



How to Use This Book

A brief suggested methodology

1. Demonstrate

Clearly, there are considerations for a teacher when teaching absolute beginner students. For example, the students may not know any English whatsoever; some students may even be illiterate in their own language. Therefore, it is crucial that the teacher **demonstrates** everything by examples. Demonstrating successfully can be done using drawings, mimes, or flashcards, which are supplied in this book. Never assume that absolute beginner students understand what you are saying, or rely on stronger students to translate teacher objectives to the rest of the class. Take your time to ensure the student understands the meaning. If what the demonstration is complex, break it into sections.

2. Drill

A **drill** is a great way for students to perfect their speech and for the teacher to observe and make any corrections. The teacher gets the students to repeat the sentence or word in chorus. Alternatively, the teacher can nominate a student to repeat the sentence individually or break up the class into groups. For example, one group could pronounce one syllable each.

3. Elicit

Throughout each lesson the teacher must **elicit** information from the students that has previously been learnt. Since the teacher assumes the student's ability is beginner level English, the teacher must elicit using simple gestures. By pointing to a picture card and placing the other hand around the ear for example.

4. Concept Check

Check for understanding of the concept. **Concept checking** (c/c) should be done regularly and randomly throughout the lesson. Concept checking is vital for the teacher to check the students understanding. This can be done a number of different ways. For example, the teacher purposely makes a mistake on what has previously been learned, encouraging the students to correct the teacher. This is effective also as it instills confidence in the student. When a teacher concept checks regularly and randomly throughout the lesson the students are far more receptive and alert. It is common at this stage that the class will at times say together in unison "ohhhh" or "ahhhhh." This is one of the most rewarding moments of teaching