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TEACHER TRAINING





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DON'T DO ALL THE TALKING!

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MENTOR FOR NEW TEACHERS



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The jug and the mug learning principle

- the teacher as the possessor of knowledge – (*the jug*)
- the learner as a receptor of knowledge -the passive recipient (*the mug*)



(Carl Rogers, *The Politics of Education*, 1977)



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WHY?

- it creates more learner-centred lessons
- it increases SS' motivation and involvement in the lesson
- it encourages Ls' autonomy both inside and outside the classroom
- it shares the responsibility of the learning by T and SS
- it promotes more opportunities for SS to speak
- It is exhausting to be in the centre of attention or SS depending on you



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HOW?

By changing the focus from the teacher **TO** the Learners

TELL LESS AND ASK MORE



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WHAT TO DO?

ELICIT MORE – Why?

- 'use' SS as a source of information
- activate their prior knowledge





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TASK:

In Groups: Think about a lesson you've taught recently where there were opportunities for you to elicit but you didn't. Come up with 2 or 3 scenarios where elicitation is needed.





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SOME IDEAS:

- grammar teaching inductively (work out the grammar rules) , guided discovering, active experience
- peer teaching
- instructions giving - go to the point, need to know basis (break instructions down)
- **AWE Question** (**A**nd **W**hat **E**lse?/ Is there anything else? / And what else?)

(taken and adapted from *The Coaching Habit* by Michael Bungay Stainer)





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FLIPPED LESSONS (blended lessons where students are introduced to content at home and practice working through it in the classroom)

Why?

- it allows self-paced learning
- it encourages students to come to class prepared





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TASK:

Group Work: Discuss 2 or 3 activities to flip lessons





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SOME IDEAS:

- at home - watch videos/ TED talks/songs/read a text
- in class - debates, peer assessment, answer questions, pros & cons, problem-solving





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MY PERSONAL FAVOURITES

- **task-based approach** (lessons focus on the use of authentic language and on asking students to do meaningful tasks using the target language).

Examples of tasks:

- deciding on something
- solving a problem
- designing or organising something
- telling someone to do something
- ordering and sorting: sequencing, ranking, listing, or classifying
- matching: captions, texts, recorded extracts to pictures; short notes, etc
- comparing



- **error correction** - turn error correction into speaking opportunities for SS



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TO SUM UP:

- promote autonomous learning
- promote S-S interaction/ peer teaching
- 70 – 80% STT vs 20 - 30% TTT
- quality TTT
- reflect on your teaching (have your lessons videorecorded)



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Thank you for coming!

Email me your thoughts/opinions: hello@xcelmentoring.com

