

The ABC of ELT

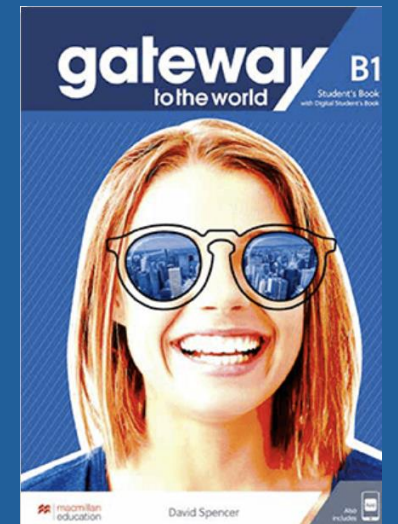


A

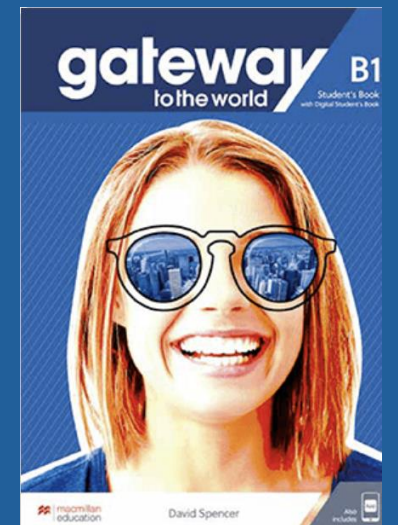
Artificial Intelligence

Autonomy

Assessment



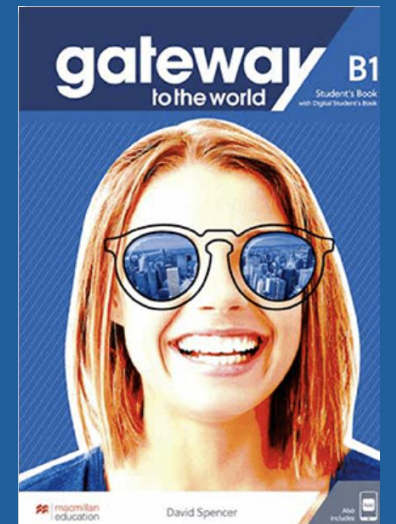
Artificial Intelligence



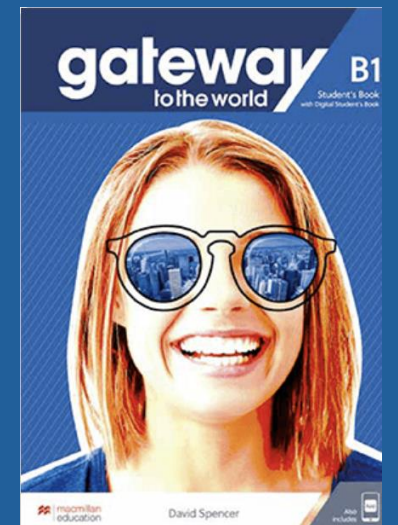
Artificial Intelligence

Generative

Agentic



Autonomy

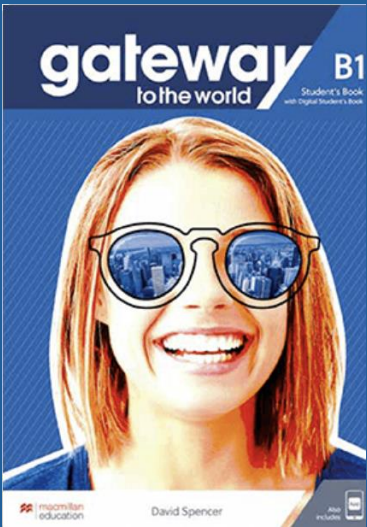


Learner autonomy is:

'A learner's capacity to take responsibility for their learning, which involves planning, the selection of materials, monitoring learning progress and self-assessment.' – Phil Benson 2007

Benson's five principles for achieving autonomous learning:

- 1 active involvement in student learning
- 2 providing options and resources
- 3 offering choices and decision-making opportunities
- 4 supporting learners
- 5 encouraging reflection



'When learners succeed in developing autonomy, they not only become better learners, they also become more responsible and critical members of society' – Phil Benson

AWARENESS

INVOLVEMENT

INTERVENTION

CREATION

TRANSCENDENCE

LEARNING
GOALS ARE
HIGHLIGHTED

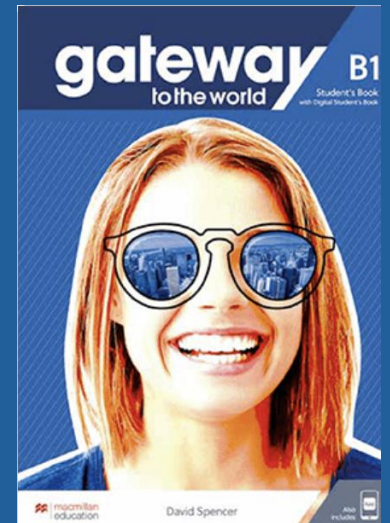
LEARNERS
SELECT GOALS
FROM A CHOICE

LEARNERS
MODIFY & ADAPT
GOALS

LEARNERS
CREATE THEIR
OWN GOALS

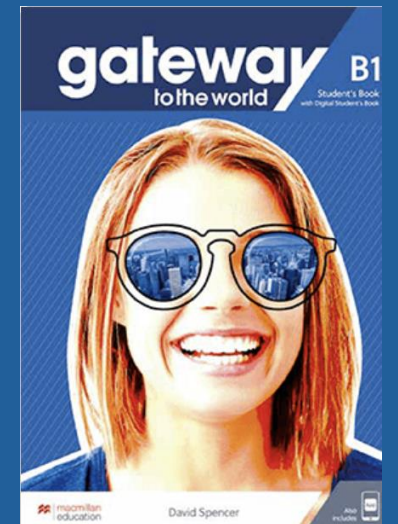
LEARNERS GO
BEYOND THE
CLASSROOM

AUTONOMY: LEVELS OF
IMPLEMENTATION



NUNAN 1997

Assessment



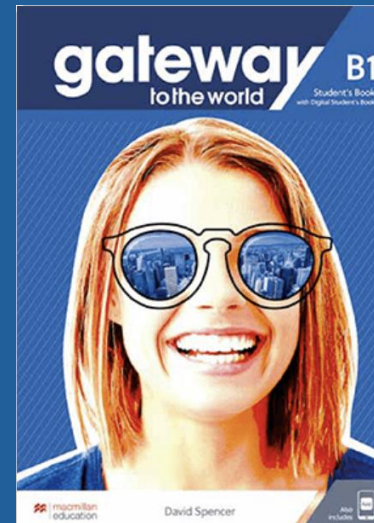
Types of Assessment

- Formative assessment

‘Formative assessment is like a cook tasting the soup, summative assessment is when the customer tastes it’

- Summative assessment

Jeremy Harmer says that students often feel that summative tests are like sudden death events

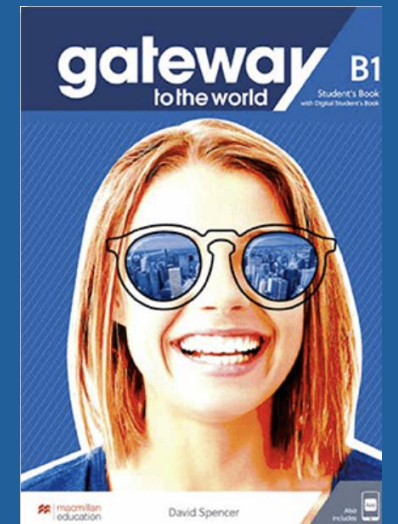


SUMMATIVE ASSESSMENT

ASSESSMENT *OF* LEARNING

FORMATIVE ASSESSMENT

ASSESSMENT *FOR* LEARNING

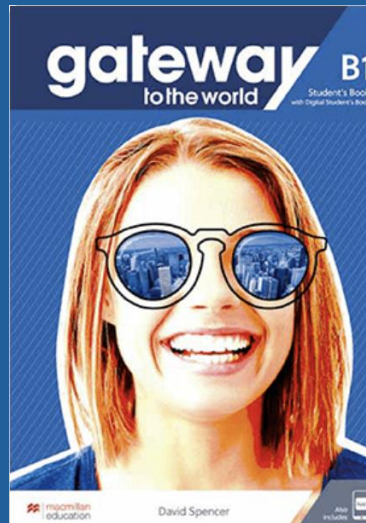


FORMATIVE ASSESSMENT

LONG	Across units and terms	Monitor student achievement and align curriculums
MEDIUM	Within and between units	Gets students involved and helps them understand the success criteria
SHORT	Within and between lessons	Improves classroom practice and student engagement

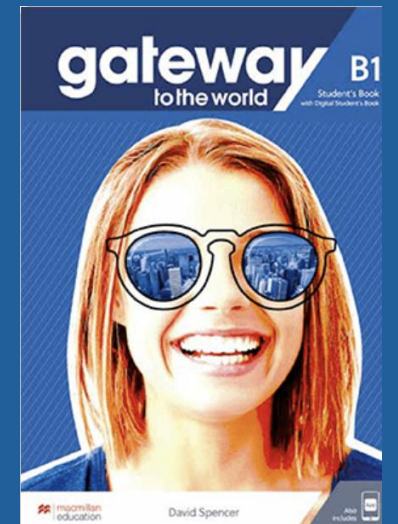
‘Changing what teachers think doesn’t benefit students until it changes what teachers do’ – Dylan Williams

Zlin November 2025



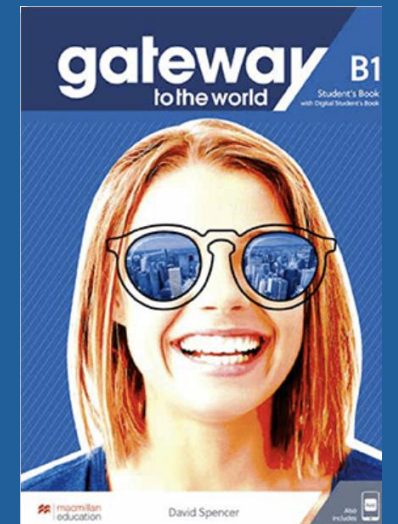
B

Backchaining



Backchaining

Would you like a cup of coffee
tea



Drilling

- Individual
- Choral
- Mumble
- Backchaining
- Say it:

loudly/softly

Silently/mentally

In a whisper/with your lips

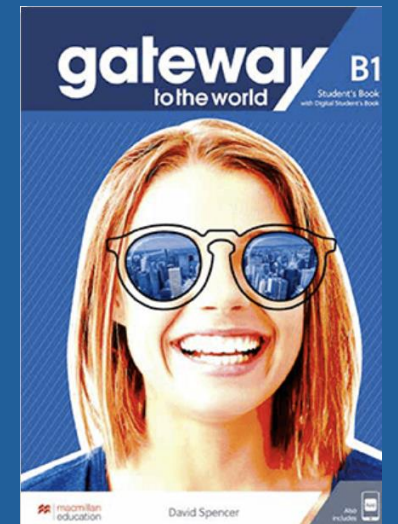
In one breath/with pauses



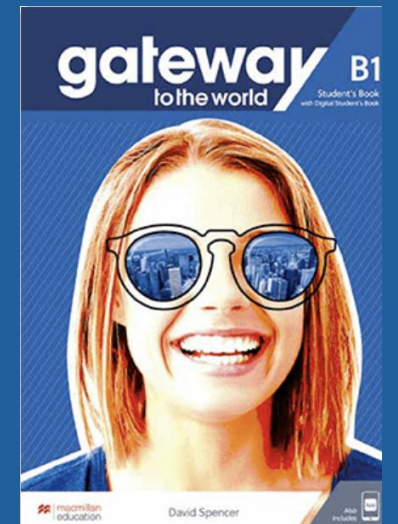
C

Consciousness Raising

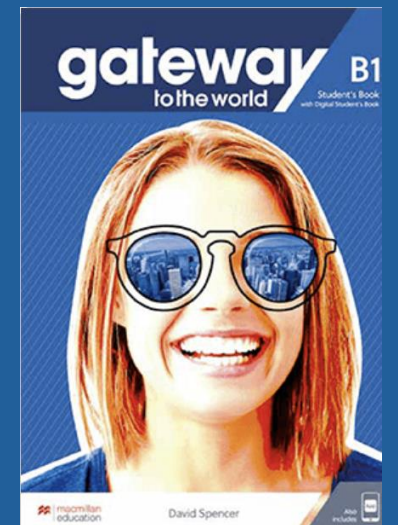
CLIL



Consciousness Raising

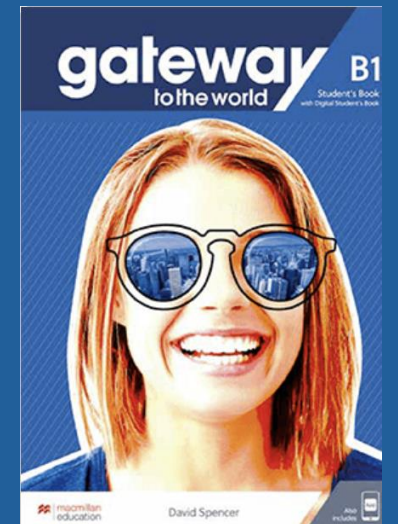


CLIL



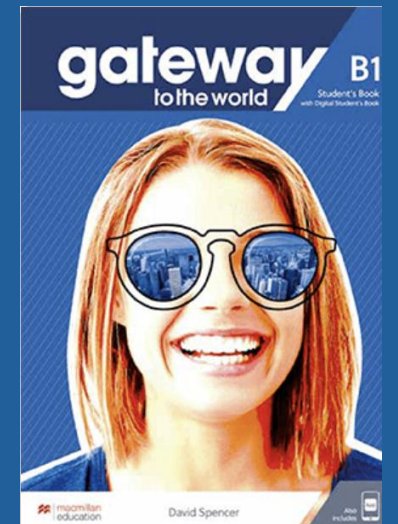
WHY CLIL?

- CLIL students perform as well or even out-perform non-CLIL students in terms of language content.
- Far from interfering with content acquisition, CLIL can actually facilitate it.
- CLIL is value-added as opposed to a subtractive approach to learning.
- CLIL students develop meta-linguistic skills.
- CLIL is focusing on substance not form.



What's the language of CLIL?

‘Just-in-time learning’ rather than **‘Just-in-case learning’**.

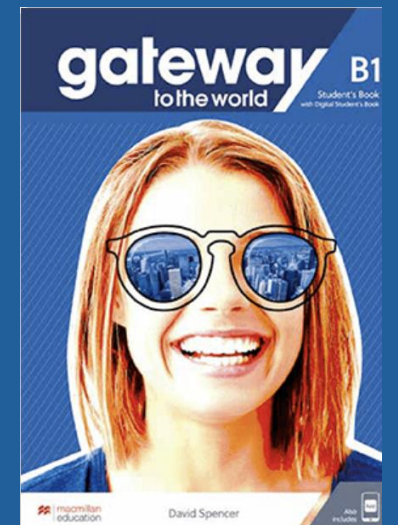


D

Dictation



Dictation



DICTATION

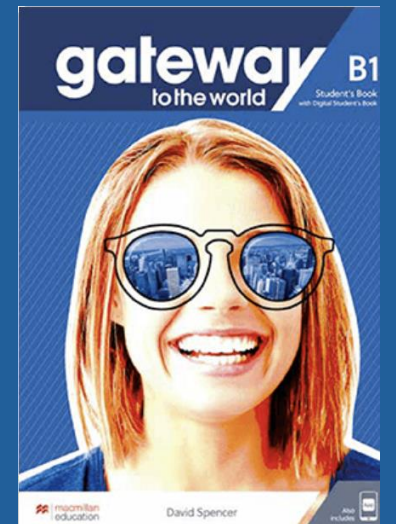
Personal Dictation

Dictation Machine

Shouting Dictation

Running Dictation

Grammar Dictation

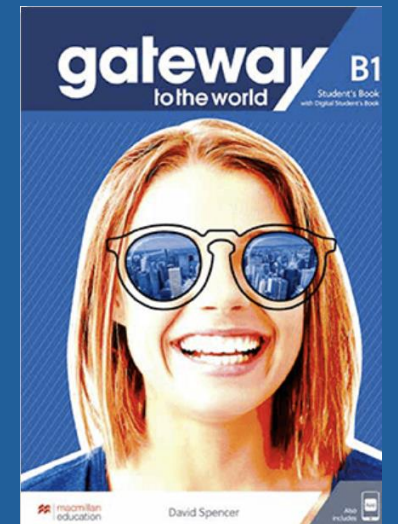


- I would never pay *more than*..... for a haircut.
- If you came home with me, you'd find I have *approximately* pairs of shoes.
- The most lessons I have taught in a week is *around*.....
- I'd say *on average*% of my students regularly do their homework.
- If you asked me to teach your next session, I'd expect *at least*...

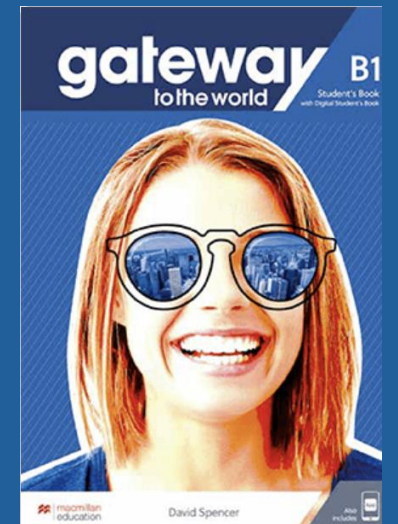


E

Error Correction



Error Correction



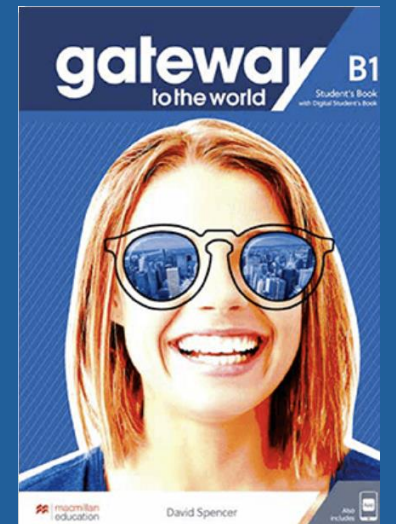
Should learners' errors be corrected?

When should learners' errors be corrected?

Which errors should be corrected?

How should errors be corrected?

Who should do the correcting?



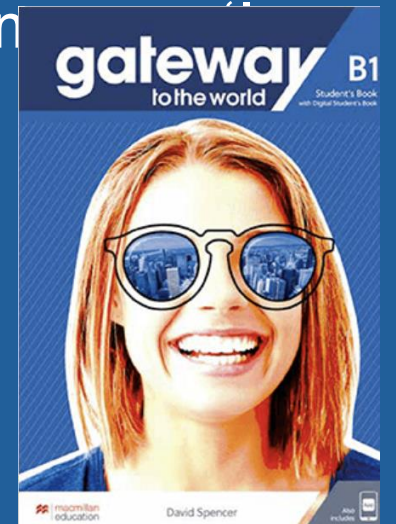
Omission – (leaving out words or phrases e.g. ‘He’ll pass his exams and I’ll too.’)

Addition – (e.g. ‘My teacher he must to work hard.’)

Double marking – (e.g. ‘He doesn’t knows’ – both the auxiliary and verb are marked for the third person)

Misinformation - (the use of the wrong form of a structure or morpheme e.g. ‘I seen her yesterday’.)

Misordering – (e.g. ‘ I like very much football’.)



1. Explicit correction. Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.

2. Recast. Without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

3. Clarification request. By using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

4. Metalinguistic clues. *Without* providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?" "That's not how you say it in English").

5. Elicitation. The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say in.....English?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a....") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

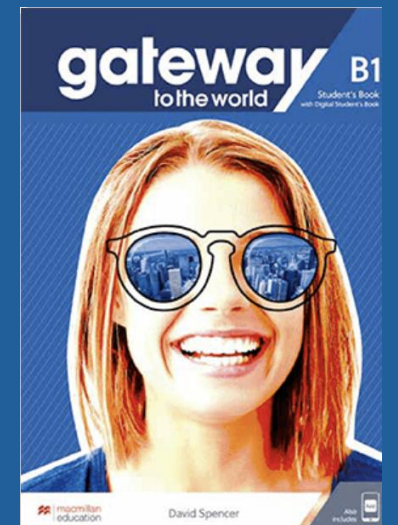
6. Repetition. The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

F

Functions



Functions



Getting things done

- offering
- requesting
- suggesting
- making arrangements
- inviting
- reacting to offers, requests, invitations and suggestions
- reminding
- instructing
- advising
- persuading



Giving opinions:

- As far as I'm concerned, ...
- I'm (absolutely) sure / convinced that...
- To be honest, ...
- I've no doubt that...
- If you ask me, ...
- I'm in favour of...

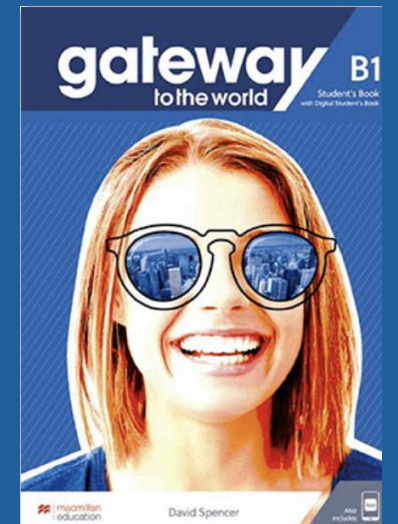


- I feel that we should consider...
- I really think...
- I feel... is the best way to...
- Wouldn't you say that..
- I firmly believe that..
- To my mind



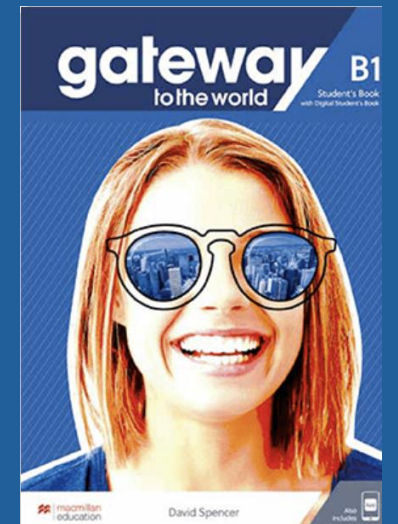
Functional Language – Role Play

1. Complain
2. Apologize
3. Request
4. Refuse
5. Negotiate
6. Offer
7. Accept

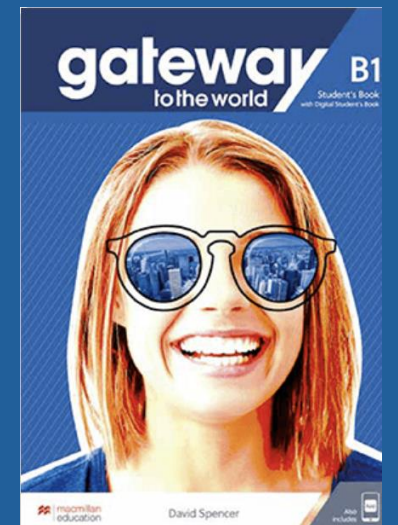


G

Glearning



Glearning





Classroom



Meet



Tasks



Drive



Gmail



Sites



Sheets



Forms



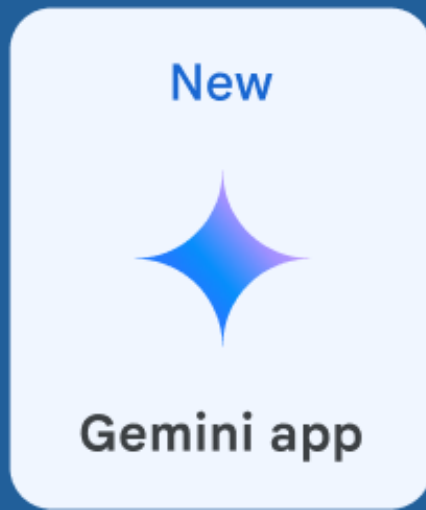
Docs



Slides



Assignments



Gemini app



Calendar

Zlin November 2025



Chat



Admin

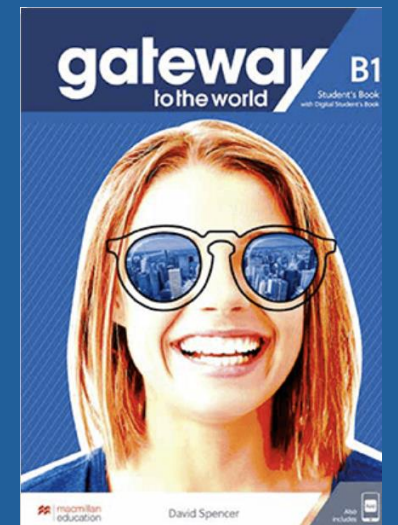
36

H

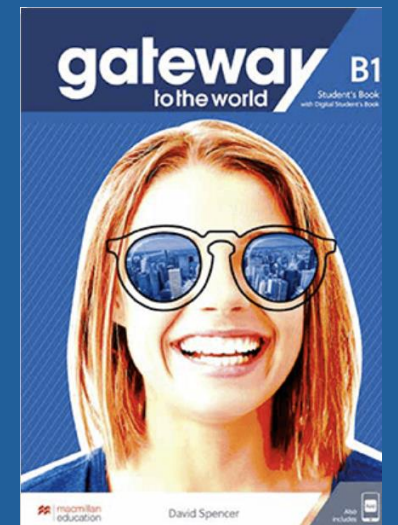
Homework



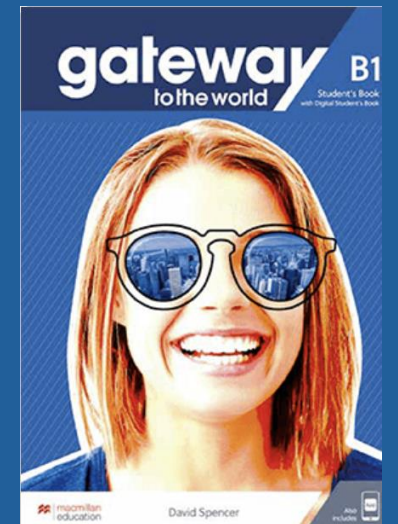
Homework



Instructions



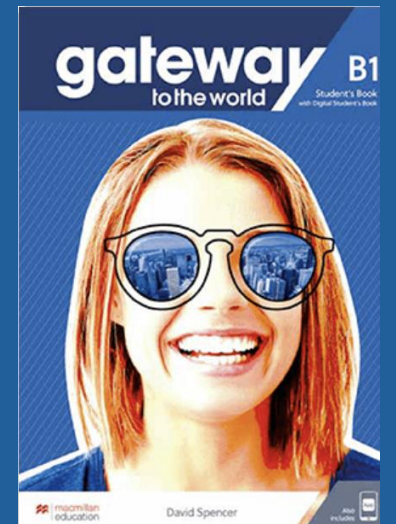
Instructions



Instructions

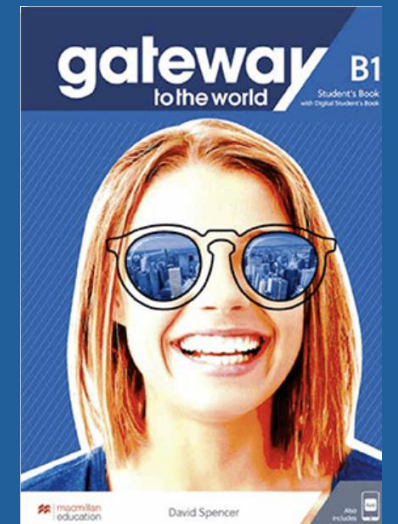
As teachers, we need to tell students what they should do, how they should do it and why they should do it.

- **‘What’**- defines the task.
- **‘How’** – organizes it.
- **‘Why’** – justifies it.

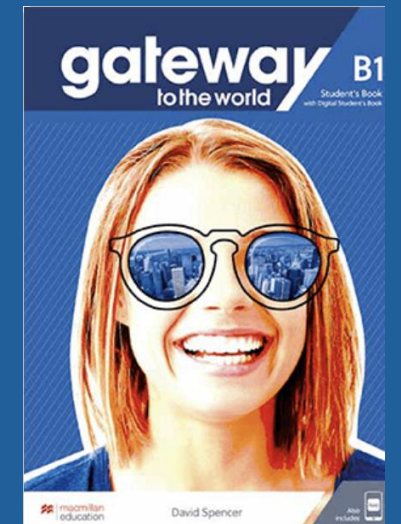


J

Jigsaw reading

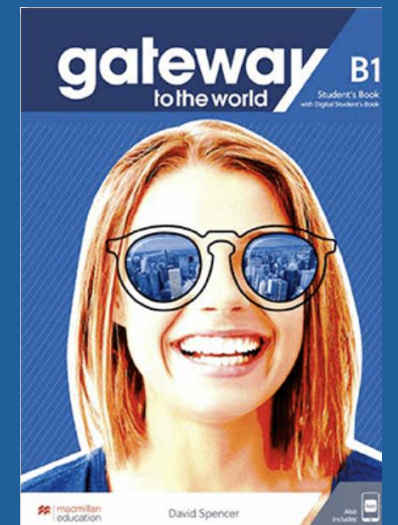


Jigsaw Reading



K

KWL

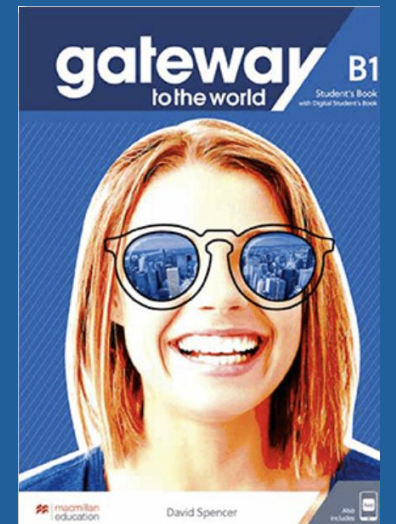


KWL

Write down what you **KNOW**

Write down what you **WANT** to know

Write down what you've **LEARNT**

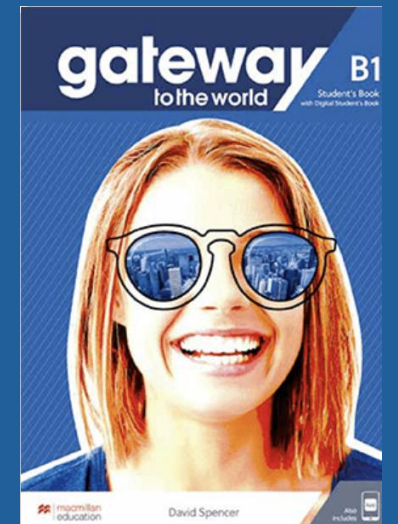


L

Listening

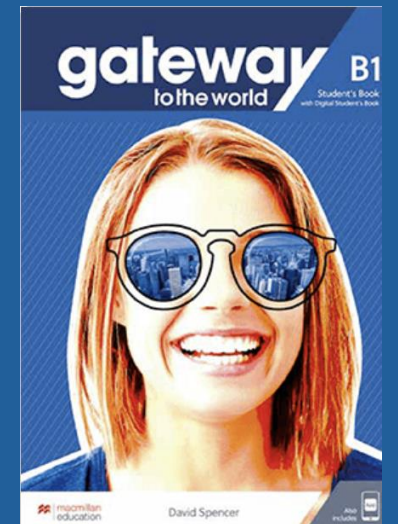


Listening



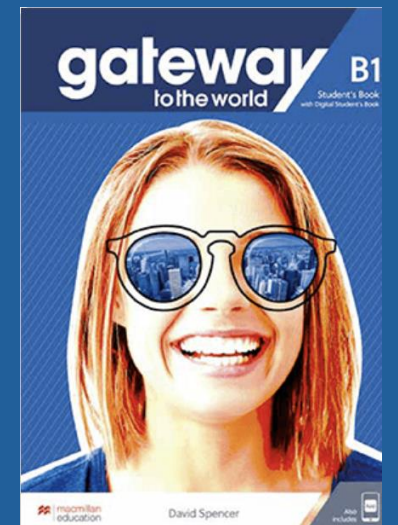
LISTENING

- Location and understanding specific information
- Understanding detail
- Understanding gist
- Recognizing or inferring the speaker's attitude or emotion
- Following the development of an argument or narrative
- Matching spoken to written information
- Following instructions or directions

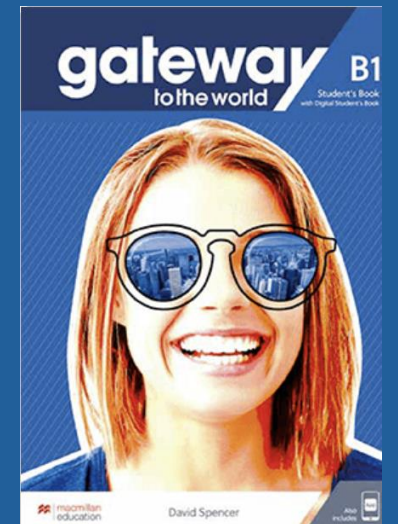


M

Mobile Phones

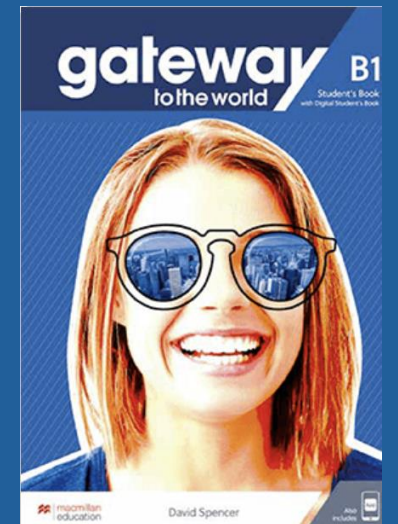


Mobile Phones

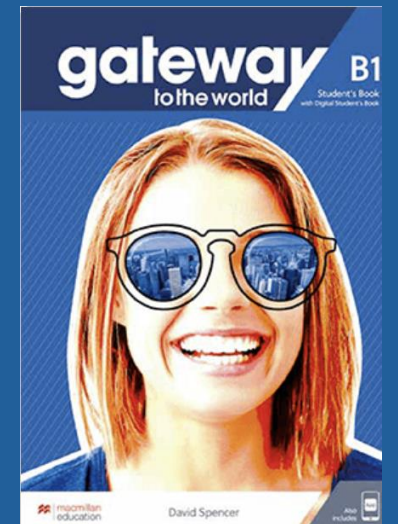


N

Nano Learning



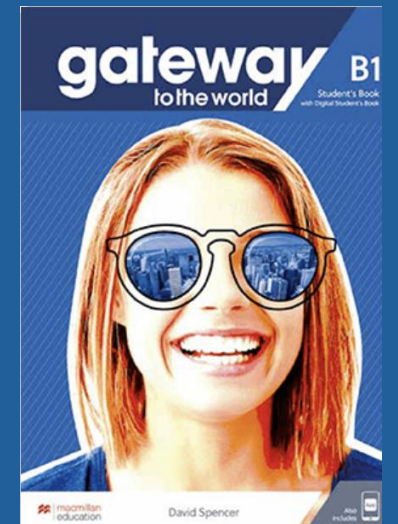
Nano Learning



Nano-Learning

I am a nano-learner. What does that mean? Each day, I learn several things in small chunks. Really small chunks. A 90-second conversation with an expert triggers a huge “a-ha.” A few moments concentrating on learning how something works leads to a new micro-skill. What’s more, I am not that unusual. Most people acquire most of their knowledge in smaller pieces.

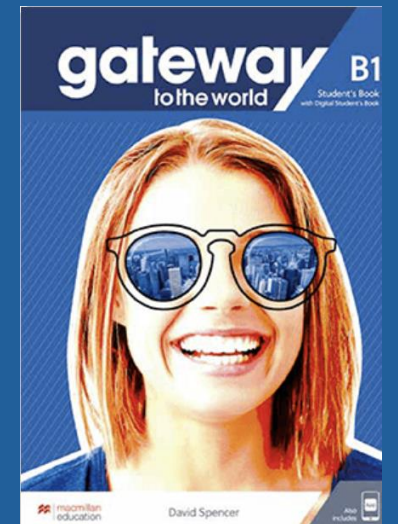
January 2006 - Elliott Masie



Objectives



Objectives

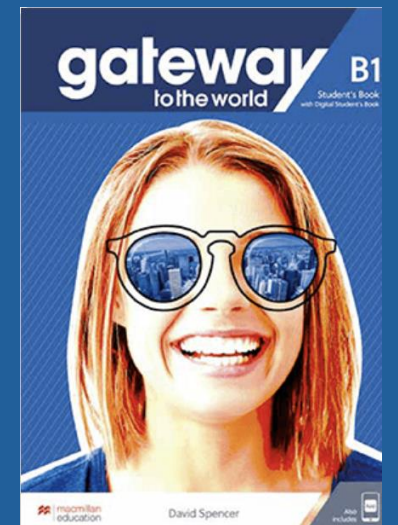


P

Punctuation



Punctuation



the government announced today that it will increase funding to developing countries in particular more money will be made available to construct schools for girls they will focus on increasing young womens confidence and training them to set up their own businesses this initiative has been welcomed by local politicians

Section 2

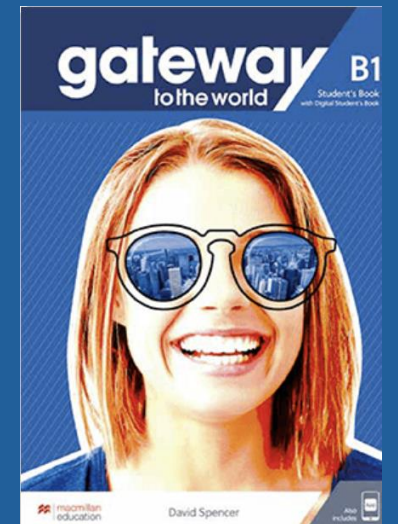
11. The government announced today / that it will increase funding to developing countries. / In particular, / more money will be made available / to construct schools for girls. / They will focus on increasing young women's confidence/ and training them / to set up their own businesses. / This initiative has been welcomed by local politicians.

Q

Questioning



Questioning



Cubing

What is the Apprentice?

1. Describe it (colours, shapes, sizes, etc.)

It is a TV show where you try to win a job with a successful business person.

2. Compare it (What is it similar to?)

It's a little like Hell's Kitchen where you compete to win a job running a kitchen

3. Associate it (What does it make you think of?)

It helped make Donald Trump very popular in America.

4. Analyse it (Tell how it's made)

Each episode contestants are split into two groups and given a task, the losing group has one of their team members 'fired' from the show.

5. Apply it (What can you do with it? How can it be used?)

Some of the tasks could be used as business ideas

6. Argue for or against it

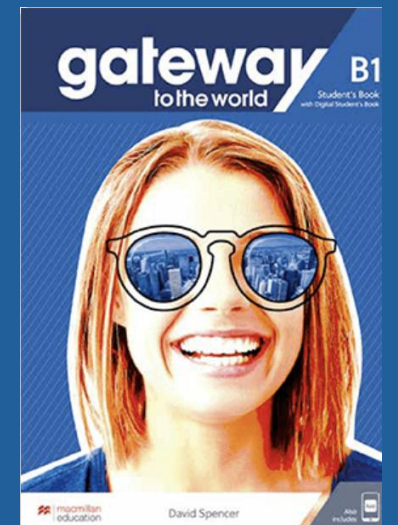
It doesn't really reflect the employment process that people actually go through.

R

Reading



Reading



PISA Reading Literacy Framework - Definition

2001

Reading literacy is understanding, using and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

2012

Reading literacy is understanding, using, reflecting on **and engaging with** written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

2018

Reading literacy is understanding, using, **evaluating**, reflecting on and engaging with **written** texts in order to achieve one's goals, to develop one's knowledge and potential and to participate



21 in November 2025



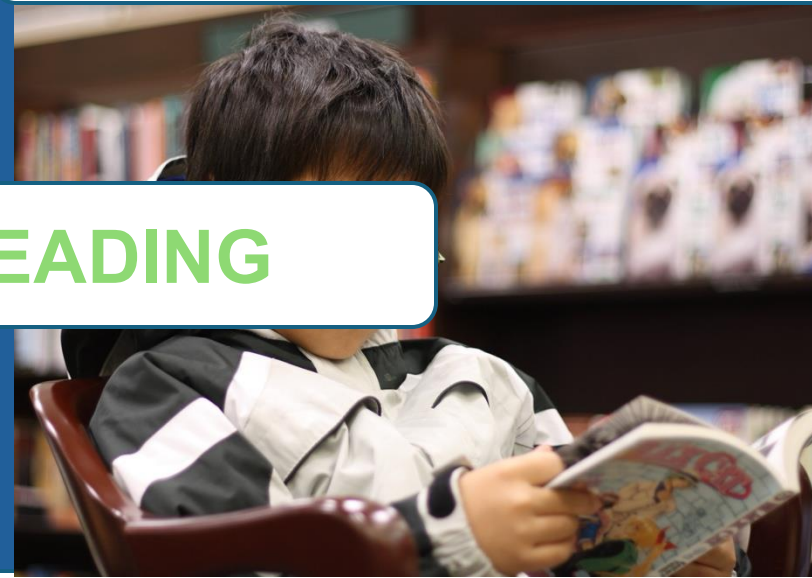
11/6/2025

DEEP READING



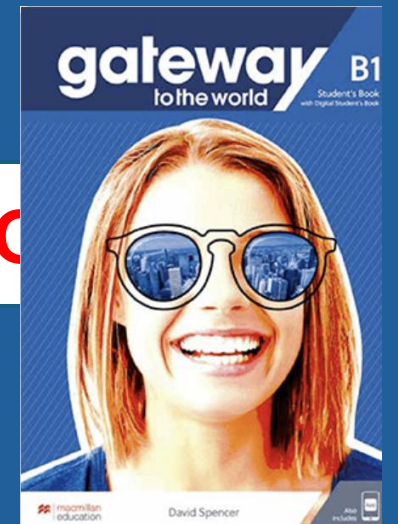
INTENSIVE READING

LIGHT READING



EXTENSIVE READING

WIDE READING





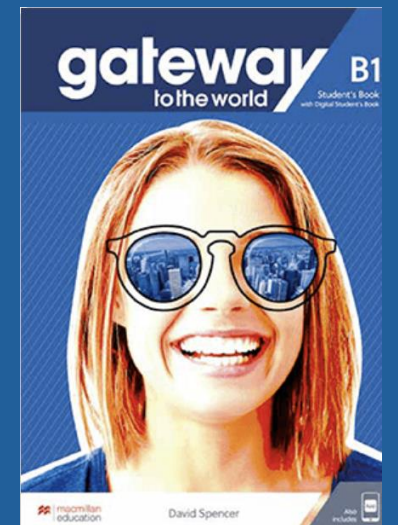
INTENSIVE READING

Slow
 Reading Word for Word
 100% Understanding required
 Short texts
 Reading to do
 Detailed Texts
 Explaining Vocabulary
 Bottom-Up Processing
 (Magnifying Glass)



EXTENSIVE READING

Rapid
 Reading for Gist
 Don't need to understand *everything*
 Lots of texts
 Reading to enjoy
 Decoding Texts
 Guessing Vocabulary
 Top-Down Processing
 (Eagle's Eye)

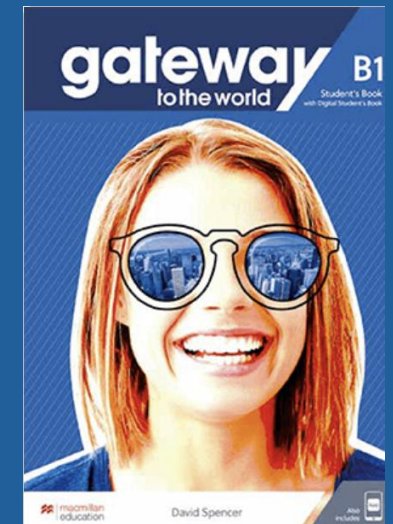




we read much faster, we look for the pieces of information that we want and we don't really look at everything else around it. This doesn't give us all of the information available from the text and it doesn't exercise our brains as much as deeper reading does.



Deep reading is slower and more immersive, it activates the centres in your brain which are responsible for speech, hearing and vision, and helps them to work together to create an image in our heads. Reading in this way also develops our ability to understand and use language. We can also retain and recall the information we have read much better than light or surface reading

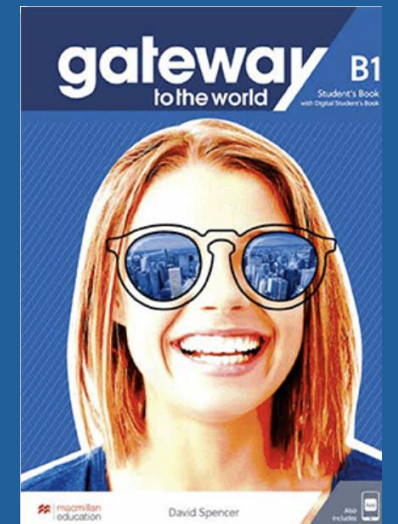


S

Silent Way



Silent Way



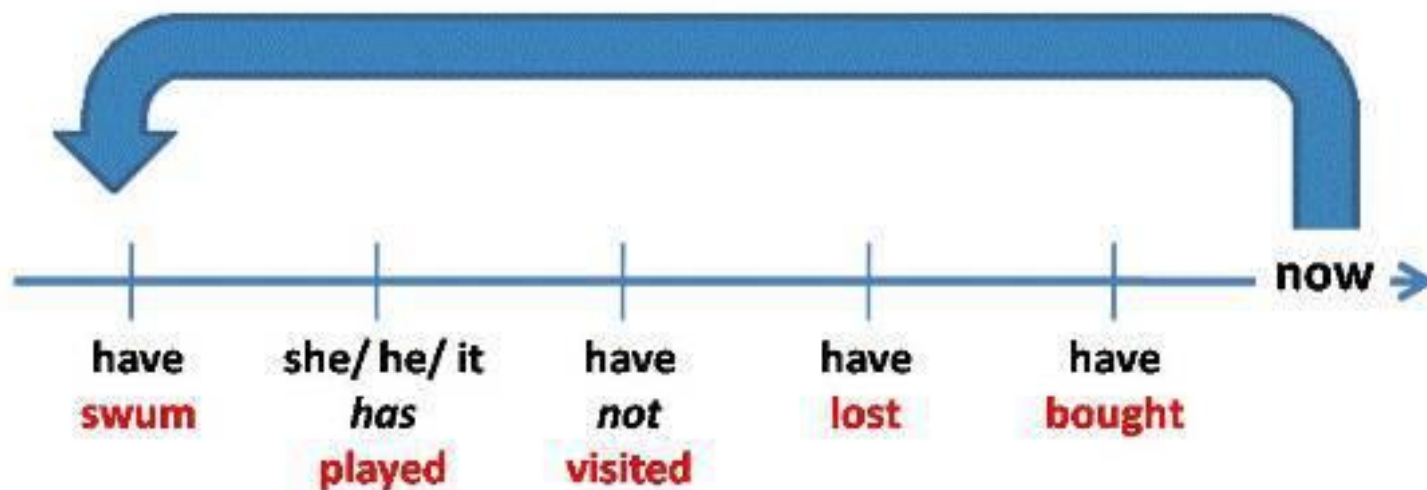
T

Timelines

Tongue Twisters

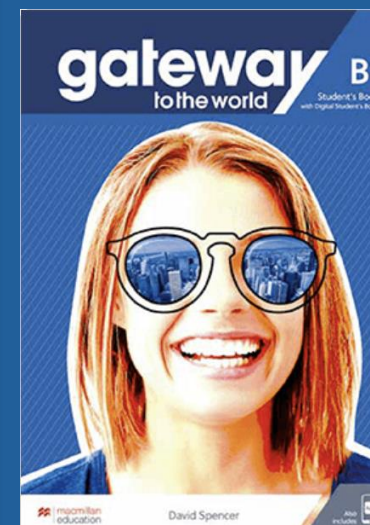
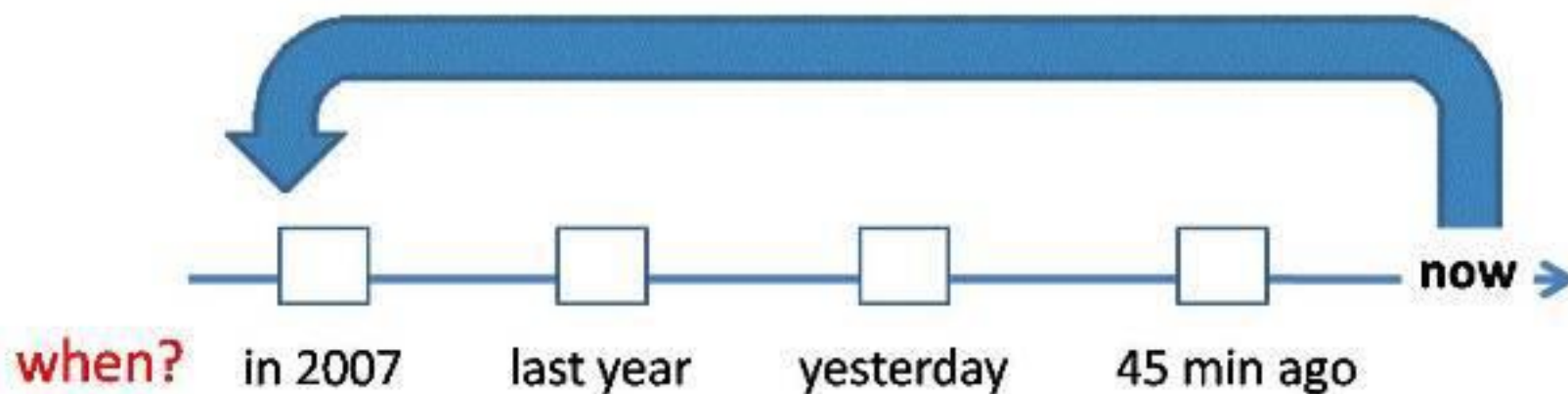


Present Perfect – focus is on the actions

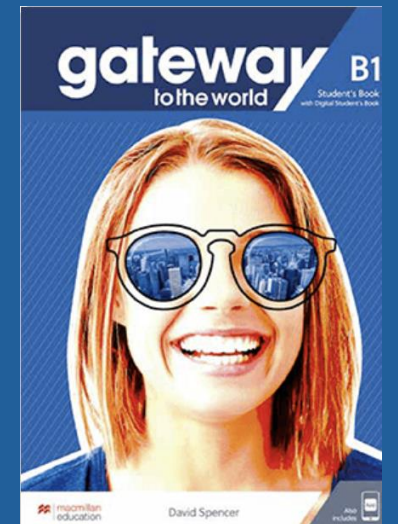


English Teacher - Dimi - Online English Lessons on Skype:
<http://englishwordoftheday2010.blogspot.com/>

Past Simple – focus is on the time, when did this happen? facts, details



Tongue Twisters



Tongue Twisters

Red Lorry Yellow Lorry (x3)

Fried Fish Fresh

Fresh Fried Fish

Fish Fried Fresh

Sherman shops at cheap chop suey shops.

The sixth sheik's sixth sheep's sick.

Pass the pink peas please.

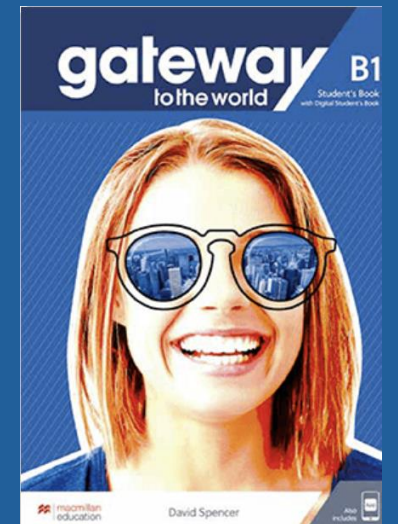
Three free through trains.(x3)

Truly Rural(x3)

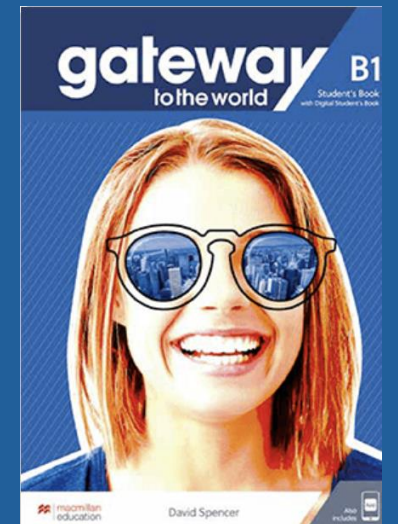


U

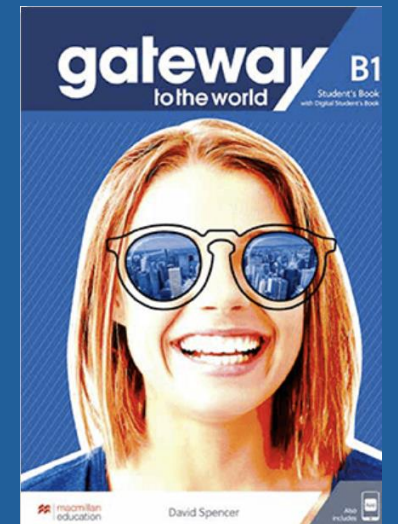
Utterances



Utterances (not considered words)



Sounds like, *umm, hmmm, uh-huh, pfft, mmm, brrr*, a deep sigh or even a whistle.

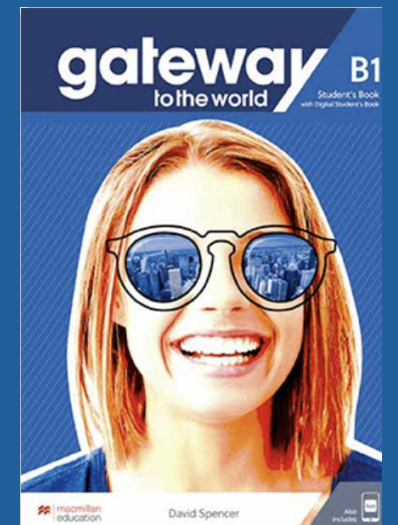


V

Videos



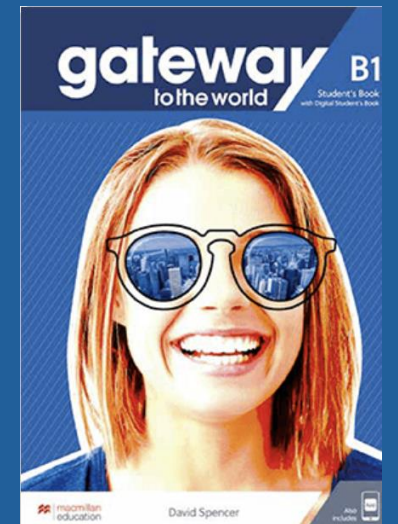
Videos



Why use video?

When video is incorporated into student-centred learning activities it can:

- *Increase student motivation.*
- *Enhance the learning experience.*
- *Lead to higher marks in tests.*
- *Develop potential for deeper learning of the subject.*
- *Help develop learner autonomy.*
- *Enhance team work and communication skills.*

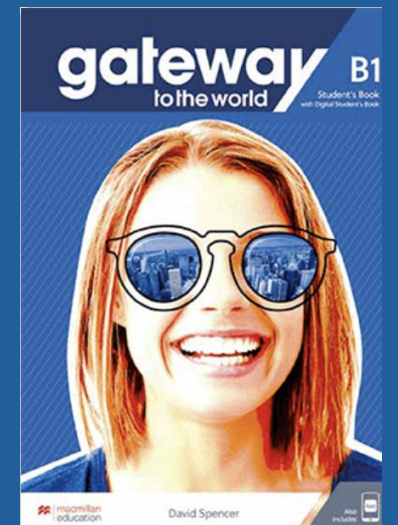


W

Wait time



Wait Time

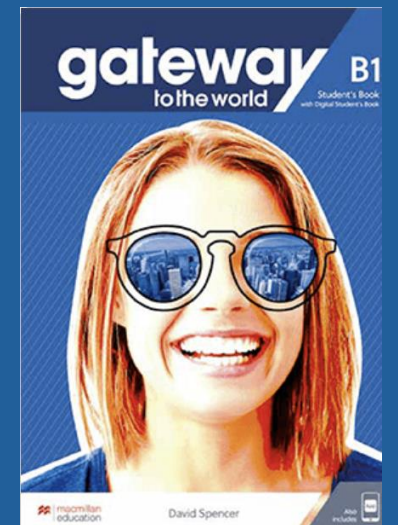


X

X-factor



X-Factor

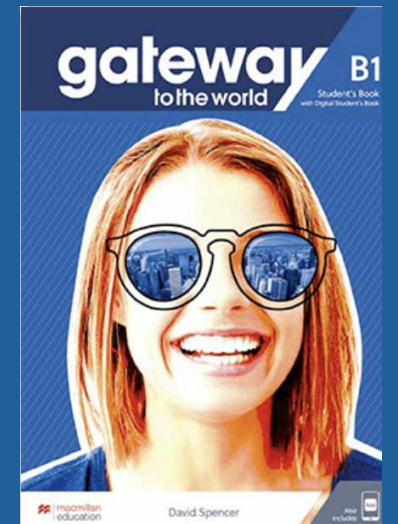


Y

Yes/No Questions



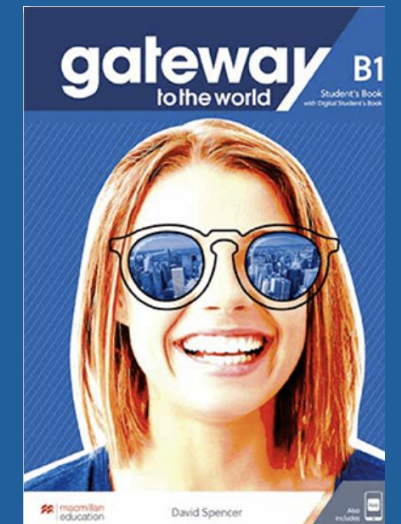
Yes/No Questions



20 Questions

What's my
job?

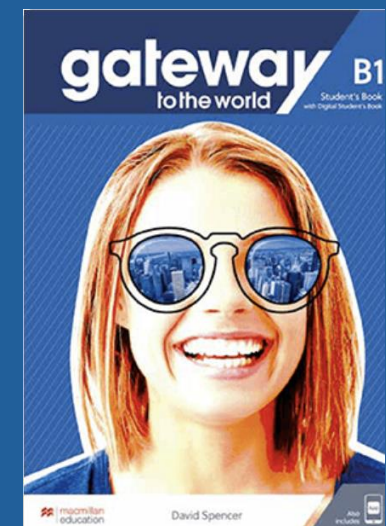
I can only answer
“Yes” or “No”.





Proofreader

Zlin November 2025



i:	ɾ	ʊ	u:	ɪə	eɪ	↗	↘
e	ə		ɔ:	ʊə	ɔɪ	əʊ	
æ			ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

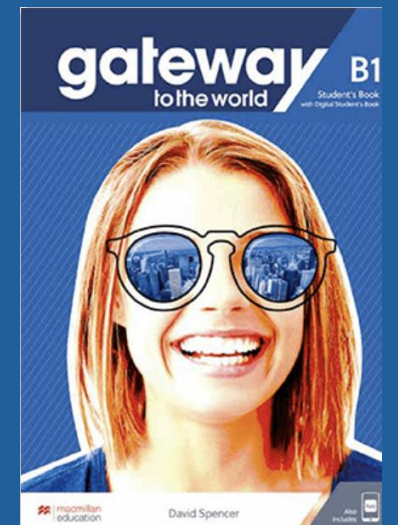


Z

ZPD



Zone of Proximal Development



Zone of Proximal Development

Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.

What is Known

What is not Known

Learning



**THANKS FOR YOUR
TIME**

Zlin November 2025

