

Tea Project

SINCE 2016

TEACHING IN ENGLISH
FOR ACADEMICS
-ULB-



INTERACTING IN THE CLASSROOM

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3.1 ANALYSING

- ◆ To try this out, you should (...).
- ◆ Follow the steps in the experiment to show how (...).
- ◆ To prove this, you need to (...).
- ◆ If you look at it this way, you'll see (...).
- ◆ Think about the ways of testing (...).
- ◆ Read the instructions carefully and pick out the points that show / relate to / indicate (...).
- ◆ Question whether the arguments presented are convincing.
- ◆ Consider this question from a number of different angles.
- ◆ It is important to examine (...) from the perspective of all of the key stakeholders.
- ◆ Question why the author takes this position and not another.
- ◆ Make sure you draw on a variety of sources.
- ◆ Support your arguments with empirical evidence and clear data.
- ◆ Take a step back to examine the overall picture and how each element contributes to the whole.

3.2 ASKING QUESTIONS

- ◆ What do you know about (...)?
- ◆ Where did you find out about (...)?
- ◆ Can you tell me something about (...)?
- ◆ How does this work?
- ◆ Have you ever (...)?
- ◆ Do you know where (...)
- ◆ Can anyone tell me why...?
- ◆ What do you mean by the term / the word (...)?
- ◆ Why do you think this happened?
- ◆ Why didn't this happen?
- ◆ What made this happen?
- ◆ What was the reason for this?
- ◆ Can you explain to us why?

3.3 CHECKING UNDERSTANDING

- ◆ Is that clear?
- ◆ Any questions before we start?
- ◆ Talk to the person next to you and explain what you have to do.
- ◆ What's the problem?
- ◆ If you don't know the answer, pass the question to someone else.
- ◆ Check your answers with the rest of your group.
- ◆ See whether your partner agrees with you.
- ◆ Compare your answers with your neighbour.
- ◆ Does everyone know what we need to do?
- ◆ Can anyone summarise for the class the three steps you have to follow?
- ◆ Raise your hand if you aren't sure about what to do.
- ◆ Raise your hand if you (don't) understand the task.
- ◆ If you aren't sure, the instructions are on the UV.
- ◆ If you still aren't sure, please come and see me at the end of the session.

3.4 TASK INSTRUCTIONS

- ◆ Choose one of the key words we discussed just now, and place them in the gaps on the chart.
- ◆ Match the words to the illustrations.
- ◆ In the first box, write (...).
- ◆ Next to the box, sketch (...).
- ◆ Under the box, make a list of (...).
- ◆ In the last box, draw a quick diagram of (...).
- ◆ Re-order the labels.
- ◆ Underline the key words in the article – and the key words only.
- ◆ Give me an example of (...).
- ◆ Write the words in order of importance.
- ◆ Look at the word(s) in bold / italics / which are underlined.

3.5 COMPREHENSION QUESTIONS

- ◆ Is it okay that the course is delivered in English?
- ◆ Are you with me?
- ◆ Are you OK?
- ◆ OK so far?
- ◆ Did you get it?
- ◆ Did you understand?
- ◆ Did you follow me?
- ◆ Has everyone fully understood the problem / question / task? (*NB don't use 'well' in this context.*)
- ◆ Is everyone comfortable using this software / database / methodology?
- ◆ It seems that some points / areas are not completely clear for some of you.
- ◆ Could you share your questions with us?
- ◆ Does anybody need any clarification or extra information?
- ◆ Are there any specific points that you would like me to clarify / go over again?
- ◆ What have you understood from the question?
- ◆ What is the question asking you to do?
- ◆ How could you avoid this problem?
- ◆ Could you summarise what you have understood / learned? What method would you use?

3.6 ENCOURAGING & REDIRECTING

- ◆ That's good so far.
- ◆ What you have written is clear and interesting. Well done.
- ◆ That's the right idea.
- ◆ Keep to the point.
- ◆ You need to go into more detail here.
- ◆ What do you mean by that exactly?
- ◆ Explain this to me, as if you were the teacher.
- ◆ Check your facts here.
- ◆ Have you thought about (...).
- ◆ Maybe you should say more about (...).
- ◆ I don't quite follow your point here.
- ◆ You have put a lot of work and effort into this.
- ◆ If you perform like this at the exam, you will get a good mark.
- ◆ You don't seem to have any problems.
- ◆ Can you give me a practical example that demonstrates this concept?
- ◆ Can you see any connection between what we have just seen and (...).
- ◆ Can you develop your answer / argument a bit more?
- ◆ If what you're saying is correct, does this mean that (...)?
- ◆ How would you justify your choice of methodology?

NOTES

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NOTES

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