Special "teachniques" for the new teacher:

1. **Breaking drill pattern-type speech:**
    a. Speak natural English yourself – be a good model of intonation, pronunciation and enunciation.
    b. Show capitalized or marked word patterns on the blackboard/whiteboard to indicate stress or timing of the phrases. You can use "dit dit DA. dit DA. DA dit DA" patterns e.g. "What's your NAME ?" "I'm JOHN. HOW about YOU?"
    c. Use back-chaining: e.g. teach phrases backwards, if they are having a problem with intonation or rapidity. E.g. "What are you going to do tomorrow? Okay class, say after me: Tomorrow; TOMORROW! Do tomorrow; DO TOMORROW! To do tomorrow; TO DO TOMOROW! Going to do tomorrow; GOING TO DO TOMORROW! What are you going to do tomorrow; WHAT ARE YOU GOING TO DO TOMOROW!
    d. Get students to practise dialogue in pairs.
    e. Use fast-paced point-based team games that practise the phrases; these speed up the pace to a more natural level.
    f. Use jazz chants to teach the phrases.
    g. Use a doubled-up activity; e.g., students recite a catchy chant while passing flashcards around (like a musical chairs game style) in a game where the last one becomes "it". Pass two cards at the same time for a partner activity. Alternatively, getting young students to clap while chanting a pattern or walking in a circle game helps them match the words with the clapping pace.

2. **Brainstorming:** This powerful technique uses students' ideas or vocabulary as a starter exercise. By writing their suggested words down on the w/bd, with no criticisms, this is maybe the only time where you can allow students to shout out words loudly. By enlisting two good students to write the words down from two halves of the class lets it become a competitive game, and students get really enthusiastic about this! It has the following advantages:
    a. It gets them quickly involved
    b. It uses their own ideas, or what they know
    c. It leads into other activities
    d. It gives them responsibility
    e. It gives you a chance to assess their knowledge
    f. It gives them a chance to consolidate peer group understanding
    g. It gives every individual student a self-check on how they are doing compared to everyone else, without any criticism or judgement
    h. It allows the shy or quiet student to contribute in a non-judgemental atmosphere, and you can get alongside them and encourage them;
    i. It allows you to cluster or group words into classes of things when you have finished, so that you can then teach to the classes of attributes in whatever theme you are teaching.

3. **Story Starter & Writing Ideas:**
    a. Use mime or role-play to set the scene (with you the teacher, taking two roles in a dialogue-even use a clothing item like a coat or hat to change to indicate the different characters)
    b. Use picture cutouts to tell the story with sound effects, then add key words and retell the story
    c. Use puppetry if you can, to model the characters
    d. Make up the story into sequenced sentences, then cut these up and give student groups a complete story to re-assemble to make sense of the story (more advanced activity).

Separate stories can be given to more advanced groups, then they can read their story to the whole class. Alternatively, I have found that the Oxford series by L.A. Hill are excellent for this (Introductory, Elementary, Intermediate and Advanced Stories for Reproduction) as they are already written, and the teacher merely has to copy and cut them up into sentence or small paragraph strips.

   e. Give key words, and get students to make up their own sentences.

   f. Teach story construction using link-up words (prepositions and conjunctions) like and, but, and then, because, also, next, however etc.

   g. Introduce a "make up the story in pairs" competition for most creative story, using a structure provided by the teacher. This can lead into role-play…

   h. Read a story, and then let young students act it out, or retell it in their own words, or make up another parallel similar story etc.

   i. Present a picture sequence (could be cartoon type) or picture poems, and develop activities from this etc.

   j. Show younger students how to write "picture poems" in picture shapes. These can then form a display for the classroom as well, if you use a mobile-type display arrangement.

4. Student Lack of Understanding: (can be due to)

   a. Class atmosphere signals such as restlessness, vacant looks, eyes down, silly behavior etc., generally indicate lack of understanding. Learn to read this as distinct from the "I don't want to be here"-type behavior, which necessitates a different approach.

   b. Teacher language may be at too high a level

   c. Activities may not be varied or appropriate to the students' level

   d. Pace of the lesson is too slow

   e. Pace of the lesson is too fast

   f. Revision is too much (flogged to death)

   g. Too much simple drilling of language patterns and not enough student-centered practice.

5. Extending Able Students:

   a. By giving them a harder group task

   b. By using them as peer teachers

   c. By giving them individual separate extension worksheets

   d. By making your questioning more lateral or inference-based slanted at them

   e. By selecting them for demonstrations of two-person role-plays with you

   f. By selecting them first for story-reading to the class.

6. Difference between teachers and great teachers:

A number of 12-year-old girls were beginning to use lipstick at school, and would put it on in the bathroom.

That was fine, but after they put on their lipstick, they would press their lips to the mirror leaving dozens of little lip prints.

Every night the maintenance man would remove them, and the next day the girls would put them back. Finally, the principal decided that something had to be done. She called all the girls to the bathroom and met them there with the maintenance man. She explained that all these lip prints were causing a major problem for the custodian who had to clean the mirrors every night (you can just imagine the yawns from the little princesses).

To demonstrate how difficult it had been to clean the mirrors, she asked the maintenance man to show the girls how much effort was required. He took out a long-handled squeegee, dipped it in the toilet, and cleaned the mirror with it.

Since then, there have been no lip prints on the mirror.

***What are the morals of this story? ***