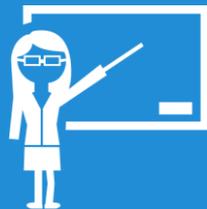


# How to Teach English to Beginners



skyeng

# Who do we call Beginners?



# Types of Beginners

- Absolute Beginner
- False Beginner
- The beginner with/without second language learning experience
- Adult Beginner
- Young Beginner (YL)



# What are the difficulties?

- frustrating
- cannot understand anything
- different expectations
- different previous experience
- low sense of self-esteem
- feel infantilized
- illiterate in Roman script



# How do we teach them?



- Teacher Talk
- Instructions
- L1
- explanations
- visuals
- drills
- short activities/change of pace
- scaffolding

# Teacher Talk

Keep it simple!

Mime

Use gestures

Be silent if you can!

Prepare your speech  
beforehand!



# Giving and checking instructions

Brief!

Separate the instructions with pauses

Simplify!

Use gestures

Demonstrate rather than explain

Check!

Prepare them beforehand!



# Giving Instructions

e.g. “What do you think this is?” → “What is this?”

1. Now we are going to listen to this story and answer these questions here, so let's listen first and then answer them. OK?
2. So, first we'll read this text over here and then we will answer the questions after the text. Do you understand?
3. What I'd like you to do in a minute, if you could just listen to me for a second, I'd like you to look at this worksheet (T distributes worksheet) and look at the sentences like 'find someone who likes cycling', then stand up and ask everyone if they like cycling, then if they do, write their name and if they don't ask someone else, then ask different people different questions and try to find someone for each sentence, all right? Ask questions and find the people... Stand up, you've got 5 minutes.
4. Glance over this text and answer the questions.

# To use or not to use L1?

- Putting learners into groups or pairs
- Explaining a grammar point
- Giving instructions
- Getting students to pay attention and listen
- Teaching vocabulary

**TO BE  
OR  
NOT  
TO BE**



# Drills

Accuracy  
Individual  
Substitution  
Choral  
FluencyMC  
Sentence  
Drills  
Backchaining  
Vocabulary  
CIC  
Jazz Chants  
Pronunciation

# Backchaining

T: coffee?

Ls: coffee?

T: a cup of coffee?

Ls: a cup of coffee?

T: like a cup of coffee?

Ls: like a cup of coffee?

T: Would you like a cup of coffee?

Ls: Would you like a cup of coffee?

# Substitution

T: I usually go to the supermarket on Friday.

Ls: I usually go to the supermarket on Friday.

T: always

L1: I always go to the supermarket on Friday.

T: Mosque

L2: I always go to the mosque on Friday.

T: the park

L3: I always go the park on Friday.

T: Monday

L4: I always go to the park on Monday.

T: she

L5: She always goes to the park on Monday.

T: Do you?

L6: Do you always go to the park on Monday?

# Vanishing Dialogue

Interviewer: ▶ What time do you get up?

Anna: ▶ Very early! At six o'clock.

Interviewer: ▶ Do you have a shower?

Anna: ▶ Yes

Interviewer: ▶ What do you have for breakfast?

Anna: ▶ Fruit or cereal. And coffee.

Interviewer: ▶ Do you have breakfast sitting down or standing up?

Anna: ▶ Sitting down.

Interviewer: ▶ What time do you go to work?

Anna: ▶ At seven. I start work at eight, but my office isn't very near where I live.

Interviewer: ▶ Are you in a hurry in the morning?

Anna: ▶ No, because I get up at six! I have time for everything.

Interviewer: ▶ Do you like mornings?

Anna: ▶ Yes I do. I like my job. I don't get up and think "Oh no! Work..."



# Vanishing Dialogue

Interviewer: What time do you get up?

Anna: Very early! At 6 o'clock.

Interviewer: Do you take a shower?

Anna: Yes.

Interviewer: What do you have for breakfast?

Anna: Fruit or cereal and coffee.

Interviewer: Do you eat breakfast sitting down or standing up?

Anna: Sitting down.

Interviewer: What time do you go to work?

Anna: At seven. I start work at eight. My office isn't very near where I live.

Interviewer: Are you in a hurry in the morning?

Anna: No, because I wake up at six! I have time for everything.

Interviewer: Do you wake up every morning?

Anna: Yes I do. I like my job. I don't wake up and think "Oh no! Work..."



# Vanishing Dialogue

Interviewer: ▶ What time do you ?

Anna: ▶ Very early! At  o'clock.

Interviewer: ▶ Do you have a ?

Anna: ▶ Yes

Interviewer: ▶ What do you have for ?

Anna: ▶ Fruit or . And coffee.

Interviewer: ▶ Do you have breakfast  or standing up?

Anna: ▶ Sitting down.

Interviewer: ▶ What  do you go to work?

Anna: ▶ At seven. I start work at eight, but my office isn't very near where I live.

Interviewer: ▶ Are you  in the morning?

Anna: ▶ No, because I get up at six! I have time for everything.

Interviewer: ▶ Do you  mornings?

Anna: ▶ Yes I do. I like my job. I don't get up and think "Oh no! Work..."



# What to teach?

1. Greetings
2. Useful phrases
3. Personalized language
4. What do they need?
5. Functional language
6. Basic grammar (situational PPP)
7. Vocabulary
8. Basic dialogue building
9. Easy listening
10. Very short reading passages



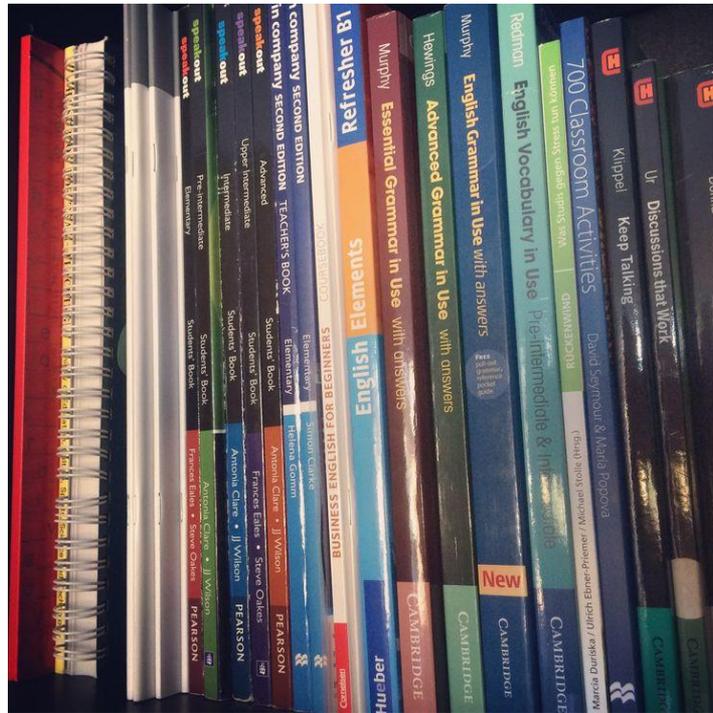
# Materials

## Textbooks

### Supplementary materials:

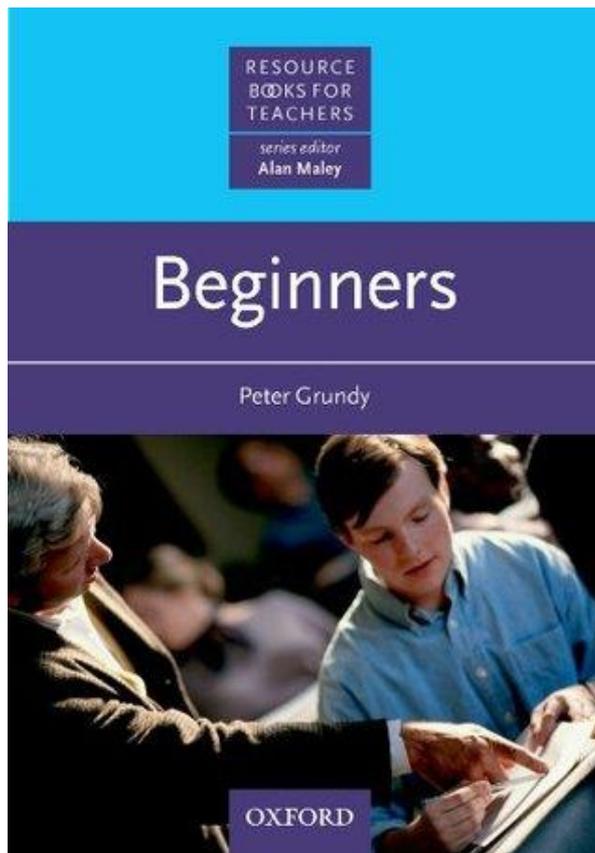
- listening
- reading
- jokes
- picture stories

### Authentic materials



# Learning teaching Beginners

Peter Grundy 'Beginners'  
Learn, practice, repeat!  
Try and error  
CPD



**RESOURCE BOOKS FOR TEACHERS**  
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Alan Maley

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PETER GRUNDY is a senior lecturer in the English Language Centre at Northumbria University.

*'... it is a valuable resource and a recognition that teaching beginners is just as challenging and probably even more rewarding than teaching at any other level.'*  
MODERN ENGLISH TEACHER

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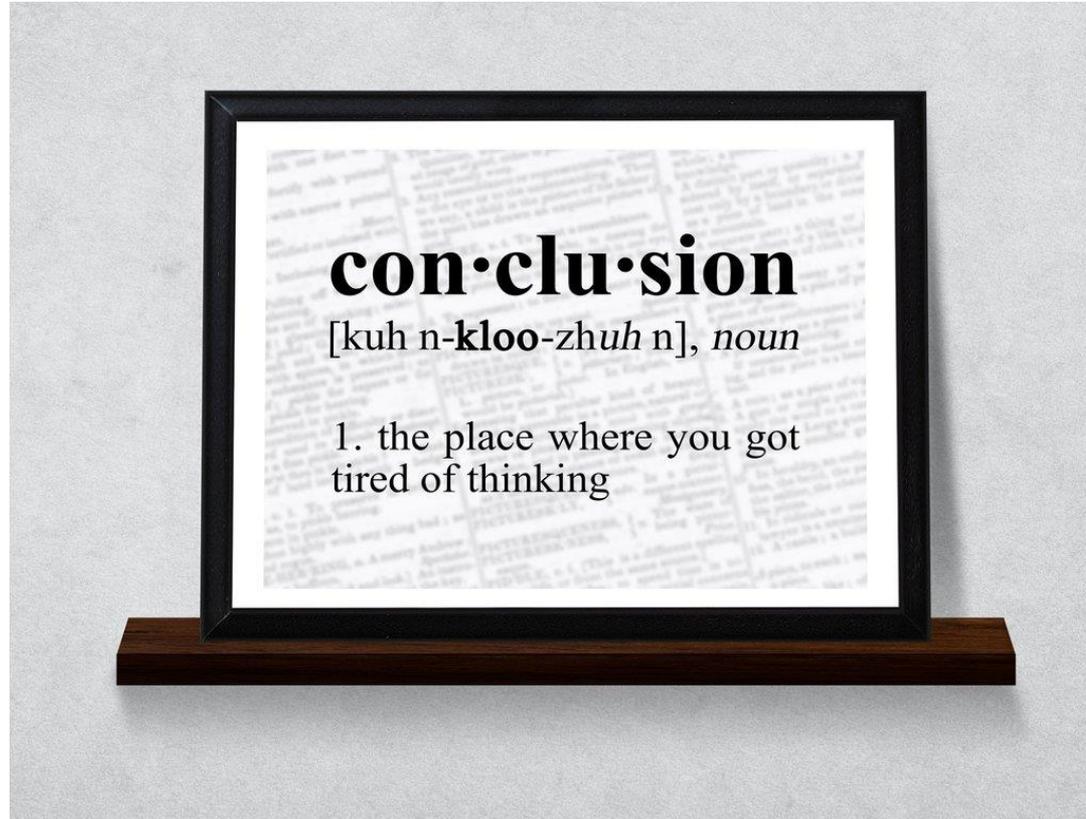
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# Conclusion



# Question time!





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