

A background photograph of a classroom setting. In the foreground, a young woman with long blonde hair, wearing a red top, is looking down at a book or paper. Next to her, a young man with dark hair, wearing a green shirt, is also looking down. In the background, another student is visible, resting their chin on their hand. The scene is brightly lit, suggesting a sunny day. A large white semi-circle is overlaid on the left side of the image, containing the text.

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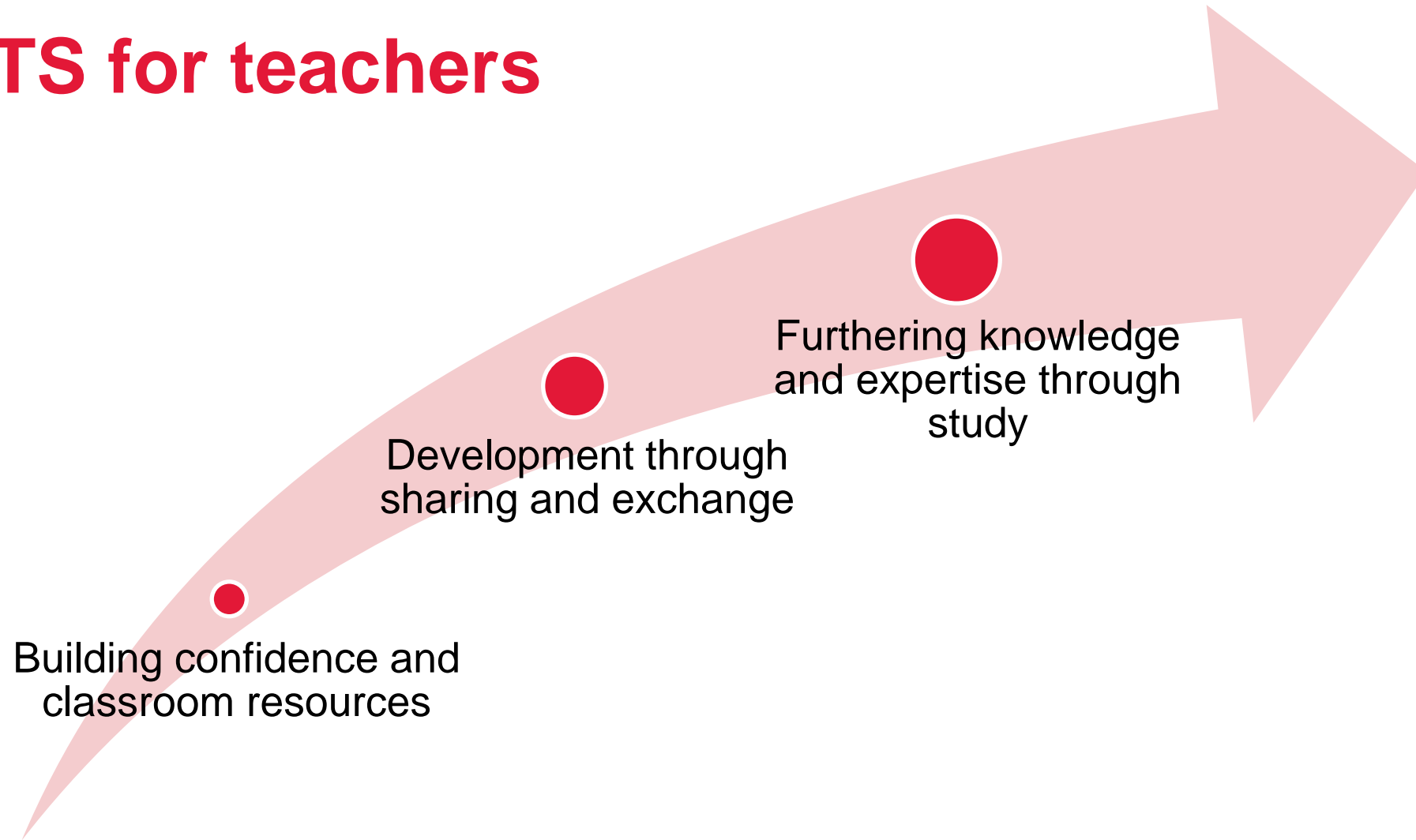
Using IELTS to advance your teaching career

October 2021
NEAS webinar

Mina Patel
Stephanie Bethencourt

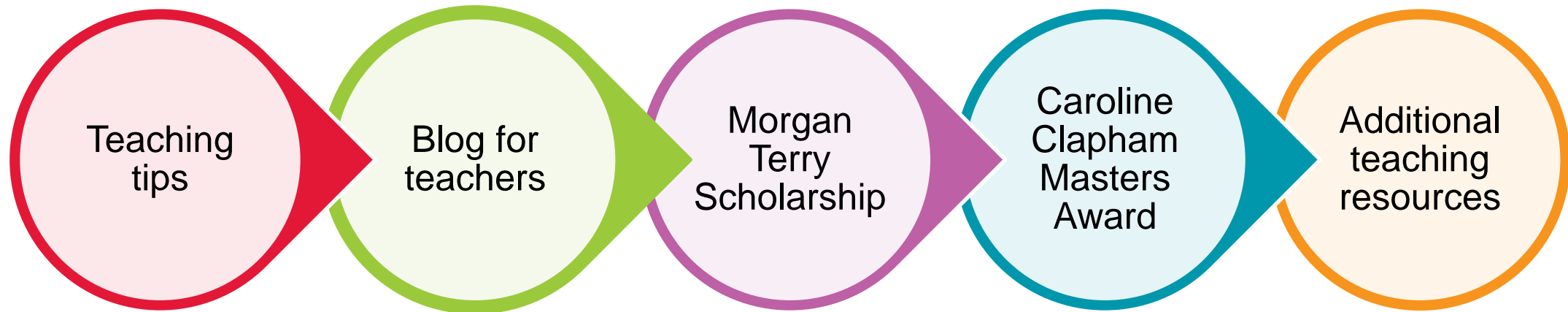
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IELTS for teachers



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What's in store.....



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Teaching tips

Postcards and videos



Teaching tips



Listening – what did I miss?

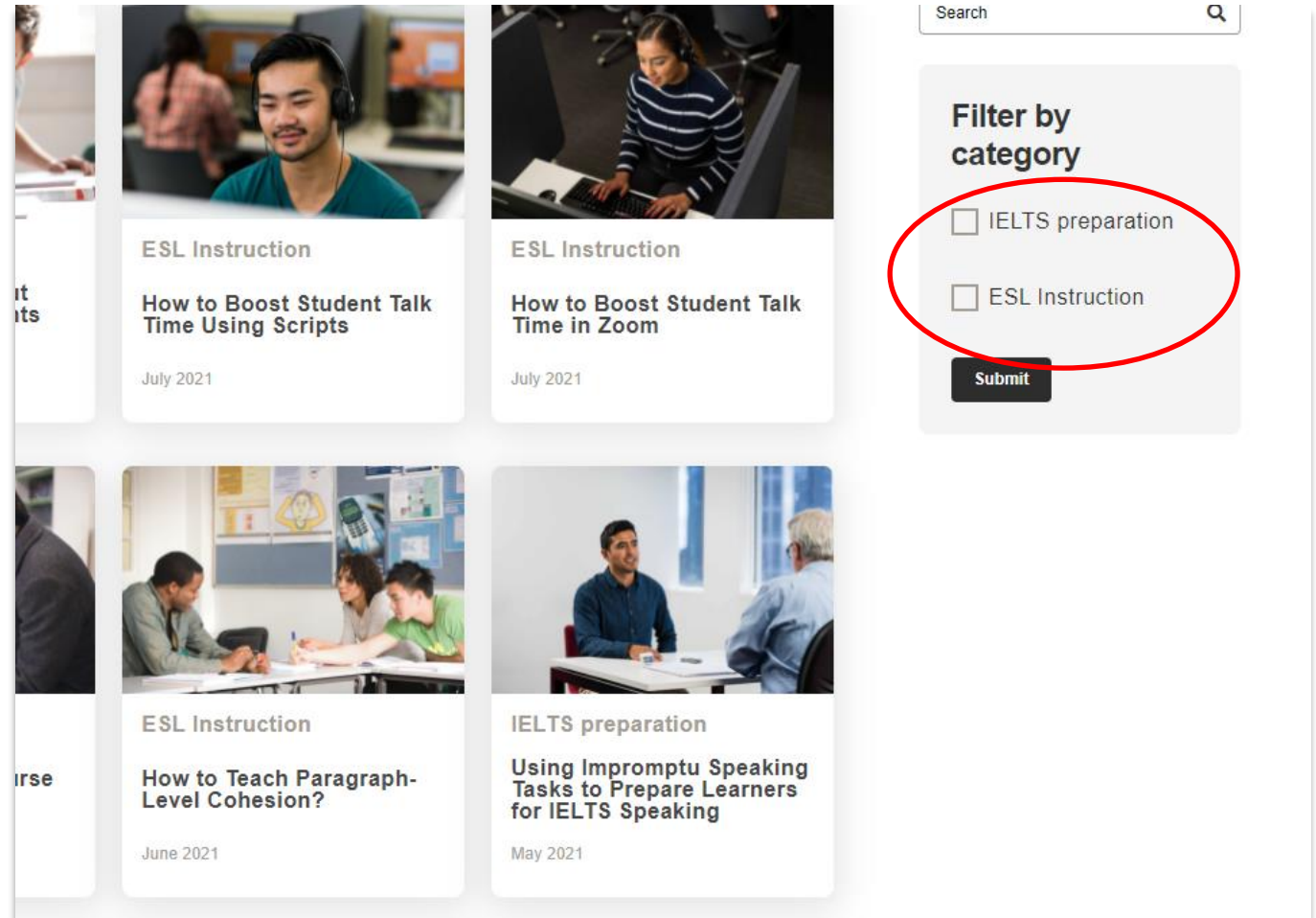
		1	2	3	4	5
Topic		Environment				
Reason for error	Incorrect spelling	Illl				
	Didn't know the word					
	Misheard the word	I				
	Missed the word entirely					
	Lost my place					
	Misunderstood question/keyword					





Blog for teachers

- Relevant
- Practical
- Interesting



ielts.org/for-teachers/blog-for-teachers

What is Flipped Learning?

According to the [Flipped Learning Network](#), flipped learning is a “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter”

Let me provide a very simple example of what this might look like in an ESL/EFL context. Let's take an example of a grammar lesson on adjective clauses. In a flipped learning model, students would prepare for class by watching a video (which require lower levels of cognitive work such as remembering and understanding) has been turned into the individual learning environment. During class, instead of spending time on a lecture, they might go into an activity that allows students to apply what they have learned in an interactive and collaborative way. For example, an instructor might have a stack of cards with common or proper nouns on them. Students take turns drawing a noun and saying a sentence about the noun (without saying the word on the card) using an adjective clause. This way, the instructor incorporates active learning strategies and plan class activities aimed at higher levels of Bloom's Taxonomy. The instructor has opportunities to monitor learning and make adjustments as needed.

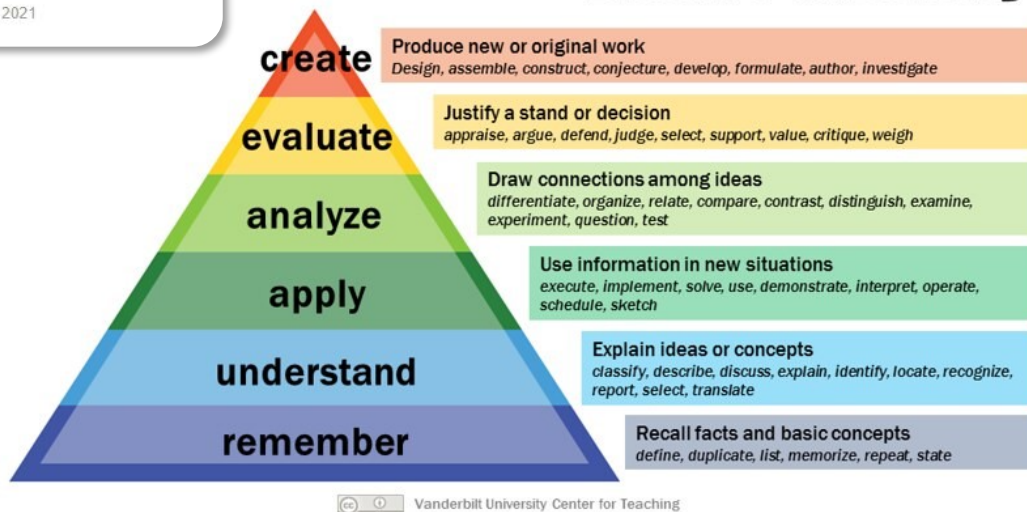


ESL Instruction

What is Flipped Learning?

February 2021

Bloom's Taxonomy



Why is Flipped Learning important?

Flipped learning places students as active participants in their own learning and provides several benefits. First, when students have access to direct instruction at home, whether through video or text, they can review the concept multiple times at their own pace. Secondly, when class time is spent having students apply, analyze, evaluate, and create, the

Script #5: 4-square discussion

When discussing an article or controversial topic, we use a 4-square script to encourage students to use different categories of discussion phrases. In this model, the script is created in a shared Google Slide. Every time students use a phrase, they move one of their icons into the corresponding box to track their own language production. Another way to track students' use of the phrases is to assign 5 points every time one is used with the instructor playing the role of score keeper, and the debate must continue until the class hits 100 points.

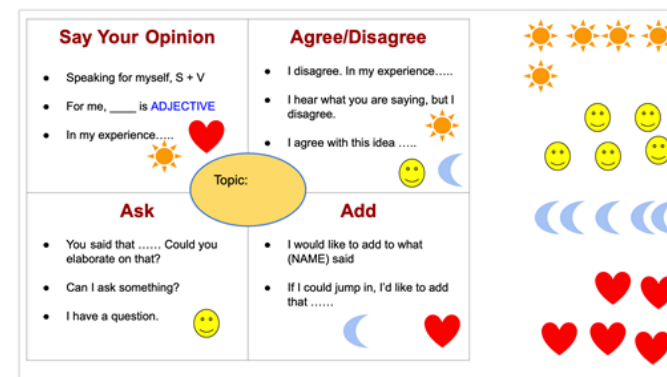


Fig. 6 4-Square Example

Script #6: Dice roll

Gamification like [rolling dice](#) can spice up grammar practice. The first script practices past continuous. The second script drills -ed/-ing adjectives with an added prefab rejoinder.

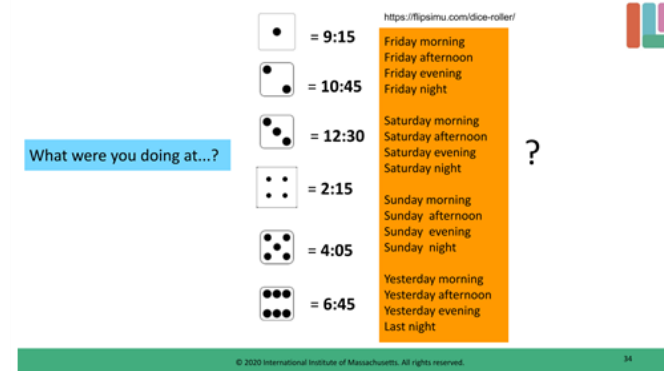


Fig.7 Dice Roll Example A



ESL Instruction

How to Boost Student Talk Time Using Scripts

July 2021

ESL Instruction

The Power of Student Feedback

29 March 2021 • Misty Wilson

The Power of Student Feedback

If the only time you elicit feedback from your students is on course evaluations at the end of the term, you are doing it wrong. Imagine if you only got a performance review from your supervisor on your last day of work. You would wait till the term is over to get a pulse on your students. In this post, I explain why student feedback is important, key considerations, and suggestions for different types of questions.

Why Does Student Feedback Matter?

If you have been teaching for any amount of time then you probably know how charged the idea of course evaluations can be. The fact that student course evaluations are often biased against women is not new. In one recent Gender Bias in Student Evaluations [study](#) found this to be true even in online classes. In fact, female instructors teach the identical online course. Some schools, such as The University of Southern California have gone so far as to [remove student course evaluations from faculty promotion decisions](#). While the role student course evaluations should play in employment decisions might be complicated, the role they should play in your own teaching practices shouldn't be. Student feedback is more than just an appraisal of your teaching, it is one way to build trust and strengthen your relationship with your students.

The Three Keys to Student Feedback

There are three important considerations when eliciting student feedback: timing, content, and response.

Key #1: Timing. You want to reach out early and often to elicit student feedback. Depending on how often you meet with your students, you may want to get feedback as early as the first week or after a few classes. Checking in with students early on sets the tone for the class. It communicates that their input is important. At the very least, you should also schedule a midterm check-in. Some of the best instructors I ever met incorporated feedback as often as every week.

Key #2: Content. If you are reaching out frequently, then you can change up the questions you ask. Below I provide different types of feedback you might want to elicit.

Daily check-ins. Use the last 3 minutes of class to have students write out one thing they learned and one question that went unanswered. Whether you have them use paper and pen or apps like [PollEverywhere](#), you might be surprised to find out what your students say they learned. Also, international students in particular are less likely to voice questions during class, so this provides them a safe way to let you know if they were left with any questions.



ESL Instruction

The Power of Student Feedback

March 2021

IELTS preparation

The Chunking Method: Teaching Language Learners how to Paraphrase

01 March 2021 • Misty Wilson

Whether you are preparing learners to write research papers or to take the IELTS Writing Test, paraphrasing is an important skill; however, the task of taking a long sentence with elevated vocabulary and trying to rephrase it can be overwhelming. Furthermore, students who attempt to paraphrase and fail may be accused of plagiarism. Students preparing for academic work in English have a solid foundation in how to paraphrase. In this post, I introduce one method of paraphrasing called the "Chunking Method," and I'll also explain how paraphrasing is used in the IELTS Writing Test.

Using the Chunking Method

When writing academic papers, students are expected to incorporate the ideas of others through a combination of quotations and paraphrases. Instructors often suggest students paraphrase more than they quote to show they understand the quotation and to maintain their own voice throughout the essay. Paraphrasing, however, is not something that comes naturally to students and so instructors should include time in their lessons for explicit paraphrasing instruction. Though there are many methods, the chunking method is one I have found great success in. I am not sure who is credited for inventing this approach, but I first learned about this method of paraphrasing in Dollahite and Haun's academic writing textbook, [Sourcework](#).

The Chunking Method includes three steps: chunking, rephrasing, and reorganizing. I will explain each step and provide an example.

Step #1: Chunk the sentence

The first step of this method is chunking. To do this, students must separate the sentence into smaller segments - think adverb clauses or prepositional phrases. They can do this by adding a slash between chunks. If you are teaching a mixed skills class, then it is great to review thought groups before this as it lends itself well to understanding where slashes might go. I have given an example sentence below:

This graph gives information / about cinema attendance in Australia / between 2010 and the present, / with projections to 2030.

Step #2: Rephrase each chunk

Now that the sentence has been separated into smaller units, students will reword each chunk. Not only is it easier to



IELTS preparation

The Chunking Method: Teaching Language Learners how to Paraphrase

March 2021

Morgan Terry Memorial IATEFL Scholarship

To be considered you should submit:

An overview of an educational activity or learning resource (you have developed) which could help prospective IELTS candidates prepare for the test.

Your submission should be between 400-500 words.

Clearly describe or illustrate your idea; what it is and how it works

Explain how it could benefit prospective candidates

Describe how it could be adapted and used by other teachers and learners.



The award consists of:

- ✓ registration for the TEA SIG's pre-IATEFL conference event
- ✓ registration for IATEFL
- ✓ a year's IATEFL membership
- ✓ a maximum of five nights' accommodation
- ✓ travel costs including an economy flight to the UK and GBP 55.00/day expenses.





"... nothing had prepared me for the fabulous multiculturalism, breath-taking volume of choice, sheer speed, bazaar atmosphere of the book fair and technical wizardry of my first IATEFL conference... I met passionate teachers from all over the world all only too glad to share ideas and experience."

Alison Featherstone, IATEFL
Liverpool



"Being given the opportunity to go to the IATEFL conference has been one of the highlights of my professional career to date. I learnt so much in such a short time. It was an intensive week of workshops and sessions throughout the day and sharing ideas and information with teachers from all over the world in the evening. I've come back with heaps of new ideas and can't wait to implement them in my classes."

Sonja Zander, IATEFL Birmingham



"I never thought about winning, as I considered the IELTS workshops being run by our college as a natural extension of our remit. It was a pleasure to be at the IATEFL conference in Glasgow. Not only was the IATEFL conference a wonderful occasion to meet many of my peers from around the world, but it also offered a tremendous opportunity to learn new teaching methods and grow as an instructor. The experience was absolutely invaluable."

Savva Papandony, IATEFL
Glasgow

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Caroline Clapham Masters Award

- Masters level dissertation or thesis in English which makes the most significant contribution to the field of language testing – not specifically IELTS
- Annual call for submissions – supported by academic supervisor
- The Award includes:
 - ✓ £1,000
 - ✓ a fully sponsored trip to a language testing conference to receive the certificate



ielts.org/for-researchers/grants-and-awards/ielts-masters-award

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- Prompted and recorded Speaking tests
- Times and untimed tests

Focus preparation:

- Marked by qualified IELTS markers
- Detailed feedback with indicative band scores
- Receive results within five days



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- ✓ IELTS Writing and Speaking courses
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- ✓ 10 hours worth of learning for each course
- ✓ Practice in using the public assessment criteria
- ✓ Receive a certificate of completion

I thought the course was excellent. It was well presented and explained in a simple step by step manner

It puts the whole IELTS teaching into perspective. I found new insight into what to focus on and what approach to take and I will for sure apply it in my classes.

The course offers a unique insight into the process by which students will need to prepare.

Additional teacher support tools



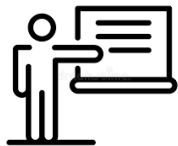
- ✓ IELTS for Teachers
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- ✓ Newsletter for teachers
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- ✓ Lesson and activity plans
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Teaching IELTS Blog

Classroom ideas for learner success.

bit.ly/IELTSWOBL

YouTube playlist

Webinar series with IELTS teachers and authors.

bit.ly/teachingIELTS

Practice Makes Perfect website

Resources to get the most out of Cambridge practice tests.

Practicemakesperfect.cambridge.org

We Love IELTS website

Resources and blog articles aimed at learners.



weloveielts.org

Mindset for IELTS

Four-level, blended preparation course with teaching guide.



cambridge.org/mindset

How to teach IELTS course

20-hour online course with certificate.

bit.ly/teachIELTScourse

The IELTS logo is displayed in the top left corner in a bold, red, sans-serif font. The background of the entire slide is a photograph of a classroom. In the foreground, a young man with dark hair is sitting at a desk, looking intently at a silver laptop. He has his hand near his chin in a thoughtful pose. Behind him, a young woman with long brown hair is also looking at a laptop. Further back, a young man is raising his hand, and another person is partially visible. The classroom has a bright, clean atmosphere with white walls.

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A large, solid red circle is positioned in the middle-left area of the slide, partially overlapping the white circular graphic and the background image.

Thank you

ielts.org/teachers

Examiner recruitment and training



Examiner Recruitment

Global, stringent minimum professional requirements



Training

Intensive, four day, face-to-face training



Certification

To demonstrate examiners can apply the assessment criteria accurately and reliably



Monitoring

Consistent, on-going monitoring to ensure continuous accuracy of ratings and procedures



Standardisation and Recertification

Held every two years by an examiner trainer