

How to teach English



How should teachers give instructions?

Put a tick (✓) 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

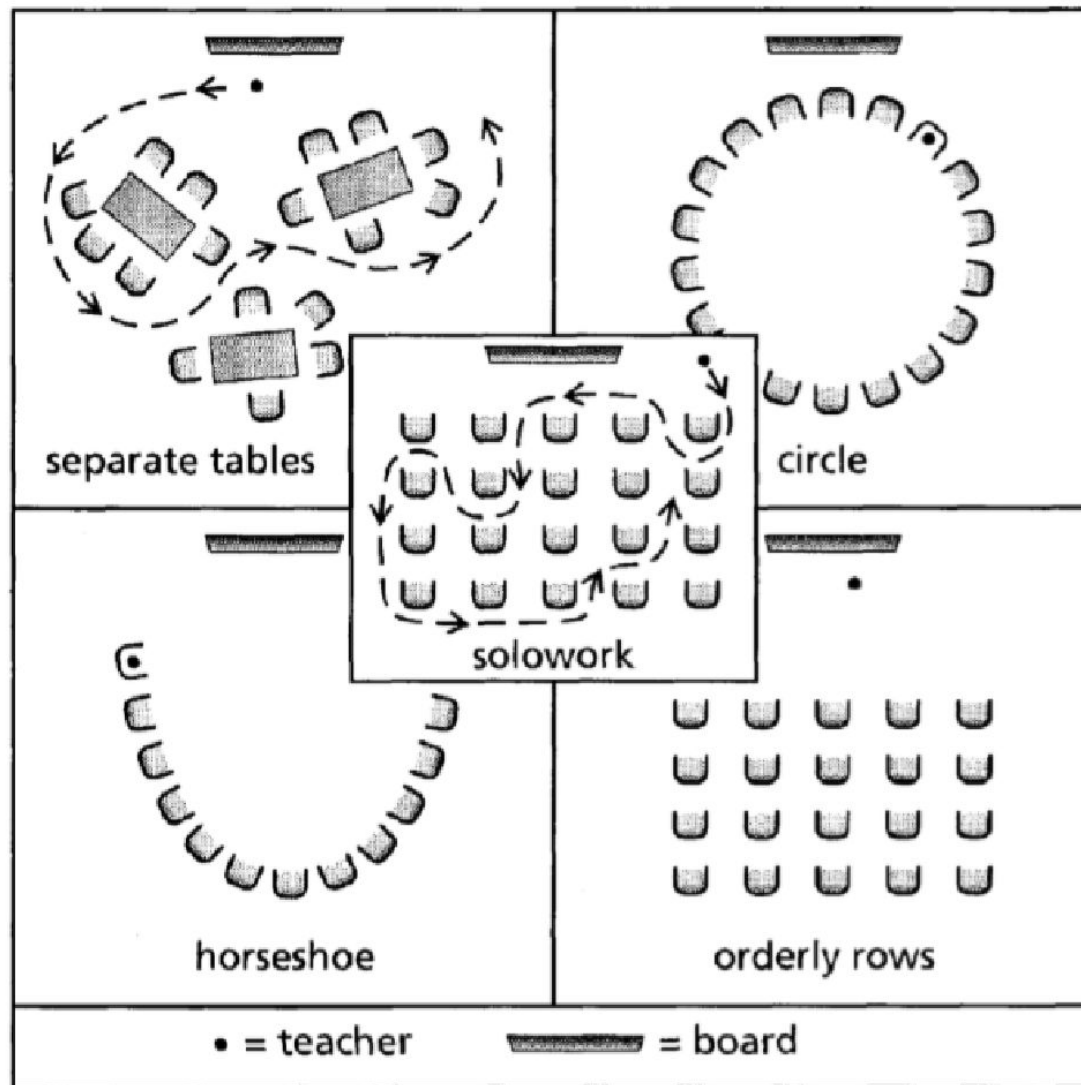


Why (not) use textbooks?

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?**



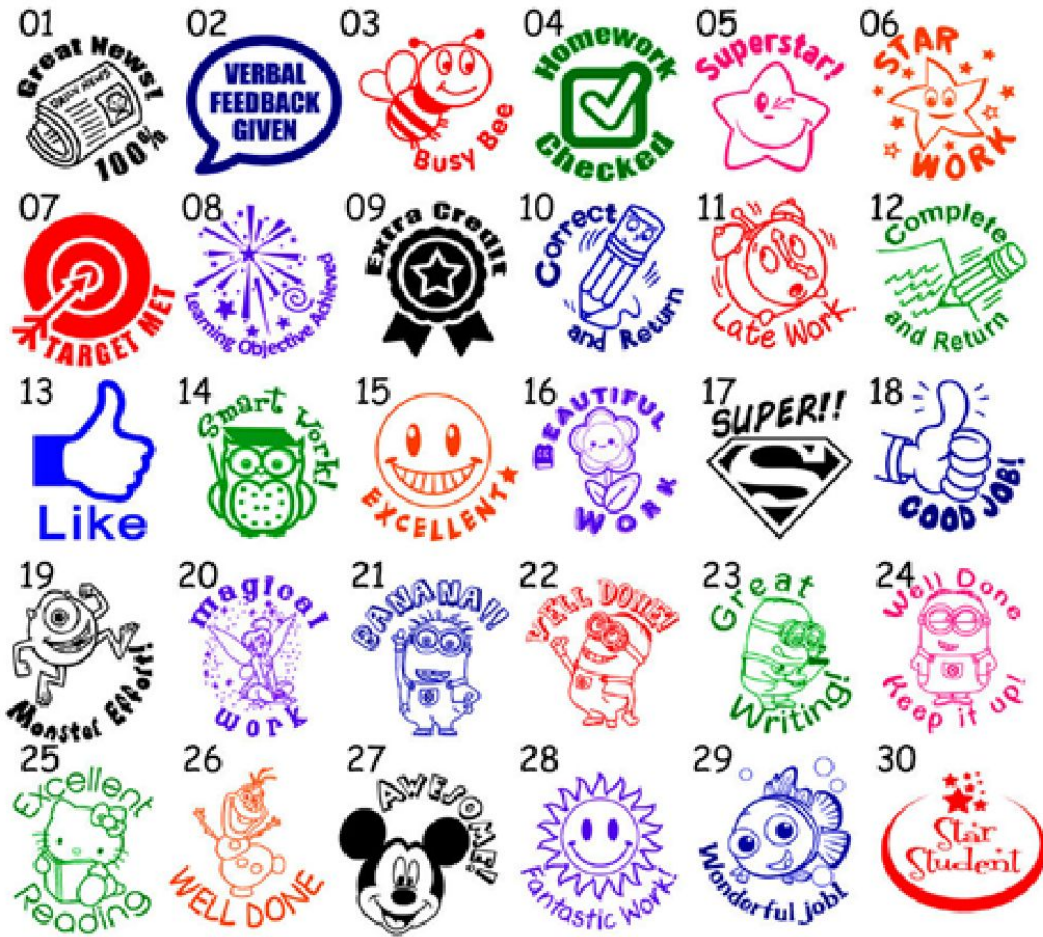
What if some students finish before everybody else?



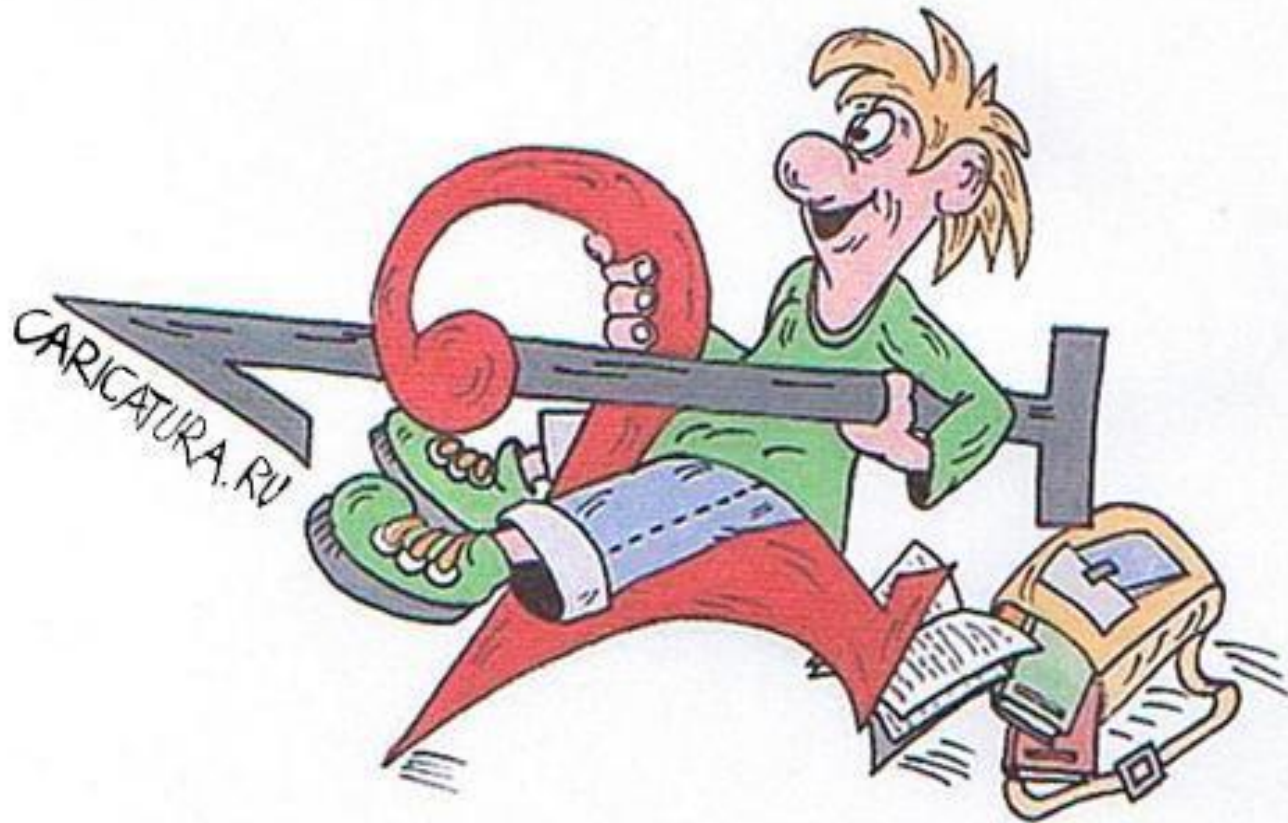
So many “What ifs”...)))



What is a mark for students?



Who and how evaluates a teacher?



How to teach language?

