

THE VAUGHAN METHOD

THE METHOD THAT

WORKS

The **Vaughan Method** is based on three key elements:

ORAL-BASED CLASSES

The first important aspect of the Vaughan Method is that classes are mainly oral-based. At Vaughan Systems we believe that knowledge of grammar isn't enough to master a language. In a conventional class outside of Vaughan, teachers often focus on 'grammar theory' and not so much on the practice of the language. For example, many teachers make students learn English as if the language were made up of equations and get students to memorise structures like if + present simple + future = the first conditional. At Vaughan, however, we believe that in a real-life situation, when it really matters, there isn't enough time to refer back to theory in this way. The method we apply is

designed to get students to increase their agility with the language and to train students to communicate



in correct English without having to think. This agility with language, from our experience, doesn't come from hours of studying grammar theory, but rather spending hours of putting this theory into practice.

Despite the fact that classes at Vaughan Systems are mainly oral-based, this doesn't mean that we do conversation in class. In fact, the amount of conversation exercises we do is limited. We work mainly on grammar, but putting the grammar into practice by using drills to elicit specific responses until students assimilate and become agile with the language we teach.

As we work primarily on spoken English, classes with the Vaughan Method are full of energy to the extent that it's very difficult for students to switch off or to get bored in class. They know that in any given moment they will be required to understand and then respond to the teacher. The nature in which teachers deliver a Vaughan class encourages concentration and, therefore, this allows students to make the most of every second in the class, which is ultimately reflected in their progress.



CORRECTION

The second important aspect of the Vaughan Method is that we correct every mistake on the spot and then get students to repeat.

Why do we correct every mistake?

- By doing so students become more confident with English because they're able to see their progress. They notice that the teacher corrects aspects of their English less and less as they improve.
- Students end up trusting teachers as they know that when they haven't been corrected by the teacher, this means they've used correct English. For example, if a teacher doesn't correct every mistake, students can never be sure that what they're saying is correct. With the Vaughan Method they can.
- We believe that if a mistake is left uncorrected, it's automatically reinforced in the student's mind and therefore the student is more likely to make that same mistake again in the future. By correcting every mistake, we break bad habits and create good ones.
- Students learn from each other's mistakes and this encourages them to participate and concentrate for the entire duration of the class.
- Correcting every mistake creates positive anxiety in the class as students are anxious about speaking correctly but in a class atmosphere that's fast, fun and demanding.



Why do we correct on the spot?

- We find that if we correct students on the spot, it's easier for the student to understand what the mistake was – as it'll still be fresh in their mind.
- Because practice doesn't make perfect, practice makes automatic. If there's a delay in correcting the mistake, it's more likely that the mistake will become automatic. We insist on correcting an error on the spot in order to make the correct answer the language that's "automatic" to the student.
- Students end up correcting their own mistakes when they speak and this self-correction is an important step towards assimilating the language.



Why do we get students to repeat?

- If we corrected a student and then carried on the class without saying anything, this would make correction a negative thing. By getting the student to repeat the correct way, it means that we can praise the student and always finish the process of correcting in a positive way.
- When a student makes a mistake, it's important to repeat the right way of saying the point various times in order to "undo" the bad habit.
- Repetition also helps create confidence, as there are fewer doubts about what is the correct way of saying the point in question.
- Learning a language is not an easy task and mistakes are inevitable. At Vaughan we don't ignore these mistakes, we accept that they are an important part of the language learning process; therefore we work on them over and over again until students gain agility with the correct use of the language.

MOTIVATION

The third important aspect of the Vaughan Method is motivation. We make it our "mission" to ensure that students make the most of every second in class and their time outside of class. One of the main ways we keep students motivated is by showing them their progress. We don't ignore mistakes, we keep track of them and we work on them until they become strong points. With the Vaughan Method students are aware that they are indeed making real progress and this ultimately encourages them to want to progress even more.



THE VAUGHAN METHOD

A GUIDE TO THE MISSIONS



Your Teacher's Book comes equipped with a detailed Vaughan-style lesson plan for every single mission of every single unit in this course. For each mission, we've dedicated a full two-page spread to explaining exactly how you can employ our style of teaching in your classes. The following is a step-by-step guide to getting the most out of your Teacher's Book and, by extension, your classes with Mission Accomplished.

CLASS OBJECTIVES AND MATERIALS

The first thing you'll see in a class plan is an image taken directly from the mission it corresponds to in the Pupil's Book. This is what the students will be working from in class, and having this here means that you won't need to waste time changing from one book to another. Below this image we outline the objectives for the lesson, as well as any materials that will be needed.

TEACHER'S TIPS AND FAST FINISHERS

Below objectives and materials, we've also included a Teacher's Tips section that highlights important grammatical points to remember, potential false-friend and pronunciation errors that could come up in the day's lesson, homework ideas and Vaughan-style motivation techniques for your students. Finally, we've included a section for fast finishers that provides extra

material for those students who might go through an exercise more quickly than expected.

Reading through this first column of the class plan should help prepare you for action. Having a sense of where the class is going and any possible difficulties that might come up will only allow you to dedicate more energy and attention to the protagonists in the class – your students.

THE LESSON PLAN

Next to the image from the Pupil's Book is a full lesson plan that gives a specific description of how your class should go according to the Vaughan Method. As a Vaughan class, your lesson should be high-energy and dynamic, and should consist of exercises that vary in pace, content and length, mixing new topics with reviews, shorter drills with longer ones, and placing special emphasis on the repetition and assimilation of structures that are both relevant and useful. Each and every plan in the *Teacher's Book* has been carefully designed with these elements in mind, by Vaughan-trained teachers who know the Vaughan Method inside out.

Now for the different activities you can find in a class plan:

REFRESH

The first exercise in all of our lesson plans is a 'Refresh', in which we review a key topic from the previous class. In this exercise, your goal should be to harness the excitement your students have at the very beginning of a lesson and convert it into a high-energy, feel-good drill. As a part of your 'Refresh', make sure your students do most of the talking, either repeating a sentence you say or constructing a sentence based on flashcards or verbal cues. Never make a 'Refresh' too difficult, as this slows the pace and demotivates students. What you want is to make them feel like they're progressing, and that they've grasped the main point of the previous class. This will motivate and excite them for what is to come.



OBJECTIVE IN FOCUS

The 'Objective in Focus' is where we introduce new grammar, vocabulary and pronunciation topics. This part of the class always takes an exercise from the Pupil's Book and gives students the chance to work with the topic further, almost always through a Vaughan-style drill. Each lesson plan has two 'Objective in Focus' sections that, though different from each other in style, normally cover the same point. Working with a new structure through different drills helps students gain confidence and agility with it from the start. You can find the drills that accompany each 'Objective in Focus' in the Drill Section.

BACK TO BASICS

You'll find many activities called 'Back to Basics'. One of the pillars of the Vaughan Method is a focus on fundamentals, as we believe a good grasp of numbers, dates and the time are some of the most useful aspects of our language. Dedicating a short amount of time every so often to a 'Back to Basics' exercise will help students with their day-to-day English further down the line.

SINGING ACTIVITIES

You can also find different singing activities such as 'Rap and clap!', 'Sing and clap!' and 'Chant and clap!' which are a great way to break up some of the more challenging drills, and usually comes in the middle of the class. Through these types of activities, students consolidate the unit's vocabulary and take part in an exercise that is radically different from the others in the class. These singing activities should be as high-energy as possible, as this will animate the class and reengage students for the rest of the lesson.



SETTING HOMEWORK

As a Vaughan teacher, it's important that you never set homework at the end of a class, as setting homework is often perceived as something negative by students. Instead, finish the class on a high energy game so that students leave the classroom with a positive final impression of their English classes. As for choosing what homework to set, remember that the Activity Book offers great exercises based on each of the missions. Apart from this, there is also plenty of useful material in the Teacher's Resource Book that could be given to students to do at home.

REWIND

The 'Rewind' section is similar to the 'Refresh' section, as it reviews a previous topic. However, in a 'Rewind', students go over a point from much further back in the course. Like a 'Refresh', a 'Rewind' should be high-energy and place special emphasis on the students' oral agility and speaking skills.



GAMES

The most important parts of any Vaughan class are the beginning and the end. Just as a 'Refresh' is used to open all of our classes, a game is used to close them. Remember: make the last impression of your class be fun and positive. Students must leave the lesson buzzing, and wanting more English. The best way to achieve this is through a dynamic and varied exercise like the games we offer in our lesson plans.

IN SUMMARY

The Vaughan Method can be applied in any type of class and for any level, because the motor that makes it run is the teacher. If used correctly, the Teacher's Book will allow you to take advantage of every single minute of your lesson to employ our style of teaching and guarantee a high-energy and dynamic experience with English for your students. But remember: it starts with you.