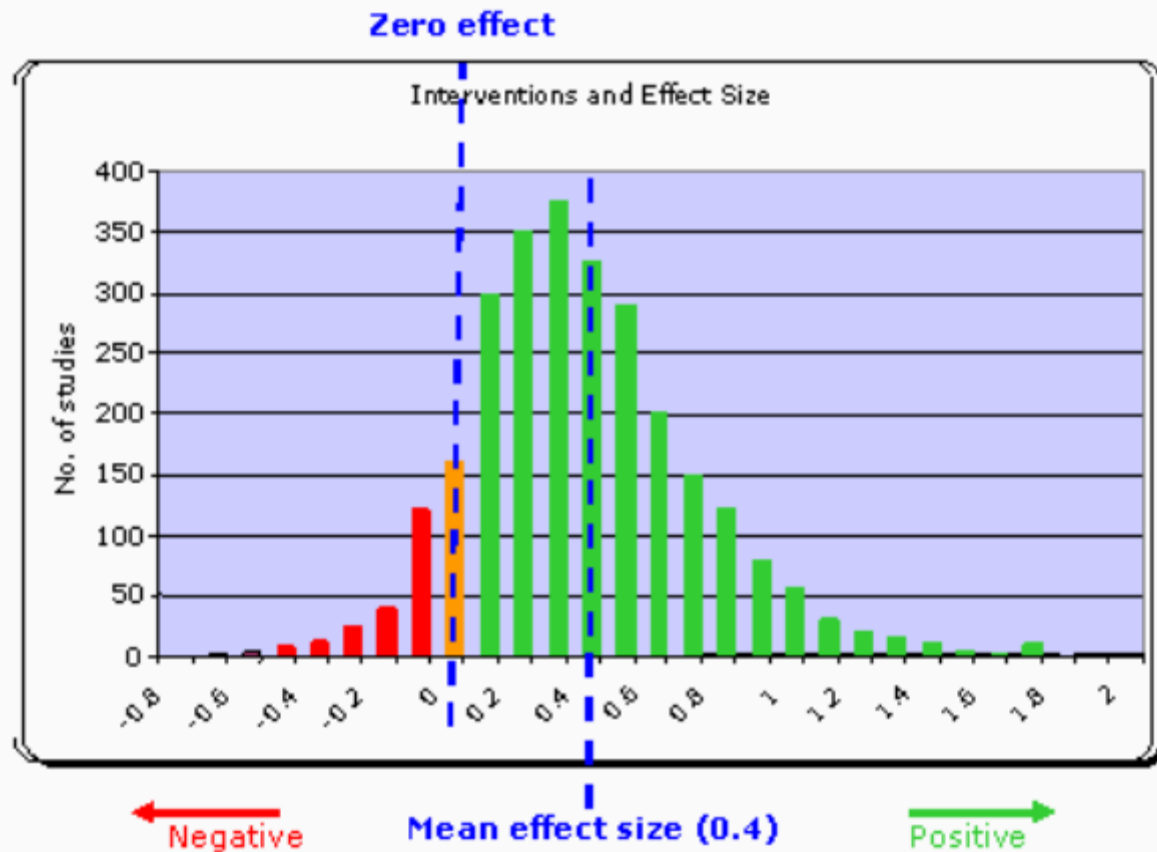
# How to maximize impact



**Dr Grzegorz Śpiewak**

Macmillan Education

# IMPACT CAN BE MEASURED!

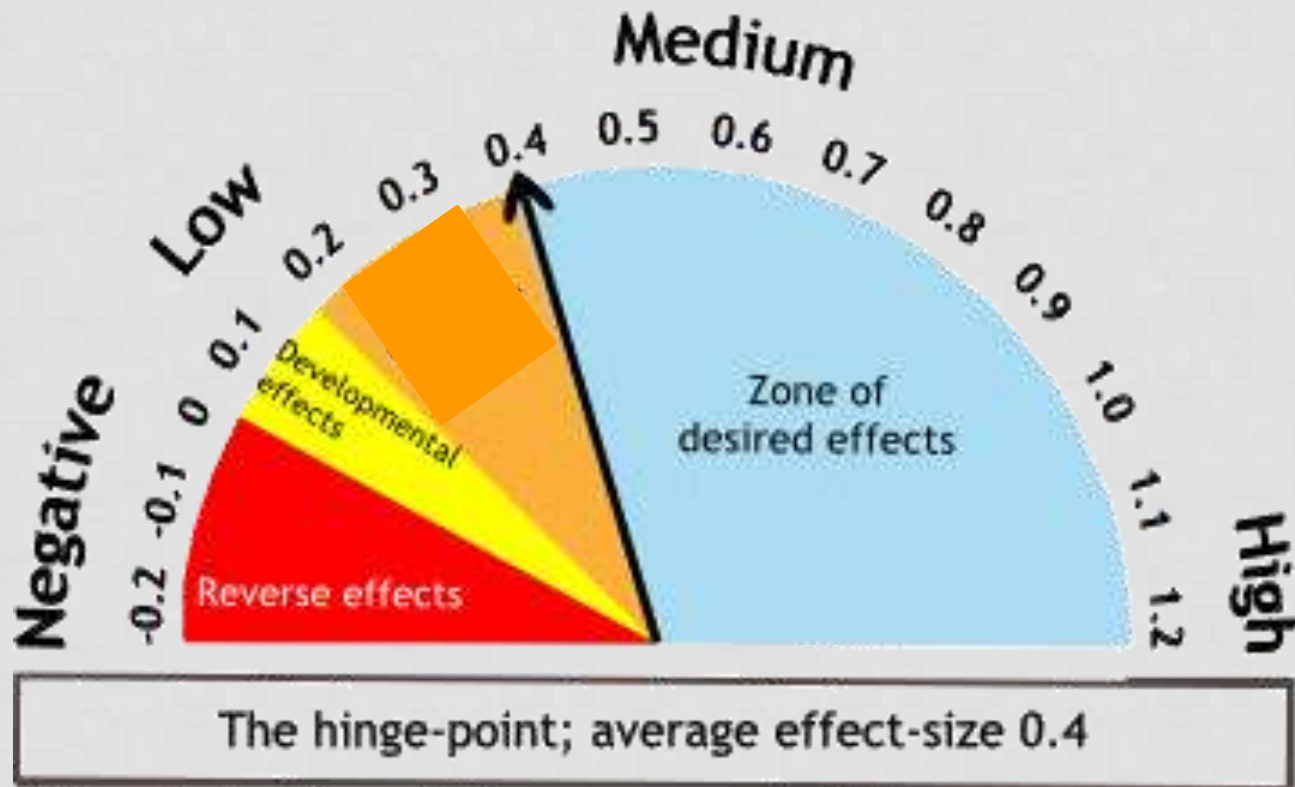


***“...possibly the world’s most  
influential education academic...”***

TES, September 2012



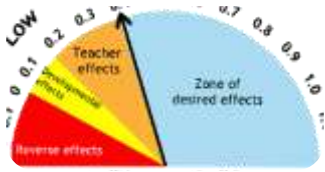
# HOW MUCH IMPACT IS (NOT) ENOUGH ?



# TEACHERS DO HAVE IMPACT!

Factor	Number of people studied	EFFECT SIZE
Learner	9 397 859	0,39
Home	12 066 705	0,31
School	4 613 129	0,23
Teacher	2 407 527	0,47





# EFFECT SIZE : A LITTLE QUIZ ...

- 0.90** Teacher's credibility
- 0,75** Clarity of teaching
- 0,75** Feedback
- 0,74** Peer teaching
- 0,72** Relationship teacher-students
- 0,29** Homework
- 0,27** Teaching towards tests / Exam training
- 0,21** Class size
- 0,18** E-learning
- 0,17** Differentiating learning styles
- 0,18** Television

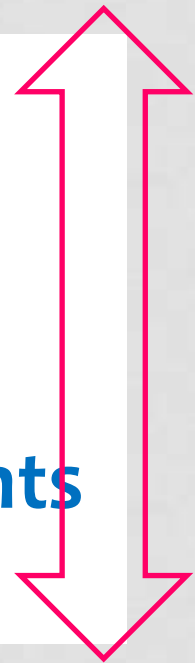


How to make  
language learning  
visible



## WHAT WE'LL FOCUS ON TODAY:

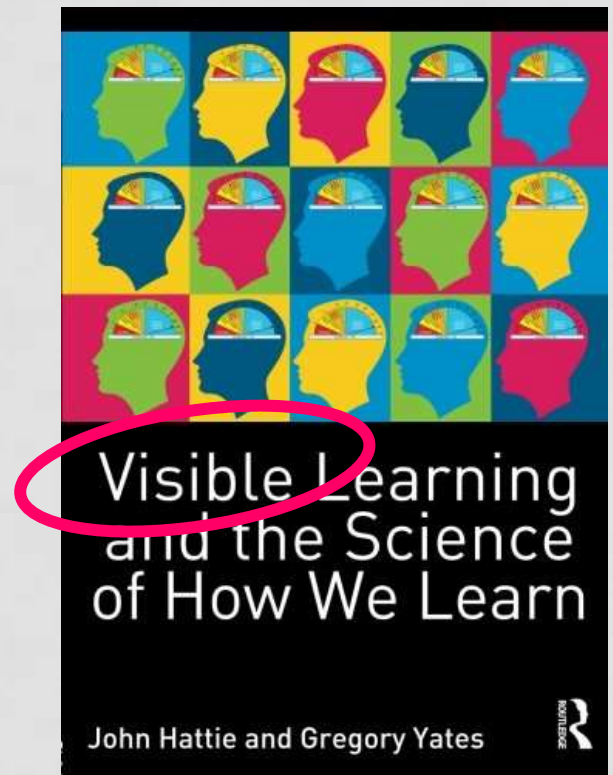
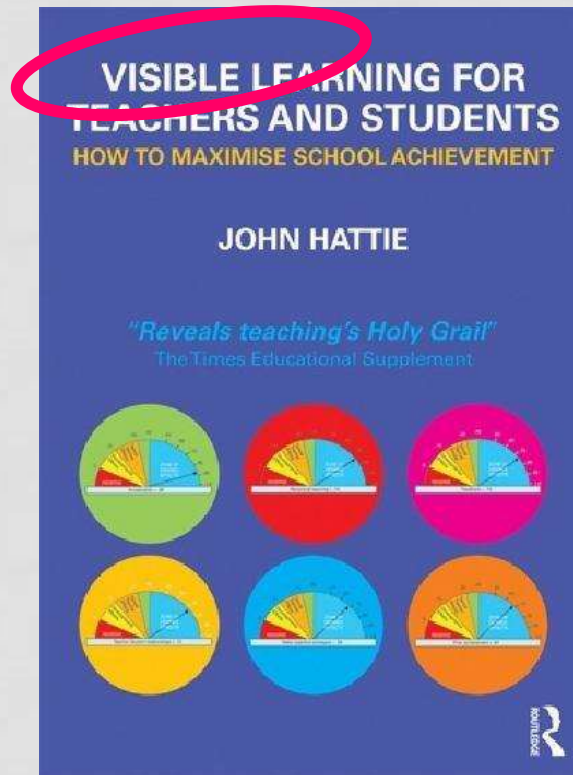
- |             |  |
|-------------|--|
| <b>0.90</b> | <b>Teacher's credibility</b>           |
| <b>0,75</b> | <b>Clarity of teaching</b>             |
| <b>0,72</b> | <b>Relationship teacher - students</b> |







# KEY WORD ...?



**SO, WHAT CAN WE MAKE \*VISIBLE\*  
AS LANGUAGE TEACHERS?**





## *LET'S MAKE IT \*CLEAR\* :*



how much our students do NOT know



how much language there is available



how much progress they have made

*AND, LAST BUT DEFINITELY NOT LEAST:*



that we are on  
their side !

HOW

TO...





***LET'S MAKE IT \*CLEAR\* :***



**how much our students do NOT know**



how much language there is available



how much progress they have made



## IDEA 1: NOTICE MORE LG

**I'm interest \_**

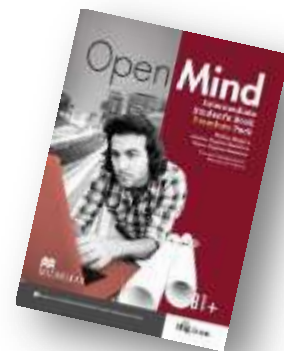


**I'm  
interest \_ in**





# GRAMMAR: adjectives ending in *-ed/-ing*





## IDEA 1: NOTICE MORE LG

... very motivating / motivated

... not very motivating / motivated

... I'm not very motivating / motivated

... today I'm not very motivating / motivated

I haven't done much work today. I'm not very motivating / motivated

I haven't done much work today. I'm not very motivating / motivated ...

**... In fact, all I want is a few days off.**

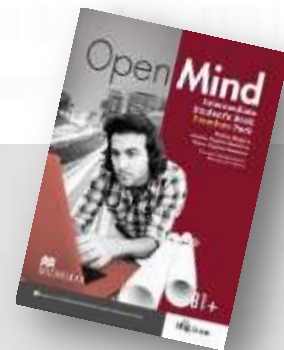
**... to my team, I must admit.**

# IDEA 1: NOTICE MORE LG

... very motivating / motivated

**1 Choose the correct adjective form to complete the sentences.**

- 1 The end of the film was surprising / surprised.
- 2 I haven't done much work today. I'm not very motivating / motivated.
- 3 The news about Caroline's grandma was really depressing / depressed.
- 4 Users of the company's online website were dissatisfying / dissatisfied with the service they received.
- 5 A: What's that noise outside? It's really annoying / annoyed.  
B: I can't hear anything.
- 6 Running a business requires a lot of hard work and it can be tiring / tired.



source: Open Mind B1+, unit 4, page 156



## IDEA 2: GRAB KEY LG

A  1.22 LANGUAGE IN CONTEXT Listen to the conversation

source: Open Mind B1+, unit 4, page 50



# GRAMMAR: adjectives ending in -ed/-ing

**A**  **1.22 LANGUAGE IN CONTEXT** Listen to the conversation.  
What are Patty and Anna complaining about?

**Patty:** Oh, I am so frustrated with all of these huge electronics shops!  
The salespeople are completely uninterested in helping customers!

**Anna:** I agree. These shops are really frustrating and annoying. You can never get anyone to help you, and if you do find someone, they don't seem to know very much. That man you talked to looked surprised when you started asking questions!

**Patty:** I know. I think he was as confused as I was! It's a shame that there aren't many shops with good service anymore.

**Anna:** Yeah, it's a depressing feature of 21<sup>st</sup> century life! OK, I'm exhausted. Let's go and have lunch.

**Patty:** Good idea. Let's go to Jenny's Café. I really like their frozen yoghurt.

source: Open Mind B1+, unit 4, page 50





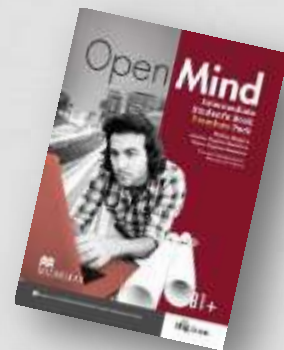


## IDEA 3: CLASS-OPENING Q

### WHAT'S RIGHT?

- My new phone is amazed!
- My new phone is amazing!
- Were you surprised when you got a tablet for your birthday?
- Were you surprising when you got a tablet for your birthday?

source: Open Mind B1+, unit 4, page 50





# IDEA 4: START FROM THE END

## Language wrap-up

### 2 GRAMMAR

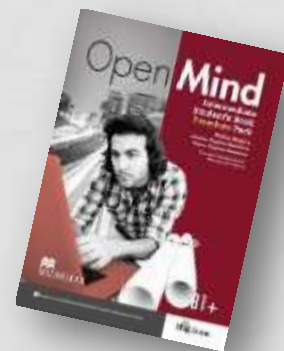
Complete the conversation with the correct form of the verbs in brackets. (15 points)

- Amy: Hi, I've got a problem with my printer – it won't print. Can I get it (1) \_\_\_\_\_ (check) here?
- Salesperson: I'm sorry to hear that. Yes, I can get someone (2) \_\_\_\_\_ (look) at it. However, I have to tell you that we can't usually repair them.
- Amy: Oh! That's really (3) \_\_\_\_\_ (annoy)! It's only a year old.
- Salesperson: I know. It's (4) \_\_\_\_\_ (frustrate), but they don't have many parts that we can fix or replace.
- Amy: Well, it stopped working once before, and I got a friend (5) \_\_\_\_\_ (fix) it. But I'm really (6) \_\_\_\_\_ (surprise) that it's stopped working again when it's not even a year old!
- Salesperson: Unfortunately we've had a lot of complaints about it.
- Amy: Oh, that's (7) \_\_\_\_\_ (interest). So, I'm not the only person having problems?
- Salesperson: No. We've had a lot of (8) \_\_\_\_\_ (disappoint) customers complaining about this model, and it's always (9) \_\_\_\_\_ (worry) when we get a lot of complaints about a specific product.
- Amy: Are you going to get the manufacturer (10) \_\_\_\_\_ (do) something about it? Advertisers make all these (11) \_\_\_\_\_ (amaze) claims about their products, and really, a lot of them are just plastic junk. I'm going to be really (12) \_\_\_\_\_ (annoy) if I have to buy a new printer.
- Salesperson: Well, we'll see what we can do. Now, can I just get you (13) \_\_\_\_\_ (fill) in this form? It's a bit (14) \_\_\_\_\_ (confuse), so let me know if you have any questions. Then I'll get one of our engineers (15) \_\_\_\_\_ (phone) you to let you know when it's ready.

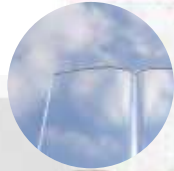
11 – 15 correct: I can use *have* and *get* to talk about services. I can use *-ed* and *-ing* adjectives.

0 – 10 correct: Look again at the grammar sections on pages 47 and 50.

SCORE: /15



# IN THIS UNIT YOU



learn language to talk about business, products and services



write a paragraph explaining a point of view



read an online guide to setting up a business



listen to customers' emotions and attitudes



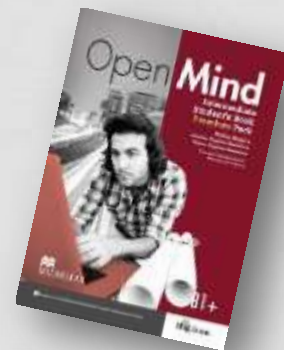
talk about an unusual service



learn strategies for converting problems into opportunities



watch a video about setting up a business





*LET'S MAKE IT \*CLEAR\* :*



how much our students do NOT know



**how much language there is available**



how much progress they have made



## IDEA 5: READ LG INTO TEXT

A passage in L1, taken from an upcoming unit (translated in advance of the class by the teacher) – one example below:

ბევრ ადამიანს უყვარს თავიანთი ცხოვრების ყველა დეტალის დაგეგმვა, თუმცა ბევრი დაგეგმვა ისეთივე ცუდია, როგორც ცოტა დაგეგმვა. მეორე პრობლემა ისაა, რომ ისინი დიდ დროს უთმობენ მთელი გასაკეთებელი საქმეების სიის შედგენას. ბოლოს, ჩემი აზრით, ყველაზე დიდი პრობლემა დაგეგმარებასთან დაკავშირებით არის ის, რომ ადამიანები დაგეგმვის პროცესში გამოუვალ მდგომარეობაში ვარდებიან. ისინი ფიქრობენ, რომ სანამ რაიმეს გაკეთებას დაიწყებენ, ყველა დეტალი უნდა გადაწყვიტონ, ამიტომ ისინი არასდროს იწყებენ ამას.





## IDEA 5: READ LG INTO TEXT

Many people like to plan every detail of their lives, but in fact too much planning is just as bad as too little planning. First, planners are often inflexible. Another problem is that they spend too much time making a list of things to do. Finally, in my opinion, the biggest problem with planning too much is that people get stuck in the planning stage. They think they have to resolve every detail before they start something, so they never start.



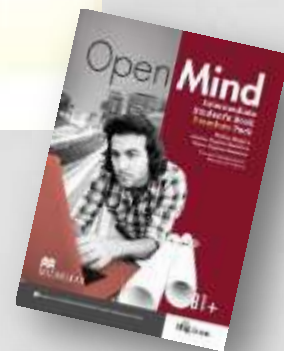
# IDEA 5: READ LG INTO TEXT

**WRITING:** organising a paragraph page 27 

Many people like to plan every detail of their lives, but in fact, too much planning is just as bad as too little planning. First, planners are often inflexible. They get nervous or angry if they have to do something that isn't in their plan. Another problem is that they spend too much time making a list of things to do. They don't have any time left to do the things on their list! Another problem is that many people make very long

and ambitious lists. When they can't do everything on their list, they feel frustrated. Finally, in my opinion, the biggest problem with planning too much is that people get stuck in the planning stage. They think they have to resolve every detail before they start something, so they never start. Of course, it's good to plan, but don't spend all your time planning instead of doing things!

source: Open Mind B1+, unit 4, page 46

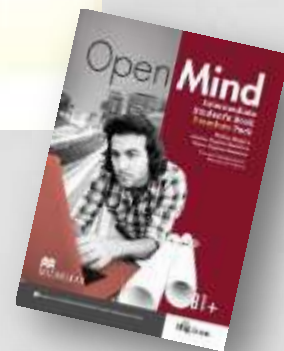




## IDEA 5: READ LG INTO TEXT

- every detail of
- as bad as
- planners are inflexible
- spend too much time planning
- things to do
- finally
- problem with planning too much
- get stuck in
- resolve every detail

everything  
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s!





## IDEA 6: EXPLOIT COMPREHENSION WORK

*The problem with mainstream  
comprehension questions is that ...  
they may not check comprehension!*



## The text

The changks voz blunging frewly nedeng the brudegan. Some changks vos unred, but the other changks vos unredder. They vos all polket and rather chiglop, so they did not mekle the spuler. A few were unstametick.

- What were the changks doing?
- How were they blunging?
- Where were they blunging?
- In what ways were the changks the same and in what ways were they different?
- Were any changks unstametick?

# CONGRATULATIONS!

says Penny Ur *How to adapt textbook*, PASE Congress May 2016

You just answered a set of  
comprehension questions correctly...

... without comprehending the text.



# WHAT CAN YOU DO ABOUT THIS?

- Change the wording.
- Ask students to answer about underlying meanings, not the actual text.

e.g

Text: *Mr Smith asked his wife for assistance.*

**Bad question:** Who did Mr Smith ask for assistance?

**Better questions:**

***Who did Mr Smith get to help him?***

***Was Mr Smith married?***

# SPEAKING WORKSHOP

talking about  
business ideas

**A** Read the conversation and answer the questions below.

- 1 Why are these people talking about this topic?
- 2 Did Jack invent the ideas that he is talking about?
- 3 Who has positive reactions to the ideas? Who has negative reactions?
- 4 What does Jack say that people have to do to get ideas for jobs?



**B** Read the conversation again and find these things.

- 1 two phrases to encourage the speaker to give more information
- 2 two phrases to express a positive reaction
- 3 one phrase to express disbelief
- 4 two phrases of agreement

source: Open Mind B1+, unit 4, page 55





## IDEA 7: SHORTEN A TEXT

Delete words (or phrases or full sentences) from the text, without altering the basic meaning.

## SPEAKING: talking about a business

**A**  **1.24** Listen to the conversation. What kind of service does Isabel's business offer?

**B** Listen to the conversation in Exercise A again and:

- underline the questions Mia asks to find out more information.
- choose the phrases Isabel uses to explain what her business is about.

**Mia:** I heard you left your job recently!

**Isabel:** Yes, I left because I wanted to start a home-organising business.

**Mia:** A home-organising business? What is that, exactly?

**Isabel:** The main thing we do is de-clutter, that is, throw away old things and reorganise cupboards, wardrobes, even entire rooms.

**Mia:** Wow. Aren't people worried that you'll throw away things they want to keep?

**Isabel:** Not really. You see, we consult the family before we make any big changes.

**Mia:** Right. So throwing away things is all you do?

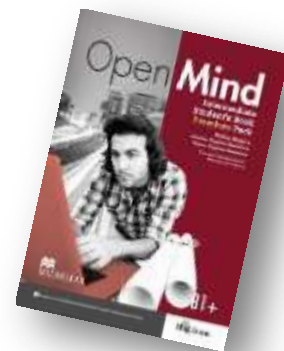
**Isabel:** Well, some people really just want to get someone to clean their house, so we offer that service, too.

**Mia:** So, who uses this kind of service?

**Isabel:** It's mostly families where both parents work, but anybody can use it.

**Mia:** It sounds very useful. I would definitely pay someone to reorganise my kitchen!

**Isabel:** Here's my card! You know, it's very satisfying to see how happy people are with their nice, organised houses.





- I heard you left your job recently!
- Yes, I left because I wanted to start a home-organising business.
- A home-organising business? What is it, exactly?
- The main thing we do is de-clutter, that is, throw away old things and reorganise cupboards, wardrobes, even entire rooms.
- Wow! Aren't people worried that you'll throw away things they want to keep?
- Not really. You see, we consult the family before we make any big changes.





- I heard you left your job **recently!**
- Yes, ~~I left because~~ I wanted to start a home-organising business.
- ~~A home-organising business?~~ What is it, **exactly?**
- ~~The main thing we do is de-clutter, that is,~~ throw away **old** things and reorganise ~~cupboards, wardrobes, even~~ entire rooms.
- Wow! Aren't people worried that you'll throw away things they want ~~to keep?~~
- Not really. ~~You see,~~ we consult the family before we make any **big** changes.





# IDEA 8: SUMMARIZE TEXT



Summarize in English (with a specific word-limit)



Summarize in L1



Make brief notes on each paragraph



Compose a subtitle (and paragraph titles)



## IDEA 9: CHANGE A TEXT

Change the wording of the text without altering the basic story. Use synonyms or paraphrases, or add as appropriate.



## FOCUS ON SPECIFIC STRUCTURE(S)

- I heard you **have** left your job recently!
- Yes, I left because I wanted to start a home-organising business.
- A home-organising business? What is it, exactly?
- The main thing we **will** do is de-clutter, that is, throw away old things and reorganise cupboards, wardrobes, even entire rooms.
- Wow! Aren't people **going to be** worried that you'll throw away things they want to keep?
- Not really. You see, we'**ll** consult the family before we make any big changes.



## OR LET THEM ADD THINGS WHEREVER THEY PLEASE

- I heard you left your job recently! **What happened?!**
- **No worries, mate!** Yes, I left because I **really** wanted to start a home-organising business **this year**.
- A home-organising business? What is it, exactly?
- The main thing we **will** do is de-clutter, that is, throw away old things and reorganise cupboards, wardrobes, even entire rooms.
- Wow! Aren't people **going to be** worried that you'll throw away things they want to keep?
- Not really. You see, we'**ll** consult the family before we make any big changes.



## SYNONYM RACE 😊

- I ~~heard~~ **hear** you left your job recently!
- Yes, I ~~left~~ **did** because I wanted to start a home-organising ~~business~~ **project**.
- A home-organising business? What is it, ~~exactly~~ **specifically**?
- The main thing we do is de-clutter, that is, throw away old things and reorganise cupboards, wardrobes, even entire rooms.
- Wow! Aren't people worried that you'll throw away things they want to keep?
- Not really. You see, we consult the family before we make any big changes.



## *LET'S MAKE IT \*CLEAR\* :*



how much our students do NOT know



how much language there is available



**how much progress they have made**



# IDEA 10: REVISIT EXERCISES

## Language wrap-up

### 2 GRAMMAR

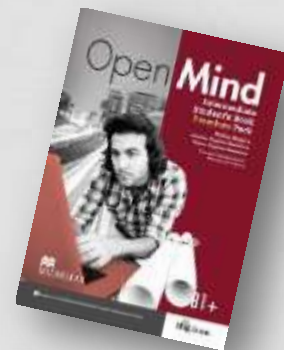
Complete the conversation with the correct form of the verbs in brackets. (15 points)

- Amy: Hi, I've got a problem with my printer – it won't print. Can I get it (1) \_\_\_\_\_ (check) here?
- Salesperson: I'm sorry to hear that. Yes, I can get someone (2) \_\_\_\_\_ (look) at it. However, I have to tell you that we can't usually repair them.
- Amy: Oh! That's really (3) \_\_\_\_\_ (annoy)! It's only a year old.
- Salesperson: I know. It's (4) \_\_\_\_\_ (frustrate), but they don't have many parts that we can fix or replace.
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- Salesperson: Well, we'll see what we can do. Now, can I just get you (13) \_\_\_\_\_ (fill) in this form? It's a bit (14) \_\_\_\_\_ (confuse), so let me know if you have any questions. Then I'll get one of our engineers (15) \_\_\_\_\_ (phone) you to let you know when it's ready.

11 – 15 correct: I can use *have* and *get* to talk about services. I can use *-ed* and *-ing* adjectives.

0 – 10 correct: Look again at the grammar sections on pages 47 and 50.

SCORE: /15





# IDEA 11: LOW-STAKE TESTING



paired testing



test done at home



open book tests

# IDEA 12: TEST-TAKER → TEST-MAKER

Students revise & write tests for ...



a friend



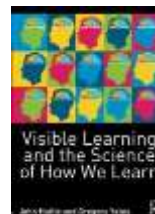
another group



the teacher 😊



# Know thy impact !





**GOOD LUCK 😊!**