

What you are aiming to do?

To help the students to--

- Develop **authentic use of English**---real conversations
- Get **practical experience**
- **Promote fluency** –students will **forget about themselves** and **concentrate on the task**
- Learn to **reformulate ideas** or **ask others** to reformulate or **repeat information**
- **Interact more naturally** by
 - a) **reformulating** ideas **vs** asking for unknown vocabulary
 - b) using **spontaneous interjections** or
 - c) appropriate **intonation** to prove a point
- Improve their **pronunciation, word stress, intonation** practice
- **Reach A2/B1 levels** of the *European Framework* of Reference for Languages
- **Gain confidence** in English
- Learn to **speak clearly** with the other person in mind (projecting voices)
- **Improve their understanding and retention** of language
- Take a step towards **becoming self-sufficient** in their language acquisition
- Get **actively involved in lessons** no matter what role they are given (spectator/actor)

How? :

- **Put students in situations** where they must **use different skills**
(listening, speaking, interacting with others)
*Often the situation will also involve reading and/or writing (all five learning areas)
- With **active learning**-- Give them a **reason to do something**
–English is the vehicle-**Communicating is the goal**
(rather than analysing each structure or situation)
(learning to communicate **vs** studying the mechanics of a language)
=hands on approach
- Make sure students are exposed to and must respond to **a large variety and quantity of language**
- **Motivate and create a desire to do more** (a positive attitude to learning)
- **If** students are **emotionally involved**, they **retain more**
- **Fun**—many students enjoy being in the lime light
(drama is good for those who like to be the center of attention)
- **Find activities** that are ideal **for mixed ability groups** (ex acting --which is accessible to all learning types due to an approach which is visual , auditory, kinesthetic and tactile)
- Give **shy students a non threatening situation** to come out of their shells
- Give the more outgoing and quick-to-react students **a chance to explore and stay active**
(vs waiting for people to finish an exercise)
- **Maintain your enthusiasm (which is important too)**

Your role : “Traffic controller or Orchestra conductor (LOW PROFILE)”

- keep students **motivated**
- stimulate curiosity**/maintain interest
- inject ideas**
- swap roles if the pace slows down**
- Feedback** immediately at the end and after with notes on **vocabulary or language**