

I'm so glad to be one of the winners of the International Contest "Ask Luke Thompson"!

<http://www.tea4er.ru/news/4108---qask-luke-thompsonq>

It was very interesting to read Luke Thompson's responses for my questions and the questions of other participants of the contest. Thank you very much, dear Luke!

<http://www.tea4er.ru/interview/4107-2015-06-24-19-15-59>

Tatyana Zimina English teacher Lyceum № 5 Mtsensk, Oryol region

Dear Luke,

In my opinion, the most important part of the lesson is the beginning. Well begun is half done. If we manage to involve our students into the learning process from the first minutes of the lesson they will be active and interested learners up to the end of the lesson. What are the most effective beginnings of your lessons? Share your experience, please.

Thanks in advance for your answer.

Best wishes,

Tatyana

Hi Tatyana,

Yes I agree, the beginning of a lesson is really important. It's vital to make the students feel like the subject you are teaching is relevant and important to them, and to make them feel personally involved in the class. Usually at the beginning of the class I'll say something about why the lesson is important to them, mentioning specific needs they have and so on. I'll also attempt to raise their level of interest by perhaps sharing something personal or asking them to respond to a few quick questions from a personal point of view. This should involve everyone both as learners of English and human beings. I think it's vital for the students to be personally involved in what they're learning as it helps in the acquisition of language and also makes the class so much more enjoyable and interesting for everyone. After all, I think a good lesson is like a collaboration and the students have just as much responsibility for it being a success as the teacher. I simply encourage my students to take an interest in the class, by giving them the opportunity to do so.

I hope that answers your question!

Tatyana Zimina English teacher Lyceum № 5 Mtsensk, Oryol region

Dear Luke,

Some years ago I've read the book « Men Are from Mars, Women Are from Venus» of John Gray which illustrates psychological differences between the genders. Could you share your opinion, if a teacher should pay attention to whom he/she explains the language material – to boys or to girls? Should there be different examples when a teacher explains grammar rules or lexical peculiarities to schoolchildren of different genders? And what about a mixed group? Sure, it will be very interesting if you devote one of your future podcast's episodes to the theme of psychological differences between the genders.

Thanks in advance for your answer.

Best wishes,

Tatyana

Hi Tatyana,

I did an episode about men & women, and that book you mentioned. You can listen to it here <http://teacherluke.co.uk/2009/10/19/episode-9-men-vs-women/> Regarding your question of whether we should teach differently to men and women, I think the only things we need to consider are that men and women might be interested in slightly different subjects, or might relate to slightly different subjects. It's important to bring grammar and vocabulary to life by using colourful and personalised examples. If all those examples are based around a male point of view the women might find it more difficult to relate to what you're saying. I think men and women probably learn languages in roughly the same way, but they might be motivated by different topics. It's worth listening to and observing your students to make sure you're speaking to them all, not just the men or women.

Thanks for the question.