

# Teaching in English: key concepts and strategies

## Section I

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The importance of English in the postmodern, interconnected world

English: number of speakers

Top languages of the world

**Language approximate # of speakers**

1. Mandarin Chinese      NATIVE: 873 million 2nd: 178 million TOTAL: 1.051 billion
2. Hindi      NATIVE: 370 million 2nd:120 million TOTAL: 490 million
3. Spanish      NATIVE: 350 million 2nd: 70 million TOTAL: 420 million
4. English      NATIVE: 340 million TOTAL: 510 million

**Latest research from the British Council predicts that the number of people actively learning English around the world is set to exceed 1.9bn by 2020.**

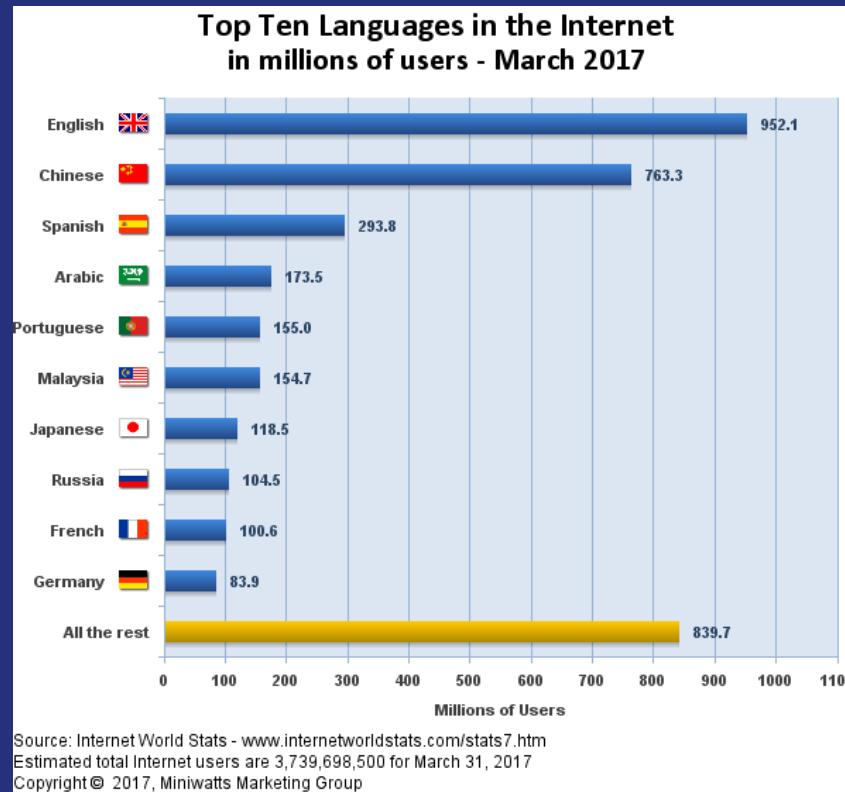
It is estimated that there are currently over 1 billion people learning English worldwide and this will double in a little over five years.

According to the British Council's research, there are approximately 750 million speakers of English as a foreign language (EFL) and 375 million speakers of English as a second language (ESL).

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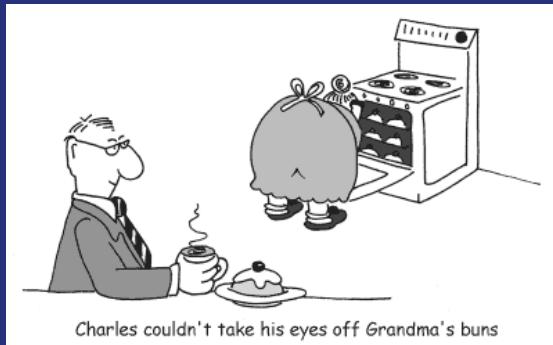


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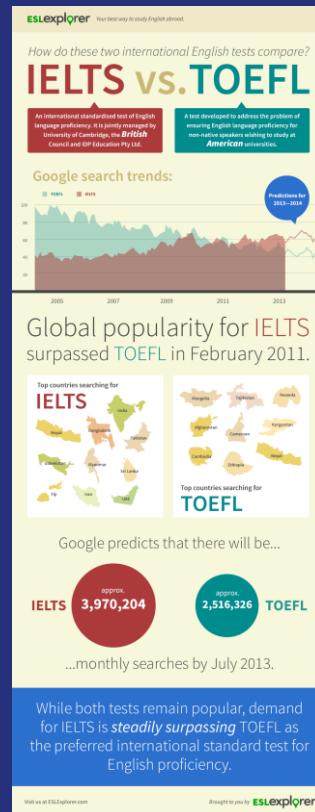
## American vs British English:

- 1) Are they so different?
- 2) Which is better for science and technology?
- 3) And for education?



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Cambridge, Trinity, TOEFL....



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**BE – Business English**

**EAL – English as an additional language**

**EAP – English for academic purposes**

**EFL – English as a foreign language**

**EIL – English as an international language (see main article at International English)**

**ELF – English as a *lingua franca*, a common language that is not the mother tongue of any of the participants in a discussion**

**ELL – English language learner**

**ELT – English language teaching**

**ESL – English as a second language**

**ESOL – English for speakers of other languages**

**ESP – English for specific purposes, or English for special purposes (e.g. technical English, scientific English, English for medical professionals, English for waiters)**

**EST – English for science and technology (e.g. technical English, scientific English)**

**TEFL – Teaching English as a foreign language. This link is to a page about a subset of TEFL, namely travel-teaching**

**More generally, see the discussion in Terminology and types**

**TESL – Teaching English as a second language**

**TESOL – Teaching English to speakers of other languages, or Teaching English as a second or other language**

**Also the short name for TESOL International Association**

**TYLE – Teaching Young Learners English. Note that "Young Learners" can mean under 18, or much younger**

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		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writer's adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPEAKING	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of a argument from a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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ACCURACY	FLUENCY
<b>DEFINITION</b> <ul style="list-style-type: none"><li>□ Refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language (Byrne, 1988)</li><li>□ Accuracy refers to the <b>correctness of the language</b> being produced by the speaker.</li><li>□ Ability to produce grammatically correct sentences.</li></ul>	<b>DEFINITION</b> <ul style="list-style-type: none"><li>□ Fluency is derived from the Latin word <i>fluens</i> which means "to flow".</li><li>□ May be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication (Crystal, 1977; Byrne, 1986; Nation, 1991) Freedom from word identification problems</li></ul>

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## ACCURACY

- Clear and articulate speaking or writing.
- Language free from grammar mistakes.
- Words spelled and/or pronounced correctly.
- Language appropriate to the situation and/or context.

## FLUENCY

- The ability to produce written and / or spoken language with ease.
- Speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.
- Communicate ideas effectively.
- Produce continuous speech without causing comprehension difficulties or a breakdown in communication.

## ACCURACY

Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing.

Example:

A learner might be fluent (can make their meaning clear) but not accurate (can make a lot of mistakes).

In the classroom

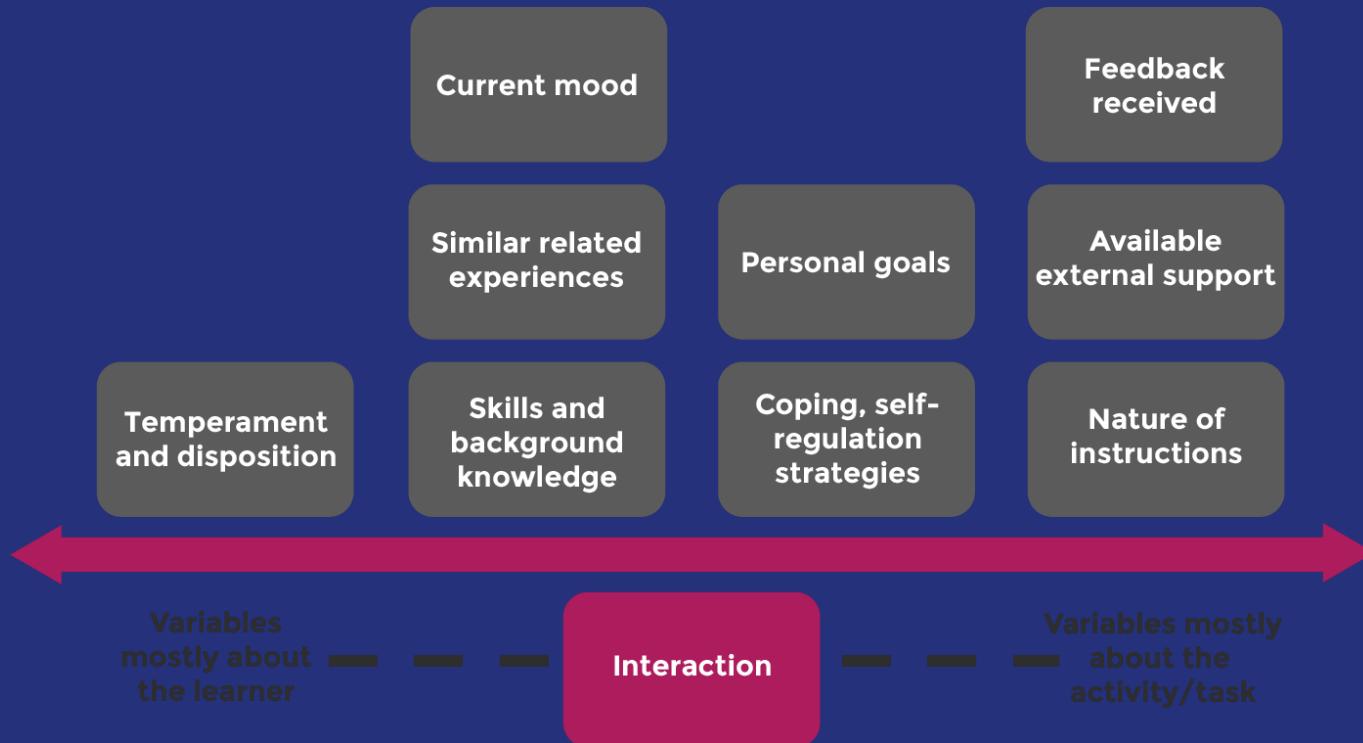
Language manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

## FLUENCY

**Fluency** is **defined** as being able to speak and write quickly or easily in a given language. It comes from the Latin word **fluentem** **meaning** “to flow.”

## FOCUS ON COMMUNICATION

## EMOTIONAL ASPECTS

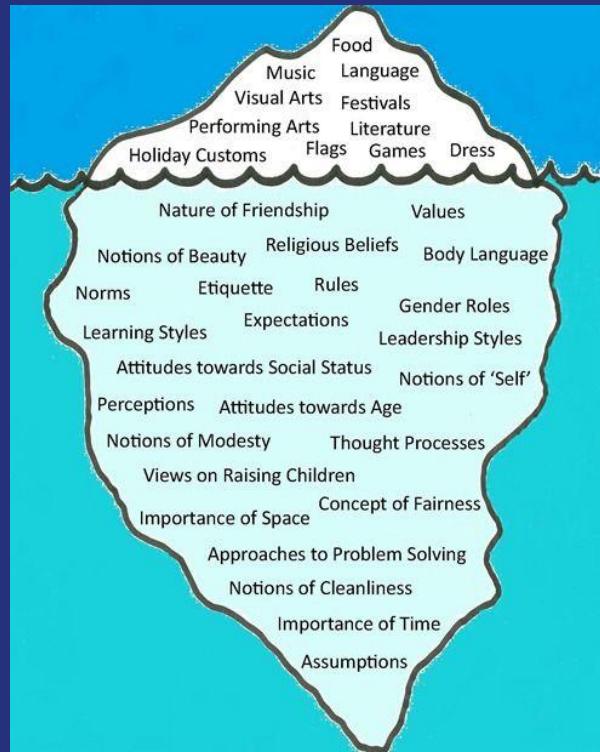


## EMOTIONAL ASPECTS

### TYPICAL BARRIERS IN COMMUNICATION

1. PHYSICAL
2. PSYCHOLOGICAL
3. LANGUAGE/SEMANTIC
4. CROSS-CULTURAL

## CULTURAL ASPECTS



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## KEY ASPECTS TO BE TAKEN INTO ACCOUNT IN TEACHING ENGLISH

GRAMMATICAL ASPECTS:

MOST COMMON MISTAKES:

[EXAMPLE 1](#)

[EXAMPLE 2](#)

[EXAMPLE 3](#)

## KEY ASPECTS TO BE TAKEN INTO ACCOUNT IN TEACHING ENGLISH

GRAMMATICAL ASPECTS:

MOST COMMON ACADEMIC ENGLISH MISTAKES:

[EXAMPLE 1](#)

[EXAMPLE 2](#)

[EXAMPLE 3](#)

## KEY ASPECTS TO BE TAKEN INTO ACCOUNT IN TEACHING ENGLISH

### PRONUNCIATION ASPECTS

### MOST COMMON MISTAKES

### EXAMPLE

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# Sections II/III

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# Academic English: oral and written

*First of all, these aspects must be taken into account:*

***How does my own topic area affect the language use?***

***What kind of audience am I writing for?***

***What is the purpose of writing?***

***How do the audience, topic and purpose of writing together affect my use of the language?***

Regardless of the topic area, audience, and purpose, certain general guidelines can be provided as a starting point:

use formal words and structures (do NOT use shortened verb forms or negatives such as I'm, don't, etc.)

do not over-emphasize your own person or that of someone else (impersonality, objectivity → passive voice, impersonal structures, etc.)

be cautious when dealing with issues not necessarily accepted by everyone (→modal auxiliaries such as may/might/should; adverbs and adjectives such as potential, perhaps, possibly, likely, etc.)

use the professional terminology of your field, but avoid saying things in an overly complicated manner. Technical terminology will help you discuss matters in more detail (e.g. 'digit' vs. 'number'), but it may also obscure the message when used in the wrong context (e.g. 'feline olfactory organ' vs. 'cat's nose')

keep in mind your intended audience and its expectations

**In sum: the style of your writing should be uniform and consistent and the language (in terms of vocabulary and structure) should be appropriate for the context.**

# Academic English: oral and written

## Formality

this piece of writing → the present study (=this study)  
my essay'll make it clear → the present paper will clarify

## • Impersonality

Many of my friends and colleagues say that... → It is commonly said that...  
I, you, my friend Dave → the present study/author, one, Professor Robertson/Robertson (1992)

## • Precision

pets like cats, dogs, etc. → pets, such as cats and dogs,  
around half of the group → approximately 53% of the group

## • Caution

Our study proves that → This study shows that  
I'm sure this is so. → There is reason to believe that this is so.  
We really couldn't make anything of the results. → There were difficulties in analyzing the results.

## • Lack of emotion (an objective, unemotional stance)

I think that this idea sucks. → This idea may not be accurate.  
In my opinion this is a wonderful topic. → This topic is worth investigating because....

# Academic English: oral and written

[Glossary 1](#)

[Glossary 2](#)

[Glossary 3](#)

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# Academic English: oral and written

[Educational value of podcasts](#)

[Educational value of iTunes U](#)

[Endnote](#)

[OneChecker](#)

# Practical Workshop

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1. Introduce yourself:
  1. Who are you?
  2. Which is your area of teaching and research?
  3. What are you going to teach?
  4. How many classes a week?
  5. How are you going to teach the subject? Theory, practise, both?
  6. The evaluation is going to be based on...
  7. Office hours and email policies

## 2. Correct a student's opinion.

You need to be clear about the mistake, but polite and make sure the student understands you're just trying to help him.

## 3. Give a positive feedback.

Why was the essay/exam/opinion so positive?  
Has the student improved?

## 4. A student has failed an exam. Why? What should he do to pass the next test?

## 5. Explain any concept from your area of expertise. Try to adapt your vocabulary and explanations to the freshman level.



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