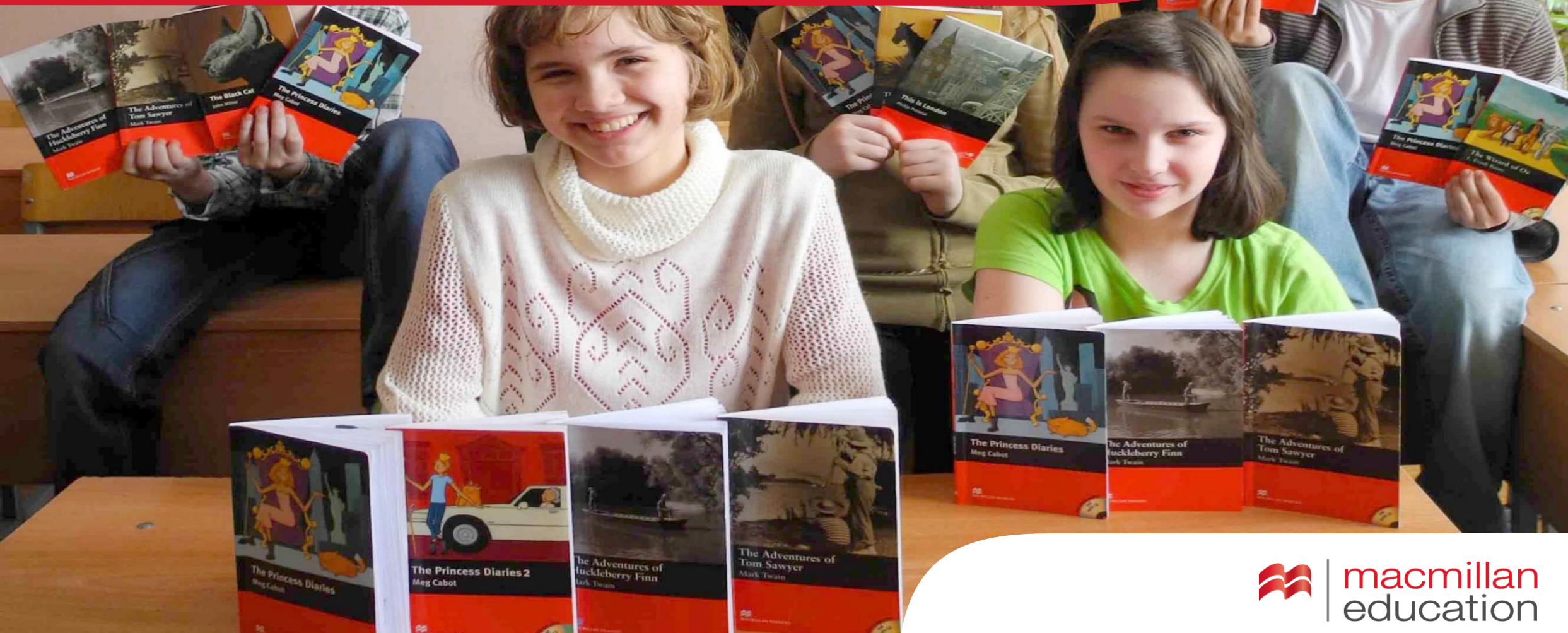


Ten things that make a great primary EFL teacher

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A great primary EFL teacher

1. has good classroom management skills
2. knows about classroom language
3. uses group work
4. knows when to use L1
5. understands the psychology of young learners
6. uses assessment tools well
7. understands the issues with listening and speaking
8. knows how children read and write
9. tells stories
10. reflects

1. has good classroom management skills

What are your worries?

What strategies do you use now?

Three Rs

Rules

Negotiated at the start of the term

Displayed for reference

Part of 'whole-school policy' (where possible)

Responsibilities

Rotate responsibilities – each child has a 'job'

Group roles

Routines

Entering/leaving the classroom

Stopping activities

Four rules of classroom management

1. Get them in.
2. Get on with it.
3. Get on with them.
4. Get them out.

Stop!

Distinctive noise

Hands up

Clapping

Count down

1-2-3 eyes on me

Give me five!

2. knows about classroom language

What is it?



Maximizing exposure to English

- ❑ Children learn English successfully when they are immersed in the language.
- ❑ Listening and following classroom language is a basic requirement in the classroom.
- ❑ This gives pupils the opportunity to listen and respond to authentic English.

Opportunities

instructions

greetings

praise

thanks

control

Instructions

when pupils are quiet and paying attention.

supported with gesture or

demonstration.

clear, simple and used often.

3. uses group work

meaningful communication

turn-taking

listening skills

responsibility and autonomy

allows children to take on different roles

maximises speaking

frees the teacher

respect for others' ideas

supports less able children

varies interaction patterns

Groupwork

What stops effective groupwork?

“I went into an English classroom of 30 7-year-olds. The children were all sitting in groups of about six to eight. However, during the whole lesson, I didn’t see any groupwork!”

Why not?

Think (write). Pair. Share.

4. knows when to use L1 – and when not to

abstract concepts and vocabulary

comfort and reassurance for children

discussion of problems

discussion of behaviour issues

5. understands the psychology of young learners



Discussion

The teacher should correct grammar and pronunciation immediately.

Children need to hear the language (e.g., a sentence) before they can say it.

Young children are better language learners than adults.

A silent classroom shows children are learning.

The teacher should never use L1 in the classroom.

Children learn languages quickly.

Learning the alphabet is the first step in literacy learning.

We need to give children tests to check they are learning.

Characteristics of 7 year-olds

Think of a primary child you know.

Identify any characteristics that might affect teaching and learning.

Young learners

Whole child development

Learning by 'doing'

Shorter concentration span

Egocentric learning

Stress-free learning environment

6. uses assessment tools well

How do we assess
children?

How do we assess children?

We need to know the learning objectives!

Observe children doing activities

Listen to children speak

Observe handwriting

Ask questions

Observe understanding when playing games,
doing TPR activities, etc.

Self-assessment

Self-assessment

become responsible for their own learning
are able to recognise next steps in learning
feel secure about not always being right
raises self-esteem: 'I can' not 'I can't'
become actively involved in the learning
process
become more independent and motivated

7. understands the issues with listening and speaking



Listening

What helps children get meaning from sounds?

- ☐ context and purpose
- ☐ repetition
- ☐ intonation
- ☐ visuals

Speaking and listening

Speaking follows listening ...

- ❑ Speaking imitates listening
- ❑ Speaking responds to listening

Supporting speaking

When will children speak?

When they are ready to take the risk ...

- ☐ after listening
- ☐ interested in the topic/activity
- ☐ need to communicate
- ☐ feel safe and confident

8. knows how children read and write

What skills do we need to teach,
before we start teaching children to
read and write?

Early literacy skills

Reading	Writing
<ul style="list-style-type: none">❖ Visual comparison❖ Visual discrimination❖ Visual directionality❖ Visual memory	<ul style="list-style-type: none">➤ Hand-eye coordination➤ Spatial awareness➤ Directionality➤ Fluent hand movements➤ Writing PPP

Early literacy activities

What activities can we use to teach these skills?

Early literacy activities

Reading	Writing
<ul style="list-style-type: none">❖ Spot the difference❖ Look and count❖ Jigsaws❖ Sequencing pictures❖ Pelmanism❖ Kim's game❖ Name objects L to R	<ul style="list-style-type: none">➤ Join the dots➤ Cutting➤ Drawing➤ Completing pictures➤ Colouring➤ Tracking➤ Tracing➤ Joining with a line

Whole-word recognition - which words?

Which words can we teach using pictures?

Content words

blue	jump
pencil	foot
big	car
sing	table
telephone	

Grammatical/high-frequency words

at	the
have	on
are	was
you	because
said	

HFWS

These 12 words make up, on average,
one quarter of all reading and writing:

a	the	that
and	is	was
I	he	it
in	to	of

PPP



Pencil grip

Posture

Paper position

Display texts

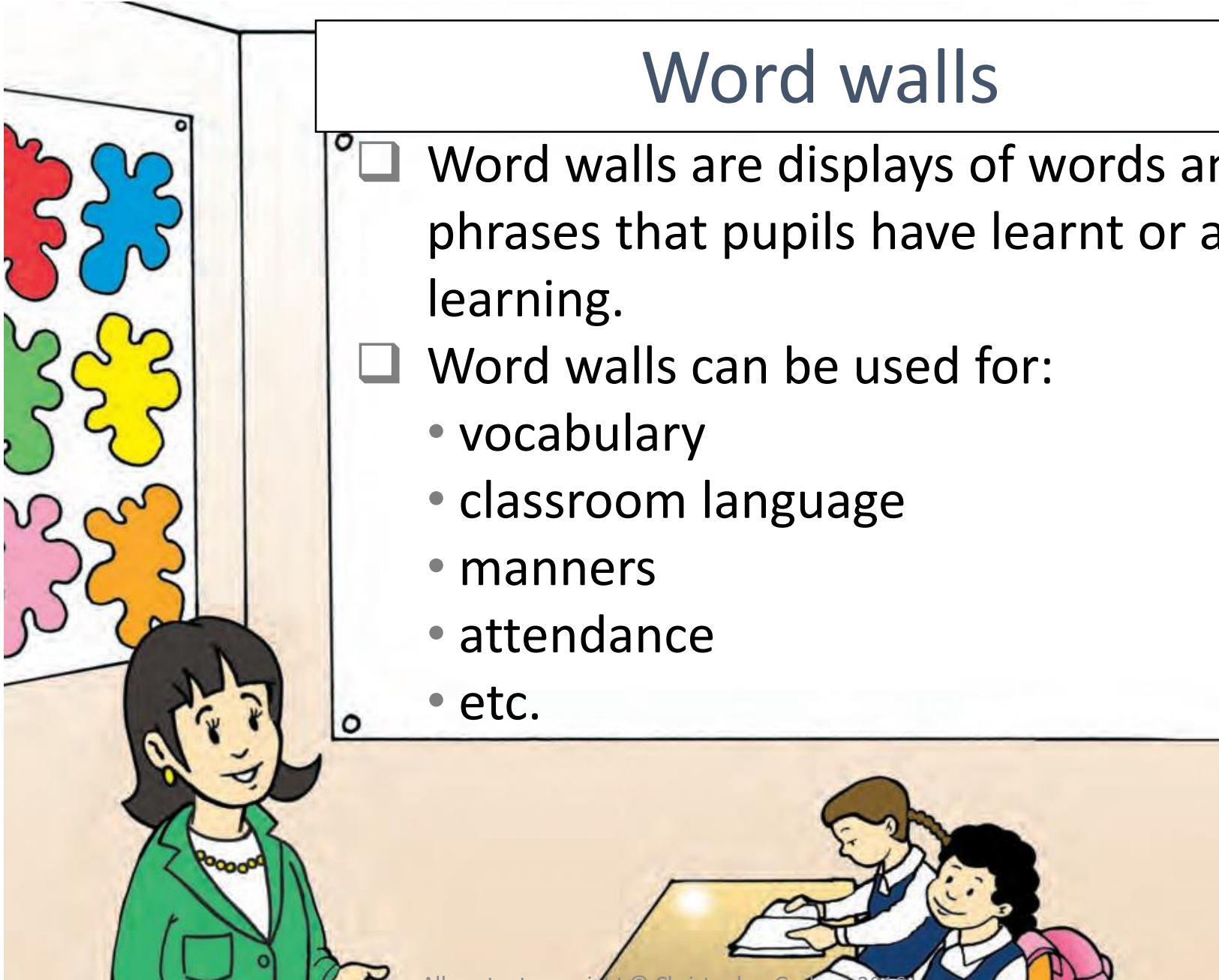
Celebration

Stimulation

Information

Word walls

- Word walls are displays of words and phrases that pupils have learnt or are learning.
- Word walls can be used for:
 - vocabulary
 - classroom language
 - manners
 - attendance
 - etc.



9. tells stories

Stories:

Meaningful

Fun

Can be made comprehensible

Repetitive

Develop concentration skills

10. reflects



For more information
Please contact

Thank you

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