



10 MUST HAVES
&
101 IDEAS

Ideas for a
Successful
Communicative
English Lesson

Start with a warmer



Your students may come in to your classroom at the beginning of the lesson with their previous subject still on their mind. Therefore, we need something to get them thinking in English, to make our lesson more effective.

It may be:

- a review of the previous lesson,
- a topic connected to today's lesson,
- or simply something fun to put your students in a positive mood.



Elicit as much as possible

Why is it important?

- It makes the lesson learner-centred rather than teacher-centred.
- It improves information retention, as students learn to link old and new information and continue to practice the things they have learned.
- Your students will experience faster progress of their language abilities, as they are practicing more, which will increase their confidence. This will make them more likely to continue to use and practice their new language skills outside of the classroom!
- Your students are more likely to be engaged, as they are actively doing something rather than passively listening to the teacher.
- You can find out what your students do/don't know, so you can base your lessons around this and build on their knowledge – making lessons more relevant for them and therefore more engaging.

Eliciting

a range of techniques which enable the teacher to get learners to provide information rather than giving it to them.

Don't forget to drill

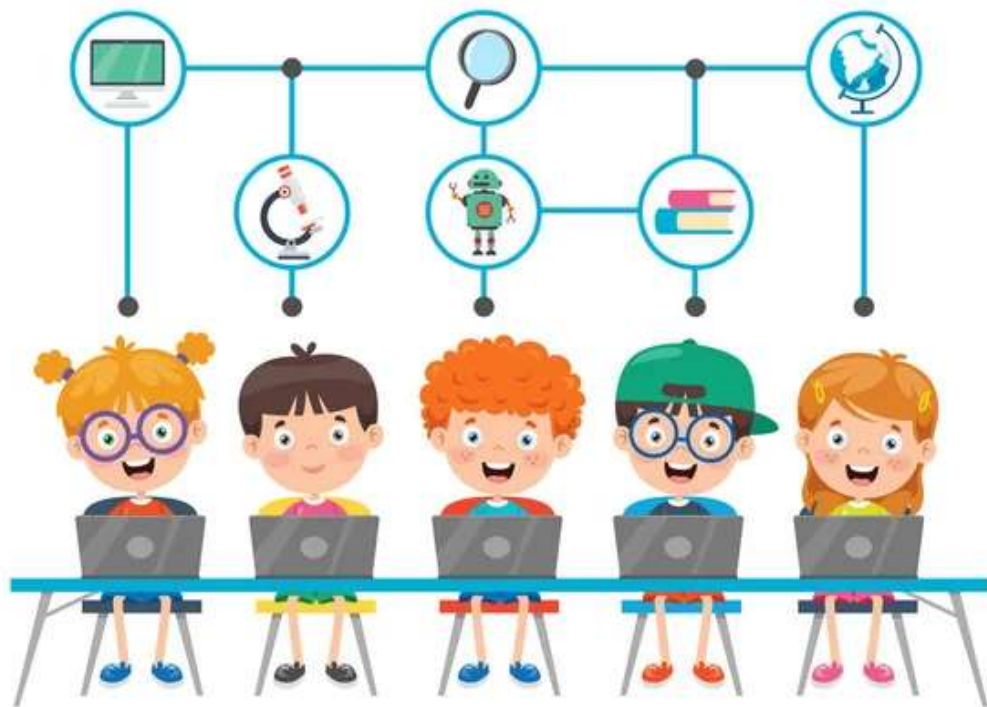
- Drilling often comes in for some unfair criticism, perhaps for its repetitive nature, however, students do need to hear how a new word is pronounced, where the stress is, the presence of any weak forms, the presence of silent letters etc. As well as hearing the pronunciation, students need a chance to practice saying the word. By drilling, we are drawing students' attention to pronunciation, an issue which is often overlooked. And finally, as teachers, if we don't teach pronunciation to our students, it makes it more difficult to correct our students when they mispronounce a word.



Use Instructions Checking Questions (ICQs)

- Teaching English is different from teaching other subjects due to its communicative nature. Our students need communicative tasks in class, but this very idea of in-class communication may be unusual for some students. Therefore, when we set up tasks, we need to give very clear instructions. Instructions should be brief, always provided with an example or demonstration, and most importantly, we need to check that students understand what to do.
- Instructions Checking Questions are questions which test whether students have understood the task, and some examples are: Are you going to write or speak? Where do you write the answers? How long do you have for this task? How many questions are you going to ask your partner? We know how much our students have understood based on the way they answer our ICQs.

Each activity needs a lead-in stage

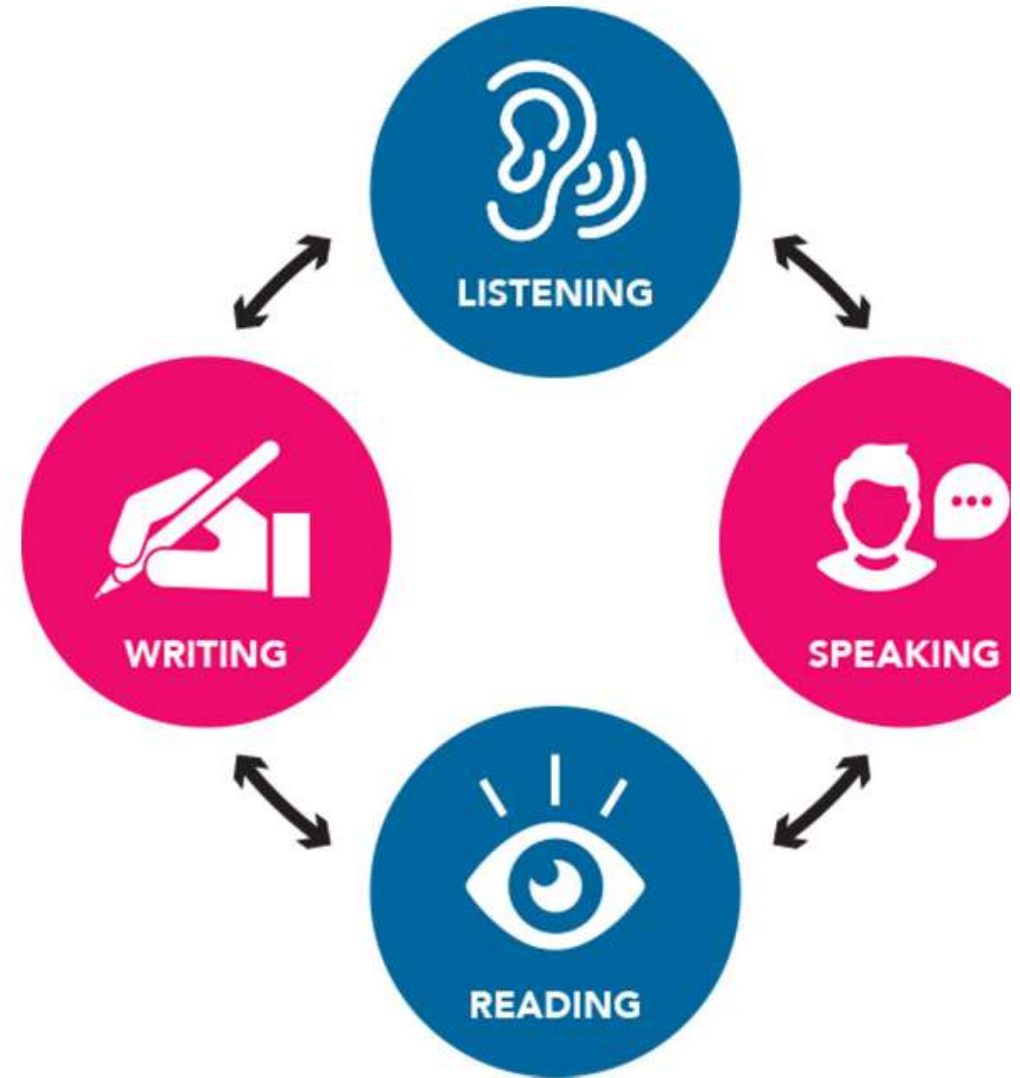


- Lead-in stages are important not only at the start of the lesson, but they are actually needed for each task. Again, this is to create interest in the task and to 'warm students up' to it.

- Lead-ins may simply be asking questions about the task / context / characters / grammar point etc., but the aim is to prepare students for what they are about to do.

Skills Development is vital

- When dealing with the 4 skills, it is important to look at how we can make our students better in all of these areas. Sometimes reading and translating don't always develop our students' reading skills. Instead, training them to skim – to read a text quickly – is effective, as it makes them more reliant on English rather than on their first language. When practicing reading tasks, it is also a good idea to set time limits, so that students don't waste unnecessary time checking the meaning of unimportant words in their dictionaries.



Language Presentation: PPP

The three main stages of a language lesson:
Presentation, practice and production.

Example

The teacher presents and illustrates the communicative purpose of a new structure 'If I was you...' for advice. Then learners use prompts to complete sentences with the correct forms of the verbs. They practise by giving each other advice.

[Further links](#)

[PRESENTATION – PRACTICE – PRODUCTION \(PPP\)](#)

PPP

- Presentation
- Practice
- Production





Lots of pairwork / group work

- Most of us teach large classes, with 20 or 25 students. The only way that we can be sure that they communicate in our lessons is for them to have opportunities to work in pairs, speaking, or communicating with their partners. Yes, students will make mistakes, but that is part of the learning process, but they will get opportunities for speaking English. Students may speak Ukrainian, but with frequent gentle reminders of our classroom rules, the English speaking culture eventually does set in.



Maintain students' motivation



- Sometimes in class we need some time out, a break from the constant grammar and vocabulary. Such time out opportunities can allow us to do something a little different, be it watching short DVDs or learning something interesting about the world. As long as there is English practiced, it is a good thing. Furthermore, if we can link time out puzzles with the grammar / vocabulary topic of our lesson, then it becomes much more effective.

[Simple Ideas To Improve Student Motivation](#)

Happy Teaching!

