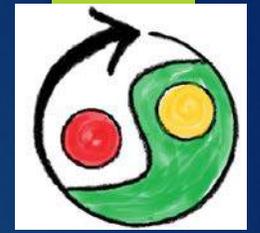


Welcome



Peter Holly



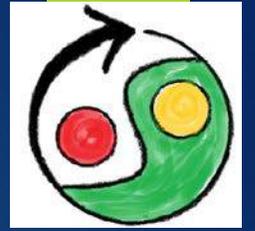
30 years in ELT

- *a focus on the learner*

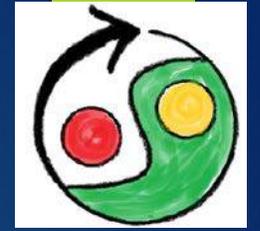
TBILISI, 10 2015



*Something _ld,
something n_w,
something b_rr_w_d,
something bl_ _.*



*Something old,
something new,
something borrowed,
something blue.*



A Swiss proverb

'Wenn alles schlaft und einer spricht, dass nennt der Lehrer Unterricht'.

When everybody's sleeping and one person's speaking, then that's what the teacher calls *teaching*.

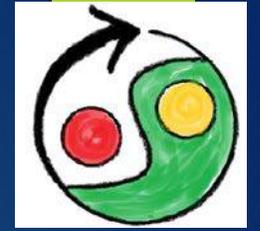


Tell / teach / learn

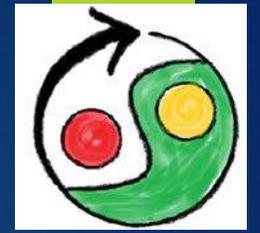
*Tell me and I may forget,
teach me and I may
remember,
involve me and I learn.*

Benjamin Franklin

How we learn – William Glasser



- ▶ **10%** of what we **read**
- ▶ **20%** of what we **hear**
- ▶ **30%** of what we **see**
- ▶ **50%** of what we **see & hear**
- ▶ **70%** of what is **discussed with others**
- ▶ **80%** of what is **experienced personally**
- ▶ **95%** of what we **teach to someone else**



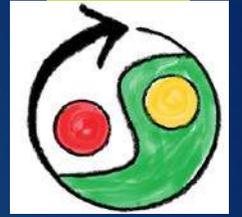
- ▶ *Introductions*
- ▶ *Focus on the teacher*
- ▶ *CLIL*
- ▶ *Focus on the learner*
- ▶ *Different learning styles*
- ▶ *Principles of lesson planning*
- ▶ *Motivation*
- ▶ *Teenagers*

Education : 3 mission statements



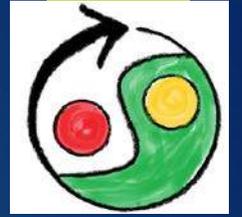
- ▶ 1. To take the learner from what they *already* know, to what they *need* to know
- ▶ 2. To move the language learner from *'What and when ?'* to *'How and Why ?'*
- ▶ 3. ***Focus !*** (*WALT & WILF*)

Learner ?



What
Are we
Learning
Today ?

Teacher ?



- ▶ **What**
- ▶ **I'm**
- ▶ **Looking**
- ▶ **For**

Reflections on methods



- ▶ Nile TESOL 2013 - Scott Thornsbury, Ragia Youssef
'beyond methods', 'the post-method era'
- ▶ TESOL Arabia Conference 2005 - Jack Richards
'teaching by principles'
- ▶ MA thesis 1991, UEA Norwich
'the eclectic teacher'
- ▶ BESS 1987 (?) - Michael Swan
'1 secret to successful EFL teaching'





“It depends ...”

“It depends ...”



*Teaching
options*

Square peg

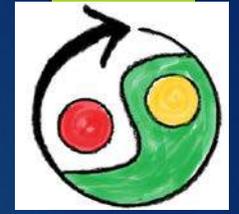
“It depends ...”



*Learning
situation*

Square peg / round hole

“It depends ...”

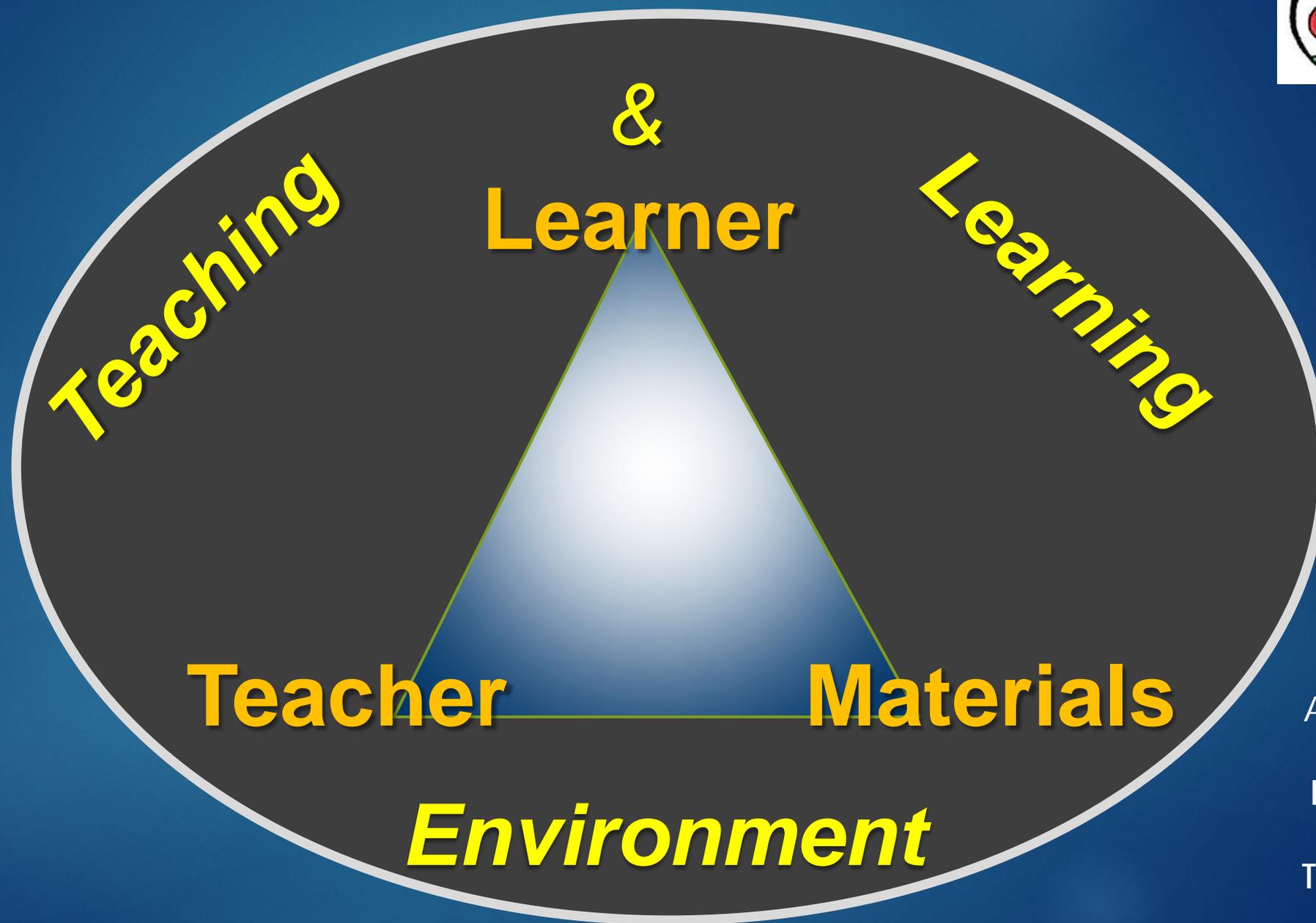


Teaching options

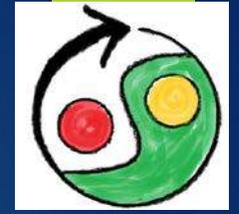
reflect

Learning situation

Round peg / round hole



Adapted from
'Materials
Development
in Language
Teaching' CUP

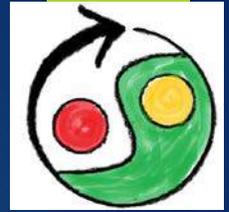


ELL Materials as *constraint*

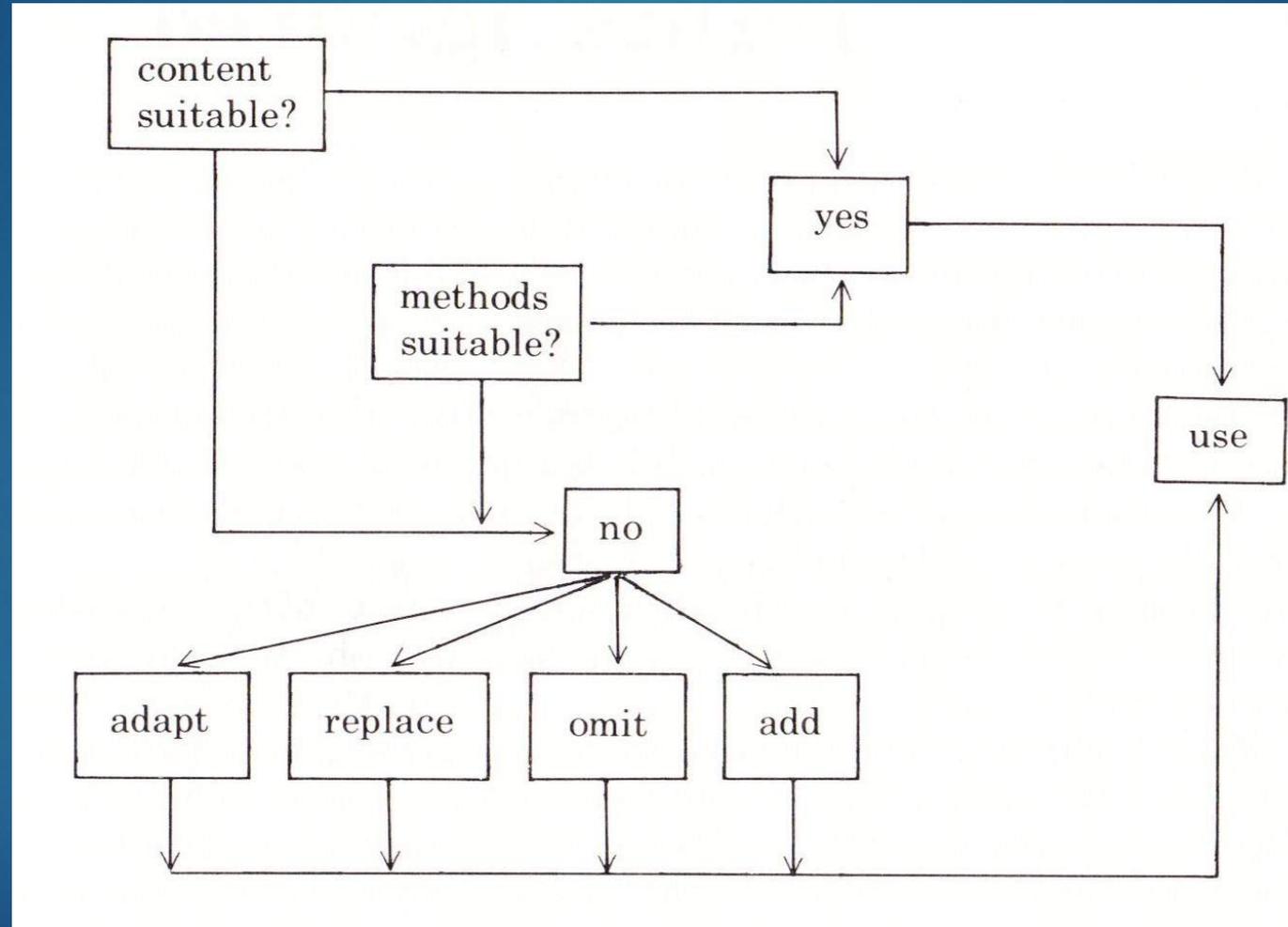
VS

ELL Materials as *empowerment*

- ▶ Alan Maley "Materials Development in Language Teaching"
Cambridge University Press 2011

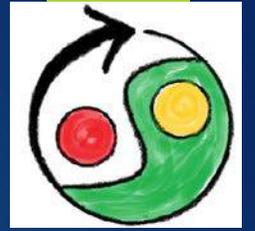


Constraint / Empowerment



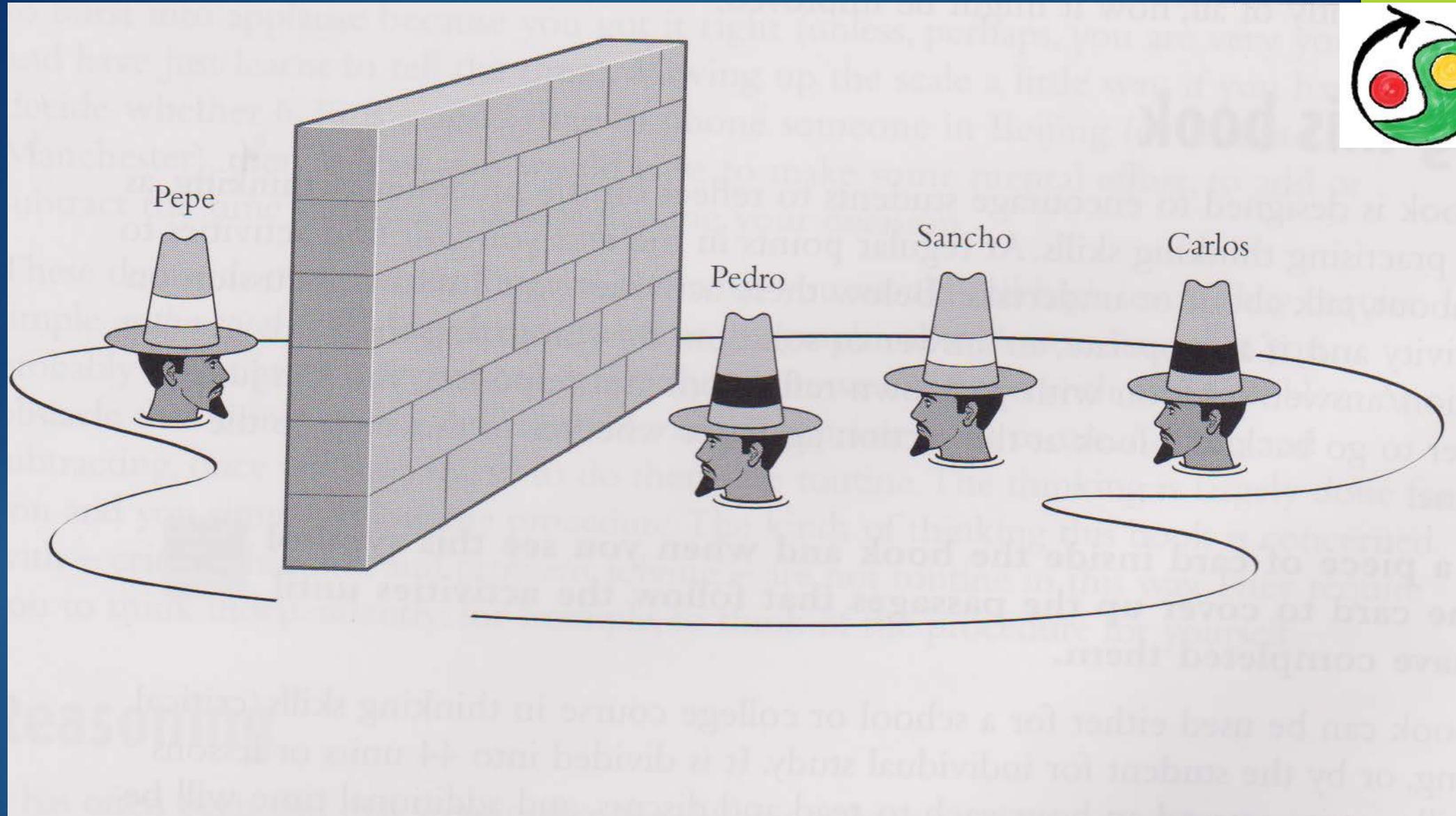
Making the most of your coursebook, Neville Grant,
Longman 1988

Why bother ? Mmm

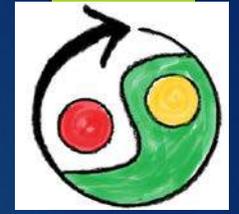


“ Human beings feel best in *flow*, when they are fully involved in meeting a challenge, solving a problem, discovering something new...”

Mihályi Csíkszentmihályi



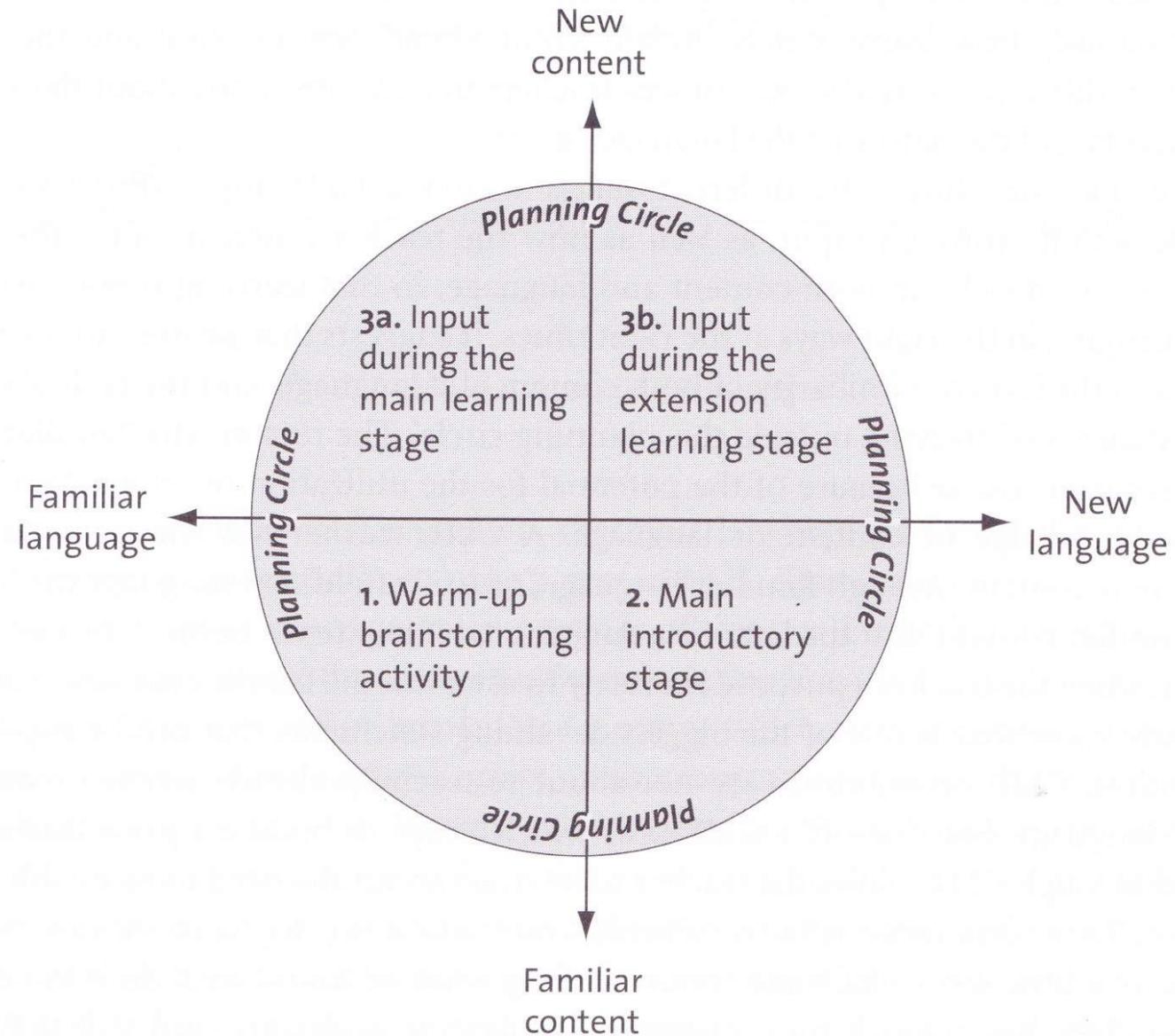
From : "Thinking Skills" Butterworth & Thwaites - Cambridge University Press 2005

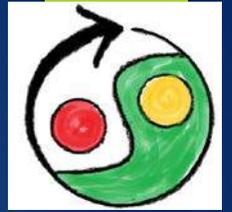


Content & Language Integrated Learning

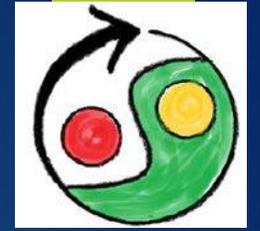


Figure 7: Content and language familiarity and novelty continuum





Content	Language	Inside the circle	Outside the circle
Familiar	Familiar	1. Settles and acclimatizes learners.	No cognitive challenge: danger that CLIL is seen as only re-learning old content in another language.
Familiar	New	2. Establishes departure point and introduces specialist language.	Danger that language becomes a barrier, although the content is already known. Objectives may become over-focused on language.
New	Familiar	3a. The language remains accessible as new concepts are introduced.	Danger that new content is 'dumbed down', as over-simple language cannot do justice to new material.
New	New	3b. The language becomes more complex as the new material is consolidated and subject confidence grows.	Cognitive challenge too high: danger that CLIL is seen as impossible. Objectives may become over-focused on language.

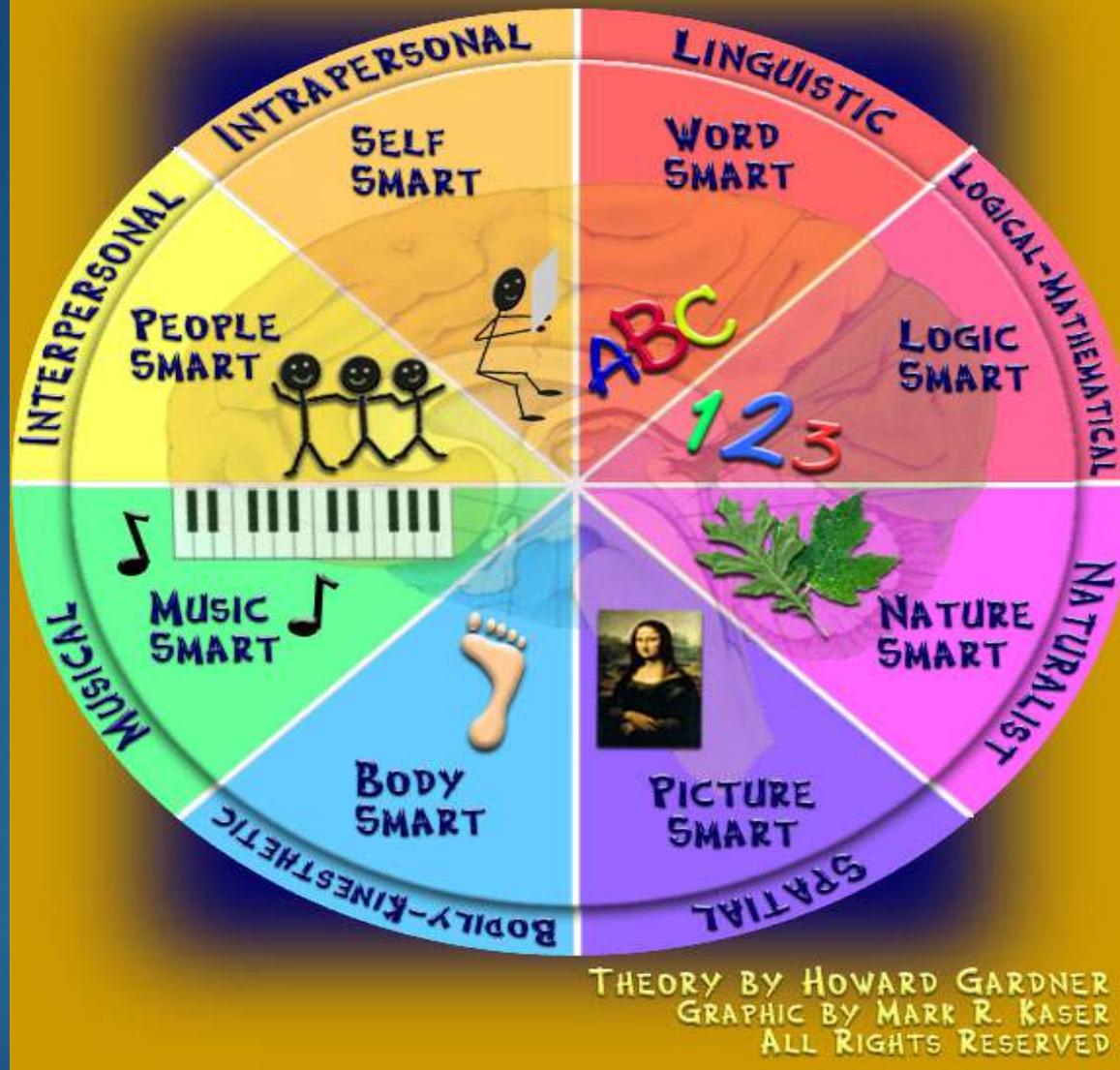


Multiple Intelligences

- ▶ Linguistic → word smart
- ▶ Logical/mathematical → number smart
- ▶ Kinaesthetic → body smart
- ▶ Visual / spatial → image smart
- ▶ Musical / auditive → sound smart
- ▶ Intra - personal → self smart
- ▶ Inter - personal → people smart

'Frames of the Mind' Howard Gardner

MULTIPLE INTELLIGENCES



Spiritual

Ethical

Differentiated learning

Lesson Planning :-

6 key principles

1. V _ _ _ _ y

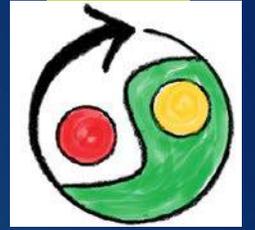
2. P _ _ e

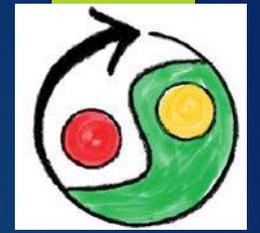
3. I _ _ _ _ _ t

4. C _ _ _ _ b _ _ _ _ _ n

5. P _ _ _ _ n _ l _ _ _ _ _ n

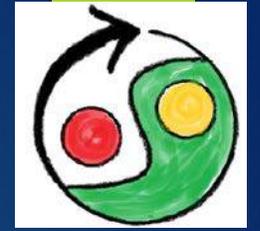
6. R _ _ t _ _ _ s



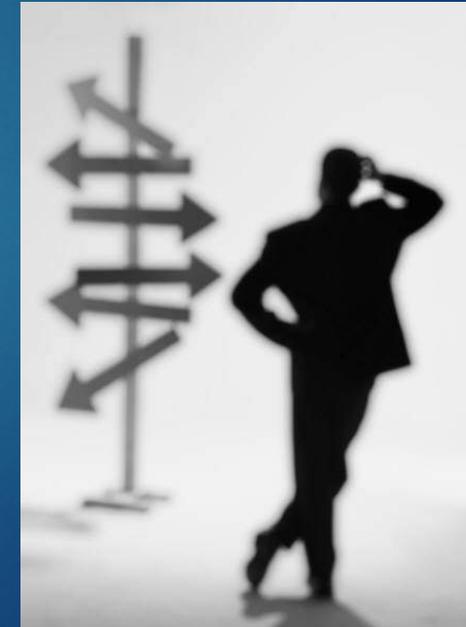


adapted from :
Teaching Large Multilevel Classes, Natalie Hess, CUP

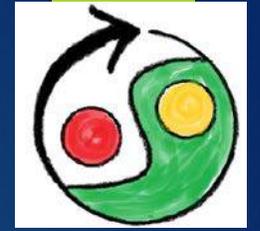
What do we mean by '*variety*' ?



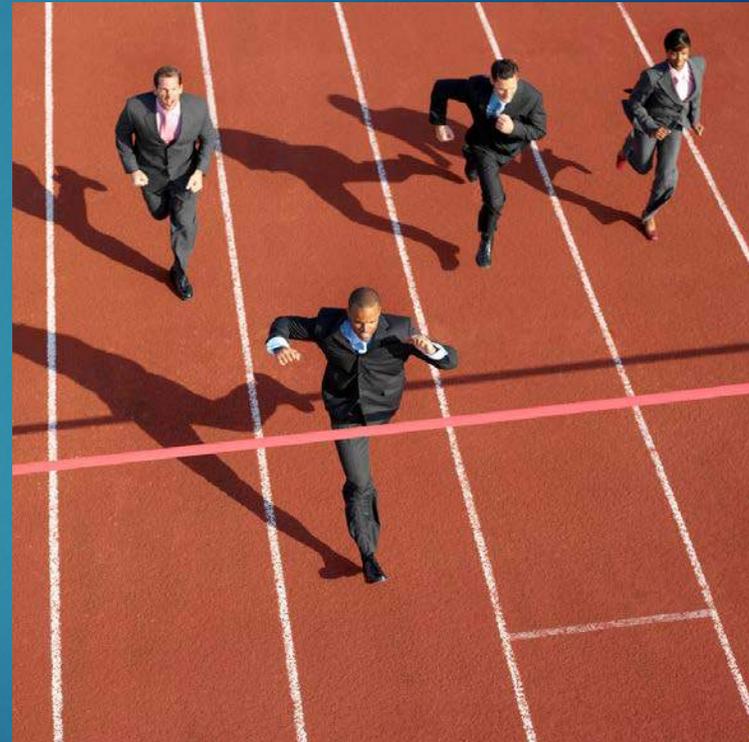
- Interests, speeds, styles of learning
- **Teacher versus student-centred**
- Short / long
- **Easy / challenging**
- Quiet / noisy



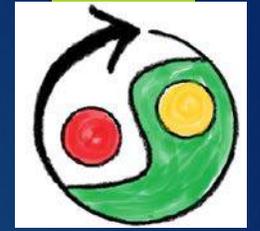
What do we mean by '*pace*'?



- Suitable tempo for each activity
- **Time limits**
- Avoid boredom & frustration
- **Provision for early finishers**

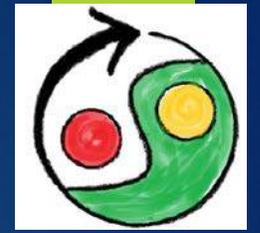


What do we mean by '*interest*' ?



- Arouse curiosity
- Ask meaningful questions
- Touch their lives
- Game-like activities
- Attractive visuals and other media
- Problem-solving



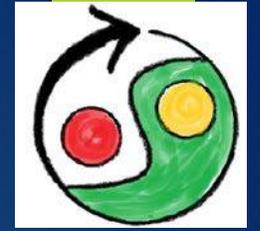


What do we mean by
'*collaboration*' ?

- Help each other
- Learn to compromise,
negotiate, take risks
- Use one another as
resource
- ▶ Build confidence /
share responsibility



What do we mean by *'personalisation'* ?

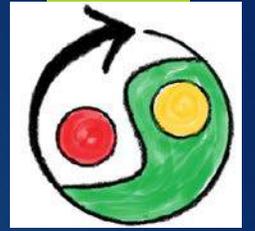


Learners :-

- Feel valued as individuals
- *Share opinions*
- Explore ideas
- *Apply specialist knowledge*



What do we mean by '*routines*' ?



- Stability for teacher & students
- Foster a climate of trust
- Procedures & signposting
- '**Structure**'
- WALT and WILF



Motivation

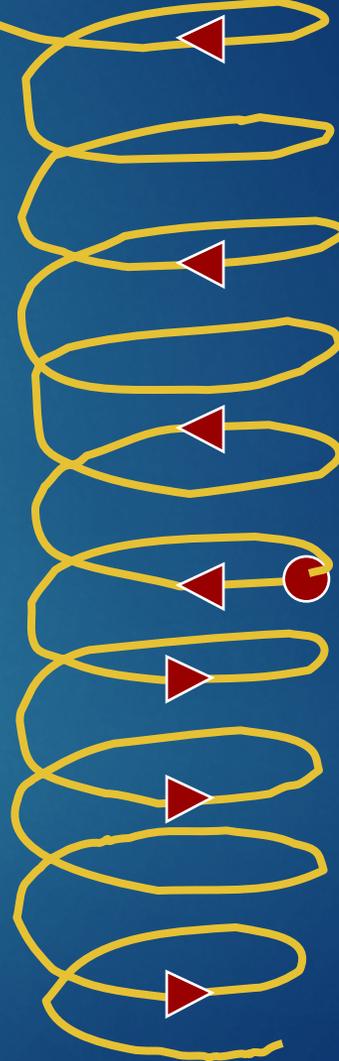
Motivation

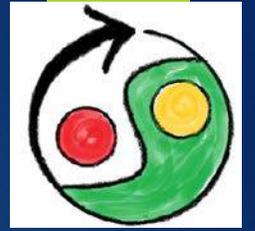
Ability



←-a downward spiral

an upward spiral →

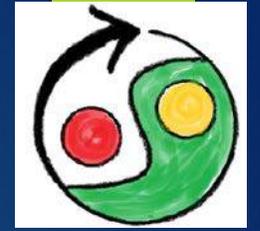




Success comes in
'cans' NOT *'can'ts'*

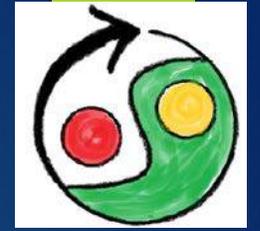


CEF



- *Teacher (peer) feedback is extremely important*
 - *Encourage but do not force*
 - *Emphasize what the child **CAN** do. Be positive.*
 - *Accept that learning a language takes time*

➤ **CTBG**



- **Feelings of success**
 - **Self-esteem**
 - **Motivation**





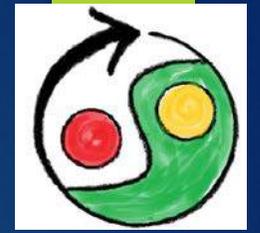
Momentum

Motivation



Method

Virtuous Circle

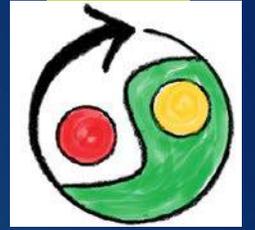


Young learners of EFL are different because they

- Have a lot of physical energy
- Often need to be physically active
- Have a wide range of emotional needs
- Are emotionally excitable
- Are developing conceptually
- Learn more slowly
- Forget more quickly
- Tend to be self-oriented
- Get bored quickly
- Can be easily distracted, but also very enthusiastic
- Can concentrate for a long time if they are interested
- Are excellent mimics
- Are still developing literacy in their first language



TEENAGE



*definition using
these letters*



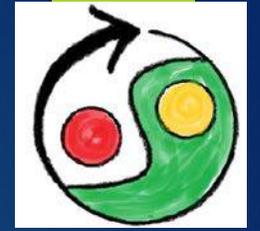
5 things I like about
teaching teenagers ?

5 things I don't like
about teaching
teenagers



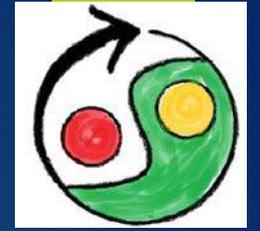
Teenagers are
different
because –
5 reasons

Teenagers - 5 adjectives

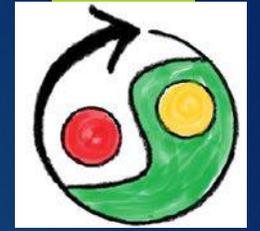


- ▶ d_m_nd_ng
- ▶ ch_ll_ng_ng
- ▶ d_m_t_v_t_d
- ▶ t_mp_r_m_nt_l
- ▶ _p_n__n_t_d

Teenagers - 5 adjectives



- ▶ demanding
- ▶ challenging
- ▶ demotivated
- ▶ temperamental
- ▶ opinionated



Classroom Management

The basics of maintaining order

- ▶ Establish the foundations for orderly behaviour – classroom rules
- ▶ Building on your foundation – names, lesson planning, variation in activity etc

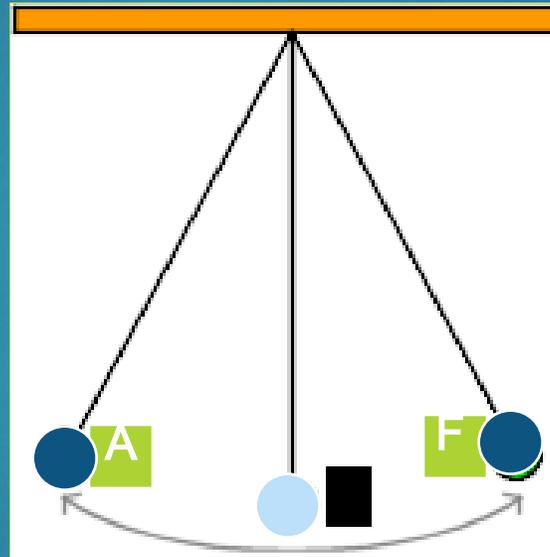
Short activities



- ▶ Ice-breaker
- ▶ Warm up
- ▶ Break
- ▶ closer

Pedagogical Pendulum

Grammar Translation
/ Audiolingual

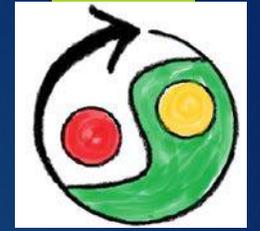


Communicative

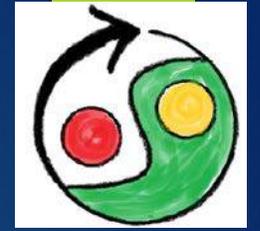
Accuracy

Fluency

Ice-breaker



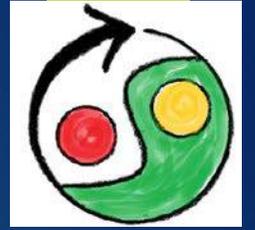
- ▶ Specifically for use with learners who do not yet know each other well
- ▶ **Obvious use to get learners familiar with each other and their names**
- ▶ Enables teacher to see each learner in action before the main body of the lesson – special needs analysis



Warm up

- ▶ A brief activity at the beginning of the lesson to :-
- ▶ Get students' attention
- ▶ Review and recycle previous learning
- ▶ Get students in the mood to learn
- ▶ Wake students up if they seem tired
- ▶ Calm students down if they are overexcited
- ▶ Absorb latecomers
- ▶ Encourage student punctuality

Break



- ▶ Brief change of pace or change of focus
- ▶ Can signal change from one activity to another
- ▶ Can change mood of class

closer

- ▶ Brief activity just before end of lesson
- ▶ Summary of what has been covered
- ▶ Send students out of class in a good mood



Thank you

Peter Holly

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