How to teach English

How should teachers give instructions?

Put a tick ($\sqrt{}$) in the boxes if you think the instructions are good.

Teacher: Now I want you to work in pairs ... yes (gesturing) ... that's right ... you two ... you two ... you two. Good. Now listen carefully. I want you to read this text (holding up the book and pointing to it) on page 26 and answer the questions ... OK? Now then, Ilona, what's the page? ... Good ... What are you going to do, Danuta ... ?

- Teacher: OK, this is the deal and I hope you really enjoy this 'cos I spent a lot of time planning it, you know, in the flat when I should have been watching sport on my new Flatpic 2 TV great programme anyway, where was I, yes, well, because I'm ideologically committed to cooperative work, I thought you could probably access this grammar problem yourselves, by looking it up in your book in groups. OK?
 - Teacher: (sitting at desk, looking at his/her notes). Open your books on page 26. What's the answer to question 1?
 - Teacher: (holding up large picture): Right, we're going to do something a bit different now. Fumiko ... everybody ... are you listening? Good. Right. Now ask me questions about the picture (pointing to the picture, gesturing) ... questions with 'what' ... Anybody? Yes, Fumiko?

Who is responsible for learning?



Who is a good learner?

- Think of two successful learners you know (excluding yourself).
- What positive qualities did/do the share?
- What makes them successful learners?



Who is a good learner?

Rate the following learner qualities in order of importance from 1 (= most important) to 10 (= least important).

getting to class on time liking English being careful about physical appearance asking questions having a go at every opportunity reflecting on how individual learning takes place doing homework looking for examples of English outside the classroom learning how to use dictionaries and grammar books getting enough sleep

What other qualities would you add?

Levels of English Language Proficiency



Levels description

A2

Pre-

Intermediate

Словарный запас

= 1500-2000 слов

Словарный запас

= 2500-3500 слов

Я могу в двух словах рассказать о себе, семье, увлеченнях, заполнить простую аккету с личными данными, написать небальшае личное письмо, Понимаю собеседника, если он говорит медленно и готов объяснить на пальцах.

Я общаюсь на бытовые темы, могу выразить и аргументировать свое мнение, рассказать о планах. Могу написать личное и деловое письмо. Могу путешествовать и общаться в типичных туристических ситуациях. Говорю не очень быстро, подбирая слова.

Elementary

Словарный запас

= 1000-1100 слов

Я могу общаться на большинство тем, написать деловое письмо, обзор книги или фильма, небольшой рассказ. Чувствую себя уверенно в другой стране, но еще не могу использовать английский для работы.

Я говорю бегло и понимаю тексты не только бытовые темы, но и узкоспециальные. Mory преподавать язык или использовать его в работе.

B2

Upper-

Intermediate

Словарный запас

= 3500-4500 слов

Я могу без труда общаться с носителями на любые темы, в том числе в научной и профессиональной деятельности. Понимаю не только основной смысл текстов но и подтексты, иронию и скрытый смысл.

Я понимаю практически любое письменное или устное сообщение. Говорю быстро, точно подбирая слова и подчеркивая оттенки значений. От носителя языка меня часто отличает только акцент.



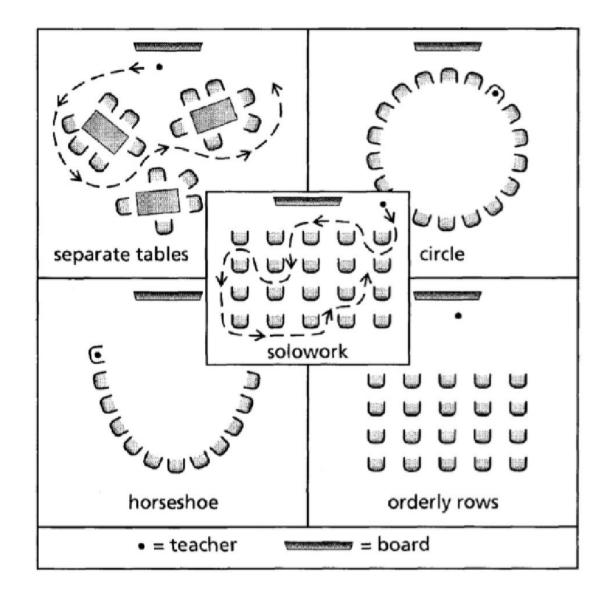
| C1 | C2 |
|------------------|-----------------|
| Advanced | Proficiency |
| Словарный запас | Словарный запас |
| = 5000-6500 слов | > 7000 слов |

Why (not) use textbooks?

| advantages of textbook use | disadvantages of textbook use |
|----------------------------|----------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

Will/Do you use a textbook a lot, often, sometimes, rarely or not at all?

Seating arrangements



Student groupings

- Whole class
- Groupwork
- Pairwork
- Solowork









To plan or not to plan?



В любой ситуации говори : "ВСЁ ИДЕТ ПО ПЛАНУ!"

...мало ли какой у тебя дурацкий план

What if?



What if students are all different levels?



What if the class is very big?



What if students keep using their own language?



What if students are uncooperative?



What if students don't want to talk?



What if students don't understand the listening tape?



What if some students finish before everybody else?



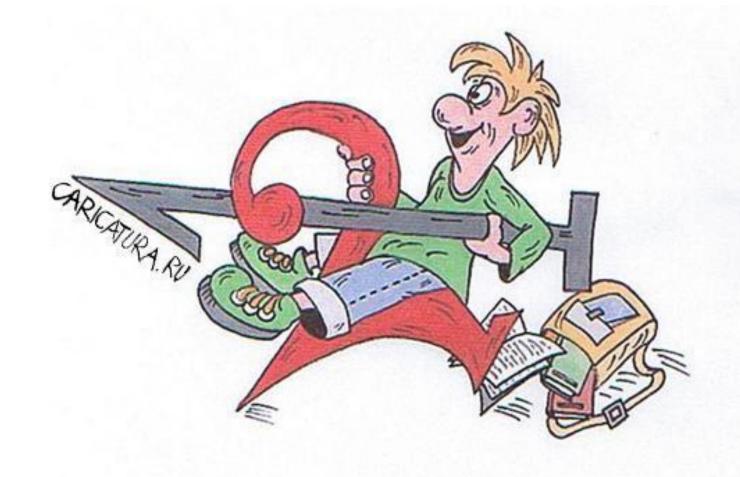
So many "What ifs"...)))



What is a mark for students?



Who and how evaluates a teacher?



How to teach language?

