

Activate teaching skills – make a difference



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The essence of the topic

- TEACHING SKILLS
- EFFECTIVE EDUCATORS
- INFLUENCED LEARNERS

- interrelated
- align with those teaching skills that must be activated throughout the teaching process.
- if learners are offered activities that require active involvement, the learning process will be:
 - comprehensible
 - more accessible to follow
 - related to their background knowledge
 - interests
 - needs
 - to their language level.

TEACHING SKILLS



Teaching - the most powerful profession that allows one to influence a generation of learners in many ways:

with a positive attitude towards the possibility of learning critical thinking, of sharing ideas and learning from each other,

connecting classroom education situations with real-life situations and

learning how to handle them, etc.



What is essential for teachers to be effective educators are teaching skills.

These skills are necessary for teachers, learners and academic institutions for the following reasons:

career development,

job satisfaction,

happy learners,

institutional success.



Practical teaching skills provide opportunities to advance one's career.

With teaching skills, teachers are more likely to achieve the learning outcomes they have for their learners.

It is rewarding to see one's learners understand the course content and succeed.

Learners are happier in environments where they are given the right tools and resources for learning, and they see themselves understand and can apply what they learn in life.

Eventually, institutions with skilled, confident and devoted teachers also gain an excellent reputation.



Effective educators



THE MOST IMPORTANT TEACHING SKILLS

communication skills, organisational skills,
confidence,
motivational skills,
conflict-resolution skills, empathy,
critical thinking skills,
creative skills,
patience,
enthusiasm,
dedication,
technical skills,
providing feedback.



HOW TO IMPROVE TEACHING SKILLS

Identify your strengths and areas for improvement

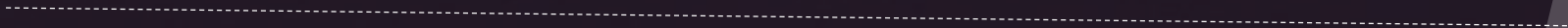
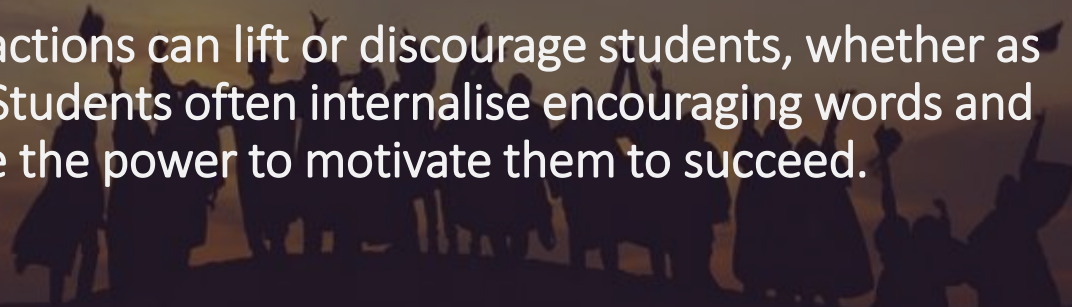
Implement improvement strategies (public speaking practice ,attending workshops and conferences,joining professional associations, networking with other teachers)

Develop performance metrics

(set specific, measurable, actionable, realistic and timely (SMART) goals, determine how you will evaluate each skill)

INFLUENCED LEARNERS

- Teachers shape the behaviour and attitudes of their learners. As a result, teachers have an impact on learners' lives that extends beyond test scores.
- Teachers have a very significant, lifelong impact on all of their students. This impact involves teaching particular academic skills and, importantly, fostering students' self-esteem. Reinforcing self-esteem in the classroom is associated with increased motivation and learning.
- A person's words and actions can lift or discourage students, whether as educators or parents. Students often internalise encouraging words and actions and these have the power to motivate them to succeed.



A FEW EXAMPLES FROM THE METHODOLOGY LESSONS (the final exam in the master's studies)



- The exam refers to the language skills assignment for the different levels of learning English in primary and secondary schools.
- There was a whole procedure of instructions for this assignment based on the knowledge gained during the lectures and tutorials.
- The main focus of a language skill task (listening, speaking, reading or writing) was to prepare teaching material for various levels (from the first to the third cycle of primary school and the levels in high school) of English within one class.
- Note We can have different levels of English in one class. Still, we can prepare various activities to engage all learners and have them all learn in different ways simultaneously.



A week before their final exam, the students had the opportunity to analyse:
the teaching resources and learning situations,
to ask about anything regarding their assignments.

Furthermore, they had the chance to:

gain a lot of practice, working in pairs and groups, sharing ideas and learning from each other because they were obliged to discuss the conclusions they came to in small groups.



They got additional tips for the main focus of their teaching, which aligned with ways to differentiate the lesson

Give students options for learning:

- PICTURES, FLASHCARDS, POWERPOINT VISUALS
- CUSTOMISE MATERIALS BASED ON LEVELS
- CUSTOMISE MATERIALS BASED ON STUDENTS' ● LEARNING TYPES: VISUAL, AUDIO, KINAESTHETIC, ETC.
- PERFORM TASKS INDEPENDENTLY, FREE OF JUDGEMENT
- LEVELED GROUPING OF STUDENTS
- TEACHER STATION/TEACHER ONE-ON-ONE
- PROVIDE A VISUAL SUMMARY
- INDEPENDENT AUDIO LISTENING
- THE WAY WE ASSESS STUDENTS
- CHANGING DIFFICULT VOCABULARY IN A TEXT TO MAKE IT EASIER TO UNDERSTAND

<https://www.youtube.com/watch?v=Kg38A1ggYiE&list=PL50779DCC03922F90>

If you are interested in watching the video, it might be helpful to read through the following questions to focus on its crucial point.

1. What is the impact of differentiation?
2. What benefits do stations offer the teacher?
3. What does differentiation look like in the classroom?
4. What does the teacher do to avoid stigmatisation?
5. What are the two forms of differentiation?
6. How much time do they spend working at their stations?
7. Are the students rotated through all three stations, and how do they do it?
8. What are the principles of the COMPUTER STATION?
10. What does the SORT STATION offer?
11. What modalities are emphasised here?
12. What do the students do at the sort station?
13. What can a teacher do if some students finish earlier?
14. What does the TEACHER STATION provide?
15. How do the students feel about this station?
16. How does the teacher approach the BLUE GROUP?
17. What does the teacher say about the Venn diagram for other groups?
18. What does moving through other stations mean for the students?

MODEL LESSON EVALUATION RUBRIC

	5	4	3	2	1
Language goals	Goals are very measurable, differentiated, and appropriate for the lesson	Goals are measurable, differentiated, and appropriate for the lesson	Goals are primarily measurable, differentiated, and appropriate for the lesson	Goals are somewhat measurable, differentiated, and appropriate for the lesson	Goals are not measurable, differentiated, or appropriate for the lesson
Time management	Items are well-prepared, with highly seamless transitions between activities	Items are well-prepared, with seamless transitions between activities	Items are prepared, with mostly seamless transitions between activities	Items are prepared, with some seamless transitions between activities	Items are minimally prepared, and transitions between activities are not seamless
Differentiation	Activities are well-adjusted for different reading levels	Activities are appropriately adjusted for different reading levels	Activities are mainly appropriately adjusted for different reading levels	Activities are somewhat adjusted for different reading levels	Activities are minimally adjusted for different reading levels
Creativity	The lesson shows apparent originality and effort in the presentation	The lesson shows originality and effort in the presentation	The class mostly shows ingenuity and effort in the presentation	The address somewhat shows imagination and effort in the presentation	The study shows minimal effort and creativity in production

The video collage (the final exam in the master's studies)



The video collage (speaking/listening assignments)

