

How to be a good teacher

Classroom management

1. Open the windows.
2. Arrange seats in U-shape if space permits
3. Begin as you want to continue.
4. Make your own rules: no speaking in Chinese/respect for others/careful with materials/don't be late/no shouting/always be friendly/care about others/no teacher's pet.
5. Check out <http://bogglesworldesl.com/lessons/2002janfeb.htm> for great ideas on how to get your students to create the rules themselves!
6. Over plan for your first two lessons.
7. Learn their names! Make name tags (or get the students to make name tags themselves) to help you.
8. If they would like to have English names, you can do this. Check first if they have English names and don't use English names if the students prefer to use their real names.
9. Make sure they know how to get your attention. Don't allow them to use other ways.
10. Make sure they know how you will get their attention – e.g. clap hands.
11. Be consistent.
12. Ensure writing on charts, black board etc are big enough to be read at the back of the room.
13. Be aware of emergency drills.
14. Local teacher available if a situation arises that you cannot / should not handle.

Vary the pace and activities during the lesson, mixing up active participation with listening. Keep the students on their toes but not over the top. If the students become restless, bear in mind that they have been sitting in class all day, and consider doing something where they can move around themselves.

Don't forget to give the students a break after (maximum) 40 minutes. They are used to this break and need the time to relax, go to the bathroom, etc.

Repeat, review and revise. Use short games and exercise to review vocabulary and phrases you have taught earlier in the term and the year. If you neglect this, the students will have no recollection of the language you have covered!

Teach in a **relaxed** and **friendly** atmosphere with plenty of encouragement and fun. This way the students will enjoy your lessons more, be more motivated and remember the language better.

Circulate throughout the classroom, don't just stay at the front.

Break down into small groups for activities sometimes rather than always whole class. Divide class into rows, groups, halves, pairs..... Don't worry about not being able to control what every group is doing, but do rotate between the groups to monitor.

Some **competitive activities** can be stimulating.

Encourage and support your learners. Never tell them they cannot do it, they are no good at it or that they have failed. You could put them off wanting to learn English for life. But when you praise, make sure it is genuine and meaningful praise.

Concentrate on **listening** and **understanding, building vocabulary** and the **acquisition of short phrases**.

Concentrate also on **speaking practise**, starting with single words and short phrases, and gradually moving onto longer sentences and questions. Avoid abstract concepts and concentrate instead on things that the students understand and relate to.

Our objective is to help the students get through their exams. Therefore, plan your lesson around practicing the vocabulary and phrases that occur in their textbooks. But do not teach exactly what is in the textbooks – our objective is to do something a bit different with them from what they usually get in their classroom.

Be **prepared** - have a solid lesson plan and all your teaching materials ready. This will allow you to be relaxed and to enjoy the class and the students rather than frantically trying to organise your materials while the students become restless and bored.

Be flexible. If something is not working then change the game or activity. Involve shy students too - give them a central role and help them come out of their shell.

Where to look for materials

Real things, which bring vocabulary to life, are the best. You can bring in objects if you like, and you can also find tons of interesting materials to stimulate conversation and language practice in:

1. Books
2. Magazines
3. Newspapers
4. Brochures
5. Flyers
6. Menus
7. Cartoons
8. Maps
9. Photographs

Your first class

The objective of the first class is to introduce yourself to your students, get to know something about them and assess their English level to help you plan the next lesson.

Songs, Role Plays

If you enjoy singing and are comfortable to sing in front of a class, songs are a great way to reinforce language learning. Bring in your iPod and teach them a song. Choose one which they are likely to enjoy and which is at their English level.

If there is some background to the song, try to engage the students in that. For example, "Singing in the Rain": After going through the song a couple of times and making sure

people understand the lyrics, you can ask questions: Why is this guy singing in the rain? Does he like rain? Is he mad? Happy? If it is because he is happy, why might he be happy? This gives a bit more depth to the song and maybe works as an empathetic exercise.

Role plays in pairs or small groups are also a good way of getting the students moving around and reinforcing language learning.

Some great sites with free lesson plans, games and printables

<http://www.bogglesworldesl.com> –
<http://www.geocities.com/Athens/Delphi/1979/games.html>
<http://www.teachingenglish.org.uk/>
<http://www.daveseslcafe.com/>
<http://www.eslteachersboard.com>
<http://www.eslprintables.com> (free, but you have to register and contribute your own printables to this site)

Useful tips on asking questions and facilitating discussion

http://www.cshe.unimelb.edu.au/pdfs/Skill_Question.pdf
https://www.asrt.org/Media/Pdf/ForEducators/4_InstructionalTechniques/4.12UseQuestions.pdf
<http://www.cltlilstu.edu/additional/tips/cdisc.php>

Some ideas for vocabulary learning

Use flashcards to introduce new vocabulary and to review vocabulary; use real objects when possible.

Wordsearch and crosswords to reinforce vocabulary – but bear in mind that some students will not have done a crossword before so you may have to teach them how to do it. A great idea to get the students moving is to use the classroom set up to teach them the words for across and down. (e.g. Please can the whole of 2 across stand up? And now the whole of 4 down?)

Sentence making. List of words (e.g. vocab covered in that lesson or last week's lesson). Students must use them in a sentence.

Twenty Questions: think of an object / person and ask them to find out what it is by asking questions about it. But you are only allowed to answer yes or no. The objective is to find out what the object is in no more than 20 questions. You can demo this by getting them to think of an object first. Once done a couple of runs, can ask them to do it in groups.

Hangman: Think of a word/phrase that you want the children to guess. Put the same number of letters in the word as dashes on the board ----- and then ask the students to start guessing letters. For each wrong guess, the hangman gets slowly drawn.

Who/What Am I?: Write/Give descriptive clues, eg; I have 4 legs. I can be found in a classroom. You can sit on me. I am a ? This is another one that can be done in small groups.