

Practical & Professional English / autumn 2006 Topics for Presentations

<http://www.teachingenglish.org.uk/think/think.shtml>

- **Methodology** - articles about teaching theory and elements of classroom teaching
 - Analysing language
 - Checking answers
 - The child as a learner
 - Monitoring
 - Checking understanding
 - Young learner testing
 - Make no mistake
 - Content and Language Integrated Learning
 - Planning a grammar lesson
 - Using dictation
 - Teacher positioning in the classroom
 - Syllabus writing
 - Non-verbal communication
 - Teaching online
 - Conveying meaning
 - Socio cultural awareness in ELT
 - Multiple intelligences
 - Test question types
 - Test writing
 - Monitoring speaking
 - Testing and assessment
 - Storytelling in young learner classes
 - Drilling 1
 - Sense of humour
 - Dogme: A teacher's view
 - Reflective teaching
 - Teaching English to blind students
 - A Task-based approach
 - The teacher as aid
 - Project work
 - Discipline problems
 - Total physical response
 - Motivating teenagers
 - Measuring advanced level students' progress
 - Lesson planning 2
 - Content based instruction
 - Error correction 2
 - Lexical Approach 2
 - Error correction 1
 - Lexical approach 1
 - Teaching mixed -ability classes 2
 - Teaching mixed-ability classes 1
 - Group work v whole-class activities
 - Personality orientated approach
 - Managing young learners
 - Rediscovering silent grammar
 - Peer observation
 - Learning styles and teaching
 - From mother tongue to other tongue
 - Teaching large classes
 - Lesson planning 1
- **Literature** - articles about the use of literature in the language classroom
 - Complete poetry resuscitation
 - Using poems to develop receptive skills
 - Using poems to develop productive skills
 - Creating a class play
 - Using drama texts in the classroom
 - Storytelling - benefits and tips
 - Teaching English through children's literature
 - Motivating pupils to read 1
- **Resources** - articles about different teaching and learning resources

- Using dictionaries
- Music for visualisation
- Picture stories
- Story books in the classroom
- Teaching without a coursebook
- Blogging for ELT
- Using authentic materials
- The not so hidden resource - the students
- Using flash cards
- The home-school connection 1
- Video and young learners 1
- Low-tech learners
- Using the internet 1
- Self-access: a framework for diversity
- **Speaking**
 - Audio exchange project
 - Video exchange project
 - Student presentations
 - Speaking and elementary learners
 - Getting teenagers talking
 - Teaching speaking skills 2 - overcoming classroom problems
 - Role play
 - Find the gap - increasing speaking in class
 - Teaching speaking skills 1
- **Listening**
 - Helping teens to listen
 - Listening for young learners
 - Listening to body language
 - Listening and elementary learners
 - Making listening an authentic experience
 - Listening skills lesson framework
 - Pre-listening activities
- **Reading**
 - Theories of reading
 - Extensive reading
 - Text in language classrooms
 - Reading and elementary learners
 - Reading out loud
 - Interacting with texts
 - Using news articles
- **Vocabulary**
 - Context developing activities
 - Seven steps to vocabulary learning
 - Multi-word verbs: Learner problems
 - Working with vocabulary
 - Skills circuits: Recycling language
 - Delexicalised verbs
 - Lexical notebooks
 - New words in English
 - Remembering vocabulary
 - Presenting vocabulary
 - Collocation and advanced learners 1
 - Vocabulary and autonomy
- **Writing**
 - Planning a writing lesson
 - Encouraging student response
 - Using mind maps to develop writing
 - Writing and elementary learners
 - Responding to content
 - Learner diaries
 - How to approach discursive writing
 - Product Vs process writing
 - Approaches to process writing
 - Write on! Creative writing for language practice