Handout

The workshop today is based on these articles:

Steve Mann and Steve Walsh talking about their ELTJ article:
https://www.youtube.com/watch?v=12uGWTLCDWg&feature=youtu.be

Video for All
http://videoforall.eu/

Russell Stannard's site
http://www.teachertrainingvideos.com/

Some key references

Hobbs, Valerie (2007) 'Faking it or hating it: can reflective practice be forced?', Reflective Practice, 8:3, 405 — 417
# L2 Classroom Modes

<table>
<thead>
<tr>
<th>Mode</th>
<th>Pedagogic Goals</th>
<th>Interactional features</th>
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| Managerial    | • To transmit information  
• To organize the physical learning environment  
• To refer learners to materials  
• To introduce or conclude an activity  
• To change from one mode of learning to another  | • A single, extended teacher turn which uses explanations and/or instructions  
• The use of transitional markers  
• The use of confirmation checks  
• An absence of learner contributions |
| Materials     | • To provide language practice around a piece of material  
• To elicit responses in relation to the material  
• To check and display answers  
• To clarify when necessary  
• To evaluate contributions  | • Predominance of IRF pattern  
• Extensive use of display questions  
• Form-focused feedback  
• Corrective repair  
• The use of scaffolding |
| Skills and systems | • To enable learners to produce correct forms  
• To enable learners to manipulate the target language  
• To provide corrective feedback  
• To provide learners with practice in sub-skills  
• To display correct answers  | • The use of direct repair  
• The use of scaffolding  
• Extended teacher turns  
• Display questions  
• Teacher echo  
• Clarification requests  
• Form-focused feedback |
| Classroom context | • To enable learners to express themselves clearly  
• To establish a context  
• To promote oral fluency  | • Extended learner turns.  
• Short teacher turns  
• Minimal repair  
• Content feedback  
• Referential questions  
• Scaffolding  
• Clarification requests |