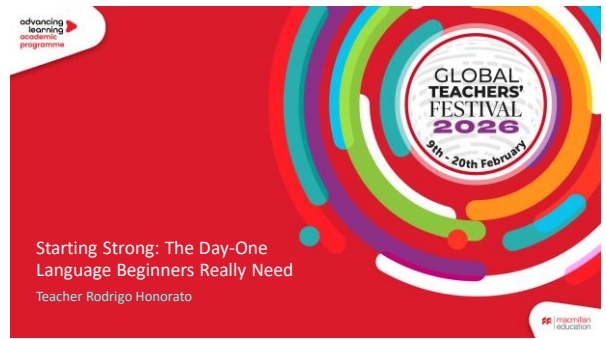




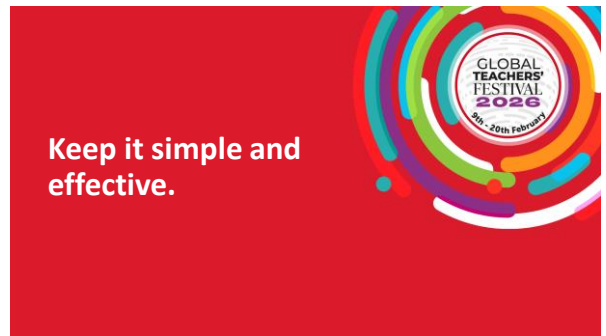
1



2

This slide features a circular profile picture of Rodrigo Honorato on the left. To the right of the photo, the text reads "Rodrigo Honorato" and "Starting Strong: The Day-One Language Beginners Really Need". Below the title, there is a paragraph of text: "Most beginner courses start with greetings, personal information, and vocabulary lists – but this may not be what learners most need at the beginning of their journey. This session explores 'catch-all' chunks so beginners can ask for help, manage confusion, and participate from the get-go." The background is a solid red color with a decorative circular graphic in the bottom right corner.

3



4

NEAT STRUCTURE FOR THE LESSON

- Lesson Planning;
- TTT x STT;
- Eliciting and pre-teaching;
- Drilling and Practice;
- Graded Language;
- Lesson Structure;
- Grammar.



5

CAN'T FORGET...

- the charisma and friendly approach;
- to assume they know nothing;
- to hardly ever speak;
- to move slowly from words to statements to questions;
- to use a lot of visuals: miming, images and realia;
- to slow down while talking and to teach less;
- to TEACH CHUNKS OF LANGUAGE.

6

CHUNKS OF LANGUAGE

What are they?

They are **ready-made groups of words** that people use together to communicate **quickly and naturally**, without thinking about grammar or words separately.

Why are they important?

They are important because they let students **communicate immediately, reduce cognitive load, and stay confident** even with limited grammar and vocabulary.

Should teachers use chunks?

Yes, because they help students **process language faster and more effectively**, since chunks are learned as single units rather than word by word.

7

Linguistic Systems – Saussure and Krashen

- Students “translate”, but they don’t know how to translate!
- MacBook x Windows PC
- Quantos anos você tem? x How old are you?
- Do x Make and To x For
- Ripe and Unripe x Verde and Maduro

8

The Day-One Language Beginners Really Need:

Chunks to Ask for Help

These give students immediate access to support and interaction.

- “Can you help me?”
- “How do you say _____ in English?”
- “What does this mean?”
- “Is this correct?”
- “What’s the difference between _____ and _____?”
- “How do you spell _____?”

9

The Day-One Language Beginners Really Need:

Chunks to Manage Confusion

These reduce anxiety and keep students engaged instead of silent.

- “What do you mean?”
- “I don’t understand.”
- “Sorry, I didn’t catch that.”
- “Can you repeat, please?”
- “Can you speak more slowly?”
- “One more time, please.”
- “Is it okay to say _____?”

10

The Day-One Language Beginners Really Need:

Chunks for Interaction

They help beginners feel included from the very first class.

- “Can I try again?”
- “Is this correct?”
- “Is it my turn?”
- “That makes sense.”
- “Just a second.”
- “Let me think.”
- “I’m not sure yet.”

11

The Day-One Language Beginners Really Need:

Go home with a sense of achievement!

- My name’s _____ . I’m _____ years old.
- I was born in _____ , but I grew up in _____ .
- I’m married/single. I have _____ child/children.
- (if married) I’ve been married for _____ years/months.
- I’m a/an _____ .
- I like _____ (-ing) and _____ (-ing) in my free time.

12

Ways of using it!

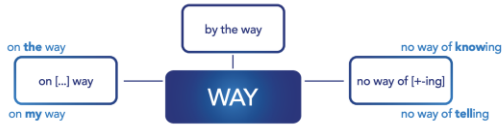


Diagram showing some examples of the fixedness of key phrases used with way.

13

WHAT WE SHOULD AVOID



- extensive lists of decontextualized vocabulary;
- memorizing definitions of words separately;
- extended grammar explanations;
- answering students' questions about words alone;

14

Bibliography

Boers, F., & Lindstromberg, S. (2009). Optimizing a lexical approach to instructed second language acquisition. Houndmills: Palgrave Macmillan

Krashen, S. (1985). The input hypothesis: Issues and implications. Harlow: Longman.

Lewis, M. (1993). The Lexical Approach. Hove: Language Teaching Publications.

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Week 1

<p>Day 1 - Monday 9th February Digital Innovation</p> <p>Keynote: How Digital Life is Reshaping Learning Laura Broadbent</p>	<p>From Research to Reality: Building a new digital EFL experience Lance White & Gemma Goldschmidt</p>
<p>Day 2 - Tuesday 10th February First Steps</p> <p>Starting Strong: The day-one language beginners really need George Horner</p>	<p>Autonomy Through Connection: Peer power and smart digital routemap for teen learners Eduardo Freitas</p>
<p>Day 3 - Wednesday 11th February Professional Communication</p> <p>Debate: How accurate does your English need to be in the world of work? Helen Mering, Helen Walker, Derek Spafford, Peter Young, Gill Swan</p>	<p>Preparing University Learners for Real Workplace English Evelyn Frensch</p>
<p>Day 4 - Thursday 12th February Human Innovation</p> <p>Rethinking EFL in the Age Of Digital Fast Food: Atomic Habits for Critical Media Literacy Armando Salda</p>	<p>Reimagining Projects: A design thinking template for engaged teen learning Mimi Hovav</p>
<p>Day 5 - Friday 13th February Leadership</p> <p>Keynote: What Does Being a Humanist Leader Mean? Arturo Alberto Hernandez-Astudillo</p>	<p>The Enrolment Toolkit: Building trust, value, and visibility Helen Burtch</p>

16

Week 2

<p>Day 6 - Monday 16th February Agency</p> <p>The Global Communication Backpack: Functional English every child should carry Michelle Kelly</p>	<p>From Choices to Decisions: Agency in the primary classroom Richard Tompitt</p>
<p>Day 7 (Pre-record session 1) Tuesday 17th February Generation AI</p> <p>Agents, assistants and us - What's actually doing the work? Lorna Taylor</p>	<p>The Human Edge: Safeguarding Teacher Agency in the AI Era Mark Willis</p>
<p>Day 8 - Wednesday 18th February Expression</p> <p>Learning Through Play: Adapting to young children natural preferences Myriam Hernandez</p>	<p>Step into Character: Nurture confident speakers in the EFL classroom Miranda Legge</p>
<p>Day 9 - Thursday 19th February Inclusion</p> <p>Universal Design for Learning: The Foundation of how to meet the needs of all learners Allison Peck</p>	<p>The UDL Guidelines Structure and Practical Classroom Applications Dr Byron Logan</p>
<p>Day 10 - Friday 20th February Challenge</p> <p>Lowering the Affective Filter in Digital Learning Flavia Caputo</p>	<p>Supporting The Quiet Learner Ibrahim</p>

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You can find me on:

Instagram: @teacher.rodrigoonorato
YouTube: English Black Friday
LinkedIn: Rodrigo Honorato

Thank you / Gracias
Dziękuję / Obrigado

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