

# TEACH WITH DAVE & NILE

## TEACHER PROFESSIONAL DEVELOPMENT DAY 2021

Learning, Teaching and Writing from Experience



with Teach DAVE



**Dave Spencer**  
ELT Author



### My 35 years (plus) of experience

- English Language Assistant in Spain
- PGCE to teach Spanish and French in UK Secondary Schools
- Began teaching ELT full-time in Madrid, Spain in a Private Language School
- DELTA in Spain
- Director of Studies at an important language school in Madrid for eight years
- Teacher Trainer on CELTA courses and COTE courses
- Coursebook writer for Secondary school education since 1994
- Secondary teacher at a school near Madrid from 1999 to the present (part-time)
- Given over 250 talks in 28 different countries, also visiting classrooms and speaking to teachers and students in those countries

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### ARISTOTLE?? SOCRATES??



*'The more you know,  
the more you realise you don't know.'*



### DAVID DEUTSCH, PHYSICIST



*'We can understand things better.  
We can never understand things fully.'*



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- Is teaching an 'art' or a 'science'?
- Is it a question of personality or technique?

What do YOU think?

Personal relationships are key.

Which doesn't necessarily mean becoming the students' friends, but having a caring relationship, listening to them, helping them, responding to them.

But that's clearly not enough if you don't know the fundamentals of the language you're teaching, and have some idea of educational theories concerned with language learning and teaching.

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## According to teenage students, what are the characteristics of the 'perfect teacher'?

Can you guess the Top 10 traits/adjectives,  
as voted for by teens?

And are they looking for 'art' or 'science'?

- |                       |                  |                        |
|-----------------------|------------------|------------------------|
| 1. Funny              |                  | 16. Approachable       |
| 2. Fair               | 11. Respectful   | 17. Organised          |
| 3. Understanding      | 12. Good speaker | 18. Kind               |
| 4. Helpful/supportive | 13. Trustworthy  | 19. Rewarding          |
| 5. Good listener      | 14. Confident    | 20. Friendly           |
| 6. Inspiring          | 15. Reliable     | 21. Gives chances      |
| 7. Knowledgeable      |                  | 22. Accepting          |
| 8. Patient            |                  | 23. Calm               |
| 9. Passionate         |                  | 24. Good at explaining |
| 10. Fun               |                  | 25. Adaptable          |

'The 25 Traits that make a perfect Secondary School Teacher'  
The Times Educational Supplement  
Georgia Ziebart, 21st July 2017

## So...What have I learnt from my 35 years of teaching experience?

- You never stop learning.
- Which is what makes teaching (and writing) frustrating, but also challenging and exciting.
- The most important thing is whether you 'care'.

## What have I learnt from my 35 years of teaching experience?

- Celebrate little victories.
- Students don't learn English in a month.
- Teachers don't change the world in a month.
- But each small step in the right direction is a victory.

## What have I learnt from my 35 years of teaching experience?

- Be firm, be fair, be clear! You're the adult in the room, so you should be in charge even when you let the students take charge.
- Explain or elicit WHY you're doing what you're doing, to show that you know and to improve motivation, so that students 'buy in'.
- That's as relevant for 'fun' activities (e.g. games or songs) as for 'not-so-fun' activities (e.g. gap-fill or sentence transformation.)

## What have I learnt from my 35 years of teaching experience?

### WRITING BOOKS FOR TEENAGERS: THE IMPORTANCE OF CLARITY

- Design



What have I learnt from my 35 years of teaching experience?

- Aim high. When you ask teens for little, that's just what they'll give you.
- Try not to talk down to teenagers.

What have I learnt from my 35 years of teaching experience?

WRITING FOR TEENAGERS: Aim high

- The right level of challenge.
- Stimulating, real-world topics.
- BUT... always remember INCLUSION.

INCLUSION IN THE CLASSROOM

Diversity and inclusion

How the world is represented in educational materials is important. The content, wording, images and illustrations used in textbooks can shape how students see the world. It can also shape how they see themselves. This is why it is important to ensure that textbooks are inclusive and represent a range of people from a variety of backgrounds.

**Photos and artwork**

Can you find any examples of diversity in the photos and artwork in your textbook? Are there any examples of diversity in the photos and artwork in your textbook? Are there any examples of diversity in the photos and artwork in your textbook?

Mixed-language-level classes

Classroom context students who speak various languages and use different language levels. More commonly known as 'mixed-level' classes, these classes present teachers with considerable challenges. When using language materials, teachers need to ensure that the materials are accessible to all students. This can be achieved by using a range of strategies, such as using visual aids, simplifying language, and providing additional support for students who need it.

How to increase the level of challenge

Students often struggle with the language in textbooks. This is because the language is often too complex for them. Teachers can help by using a range of strategies, such as using visual aids, simplifying language, and providing additional support for students who need it.

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Global citizenship and Sustainable Development Goals

Global citizenship is the idea that we are all part of a global community. It is about understanding the world and the people in it, and working together to make it a better place. The Sustainable Development Goals (SDGs) are a set of 17 goals that aim to create a better world for everyone. They cover a range of issues, including poverty, inequality, climate change, and peace.

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DIVERSITY AND INCLUSION  
Flipped Classroom Videos

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Reading

**SAVE THE PLANET.** Eat less meat.

When you eat meat, you need a lot of land to grow the food. This is because animals need a lot of space to live. If we eat less meat, we can save a lot of land. This is good for the planet.

1. Read the text and check your predictions.

2. Read the text again and decide if the statements are true (T) or false (F). Write the number of the text where you found the answer.

3. Write a short paragraph about the text. Use the words in the box to help you.

4. Write a short paragraph about the text. Use the words in the box to help you.

Reach higher

page 137

Reach higher page 137

Reading (page 45)

Answer the questions with information from the text on page 45. Use your own words.

1. Why is eating meat bad for the planet?
2. How can people like Professor Mark J Post help to solve this problem?
3. What are the benefits of becoming flexitarian?
4. What different things has the UK government done to improve young children's eating habits?

An Extra Task for Fast Finishers

## What have I learnt from my 35 years of teaching experience?

- Balancing teaching the group and teaching the individual
- Find time (a few seconds even) to speak individually to students
- Avoid collective punishment whenever possible
- Try to get the 'influencers' on your side
- Praise ALL students when they do something positive
- Vary activities, styles so there's something for everyone
- Use collaborative activities, projects

**Collaboration**

When you work in a team, it's essential to listen to everyone and let everybody contribute. Sometimes one or two people can dominate in a group, but the best teams have a balance between everybody, even including the quieter members of the team.

**Useful language**

That's a good idea. But what do you think, (Sara)? Let's listen to (Chloe). Who hasn't spoken? It's (Clara)'s turn to speak.

**Intercultural awareness**

Do you think the food that teenagers like is similar in different countries or not? What could explain the similarities or differences?

## What have I learnt from my 35 years of teaching experience?

- Have a stock of language 'games' up your sleeve.
- for fast-fininishers
- for Monday mornings
- for Wednesday afternoons
- for days when concentration is lagging
- for the last days of term
- for when it starts snowing...

## Vocabulary B1+ Unit 5

### 1. School and university subjects

architecture art biology business studies chemistry citizenship computing design and technology drama engineering English geography history law literature marketing maths media studies medicine music philosophy physical education (PE) physics politics and international relations psychology

### 2. Nouns connected with school and studying

assessment assignment coursework essay excursion extra-curricular activities field trip mark/grade research term timetable

### 3. Verbs and phrases connected with school and studying

catch up fail an exam fall behind hand in make an effort make progress pass an exam pay attention resit an exam skip a lesson

### 4. Noun suffixes -er, -or, -ist, -ian, -ee

director economist electrician employee employer instructor journalist librarian manager photographer physician physicist politician professor psychologist researcher scientist technician trainee trainer translator

### 5. Other words and phrases

## What have I learnt from my 35 years of teaching experience?

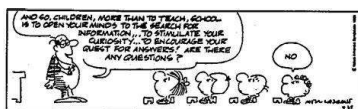
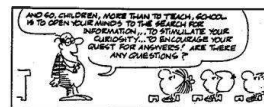
- ENGAGE students
- Always keep them active, whether individual, pair, group or whole class.
- The students should be the protagonists.



What have I learnt from my 35 years of teaching experience?

Last, but DEFINITELY not least...

- Never, never, ever lose your sense of humour.



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**TEACHER PROFESSIONAL**  
**DEVELOPMENT DAY 2021**



**Thank you!**

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