корпорация
Российский
учебник

English through English

A training marathon
6 webinars
2 lecturers
1 aim

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to become a 6-star teacher

Teacher-student interaction in the classroom

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# What are the benefits of using English in the classroom?

What are the benefits of using English in the classroom?

➢ More language input – more language acquisition;

➢ More natural – develops compensatory skills;

➢ Less code-switching – less interference;

➢ Helps to develop fluency;

➢ Keeps your own language fit.

Russian language use - challenges

- Students do not understand

- Vocabulary is not sufficient

- Can not adapt the language

- To save time
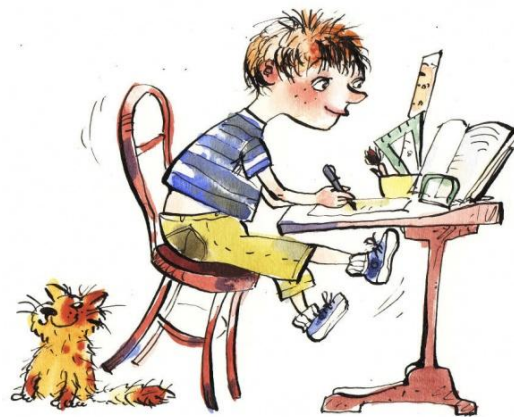
What is the kid doing?)

New vocabulary

- Visualization (pictures, whiteboard, gestures, mimics)
- Ask me…..
- Context – examples
- Definition / Explanation
- Antonyms and Synonyms
- Scales

Visualisation

- Not time-consuming
- Good for nouns
- Bring "real world" into classroom
- Check the images in advance

Visualization: Gestures and mimics

- Reduces TTT
- Substitute long complex explanations (important for beginners)
- Often explain better than words
- Stimulate interest and entertain students too

Ask me…

- Is highly communicative
- The student pronounces the word
- Is challenging = fun

Context and examples

- Simple examples and structures that do not require further explanation

- Create "demand" for the new word

- Give many examples

- Ask students to give examples to check their understanding

Definition and explanation

- Must be short and precise

- Don't overuse this type

- Is time consuming

- Don't use difficult words in your explanation

ambiguous

Synonyms and antonyms

- Does not require much time
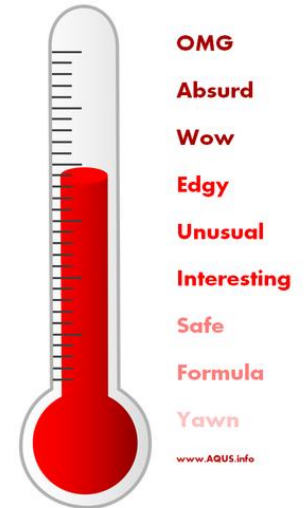
- Is precise

- Can only be used with some words

slow down

Scaling

- Does not require much time

- Is precise

- Gives additional words and forms a category

The Amazing Creativometer!

OMG
Absurd
Wow
Edgy
Unusual
Interesting
Safe
Formula
Yawn

www.AQUS.info

New vocabulary

1. Visualization (pictures, whiteboard, gestures, mimics)
2. Ask me…..
3. Context – examples
4. Definition / Explanation
5. Antonyms and Synonyms
6. Scales

New vocabulary

1. Visualization (pictures, whiteboard, gestures, mimics) – air conditioning
2. Ask me….. – what's wrong?
3. Context – examples - exhausted
4. Definition / Explanation - turbulence
5. Antonyms and Synonyms – rough-smooth
6. Scales – worried (relaxed-calm-worried-scared-frightened)

Learning goals

❑Attention getters

❑Active listening

❑Using various forms of work

Attention getters

Attention getters: COMMON THINGS

- **Call and response –** we need reaction from kids (that's why "Guys!" doesn't work).

- **Attention signals need to be strong enough** to get through.

- **Whatever strategy you've decided to use, the most important thing is practice.**

- **Introducing an attention getter, be clear and specific.**

Attention getters: TIPS

- First, **use one method consistently.** If you are committed to a method it will usually work; if you don't commit 100%, it won't work.

- Be sure **all children know what is expected of them** when attention getters are used.

- **Change** the attention getters when necessary

Attention getters: TYPES

- **CLAPPING**

- **CHANTS**

- **WHISPER, NOISE, FREEZING**

- **MAGIC ITEMS**

Guess the ending

One, two, three – eyes on ME

One, two –
EYES ON YOU!

Guess the ending

Hocus Pocus

EVERYBODY

FOCUS!

Guess the ending

Macaroni and cheese

EVERYBODY

FREEZE!

Active listening

- Paraphrasing

- Clarifying

- Reflecting

- Summarizing

Paraphrasing

- What I'm hearing is…"
- "Sounds like you are saying…"
- "I'm not sure I'm with you but…
- If I'm hearing you correctly….
- So, as you see it…
- It sounds like what's most important to you is . . .

Clarifying

- I am not sure I quite understand; or do you mean that…?

- Can you say more about . . . ?

- You have given me a lot of information, let me see if I've got it all…"

Reflecting

- "I get the sense that you might be feeling afraid about what might happen if . . . "

- To me, it sounds like you are frustrated about what was said, but I am wondering if you are also feeling a little hurt by it."

- It seems like you felt confused and worried when that happened."

- "So, you're saying that you were feeling more frightened than angry."

Summarizing

- Let me summarize what I heard so far. . . .

- So, on the one hand… but on the other hand . . .

- I think I've heard several things that seem to be important to you, first_____, second, second_____, third_____."

- "It sounds like there are two things really matter most to you . . . "

Roadblocks

Fixing	Evaluating	Diverting	Interrupting
Ordering	Judging	Reassuring	Interjecting comments
Suggesting	Threatening	Changing the subject	Not allowing speaker's own pace
Advising	Praising	Focusing on your own agenda	Tuning out
Diagnosing	Condemning	Minimizing	Creating/responding to distractions
	Taking sides		Cross-examining
	Giving opinions		

Do's and Don'ts

Do's	Don'ts
Listen More than you talk	Dominate the conversation
Let the speaker finish before you respond.	Interrupt
Asks open-ended questions	Finish the speaker's sentences
Remain attentive to what's being said	Jump to conclusions
Be aware of your own biases	Respond with blaming or accusatory language
Manage your own emotions	Become argumentative
Be attentive to ideas and problem-solving opportunities	Demonstrate impatience or multitask
Give verbal and nonverbal messages that you are listening	Mentally compose your responses about what to say next
Listen for both feelings and content	Listen with biases or shut out new ideas

http://www.bumc.bu.edu/facdev-medicine/files/2016/10/Active-Listening-Handout.pdf

Name 3 channels of perception

Audiotory **Visual** **Kinaesthetic**

Use different forms of work:

- Individual

- Pair

- Group

- Team

- Whole-class

Teams/Groups

- *Get into two/three/four/five groups of three?*
- *Can we have no more than three people in each group, please?*
- *Let's divide into three groups.*
- *Ok, it's going to be a competition so can you split into four teams, please?*
- *For the next activity we need four groups of three.*
- *Can you get into groups of five?*
- *Could you make three groups of four?*
- *I'll divide you into five groups.*
- *Can you team up with Lenny's group, please?*
- *Alina, can you join Sophie's group?*

Pairs

- *Can you work with the person next to you?*
- *Ok, if you could find yourself a partner, please…*
- *For this activity you need to get into pairs.*
- *Could I ask you two to work together and then James, could you work with Ilham, please?*
- *Could you work with Zlata today?*
- *I would like you to work on this exercise in pairs.*
- *Has everyone got a partner?*
- *Roma, you need to find a partner. There's no one left? Ok. You'll be working with me, then.*

Individual

- *In the next activity you are going to work on your own.*
- *Christina and Zarina, you need to work by yourselves, please.*
- *Try to work individually.*
- *Let him try on his own.*
- *Let's see if you can manage this exercise without anybody's help.*

Now write at least 2 different phrases that you remember to set up...

- individual work;

- pairwork;

- teamwork.

Teams/Groups

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Look at the incorrect phrases below. why are they incorrect? Give a correct version of the phrase.

Incorrect	Comment	Correct
X Find a pair		
X In pairs, the way you sit		
X Now you are working in pairs		
X Go get into pairs, into triples		
X Now you are going to work all by yourself in little groups		

Key

Incorrect	Comment	Correct
X Find a pair	A pair means two of something, in this case, two people. To make a pair, you need a *partner*.	Find a partner.
X In pairs, the way you sit	This phrase does not sound natural and the tense is incorrect.	Work in pairs with the person (sitting) next to you.
X Now you are working in pairs	The use of the present continuous here is incorrect. It cannot be used for requests or instruction, unless you use 'going to' to express intention.	You are going to work in pairs.
X Go get into pairs, into triples	Wrong word – 'triple' is a verb meaning to multiply by three.	Could you get into pairs/threes.
X Now you are going to work all by yourself in little groups	It is not clear what this teacher means - are the students working all by themselves (individually), or in groups (together)?	Please work by yourself/on your own/individually. Or: Now, I would like you to work in small groups.

Can you formulate the task for the materials below?

... likes pop music.
... is a good football player.
... can sing or dance.
... plays golf.
... has a pet.
... wants to be an engineer.
... goes to the sea for holidays.
... travels about Russia.
... can draw or paint well.
... wants to speak good English.
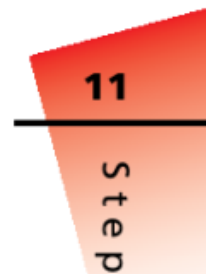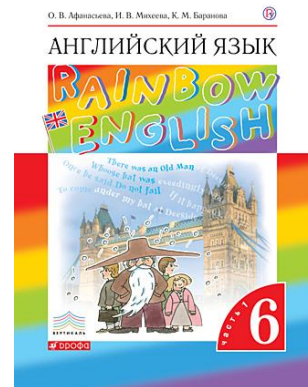
The most useful things I have learned today...

Congratulations! You have earned your first star!