# Table of Contents

## Module 1: The TESOL Industry and Methodology  
4

### Certificate IV 40649SA: Units AABBH & AABBK  
4

#### Unit 1: The TESOL Industry  
4
1.1 Profile of TESOL Employment Sectors  
4
1.2 Countries With the Greatest Demand for TESOL Teachers  
7
1.3 TESOL Acronyms  
8
1.4 Fields of TESOL Teaching  
11

#### Unit 2: Second Language Acquisition  
13
2.1 Krashen’s Theory of Second Language Acquisition  
13
2.2 The Human Capacity to Learn Language; FLA and SLA Comparison  
20
2.3 ESL Language Levels  
25
2.4 Placement Testing  
43
2.5 ESL Teaching Methodology  
51

#### Unit 3: Lesson Planning and Delivery  
56
3.1 ESL Warm Ups  
56
3.2 Lesson Plans  
56
3.3 The ESL Lesson Plan Template  
59
3.4 Activities or Tasks for Lesson Plans  
61
3.5 Flashcards  
62
3.6 Worksheets  
65
3.7 Games  
66
3.8 Finding and Selecting Resources for TESOL Lessons  
69
3.9 Advantages and Disadvantages of Using ESL Course Books  
72
3.10 Selecting ESL Course Books  
74
3.11 How to Guide: Using Course Books  
76
3.12 Making Good Use of the Whiteboard  
82
3.13 Self-Reflection and Lesson Plan Evaluation  
84
3.14 Evaluate Design and Delivery of a Program of Study  
84
3.15 Evaluation of Student Progress  
88
3.16 Assessing Learner Needs  
93

## Module 2: Linguistics  
96

### Certificate IV 40649SA: Units AABBL & AABBG  
96

#### Unit 4: Linguistics  
96
4.1 Linguistics Overview  
96
4.2 The History of the English Language  
98
4.3 Grammar Overview  
99
4.4 Key Parts of Speech  
102
4.5 Sentences  
115
4.6 The Art of Parsing  
117

#### Unit 5: Vocabulary  
119
5.1 Overview  
120
5.2 Building Vocabulary  
123
5.3 Drills  
124
5.4 TPR (Total Physical Response)  
125
5.5 Slang  
126

#### Unit 6: Effective ESL Teaching  
127
6.1 Qualities of a Good Teacher  
127
6.2 Transformational Leadership  
129
6.3 Humor in the ESL Classroom  
133
6.4 Teaching and Learning Styles  
134

©2017 TESOL AUSTRALIA V00019 2
6.5 The Myers Briggs Type Indicator 135
Unit 7: Technology in the ESL Classroom 136
  7.1 Teaching and Computers 136
  7.2 Interactive Whiteboards 136
  7.3 DVD and TV 138
  7.4 Music and Songs 141

Module 3: Communication 142

Certificate IV 40649SA: Units AABBM, AABBK, AABBH 142
Unit 8: The Four Language Skills 142
  8.1 The Listening Skill 142
  8.2 The Speaking Skill 146
  8.3 Pronunciation 150
  8.4 The Reading Skill 153
  8.5 The Writing Skill 161

Module 4: Teaching Children, Adults and Business English 169
Unit 9: Children in the ESL Classroom 169
  9.1 Developmental Milestones 169
  9.2 Social and Emotional Development 172
  9.3 Considerations 172
  9.4 Classroom Management 174
  9.5 Introducing Activities and Tasks 177
  9.6 Activities and Games for Teaching Children 179
Unit 10 Adults in the ESL Classroom 188
  10.1 The Adult Learner 188
  10.2 Considerations 189
  10.3 Classroom Management 191
  10.4 Independent Learning 192
  10.5 Multiple Intelligences in the ESL Classroom 193
  10.6 Learner Needs Assessment 195
Unit 11: Business English 198
  11.1 The Business English Student 198
  11.2 Profile by Nationality 200
  11.3 Guidelines for Cross Cultural Communication 202
  11.4 Needs Assessment for Business English 203
  11.5 Developing a Business English Course 204

Teaching Online 206
  12.1 Industry Introduction 206
  12.2 Employment Opportunities 207
  12.3 Teaching Online as a Home Business 208
  12.4 YouTube 208
  12.5 Getting Paid Via PayPal 210
  12.6 Creating Your Own Website 212
  12.7 Online Resources 214
  12.8 Working for Online ESL Schools 215
  12.9 What do Online Schools Expect of Their Teachers? 217
  12.10 Tips for Teaching Online 217
  12.11 List of Online schools 219

13. References 220
Module 1: The TESOL Industry and Methodology

Certificate IV 40649SA: Units AABBH & AABBK

Unit 1: The TESOL Industry

1.1 Profile of TESOL Employment Sectors

There are two main employment sectors in the TESOL industry: those in non-English speaking countries and those in Native English speaking countries. Each of these offer work in a variety of educational institutions. The following is a breakdown of these two sectors and the employment opportunities for TESOL teachers.

Non-English speaking countries

Kindergartens

Kindergartens, to begin with, employ a large number of TESOL teachers. This is due to the trend to expose children as early as possible to English as a second language, which has increased in popularity over the past decade. Parents of children aged from 0 to 5 are willing to spend large amounts to ensure that their children receive the very best education so that they can thrive in a highly competitive educational environment later in life.

Education has become highly competitive in Asia, starting with kindergartens, and therefore native English speakers are now sought after as assistant teachers. TESOL teachers in kindergartens are not expected to care for the day-to-day needs of children – native teachers do this. Instead, they are needed to simply interact with the children and teach simple things like the alphabet, numbers and words in a fun game-filled way. Their working hours vary, but are usually 4 – 6 hours per day, 5 days a week.

Government and private Primary/Elementary, Middle & High schools

The next major employer of TESOL teachers is the government and private schools. Students vary in age depending on the country, but usually begin at age 6 in grade 1 through to age 17, graduating from high school. Class sizes vary a great deal, but it is not uncommon to find classes of 30 or more. Most classes comprise of students of mixed language ability within two language levels, i.e. Elementary/Pre-intermediate. Lessons run for an average of 50 minutes, with the teacher then moving on to the next class.

This means that most students receive approximately two hours per week of ESL instruction with a foreign teacher. When teaching in schools, the lessons are focused on the skills of listening and speaking, with an emphasis on
conversation, dialogues, drills and role-playing. Grammar instruction is discouraged, as this is the job of bi-lingual teachers. Materials used mostly consist of course books, which are usually provided by the school, although teachers can usually incorporate their own materials.

**Language Institutes & colleges**

Another high volume employer of TESOL teachers is private language institutions. Class times vary from early mornings to very late at night and may include split shifts. This is due to the fact that most students in language institutes also attend school or work during the day.

Most institutes will provide course books and materials for classes but will expect the TESOL teacher to be able to adapt these to create highly communicative and interesting lessons.

**Universities**

Universities also have a demand for native English speakers. Many provide conversational based English instruction and opportunities for their students to practice English communication. Classes are usually very large and are within normal working hours, ranging in length from 50 minutes to an hour and a half.

**Online schools**

An emerging employer of TESOL teachers is online educational institutions. These educators have usually been providing online instruction in other educational fields, such as mathematics and grammar, and are now branching out to provide ‘live’ English language lessons over the Internet. More and more, students are demanding fast and convenient study options, and therefore online teaching is increasing in popularity. Working hours are set to suit the teacher’s availability and classes can be small or very large – up to 30 or more students.

**Large companies & businesses**

Today, most large companies throughout Asia, the Middle East, South America and Europe deal with business on a global scale.

This requires them to be able to communicate effectively using the English language. As a result, many companies employ TESOL teachers to provide ongoing ESL instruction and training for their non-English speaking employees. Normal working hours usually apply, although some lessons are scheduled immediately after work hours so as not to interrupt the work.
**English speaking countries**

*Privately owned Language School/Institutes*

Servicing to a stable market of international students wanting to learn English in an English speaking country is the primary goal of privately owned language schools and institutes. Work hours are usually normal school hours, however, some schools provide after hours instructions.

*Government & Privately owned Primary & High schools with ESL programs*

A large number of schools provide ESL support classes for international and migrant students learning English as a second language whilst attending the school. Work times are within normal school hours.

*TAFE*

ELICOS centres in TAFE are similar to Language institutes, providing ESL classes for both international students and migrant programs. Normal work hours apply.

*Universities*

Most universities provide ESL programs for international students with pathways such as EAP or Proficiency courses, leading to acceptance in degree programs.

*Migrant programs*

There are a number of migrant programs for temporary and permanent residents run in countries with migration policies. In Australia, for example, migrants are offered 500 hours of the Government funded language tuition.
1.2 Countries With the Greatest Demand for TESOL Teachers

Many countries around the world offer countless jobs for TESOL qualified teachers. At any time there are literally hundreds, if not thousands of TESOL jobs on offer around the world. The countries listed below are the largest employers of TESOL teachers and offer all year round work.

China: highest demand, hundreds of jobs in all ESL sectors

Hundreds of jobs on offer at any time. Teaching primarily focuses on children, although classes for adults are also very popular. Chinese children expect classes to be difficult, but are very interested in foreign teachers and are eager participants. Emphasis can often be placed on the quantity of material covered rather than the quality of learning, although nowadays many Chinese schools are trying to implement as much speaking time in class as possible, despite the large classroom numbers.

Adult Chinese students are highly motivated learners with a very set idea of how English should be learnt. Adults may find it difficult to adapt to an easy-going style of ESL and tend to rely heavily on grammar instruction and teacher correction. It is best to provide lessons with plenty of speaking/pronunciation practice and correction through the use of drills, dialogues, discussions, as well as free talking time. Chinese students come from a background of highly structured education, which can make them reluctant to participate freely at first, but once they are warmed up, they readily join in and enjoy the lessons.

Korea: high demand for TESOL teachers in all sectors

A high amount of jobs on offer, all year round. Many jobs are in kindergartens and schools, followed by language institutes, universities and businesses. Korean children study long hours and can be lethargic in lessons; therefore, motivation is a big factor. Adults enjoy classes, like constant correction and want plenty of speaking opportunities in-class.

Japan: jobs available, but slowing demand

A constant stream of jobs, mostly in language institutes teaching children. Japanese students are usually quiet but motivated learners. Like Koreans, they like error correction and are comfortable with grammar terminology.

Other Asian countries: constant demand
Laos, Vietnam and Thailand have a constant demand for TESOL teachers, with most work in schools and language institutes teaching children. Learners are similar to the Chinese.

**Middle East: constant demand**

Most employment in this region is teaching in language institutes and working with young adults. Students are generally motivated and diligent. They expect high results from themselves and look to the teacher for structured lessons and strict adherence to rules and discipline.

**South America: constant demand**

Many of the jobs in this area are in language institutes and schools. Students are generally outgoing and highly communicative.

**Europe: constant demand**

Schools and language institutes are the highest employers. Students are generally motivated and enjoy cultural exchanges.

<table>
<thead>
<tr>
<th>TESOL Teacher Activity 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research online the TESOL employment sectors you are interested in working in by Googling ESL search terms. List the information you find below.</td>
</tr>
</tbody>
</table>

1.3 TESOL Acronyms

There are many acronyms used internationally in the TESOL industry with no one specific international accrediting body to regulate. As a result, different
countries use different acronyms to define certain fields. The following is a list of the most commonly used acronyms with their definitions.

**Acronyms related to teachers of English as a second language:**

- **TESOL:** Teacher/Teaching of English to Speakers of Other Languages – teaching English in either a non-English speaking or English speaking country
- **TEFL:** Teaching English as a Foreign Language – teaching English in a non-English speaking country
- **TESL:** Teaching English as a Second Language – teaching English in an English speaking country to non-English speakers
- **ELT:** English Language Teaching – teaching English as a second language in the UK

**Acronyms related to the English as a second language industry in general**

- **ESL:** English as a Second Language – the field of English language studies in second language acquisition
- **EFL:** English as a Foreign Language – the field of English as a second language

**Acronyms related to specific areas of English as a second language teaching**

- **ESP:** English for Specific Purposes – the teaching/studying of English for individual or group with specific needs
- **EAP:** English for Academic Purposes – English programs for higher educational studies, i.e. university entrance
Acronyms related to English language proficiency:

- **IELTS**: International English Language Testing System – Australian/British based English for higher education, immigration & employment
- **TOEFL**: Test of English as a Foreign Language – North American based test of English for higher education
- **TOEIC**: Test of English for International Communication – South Korean based test of English for higher education & employment
- **Cambridge Suite**: PET Preliminary English Test, FCE First Certificate in English, CAE Certificate in Advanced English, BEC Business English Certificate and CPE Certificate of Proficiency in English are all British based tests of English for higher education & employment run by Cambridge English UK.
1.4 Fields of TESOL Teaching

There are a number of fields in which a TESOL teacher can find teaching work as per the list below. Generally, teachers start out teaching GE General English courses and/or Conversation classes, and then, as they develop teaching experience and confidence, they may go on to teach other more specialized courses.

**GE**

General or conversational English courses that cover the 4 language skills of listening, speaking, reading and writing, taught within everyday life based topics for children and adults. Most course books are designed to teach GE and are followed in class as they provide a well-structured curriculum from one language level to the next.

**Business English**

Business topics, contexts, vocabulary and materials that are generally taught from course books.

**EAP**

English for Academic Purposes. In general, course books are used that have been designed to cover all aspects of preparation for higher academic studies – from essay writing to oral presentations. EAP courses usually run for a 10-12 week period.

**Medical English**

An English course designed to orient foreign nurses and doctors wishing to work or undertake medical studies in an English speaking country.

**Hospitality English**

This course is usually taught in conjunction with GE for students who will undertake a hospitality course, i.e. TAFE in an English speaking country. Its purpose is to orient students with terminology and culture in order to prepare them for their chosen study field.
Language proficiency courses

Language proficiency courses are designed to teach the requirements of passing a specific course, i.e. IELTS and TOEIC. Language proficiency courses normally run for a 12-week period, culminating in the student taking the actual test. The table below is a breakdown of the most commonly studied proficiency tests.

Table of language proficiency tests

<table>
<thead>
<tr>
<th>Test</th>
<th>Language skills tested</th>
<th>Time limit for each skill tested</th>
<th>Number of tasks &amp; questions</th>
<th>Scoring system</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>30 + 10 min to transfer answers</td>
<td>4 passages 40 questions</td>
<td></td>
</tr>
<tr>
<td>IELTS</td>
<td>Speaking</td>
<td>14 – 16 min</td>
<td>3 parts</td>
<td>Band score 0 - 9</td>
</tr>
<tr>
<td></td>
<td>Reading (General &amp; Academic)</td>
<td>60 min</td>
<td>Passages 40 questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing (General &amp; Academic)</td>
<td>60 min General &amp; Academic</td>
<td>2 tasks</td>
<td></td>
</tr>
<tr>
<td>FCE</td>
<td>Listening</td>
<td>40 min</td>
<td>4 parts 30 questions</td>
<td>Pass or fail</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>14 min</td>
<td>4 parts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>60 min</td>
<td>3 parts 30 questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>80 min</td>
<td>2 parts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of language</td>
<td>45 min</td>
<td>4 parts 30 questions</td>
<td></td>
</tr>
<tr>
<td>TOEIC</td>
<td>Speaking</td>
<td>20 min</td>
<td>11 questions</td>
<td>0-1000</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>75 min</td>
<td>100 questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>60 min</td>
<td>8 questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>45 min</td>
<td>100 questions</td>
<td></td>
</tr>
<tr>
<td>TOEFL</td>
<td>Speaking</td>
<td>20 min</td>
<td>6 tasks</td>
<td>0-120</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>60-80 min</td>
<td>36-56 questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>50 min</td>
<td>2 tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>60-90 min</td>
<td>34-51 questions</td>
<td></td>
</tr>
</tbody>
</table>
Unit 2: Second Language Acquisition

2.1 Krashen’s Theory of Second Language Acquisition

How is language learnt and what is the best way to teach and learn a second language?

The factors involved in Second Language Acquisition (SLA) could be likened to notches strategically cut into a key. Just as a single notch alone cannot unlock a door, a single factor in SLA cannot adequately explain how a second language is acquired. Attention is eloquently brought to this point in the five hypotheses of Krashen’s theory of SLA. This theory is often referred to as the Input hypothesis, but it is, in fact, a combination of the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Affective Filter hypothesis and the Input hypothesis. Each of these hypotheses explains a specific aspect or factor involved in the complex processes of SLA. This essay will discuss the main claims in Krashen’s SLA theory and the insights it gives in SLA pedagogy.

The Acquisition-Learning hypothesis is one of the most well known of Krashen’s hypotheses in linguistic circles. According to this hypothesis, there are two SLA performance systems: the ‘acquired’ system and the ‘learned system’. The acquired system posits that learners require meaningful, natural communication in the second language. This system does not concentrate on form as a means of acquisition; instead, it is claimed that the acquisition is a product of a subconscious process, similar to the processes young children undergo in First Language Acquisition (FLA). In contrast, the ‘learned system’ is a formal instruction consisting mainly of form and grammar, which results in conscious knowledge about the target language and is only of benefit in measuring production (Schütz, 2007).

The Acquisition-Learning hypothesis, as one of the main claims of Krashen’s theory, touches upon the innate learner-generated nature of language acquisition through the ‘acquired system’ and the instruction of form and grammar in the ‘learned system’ as a means of monitoring progress.

However, it does not explain the actual processes undergone by the learners during the SLA process, such as the creation of inter-language between L1 and L2 to bridge gaps in knowledge. According to this hypothesis, lessons in the SLA classroom would need to be based on either the Task-based approach or the Communicative approach with activities that reflect the real world. This would also indicate a need to allow learners to ‘pick’ up form naturally, rather than teach it directly.

The second hypothesis discussed is the Monitor hypothesis. According to Krashen (Schütz, 2007), students implement a form of in-built ‘monitor’ or
editing system in SLA to help them bridge the gaps in knowledge of form and rules. It is posited that this inbuilt ‘monitor’ acts as an editor utilized by learners for correcting errors as part of the aforementioned ‘Learned system’. For students to be able to utilize this system, three conditions must be met. Firstly, there must be ‘sufficient time’ allowed in the production phase of language for the learner to consider and implement the correct rules or structure. This is not such a problem for the learner when using the writing skill, as long as the learner knows the required rules. However, implementing monitor in the production phase of the speaking skill stilt the natural flow and pace of the conversation, and therefore is less viable in the language classroom as learners do not have sufficient time to formulate responses. The second condition to be met is the ‘focus on form’. Learners need to be focused not only on ‘what’ they will say, but also consciously focused on ‘how’ they will say it.

This focus requires that the students simultaneously think about rules and meaning, and requires sufficient time and knowledge.

The third condition is, ‘knowing the rule’. Learners must already know the rule to be applied in order to monitor. Learning of rules tends to follow a ‘natural order’ from the simplest that do not require elaborate movements, to rules that are syntactically simple, such as bound morphology (Krashen, 1982).

The Monitor hypothesis explains the conditions necessary for SLA learners to self-correct; this self-correction is evidenced by learner hesitations and long pauses in learner speech production. However, as part of its claim, the ‘Monitor hypothesis’ posits that learners would already have learnt form and rules as part of the ‘Learned system’ in the Acquired hypothesis or have picked-up the rules automatically as part of some kind of ‘natural order’ in grammar learning. This hypothesis is heavily reliant on the learner having a reasonable amount of knowledge of the target language and does not account for zero beginners or younger SLA learners who are focused on the expression of meaning and do not inhibit themselves with a need for correctness. The Monitor hypothesis raises some very important teaching implications, particularly for the SLA classroom.

It highlights the need for a relaxed and communicative learning environment, along with students who feel encouraged and motivated. These factors would need to be considered in lesson materials and delivery. Teachers of ESL should also pay particular attention as to whether they have excessive Monitor users in their classrooms, and if so, they should redirect their students’ attention to the meaning instead of form.

The third of Krashen’s hypotheses to be discussed is the ‘Natural Order’ hypothesis. This hypothesis is based on the research of the natural order of grammar acquisition. Statistically, certain grammatical structures are acquired earlier than others, although age and language distance need to be taken into
account in SLA. An example of this acquisition order is the acquiring of the bound inflectional morpheme ‘ing’ denoting tense, i.e. ‘running’, which is statistically one of the earliest structures learned, whereas the bound inflectional morpheme ‘s’ to denote possession, i.e. ‘Josh’s cat’, is statistically learnt much later (Schütz, 2007). The ‘Natural Order’ hypothesis accounts for learners acquiring an understanding of structure that may not have been previously taught; therefore, accounting for the innate factors involved in SLA. However, as ‘meaning’ must be taught in useful communicative contexts, using the ‘Natural Order’ hypothesis as a guideline for a SLA syllabus would be considered ineffective (Krashen, 1982). The Natural Order hypothesis would indicate a need for SLA teachers to allow students to discover form and grammar rules naturally, rather than being taught them as a direct syllabus. This would impact on the types of learning materials used in the language classroom and the way in which this material is taught.

**The Fourth hypothesis to be discussed is the ‘Input’ hypothesis.** The Input hypothesis claims that learners acquire knowledge by understanding meaning in language first, and as a result, knowledge of structure is automatically learnt. This understanding or learning of meaning is accomplished through the learner being presented with ‘comprehensible input’. Comprehensible input is the key to SLA in this hypothesis and comprises of input at the level the learner currently comprehends, combined with input at the next level of comprehension. This level combined input, affords the learner an opportunity to progress according to the ‘natural order’, as outlined in the Natural Order hypothesis (Schütz, 2007).

This particular hypothesis is acquisition based, incorporating factors such as context and the learner’s knowledge of the world and innate extra-linguistic information.

According to the Input hypothesis, fluency emerges at different times for different learners, but not as a result of the systematic teaching of grammatical structures, but rather due to the amount of comprehensible input the learner is exposed and comprehends over time. Examples of comprehensible input being utilized in learning can be found in the usage of ‘caretaker speech’ used by parents with their offspring or ‘teacher talk’ used by teachers in the language classroom. This particular type of speech is ‘rough tuned’ to the learners’ current level of ability, but not ‘finely tuned’ so as to be too simple. This rough tuning allows the learner to draw upon their own learning ability by utilizing their knowledge of the world, the current environment and innate extra-linguistic information (Krashen, 1982).

This particular hypothesis in Krashen’s theory of SLA gives a logical explanation as to how language is acquired positing that the acquisition process is dependant upon the learner’s environment, the input the learner is exposed to and the learners’ own inbuilt extra-linguistic information.
claims that fluency emerges on its own over time, according to the learner’s individual capacity. Although the ‘Input’ hypothesis accounts for the innate nature of SLA operating within the learner, as in the learner capacity to extend current knowledge to the next level, it does not detail ‘how’ this process takes place. Within the SLA classroom, teachers would need to monitor student progress to ensure the material being taught is challenging. In addition, ESL teachers would need to use ‘Teacher talk’ with care to ensure that it is comprehensible without being too easy.

**The fifth and last hypothesis in Krashen’s theory of SLA is the ‘Affective Filter’ hypothesis.** It claims that an ‘Affective Filter’ comes from within the learner. It is a form of ‘mental block’ which hinders acquisition. It is posited that there are three factors contributing to the strength of a learners ‘Affective Filter’: motivation, self-confidence and anxiety. The first factor, motivation, posits that if a learner is highly motivated, he/she will generally seek more input than a learner with lower motivation. Secondly, self-confidence; learners who have a healthy self-image cope better with SLA. Thirdly, anxiety; learners who tend to be anxious impede SLA by causing the ‘Affective Filter’ to be heightened. According to Krashen, these causative factors are attitudinal and associated with the acquisition and not learning (Krashen, 1982).

The ‘Affective Filter’ hypothesis does not touch on the role of ‘learning’ in SLA nor discuss which areas in acquisition are blocked by the filter. Although, it does outline how it is possible for some SLA learners to ‘fall short’ of fluency despite having been exposed to the same amount of comprehensible input as others, giving valuable insight into the role the learners themselves play in the acquisition process. According to this hypothesis, SLA teachers would need to continually encourage and motivate their students to ensure that they are in the best possible position to ‘acquire’ language.

In summary, by combining all five hypotheses that make up the Krashen’s theory of second language acquisition, a clear picture emerges of the processes the learner utilizes consciously and the processes the learner undergoes at a subconscious level. The ‘Learned system’ in the Acquisition-Learning hypothesis highlights the way in which learners consciously rely on learning form and grammar as a means of acquisition.

This reliance on form and ‘knowing’ the ‘rule’ by the learner is also evident in the Monitor hypothesis. Learners do not concentrate on meaning, as in what they want to say, but on form as in how they should say it. This conscious concentration by the learner on learning rather than meaning is demonstrated by constant hesitations in speech.
The ‘Acquired system’ in the Acquisition-Learning hypothesis by contrast, demonstrates how meaningful, natural communication in the target language allows the learner to ‘tune into’ a sub-conscious process or language acquisition device (LAD) similar to the one young children utilize in FLA. Comprehensible input is the key to this process, and this is outlined in the Input hypothesis, whereby learners are exposed to input which is ‘at’ their current level of comprehension and that of the ‘next’ level. This process allows the learner to ‘problem solve’ the gap by utilizing their knowledge of the world, the current environment and innate extra-linguistic information. The Krashen’s theory covers all areas of the SLA processes undergone by the learner, and explains how it is possible for some learners to ‘fall short’ in acquisition despite being exposed to the same learning opportunities (comprehensible input) as others. This is explained in the ‘Affective Filter’ hypothesis as the result of learners’ motivation, self-confidence and anxiety levels, raising their affective filter which causes a form of ‘mental block’ to acquisition.

An interesting example case of the Krashen’s theory of SLA can be found in the case a twenty-nine year old Mexican immigrant named Armando who speaks Hebrew fluently. Although Armando had lived in the United States for twelve years, he spoke better Hebrew than English.

Armando had been working in an Israeli restaurant while living in America and had received no language or formal grammar lessons, and in fact, he had no knowledge of Hebrew grammar at all. But despite this situation, Armando attained fluency through his close relationships with co-workers, employers and customers. This case demonstrates how ‘comprehensible input’ in the case of a work environment context along with a low ‘affective filter’, i.e. the very close relationships Armando had with those around him, which formed a kind of ‘club membership’ (Armando perceiving himself to be as those around him) combined to provide the ingredients necessary for SLA to a fluent level to take place (Krashen, S. 1999).

The example case of Armando demonstrates the Krashen’s theory of SLA in each of the five hypotheses, showing that the processes involved in acquiring a second language are much the same as the processes undergone by a child in FLA. In addition, the case evidences that with ‘comprehensible input’ and a low ‘affective filter’ reducing the need for high ‘monitor’ usage, a learner will follow the ‘natural order’ of acquisition in learning form and grammar structure, as a result of acquiring meaning. This point is eloquently made by Krashen himself in the following quote:

“We can summarise the five hypotheses with a single claim: people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input ‘in’. When the filter is ‘down’ and appropriate comprehensible input is
presented (and comprehended) acquisition is inevitable. It is, in fact, unavoidable and cannot be prevented” (Krashen, 1985, p. 4)
In Summary

1. Acquisition-Learning Hypothesis: Acquired system; natural meaningful communication in the second language without focus on form or grammar. Learners are presented with messages in context supported by visual aids (environment, pictures, realia), body language and expression. Learned system: formal instruction in grammar and grammar rules, focus on form and formal correctness.

2. Monitor Hypothesis: an inbuild editing system within the learner. Three conditions; are required for learners to utilise their inbuilt monitor. 1. Sufficient Time; having enough time to formulate a verbal response. Without sufficient time learners constantly hesitate, pause and make false starts diminishing communication. 2. Focus on Form; the learners focus on the correct form of words and a lack of knowledge of word forms particularly at the lower levels, slows down or completely impedes speech production. 3. Knowing the Rule; do the learners know the grammar rules involved or needed when producing sentences.

3. Natural Order Hypothesis: the order grammar is learnt naturally, It is posited that certain grammatical structures are learnt naturally before others in a native language and so, this natural order should be applied in the order in which grammar rules are taught in SLA.

4. Input Hypothesis: the acquisition of understanding of meaning through comprehensible input (known words/language in the second language, visual aids, body language, known contexts) plus input at the next level. By doing this it is posited that learners will then acquire new language and understanding through these messages and make the mental leap to the next level of acquisition.

5. Affective Filter: a mental block within learner. 3 factors activate the Affective filter. 1. Motivation, the learners level of interest and desire to acquire the material being taught. Relevancy of the lesson, tasks and resources being used should always be explained/demonstrated to the learners in order to help them self-motivate as independent learners. 2. Self-confidence, the learners belief in their own ability and acceptance within the class group. It is important to find ways to make all learners feel they contribute in valued ways in order to build self-confidence and enhance learner ability. 3. Anxiety, stress brought on by a fear of making mistakes, learner ability and a lack of comprehension. It is important to reduce learner stress constantly by giving MMT (making mistakes time), incorporating fun, creating acceptance for all learners within the class group and providing a relaxed learning atmosphere.
2.2 The Human Capacity to Learn Language; FLA and SLA Comparison

What does it mean to the human species to learn a language? In order to answer this question, it is necessary to first look at what language is and how humans acquire it, and secondly, the processes that are involved in FLA.

The language learning process involves a number of key factors, including knowledge of the sounds that make up speech, along with the ability to produce those sounds. In addition, the capacity to comprehend complex grammatical structures is also necessary to create and produce meaningful communication capable of conveying thoughts, ideas, instruction and feelings, and not just the rudimentary expression of needs.

The processes an infant will undergo in order to learn the language are predicated upon its cognitive development. From birth, an infant will develop varying cries in order for its needs to be met. Over time and through patient repetition, caregivers repeat lexis for the infant to mimic. By the age of twelve months, infants will generally be able to produce a word or two, and from approximately eighteen months to three years, they will produce short strands of two to three words called telegraphic speech. Between the ages of five and seven, most children will have a vocabulary of approximately 14,000 words. By this age, young children will have learned the necessary grammatical structures and be able to put together not only simple, but also compound sentences (Allen & Marotz, 2002). This process takes place as part of the infant’s cognitive development without the child receiving any formal grammatical instruction. This developmental period in a child’s life is often referred to as ‘The Critical Period’ (CP). According to Uylings (Uylings, 2001), reports have shown that children growing up in a complete isolation until the age of four to six years have severely impaired linguistic ability and are unable to speak complete sentences or learn sign language. This clearly shows that the environmental factors are crucial in FLA.

The Behaviourist Approach posits that a young child’s ability to learn a language without any formal instruction is to a large degree due to a process called Operant Conditioning. Operant Conditioning occurs when an infant utters an ‘operant’, that is, an utterance which is reinforced by the caregiver by either a positive or a negative response. Due to repeated responses, the operant becomes ‘conditioned’. Each time an infant of eighteen months calls out the operant ‘bottle’ to its mother, the mother ‘conditions’ the operant by giving the infant a bottle of milk.

According to Brown (Brown, 2000), a broader view of the Behaviourist Approach held by some psychologists is the ‘mediation’ theory. It states that a “representational mediation process” is operating within the learner. The learner is stimulated by a mediation response to a linguistic stimulus. This
“representational mediation process” within the learner is claimed to be “covert and invisible” (Brown, 2000, p. 22-23). Although the Behaviourist theory explains the role of reinforcement in the language learning process, it does not account for the more intangible aspects of language and language learning. Moreover, it does not allow for the child’s own contribution to the learning process through creativity (Brown, 2000).

In contrast, the Nativist Approach focuses on the innate nature of language and the learning of it. The Nativist approach asserts that human beings have a “systematic perception of language due to genetic disposition” (Brown, 2000, p. 24). According to Chomsky (1965), as cited in Brown (2000, p. 24), children have a “little black box” called a Language Acquisition Device (LAD). This device is an innately predisposed ability, enabling the child to distinguish speech sounds, organize linguistic data, knowledge or understanding that only a certain type of linguistic system is possible, and the ability out of linguistic input to constantly evaluate and construct language (McNeill, 1966, as cited in Brown, 2000, p. 24). Moreover, research in line with the Nativist Approach has posited that all children have a genetic ability that they bring to the language learning process. This genetically predisposed ability has been described as Universal Grammar (UG). UG accounts for the ability of all children to develop, readjust or reject language based on the input received while giving children a self-constructed legitimate system of language to utilize any stage of their language development (Brown, 2000).

The Nativist approach theoretically addresses a problem called ‘projection’, whereby the input received by an infant falls well short of the learning outcome; however, this also accounts for the apparent speed at which infants acquire their first language (Shekan, 1998). It does not account for the interactive nature and deeper meaning of language learning within social contexts, whereby specific words and utterances have meanings according to the social setting and context. This functional use of language is accomplished through the use of the language forms such as morphemes, lexis and syntax rules, but cannot be accounted for by it (Brown, 2000).

On the contrary, the functional explanations for FLA take into account the interactive nature of language learning the environment to which a child is exposed along with the child’s ever increasing knowledge of the world. Children develop cognitively while constantly interacting and learning about their environment. During this interaction, children appear to be “constantly categorizing the world due to a natural capacity to conceptualize and interpret” (Brown, 2000, p. 27). Functional explanations for FLA aptly account for the ingrained human purpose in language and acknowledge the role of language forms. In addition, while Functional explanations focus on the human element of language usage in meaningful social contexts, it does not account for the
innate way in which language is creatively manipulated by the learner through that understanding of form.

According to Slobin, “the capacity to learn language is deeply ingrained in us as a species” (Slobin, 1994 cited in Fromkin V., Rodman, R., Hyams, N., Collins, P. & Amberber, M., 2005, p. 304). Human infants are not born with an instinctive preprogrammed language, nor can they learn a language in isolation. However, despite this apparent linguistic handicap, children by the ages of five to seven have mastered not only a vocabulary of approximately 14,000 words, but also learnt word forms, sentences and complex grammatical structures. Along with this, children have also gained an understanding of language meaning and context according to the world around them. Could this ingrained human capacity for learning language be adequately explained by any of the FLA approaches? No, a number of factors must be considered. While it is clear language learning is reinforced by operant conditioning aforementioned in the Behaviourist approach, the innate nature of language must also be taken into consideration. The Nativist approach in contrast, explains the apparently innate or predisposed ability of children to distinguish speech sounds, organize linguistic data and have an understanding of a linguistic system as an LAD, the genetically inherited Universal Grammar.

UG accounts for a child’s ability to learn language form and rules; however, it does not allow for a child’s own creative contribution to language learning. Functional explanations for language acquisition refer the capacity of a child to contribute and interact with language as a natural capacity to ‘conceptualize and interpret’ their environment and the world around them according to meaningful contexts, but does not explain how children acquire knowledge of structure and grammar. After careful analysis of these FLA approaches, it is clear that the capacity to learn a language, as mentioned by Slobin, is deeply ingrained in humans as a species.

This ability, although readily observable, cannot be explained physiologically. Each mentioned approach explains a key element of the language learning process, and only by combining the approaches does a clearer picture emerge of the incredible complexity of language learning and why it is deeply ingrained in humans as a species.

According to the Input Hypothesis, SLA takes place when learners understand language structures that are a combination of current understanding and that of the next level. In this scenario, students utilize a combination of context, knowledge of the world and extra-linguistic information (Krashen, 1982). The Input Hypothesis stresses that understanding the meaning in language is key to SLA, and that as a result of learning the meaning in communication, understanding of structure will automatically follow. Development of accuracy takes place over time with increased understanding, and therefore language fluency develops. Caretaker speech (the simplification of speech to aid learner
comprehension) is one element of The Input Hypothesis. An example of caretaker speech is the language used by a parent to their child. The spoken words and sentences are simplified according to the child’s level of understanding. In time, as the child progresses in linguistic comprehension, the parent adjusts their caretaker speech by ‘roughly-tuning’ it to match the child’s increasing level of language ability. Foreigner talk or Teacher talk is another example of caretaker speech used in SLA. Teachers modify their speech in the language classroom according to the students’ current level of comprehension. Examples of teacher talk in the language classroom are the suspended use of contractions and adjectives in an elementary level children’s class or the slowing of natural speech along with exaggerated gesturing.

According to the Input Hypothesis, learners should be given time before being expected to produce language; this ‘time’ is referred to as ‘the silent period’. During ‘the silent period’, learners develop understanding through listening and observing. In time, language production emerges naturally as the learner feels ready. In the case where learners are not given a ‘silent period’, they tend to revert to L1 rules which cause L1 (first language) interference (Krashen, 1982).

What comparisons in language acquisition can be drawn from comparing approaches and Functional explanations in FLA and the Input Hypothesis in SLA? And do these comparisons show whether the same deeply ingrained capacity of humans, as a species, to learn a language in FLA is available in the case of SLA?

Firstly, it is interesting to note that in both, the Behaviourist approach and the Input Hypothesis, the learner is not given formal language instruction. In both cases, learning is stimulated from influences outside of the learner. In the Behaviourist approach, the learner is stimulated by either the positive or negative conditioning of an ‘operant’, and in the case of Input Hypothesis, the learning is stimulated by a combination of context and knowledge of the world. In both cases it is necessary for the learner to have gained an amount of linguistic information or knowledge in forms such as basic nouns due to this reliance on the learner having some linguistic knowledge in the target language; the Behaviourist approach and the Input Hypothesis do not account for the innate nature of language and the learner’s own creativity in language manipulation. Secondly, a comparison of the Nativist approach and the Input Hypothesis highlight the learner’s ability to learn structure and form in a language without formal instruction. This unique ability is outlined in the Nativist approach, whereby a learner is said to draw upon a language acquisition device, UG, in order to comprehend complex grammatical structures.

This ability is posited as an inbuilt genetic capacity inherent in the human species. In a similar vein, the Input Hypothesis posits that learning takes place
when the learner is given an input at a level above the current level of comprehension. This hypothesis, thereby, posits that learners are capable of making a ‘mental leap’ in linguistic comprehension without the necessity for formal language instruction. This would indicate the view that learners possess an inbuilt capacity, enabling them to achieve this leap. And thirdly, Functional explanations and the Input Hypothesis agree that language acquisition takes place when useful contexts, which focus on meaning, are incorporated into real life scenarios. Furthermore, as a result of learning the meaning, understanding of structure will automatically follow. Clearly, not a single approach in FLA or SLA is the key to language acquisition. However, a combination of the approaches outlines the basic language acquisition devices and the cognitive capacity utilized in language learning. The same language acquisition capacity in FLA is available in SLA as demonstrated by the Input Hypothesis, although the learner’s age and L1 interference must be taken into consideration. Adult second language learners need time to listen and observe before effectively producing language, just as an infant needs to listen and observe before it can produce language.

In conclusion, learning a language is one of the most important, if not the most important things any human will do. Language is the foundation upon which everything that makes up the human essence is built.

Ideas are formulated, plans are drawn and expressions of thoughts, feelings, beliefs and reasonings are all conveyed through language. And yet, despite being born without the instinctive ‘sets of signals’ available to animals, no formal instruction and the sheer complexity of the task, all human infants have a capacity to learn a language. “Language is an indispensable part of human culture, without which jurisprudence, commerce, science and other human endeavors could not exist in the forms we know them” (Caplan, 1995, p. 4).
2.3 ESL Language Levels

In the field of ESL teaching, there are six established and accepted English language levels: beginner, elementary, pre-intermediate, intermediate, upper-intermediate and advanced.

Students studying English as a second language in their home country generally attend 2 – 5 hours per week.

This is often taught by non-native bilingual English teachers, who focus on grammar instructions.

**Progress is slow due to the following factors:**

- Lack of speaking opportunities with native English speakers
- Limited exposure to English in daily life
- Instruction primarily focused on grammar terminology
- Large classes
- Few hours per week of English classes

**Students who study in an English speaking country progress much faster as a result of:**

- Total immersion in the English language in daily life
- Longer class hours
- Smaller classes
- Plenty of speaking opportunities outside of the classroom
- In English speaking countries ESL instruction for each language level is usually given in 10 or 12-week courses, for each language level. Students must demonstrate competency by passing a level test, before moving up to the next level.
- In non-English speaking countries, this rate of progress is much slower; in fact, it can take years for students to progress to fluency.

**Beginner level**

There are two types of beginner students. The first is the ‘zero’ beginner, who has no knowledge of the English language whatsoever.

The second type of beginner is the ‘false’ beginner.

A false beginner is a student who says ‘I can’t speak any English’ and by doing so establishes that they have in fact some knowledge of the English language and possibly a mental store of vocabulary that can be activated in lessons.
Beginner students are mostly children but can also be adults who have not had the advantage of learning English as a second language in school. (Or perhaps did not undertake much schooling).

**Beginner level descriptors in each of the four language skills are:**

- **Speaking:** very little or almost no verbal skills. May produce a few very common words with difficulty, such as coke, yes/no, hi and hello.
- **Listening:** nil understanding of spoken English. Responds to body language, not verbal instructions.
- **Reading:** may recognize some letters of the alphabet or their own name in print.
- **Writing:** may be able to write some letters and/or their own name.

**Example topics to teach beginner level**

- Alphabet
- Numbers
- Simple commands
- Food
- Colors
- Animals
- Transport
- Furniture
- Family members
- Emotions
- Days of the week
- Time
- Calendar
- Seasons
- Nature
- Everyday items
- Clothing
- Occupations

**Example language functions for teaching beginner level**

- Greetings
- Asking and answering simple WWWW questions
- Answering simple yes/no opinion questions
- Making very simple requests and apologies
- Simple commands
- Simple phrases

**Example Grammar points for beginner level**

- Articles
- Present simple tense
- Basic nouns
- Basic verbs
• Wwwwh question words
• Basic pronouns
• Plural ‘s’ and possessive ‘s’

**Beginner level lessons and course books for children**

At the beginner level, children are generally in kindergarten aged from 2 – 5. At these ages, it is very limited as to how much can be taught at one time. Vocabulary should be kept to sight words in categories and very simple short phrases.

For this reason, most ESL course books for these ages have large and colorful pictures in picture dictionary style with one task per page for learners to complete, leaving the children plenty of space to write and draw in (the golden rule, the smaller the child the larger the pencil and writing/drawing space).

**Teacher Talk (TT) for teaching beginner level children**

When teaching beginner level children it is necessary to be very animated. Use of exaggerated body language is needed to demonstrate the concrete reality words represent, particularly when teaching actions (verbs). Move your body deliberately to express an action and repeat several times to give students time to work out what is being taught. Next, have the students mimic the actions while repeating the new vocabulary for re-enforcement.

Young children learn from movement and games, and therefore TT must always be physical along with verbal.

**Whiteboard use when teaching beginner level children**

The whiteboard should always be bright and colorful with plenty of simple illustrations to refer to. As children have short attention spans, it is best to keep drawings brief, simple and if possible funny.

When using worksheets, the whiteboard should be used as a demonstration tool to clearly show the children what they will need to do in order to complete their worksheets.

Be sure to keep the whiteboard uncluttered and leave plenty of space so as not to confuse the learners.

Wherever possible, invite students to the front of the class and have them write on the whiteboard to complete activities; this gives the learners a sense of involvement which is highly encouraging.
Beginner level lessons and course books for teaching adults

Beginner level adults are often older students who are immigrating to an English speaking country or those who have had limited schooling.

Vocabulary should be taught in chunks with many phrases that are used in basic daily life, along with specific contexts that represent the real world to incorporate the learner’s needs and interests.

ESL course books for this level are often referred to as ‘Beginner’ or ‘Starter’ books. Their focus is on basic vocabulary, simple dialogues and very short texts. Lots of pictures and cartoons are used as visual aids at this level to give the learner a reference point. Dialogues often have cartoon pictures with speech bubbles (see Side by Side ESL course book).

Teacher Talk (TT) for teaching beginner-level adults

For teaching beginner adults, it is also necessary to be animated in your movements and pronunciation, mouthing words clearly and using expressive body language to demonstrate.

Almost everything being verbally instructed in the classroom will need to be written on the whiteboard to support the students’ limited listening ability. It will also be important to repeat often and be very patient; do not expect that simply because the learners have seen it and heard it that they have understood it.
Elementary level

At the elementary level, sometimes referred to as upper beginner, students should have learnt the basic vocabulary taught at the beginner level. They should be able to recognize, read, write and pronounce a variety of very common everyday nouns, verbs and possibly some adjectives as well as, ask and answer very basic questions related to familiar topics.

In addition, due to indirect learning students will have started using a few common prepositions (on, in, at…..) and articles (a, an, the), although mostly incorrectly. At this level, students attempt to describe things, talk about things they experience and follow very basic instructions and directions.

Elementary level descriptors in each of the four language skills are:

Speaking:

- Minimal speaking ability relating to personal and familiar everyday topics
- Continuous speech hesitations
- Long pauses in speaking
- Repeating words more so than responding
- Many false starts

Listening:

- Requires constant repetition
- Requires speech to be at a very slow pace and well enunciated
- Requires the support of the exaggerated body language
- Can pick out some key words, such as nouns, verbs and some adjectives and prepositions

Reading:

- Can read very familiar basic information
- Can read simple, short texts on familiar topics with the aid of a bilingual dictionary
- Can read very basic instructions
Writing:

- Can write simple basic personal information
- Can write very short, simple sentences of up to 6 – 8 words with some errors
- Punctuation is limited to full stops, some capitalization and question marks

Example topics for Elementary level

- Meeting and greeting
- Menus and dishes
- Simple traditions
- Favorites
- Likes and dislikes
- Jobs
- Places
- Travel
- Cooking
- Friends
- Life
- Love
- Planning and scheduling
- Weather
- Simple health issues
- Hobbies and pastimes
- Sports
- Shopping

Example language functions for this level

- Requests
- Permission
- Telephoning
- Suggesting
- Simple opinions
- Simple question and answer

Example grammar points for this level are:

- Plurals
- To be (is/isn’t)
- Possessive adjectives
- Present simple (does & doesn’t)
- a/an, some/any
- Have got possession
- Past simple regular verbs
- Past simple irregular verbs
- Past simple questions
- Expressions of quantity
- Should
- Future going to
- Would
- There is/are
- Adverbs of frequency
- Prepositions of place
- Present continuous (now)
- Can for ability
- Past simple with be (was a/were a)
- Prepositions time
- Simple comparatives
- Predictions (will)
- Superlatives
- Present perfect (how long/for/since)
**Elementary level lessons and course books for children**

At this level, children are generally between 8 – 12 years old. The slow progress in English learning is due to the fact that students receive very limited English conversation instruction with native speakers, extending the time taken to move from beginner level to elementary.

Vocabulary at this level can be taught in chunks and phrases, as well as groups of words in context. Although students still need visual aids and body language, they can now utilize more of their reading skills to support their aural comprehension.

Course books are generally simplified versions of adult course books with topics of interest to children.

**Teacher Talk (TT) for teaching Elementary level children**

Elementary level children are able to follow very basic verbal instructions in English related to common classroom tasks, such as opening books to certain pages, work in pairs or groups, using certain known resources and timing.

All other instructions and teaching must be supported with body language and use of the whiteboard.

Another important factor for this level is not to overburden students with too much teacher talk time (TTT). Resist the urge to elaborate and over explain using more sentences and words.

Pictures, charts and stick drawings are effective tools in supporting verbal instructions, demonstrations and explanations.

All verbal instruction should be very simplified (resist speaking louder) and clear. Do not use synonyms to define a difficult word; instead, use pictures or draw on the board.

TT should consist of short 8 – 10 word, simple and compound sentences with minimal adjective/adverb use, without using idioms and jargon.

**Elementary level lessons and course books for adults**

ESL books for elementary adults can be quite busy with plenty of text and up to 3 tasks a page. Choose books with lots of illustrations and visual aids and use these to expand on what is being taught.

Most reading activities for this level are excerpts from articles of up to 5 sentences or short paragraphs. Although they are usually written in plain
English, the excerpts can still overwhelm students, and therefore you should begin teaching skimming and scanning techniques as early as possible to avoid lengthy silent reading periods in-class.

Lessons for this level should be well scaffolded with additional activities that expand on what is being taught (grammar point, objective, language function).

Writing on the whiteboard should be an example of how to form questions and answers, discourse markers, as well as how to use the wording in a question to create an answer for role-plays and dialogues, giving the students a visual cue to follow.

**Teacher Talk (TT) for teaching Elementary level adults**

At this level (TT for adults), everything has to be very simplified and brief. Short sentences spoken at a slow rate of speech, along with precise body language are needed to aid comprehension.

As with children, keep TTT to a minimum. Use short and concise simple and compound sentences while using minimal adjectives and adverbs. However, this can be built up over time through the introduction of synonyms and antonyms.

In addition, everything being taught should be demonstrated on the whiteboard, and the use of visual aids is a must. A good idea is to have a stash of magazines on hand to use for illustrating and discussion to help scaffold verbal learning.
Pre-intermediate level

At pre-intermediate level, students have mastered a foundation of basic vocabulary relating to everyday actions, events, common items and familiar topics. They are developing confidence in speaking and are usually eager to participate in simple, short conversations. The listening skill is developing well and students are able to pick out key words; however, they have trouble recognizing adjectives, contractions, phrasal verbs and verb tenses. Pre-intermediate students enjoy learning new words and feel the need to build on their vocabulary.

Pre-intermediate level descriptors in each of the four language skills are:

Speaking:

- Uses simple vocabulary in basic sentences
- Often makes errors in verb tense use
- Some linking words with much overuse
- Awkward and often fragmented speech
- Constant hesitations and pauses
- Constantly struggles to find words

Listening:

- Limited to key familiar words
- Relies on slow speech TT
- Often asks for repetition

Reading:

- Can read short texts on familiar topics
- Can scan for key words
- Can skim for very specific simple information
- Relies on a bilingual dictionary for full comprehension of longer texts

Writing:

- Can use simple tenses
- Can write about hobbies, schedules and habits using present tense
- Capitalizes
- Some use of commas
- Can write short paragraphs using simple and some compound sentences
Example topics for Pre-intermediate level are:

- Relationships
- Leisure
- Appearance
- Culture
- Dreams
- Intentions
- The past
- The future
- Health
- Money
- Shopping
- Cooking
- Relatives
- Famous people
- Entertainment
- Jobs
- Places
- Travel
- Imagination
- Ambitions

Example language functions for this level are:

- Questioning
- Linking ideas
- Intonation
- Small talk
- Giving advice
- Asking for and giving directions
- Thanking
- Applying
- Deciding
- Telling a story
- Discussing
- Skim & scan reading
- Giving simple opinions
- Giving a simple account

Example grammar points for this level are:

- Present simple
- Time phrases
- Should/shouldn’t can/can’t
- Present continuous
- Comparatives and superlatives
- Would like to
- Quantifiers countable/uncountable
- May/might
- Past continuous
- Gerunds
- Present simple passive
- Past simple passive
- Present perfect continuous
- Conditionals (would)

Pre-intermediate level lessons and course books for youths and adults

Pre-intermediate level ESL course books are quite similar to elementary level books in that the text and reading sections are usually brief or broken up into small, easier to manage paragraphs.
The tasks tend to focus on vocabulary and communication with more or longer writing tasks than the previous two lower levels.

Visual aids such as pictures, charts and diagrams should still be used to give guidance as to what is being taught.

**Teacher Talk (TT) for teaching Pre-intermediate level youths and adults**

Teacher talk for this level is still based on a slowed rate of speech as in the previous levels, but rather than the need for full support of the whiteboard and body language, deliberate emphasis and intonation when instructing can be now used to draw attention to keywords to aid comprehension.

It will still be necessary to use the whiteboard and some body language, but not to the extent used previously.

**Intermediate level**

At the intermediate level, students are able to use more compound and complex sentences to describe events, time, objects, things, people and places. They enjoy speaking, but often get frustrated because they tend to understand more than they can express verbally or in writing.

Generally, intermediate students are adolescents in late middle school, high school or adults. Students at this level enjoy learning through a broad range of topics and love to express opinions and ideas. It is important to use plenty of discussion type activities and provide ample speaking time in-class.

**Intermediate level descriptors in each of the four language skills**

*Speaking:*

- Uses a mix of simple, compound and some complex sentences; however, around 50% of the speech has errors in verb tense, prepositions, countable/uncountable nouns and wrong word choice
- Uses a range of discourse markers and linking devices, but with much overuse and some errors
- A number of false starts
- A number of long pauses to self-correct or sometimes find words
- In general, the speech is understandable despite errors
Listening:

- Listening is often better than speaking
- Understands more than can express verbally
- Can readily pick out key words
- Understands intonation and emphasis
- Can take simple notes

Reading:

- Can read a variety of texts with the aid of a bilingual dictionary
- Can scan and skim
- Can understand some meanings of unknown words from simple or known contexts

Writing:

- Can complete forms, tables and basic information
- Can use perfect and continuous tenses, although errors still occur
- Uses basic punctuation
- Can write basic emails, short accounts of events and take notes

Example topics for Intermediate level

- Self
- Memory
- The world
- Biographies
- Success
- Media
- Socializing
- Lifestyle
- Modern technology
- The future
- Mysteries
- Law
- Dilemmas
- Issues
- Education
- Etiquette
- Differences
- Customs
- Relaxation
Example language functions for this level are:

- Asking & answering open questions
- Showing interest, polite enquiry
- Describing places
- Making bookings
- Describing events
- Linking chronologically
- Word stress
- Reviewing
- Formal speech
- Generalizing
- Quantifying
- Narrating
- Polite leave-taking
- Reporting
- Advising
- Expressing feelings
- Interviewing
- Complaining
- Seeking & granting permission

Example grammar points for this level are:

- Conditionals
- Quantifiers
- Hypotheticals
- Reported speech
- Modal verbs
- Adjectives
- Future with (if)
- Present perfect simple
- Past simple and continuous
- Present simple and continuous

Intermediate level lessons and course books for adults

Intermediate level ESL course books cover a full range of topics of interest to the learners. At this level, students’ can deal with longer texts, tasks that reflect the real world (slightly simplified) and a range of writing activities.

Teacher Talk (TT) for teaching Intermediate level adults

The intermediate level is often referred to as the 50/50 level. Students can understand roughly 50% of what the teacher is saying if spoken at a slightly slowed and simplified rate of speech, and the teacher can understand around 50% of what students can say.

Teacher talk used should be controlled or deliberate. For instructing use words that are familiar to the students, and then scaffolded them with less familiar, but within the context, synonyms and parallel phrases. This will greatly increase student progress as per the Krashen’s input hypothesis.

At this level, students are able to make the mental leap and follow the teacher aurally, although they will still often need repetition or explanation. The
whiteboard should be used as a demonstration tool and to record new vocabulary, as well as what is being taught; but generally, it is not needed for following oral instruction.

**Upper-intermediate level**

Upper-intermediate students have a large vocabulary base and enjoy discussing, comparing and reporting on a wide variety of topics. They are mostly interested in topics that relate to work, business or future goals and needs. At this level, students make fewer mistakes with most relating to verb tense, prepositions, countable/uncountable and plurals. Students will readily ask for clarification when needed and have learnt to listen for key words while not concentrating on every spoken word. Students can usually understand English spoken at a normal pace and mostly without the aid of gestures. Writing is more structured and flows according to events and/or chronological order, although there are still many mistakes. Upper-intermediate students communicate very well on a broad range of topics within known frameworks.

**Upper-intermediate level descriptors in each of the four language skills are:**

**Speaking:**

- Can speak on a broad range of topics
- Compares and contrasts
- Reports
- Can request, complain and advise
- Can express a broad range of feelings
- Can function in a workplace setting
- Can predict information
- Can participate in discussions
- Can ask for and understand clarification
- Can link ideas and give examples
- Can pronounce clearly with use of emphasis and intonation
- Has a wide vocabulary
- Willing to (clearly) speak at length, although a large number of errors remain
- Can paraphrase

**Listening:**

- Can understand speech at a normal pace
- Can follow directions, instructions and clarification without aid of body language
- Can listen for key words, some synonyms and parallel expressions
• Can understand simple inferences and humor

**Reading:**

• Can read a variety of materials with the aid of an English dictionary
• Can read and understand some hidden meanings (between the lines)
• Can follow details
• Can effectively scan and skim

**Writing:**

• Can write for a variety of purposes
• Can use compound and complex sentences, although errors still occur
• Can write essays and describe effectively
• Can develop and link ideas
• Can link appropriate examples to ideas
• Can paragraph, although errors occur
• Can paraphrase

**Example topics for this level are:**

- Making a living
- Modern world
- Survival
- Coincidences
- Relationships (interpersonal)
- Chit chat
- Types of love
- Responsibilities
- Humor
- Planning
- Regrets
- Hope
- Business
- Failure

**Example language functions for this level are:**

- Opinions
- Describing subtleties
- Expressing probability
- Complaining successfully
- Expressing a reaction
- Moods
- Stress
- Animals
- Entertainment
- Society
- Milestones
- Luck
- Money
- Psychology
- Work
- Travel
- Time
- Study
- Socio-linguistics
- Using idioms
- Describing in-depth
- Public speaking
- Giving presentations
Example grammar points for this level are:

- Prepositional phrases
- Participles in narratives
- Future perfect continuous
- Present continuous with present simple
- Get used to
- Relative clauses
- Modals
- Passives
- Countable/uncountable nouns with quantifiers
- Conditionals
- Question tags
- Idioms
- Phrasal verbs
- Review all tenses

Upper-intermediate level lessons and course books for adults

For this level, ESL course books are fully comprehensive and cover a wide variety of topics and tasks that reflect the real world.

Many of the tasks require a longer time to complete and are more in-depth, including new vocabulary, language functions and grammar all in one, rather than being more staggered as is the case with the lower levels.

Teacher Talk (TT) for teaching Upper-intermediate level adults

At this level TT is no longer required. The teacher should maintain a normal rate of speech using a full range of vocabulary, phrases, idioms and less common vocabulary.

At times students will need and can ask for clarification, but will no longer need visual support from the whiteboard. At this level, the whiteboard is used to enhance learning rather than to directly support it.

Advanced level

At the advanced level, students are very confident in using the English language and can speak with a few hesitations. They are able to express their thoughts, ideas and opinions using diverse vocabulary with few errors. Although not completely fluent, advanced level students can tend towards complacency. At this level, it is important to encourage students to avoid resting on their linguistic laurels, so they can go on to progress to complete fluency. Advanced level students usually continue studying for academic or work/business related purposes, and therefore it is important at the outset to establish their language goals and needs.

Advanced level descriptors in each of the four language skills are:

Speaking:
• Connected speech with few hesitations
• Confident in expressing ideas, opinions using relevant examples to support
• Can effectively paraphrase and report
• Can ask for and give very detailed information
• Few speech errors
• Can use a broad range of discourse markers and links
• Has a wide vocabulary using collocations and terminology
• Can speak on a broad range of familiar and unfamiliar topics
• Rare problems with pronunciation

Listening:

• Can listen to a wide variety of topics and types of speech
• Can understand accents
• Can comprehend normal speech easily
• Can understand inferences and intonation
• Rarely needs to ask for clarification

Reading:

• Can comprehend long texts with only occasional aid of English dictionary
• Can comprehend complicated texts from a wide variety of sources
• Can effectively scan for specific information
• Can effectively skim for meaning
• Can deduce meaning of unknown words according to context and text clues
• Can understand inferences
• Can read between the lines for hidden meanings

Writing:

• Can write on a very wide range of purposes
• Makes few errors in sentence structure and grammar
• Has a large vocabulary base
• Can paragraph and link effectively
• Can fully develop point of view, support and give appropriate examples
• Can write a variety of sentence types with only occasional errors

Example topics for this level are:

• Finances
• Social norms
Taste
Modern lifestyle
Facts
Education
Holistic medicine
Alternative therapies

Image
Emotions
Globalization
Business
Perception

Example language functions for this level are:

- Deciding
- Weighing up the facts
- Expressing disappointment
- Chronicling
- Determining truth or lie

- Planning
- Telling a story
- Expressing with sensitivity
- Teaching and instructing
- Analyzing

Example grammar points for this level are:

- Time and tense
- Infinitives and ing
- Compound phrases
- Auxiliaries
- Ellipsis

- Noun phrases
- Phrasal verbs
- Continuous verb tenses
- Modals
- Idioms

Advanced level ESL course books are usually academically or business based on topics, language functions and objectives. Teacher talk is not required for this level; the teacher should speak at a normal pace using a wide vocabulary with much use of idioms, collocations, inferences and precise terminology.
2.4 Placement Testing

Placement tests are assessment tools used to accurately determine students’ levels in English language ability. Once undertaken, the results are recorded to measure against future progress tests.

Placement tests are carried out prior to the commencement of any language program or study for two reasons: firstly, to match the materials to the students’ current ability and needs, and secondly, so that the future progress can be evaluated.

In order to check all areas of student ability, placement tests should cover all four language skills as well as, vocabulary and grammar accuracy.

Placement tests for speaking generally consist of a number of questions ranging in difficulty according to each language level, from beginner to advanced. The test is usually conducted by a native English speaking teacher and takes about 5 – 7 minutes with the teacher asking the questions for each level until the student can no longer respond using a range of vocabulary or cannot possibly understand how to answer the question. At this point, the student would be placed in the previous level to the current questions.

Listening tests can be given separately with the aid of a recording and question sheet, although it is not possible to separate listening from reading in this format. These tests are usually administered and marked by admin staff.

Reading tests generally cover full comprehension, the ability to scan and skim and reading speed. These too are administered and marked by admin staff.

Lastly, writing tests consist of a number of tasks ranging from gap fill, changing word form or verb tense to writing a short passage describing something familiar. Writing tests are usually administered by admin staff, but marked by native English teachers.

Most ESL schools will have their own level test/s that they administer; otherwise, there are many available online or ESL course books.

When looking for a placement test, it is best to choose one that is simple and easy to score. Complicated tests slow down the placement process unnecessarily. Student test results should be recorded and kept for progress evaluation after a period of study.
## Placement test: Speaking

### Elementary level

1. What is your name?
2. Where do you live?
3. What is your age?
4. Where are you from?
5. Do you work or study?

### Pre-intermediate level

1. What are your hobbies?
2. What is your favorite food?
3. What colour do you like best?
4. What is your favorite animal? And why?
5. Tell me about your family.

### Intermediate level

1. What kind of movies do you like? And why?
2. Tell me about your favorite movie, what do you like most about it?
3. Who is your favorite actor? And why?
4. Tell me about your last holiday, where did you go? Who with? And, what did you do?
5. What do you do to relax? Do you relax often? Why? Why not?

### Upper-intermediate level

1. Tell me about someone you admire? What do you admire about them?
2. If you could change one thing about your life, what would it be? And, why?
3. If you won a million dollars, what would you do? How would it change your life?
4. Do you like to shop? What is your favorite type of shopping? Why do you like it?
5. If you could travel anywhere in the world, where would you go? Why? Who with? What would you do there?

### Advanced level

1. What is your opinion of the infrastructure in your home city?
2. In your opinion, are there any forms of art that should not be considered as art? Tell which ones and why?

---

## Placement test: Reading
Example: Crystal has a brown dog and a black dog.

A. She has one dog.
B. Crystal’s dog is brown and black.
C. **She has two dogs.**
D. Crystal likes black dogs.

**Start:**

1. A monkey is bigger than a cat, but smaller than a horse.
   
   A. A monkey is smaller than a cat.
   B. A monkey is very small.
   C. A monkey is the biggest animal.
   D. A horse is bigger than a monkey.

2. Joshua is Australian but Soojee isn’t; she’s Korean.
   
   A. Soojee is Australian.
   B. Joshua isn’t Australian.
   C. Joshua isn’t Korean.
   D. Soojee and Joshua aren’t Australian.

3. She is the tallest woman in the world.
   
   A. She is not as tall as my grandmother.
   B. Many women are taller.
   C. There are no taller women anywhere.
   D. She’s taller than some other women.

4. You can go to the show if you have a ticket.
   
   A. You can’t go if you have a ticket.
   B. You can go without a ticket.
   C. You need a ticket to go to the show.
   D. A ticket is not necessary to go to the show.

5. Kim is looking after the dog.
   
   A. He can see the dog.
   B. He is taking care of the dog.
   C. He is looking at the dog.
   D. The dog is sitting on him.

6. They only have one TV for the whole family.
   
   A. They only like TV.
B. They do not like any other TV’s.
C. They do not have more than one TV.
D. They have a big TV.

7. What does Jeanie like?
   A. What are her favorite things?
   B. How is she?
   C. Does she look like Jane?
   D. Does he like Jeanie?

8. She wants to go home, but she might have to go to work.
   A. She will be at home before work.
   B. It is possible that she will go to work.
   C. She’s allowed to go to work.
   D. She always goes home after work.

9. I want you to clean your room when you return.
   A. You want to clean your room.
   B. We will clean your room together.
   C. I don’t want you to forget to clean your room.
   D. I want to clean your room.

10. She used to drink whiskey.
    A. She is used to whiskey.
    B. She drank whiskey before but doesn’t drink it now.
    C. She usually drinks whiskey.
    D. She used to drink.

11. Crystal will take you to the shop.
    A. Would you like Crystal to take you to the shop?
    B. Crystal will not be going to the shop.
    C. Do you need to go to the shop?
    D. You will go to the shop with Crystal.

12. They should turn the music down.
    A. The music is too loud.
    B. The music is too quiet.
    C. The music is exciting.
    D. The music should be stopped.

A. She remembered buying the milk.
B. She forgot to buy the milk.
C. She didn’t forget to buy the milk.
D. She remembered that she forgot to buy the milk.

14. The turtle has lived for nearly 133 years.

A. The turtle is very old.
B. The turtle was very old.
C. The turtle died at 133 years.
D. The turtle has many more years to live.

15. He can hardly hear the radio.

A. He hears very hard.
B. He is hard of hearing.
C. He cannot hear it very well.
D. It is hard to hear him.

16. Lucy painted her toenails yesterday.

A. She had to paint her toenails.
B. They painted her toenails.
C. She painted her toenails yesterday.
D. She had to paint her toenails.

17. Either chef can cook lasagna.

A. No chef can cook lasagna.
B. Both chefs can cook lasagna.
C. All chefs can cook lasagna.
D. Any chef can cook lasagna.

18. I’d rather sing.

A. I’ve been a singer.
B. I’d better become a singer.
C. I prefer singing.
D. You can sing better than me.

19. You don’t have to cut your hair.

A. You can choose not to cut your hair.
B. You mustn’t cut your hair.
C. You can’t cut your hair.
D. You don’t want to cut your hair.
20. If Josh had played he would have won.

A. If he hadn’t won, he’d have played.  
B. Josh didn’t win because he didn’t play.  
C. When Josh plays he always wins.  
D. He didn’t come, but he won.

**Score for Reading Test**

1. Add all correct answers.  
2. Use the chart below to determine the student level.

<table>
<thead>
<tr>
<th>Score</th>
<th>Level number</th>
<th>Student level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% - 10%</td>
<td>0.0-0.5</td>
<td>Beginner</td>
</tr>
<tr>
<td>11%-15%</td>
<td>1.0-1.5</td>
<td>Elementary</td>
</tr>
<tr>
<td>16%-20%</td>
<td>2.0</td>
<td>Pre-intermediate</td>
</tr>
<tr>
<td>21%-35%</td>
<td>2.5</td>
<td>Intermediate</td>
</tr>
<tr>
<td>51%-75%</td>
<td>3.5</td>
<td>Upper intermediate</td>
</tr>
<tr>
<td>76%-95%</td>
<td>4.5</td>
<td>Advanced</td>
</tr>
<tr>
<td>100%</td>
<td>5.0</td>
<td>Fluent</td>
</tr>
</tbody>
</table>
Placement test: Writing

In order to isolate and assess only the writing skill, it is important to use exercises that do not require excessive use of written instructions. Therefore, it is best to use very simple and clear written instructions or have students write about a picture (descriptions/opinions) or a process depicted in a series of pictures. In addition, be sure to give more than one task as students may be better in one area of writing than another.

The following is an example of a basic writing skills test:

Task 1: write a 50-word description of your hometown.

Task 2: Chronological/descriptive writing (20 minutes).

Write 150 words about the pictures below. What is happening?

Task 3: Cloze activity; Simple past and past continuous (10 minutes).

Using the words in parentheses, fill in the gaps in the sentences below using either simple past or past continuous tense.

Last night, while I was cooking my dinner, Jane ___________(call). She said she ___________(call) me on her mobile phone from her English class. I asked her if she ___________(wait) for class, but she said that the teacher was at the front of the class teaching while she ___________(talk) to me. I couldn’t believe she ___________(make) a phone call during class. She said her teacher was so boring that several of the students ___________(sleep, actually) in class. Some of the students ___________(talk) about their plans for the weekend and the student next to her ___________(draw) a picture. When Jane told me she was not happy with the class I ___________(mention) that my English teacher was quite good and ___________(suggest) that she switch to my class. While we were talking I ___________(hear) her teacher yell “Are you on
the phone?” Suddenly, the line went dead. I _________ (hang) up the phone and started _________ (make) dinner.

### TESOL Teacher Activity 2

Answer the following questions:

- List the TESOL language levels:

- What are the two types of beginner students?

- Why are new students given placement tests?

- What are the main areas of language ability that placement tests assess?
2.5 ESL Teaching Methodology

Successfully teaching English as a second language requires knowledge of teaching methods and lesson preparation. A good TESOL teacher is capable of not only finding resources online or using those in course books, but also being able to develop their own curriculum, lesson plans and resources, if needed.

When it comes to the development of ESL teaching materials and programs, a lot of research and study has been done over the years. This particular research is known in the linguistic fields as TESOL ‘methodology’, and this particular methodology has been based on certain factors, such as age, language distance, cognitive development and learner needs.

Accordingly, specific approaches, methods and techniques have been developed to guide the teacher and ensure lessons have continuity and clear, measurable goals that meet the needs of all learners.

The following pages contain the most widely accepted and successful approaches, methods and techniques – all of which are the methodology in ESL teaching.

ESL Approaches

An approach to lesson planning is likened to the underlying theory as to how a language is best learned, and therefore should be taught. Approaches in ESL methodology are based on language acquisition and the processes involved. The following is a list of the most commonly accepted ESL approaches in English language teaching.

The Communicative approach:

This approach was designed specifically for TESOL teaching and focuses on communication through the listening and speaking skills. Activities used in this approach involve high levels of communication with a limited focus on reading and writing. The theory behind the communicative approach is to teach English as it is used in daily life in ways that reflect real life situations and contexts. Activities used when teaching this approach could include drama, dialogues, language functions related to expressing ideas, thoughts, feelings and opinions, discussions, Q & A, biography exchanges, debates and so on.
The Task-based approach:

This approach focuses on having students complete a specific task or project that is related to everyday life chores and situations. The objective of the lesson is the completion of the task. Tasks can be either individual work or made more communicative by incorporating pair or group work. Activities used for this approach could include projects, following instructions, filling out forms, writing for a specific purpose, arts and crafts.

The Natural approach:

This approach focuses on the language used in a relaxed and informal setting. Students are encouraged to speak in English and are not corrected at all, so as not to inhibit the speech. The Natural approach encourages students to communicate as much as possible, but as students’ pronunciation and speech errors are not corrected, it can lead to fossilized errors. Activities for this approach could include games, discussions, arts and crafts, TPR and other practice style techniques.

Grammar-translation approach:

The Grammar-translation approach is one of the original approaches used in language teaching. Its focus is on the use of Prescriptive grammar through the teaching of grammar rules. Lessons focus on form and terminology, as well as grammatical correctness. Tasks for this approach could include worksheets, grammar games, instruction and quizzes.

Lexical approach:

The Lexical approach is primarily focused on the learning of vocabulary. Lessons would include lists of vocabulary in contexts or chunks of words, such as phrases, collocations and synonyms. Tasks for this approach could include any that can be used to teach vocabulary, including worksheets, games, memorizing and flashcards.

Learner-based approach:

This approach focuses on the learner. Lessons are built around the learner’s needs and goals, requiring in-depth knowledge of the learner or the learner group. The Learner-based approach is most often used when teaching small groups or one-on-one, such as private tuition. Tasks for this approach would include any that fit the learner’s needs.
Eclectic approach:

The Eclectic approach does not focus on any one particular approach to language teaching, but instead incorporates two or more, allowing for flexibility within the lesson method. Tasks for this approach could include any of other approaches with meaningful activities that fit the lesson theme and objectives.

Lesson Methods

A method in an ESL lesson is the group of activities or techniques that students participate in, combined with the resources used. Within any 60 minute lesson, there can be anywhere from three to eight or more techniques, depending on the age and abilities of the learners.

A lesson method will generally be in line with one of the aforementioned approaches. For example, a method consisting of activities based on the skills of listening and speaking would fall into the ‘Communicative’ approach. Whereas, a method consisting of activities focused on reading and writing and/or completion of tasks would generally be in-line with the ‘Task-based’ approach.

It is not necessary to pre-determine an approach prior to planning a lesson. It is, however, important to consider the curriculum, learner’s abilities and goals and the aim of the lesson when choosing appropriate techniques and materials that make up the method in your lesson plan.

One rule that does stand for all methods is that the techniques used should always be varied and incorporate all learner types, such as visual, oral/aural and tactile/kinesthetic as much as possible.

When teaching from a textbook, all of these factors have been considered beforehand and the lesson goals and techniques are clearly established. It is then up to the teacher to make sure the lesson is presented in the most interactive and communicative way possible to add value to what the course book already offers; this way the lesson method will be well rounded, providing the best learning opportunities for all types of learners.
Lesson Techniques

Techniques in the lesson are the activities or tasks that students participate in or complete. Each technique has a specific purpose within the lesson, such as: to acquire new vocabulary or a grammar point, to learn a new language function or to practice, re-enforce or review/assess what has been taught.

Examples of techniques are: flashcards, worksheets, songs, role-plays, mind plans and micro stories, games, drama, speeches, writing for a specific purpose, to name a few. Generally, a lesson plan for 1 hour will have 5-8 techniques, each taking approximately 3-10 minutes to complete. Some textbooks have up to 10 shorter techniques, each covering different ways to practice language related to the lesson topic, vocabulary and grammar point being taught.

List of example techniques

**Speaking:**
- Q & A
- Describe
- Discussion
- Dialogue
- Biography exchange
- Survey
- Questionnaire
- Interview/Talk
- Verbal presentation
- Skit
- Drill
- Sing
- Debate

**Listening:**
- Specific information
- Keywords (gap fill/form)
- Quotes
- Sequence of events
- Intonation
- Emphasis
- Context clues
- Hidden meanings
- Inferences

**Reading:**
- General understanding
- Specific information
- Skimming
- Scanning
- Context clues
- Parallel expressions
- Synonyms
- Antonyms
- Match up
- Flashcards
- Map
- Instructions

**Writing:**
- List
- Mind-plan
- Email or a section of an email for various purposes
- Tone
- Account
- Notes
- Record
- Essay or part of an essay
- Form
- Description
- Directions
- Quiz/Questionnaire
**TESOL Teacher Activity 3**

Answer the following questions:

What is an Approach in TESOL Methodology?

List 3 synonyms for Technique in TESOL Methodology:
Unit 3: Lesson Planning and Delivery

3.1 ESL Warm Ups

When learning English, many students feel uncomfortable and are afraid to participate in activities using the second language. This is due to a fear of making mistakes, pronunciation difficulties, vocabulary limitations as well as cultural shyness.

Therefore, within the ESL classroom, there must be an open, fun and comfortable atmosphere where students do not fear making mistakes and can freely communicate. To create this environment, it is necessary to begin each lesson with a warm-up.

A warm up is a quick activity or a game that focuses on communication. It should not take more than one to five minutes, which is enough time to have the class ready to get ‘stuck into’ the lesson. It is not necessary to write a warm-up into the day’s lesson plan, as it is best to choose a warm-up based on the mood of the class on the given day. Although, a warm-up can be used to introduce the lesson topic and what the students may already know about it.

Warm-ups for adults can and should be fun and engaging. Examples are:

- Conundrums guess
- Who, what, where am I?
- Guess the gift
- Quick draw
- Categories race
- Celebrity heads
- Board Pictionary
- Hangman
- Tongue Twisters
- Chinese whispers

ESL websites are full of great warm-up ideas and activities, simply Google “ESL warm-ups” for a plethora of great ideas.

<table>
<thead>
<tr>
<th>TESOL Teacher Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google “ESL warm ups” and create a list of 10 warm-ups for children and 10 for adults.</td>
</tr>
</tbody>
</table>

3.2 Lesson Plans

What is a lesson plan and why is it necessary to follow it for an ESL lesson?
A lesson plan is the framework of a lesson. It can be likened to a map or outline of the lesson goals and aims, which the method teaches, laying out what the lesson should achieve and how this is to be accomplished.

Lesson plans should always be followed as they give the lesson structure, outlining where it begins and where it ends to ensure the goals are achieved. In addition, they can be assessed to measure student progress. Lesson plans can include some or all of the four language skills: receptive reading and listening, and productive speaking and writing. With ESL lessons, however, the primary focus should be on listening and speaking communication.

Interesting and engaging lessons are also unique and made up of different stages, and it is necessary to have teachers’ notes that outline each stage for each task in the lesson.

This is done to ensure all students fully understand the lesson topic and how/why it is relevant to them.

At the beginning of each lesson, there should be an introduction or a presentation phase. This phase is used to gain the attention and the interest in what is being taught. A lesson introduction should only be approximately 2-5 minutes, and during this time the teacher highlights the lesson topic (should be written on the board) and raises a point of interest. This can be done by telling an interesting fact on the topic; i.e. if the lesson topic is ‘beach safety,’ then preparing an interesting fact on shark attacks or drowning could get their attention. Another way to gain students’ interest could be by giving a ‘real-life’ example related to the topic; i.e. tell them about a near death experience or miraculous beach rescue. By doing this, the students’ interest will be piqued and they will be fully engaged in the topic.

The next phase is the practice phase, when the teacher should explain why and/or how this topic is relevant to them. This can be achieved by asking questions; for example, in the instance of the beach safety topic, the questions can be: “what do you feel are the biggest dangers at the beach?”, or “how can these be avoided”, or “what would you do in … situation”? These could be boarded and then the class answers can be boarded as well. By now, the class should understand how this topic is relevant to them personally and feel that it is worth studying.

Now, the teacher can go on and instruct the students on how to complete the task/s in their books or worksheets and students will feel fully motivated to do so as they’ll understand the reason and relevance of the task.

Finally, there should be a production phase where students engage in a meaningful practice of the new vocabulary, grammar point or language function that is being taught.
This can be done by adding extra vocabulary with discourse markers to form questions and answers on the board, or by giving a new context to practice or a discussion. Whatever task/s used for this phase, the goal should be to allow students some non-controlled practice of the language and possibly some MMT (Making Mistakes Time).

Another role of a lesson plan is to provide an opportunity for the teacher to improve their teaching ability while predicting possible problems and/or difficulties that may arise during a lesson. And this is why, after preparing a lesson plan, the teacher should do a quick assessment as to the linking of the objective/s with the topic, tasks and resources. With proper lesson planning skills, an ESL teacher can be prepared, professional and continue developing their teaching skills to the benefit of the learners and themselves.

Considerations for lesson planning:

- What is the lesson objective? Is it measurable?
- Do I have a variety of techniques?
- Can I easily adapt my lesson if it is too easy or too difficult?
- Have I incorporated enough (listening/speaking) communication?
- Have I provided tasks that allow for meaningful practice?
- Does my lesson incorporate the learners’ needs and interests?
3.3 The ESL Lesson Plan Template

Planning section

- **Theme or Topic**: This refers to the overall context of the lesson; i.e. ‘Jungle animals’ or ‘Hobbies’
- **Length or time**: This refers to the duration of the lesson; i.e. 50 minutes
- **Language level**: This refers to the ESL level of the learners; i.e. Beginner, Intermediate
- **Age**: The age range of the learners; i.e. Kindergarten, teens, adults
- **Language skills**: This refers to the mix of language skills practiced by the learners within the lesson plan; i.e. listening, speaking, reading, writing
- **Objectives**: This refers to the goals or aims of the lesson being taught; i.e. students will learn 5 jungle animals (monkey, tiger, snake, zebra, meerkat). In addition, it can refer to language function (greeting & leave-taking in a business meeting) and/or grammar point (present simple for daily routines).
- **Methodology**: This is the specific TESOL approach and method used to teach the lesson; i.e. Eclectic approach: flashcards, song, game (method)
- **Resources**: The materials necessary to teach the lesson; i.e. CD, song lyrics, flashcards, worksheets, PPTs Power Points

<table>
<thead>
<tr>
<th>ESL Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme:</td>
</tr>
<tr>
<td>Objective:</td>
</tr>
<tr>
<td>Resources:</td>
</tr>
<tr>
<td>Task 1 Procedure:</td>
</tr>
<tr>
<td>Task 1 Activity:</td>
</tr>
<tr>
<td>Task 2 Procedure:</td>
</tr>
<tr>
<td>Task 2 Activity:</td>
</tr>
<tr>
<td>Task 3 Procedure:</td>
</tr>
<tr>
<td>Task 3 Activity:</td>
</tr>
<tr>
<td>Task 4 Procedure:</td>
</tr>
<tr>
<td>Task 4 Activity:</td>
</tr>
<tr>
<td>Lesson Review:</td>
</tr>
<tr>
<td>Homework:</td>
</tr>
</tbody>
</table>
Teaching section

- **Lesson introduction:** A brief activity or explanation of the topic of the lesson, and/or what is to be learnt; i.e. grammar point/language function

- **Teaching procedure & teacher’s notes:** Teacher’s notes are used to guide the teacher on how to introduce each task in the lesson plan. They are not the same as the ‘lesson introduction’ as they only relate to a specific task in the lesson, and not the lesson as a whole, or the lesson objective. Primarily, teacher’s notes are a bulleted guide for the teacher on how to:
  
  - Introduce each task in the lesson and create learner’s interest
  - Explain why or how the task is relevant to the learners by linking it to a ‘real life situation’ or an ‘everyday life skill’, as well as explaining/demonstrating how the learners will be able to make use of what they will learn
  - Incorporate communication into the task; i.e. pair/group work
  - Hand out any resources; i.e. give them worksheets and demonstrate how to complete the task
  - And finally, how to elicit feedback or answers from the learners in order to check understanding and provide any needed guidance or repetition of the task
  - Teacher’s notes should be very bulleted and specific. They should give clear guidance for any teacher to follow, in order to effectively introduce and teach each of the lesson tasks.

- **Activity:** What students can be doing to complete the task; i.e. filling out worksheet in pairs

- **Lesson review:** This is a brief review of what has been taught to ensure the lesson goals have been met

- **Homework:** A take home re-enforcement activity; i.e. finish a worksheet, color, draw, research
3.4 Activities or Tasks for Lesson Plans

Activities for lesson plans must be age and level appropriate. When teaching very young children, cognitive and motor skills must also be considered. A young child cannot catch small items, such as tennis balls or hacky sacks, whereas, older children love these activities. Children want to learn and are naturally curious. Therefore, the chosen activities should appeal to young inquisitive minds. Adults, on the other hand, want to know exactly how a task is relevant to their needs and interests and want to participate in activities that reflect the real world and everyday tasks that they need to accomplish in the target language. Therefore, as much as possible, incorporate the use of authentic materials, students’ experiences and life skills into your lessons and explain in what ways a task will meet the learners’ needs when introducing it.

Considerations when choosing an activity:

- Is it age appropriate?
- Is it level appropriate?
- Does it reflect a real life skill?
- Is it relevant to the learner/s?
- Is it of interest to the learner/s?
- Is it too easy or too difficult?
- Can it be easily adapted if necessary? How?
- Does it require a large amount or difficult to acquire resources?
- Does it require a large amount or open space?
- Does it take too long to demonstrate?
- Would it take up too much lesson time, or will it need to be taught over a number of lessons?
- Do you need school or parent approval? Could there be insurance issues? (trips outside school)
- Will it cost additional funds? Will the school, the teacher or the learners pay this fee?
- Do you, as a teacher, have the necessary skills to teach the activity, or will it require learning on your part?
- Is it questionable in any way? (cultural, moral issues)
**Socio-linguistics and lesson planning:** Socio-linguistics is the use of language as it relates to the ‘real world’. The descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society. Sociolinguistics differs from sociology of language in that the focus of sociolinguistics is the effect of the society on the language, while the latter’s focus is on the language’s effect on the society. Most learners of a second language do so primarily to ‘speak’ or communicate in the new language with its native speakers. Language communication falls into a category, which consists of the functions of a language in the society from which it came. With this in mind, it is important to plan and develop ESL lessons that include many and varied language functions, such as the ones listed below.

**Language Functions Personal:** Clarifying or arranging ideas and expressing one’s thoughts or feelings, such as: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth.

**Language Functions Interpersonal:** Establishing and maintaining social and working relationships: greeting, leave-taking, introducing, identifying, expressing joy, concern, hope, disappointment, anger, approval, happiness, giving and accepting invitations, refusing offers and invitations, making appointments and arrangements, breaking appointments, making and accepting excuses, apologizing, agreeing/disagreeing, interrupting, changing the conversation, offering, sharing, promising, complimenting and expressing thanks and gratitude.

**Language Functions Directive:** Influencing others in work and personal relationships: suggesting, persuading, requesting, asking for something, forbidding, permitting, discouraging, warning, establishing rules or guidelines, directing, instructing.

**Language Functions Referential:** Reporting about people, actions or things: identifying, describing, paraphrasing, explaining, defining, comparing, requesting, evaluating, discussing.

**Language Functions Imaginative:** Creativity: artistic expression, critiquing, embellishing, elaborating, authoring, problem-solving.

**3.5 Flashcards**

Flashcards are an excellent resource, useful for helping students acquire the language and vocabulary being taught. They provide a visual aid to learning, (most people are to some degree visual learners) and can be used in various
ways, such as to enhance and re-enforce what is being taught. It is important to follow a few easy guidelines when teaching flashcards so that your learners can get the most from this technique.

When teaching with flashcards:

- **Demonstrate**: clearly model the vocabulary for your students at least five times while holding up the flashcard. If students begin to repeat at this point, stop them. Signal in body language ssshhh!, and place your hand around your ear indicating for them to listen. It is very important to model the vocabulary five times for each flashcard, thereby allowing time for students of all abilities to hear and see the vocabulary.

- **Choral Drill**: have the entire class repeat the vocabulary on the flashcard in unison along with you. If the class is timid, use expressive body language to encourage them to call out the vocabulary louder and louder. This should be done a minimum of 5 times before moving on to the next step.

- **Individual repetitions**: hold up the flashcard and gesture to individual students, asking them to repeat the vocabulary on the flashcard. Try to ask as many students as possible to repeat the vocabulary and try to catch the students off guard by randomly asking them to repeat. If a student mispronounces the vocabulary, do not correct them directly in front of the class. Instead, go back to the last student who repeated the word correctly and have him/her say it again. Now return to the student who mispronounced and have him/her re-repeat the word or the sound. This form of peer correction is much easier on students who are already afraid of making errors in speech and helps to re-enforce what is being taught.

- **Repetition**: repeat this process for the remaining flashcards until all vocabulary has been taught.
**Tips for using flashcard:**

- A4 size for classroom use
- Letters must be lower case, except for proper nouns.
- Pictures should be clear
- Colour should be used for pictures
- Have removable vocabulary on flashcard or word on one side and a picture on the other
- Laminate cards

**Activities for flashcards:**

- New vocabulary demonstration
- Games
- Match up exercises
- Pronunciation
3.6 Worksheets

Worksheets are another very useful teaching tool. They can be used to introduce new material, practice what is being taught and used as reinforcement. Worksheets can incorporate the reading and writing skills while still providing opportunities for meaningful speaking/listening communication through the incorporation of pair and group work. In the ESL classroom, have students complete worksheets in pairs, groups or for homework as a reinforcement exercise as much as possible.

Tips for worksheets:

- Use simple English instructions (do not over elaborate)
- Allow enough time for students to complete the worksheet activity
- Use pair and group work to incorporate communication in worksheet tasks
- Walk around class during worksheet activities to ensure all students understand and are completing the task
- Demonstrate by example what is required to complete the worksheet
- Provide plenty of space for students to write in their answers on the worksheet; do not clutter or cram information

Worksheet activities for children

- Match up
- Unscramble sentences
- Unscramble words
- Word puzzles
- Colouring tasks
- Simple questionnaires
- Simple forms
- Simple surveys
- Multiple choice
- Describe the picture
- Drawing
- Join the dots

Worksheet activities for adults

- Gap-fill/cloze
- Unscramble sentences
- Match sentences
- Questionnaires
- Surveys
- Forms
- Match headings
- Q & A / Puzzles
- Find the answer in the text
- Complete missing information
- Dialogues
- Role-plays
- True & False
- Yes/no/not given questions
- Listening for information
3.7 Games

Games aid the learning process by giving the lesson pace and making learning fun. For teaching children, it is very important to include at least one or two games in every lesson as children learn best through play. Adults too, however, enjoy playing games and quick fun games can help to keep the lesson interesting, interactive and motivating. Games that provide a quick stimulus or that are a means of reviewing the lesson goal are best. Many teachers regularly use games like hangman, tic-tac-toe and eye spy with lower level adult classes. Finding a variety of games for the ESL classroom is easy as there are many ESL books and websites dedicated to language games. Think about the games you played as a child. Most children’s games are adaptable and can be used readily to teach whatever language function, grammar point or vocabulary is being taught in the lesson.

Many ESL teachers have a ‘bag of tricks’, which is a list of games that they can recall at a moment’s notice. And even though Hangman, Jeopardy and Tic-tac-toe are all great games, there are many others. Research online ESL games and put together your own ‘bag of tricks’, ready for use as a lesson technique to fill in when a technique simply doesn’t work or when you have more time than you actually need.

Tips for games:

- Demonstrate game well, especially the first time it is used or if you are showing it to children
- Use quickest and smartest students to help ‘team-teach’ or demonstrate game rules prior to playing
- Give all games a name
- Use scoring for added excitement
- Use a timer for added suspense
- Incorporate prizes for additional fun and motivation
Game activities:

Simon says: Students stand in a circle, the teacher says ‘Simon says’ and the students follow instructions. If the teacher gives instructions without saying ‘Simon says’ and the students follow, they are out.

Imperatives: Similar to Simon says, students follow the teacher’s instructions. If they get it wrong they are out.

Catch the hacky sack: Teacher throws hacky sack to a student and asks a question. If the question is answered incorrectly or not answered, the student is out.

Hot potato: Musical chairs with an item, the item is passed around a circle of students until the music stops. The student with the item must then answer a question or do a task to stay in.

Buzz: Students, in turn, count up from 1 to infinity; however, students must replace all 3’s, 6’s and 9’s with the word Buzz, i.e. 3 = Buzz, 33 = Buzz, Buzz, 333 = Buzz, Buzz, Buzz

Categories: Students stand in a circle and must add 1 item to a category list without repeating; i.e. category fruit: banana, apple and plum.

Eye spy: Students must choose an item in the room without telling anyone, and then reveal the 1st letter to the other students who must guess the item.

Quick action song: Little Indians, Mac Donald’s farm

Musical chairs: Same as Hot potato, but seated. The students move around chairs while the music is playing, and when the music stops, they must find a chair; one chair is removed after each turn.

Hangman: Classic game of guessing the word by uncovering one letter at a time in turn.

Charades: Divide the class into 2 or more teams. Have 1 or 2 students from the 1st team come to the front of the class. For lower levels, show them an action to act out written on paper, and for higher levels, you can whisper the action. Student/s must act out this action for their team to guess within a time limit.

Make sure you have a substantial list of actions as some students/teams can get through a number of them in one turn (time limit). Points are awarded for each charade a team can guess within each time limit.

Pictionary: Prepare a sheet of paper with 2 columns. In each column, have a list of items equal in difficulty. You may start with nouns or actions pre-taught to your class; i.e. animals, sports, vegetables and countries. Next, divide the class
into 2 teams (can be more) and have one student from each team come to the board. Give each student a whiteboard marker and instruct him or her to draw the item on the list for their team. Teams must guess the item whilst the student draws. The 1st team to correctly guess wins a point. Play through all team members at least twice.

*Backs to the Board:* Divide the class into 2 equal teams and sit on opposite sides of the room. Stand one team member from each side in front of the board facing their team and instruct them not to look at the board. Write a different famous person, place, thing on the board behind each student and tell their teammates to call out clues for their teammate to guess. The first teammate (with their back to the board) that guesses correctly wins a point for their team.
3.8 Finding and Selecting Resources for TESOL Lessons

There is an enormous array of ESL resources available, both free and to purchase. The Internet is teeming with ESL websites offering free ideas, games, worksheets and even full lesson plans for every level and age. Many teachers join ESL websites, such as www.eslprintables.com, which provide a shared service of materials. The only requirement for downloading a resource on one of these sites is that you share (upload) one of your own. While these services are time-saving when it comes to preparing lessons, new teachers need to take into account a number of factors before choosing any of these materials to use in their classroom.

1. **Appropriacy**: check carefully that the material is age appropriate. It is easy to quickly glance at a resource and determine for which particular age group the material is appropriate. However, care should be taken to make sure that it does indeed match the right age range.

2. **Pictures**: always look over pictures carefully for anything inappropriate or distracting to the lesson goal or theme. Additionally, check websites before using them as a resource during a lesson.

3. **Cultural sensitivity**: what is acceptable in one culture may not be in another. If you are working in a new country, research the culture to avoid mistakes. For example, if working in Brazil it would be highly inappropriate to use any materials which depicted the thumb and forefinger ‘ok’ symbol (this depicts a very offensive word).

4. **Theme**: check that the lesson theme runs throughout the material, resources and/or lesson plan being used. It is too late to backtrack once a lesson begins if some of the material doesn’t match. In this scenario, it would be best to ignore the irrelevant material and extend what you do have by adding value through boarding up a list of matching vocabulary, and having students discuss definitions or do a dictionary race in pairs. Or alternatively, develop a grammar point from the material you do have, such as articles, prepositions or adjectives. That way your students will never know that any material was excluded from the lesson; as far as they are concerned, the lesson progressed smoothly and fully developed the materials that were used.

5. **Lesson objectives**: think carefully about the lesson goal when reading over the lesson plan and while searching for materials to use in books or online. Ask yourself this question: “Do the tasks I have chosen build up into a complete and progressive practice of the lesson goal?” Also, make sure your follow-up incorporates an opportunity to informally test the learners to see that the lesson goal has been achieved.

6. **Presentation**: when choosing materials, ask yourself: “Do they appear professional enough to be part of a language course? Are they well laid-out? Are the pictures and/or text clear? Are the tasks together as a lesson method varied enough? Is the methodology in-line with TESOL standards, incorporating high levels of communication?
By considering these factors when sourcing materials and lesson plans, you will ensure that you maintain high-quality classes.

## Example TESOL Lesson Beginner Kindy

Read over the lesson plan for 3–5 year olds and then create a lesson plan for this age in the lesson plan template on the next page. Use an age/level appropriate topic & tasks.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Farm animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Beginner</td>
</tr>
<tr>
<td>Age</td>
<td>3–5 yr</td>
</tr>
<tr>
<td>Length</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Methodology</td>
<td>Eclectic Approach: flash cards, game, song</td>
</tr>
<tr>
<td>Lang/skills</td>
<td>Listening, speaking, reading</td>
</tr>
<tr>
<td>Lang/goals</td>
<td>Pig, cow, chicken</td>
</tr>
<tr>
<td>Resources</td>
<td>Flash cards, CD song 'Old MacDonald’s farm', animal puppets</td>
</tr>
<tr>
<td>Lesson introduction</td>
<td>Show puppets and make animal noises, walk around class, get Ss to pat each animal and make the animal noise</td>
</tr>
<tr>
<td>Teaching procedure 1</td>
<td>Show f/cards 1 at a time; Choral drill; Individual repetitions; Repeat for all f/cards</td>
</tr>
<tr>
<td>Task 1</td>
<td>Ss repeat f/cards</td>
</tr>
<tr>
<td>Teaching procedure 2</td>
<td>Game: Run to Aces</td>
</tr>
<tr>
<td></td>
<td>Place each f/card on board spaced evenly apart; Put Ss into 2 lines facing board; Demonstrate calling out animal name and rushing to touch correct f/card to match on board; Re-demonstrate with a S and allow the Ss to touch the correct f/card first and demonstrate what happens to winner (can sit in its team’s line, winning team is first to have all Ss sitting); Demonstrate what happens when Ss gets out (comes last/chooses wrong f/card, can’t sit); Play a demo run of the game calling out animal names; Play game and reward winning team</td>
</tr>
<tr>
<td>Task 2</td>
<td>Ss play animal f/card run to aces</td>
</tr>
<tr>
<td>Teaching procedure 3</td>
<td>Song: Old MacDonald’s farm (music only, no lyrics)</td>
</tr>
<tr>
<td></td>
<td>Play song singing aloud (do not teach lyrics, sing animal names and sounds); encourage Ss to copy; Play and sing again; Instruct Ss to stand in a circle and join singing the song, making correct animal names &amp; sounds; Repeat song and put Ss in a congo line, and congo and sing around the room making animal sounds</td>
</tr>
<tr>
<td>Task 3</td>
<td>Ss sing song &amp; congo</td>
</tr>
<tr>
<td>Follow up</td>
<td>Seat Ss in a circle facing board; Review f/cards for comprehension</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
</tr>
<tr>
<td>Lesson introduction</td>
<td></td>
</tr>
<tr>
<td>Teaching procedure 1</td>
<td></td>
</tr>
<tr>
<td>Task 1</td>
<td></td>
</tr>
<tr>
<td>Teaching procedure 2</td>
<td></td>
</tr>
<tr>
<td>Task 2</td>
<td></td>
</tr>
<tr>
<td>Teaching procedure 3</td>
<td></td>
</tr>
<tr>
<td>Task 3</td>
<td></td>
</tr>
<tr>
<td>Follow up</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
</tbody>
</table>
3.9 Advantages and Disadvantages of Using ESL Course Books

Advantages

A course book gives the students a sense of security. As the class moves through each lesson and Unit, the students can see the progress they are making and what they have achieved. In addition, course books are good resources for teachers, providing material and ideas which save time in lesson planning, while providing a foundation of activities and language functions.

A good course book gives structure to a series of lessons, providing continuity and consistency for the class. Course books provide a logical progression of language items, along with built-in practice and revision. As well as this, they offer a good balance of skills work, such as listening, speaking, reading and writing practice with tasks designed to reflect the real world.

Most ESL course books are written by experienced and knowledgeable ESL teachers, who understand the needs of the students, as well as those of the teacher. As a result, a great way to begin your career teaching ESL is to become familiar with and use as many sets of course books as possible. By doing this, you will gain valuable insight into teaching methodology and learn many new techniques to use in your own lessons. Most books are available to order online and can be shipped to almost anywhere in the world. Simply ‘Google’ ESL textbooks, or read over teacher forums for information on which books most ESL teachers prefer. Good books, to begin with, are: Language To Go, Face to Face and New Cutting Edge, published by Pearson and Longman.

Disadvantages

Suitability: not every course book is right for every ESL class – perhaps it is not appropriate for the age group, particular nationality or culture. For example, the topics may be too adult or contrastingly, too childish. If this is the case, see if it is possible to follow the structure, while adding more relevant materials or just ‘beef’ up the lesson with vocabulary and language practice, making it more interesting and relevant to the students.

Predictability: many course books are very predictable. They follow the same pattern unit after unit, which can become boring for both the students and teacher if the book is followed too strictly.

Try adding games and other more interesting activities, or simply leave out some of the activities and make up your own based on the lesson topic and goal.

Creativity: course books can encourage teachers to be less creative and imaginative, leaving them preferring to use the ideas in the book rather than
their own. Try to imagine in what ways your class would enjoy learning the material and adjust it where possible.
3.10 Selecting ESL Course Books

There is absolutely no shortage of ESL course books on the market today. Books range from a complete General English course of anywhere from 10 to 20 lessons, each covering all four language skills, while including a grammar point, vocabulary list and specific language function component, to a set of short conversational lessons focused on speaking and culture.

Most books are colorful, well laid out and incorporate interesting topics relevant to a specific age range.

As a TESOL teacher, you may find that the school you are/will be working in already has a set or two of preferred course books. If this is the case, read the books and familiarize yourself with the teaching methodology, the types of tasks used that teach each of the four language skills, as well as the grammar point (if included).

Next, look at how to plan ways for extending and adding value to the material, and most importantly, consider ways to adapt some of the tasks to avoid lessons becoming too repetitive.

In the case where you can or must choose the books to be used, you need to make the best choice for not only yourself (what interests and appeals to you), but also your students. A good rule of thumb is to consider the following questions when selecting

ESL course books:
• Is the book visually appealing?
• Are the lesson topics age and level appropriate?
• Is the material on each page well spaced and laid out?
• Is there plenty of room for students to write their answers?
• Do the tasks in each lesson or unit repeat constantly?
• Do the tasks incorporate all learner types?
• Does the book come with a Teacher’s book that includes an easy to follow lesson guide and answer key?
• Do you have to purchase a Listening CD separately, or is it included?
• Does the book come with a set of review tests to assess student progress?
• Are the task instructions easy for students to understand?
• Does the book come with additional online resources?
• Is the methodology of the course book lessons communicative? Or, does it at least incorporate plenty of speaking opportunities for students?
• Do the lessons include practice of all four of the language skills?
• Is the book (level) part of a complete set of ESL course books, from Beginner level to Advanced?
3.11 How to Guide: Using Course Books

A set of ESL course books generally has six courses covering all 6-language levels, from Beginner through to Advanced.

Each level Course book comes in a set consisting of a Student’s book, Teacher’s book, Workbook and CD.

Planing: before beginning an ESL lesson, it is necessary to look over the material and plan how it can be best presented to the learners. The following is a guideline as to the steps in preparing for a lesson using an ESL Course book set.

1) Open the Student’s book at the Module you will be teaching. Sometimes you will be starting at the beginning of a Module, but in the case of Relief teaching, you may be teaching from anywhere in a module continuing on from where another teacher has left off in a previous lesson. Each set of tasks usually comes under a heading; i.e. Vocabulary, Speaking practice or Grammar. Read through each task (these are numbered) under the heading and find the corresponding notes detailing suggestions for how to present and teach it in the Teacher’s book.

2) Read over the Teacher’s notes and take note of the suggestions on delivering each task. Next, look at each task in the student’s book and plan out how to best introduce each task, beginning with: introducing the task itself (what it is; i.e. match up), reading for specific information, Q & A discussion, etc.

Next, plan how to explain the linguistic goal of the task, i.e. vocabulary or grammar point, and then explain to the students the benefit of completing the task in relation to ‘real life’. How is this task relevant? How can the learners immediately make use of this task in their lives? And, finally, consider how you will demonstrate to the learners how to complete the task, give a time limit for completion, pair or group students to enhance communication and illicit feedback/answers once the task has been completed.
3) Check the answer key in the Teachers’ book (if there is one needed for the task), and then check your understanding of the answers and think about the possible questions that students could ask, and how you would answer them.

3) Extend the task; for some tasks, it is possible to add value by introducing additional vocabulary (mini-dictionary) or your own list of phrasal verbs, discourse markers, collocations & idioms. In addition, think of extra situations/contexts and/or drills, role-plays, in which students might gain meaningful practice of language functions or grammar point being presented. Even a quick game, such as hangman, Pictionary or quiz can effectively extend what is being taught and add fun.

5) Always prep the CD for any Listening tasks in advanced. Find the exact Module and task number and have it on standby, ready to go (there is usually a numbered list of listening tasks inside the CD cover to help you find the right one quickly).

6) The Workbook is an additional resource used to extend the lesson or language functions/grammar points being taught. It is not necessary to use the Workbook, but in the case where students are studying a 3-hour per day language course, the Workbook provides extra materials to fill out the lessons.

The following table is a 180-minute lesson plan with complete Teacher’s notes for Unit 5 New Cutting Edge Pre-intermediate level course book for adult learners (pgs 42,43). These notes demonstrate how a lesson using course books should be planned to provide learners with lesson/task relevancy and the teacher with guidance on how to introduce, set up, demonstrate/explain each task to the learners and elicit feedback. The following 2 pages are the corresponding course book pages to compare.
### Module 5

**Topic:** Appearances

**How topic and objective is relevant to learners:** For describing people you know, comparing people in the workplace, relationships, cultures, friends

<table>
<thead>
<tr>
<th>In what ways could the topic or objective be expanded on in future lessons:</th>
<th>Lessons about personalities, comparing cultural differences in dress and custom</th>
</tr>
</thead>
</table>

### Teacher’s notes for each lesson task

#### How to expand each task

### Task 1: Discussion with the whole class, Q & A:
- Describe someone famous for Ss to guess (warm up)
- Ask Ss in pairs to list times/places where they might need to describe someone; give 2 min, write pair responses on board
- Ask class for some describing words for appearance & list on board + add extra vocab to extend learning
- Have volunteer Ss read out questions in Task 1 and check their understanding
- Instruct Ss in pairs to complete Task 1
- Elicit feedback from the class

Write a list of discourse markers and example question/answer structures on board for Ss to practice

Have a game of ‘guess who’ with famous people. Have Ss in turn list words to describe someone famous & class guesses

### Task 2: Match headings, skim & scan
- Remind Ss what skimming & scanning is & explain situations where you might use these skills; i.e. reading paper, website
- Have Ss read aloud headings in turn & highlight keywords
- Demonstrate example for the class in Task 2
- Instruct Ss to match headings to paragraphs in pairs, give 10 min time limit
- Elicit answers

Have a class discussion of synonyms & antonyms and have pairs list 1 of each for keywords in paragraphs to increase vocab

### Task 3: True & false questions
- Explain true & false questions
- Ask class in what situations have they needed to complete a True/False document or questions
- Demo how to complete example
- Point out keywords in ‘b’ and complete as class
- Instruct Ss to complete rest in pairs

Have Ss in pairs come up with a set of true & false questions about themselves for class to play guessing game

### Task 4: Vocabulary & synonyms, parallel phrases
- Explain to class parallel phrases & give examples in workplace, daily life
- Demo example ‘a’
- Discuss as a class the meaning of words in ‘2’ & answer together
- Instruct Ss to complete the remaining task in pairs

Teach idioms to match the vocabulary and contexts

Develop a lesson on personality traits

### Task 5: Mind plan
- Explain to Ss the mind plan and draw on board
- Ask class to tell you when is using a ‘mind plan’ useful in daily life? What kind of mind plans do they use?
- Complete category ‘a’ as a class for example
- Instruct Ss to complete plan in groups
- Elicit feedback & board vocab

Create a new mind plan for personality qualities & teach new vocab

Class discussion on qualities for different jobs & create a mind plan
MODULE 5

Appearances

- Comparative and superlative adjectives
- Describing people
- Vocabulary: Physical appearance
- Reading: You're gorgeous
- Pronunciation: Word stress, Comparatives and superlatives
- Wordspot: look
- Task: Describe a suspect to the police
- Song: His Latest Flame

You're Gorgeous

Reading and vocabulary

Physical appearance

1. Who do you think is the most attractive man/woman in the world? Why? Which people in the pictures do you think are attractive? Why?

2. Each heading below summarises one of the paragraphs in the text. Read the text and match the headings to the correct paragraphs.
   - Ideas of beauty 200–300 years ago
   - The bigger the better
   - Pale is beautiful!
   - The importance of a long neck
   - The perfect modern woman
   - Showing your emotions
   - The world's most handsome men

For many people, German-born supermodel Claudia Schiffer is the perfect beauty: tall and slim, blue-eyed, tanned and athletic-looking with long, blond hair. No wonder people have described her as 'The most beautiful woman in the world'.

But people have not always had the same ideas about beauty. Until the 1920s, suntans were for poor people, 'ladies' stayed out of the sun to keep their faces as pale as possible. Five hundred years ago, in the times of Queen Elizabeth I of England, fashionable ladies even painted their faces with lead to make them whiter – a very dangerous habit as lead is poisonous!
3 Are these statements True or False? Explain your answers.
   a. Pale skin was more popular than tanned skin until the twentieth century. True
   b. Elizabethan make-up was not safe. True
   c. In the eighteenth century, fashionable ladies had mice as pets. False
   d. Women in Ruben’s time probably never went on diets. False
   e. Puduung women with short necks couldn’t get married. True
   f. In the eighteenth century it was OK for men to cry. False
   g. Dinka women from Sudan think that thin men are very ugly. False

4 a. Find words in the text that mean:
   1. (for hair) light-coloured or yellow. Blond
   2. pleasant to look at. Good-looking
   3. having skin made darker by the sun. Tanned
   4. of more than average height. Tall
   5. (for skin) light-coloured. Fair
   6. looking physically strong and good at sport. Muscular
   7. having the good qualities of a man. Masculine
   8. thin in an attractive way. Slender
   9. having a lot of courage. Bold
   10. with blue eyes. Blue-eyed

b. Find the opposites to the words in the box below in the answers to part a above.
   cowardly dark-haired fair-skinned fat short ugly

5 Complete the diagram below with words from the text.

![Diagram](image)

Pronunciation

1. Listen and mark the stressed syllable in each word.
   • supermodel dangerous attractive powerful
   • athletic enormous gentleman perfume
   • fashionable important traditionally

2. Practise saying the words. Pay attention to the stress.
<table>
<thead>
<tr>
<th>TESOL Teacher Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look through a number of different ESL Course books and answer the following questions:</td>
</tr>
<tr>
<td>1. Which ESL course book do you feel has the best layout and is most visually appealing for teaching English? Why?</td>
</tr>
<tr>
<td>2. In what ways do you feel ESL course books could be improved?</td>
</tr>
</tbody>
</table>
3.12 Making Good Use of the Whiteboard

The whiteboard is a highly effective teaching tool that should provide an outline of the lesson. In addition, it is a demonstration and explanation tool for the teacher, a visual aid for learners and an interesting and interactive extension to the lesson and lesson materials.

Presentation

The whiteboard is a learning resource and so should always be neat, cleanly laid out and easy to read. A good teacher always makes sure that their boards are:

- Laid out neatly and orderly
- Writing is legible
- Writing is in lower case only, but capitalized and punctuated appropriately
- Kept clean of clutter and smudges
- Checked and prepared daily
- If possible, draw a diagram, table or simple picture for visual learners
- Leave a large space in the center for demonstration and explanation of tasks
- Use color to add style and to highlight key points

Have a great layout

There are many ways to lay out your whiteboard and it is great to add a bit of an artistic touch with this, although care must be taken not to distract from the lesson or materials. Many teachers have specific items that remain on their boards and are added daily.

These include things like:

- Vocabulary bank (usually kept on the far left or right of the board)
- Notice or reminder box (for any notices, excursions or homework)
- Grammar review box (to list each grammar point taught throughout the week)
- Parking space (for any questions that come up during the lesson to be answered later)

Suggestions for layout:
• Write the lesson topic and objective at the top of the board in bold
• Segment your board; on one side of the board (usually left) list the page numbers to be studied in the course book
• In another segment, write down the grammar point being taught and a brief explanation at the top of the board for students to refer to
3.13 Self-Reflection and Lesson Plan Evaluation

What role does self-reflection play in lesson planning and delivery? The main purpose of self-reflection in this context is to continually develop your teaching skills and teaching materials. Reflecting on the lesson content gives valuable insight on areas in which a lesson could be weak. For example, a task or tasks might not be level appropriate, being either too easy for the learners or too difficult. Through self-reflection, a teacher can plan or build in additional materials to compensate to make it simpler (break a task down into smaller learning chunks) or to beef it up (have an extension activity or extra materials on hand).

Another purpose of self-reflection is to look at how much communication is built into tasks. Is there a way to increase student interaction? Have pair and group work been utilized enough? Is there too much ‘whole class’ time where students have to wait while others give lengthy answers? Looking for areas in which lesson ‘pacing’ can become a problem is very important for student motivation and satisfaction. When evaluating the lesson plan, it is important to consider how the material met the needs of the learners, achieved the lesson objectives, included all learner styles and was presented. These all go towards successful lessons.

Lastly, once a lesson has been taught, self-reflection by the teacher of the lesson delivery is vital in order to develop further as a teaching professional. You should consider the following:

- How much Teacher Talk Time (ideal TTT 20%) was used to explain tasks,
- How effectively Teacher Talk (level appropriate) was implemented in explaining and delivering the tasks
- How effectively the whiteboard was used (handwriting, drawing, students using the board)
- Whether or not the task was extended to add value by the addition of extra vocabulary, contexts or activities
- Whether the students were fully engaged in the tasks or restless

All of these factors need to be considered so that a teacher can look for ways to improve in not only the materials that they use, but also their classroom delivery.

3.14 Evaluate Design and Delivery of a Program of Study

Why evaluate a program of study? Who evaluates the program, and how is this done?
Most programs of study run in a circular curriculum for 10–12 weeks, at which
time the students will usually be tested and go up a language level or have to
repeat some or all of the program.

Once a student has completed all of his or her studies and is ready to graduate,
which can be from just one level or many levels over a period of time, schools
ask the student to complete an evaluation.

This evaluation is usually presented in the form of a questionnaire. Questions
are posed in clear, simple language so as not to confuse the student as he/she
could be of any language level.

The purpose of the evaluation is to ascertain the effectiveness and the design
and delivery of the program. This evaluation can be anonymous or not,
depending on the school and/or student/s.

Key areas for an evaluation are:

- The course materials (presentation, appropriateness, appeal, level
  appropriateness, professionalism)
- The lessons (amount of communication opportunities, level
  appropriateness, of interest to the student, presentation, delivery,
  comprehensibility)
- Practice or balance of language skills (listening, speaking, reading,
  writing)
- Cultural diversity (were the lessons/classes inclusive of learners from all
  backgrounds)
- Suggestions for improvement (in materials, lessons, delivery, tests)

Once a student has completed the evaluation, it is collected by the admin staff
and given to the Academic Manager to evaluate and collate the information
and take any necessary steps if indicated by the data.

In this way, schools can keep abreast of student satisfaction with their service
and head off any possible problems with areas of dissatisfaction. In addition,
they can also collect important information to use as a tool for future program
design.

Every school will have their own student evaluations and these can differ, but
the example on the following page is indicative of a basic Student Evaluation
### Graduating Student Course Evaluation Questionnaire

Please answer the following questions about the program of study you have just completed. We appreciate your feedback, and your answers are used to help evaluate the effectiveness of our ESL programs and to improve them.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Were the lessons &amp; classes interesting &amp; relevant?</td>
<td></td>
</tr>
<tr>
<td>2  Were the lesson materials well presented &amp; professional?</td>
<td></td>
</tr>
<tr>
<td>3  Was there a balance of listening, speaking, reading &amp; writing tasks in the lessons?</td>
<td></td>
</tr>
<tr>
<td>4  Were the lesson tasks explained &amp; demonstrated well for you to follow?</td>
<td></td>
</tr>
<tr>
<td>5  Were there plenty of communication opportunities in the lessons?</td>
<td></td>
</tr>
<tr>
<td>6  Did the lessons encourage social interaction in the classroom between all learners?</td>
<td></td>
</tr>
<tr>
<td>7  Were the lessons &amp; materials culturally sensitive to all learners?</td>
<td></td>
</tr>
<tr>
<td>8  Were your teachers encouraging, approachable and friendly?</td>
<td></td>
</tr>
<tr>
<td>9  Are you satisfied with your progress?</td>
<td></td>
</tr>
<tr>
<td>10 What suggestions would you make to improve this program?</td>
<td></td>
</tr>
</tbody>
</table>
Tips for delivering effective lessons

• KISS (keep it simple)
• Keep it natural, no scripting the lesson
• Maintain pacing throughout
• Keep an eye on the timing of activities
• Focus on communication
• Be flexible
• Be adaptable
• Use humor
• Don’t try to control the lesson
• Don’t be strict, but be firm in relation to classroom expectations
• Keep the TTT rule; 20% Teacher Talk Time, 80% Students Talk Time (as much as possible)
• Always have a ‘Bag of Tricks’
• Have theme lessons on students’ interests and goals
• Use authentic materials where possible
• Encourage learner independence
• Teach additional vocabulary in lessons
• Introduce tasks properly by explaining the relevancy
• Extend students by asking additional questions
• Use games often
• Celebrate students’ successes
• Prepare well
• Vary activities
• Give lots of praise and encouragement
• Be culturally sensitive
• Don’t think that your way is the only way
• Reflect the real world in class
• Admit when you’re wrong
• Use only English
• Keep rules consistently
• Rephrase when students don’t understand the instructions
• Demonstrate tasks well
• Encourage peer correcting in class
• Watch your students’ body language
3.15 Evaluation of Student Progress

A Rubric for Evaluation

An ESL rubric is a scoring guide used to evaluate a student’s performance based on the sum of a full range of English language criteria and is a guideline for teachers to score accurately a student’s level or progress. ESL rubric criteria are listening, speaking, reading and writing, with the individual criterion for each that reflect what learners can achieve (always positive criterion). The criterion is made up of statements that reflect language micro skills, such as recognizing key words, following instructions, producing speech, pronunciation, grammar accuracy and vocabulary, to name a few. However, it can be based on tasks, such as participation in dialogues, working in pairs or groups or any others that match the tasks and lesson objectives.

Rubrics can be used to assess anything from a single lesson to an entire program of study (usually 12 weeks).

Rubrics can be created in a variety of forms and levels of complexity; however, they all contain three common features which:

1. Focus on measuring a stated objective; i.e. language level or specific language skills
2. Use a range to rate performance
3. Contain specific performance criterion arranged in levels, indicating the degree to which a standard has been met
The following rubric is a guideline as to language skills and abilities of ESL students at each of the five different language levels. Beginner level has not been included. This rubric is based on the IELTS public rubric & the European framework

<table>
<thead>
<tr>
<th>Skills</th>
<th>Elementary</th>
<th>Pre-intermediate</th>
<th>Intermediate</th>
<th>Upper intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen</strong></td>
<td>Follows simple verbal instructions with the aid of body language</td>
<td>Can follow basic verbal instructions with the aid of prompting body language support</td>
<td>Follows verbal instructions readily with very little prompting &amp; support</td>
<td>Can readily understand native speakers in everyday conversations</td>
<td>Follows detailed instructions &amp; lectures</td>
</tr>
<tr>
<td><strong>TT</strong></td>
<td>Relies on constant repetition &amp; very slow, deliberate TT</td>
<td>Often needs repetition Relies on TT and slowed speech</td>
<td>Needs occasional repetition &amp; explanation Some TT and slightly slowed speech</td>
<td>Asks for clarification when needed</td>
<td>Needs few clarifications</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Can pick out a few key words; i.e. nouns/verbs &amp; some short phrases related to everyday very familiar topics with very slow speech and constant TT</td>
<td>Can understand slowed speech based on known topics &amp; vocabulary/phrases with a help of TT</td>
<td>Understands basic conversations based on known topics Can understand basic vocab &amp; phrases readily</td>
<td>Can understand a broad range of topics &amp; glean some meanings of unknown words through context</td>
<td>Readily understands discussions on a broad range of topics, both general &amp; academic</td>
</tr>
<tr>
<td><strong>Intonation &amp; inference</strong></td>
<td>Recognizes some inferences &amp; intonation Can understand the basic emphasis</td>
<td>Recognizes intonation &amp; inferences in a range of social interactions Can understand some play on words in familiar contexts</td>
<td></td>
<td>Can link ideas from a group of speakers</td>
<td>Follows intonation &amp; inferences Can understand play on words</td>
</tr>
<tr>
<td>Speak</td>
<td>Elementary</td>
<td>Pre-intermediate</td>
<td>Intermediate</td>
<td>Upper intermediate</td>
<td>Advanced</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Pron</td>
<td>Pronounces very familiar words with constant errors&lt;br&gt;Non-stop hesitations and long pauses&lt;br&gt;Robotic speech</td>
<td>Pronunciation mostly understandable, but limited control of stress &amp; rhythm&lt;br&gt;Robotic speech&lt;br&gt;Constant hesitations, repetition and constant pauses</td>
<td>Some pronunciation errors with problematic sounds&lt;br&gt;Some use of robotic speech&lt;br&gt;Hesitates and repeats&lt;br&gt;Many pauses</td>
<td>Intonation, word stress &amp; individual sounds clear with occasional pron errors or slips&lt;br&gt;Some pauses to find word or think about what to say&lt;br&gt;Occasional repetition</td>
<td>Rare slip-ups with pron&lt;br&gt;Few pauses, mostly to consider what to say&lt;br&gt;Few hesitations</td>
</tr>
<tr>
<td>Vocab</td>
<td>Relies on drilled vocab &amp; phrases&lt;br&gt;Repeats memorized words &amp; expressions</td>
<td>Can describe very familiar events, activities, personal experiences &amp; likes/dislikes, but uses/overuses a very limited range of adjectives &amp; adverbs</td>
<td>Can describe things &amp; ideas using a limited range of adjectives &amp; adverbs, but often makes errors in word choice &amp; form occur</td>
<td>Has a wide variety of vocab&lt;br&gt;Uses adjectives, adverbs &amp; some precise terminology&lt;br&gt;Can use some phrasal verbs, and idioms &amp; collocations, although often incorrectly</td>
<td>Uses collocations, idioms without hesitation&lt;br&gt;Uses a wide range of less common vocabulary, terminology &amp; jargon for familiar &amp; unfamiliar topics&lt;br&gt;Few errors</td>
</tr>
<tr>
<td>Gram Mar</td>
<td>Can form very short pre learned simple sentences based on very familiar topics&lt;br&gt;Attempts at compound sentences are fragmented</td>
<td>Can form simple sentences based on familiar topics&lt;br&gt;Can form basic compound sentences, but frequent errors occur&lt;br&gt;Can use some prepositions with many errors&lt;br&gt;Can use some basic comparatives &amp; superlatives &amp; ‘if’ clauses</td>
<td>Can produce compound sentences based on known topics with many errors&lt;br&gt;Can use comparatives &amp; superlatives with some errors&lt;br&gt;Can use ‘if’ clauses &amp; conditionals, although many errors occur</td>
<td>Produces sentences of a more complex nature to express feelings &amp; ideas&lt;br&gt;Can speak on a range of topics using complex sentences, although a number of errors occur&lt;br&gt;Can use all 4 conditionals &amp; ‘if’ clauses</td>
<td>Uses a wide range of grammatical structures &amp; sentence forms accurately with minimal errors</td>
</tr>
<tr>
<td>Fluency</td>
<td>Very limited linking devices; i.e. but, because, and&lt;br&gt;Very limited, if any, use of discourse markers</td>
<td>Uses very common linking devices with repetition (overuse)&lt;br&gt;Uses some simple discourse markers</td>
<td>Uses a range of linking devices, but sometimes incorrectly&lt;br&gt;Can use a range of discourse markers, although errors occur</td>
<td>Uses a wider range of linking devices &amp; discourse markers with few errors</td>
<td>Uses a wide &amp; appropriate range of linking devices &amp; discourse markers with very few errors&lt;br&gt;Speaks confidently in familiar &amp; abstract topics connecting ideas cohesively</td>
</tr>
</tbody>
</table>

©2017 TESOL AUSTRALIA V00019
<table>
<thead>
<tr>
<th><strong>Text topics &amp; size</strong></th>
<th>Recognizes familiar sight words</th>
<th>Comprehends simple brief texts on familiar topics</th>
<th>Comprehends ideas and can follow links between paragraphs</th>
<th>Comprehends large texts on less familiar topics</th>
<th>Comprehends long &amp; complicated texts, deducing inferences, bias &amp; text analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text range</strong></td>
<td>Can understand simple sentences with illustrations in brief texts</td>
<td>Can understand paragraphs in familiar style texts with pre-taught vocab</td>
<td>Reads longer texts on a range of topics</td>
<td>Can understand texts from a wide range of sources; i.e. magazines, newspapers – both general &amp; academic</td>
<td>Can comprehend all types of text sources, both general &amp; academic, including specific jargon</td>
</tr>
<tr>
<td><strong>Reading speed</strong></td>
<td>Needs visual aids</td>
<td>Can scan for specific words &amp; skim for simple answers</td>
<td>Can scan &amp; skim at a basic level</td>
<td>Can scan and skim</td>
<td>Can efficiently scan &amp; skim</td>
</tr>
<tr>
<td><strong>Dictionary support</strong></td>
<td>Relies heavily on a bilingual dictionary</td>
<td>Relies on bi-lingual dictionary</td>
<td>Relies on a bilingual dictionary for unknown words</td>
<td>Can use a thesaurus &amp; English dictionary</td>
<td>English dictionary utilized for higher vocabulary usage</td>
</tr>
<tr>
<td>Write</td>
<td>Elementary</td>
<td>Pre-intermediate</td>
<td>Intermediate</td>
<td>Upper Intermediate</td>
<td>Advanced</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Range</td>
<td>Can complete simple forms</td>
<td>Completes very simple worksheets with little teacher direction</td>
<td>Writes about familiar topics with some teacher support</td>
<td>Writes for a variety of purposes, describes, gives opinions, narrates &amp; records events</td>
<td>Writes about unfamiliar &amp; academic topics with some errors</td>
</tr>
<tr>
<td></td>
<td>Completes very simple worksheets with teacher direction &amp; examples</td>
<td>Can write on a simple level about very familiar topics</td>
<td>Can write brief informal letters, although many repeated errors occur</td>
<td>Can write reports &amp; in-depth detailed explanations, letters &amp; business communications, although many errors occur</td>
<td>Can write complex responses to issues with supporting examples expressing a concise point of view</td>
</tr>
<tr>
<td>Vocab</td>
<td>Very limited vocab</td>
<td>Limited vocab, much overuse of adjectives &amp; describing words</td>
<td>A range of simple vocab to adequately describe</td>
<td>Uses a range of appropriate vocab to describe the use of some precise terminology, collocations &amp; limited phrasal verbs &amp; occasional idioms</td>
<td>Uses a wide vocabulary with few errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gramm ar</td>
<td>Can write very short, simple sentences related to personal information and topics</td>
<td>Writes very simply constructed compound sentences using simple past, present &amp; future tenses</td>
<td>Can construct compound sentences using familiar vocabulary accurately, although many errors still occur with sentence structure, word choice &amp; spelling</td>
<td>Can write complex &amp; passive sentences with many errors in structure, word form &amp; some errors in spelling</td>
<td>Can infer meaning</td>
</tr>
<tr>
<td></td>
<td>Constant errors structure, form &amp; spelling</td>
<td></td>
<td>Attempts complex sentences, but many errors occur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohes ion</td>
<td>Linking devices limited to and &amp; because</td>
<td>Overuses a few basic linking devices</td>
<td>Uses a simple range of linking devices with some errors</td>
<td>Uses a broad range of linking devices with some errors</td>
<td>Uses a broad range of linking devices with complex linking of ideas</td>
</tr>
</tbody>
</table>

©2017 TESOL AUSTRALIA V00019 92
3.16 Assessing Learner Needs

When beginning a program of ESL teaching, it is important to get a clear picture of the individual learner needs, particularly when privately tutoring or putting together ESP programs. In larger classes, it is only possible to get an overall assessment as to the needs of the majority.

Factors such as motivation, satisfaction and student progress are all affected if the learner’s needs are not continuously met. A needs assessment is used to addresses the gaps in the learner’s knowledge and language ability. This gap begins with what the student currently knows and can do in English, to what they want or need to know.

In the case where the needs and goals of the learner are not met, it is very likely that they will simply drop out of class. This is culturally more acceptable than discussing the problem with the teacher. Therefore, it is best to conduct a needs assessment before beginning any tutoring or small group teaching with adult students.

The purpose of a learner needs analysis

- Identify what skills and knowledge the learners already have.
- Highlight skills/knowledge/competencies that need developing.
- Identify clearly what students wish to achieve.
- Outline and define expectations and goals.
- Establish need and demand for the course.
- Determine what can realistically be achieved given the available resources.
- Identify any obstacles or difficulties which may arise.
- Increase the sense of ownership and involvement of the students.
- Provide information about your student group – know your audience.
- Identify the content that best suits students’ needs.
- Determine what is the most appropriate delivery format – classed based, online, or a mix of these and other formats.
- Determine what skill set and knowledge base is required of the tutor.
- Develop a cost analysis.
- Establish when is the most suitable time to deliver the program and over what time-frame.
- Ascerten the most suitable evaluation tools.
There are different ways to assess learner’s needs, such as:

- Questionnaires
- Interviews
- Ticking priority boxes
- Learner goal lists
- Discussions
- Surveys
- Lists of materials and topics
- Ticking pictures of learning activities

**TESOL Teacher Activity 7**

Complete one of the learner needs surveys below with an ESL student and record their answers.

**Sample A: Basic Learner Needs Survey**

*Rate from 1, being the least important, to 5, being the most important, the following activities in English.*

<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
<th>Rating 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading for fun: novels, comics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading for business or work</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reading correspondence: emails, letters &amp; faxes</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Listening for entertainment: movies, music, TV</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Listening and speaking for business: meetings, translating, phone calls</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Listening and speaking for work: phone calls, ordering, customer service</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Listening and speaking for social activities: meeting people, making friends</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Writing informally: emails to friends, blogging for fun, letters, journal/diary</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Writing formally: work, business, emails, letters, faxes, business forms</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Writing academically: higher education/study university, training</td>
<td></td>
</tr>
</tbody>
</table>
Sample B: Needs Analysis Survey

Sample Needs analysis

Name:

*On a scale of 1 – 10 (10 being the highest and 1 the lowest) rate each of the following areas of learning English according to your needs.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating 1-10</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English for an everyday casual conversation with native speakers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for communication in a job/work situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for telephone conversations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for dating native speakers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for reading the newspaper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for reading novels and magazines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for reading academic materials and further study; i.e. TAFE, Uni.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for furthering a hobby or interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for playing a sport.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for business opportunities, meetings, phone calls.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for immigration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for writing correspondence; i.e. emails, chatting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for entertainment; i.e. movies, music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for travel purposes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 2: Linguistics

Certificate IV 40649SA: Units AABBL & AABBG

Unit 4: Linguistics

4.1 Linguistics Overview

Linguistics is the scientific study of languages and the system of human communication. Aspects of linguistics include:

- What a language is
- The organization of a language
- How a language is studied
- A language’s most basic units
- Where is a language stored and processed in the brain
- How is it learned
- What all languages, including writing and sign languages, have in common
- Where a particular language originated
- How many distinct families of languages are there in the world today
- What original language/s did they come from
- How languages have changed over time
- Dialectal and social variations of a language
- What is the relationship between a language and a culture
- The relationship between a language and thought patterns

There are two main approaches to linguistics:

1. The Synchronic, which focuses on how a language is, at a specific point in time, in which the time studied may be either the present or a particular point in the past, as well as an analysis of dead languages, such as Latin.
2. The diachronic approach, which looks at changes that occur in a given language over an extended period of time, such as the sounds, phonetics or spelling.

Linguistic studies can also be theoretical or applied. Theoretical linguistics is concerned with building language models or theories to describe and explain language structures.
Applied linguistics, on the other hand, uses scientific findings in language study and teaching along with dictionary preparation or speech therapy.

**The branches of linguistics are:**

*Applied linguistics:* application to areas such as speech pathology, reading, social work, missionary work, translation, dictionary compilation, language teaching, error analysis, computer language processing

- **Dialectology:** an investigation of regional variation in language.
- **Ethnolinguistics (anthropological linguistics):** an investigation of the relation between a people’s language and culture.
- **Historical (diachronic) linguistics:** a study of language change and evolution.
- **Morphology:** a study of word formation and inflection.
- **Neurolinguistics:** a research into the specific location of language in the brain.
- **Paralinguistics:** a study of nonverbal (auxiliary) human communication.
- **Philology:** a study of how language has been used in literature, especially in older manuscripts.
- **Phonetics:** a description of how speech sounds are articulated and heard.
- **Phonology:** a study of how languages organize the units of speech into systems.
- **Pragmatics:** a study of the strategies people use to carry out communicative business in specific contexts.
- **Psycholinguistics:** an investigation of language as cognitively-based behavior; how it is acquired and processed.
- **Second language acquisition (SLA):** a study of how older learners acquire language, and of ways to improve it.
- **Sociolinguistics:** a study of social variation in language; the relation between social structure and language usage, and of social issues involving language.
- **Semantics:** a study of word and sentence meaning.
- **Syntax:** a study of the structure of sentences and of underlying principles for generating and processing them.
4.2 The History of the English Language

English is a part of a West Germanic branch of Indo-European languages. When the Germanic tribes invaded Britain in the 5th century AD, they brought their language, which was then called Englisc (from which English is derived). The original inhabitants, the Celts, who spoke Celtic, fled west and north (Wales and Scotland).

Old English, from 450-1100 AD – emerged from various dialects and languages of the tribes colonizing Great Britain at that time.

During Middle English, 1100-1500 AD, the French dominated the language and French became the language of Royal Court and the upper-classes. The lower uneducated people spoke English, which was considered an impure language.

Modern English, 1500-1800 AD – began with the Great Vowel shift, in which pronunciation changed progressively as words became shorter and shorter. The next major influence on the language was the invention of the printing press, which brought about the need for a standardization of the language, which marked the beginning of prescribed grammar.

Late Modern English, 1800-Present – by the 1800’s the British Empire covered 25% of the known world, and as a result, the English language expanded rapidly. During this expansion period, the language adopted thousands of new words from these new lands. Words such as sabotage from Spanish, country from French and catastrophe from Greek, to name a few.

Varieties of English – there are many varieties of the English language today with slightly different pronunciation, spelling and even grammar rules. Examples of these varieties are American, Australian, Canadian, West African, and even nowadays Konglish and Japlish.
4.3 Grammar Overview

Do you need to use the linguistic terms of words when teaching ESL students? Do students need to know that if they say “I’ve lived here for ten years”, that the tense they are using is called the present perfect?

In some cases, students do need to know the terminology, as bilingual teachers and/or many course books use it and so they will need it as a point of reference. Therefore, as you, the teacher, become more confident with grammar terminology, use it in your ESL classes as a reference point or to back up a language function. For example, rather than starting a lesson saying “today we’re going to do past continuous”, start by asking students, “what were you doing yesterday at 3 o’clock?” and get their mindset ready for understanding the usage of the point to be taught. When they have been introduced to the use and the structure, you could then ask, “does anyone know what this tense is called?” Or simply tell them.

Many Asian students feel more secure if the teacher refers to the underlying structure. However, when teaching ESL in a non-English speaking country, you are not required to use the terminology, although you should have an understanding of it. The same is not true for teaching in English speaking countries, though, as foreign students in English-speaking countries study up to 25% or more in their courses.

Therefore, TESOL teachers working in English speaking countries need to have a very good grasp of grammar concepts and how to present, explain and instruct students. This process firstly involves the presentation of the grammar point in clear terms and illustrations (on the board). Then, explaining the point through its usage (when and how it is used in everyday life), followed by instruction on acquisition; guiding students in activities which allow for meaningful usage, such as role-plays, dialogues or discussions.

When teaching grammar, think of real contexts and why or how the structure or grammar point is used. Try to think of some real life situations when native English speakers would use that type of language. These situations can then be used to create role-play situations for students to practice the structure.

Making grammar more interesting for students is one of the greatest challenges a TESOL teacher faces.

Whether teaching from a course book or from other sources, it is inevitable that you will have to cover some English grammar.

The way that individual teachers tackle this varies a great deal and there is no real right or wrong way. It is more a case of trying several different approaches to see which ones are most effective for you and your students.
Descriptive and Prescriptive Grammar

Grammar can be separated into two common broad categories: descriptive and prescriptive. Both views of grammar are in wide use, although in general, linguists tend towards a descriptive approach to grammar, while people teaching a specific language – such as English – might tend towards a more prescriptive approach. Usually, there is a bit of give and take in any approach, with a prescriptivist being at least somewhat descriptive, and a descriptivist having some prescriptivist tendencies.

Descriptive

A descriptive grammar tries to look at the grammar of any spoken language or dialect as it actually exists, judging whether a sentence is grammatical (or not) based on the rules of the speech group in which it is spoken, rather than an arbitrary set of rules.

For example, in many speech communities, a sentence such as, “He done got thrown off the horse,” would be entirely grammatical, and an entire set of rules of grammar can be deduced that explain why that formation is grammatical.

In another speech community, however, this sentence might be considered ungrammatical, while a version such as, “Him isa thowned offa horse,” would be the grammatical version.

In yet another speech community, both would be considered ungrammatical, with only a version such as, “He was thrown off of the horse,” being considered acceptable.
Prescriptive

A prescriptive grammar looks at the norms of speech as given by authoritative sources, such as an upper-class or academic subculture, and creates strict rules by which all speech within that language must abide to be considered grammatical.

Few linguists take a prescriptive approach to grammar in the modern age, preferring to describe language as it exists in a given speech community. Many teachers, grammar mavens, and pedagogues in general, still do have a prescriptive approach towards grammar; however, holding to standardized rules as being the only proper way to speak.

Prescriptive grammar is also used to some extent in teaching a language to non-native speakers. When teaching English, for example, it can be useful to employ a “standard” form of English as a baseline to teach from, to help reduce confusion among students. Once the language has been acquired, of course, a less-prescriptive approach will necessarily take over, as the non-native speaker learns regional rules and new dialects that may not conform to the prescriptive grammar he or she originally learned.
4.4 Key Parts of Speech

Each part of speech explains, not what the word is, but how it is used. In fact, the same word can be a noun in one sentence and a verb or adjective in the next. It is important to remember that depending on the sentence, a word’s part of speech can change from one sentence to the next.

It is helpful that you are able to recognize and identify the different types of word forms in English. This will assist you to understand the grammar explanations and use the right word form in the right place.

In parts of speech, there are two classes of words: open-classed and closed-classed words or items. Words that fall into the category of open-class items are nouns, verbs, adjectives and adverbs, as these are being constantly added to as the need arises. Closed-class items are prepositions, determiners and articles, conjunctions and pronouns, as these words have their own sets and are never added to.

Open-classed items

**Nouns** – a noun is a word used to indicate a person, place, thing or idea. According to linguistics, a noun is part of an extremely large, open lexical category. Examples are Australia, Kim, house, chair, cat and banana. Types of nouns are:

- *Proper nouns*: names of people, places and entities that distinguish them from others: Canada, Mars, Toyota, Smith...
- *Common nouns*: general and unspecific categories of things/entities: chair, state, school, man, job...
- *Countable nouns*: the category of things/entities that can be counted specifically. They can be modified by numbering them and be both singular and plural in the form: one bike (countable) three bikes (countable).
- *Uncountable nouns*: these cannot take a plural form (plural ‘s’): information, clutter, rice...
- *Abstract nouns*: they are theoretical concepts that refer to ideas, philosophies and things that cannot be concretely perceived: hate, freedom, love, power...
- *Concrete nouns*: things that can be concretely perceived by at least one of the senses: items, people, animals and all things pertaining to the physical universe.

**Pronouns** – they take the place of a noun, so that words are not repeated irritating the listener/reader. There are several types of pronouns all listed below.
• **Personal pronouns:** refer to specific persons, things or places: I, me, you, us, he, she, him, her, it, they, them.

• **Possessive pronouns:** show ownership: my, mine, your/s, his, her/s, its, our/s, their/s.

• **Indefinite pronouns:** there are two types: non-specific and specific. The non-specific: anybody, anyone, everybody, everything, nobody, none, no one, nothing, somebody, someone, something. And, specific: all, another, any, both, each, either, few, many, neither, one, some, several.

• **Relative pronouns:** who, whose, whom, which, that.

• **Interrogative pronouns:** these introduce a question: who, whom, what, which, whose, whoever, whomever, whatever, whichever.

• **Demonstrative pronouns:** point out nouns: this, that, these, those.

• **Relative pronouns:** emphasize nouns or another pronoun; i.e. ‘The Prime Minister himself briefed the media.’: myself, yourself, himself, herself, its, our/selves, yourselves, themselves.

• **Reflexive pronouns:** replace the subjects (noun or pronoun) of action verbs; i.e. ‘I cut myself’: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

• **Reciprocal pronouns:** refer to preceding the plural noun: each other, one another.

**Determiner** – a determiner is a word used to give further detail to a noun and is always followed by the noun. Determiners indicate if the noun is ‘general’ (any chair) or ‘specific’ (the chair that is new). General determiners talk about the quantity (how much or many of the noun being discussed) and so are quantifiers. Specific determiners are used to indicate something (noun) specific or of a particular type/category. They are used when it is known exactly which thing/s or person/people are being discussed.

**Gerund** – the use of an ‘ing’ form of a verb used as a noun; i.e. ‘Painting is easy for some’: Managing Director, learning, typing…

**Adjectives** – an adjective is a describing word that is used to modify a noun, giving more information about the noun being used. Some adjectives are: beautiful, kind, warm and tight.

Adjectives can be comparative (good, better) and superlative (best).

**Types and order of adjectives:**

- Opinion: silly, beautiful, difficult.
- Size: large, little, small.
- Age: ancient, new, young.
- Shape: square, flat, round.
• Colour: blue, reddish, green.
• Origin: British, American, western.
• Material: wooden, cotton, copper.
• Purpose: sleeping bag, baking tray (ending with ‘ing’).

**Suffixes** – these are letter/s (bound morpheme) placed at the end of a word to make a new word. Suffixes can be either inflectional or derivational. The inflectional suffixes can change the tense (i.e. walk – walked) or change into plural (i.e. dog – dogs) without changing the meaning. The derivational suffixes create a new word from the original (i.e. care – careful).

**Prefixes** – these are letter/s (bound morpheme) placed at the beginning of a word to make a new word (i.e. happy – unhappy).

**Verbs** – a verb conveys an action, happening, or a state of being. Verbs come in tenses (some active and some passive). Examples of verbs are: walked, walk, dancing.

• **Infinitive**: the term for a basic verb form (i.e. sing, dance, run) that often acts as a noun and is often preceded by the word ‘to’ (i.e. to sing, to dance, to run). Exceptions occur when the infinitive loses its ‘to’ in the case where it comes after certain special verbs, such as feel, hear, help, let, make, see and watch. In this case, the infinitive is: (special verb: felt) + (direct object: rain) + (infinitive: splatter), the infinitive minus ‘to’.

• **Participles**: the form of a verb that can function independently as an adjective. There are two types of participles: past participle with the ending ‘ed’ (i.e. ‘a tired man’), and the present participle with the ending ‘ing’ (i.e. ‘a crying child’). Present participle note*: some –ing forms are gerunds; this is not a verb as it is treated as a noun (see above).

• **Regular verbs**: follows the normal pattern of taking ‘ed’ for past simple and past participle; i.e. walk, walked.

• **Irregular verbs**: either they do not change for past simple/past participle (i.e. put, put, have put), or they completely change (i.e. buy, bought).

Some verbs can be both regular and irregular; for example:

• **Regular**: learn, learned

• **Irregular**: learn, learnt

**Adverbs**: Most adverbs are formed by adding -ly to an adjective. An adverb is a word that modifies the meaning of a verb, an adjective, another adverb, a noun or noun phrase, determiner, a numeral, a pronoun or a prepositional phrase. It can sometimes be used as a complement of a preposition.
When teaching adverbs, it is important to teach the spelling rules as to how the adverb is formed from an adjective. Charts showing the form of each word and usage are helpful in teaching adverbs along with plenty of drills and practice in the form of written tasks, role-plays and dialogues.

**Spelling of adverbs**

1. Adjectives ending with -l change to -ly: careful-carefully.
2. Adjectives ending with -y change to -ily: lucky-luckily
3. Adjectives ending with -ble change to -bly; responsible-responsibly

• **Adverbs of manner** modify a verb to describe the way the action is done. Example: He did the task carefully. ('Carefully' modifies the verb to describe the way the work was done, as opposed to quickly, carelessly, etc.)

• **Adverbs of location and place** – adverbs of place show where the action is done. Example: They live locally.

• **Adverbs of time** – adverbs of time show when an action is done, or the duration or frequency. Example: She did it yesterday. (When); They are permanently busy. (Duration); She never does it. (Frequency).

• **Adverbs of degree** increase or decrease the effect of the verb. Example: I completely agree with you. (This increases the effect of the verb, whereas 'partially' would decrease it.)

• **Adverbs that modify adjectives** – an adjective can be modified by an adverb, which precedes the adjective, except 'enough', which comes after. Example: That's really good. It was a terribly difficult time for all of you. It wasn't good enough. ('Enough' comes after the adjective.)

• **Adverbs that modify other adverbs** – an adverb can modify another. As with adjectives, the adverb precedes the one it is modifying, with 'enough' being the exception again. Example: He did it really well. He didn't come last night, funnily enough.

• **Adverbs that modify nouns** – adverbs can modify nouns to indicate time or place. Example: the movie tomorrow; the room downstairs

• **Adverbs that modify noun phrases** – some adverbs of degree can modify noun phrases. Example: We had quite a good time. They're such good friends. Quite, rather, such and what (What a day!) can be used in this way.

• **Adverbs modifying determiners, numerals and pronouns** – adverbs such as almost, nearly, hardly, about, etc., can be used. Example: Almost everybody left in the end.

**Idioms:** an important part of a language, they are used to express situations, feelings and ideas, and are commonly used in the English language in all areas of communication (from business to the everyday conversation). Teaching idioms in the language classroom provides ESL students with a valuable
glimpse into the history and culture of the English speaking country from which the idioms are taken. According to Dictionary.com, an idiom is “an expression whose meaning is not predictable from the usual meanings of its constituent elements”.

Examples of idioms are: pulling my leg, break a leg, running nose, over your head, between a rock and a hard place, off the hook, etc.

**Auxiliary verbs:** They control tense, voice (active and passive) and modality. An auxiliary verb helps the main verb tell what happens or what exists. In a sentence, auxiliary verbs control the tense. The main auxiliary verbs are: do, be and have.

- **Do:** The auxiliary verb ‘do’ is used for forming questions (‘do you have it?’), negatives (‘I didn’t take it’), commands (‘do it’) and to tag questions (‘You didn’t do it? Did you?’).

- **Be:** The auxiliary verb ‘be’ has the most forms of any other verb as follows: be, am, is, are, was, were, been and being. These reflect the following areas: plurality, grammatical person (first, second, third), masculine/feminine, past simple/participle and present participle. The auxiliary verb ‘be’ denotes a ‘state of existence’ or a continuing period of time. ‘I am’. ‘He is fishing’.

- **Have:** The auxiliary verb ‘have’ is used to form the perfect tenses, to denote a completed action or to set the scene prior to a second main action occurring.

**Modal auxiliary verbs:** Shall, will, may and can (add all)

Modality refers to the attitude of the speaker to the action or state being expressed, in terms of either degree of probability ("the sun must be down already", "the sun should be down already", "the sun may be down already", "the sun might be down already"), ability ("I can speak French"), or permission or obligation ("you must go now", ‘you should go now”, "you may go now").
Verb tenses: Active voice: 12 tenses

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Delimitations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past</strong></td>
<td><strong>Present</strong></td>
</tr>
<tr>
<td>Formula: past participle of auxiliary verb</td>
<td>Formula: infinitive of auxiliary verb</td>
</tr>
<tr>
<td>I gave</td>
<td>I give</td>
</tr>
<tr>
<td>Usage: A single action in the past that has finished. The main action if used with the past continuous</td>
<td>Usage: repeated actions and habits</td>
</tr>
<tr>
<td><strong>(Simple) Continuous</strong></td>
<td></td>
</tr>
<tr>
<td>Formula: Auxiliary verb “be” + present participle “ing” on the main verb</td>
<td></td>
</tr>
<tr>
<td>I was giving</td>
<td>I am giving</td>
</tr>
<tr>
<td>Usage: a secondary action happening around the time of another (main) action</td>
<td>Usage: an action that is in progress now, context for a current situation</td>
</tr>
<tr>
<td><strong>Perfect</strong></td>
<td></td>
</tr>
<tr>
<td>Formula: Auxiliary verb “have” + past participle “ed” on the main verb</td>
<td></td>
</tr>
<tr>
<td>I had given</td>
<td>I have given</td>
</tr>
<tr>
<td>Usage: life experience, indirect effect or preceding event in relation to another event in the past</td>
<td>Usage: life experience, indirect effect or preceding event to the present moment</td>
</tr>
<tr>
<td><strong>Perfect Continuous</strong></td>
<td></td>
</tr>
<tr>
<td>Formula: Auxiliary verb “have” + past participle of the auxiliary verb “be” + present participle “ing” on the main verb</td>
<td></td>
</tr>
<tr>
<td>I had been giving</td>
<td>I have been giving</td>
</tr>
<tr>
<td>Usage: An action that precedes (unfinished) or that started and has an immediate effect on another action in the past</td>
<td>Usage: an action that precedes (unfinished) or that started in the past and has an immediate effect on the present</td>
</tr>
</tbody>
</table>

Verb tenses: Passive voice: 9 tenses

To transfer an active tense to a passive tense this formula is required: Subject + be + past participle

To transfer the meaning of an active sentence into the passive, voice you must transfer the object of the active sentence into the subject of the passive sentence.

For example, “I congratulated John” (active), becomes “John was congratulated” (passive).
It is not linguistically beneficial or syntactically possible to have any of the perfect continuous tenses translated to the passive voice. That is why there are only nine passive tenses. The usage remains the same as for active tenses.

### Passive voice: 9 tenses

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Delimitations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Past</td>
</tr>
<tr>
<td>Simple</td>
<td>I was given</td>
</tr>
<tr>
<td>(Simple) Continuous</td>
<td>I was being given</td>
</tr>
<tr>
<td>Perfect</td>
<td>I had been given</td>
</tr>
</tbody>
</table>

### Teaching verb tenses with timelines:

Verb tenses are taught at all language levels, and therefore it is necessary to have an easy to understand, simple visual aid to depict the variations in time and tense.

Timelines are used specifically for this purpose. They are an excellent visual aid as they depict ‘now/present’ as a reference point, allowing students to visualize the verb tense being taught in relation to this specific point.

Timelines should be horizontal with arrows (optional) at each end-depicting going into the past and forward into the future.

There are 2 main symbols used on timelines:

- The x or I (straight line) cut through the timeline vertically to indicate a specific time or point in time
- A wavy line, indicating the continuous or unfinished time.

There are a number of timeline charts available online to use in the ESL classroom. A good idea is to have one posted on a wall that can be referred to during lessons.

A key to using timelines is to keep it simple and only explain what is necessary at the time, so as not to overwhelm students.

When drawing timelines on the board, begin with a horizontal line and then cut through a ‘x’ or ‘I’ and write NOW. Then, indicate with an additional x or x’s the simple and perfect tenses.

For the continuous time, a wavy or broken line should be drawn slightly before the time depicted, and continuing slightly after to show that we don’t know
but assume the time will continue for a little longer (unspecified period of time). The arched line indicates the two actions usually in the perfect tense.

See timeline chart below:

<table>
<thead>
<tr>
<th>Active Verb Tense Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created by: Jedidiah Armstrong for TESOL Australia</td>
</tr>
</tbody>
</table>

**Past simple:** a completed action that started and finished in the past

**Past continuous:** a longer action in the past was interrupted

**Past perfect:** an action that occurred before another action in the past

**Past perfect continuous:** an action that started in the past and continued up until another time in the past

**Present simple:** a repeated action, habit, hobby or schedule

**Present continuous:** an action happening now or not happening now, at this moment

**Present perfect:** an action happened at an unspecified time before now
**Present perfect continuous**: an action that started in the past and continued until now

**Future simple**: a general prediction or guess about the future

**Future continuous**: an interrupted action in the future

**Future perfect**: an action that will occur before another action in the future

**Future perfect continuous**: an action that will continue up until a particular event or action in the future
Closed-classed items

**Articles** – there are three articles: a, an and the. Articles are either indefinite or definite. An indefinite article indicates that the noun may be something that the speaker is mentioning for the first time, or its precise identity may be irrelevant or hypothetical, or the speaker may be making a general statement. The articles a and an are used in this case. A definite article indicates that its noun is a particular one (or ones) identifiable to the listener. It may be something that the speaker has already mentioned, or it may be something uniquely specified. The definite article in English, for both singular and plural nouns, is *the*.

**Prepositions** – prepositions are short words that usually come before a noun or gerund (a verb acting as a noun). Their purpose is to indicate time or place (position or direction).

Examples of prepositions are:

- Time – on Monday, at the beach, since yesterday
- Place – in the room, on the table

Prepositions are usually placed before a noun to indicate the chronological, spatial or logical relationship of the noun to the rest of the sentence. There are two classifications of prepositions:

- Simple: single word (on, in)
- Compound: more than one word (in between, in front of)

The following are rules for the most frequently used prepositions:
Prepositions of time:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Use</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>On</td>
<td>Days of the week</td>
<td>On Tuesday</td>
</tr>
<tr>
<td>In</td>
<td>Months, Seasons, Time of day, Time of year, When? After a period of time</td>
<td>In July, In summer, In the afternoon, In 2003, In an hour</td>
</tr>
<tr>
<td>At</td>
<td>Night, Weekend, Point in time</td>
<td>At dusk, At the weekend, At 7am</td>
</tr>
<tr>
<td>Since</td>
<td>Past till now</td>
<td>Since 2003</td>
</tr>
<tr>
<td>For</td>
<td>Over a certain period of time</td>
<td>For 3 months</td>
</tr>
<tr>
<td>Ago</td>
<td>A specific time in the past</td>
<td>3 years ago</td>
</tr>
<tr>
<td>Before</td>
<td>Earlier than a specific point in time</td>
<td>Before 2005</td>
</tr>
<tr>
<td>To</td>
<td>To tell the time</td>
<td>Quarter to seven</td>
</tr>
<tr>
<td>Past</td>
<td>Telling the time</td>
<td>5 past six</td>
</tr>
<tr>
<td>To/till/untill</td>
<td>Specifying the end of a period of time</td>
<td>From Thursday to/till Saturday</td>
</tr>
<tr>
<td>Till/until</td>
<td>How long something will last</td>
<td>She is away till/until Monday</td>
</tr>
</tbody>
</table>
### Prepositions of place & Prepositions of movement:

<table>
<thead>
<tr>
<th><strong>Preposition</strong></th>
<th><strong>Use</strong></th>
<th><strong>Sentence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In</td>
<td>Shop, building, room, country paper, writing, picture, car, world</td>
<td>in the lounge; in the country; in writing; in the picture</td>
</tr>
<tr>
<td>At</td>
<td>Meaning next to, by an object</td>
<td>at the door; at the station; at the table; at a concert; at the party; at the cinema; at school; at work</td>
</tr>
<tr>
<td>On</td>
<td>Attached, a location, time</td>
<td>the picture on the wall; London lies on the Thames; on the table; on the left; on the first floor; on the bus; on a plane; on TV; on the radio</td>
</tr>
<tr>
<td>By/next to /beside</td>
<td>left or right of somebody or something</td>
<td>Jane is standing by/next to/beside the car.</td>
</tr>
<tr>
<td>Under</td>
<td>on the ground, lower than (or covered by) something else</td>
<td>The book is under the chair</td>
</tr>
<tr>
<td>Below</td>
<td>lower than something else, but above ground</td>
<td>The vegetables are below the fruit</td>
</tr>
<tr>
<td>Over</td>
<td>covered by something else, meaning <em>more than</em> getting to the other side (also <em>across</em>); overcoming an obstacle</td>
<td>Over the flu</td>
</tr>
<tr>
<td>Above</td>
<td>higher than something else, but not directly over it</td>
<td>The cupboard above the sink</td>
</tr>
<tr>
<td>Across</td>
<td>getting to the other side (also <em>over</em>)</td>
<td>Across the river</td>
</tr>
<tr>
<td>Through</td>
<td>something with limits on top, bottom and the sides</td>
<td>Through the tunnel</td>
</tr>
<tr>
<td>To</td>
<td>movement to person or building; movement to a place or country; for <em>bed</em></td>
<td>To the cinema</td>
</tr>
<tr>
<td>into</td>
<td>enter a room/a building/water</td>
<td>Into the shop</td>
</tr>
<tr>
<td>Towards</td>
<td>movement in the general direction of something</td>
<td>Towards the sun</td>
</tr>
<tr>
<td>Onto</td>
<td>movement to the top of something</td>
<td>Onto the horse</td>
</tr>
<tr>
<td>From</td>
<td>in the sense of <em>where from</em></td>
<td>An apple from the orchard</td>
</tr>
</tbody>
</table>
Teaching prepositions

When teaching prepositions to low-level students, it is important to use body language and TPR (Total physical response) by having the students act out the places, such as under/over/in/above... This helps students relate the new words to the concrete realities they represent. For higher-level students, pictures and text can be used to demonstrate prepositions effectively.

The following is a list of commonly used prepositions in the English language.

Conjunctions or links/linkers/Cohesive devices – a conjunction is a joining word that joins two parts of a sentence together. It carries the logic or the order of the sentence. There are three types of conjunctions: coordinating, subordinating and correlative. Examples of coordinating are: and, but, or, nor, for, yet, so; whereas, subordinating are: although, because, since and unless. Also, there are correlative conjunctions, which come in pairs, joining various sentence elements that should be treated as equal. Some examples of these are: both....and, not only.... but also, not.... but, either.....or.

Discourse markers – it is a particle, word or phrase that is used to direct or redirect the flow of a speech (and writing). Examples: ‘like’, ‘you know’, ‘well’, ‘anyway’, ‘okay’, ‘now’...

Interjections – an interjection is a word or a sound used to express emotion. They are often followed by an exclamation mark, such as: ‘Well! That’s great!’ or ‘Cheers!’. Interjections can also be sounds like: Shh, Ugh and phew. Words such as ‘hi’, ‘bye’, ‘excuse me’ and ‘sorry’ are interjections.
4.5 Sentences

A sentence is a grammatical unit consisting of one or more words that bear minimal syntactic relation to the words that precede or follow it. A sentence contains or implies a subject (the person or thing the sentence is about, which can be noun or noun phrase) and a predicate that describes what the subject did or does (includes the verb and words that come with the verb).

There are three main types of sentences:

Simple: describing only one thing and containing a single subject and predicate; i.e. ‘Kim moans.’ This sentence is an independent clause, standing alone and expressing a complete thought.

Compound: a compound sentence is made up of two or more simple sentences connected by a coordinating conjunction (and, but, or, because…). For example: ‘The sun was setting in the west and the moon was just rising.’ Each clause in this sentence has a subject and a verb, and therefore stands alone as an independent or simple sentence.

Complex: Complex sentences describe more than one idea or thing, and include more than one verb and clause. They include an independent clause (can stand alone as a sentence) and a subordinate clause (that cannot stand alone as a sentence). An example could be: ‘My friend hates movies that aren’t foreign.’ See how ‘My friend hates movies’ can stand-alone as a simple sentence, whereas ‘aren’t foreign’ cannot. This clause must be joined by the relative pronoun ‘that’.

- A clause: There are two main types of clause: an independent clause, which stands alone as a single sentence, and a subordinate clause, which merely adds information to a sentence but cannot stand alone. If a sentence has two coordinating clauses it is often possible to make the sentence denser by abbreviating the second of the two clauses by leaving out the subject and auxiliary verb, if one is included; i.e. ‘By noon, she had finished cleaning and she had begun to cook lunch.’ Ellipsis: ‘By noon, she had finished cleaning and begun to cook lunch.’ In this sentence, the second clause has had the pronoun ‘she’ removed. When two clauses are joined, it is done so with a conjunction – a linking device. There are a number of linking devices listed previously in this unit.

- Phrases: there are two types of phrases in a sentence; a noun phrase and a verb phrase. The noun phrase is where groups of words can operate as sentence subjects or objects. Noun phrases can include nouns with articles, adjectives, relative clauses, possessives and proper names. Verb phrases are groups of words that together express the state or action of the verb. These can be verbs with modals, auxiliaries and various verb tenses.
**Active sentence**: a sentence is active when the sentence subject performs the action of the verb; i.e. ‘Jeremy walked the dog.’ In this sentence, the subject Jeremy is performing the action, and so it is active.

**Passive sentence**: in a passive sentence, the subject is receiving the action of the verb; i.e. ‘The dog was taken for a walk.’ In other words, the object of the sentence, ‘the dog’, becomes the subject, but the sentence does not include who performed the action of the verb onto the subject. In case the sentence does include who performed the action, it is included at the end of the sentence; i.e. ‘The dog was taken for a walk by Jeremy’.

The formula for passive tense is: Passive Subject + To Be + Past Participle
4.6 The Art of Parsing

Parsing is the analysis of analyzing a sequence of words to determine its grammatical structure. The simplest form of parsing is to locate the main verb, the subject and object of a sentence.

In the English language, the basic word order of sentences is: subject – verb – object. This is very different from many other languages. In Korean, for instance, the word order is: subject – object – verb.

When parsing a sentence, the form of each word is identified and categorized as in the table below, taking into account the following three things:

- **The verb**: the action or state of the sentence (eat, jump, shout, think, and so on)
- **The subject**: the thing or a person the sentence is about (noun or noun phrase)
- **The object**: a noun or pronoun, either direct: a person or thing affected by the verb (‘She opened the letter.’), or indirect: a thing or person who receives the direct object (‘She gave him the letter.’ Him is the receiver of the action).

The other parts of a sentence are things like articles, prepositions, adjectives, adverbs and determiners. An example of parsing is given in the table below:

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The small dog</td>
<td>bravely saved</td>
<td>the boy</td>
</tr>
<tr>
<td>Article</td>
<td>Adjective Noun</td>
<td>Adverb Past simple tense</td>
</tr>
</tbody>
</table>

Parsing can be helpful in the ESL classroom as a means of correcting speech errors. When a student makes a mistake, such as the use of an incorrect verb tense, the teacher can then point out that the verb tense was wrong by asking the student to ‘change the verb tense’. By doing this, the teacher allows the students to recognize the error and find the correction themselves.

Another useful instance of using parsing is where a student uses the wrong word order or leaves out a key part of a speech. Through the use of parsing, students can learn to correct themselves and each other, speeding up the learning process.
4.7 Grammar Games

Teaching grammar can often feel a little dry. Student motivation can quickly become an issue if too much lesson time is spent completing worksheets. The most effective way to teach grammar is to provide activities that draw in the students and increase participation levels.

Grammar games are an excellent way to do this. After presenting a grammar point to the class and demonstrating it well on the board, why not play a quick grammar game to activate learning? Another way to incorporate grammar games is to use them as a form of a review of the lesson goal. Games like Tic Tac Toe and Jeopardy are excellent for reviewing and even testing students’ knowledge.

To increase participation and communication, why not pair or team students and have them compete? No matter what grammar point you are teaching, there are many fun games that can be easily adapted to match.

The following is a list of tried and tested grammar games for the ESL classroom:

- Tic Tac Toe
- Jeopardy
- Bingo
- Card games
- Match up
- Noughts and Crosses
- Crosswords
- Wordsearch
- Hot seat
- Snakes and ladders
- Hangman
- Battleship
- Sentence auction
- Memory game
- Helpful tips for teaching grammar
- Personalise

If you are using a course book which features lots of random characters who nobody in the class knows or cares about, try to bring some of the activities to life by using the names of the members of the class and some personal information. You could use the book as the first stage of the class, and then personalise by instructing students to write a similar text or some similar sentences about themselves.

**Drills** – once you have taught a grammar point, give students plenty of practice using simple drills. Have students repeat the grammar point as used in a familiar context and/or sentence as a class (choral drill), and then as individuals (depending on the class size).

**Dialogues** – have students write out and practice dialogues using the new grammar point. Follow up with brief skits and incorporate humour as much as possible to avoid the lesson becoming dry.
**Games** – use grammar games such as board and card games, utilizing the new grammar point. This allows for meaningful and fun use and retention of the point being taught.

**Pacing** – keep an eye on how long it takes students to complete tasks. If some students finish early, have extra activities for them to do while waiting for the others to catch up.

**Fun** – grammar instruction does not have to be too serious. Include fun and humour as much as possible – this will help students to relax and learn more.

### TESOL Teacher Activity 8

Complete the Grammar Quiz

### TESOL Grammar Terminology

1. A word that means the opposite of another word
2. A word or phrase that joins two clauses or sentences
3. A phrase that is made up of words that, as a group, have a different meaning
4. A word /s that tell/s where or when
5. A word that is the definite article
6. A word that modifies a verb
7. A word that describes a noun
8. A word that replaces a noun
9. How many active verb tenses are there?
10. The word ‘have’ is always part of which verb tense?

### Verb tense review

State the verb tense for each of the following sentences:

1. The dog barked furiously.
2. He had been driving for hours when he saw the UFO.
3. The president will give his speech at noon.
4. The news was broadcasted live.

### Unit 5: Vocabulary
5.1 Overview

It is estimated that there is over three-quarters of a million words in the English language more than in any other comparable language. According to Oxford, and as seen in the history of the language, this is due to its high level of adaptability and adoption of many words from other languages.

With so many words in the English language, is it necessary for ESL students to learn all of these words in order to become a fluent speaker? Hardly, many of these words are obsolete and others are jargon; words used in specific contexts, such as science, research, IT, medicine and so forth.

It has been estimated that Shakespeare knew at least 66,534 words. But, how many words would a person need to know and use to be considered a fluent speaker of the English language? By the age of five, a child will have an average vocabulary of 2,500 to 5000 words, depending on the child’s abilities, background and socio-economic status. This vocabulary enables them to tell detailed stories and produce sentences of up to eight words.

The average student learns about eight new words per day, adding up to 3000 words per year. By the time a student graduates from high school, it is estimated that he/she will know approximately 17,000 independent words, not of the same family, such as dance, dances, danced, dancing. With this in mind, it is easy to see why learners of English are anxious about learning as much vocabulary as possible.

According to the latest research:

- There are approximately 5,000 to 7,000 commonly known word families (known by all English speaking adults).
- There are 10,000 to 20,000 word families that are known by some but not all people.
- There are approximately 20,000 semi-rare words known only by a few people, depending upon various factors, such as the amount of reading per day, the level of education, occupation and family background.

- A person with limited education, not in the habit of daily reading, will know approximately 5,000 to 10 thousand word families.
- A university graduate who reads regularly may have a vocabulary of around 20,000 word families.
- An avid reader with an academically based career may know around 30,000 word families.
On the following page is a list of the 100 most commonly used words in the English language, ranked in order. These words make up approximately 50% of all written materials.

1. The
2. Be
3. To
4. Of
5. And
6. A
7. In
8. That
9. Have
10. I
11. It
12. For
13. Not
14. On
15. With
16. He
17. As
18. You
19. Do
20. At
21. This
22. But
23. His
24. By
25. From
26. They
27. We
28. Say
29. Her
30. She
31. Or
32. An
33. Will
34. My
35. One
36. All
37. Would
38. There
39. Their
40. What
41. So
42. Up
43. Out
44. If
45. About
46. Who
47. Get
48. Which
49. Go
50. Me
51. When
52. Make
53. Can
54. Like
55. Time
56. No
57. Just
58. Him
59. Know
60. Take
61. Person
62. Year
63. Your
64. Good
65. Some
66. Could
67. Them
68. See
69. Other
70. Than
71. Then
72. Now
73. Look
74. Get
75. Only
76. Come
77. Its
78. Over
79. Think
80. Also
81. Back
82. After
83. Use
84. Two
85. How
86. Our
87. Work
88. First
89. Well
90. Way
91. Even
92. New
93. Want
94. Because
95. Any
96. These
97. Give
98. Day
99. Most
100. Us

Teaching vocabulary is a fundamental part of teaching ESL. Students want and need to retain literally thousands of words in the target language in order to communicate effectively. However, is every word a necessary word? Should long word lists be taught in the ESL classroom? What are the most effective ways to teach vocabulary?

These questions highlight the need to be specific when teaching vocabulary. It is important to always have a category for beginner students, so that the words do not seem random. Beginner students rely on connecting new word/s to experiences and/or memories for retention to occur.

Therefore, make sure the words being taught clearly fit into a specific category. Ensuring students understand the category can help build up retention opportunities for each new word. For Elementary level and above, the context is more important.

*ESL vocabulary according to level*
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Very young children: 2 – 4 letters, numbers, words taught with flashcards, actions, TPR, games, authentic materials, very simple match up, join the dots, drawing worksheets, songs, rhymes. Older children, teens, adults: 4 -5 new words taught with flashcards, authentic materials, games, puzzles, simple worksheets.</td>
</tr>
<tr>
<td>Elementary</td>
<td>5 – 6 new words: authentic materials, very simple, short texts on very familiar topics, puzzles, flashcards, basic worksheets, TPR, actions, games.</td>
</tr>
<tr>
<td>Pre-intermediate</td>
<td>8 new words: short texts on familiar topics, worksheets, games, puzzles, synonyms, websites, short general topic magazine articles.</td>
</tr>
<tr>
<td>Intermediate</td>
<td>10 new words: context clues, synonyms and antonyms, less familiar texts, articles from magazines, news clippings, websites, puzzles, some games.</td>
</tr>
<tr>
<td>Upper intermediate</td>
<td>15 new words: wide range of topics, context clues, synonyms, antonyms, root word associations, magazines, newspapers, websites, authentic materials, word games, quizzes.</td>
</tr>
<tr>
<td>Advanced</td>
<td>20 new words: context clues, inferences, root word connections, academic based magazines and books, newspaper, some quizzes or linguistic games or challenges.</td>
</tr>
</tbody>
</table>
5.2 Building Vocabulary

There are a number of vocabulary building techniques that can be used to help students learn and retain new words. The following list outlines the technique and how it can be used.

De-contextualized:

<table>
<thead>
<tr>
<th>Word list</th>
<th>Games such as categories, homework review, testing, match up exercise, listening exercise, cloze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashcards</td>
<td>New word recognition, games, review, visual aid</td>
</tr>
<tr>
<td>Dictionary definitions</td>
<td>Games, review, tests</td>
</tr>
<tr>
<td>Word banks</td>
<td>Record new words for retention, memorization, drills, cloze</td>
</tr>
</tbody>
</table>

Semi-contextualized:

<table>
<thead>
<tr>
<th>Word categorizing</th>
<th>Games, match up, puzzles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word functions</td>
<td>Games, TPR, grammar, context clues</td>
</tr>
<tr>
<td>Grammar</td>
<td>Within a grammatical function or category</td>
</tr>
<tr>
<td>Synonyms</td>
<td>Match to related or similar words, games, descriptions</td>
</tr>
<tr>
<td>Antonyms</td>
<td>Games, context clues</td>
</tr>
<tr>
<td>Mind plans</td>
<td>Speeches, categorizing, outlining, detailing, planning, brainstorming</td>
</tr>
</tbody>
</table>

Contextualized:

<table>
<thead>
<tr>
<th>Listening</th>
<th>Cloze, key word recognition, parallel phrases, discourse markers, dictation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Giving speeches, presentations, Q &amp; A, dialogues, interviews, describing, opinions, debates</td>
</tr>
<tr>
<td>Writing</td>
<td>Stories, emails, blogs, presentations, tests</td>
</tr>
<tr>
<td>Reading</td>
<td>Context clues, inferences, comprehension, scanning, skimming, synonyms</td>
</tr>
</tbody>
</table>
5.3 Drills

Drills are repetitions of sounds, words, clauses or full sentences. There are two main types of drills in the ESL classroom: Choral drills, where the teacher says the word/s and the whole class repeats, and individual drills, where the teacher says the word/s and individual students repeat. Both types are useful in the language classroom and can be incorporated into lessons when new vocabulary or pronunciation is being taught.

Drills allow students to practice productive functions related to speaking and pronunciation and help build learner confidence in speaking aloud. Give lower level students plenty of opportunities to repeat new vocabulary and unfamiliar sounds. For higher level students, use quick random drills only when necessary.

Always allow students to practice drills as a group before asking individuals to repeat drills in front of their peers. Although drills serve a useful purpose in language learning, they can be very dull and boring, and therefore find ways to incorporate the following into your drills.

Helpful tips for drills

- Always use choral drills first for lower level students
- Give plenty of opportunities for students to practice and participate in drills
- Incorporate humour; use funny themes or topics for drills
- Keep good pacing
- Don’t use drills for more than 5 minutes at a time
- Choose students at random for individual drills
- Use drills for pronunciation and new vocabulary
- Use drills for grammar points
- Use drills for short sentences or clauses
- Use drills as memory games
- Drill tongue twisters for problem sounds such as p, b, l, r
5.4 TPR (Total Physical Response)

Total Physical Response, known as TPR, was designed by language instructors to build a connection between words and the concrete reality that they represent.

TPR is a way to get students to express language without having to use the productive skills of speaking and writing as students ‘act’ out or respond in movement to the instructions or vocabulary used by the teacher in the activity.

These kinds of activities allow students to participate in the language classroom without fear of making mistakes. Games like ‘Simon says’ and ‘Twister’ are good examples of TPR, as students participate by physically showing they understand the spoken instructions. TPR is used mainly for very low-level students, such as beginner and elementary, but can also be useful in certain games or specific activities.

Helpful tips for TPR

- The goal is not to have students keep silent, just not to force speech production
- Incorporate humour
- Play TPR games
- Demonstrate well what is expected
- Give students enough time to respond
- Allow students enough time to practice acting out the word/action
- Use repetition
- Keep TPR activities to a short time limit; i.e. 5-8 minutes
5.5 Slang

The majority of ESL students are learning English in order to converse with native speakers. However, when they learn ‘grammatically’ correct English in language schools, they encounter problems in understanding unfamiliar expressions and local terminology. This is due to several factors – one of which is the use of slang or colloquial expressions.

Therefore, it is important to incorporate teaching slang in the ESL classroom. There are many good books and slang dictionaries available, as well as websites dedicated to the teaching and learning of slang.

A great place to start collecting free resources for teaching slang is to ‘Google’ slang expressions and check out the wealth of available information, lessons, activities and vocabulary.

Be sure when teaching slang to include contexts and situations that are appropriate. Using videos and TV sitcoms is good for this as they depict the slang in ordinary settings. Encourage your students to follow shows like ‘Friends’, ‘Home and Away’, ‘The Rafters’ and ‘Grey’s Anatomy’ as a way of helping them to learn slang within known contexts and situations.

Some examples of slang according to Western country

<table>
<thead>
<tr>
<th>Word</th>
<th>Australia</th>
<th>Britain</th>
<th>America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello</td>
<td>G’day</td>
<td>All right</td>
<td>Hey</td>
</tr>
<tr>
<td>Path</td>
<td>Pathway</td>
<td>Pathway</td>
<td>Sidewalk</td>
</tr>
</tbody>
</table>

Vocabulary tips

- Give plenty of opportunities for repetition
- Teach correct ‘stress’
- Use flashcards
- Use authentic materials
- Use actions/body language
- Use visual aids
- Include drama
- Use varied sources
- Use TPR
- Use synonyms
- Use antonyms
- Incorporate drills
- Model words clearly
- Use DVD
- Use song
- Play word games
- Include dialogues
- Use role-play
- Highlight context clues
- Use categories
- Have themes
Unit 6: Effective ESL Teaching

6.1 Qualities of a Good Teacher

There is no one correct way to teach English as a second language. There are many teachers and they all have individual ways of motivating, encouraging and instructing their students. That being the case, there are certain characteristics or qualities that all good teachers possess, and it is important to know what these are and how to cultivate them.

Good organizational skills

Good TESOL teachers are organized and prepared. They follow a curriculum and/or lesson plans that give structure and progressive meaning to the lesson. In addition, an organized teacher will have plenty of supporting materials to ensure the lesson does not finish early without meaningful activities to fill in the time. All of these things give students confidence in the teacher’s ability.

A positive attitude

Things can go wrong in the ESL classroom and often do, but a positive attitude will overcome any difficulties that may arise. By being friendly, cheerful and positive, a teacher can do much to encourage students to learn and progress.

Flexibility

A good ESL teacher is flexible. Flexibility will allow a teacher to adapt to any situation in the classroom. Sometimes an activity doesn’t work and a good teacher will be flexible and adapt the activity or leave it altogether for another one. Flexibility shows confidence in your own knowledge and expertise as a teacher.

Diversity in teaching style

There are three main learning styles: aural/oral, visual and tactile/kinesthetic. By being inclusive of all learning styles in the ESL classroom, a teacher provides the best possible learning opportunities for all students. This diversity in teaching style to include all learner styles involves careful planning of all activities and tasks.

Enthusiasm

Enthusiasm is contagious! By being enthusiastic in the ESL classroom, a teacher can encourage and motivate students to take risks in language and achieve higher levels of success in learning. Try to incorporate themes and topics that you are passionate about or have in-depth knowledge in, and include topics that interest your students. No matter what is happening in their personal life,
a good teacher will leave their problems at home and concentrate on inspiring their students.

Fun

Good ESL teachers enjoy teaching and find ways to make their classes fun for their students. Therefore, include games, puzzles and competitions in lessons. Allow students to relax and be themselves. Use humour in lessons and encourage your students to do the same. People learn best when they are enjoying themselves.

Interpersonal skills

A caring and patient teacher can greatly increase a student’s self-confidence and foster communication and participation in lessons. All students need to feel included and that they contribute. Encourage individual students by making eye contact and showing that you are really listening to them. Ask additional questions when they offer information and ensure all students are included in activities.
6.2 Transformational Leadership

What is transformational leadership, and how can it be of value to an ESL Teacher?

Transformation leadership is a leadership style that inspires others to achieve their personal best in whatever they are attempting, due to the drive, vision and passion of the leader. In the ESL classroom, the leader is the TESOL teacher and the drive is their enthusiasm and passion, whilst the vision is the common language goal of the learners.

A transformational leader is the one whom others willingly follow. They inspire others with vision and passion, encouraging them to achieve their personal best and more. A transformational leader can be recognized by their enthusiasm and energy and their focus on a united vision. One definition of transformational leadership is a leadership approach that causes a change in individuals and social systems.

Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of the group through connecting the group’s sense of identity with the common goal to be achieved. A transformational leader is a role model that inspires and challenges the group’s own expectations and helps them to take greater ownership for their learning. A true transformational leader understands the strengths and weaknesses of the group and aligns tasks and goals that optimize their abilities and success.

For teachers, motivating learners to take responsibility for their learning, as well as take risks by inspiring them, is a difficult task. However, until a student takes responsibility for his/her own learning, very little in the way of results can be achieved. With this in mind, it is very useful to look at strategies implemented in other areas related to achieving goals, and working with motivating groups such as management and teamwork.

The principles involved in transformational leadership are highly effective in business and managing others, and can also be effective in the field of ESL teaching.

James MacGregor Burns first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well.

According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation".

©2017 TESOL AUSTRALIA V00019
Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors.

He established two concepts: "transforming leadership" and "transactional leadership". According to Burns, the transforming approach creates a significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees.

Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals.

Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles.

Another researcher, Bernard M. Bass extended the work of Burns by explaining the psychological mechanisms that underlie transforming and transactional leadership. According to Bass, the extent to which a leader is transformational is first measured first in terms of his influence on the followers.

The followers of such a leader feel trust, admiration, loyalty and respect for the leader, and because of the qualities of the transformational leader, they are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self gain; they provide followers with an inspiring mission and vision and give them an identity.

The leader transforms and motivates followers through his or her idealized influence, intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful.

Four areas of transformational leadership are:

1. **Individualized Consideration** – the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the group. This also celebrates the individual contribution that each member of the group makes to the team. Individuals will then have a will and aspirations for self-development, as well as intrinsic motivation for their tasks.
2. **Intellectual Stimulation** – the degree to which the leader challenges assumptions, takes risks and solicits ideas from the group. Leaders with this style stimulate and encourage creativity in the group. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn.

3. **Inspirational Motivation** – the degree to which the leader articulates a vision that is appealing and inspiring to the group. Leaders with the inspirational motivation challenge with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Learners need to have a strong sense of purpose in tasks if they are to be motivated to perform to their best ability. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. Individuals in the group are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.

4. **Idealized Influence** – Provides a role model for high ethical behavior, instills pride, gains respect and trust.
Transformational leadership can benefit the ESL classroom by:

- Causing change in the social and learning systems of the learners
- Enhancing motivation and morale
- Connecting all learners with a sense of identity or a common goal
- Inspiring learners to achieve not only for their own benefit, but that of the group
- Encouraging independent learning
- Optimizes the strengths and abilities of individuals in the classroom
- Understanding the weaknesses of the learners
- Challenges the learners as a group to achieve more than expected
- Helping individual learners to see that their contributions are valid and appreciated

Implications for ESL teachers:

- Together with students, develop a challenging and attractive learning vision to meet their needs.
- Map out or brainstorm with the class a strategy for achievement.
- Develop the vision, specify and translate it into actions by discussing regularly how specific activities and tasks will help in achieving the vision.
- Explain to students what they are learning, why they are learning it and how it will be helpful in the future.
- Express confidence, decisiveness and optimism about the learning goals and tasks that are part of the learning visions implementation.
- Encourage individual students often and build their confidence by looking for their strengths, helping each one to feel they contribute to the entire process and class.
6.3 Humor in the ESL Classroom

A great deal of research has been conducted to identify the relationship between a teacher’s use of humor and student learning outcomes. Humor helps the teacher to gain students’ attention and motivates them, helping them to improve language retention. When teachers use humorous examples and anecdotes, they provide a memorable learning environment and context.

Studies have shown that students tend to view teachers who use humor as more interesting and encouraging than those who do not. In addition, studies have shown that teachers who effectively use humor are able to present and teach the course content more effectively.

Humor is highly effective when presented naturally in context and demonstrates the personality of the teacher. The appropriate use of humor is a powerful building tool for a sense of community, creativity and inclusive culture in the ESL classroom.

Tips for using humor

- Don’t tell jokes for the sake of telling them; be sure they fit into the context of the lesson.
- Never use sarcasm in the classroom and discourage it from being used by others.
- Never use racial or discriminating jokes or humor that could offend.
- Do not use humor to cover for nervousness.
- If you make a mistake, admit it and laugh with your students.
- Be careful not to use offensive sexual humor.
- Encourage students to use humor in written activities or dialogues.
- Encourage students to share humorous stories.
- Incorporate humor into lesson tasks wherever possible and appropriate.
6.4 Teaching and Learning Styles

**Visual Learners**

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays, including diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and handouts. During a lecture or classroom discussion, the visual learners often prefer to take detailed notes to absorb the information.

**Auditory Learners**

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to the tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a recording device.

**Tactile/Kinesthetic Learners**

Tactile/Kinesthetic people learn best through a hands-on approach, actively exploring the physical world around them.

As such, they may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

If you are unsure as to what learner style you predominantly belong to, go to [www.vark-learn.com](http://www.vark-learn.com).
6.5 The Myers Briggs Type Indicator

The purpose of the Myers-Briggs Type Indicator® (MBTI®) personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people’s lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment.

"Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills."

In developing the Myers-Briggs Type Indicator [instrument], the aim of Isabel Briggs Myers, and her mother, Katharine Briggs, was to make the insights of the type theory accessible to individuals and groups.

They addressed the two related goals in the developments and application of the MBTI instrument:

- The identification of basic preferences of each of the four dichotomies specified or implicit in the Jung’s theory.
- The identification and description of the 16 distinctive personality types that result from the interactions among the preferences.

A great free test can be found online at: http://www.humanmetrics.com

<table>
<thead>
<tr>
<th>TESOL Teachers Activity 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to the above website and complete the Myers Briggs test. Record your result and consider in what ways you can use this information to improve your teaching skills.</td>
</tr>
</tbody>
</table>
Unit 7: Technology in the ESL Classroom

7.1 Teaching and Computers

Information technology is a part of everyday life – this is evident in the workplace, education and socializing. Therefore, it is important for an amount of English study to be done in a computer/Internet related context. Computers can be incorporated as a tool to teach vocabulary, grammar, listening, reading, and writing, as well as to incorporate communication through various computer programs, such as SKYPE, IM programs, Facebook, MSN and Twitter. Students can gain many language-related benefits from doing projects that require creating word documents through guided writing tasks, preparing brochures or flyers, or even chatting online in a virtual classroom.

To maximize communication when working with computers, students should work on tasks in pairs or groups as much as possible, allowing for maximum verbal interaction. Working with computers has an additional benefit for students who need more time to complete tasks as they can take it without fear of peer pressure.

Activities, such as online surveys, provide excellent language practice as students can sign up and complete online surveys about all kinds of contexts, such as consumerism rating products or services, hobbies, opinions. These tools help bring the real world into the TESOL classroom, allowing for the practice of life skills, as well as language comprehension.

When using information technology in the ESL classroom:

- Use pair work wherever possible to incorporate communication through discussion.
- Check that the websites are operational prior to each lesson (technical difficulties, internet problems).
- Use tasks that incorporate the ‘real’ world into the lesson by using websites in English that students commonly use.
- Elicit feedback from students relating to the task.
- Create an online class newsletter or a website.
- Give students freedom and choice with computer related tasks (age and level appropriate).
- Always have a goal to achieve when using information technology.
- Monitor students well to ensure they are using English only.

7.2 Interactive Whiteboards

Many schools today have been updating their technology in a bid to offer students the most advanced language courses available. The Interactive
Whiteboard has become a symbol of a modern and up-to-date school, and therefore this teaching tool can be found in a growing number of language institutes and even government schools. A TESOL teacher not only needs to be up-to-date with their professional development as far as teaching techniques and resources are concerned, but now must contend with keeping up with technology too.

The Interactive whiteboard is normally used with up to 2 special pens for writing directly onto the surface. The use of whiteboard markers is discouraged as although they wipe off, they can damage and mark the surface of the whiteboard. Using this tool is basically the same as using a computer with Microsoft programs and software. With that being said, if a teacher knows computer programs, such as WORD, PowerPoint and highlighting tools, he/she will also be able to use the interactive whiteboard.

Companies who manufacture interactive whiteboards offer free training packs to acquaint users with how to use them effectively. Therefore, if your school has or is going to install them, it would be best to read up on their usage and limitations.

**Hints and Tips for using an interactive whiteboard in the classroom:**

- Make sure there is plenty of space, both in front and to either side of your whiteboard, so that you can move around and access all parts of the screen easily without standing in the beam.
- Make sure the whiteboard is positioned at a height that the learners can reach without over-stretching. You may need to have a sturdy step available for shorter learners.
- Install wall mounted speakers rather than relying on the internal speaker within the projector. This means that the sound is of better quality and carries better across the classroom. It will be cheaper if the speakers are installed at the same time as the whiteboard and projector.
- Use a font type and size that can be easily seen at the back of your classroom – Arial, Comic Sans and Sassoon Primary are recommended fonts. Always check it out from the furthest position before the lesson starts.
- Use background colors other than white – pale, pastel colors can help improve legibility. If you have a problem with glare from the windows without blinds, try using a high-contrast combination such as a black background with white or yellow text.
- Make use of full screen utilities within applications, such as when viewing a website using Microsoft Internet Explorer, press F11 on your keyboard to remove all of the toolbars at the top of the page, displaying your web page in a much larger screen, and making the page more visible.
• Place a wireless keyboard near to the whiteboard for times when you or the learners want to add text. This saves moving back to the computer each time you need to enter text.

• If you are going to use a website in a lesson, add it to your favorites/bookmarks in order to access it without typing in complex web addresses. Remember to check the content of the site regularly, just to ensure that it hasn’t changed since your last visit.

• Use ‘floating tools’ to add notes and annotations to any page on your computer screen; whether using word-processing software, presentation software or the internet, you can highlight text and use different colored pens to add comments to any page that appears on your screen.

• Try and create documents where you do not need to scroll up and down – instead of three paragraphs on one page, add one paragraph to three pages. Space your work well to leave room for annotations and comments, which can be retained if you don’t need to scroll up and down the document.

• If you are creating pages for learners to use, place text into the lower two-thirds of the page. This enables pupils to reach the items they need more easily.

• If you have annotated work during the introductory phase of the lesson, save the file to the network drive using an appropriate name, so that pupils can access it when they are working on it later. Teach them to save their files with appropriate names, so that they can find and demonstrate their work during a review activity or plenary session.

• When creating your own presentations, use copyright free images and sounds to illustrate teaching points and/or to provide a stimulus for a discussion. A picture can be worth a thousand words!

7.3 DVD and TV

Using audio-visual technology in the language classroom gives fullness and depth to the context of the lesson being taught. Students enjoy and benefit from the opportunity to not only read, but to see and hear what they are learning in a lively way.

According to the ‘Audio visual lingual response method’, language is acquired through visual stimulation, emphasizing visualization and mimicry. Students can learn a new language and then view it as used or depicted in a brief clip and follow-up by repetition, a discussion or a written task.

How to use video (DVD) in the ESL classroom
Definitions: present new vocabulary to students on the board and then play a brief clip depicting the vocabulary used in context, and ask students to discuss (in pairs) the possible meaning of the vocabulary.

Grammar hunt: play a clip and have students list certain grammatical words depicted or heard; i.e. verbs (a sports clip), nouns (family or animal clip).

Dialoging: play a clip without sound brief animation or movie scene and instruct students to write and act out dialogue for the clip.

Review: play a clip and have students write a review related to a specific feature; i.e. special effects, sound, acting or location.

Predictions: have students view an action scene, and stop before the action completes. Ask students in pairs to predict what they think will happen next.

Alternative endings: have students watch a scene and show the ending. Then ask students to write and/or act out an alternative ending (with dialogue).

Create: have students watch a specific ad and then write their own ad for the product.
Tips for using video/DVD in the ESL classroom:

- Be sure to have a goal or reason for using video in the lesson (to depict vocabulary being taught or idioms).
- Unless for a special treat discussed and agreed upon by the class, do not use lengthy movies (students can watch them at home for free).
- Always ensure the movie clip, documentary or ad is level and age appropriate (preview before using).
- Use short video clips to introduce the lesson theme.
- Use humorous clips that depict obvious body language and idioms.
- Always check clip and equipment prior to the commencement of the lesson.
- Cue in the clip before the lesson begins.
7.4 Music and Songs

Music is an expression of thoughts and ideas, culture and emotions, all communicated through instruments and lyrics. In almost every corner of the world, people enjoy music and song in some form and use it to communicate with others. In the ESL classroom, music and song can be a fun and exciting way to involve students in the English language and culture. When including music in a lesson, make sure you have an objective for using the piece and communicate this to the students prior to beginning the task. This way they will appreciate the activity and be more willing to participate. Music and songs can also be a fun way to teach poetry and foster creativity. When teaching the writing skill in particular, songs can be a good way to have students writing to gap fill while enjoying the music. Additionally, simple and repetitive songs can be a fun way to use drills in the classroom and provide students with an opportunity to gain confidence in pronunciation. Let students listen to, and then repeat the lyrics of the song. This is a good way to overcome shyness or a lack of confidence in spoken English.

When using music and songs in the ESL classroom:

- Communicate your goal to the students clearly
- Pre-teach new vocabulary so that students can understand what they are singing about
- Check that the lyrics are age and level appropriate (including hidden or double meanings in the lyrics)
- Check technology prior to teaching the lesson

Activities for teaching with music and songs:

- Teach a song; pre-teach vocabulary, play the song at least twice before asking students to sing it.
- Gap-fill activity; play a song and have students listen to it and fill in missing words; i.e. nouns, verbs, adjectives.
- Scrambled lyrics; cut song lyrics into lines and have students put the lines of lyrics into the correct order while they listen to the song being played.
- Listening for meaning; play a song and have students discuss in pairs what they feel the song is communicating.
- Write about music; play an instrumental piece and have students write a review, movie scene or lyrics for the music.
Module 3: Communication

Certificate IV 40649SA: Units AABBM, AABBK, AABBH

Unit 8: The Four Language Skills

8.1 The Listening Skill

In any language, the first skill humans practice is listening. Babies are said to listen in the womb, and by the time they are born, they recognize their mother’s voice. This process continues as growing babies listen and watch what is happening around them. Through this process of listening and observation, their linguistic journey begins.

By the age of one, babies have already begun to communicate with their caregivers by using cries, coos and simple sounds. At this stage, caregivers use Caretaker Speech, adjusting their communication to one or two words heavily emphasized with exaggerated body language.

Similarly, when learning a second language, students start out by relying heavily on body language and observation while learning very basic key words like commands, everyday nouns and verbs.

In a similar process, second language learners rely heavily upon body language and listening, as their teachers use TT (Teacher Talk) to dumb down their communication. The use of TT in teaching lower levels continues through the lower levels and peters out completely by upper-intermediate level.
Listening as a task in a lesson

When listening is used as a specific task in a lesson, it must always be age and level appropriate. Most course books include listening activities for students to practice.

Activities for listening according to level

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Games TPR</td>
<td>Simon says, Flashcards, Bingo</td>
</tr>
<tr>
<td>Elementary</td>
<td>Listen for key words</td>
<td>Following instructions, keyword recognition, simple songs</td>
</tr>
<tr>
<td>Pre-intermediate</td>
<td>Key words, language functions</td>
<td>Ordering, context, predicting, information, filling out forms, simple telephone conversations</td>
</tr>
<tr>
<td>Intermediate &amp;</td>
<td>Context, language function,</td>
<td>Business meetings, job interviews, training, requesting, advising, radio, speeches, note-taking, synonyms</td>
</tr>
<tr>
<td>Upper-intermediate</td>
<td>specific information, predicting, reporting</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Keywords, reporting, predicting, specific meaning</td>
<td>Note-taking, matching information, determining inferences, emphasis, hidden meanings, synonyms</td>
</tr>
</tbody>
</table>

Tips for teaching listening:

- Give/demonstrate on the board instructions on how to complete the listening task (particularly for lower levels)
- Repeat or replay the listening resource for slower students
- Replay the listening resource for students to check their answers
- Make sure there are no background noises or distractions
- Pre-teach any new vocabulary prior to the task
- Give plenty of encouragement and praise
- Vary the listing tasks
- Use a variety of listening materials and sources that match the students’ needs and interests
Example activities for listening: Listening for details

Listen for details

You are going to hear a conversation between two friends, Jane and Brad. Read the questions below and then listen for the words to fill in the missing information.

Jane and Brad: Listen and fill in the gaps

1. Bella is dating ……………………
2. Edward is a ………………
4. Jacob has been seen …………………… at the moon at night.
5. Jacob is a ……………………
6. Jane wouldn’t date a …………………… because they are too ……………………
Discuss the following questions: ‘What is a hobby?’
‘Why do people have hobbies?’
“What are hobbies good or a waste of time?’

Listen for keywords
Listen to the following interviews and match up the names of each person to a hobby above.

Peter – Sharron – old lady – James Bond
Kevin - Peter – Clare – Constable Smith

Listening for details.

Listen again and fill in the gaps using no more than three words.

Interview 1: I really like knitting tiny ................................booties and booties with lots of colors. I call them rainbow booties.

Interview 2: Actually I do really enjoy ...................... cards.

Interview 3: There’s nothing I enjoy more than dancing around a group of people ....................... costume with my colored scarves.

Interview 4: Love it, don’t care if I ...........................or not, fishing is great.

Interview 5: This isn’t a dress. This is my .......................suit.

Interview 6: No, I don’t mind; my hobby is riding ...............waves.
Interview 7: Okay, my hobby is painting. ...................
paint pictures of trees and flowers.

Interview 8: Well ok then, since you asked, my hobby is playing tennis; I really love .........................of doubles on weekends off.

8.2 The Speaking Skill

Speaking in English is the primary goal of almost all ESL students. It is also the skill that is enjoyed by the majority. For those reasons alone, speaking should be the foremost concern in ESL classes, particularly if you are working in a non-English speaking country.

Finding meaningful and varied ways to incorporate speaking can be tricky, as most speaking communication is question-based. This can become monotonous if not presented in relevant ways. One way to improve the quality of speaking tasks is to add extra vocabulary and the use of synonyms, thereby extending the students’ vocabulary during the lesson.

Additionally, when using biography exchanges, surveys and questionnaires be sure to use controversial questions that are open, not closed, that automatically provoke students into expressing opinions and ideas. Closed questions should be avoided as much as possible, from pre-intermediate level upwards.

Another way is to use varied contexts and situations to practice speaking and the use of language functions or grammar points. Additionally, as much as possible, have speaking tasks mirror the real world and situations while always explaining to students the relevance of the task and in what ways practicing it will be of benefit.

There are a few considerations when teaching speaking as a skill, such as providing specific MMT (Making Mistakes Time). This is when the teacher can give students specific speaking opportunities in which the students are aware that they will not be corrected. Using MMT for some tasks in lessons gives students opportunities to speak freely without fear of being corrected.

MMT is usually used in activities where students ask and answer questions, hold a debate, play games, chat or have a discussion in either pairs, groups or as a whole class. The key to this is that students must be made aware that this is MMT, and therefore for a specific time period they can speak without correction.

For activities in which errors in speaking and pronunciation are to be corrected, it is important to let the students know in advance that correction will take place.
For lower level students, choose specific points in grammar or pronunciation to be corrected and give examples of these points prior to beginning the activity. Try not to over correct, choose specific errors and inform the class that these will be worked on. Whereas, for higher levels, correction can take place on anything the students have already learnt.

Finally, to make the most of the speaking skill in the ESL classroom, teach students to monitor each other. Monitoring each other for mistakes helps students to listen for and recognize errors, not only in others, but also themselves. In addition, this kind of peer correction can be less daunting for students than direct teacher correction, as they do not tend to feel so ‘picked out’ from amongst the others.

Activities for speaking according to level

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Repeating, mimicking</td>
<td>Flashcards, drills, memorizing, very short dialogues</td>
</tr>
<tr>
<td>Elementary</td>
<td>Speeches, Q&amp;A role-play</td>
<td>Show &amp; tell, short dialogues, instructions, drills, short dialogues, short role-plays</td>
</tr>
<tr>
<td>Pre-intermediate</td>
<td>Speeches, Q&amp;A role-play, discussion</td>
<td>Dialogues, describing, biography exchanges, drama, surveys, dialogues, role-plays</td>
</tr>
<tr>
<td>Intermediate – Upper-intermediate</td>
<td>Speeches, Q&amp;A role-play, reporting, discussion</td>
<td>Presentations, interviews, questionnaires, biography exchanges, drama, role-plays</td>
</tr>
<tr>
<td>Advanced</td>
<td>Speeches, discussion, reporting</td>
<td>Presentations, interviews, questionnaires, speeches</td>
</tr>
</tbody>
</table>

Example biography exchange for conversational English

**Biography exchange: Love**

Please ask and answer the following questions with your partner and record their answers.

<table>
<thead>
<tr>
<th>1. Would you marry for money?</th>
<th>2. What qualities do you require most in a wife/husband?</th>
<th>3. If you cheated on your wife/husband, would you tell?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Would you stop dating someone you loved if your parents didn’t like him/her?</td>
<td>5. Would you be willing to live far away from your family for love?</td>
<td>6. If you found out your husband/wife cheated, would you divorce him/her?</td>
</tr>
</tbody>
</table>

Example role-play for conversational English

**Decision at sea:** Everyone in class will be given a role-play card with a new identity. Read over your identity; you will have some good qualities and some negative. Think of reasons or excuses for your
negative qualities and think of ways to use your good qualities to make you useful to the group for survival. You will have to state your case (in your new identity, to the class).

Scenario: You have been on a holiday sea voyage with a group of people for 1 week when disaster strikes and the boat is sinking. There is only 1 lifeboat that seats 5, and your group is 6, so the group must decide who goes down with the ship. Each person will state their case for survival, and each person in private must vote on who will not survive.

Characters

| Tom Watts: late 50's divorced, lonely has no family. Hobbies fishing & swimming. Hates making friends & showering. | Marcia Gilbert: 20's, very pretty but very vain. Always checking her appearance, talks a lot. Works as a host on an extreme survival TV show. |
| Tony Osterman: 60's very wealthy and secretive. Rumored to be part of a mob gang. Can make friends easily and talk people into things. | Kelly Koban: 60's, retired nurse. Loves to travel but is in poor health, often sea sick and weak. |
| Jed Fargo: 40's. Owner and skipper of the boat. May have caused the accident that is sinking it. Drinks heavily and smokes. It is suspected that he is very ill and may not have long to live. | Dr. Planner: 40's. Heart specialist and famous surgeon. Cannot swim and is very arrogant. |

Give a short talk

Tip: using phrasal verbs shows language ability

<table>
<thead>
<tr>
<th>Phrasal verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get into</td>
<td>Learn how to do something</td>
</tr>
<tr>
<td>set out/take off</td>
<td>Begin to do an activity</td>
</tr>
<tr>
<td>Take up</td>
<td>Really like</td>
</tr>
<tr>
<td>Pick up</td>
<td>Start to go somewhere</td>
</tr>
</tbody>
</table>

Talk about your hobby. You must speak for 1 minute. Use the vocabulary above and phrasal verbs to help you.

2 Match each phrasal verb above to the correct definition

What do you do? Where and when?

What equipment do you use?

My hobby

Who you do it with?

And explain, why this is a good hobby
Tips for teaching speaking:

- Incorporate humor
- Use plenty of biography exchanges
- Use interesting and relevant topics
- Avoid sensitive topics, such as religion, politics, racial discrimination
- Use pair work
- Use group work
- Have students give demonstrations
- Have students give speeches
- Incorporate listening
- Don’t force speaking for lower levels
- If a student is struggling to find a work, ask the class to suggest one
- Use peer correction
- Include MMT

<table>
<thead>
<tr>
<th>TESOL Teachers Activity 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a Biography Exchange for intermediate level adults. You must include a minimum of 9 questions on a topic of interest.</td>
</tr>
</tbody>
</table>
8.3 Pronunciation

Learning to speak in English is a daunting task. The alphabet is very different from many other languages, particularly Asian and Middle Eastern. For most ESL students, some of the sounds that make up English words are very difficult to produce. Most, if not all learners of English as a second language, have problematic sounds such as p, b, l, v and r.

In the ESL classroom, correct pronunciation must be taught from the beginner level right through to advanced. Techniques used to teach pronunciation include modeling mouth movements and tongue position, using a mirror, drills and flashcards, along with illustrations of the sounds being taught.

Other ways to help students improve their pronunciation is to have them practice breathing exercises where they have to breathe from their diaphragm or out with their mouths open. For many Asian cultures, this is a bit uncomfortable, and therefore it is best to combine some relaxation breathing techniques and always explain to the students exactly what they are doing, and how it will benefit them.

Additionally, it is important to be patient with students when teaching pronunciation and help them to relax and feel comfortable practicing the sounds and making mistakes. Singing is a very good way for students to practice pronunciation without fear of mistakes. Although it is not good to focus solely on singing for an entire pronunciation class, incorporating a song with lyrics that have problematic sounds is a great way to finish off a lesson.

Lastly, there are a number of problematic sounds that are particular to a specific country or race. Many of these sounds are problematic as they do not exist in the native language, and/or they require mouth movements that students have not learnt.

In these cases, mouth modeling and movement instruction work best. In the case of not opening the mouth enough or not voicing the words (Chinese in particular), singing and mirror techniques work well. And finally, with European and South American students who tend to over elongate words, practicing lip reading and mimicking is effective.
Interlanguage transfer for adult ESL learners

When a language learner attempts to produce an L2 sound, their relative success at approaching the target is reliant on their ability to disassociate their L2 utterance from their repertoire of L1 phonemes and allophones.

Disassociation is often necessary because two languages may contain sounds, which seem to be the same, but are produced by differing articulatory motions. They are therefore acoustically different and may be perceived to be divergent from the target by the listener.

While it is possible for adult speakers to learn to produce acoustically acceptable approximations of targets such as the troublesome /l/ and /r/ distinction over time (Flege, 1995), the level of success varies between individual speakers. It is a common remark that the most successful producers of near-native sounding pronunciation are rare, gifted or talented.

Their success could be more reasonably attributed to their ability to disassociate phonological aspects of the L1 and L2, and thus minimise the transfer of phonological features from one language to the other.

Assumptions regarding the variable success of learners L2 also concern the relative difficulty different nationalities encounter in their production of the acceptable English pronunciation. As discussed previously, a very useful observation to consider in the contrastive analysis of various language groups and their L2 English production is that nationalities with a vastly different phonetic inventory to that of English, often find it easier to learn to produce an acceptable phonetic target in the L2, than a nationality whose L1 contains contrasting sounds (Flege’s Speech learning model 1987, 1995).

For example, Japanese students have an advantage over Koreans when it comes to the production of English vowels. As Japanese only contains five simple monophthongal vowels to Korean’s ten, the Japanese English speakers only have five vowels to interfere with the twelve monophthongs present in (Australian) English.

Therefore, it may be assumed that it is a simpler task to learn totally foreign sounds than sounds which bear a resemblance to the sounds found in the L1. Furthermore, fossilised errors, which are attributable to the negative transfer of L1 to L2, may more easily be unlearnt when they are of the foreign rather than the familiar variety.

For example, English /v/, which is totally foreign to Korean and often approximated by /b/, is less of a problem to unlearn than the negatively transferred Korean high front vowel /i/, which typically replaces the similar but durationally longer English high front vowel /iː/. 

©2017 TESOL AUSTRALIA V00019 151
Each language has its own pattern relating to the length of vowels. Languages vary widely as to whether and how much vowel duration is affected by the following consonant. English has extremely exaggerated pre-consonantal vowel duration when preceding voiced consonants (Takahashi, 1987).

The following is a guide to pronunciation problems according to race:

- **Asian**: B vs P, F vs P, B vs V, J & Ch vs Z, S, long ee sound, L vs R, Th vs S & Z and not finishing words (Chinese: not opening the mouth enough)
- **Indian**: wrong enunciation, word stress, r, t, d, v, w, da vs th
- **European**: elongation of words, id vs lead, schwa, th, p, t, k
- **South American**: extra vowel sound at the end of words, schwa, a, q, e
8.4 The Reading Skill

Reading in English can be a daunting task for any learner, native or non-native. The English language, having adopted so many words from other languages (approx. 80%), is wrought with conflicting sound combinations. That together with having to learn a new alphabet, vowel/consonant combinations, syllables, words, phrases, contractions, expressions and idioms, makes learning to read in English extremely challenging.

Therefore, it is important when teaching low-level students (beginner, elementary) to be patient, giving them plenty of time to practice reading aloud. Flashcards, drills, short dialogues and games are all good ways to teach reading and to even make it enjoyable. It is also, important to provide level and age-appropriate texts that students will find relevant and interesting without being too difficult.

For mid levels, reading tasks and texts should be more challenging with 100 words or more per text. The tasks used should incorporate reading macro-skills such as: reading for thorough comprehension, scanning & skimming for specific information, matching sentences & headings and answering a variety of question types (multiple choice, true/false, match up).

Reading tasks for upper levels (intermediate, upper-intermediate & advanced) need to be well over 200 words and can go up to 1000 words in tasks involving scanning/skimming and test preparation lessons.

Other tasks for reading at these levels can include: question types, match headings to paragraphs, inferences, true/false/not given, recognition of discourse markers, the gleaming meaning of words or phrases from context and referencing.

- *When teaching children use:* flashcards, picture and storybooks, as they can provide fun and interesting reading.
- *When teaching teenagers use:* comics, magazines, websites and teenage books.
- *When teaching adults, use:* special interest magazines, junk mail, brochures, forms, websites, novels, newspapers, business materials and quizzes.
# Reading according to level

<table>
<thead>
<tr>
<th>Level</th>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Flashcards, alphabet, picture books</td>
<td>Drills, mimicking</td>
</tr>
<tr>
<td>Elementary</td>
<td>Flashcards, sight words, storybooks, forms</td>
<td>Games, drills, mimicking</td>
</tr>
<tr>
<td>Pre-intermediate</td>
<td>Short stories, short texts, Comics, websites, forums</td>
<td>Comprehension, specific information, form an opinion, keyword recognition, details</td>
</tr>
<tr>
<td>Intermediate – Upper intermediate</td>
<td>Novels, websites, magazines, books, work texts</td>
<td>Comprehension, scanning, skimming, keyword, synonyms, form an opinion</td>
</tr>
<tr>
<td>Advanced</td>
<td>Novels, websites, magazines, books, academic texts, business materials</td>
<td>Comprehension, scanning, skimming, keyword, synonyms, inferences, hidden meanings, referencing</td>
</tr>
</tbody>
</table>
Example Reading worksheet Pre-intermediate level

Read the quote; what do you think this lesson is about?

_Quote:_"A friend in need is a friend indeed.”

1. Read the heading of the following text. What do you think the text will discuss?
   a. Friends should be healthy
   b. Friendship is good for health
   c. Friendship is bad for health
   d. Lifelong friendship

_A Latin proverb_ Read the first paragraph to check if you are right.

‘Healthy friendships’

“Friendship has always been a very important part of human life. In the past, humans needed friendship to survive. By cooperating, humans were able to find food, create societies and protect each other. But, are there any other benefits of friendship? Many studies have shown that people who have strong friendships live longer and healthier lives. In contrast, lonely people die sooner and are much less healthy. This article will discuss the health benefits of friendship and show why it is still important in modern human life.

A ………………………………………

According to many health studies, people who live lonely lives suffer from more illnesses and are 20% more likely to die within a 10 year period. Medical research has shown strong links between loneliness and depression. One Swedish study has shown that loneliness increases the risk of heart attacks by up to 50%.

B ………………………………………

Friendship plays a vital role in a healthy lifestyle. People who have a network of friends are more likely to exercise and keep active. Another health benefit of friendship is that it reduces stress. Friends help each other, discuss problems and support each other in times of need. ……..’

2. Match the following sub-headings to the correct paragraphs A or B
   1. The health benefits of friendship
   2. Loneliness and early death

3. Answer true/false/not given
   1. Friendship was not important in the past.
   2. Lonely people are less healthy.
   3. People with friends live longer.
   4. People with friends have more heart attacks.

4. Discuss the following questions with your partner
   1. How can lonely people make new friends?
   2. Where can you meet new people?
Example activity: Reading for comprehension

Level: Pre-intermediate

Age: 12-14

Read the text below and answer the questions.

It was a dark and stormy night; bats flew overhead, screeching as the rain pelted down. The lost child cried to himself as he huddled under a tree trying to keep dry. As he sobbed, he remembered the comfort of his home, his warm bed, his mother’s voice and cooking. “If only I hadn’t lost my temper and run off”, he thought to himself, ‘why, why did I do it?”

Questions 1-3

Who was screeching?

Why was the boy under a tree?

What did the boy ask himself?

Example activity: Reading for specific information

Level: Upper intermediate

Age: Adult

Read the newspaper snippet below and find the specific information.

“A 28-year-old man has received a face transplant at a hospital outside Paris”, said the doctor who performed the surgery. The 15-hour operation, completed on Friday morning at Henri Mondor Hospital in Creteil, a suburb east of Paris, is the fifth face transplant in the world, and the third in France."The patient’s face was disfigured by a shotgun blast," the surgeon, Laurent Lantieri, said."The patient is awake and is doing well. But it is far too early to say whether the transplant will take,” he said, adding that 15 medical personnel took part in operation”.

• Where was the operation performed?
• How was the patient’s face disfigured?
• Who was the surgeon that performed the operation?
Example activity: Reading for context

Level: Upper intermediate

Age: Adult

Read the newspaper snippet below and describe the context of the story.

“A 28-year-old man has received a face transplant at a hospital outside Paris”, said the doctor who performed the surgery. The 15-hour operation, completed on Friday morning at Henri Mondor Hospital in Creteil, a suburb east of Paris, is the fifth face transplant in the world, and the third in France."The patient’s face was disfigured by a shotgun blast," the surgeon, Laurent Lantieri, said."The patient is awake and is doing well, but it is far too early to say whether the transplant will take," he said, adding that 15 medical personnel took part in operation”.

Context: (example answer) The context is the medical advancement and experimental surgery.

Example activity: Reading to draw conclusions

Level: Pre-intermediate

Age: 12-14

Read the text below and write why the boy is lost.

It was a dark and stormy night; bats flew overhead, screeching as the rain pelted down. The lost child cried to himself as he huddled under a tree trying to keep dry. As he sobbed, he remembered the comfort of his home, his warm bed, his mother’s voice and cooking. “If only I hadn’t lost my temper and run off”, he thought to himself, ‘why, why did I do it?”……

Questions 1-3

Who was screeching?

Why was the boy under a tree?

What did the boy ask himself?
Example activity: Reading and Critiquing

Level: Advanced

Age: Adults

Read and write a critique of the following movie review in 50 words or less.

Movie: Confessions of a shopaholic

Synopsis: Based on a pair of effervescent novels by Sophie Kinsella, CONFESSIONS OF A SHOPAHOLIC is a light and bubbly confection that should appeal to those who can identify with its heroine’s passion. Rebecca Bloomwood (Isla Fisher, WEDDING CRASHERS) has a label-filled wardrobe that any fashionista would covet, but she also has credit card debt to match. She craves a job at the Vogue-like Alette, but a position at a financial magazine at the same publishing company may be her ticket in. Despite her painfully low credit rating, Becky starts dishing out advice on saving, while debt collector Derek Smeath (character actor Robert Stanton) is hot on her Louboutin heels. Meanwhile, she is competing for the affections of her charming boss, Luke Brandon (Hugh Dancy, THE JANE AUSTEN BOOK CLUB), with icy Alette employee Alicia Billington (Leslie Bibb, IRON MAN). A well-heeled hybrid of SEX AND THE CITY and THE DEVIL WEARS PRADA, SHOPAHOLIC features the talents of Patricia Field, costume designer for those two films. The clothes are almost on an equal footing with the actors here, and each well-chosen piece in Manhattan shop windows or worn by Bloomwood helps contribute to the film’s bright mood. A lesser actress might have been lost in all the colors, but Fisher is a formidable comic presence who pulls off Becky’s ditzy lines and goofy falls with equal aplomb. Those hoping for a smart discourse on the perils of credit cards and excess spending are certainly watching the wrong film, but SHOPAHOLIC may just be the fashion equivalent of food porn for dieters.

Critique
Example activity: Skim reading

Level: Upper-Intermediate

Age: Adult

You have 3 minutes to skim the following news story and answer the multiple-choice questions below.

FARGO, North Dakota (AFP) – Thousands of people have been evacuated from rising waters in North Dakota, US authorities said Friday, voicing fears some 30,000 could be left homeless by the state’s worst floods in over a century.

As rising waters from the Red River began to breach levees and miles of sandbag dikes, volunteers battled freezing temperatures in a desperate bid to shore up flood barriers around Fargo, North Dakota.

The US Army Corp of Engineers said a levee holding back floodwaters had leaked, and earlier Friday, the authorities began evacuating around 150 homes from an area southeast of the city’s water plant, the second mandatory evacuation zone established in a matter of hours.

An estimated 3,500 people have been evacuated so far. But many fear the worst is yet to come, with river levels expected to rise to a 112-year record of 43 feet (13.1 meters) by 1:00 pm (18:00 GMT) on Saturday.

How many could be left homeless?

- a. 20,000
- b. 30
- c. 333
- d. 30,000

River levels are expected to rise by how much?

- a. 23 feet
- b. 44 feet
- c. Nil
- d. 43 feet

What were made of sandbags?

- a. Dikes
- b. Sandbags
- c. Leves
- d. Both a and c
- e. On Friday, what area began evacuating?
Tips for teaching reading:

- Use age and level appropriate materials
- Vary the materials
- Vary the tasks
- Use interesting topics
- Demonstrate well reading macro skills and tasks
- Teach any difficult vocabulary first
- Teach students not to focus on every written word
- Teach keyword recognition
- Teach scanning
- Teach skimming
- Include speed reading sessions
- Use multi-media
8.5 The Writing Skill

Writing is usually the most difficult language skill for ESL students to learn, and therefore the last skill to be mastered. With this in mind, writing needs to be introduced early in the language-learning classroom, starting at the beginner level, allowing students to gradually build up writing knowledge, skills and confidence.

In order to help students learn and develop writing skills, it is important to give tasks that are age and level appropriate and of interest to the students. In addition, tasks should be carefully chosen to match students’ abilities and help reinforce what has already been taught in the ESL classroom.

Encourage students to be creative and take risks, while letting them know they will only be marked on specific points previously assigned and explained (nothing is worse for a student than to have a piece of written work marked and covered with red corrections everywhere. They will probably be reluctant to write much if at all again).

There are several approaches to teaching writing:

- *The Controlled to free approach* – a sequential approach focused on sentence exercises to copy and manipulate leading up to written paragraphs. Additionally, exercises in changing questions into statements, verb tense or plural to singular. The emphasis is on the grammar accuracy rather than fluency or creativity.
- *The free writing approach* – this approach stresses quantity rather than quality. Students write large amounts of text on various topics without error correction.
- *The paragraph Pattern approach* – this approach focuses on organization with students copying model paragraphs.
- *The Grammar Syntax approach* – this approach stresses simultaneous work on different writing features, linking the purpose of the writing to the forms needed to convey the message.
- *The Communicative approach* – this approach stresses the purpose of the writing and the audience reading it.
Teaching writing as a process

To help students cope with the often-perceived enormity of a writing task such as a letter, email or essay, a writing process has been developed. This process breaks down writing into manageable tasks that combine to become a completed written work.

The writing process begins with a pre-writing stage consisting of anything needed to plan and organize the writing task, such as gathering information, research and outlining, after which, the first draft is written. This is an opportunity for students to write out freely their thoughts and ideas, knowing that they will receive valuable feedback from the teacher on how to edit the material.

Next, students go on to the editing phase, where their work is edited (in the case of lower levels, or peers in the case of high-level students). The work is then handed back with any errors marked with correction symbols highlighting the type of errors, but not correcting them.

The next stage is revising where students systematically go through the highlighted errors and re-write.

Lastly, the publishing stage where the completed writing piece is ready to share with an audience, whether that is a class notice board, newsletter or the audience it was written for. Be sure to always publish students writing in one-way or another, so that they can enjoy a feeling of accomplishment over their hard work.

High frequency errors in writing

There are a number of high frequency errors in writing that are made by ESL students. These errors can also be classified as systemic as they are errors that are constantly made, similar to fossilized errors in speaking that can be very difficult for students to overcome.

For each type of high frequency error, there is usually a link or reason for their happening – most times related directly to the language distance between English and the student’s native language, and also the fact that English is made up of around 80% of other languages, and therefore there are many rules and variations.
Common high frequency errors are:

- Articles: a – an – the. Not all languages use articles, and knowing which is correct is difficult as we put an before a vowel sound, not a vowel, creating confusion with words like a university, which has a consonant sound ‘y’.
- Prepositions: for – to – at. These words are interchangeable, making them very difficult to use. For example: at the beach, at 9 am.
- Spelling: as many sounds and letter combinations in English are not spelt as they sound, many errors occur in spelling.
- Verb tense conjugation: English has 12 active tenses and 9 passive, which makes changing or conjugating tenses between sentences very complex, as not all languages use as many tenses or word form changes in tense use.
- Word order: English sentences generally contain a sequence of subject, verb, object, but this is not the case in all languages, which makes sentence syntax confusing for ESL students whose L1 has a different structure.
- Word form: English has many prefixes and suffixes used to change the form of words. These are used to change between adjectives, adverbs, nouns and even verb tenses, making it difficult for ESL students to recognize the correct form needed.
- Plural: for ESL students, knowing which noun is countable/uncountable or should be plural or singular is very difficult, as in English we have abstract, concrete, compound, countable and uncountable nouns.

Correction symbols:

Marking or correcting students’ writing can be time-consuming, especially if you are teaching a large class. In addition, if all corrections are made for the students, they will not learn how to recognize their errors and edit their own work.

Therefore, correction symbols are used in marking writing to indicate not only that a mistake has been made, but also what kind of mistake has been made.

Correction symbol list

- art: article (missing article, change article, remove article)
• cap: capitalize (change to word beginning with a capital letter or remove capital)
• pl: number (change to correct use of either singular or plural)
• ct: countable/uncountable (change from wrong form countable/uncountable)
• p: punctuation (insert or remove full stop, comma)
• pro: pronoun (add or change)
• sp: spelling (error)
• vt: verb tense (change verb tense/form)
• wf: word form (change word form; i.e. adjective instead of noun form)
• ww: wrong word (i.e. decapitated instead of dilapidated)
• ?: meaning unclear (cannot understand the meaning)
• Prep: preposition omitted/wrong preposition used or not to be included
• WO: word order
• Para: fix paragraphing
• Rep: repeated words or ideas
• ---- eliminate words
Example Writing Worksheet

Discuss the following questions with your partner

1. Have you ever written a letter? Why and who to?
2. Have you or your family ever received an important letter? What was it about?
3. If you had to give someone very important information, how would you communicate? By, letter, email or phone?

Read over the helpful vocabulary for written communication for complaining.

Note the phrases used to begin a formal communication.

How to address when you don’t know the name of the person you are writing to? Use: “Dear Sir/Madam”

First, give your reason for writing.

<table>
<thead>
<tr>
<th>I am writing</th>
<th>to express my concern in regards to a problem with to complain about</th>
</tr>
</thead>
</table>

Next, explain the problem

<table>
<thead>
<tr>
<th>The hairdryer I bought</th>
<th>doesn’t work is faulty</th>
</tr>
</thead>
</table>

Now, say what you want to happen

<table>
<thead>
<tr>
<th>I would like</th>
<th>it repaired immediately it replaced with a new one a full refund</th>
</tr>
</thead>
</table>

Next, close the communication

<table>
<thead>
<tr>
<th>(write on a new line)</th>
<th>Thank you for your attention to this matter I look forward to your reply</th>
</tr>
</thead>
</table>

Lastly, sign off

<table>
<thead>
<tr>
<th>(new line)</th>
<th>Yours sincerely Yours faithfully</th>
</tr>
</thead>
</table>

Using the helpful vocabulary, write an email to complain about one of the following items.

A. An iPod
B. A mobile phone
C. A notebook
D. A nose hair trimmer
Example writing activities

- Print blank templates of magazines from digital camera
- Tell students to choose one and think of how they would appear on the magazine cover and what their story would be
- Break them into pair groups or groups of three
- Have one of the students conduct an interview with the other student
- Have the students write the interviews they conducted
- Take pictures of the students
- Using the templates, place the student's picture in the magazine cover template and print on a color printer
- Attach the article
- Have the students read the interviews to each other

Dialogue bubbles

What students need: a piece of paper, scissors, glue, old newspapers and a pencil.
What students will do:

- Look in newspapers
- Find faces of famous people
- Cut the faces out
- Glue them to your cardboard.
- Draw speech bubbles for each
- Find a subject of conversation that the cut out people are talking about. Invent a conversation and write the speech each person is saying in the matching bubbles
Guess a painting

Color copies of paintings by Edward Hopper are posted around the room, with titles removed. The paintings have to be similar, or the activity won't work! ("Nighthawks," "New York Office," and the series Hopper did on lighthouses).

Groups of three or four students are also given a stapled packet of the same paintings, and are asked to choose ONE painting. They should list all the details they find in the painting on a sheet of paper (this is great for vocabulary-building).

Then, the groups are asked to write a paragraph in which they describe the painting objectively, but in such detail that a person entering the classroom/museum would be able to identify it on the wall without too much head-scratching. (NOTE: the students can't be too obvious with their descriptions, but not too vague either -- this teaches them the careful use of vocabulary and sensory detail).

A group member reads their paragraph to the rest of the class, and other groups have to guess which painting it is.

Magazine or blog writing

You will need a series of magazine photos, cartoons, etc. Any picture will do, as long as something amusing is happening. Divide the students into groups of 3 or 4. Tell them they're going to describe a picture without looking at it.

1. Give each group a picture. Tell them to make four lists: nouns, adjectives, verbs and adverbs that reflect what is going on in the picture. If you think your students are up to it, have them include a few "red herrings".
2. Pass the lists on to the next group. This group must then write a description of what they think is happening in the picture, using the words provided.
3. These descriptions are handed back to the group who made the original lists. They can grade the descriptions for the quality of English and how close they are to the picture.
4. Make sure each group sees the picture they "described". (This is usually the most amusing phase of the lesson). Alternatively, put the pictures up in strategic places around the room and have them work out which one was theirs.

Tips for writing:
• Help your writer identify and find resources they will use for information-gathering, including books, Internet sources, interviews and other materials.

• Help your writer make a list, idea, mind plan, outline or chart of all their ideas on a topic. Help them determine the types of questions their readers might ask before they begin their writing.

• Teach writing lessons that focus on different stages of the writing process, such as writing an introduction, the main point, supporting the main point, giving an example, paragraphing, writing a conclusion.

• Make sure the writing tasks are in line with the needs and interests of your students.

• Encourage students to think of the first draft as the beginning, and not the end of a process that lets them keep improving on what they have written.

• Have students read their writing aloud and give them feedback as their audience.

• When students are satisfied with revisions, have them prepare a final copy, incorporating all improvements to be the published copy of the writing.

There are many opportunities for students to publish their writing – in the classroom, on-line, in magazines and through other media outlets. Publishing their work is one of the best motivators for student writers to continue improving their skills and maintaining interest in this important form of communication.
Module 4: Teaching Children, Adults and Business English

Unit 9: Children in the ESL Classroom

9.1 Developmental Milestones

Language Milestones:

1. Birth to eighteen months: There are five stages between birth and eighteen months:
   - From one to two weeks of age: reflex crying
   - Two weeks to twenty weeks: laughter, cooing noises
   - Twenty to twenty-five weeks: production of consonants and vowels
   - Twenty-five to fifty weeks: babble
   - Fifty weeks to eighteen months: voice stress, intonation and sounds pronounced correctly

2. Toddlers: single words to convey phrases and short sentences; for example, ‘ilk’ = I want milk. This is known as telegraphic speech.
3. Preparatory speech (four to six years): Applies some knowledge of grammar by self-correcting verb tenses; for example, ‘I goed’ to ‘I went’. Can easily learn a second language.
4. Consolidation (seven to eight years): writes and begins to understand grammar rules.
5. Differentiation (nine to twelve years): develops writing skills
6. Integration: Makes a start at developing an own style of speech and writing.
Physical Milestones

1. By the age of two, children are becoming more confident with movement. The ability to increase the speed at which they move and coordination enables them to walk, run, turn pages in a book, scribble, jump on the spot, walk on tippy toes and kick a ball.
2. Once a child reaches the age of 4, he/she has improved in the precision of motion and is developing skills that will be needed in school. By the age of 5, a child can usually draw crosses and circles, jump on one foot, walk backwards, walk up and down stairs without help, build with blocks, use safety scissors and print in capitals.
3. From the ages of seven to nine, (early middle childhood) children have a leaner appearance. Large and small body movements are improving, and by eight to nine they will have experienced a growth spurt in the brain to almost adult size. By this age, children can ride bikes, play sports, write, draw, tie shoelaces, floss their teeth and learn to play a musical instrument.
4. Ages ten to twelve sees children with increased agility, coordination, balance and speed. Signs or puberty are starting, including increased sweating, oil production in the face and some hair growth. Motor skills at these ages can be a bit of a challenge as children’s limbs are growing longer fast, and some children complain of growing pains.

Implications for TESOL teaching:

<table>
<thead>
<tr>
<th>Ages</th>
<th>Schooling</th>
<th>Teaching methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>Kindergarten</td>
<td>Toys, games, nursery rhymes, total immersion, flashcards, play, dress-up, play dough</td>
</tr>
<tr>
<td>5-8</td>
<td>Elementary or Primary school</td>
<td>Flashcards, songs, games, worksheets, role-play, coloring in, drawing, acting</td>
</tr>
<tr>
<td>9-12</td>
<td>Middle school</td>
<td>Games, worksheets, flashcards, songs, role-play, drama</td>
</tr>
</tbody>
</table>

Typical stages in physical development:

- From 4 years, growth is slower than in preschool years, but steady. Eating may fluctuate with activity level. Some children have growth spurts in the later stages of middle childhood.
- Children recognize that there are differences between boys and girls.
- Children find difficulty balancing high-energy activities and quiet activities.
- Intense activity may bring tiredness. Children need around 10 hours of sleep each night.
- Muscle coordination and control are uneven and incomplete in the early stages, but children become almost as coordinated as adults by the end of middle childhood.
• Small muscles develop rapidly, making playing musical instruments, hammering, or building things more enjoyable.
• Baby teeth will come out and permanent ones will come in.

Mental development

• In the early stages of concrete thinking, young children can group things that belong together (for instance, babies, fathers, mothers, aunts are all family members). As children get close to adolescence, they master sequencing and ordering, which are needed for math skills.
• Children begin to read and write early in middle childhood and should be skillful in reading and writing by the end of this stage.
• They can think through their actions and trace back events that happened to explain situations, such as why they were late to school.
• Children learn best if they are active during learning.
• Six to eight year-olds can rarely sit for longer than 15-20 minutes for an activity. Attention span gets longer with age.
• Toward the beginning of middle childhood, children may begin projects, but finish few. Allow them to explore new materials. Nearing adolescence, children will focus more on completion.
• Teachers need to set the conditions for social interactions to occur in schools. Understand that children need to experience various friendships while building esteem.
• Children can talk through problems to solve them.
• Children can focus attention and take the time to search for needed information.
• They can develop a plan to meet a goal.
• There is a greater memory capability because many routines (brushing teeth, tying shoes, bathing, etc.) are automatic now.
• Children begin to build self-image as a "worker." If encouraged, this is positive in the later development of career choices.
9.2 Social and Emotional Development

- Children typically test their growing knowledge with back talk and rebellion.
- Common fears include the unknown, failure, death, family problems, and rejection.
- Friends may live in the same neighborhood and are most commonly the same sex.
- Children average five best friends and at least one "enemy," who often changes from day to day.
- They act in a nurturing and commanding way with younger children, but follow and depend on older children.
- Children are beginning to see the point of view of others more clearly.
- They define themselves in terms of their appearance, possessions and activities.
- Children often resolve conflict through peer judges who accept or reject their actions.
- They are self-conscious and feel as if everyone notices even small differences (new haircut, a hug in public from a parent).
- Tattling is a common way to attract adult attention in the early years of middle childhood.
- Inner control is being formed and practiced each time decisions are made.
- Around age 6-8, children may still be afraid of monsters and the dark. These are replaced later by fears of school or disaster and confusion over social relationships.
- To win, lead or to be first is valued. Children try to be the boss and are unhappy if they lose.
- Children are often attached to adults (teacher, club leader, caregiver) other than their parents and will quote their new "hero" or try to please him or her to gain attention.
- Early in middle childhood, "good" and "bad" days are defined as what is approved or disapproved by the family.
- Children's feelings get hurt easily. There are mood swings, and children often don't know how to deal with failure.

9.3 Considerations

Expectations: have realistic expectations of what children can do in the classroom; never expect children to complete tasks in English that they are not able to complete in their own language.
Setting tasks: be sure to demonstrate well, not only what is to be done, but how to do it. This involves allowing time for children to practice a task many times before attempting to complete it.

Patience: children are naturally curious and impulsive, which makes for many mistakes and lots of chatter and giggles. Do not be overly strict with very young learners – remember children learn through play.

Games: use plenty of games, play, songs and music to encourage interactivity. By making the classroom a fun and noisy place, children will be eager participants.

Classroom management: strike a balance between fun and control. Set classroom rules that are fair and have these explained to your students and listed on the board. Once a student breaks a rule, such as ‘throwing something’, point out on the board which of the rules has been broken and deal with the problem swiftly and consistently.

Discipline: be fair and consistent and never use physical force. Even if it is permissible in the country where you are teaching, it is never acceptable to strike or smack a student.

Adapt: be sure to adapt activities to suit your class and build confidence by providing meaningful practice of the language, along with plenty of praise and encouragement all children need to feel successful and have that success recognized.
9.4 Classroom Management

Kindergarten ESL

Teaching young children in a foreign country can be a fun and rewarding experience. Very young children are naturally curious and expressive, although some can be afraid of a foreigner teacher because of the difference in appearance. Even young babies of 12 months can recognize the difference between blue or green eyes in a sea of brown in an Asian country and can at first be frightened. If you are going to work with very young children in a country where you will stand out as different, take it slowly; don’t force eye contact and give the children time to come to you.

Sometimes it can be good to take a step back by using a puppet for instruction. Children will automatically relate to the toy and happily listen to the puppet even though they don’t understand. The puppet can be an animal or human like, but just make sure it is cute and cuddly, so that the children quickly warm to it. When instructing the children, talk to the puppet as if it were real; i.e. say “Ernie, would you like to dance?”, and have ‘Ernie’ answer “Yes, I’d love to dance”. Then you can say to the children “Ernie wants to dance, let’s dance with Ernie”. Have the puppet talk directly to the children too, and pretend to listen along and agree with it. By incorporating a third person, the children will feel more relaxed and willingly participate in lessons.

In the case of discipline problems, you can simply use the puppet to tsk, tsk or wag its finger to undesirable behavior; that way you don’t have to be strict with the children directly. In any case, when teaching kids there is always a native teacher with you in the class to help with lessons. Take care of the children’s day to day needs and discipline issues.

Classroom management Elementary/Middle School ESL

There are a number of specific classroom management problems related to the ESL classroom. These problems need to be addressed promptly and effectively for language learning to take place. The following is a list of the common problems and solutions for dealing with them:

Students talking in their native language
This can happen for a number of reasons and it is important to establish why this is occurring in order to deal with it effectively. The most common reason is that the students are not fully engaged in the lesson; either the material is too easy or too difficult or not of interest to the students.

**Solution:** Adapt the lesson material, change to a more interactive task. If the reason is that the material is too easy, incorporate a more challenging activity (always have some additional activities or games on hand). However, if the lesson is too difficult, break it down into stages on the board and discuss as a class. Be sure to always provide plenty of demonstration as to how to complete tasks and/or demonstrate task with a stronger student.

**Students not properly participating in the task or resting**

Often teenage students study long hours in school and are very tired. This can lead to difficulty concentrating on the lesson and reluctance to participate.

**Solution:** Use pair or group work as much as possible. Competitions are a good way to liven up a class. Therefore, use team work which incorporates peer pressure to do well. Another idea is to get the class moving by doing an acting task or a game of charades which should energize the class.

**A student or students not paying attention or being disruptive in class**

Sometimes there are one or two students who cause disruption to the entire class by refusing to listen and making noise. These students are often dominant and challenge the teacher’s authority.

**Solution:** If a student is talking while you are talking, stop speaking and look at the student until peer pressure from the rest of the class forces the disruptive student to pay attention. Another way of dealing with this problem is to stand beside the student touching his/her desk, tap the student lightly on the shoulder (not the head) or clap your hands loudly.

**Stronger students dominating activities**

There will always be some students who are quicker at answering than others. If these students are allowed to dominate activities, the rest of the class will become de-motivated and stop making an effort.

**Solution:** Deflect stronger students from answering continuously by asking them to wait to answer. Always be careful not to make them feel sanctioned for high participation by praising their efforts. Another idea is to have students answer around the class in order of seating or ask specific students by name to answer.
The Three Stages of Classroom Management

<table>
<thead>
<tr>
<th>Low-level</th>
<th>Mid-level</th>
<th>High-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>Asking students by name to stop behavior</td>
<td>Remove a student from an activity</td>
</tr>
<tr>
<td>Asking a student to agree</td>
<td>Stand beside the student’s shoulder</td>
<td>Exclude a student from reward or fun activity</td>
</tr>
<tr>
<td>Ask questions</td>
<td>Place a hand on the student’s shoulder and ask to behave</td>
<td>Time out off to side</td>
</tr>
<tr>
<td>Walk around the class</td>
<td>Move a student</td>
<td>NEVER strike a student</td>
</tr>
</tbody>
</table>

Tips for classroom management:

- Be fair, firm and consistent
- Establish clear, simple classroom rules
- Be a mentor, not a buddy
- Show interest in each and every student in class
- Try to find each student’s strengths and praise them for this in front of their peers
- Build student’s self-esteem by using achievable tasks
- Walk around the class while teaching or during pair/group work
- Always praise good behavior
- Keep your class and lessons varied
- Use materials that are interesting to your students
9.5 Introducing Activities and Tasks

English is not an easy language to learn, and although children cope much better than adults with language acquisition, they still need a lot of support in order to learn a new language and understand how to participate and complete the lesson techniques used in the classroom.

For this reason, it is the teacher’s job to physically demonstrate, participation and model every single technique introduced in the lesson to the class before expecting the students to complete the task themselves.

Some important factors involved are:

- Always use visual images, realia, flashcards or charts to clearly define what is being taught in addition to demonstrating the task.
- Always use exaggerated body language and actions to demonstrate what is expected.
- Always complete the task with the children; do not just sit aside and watch.
- Be enthusiastic and ‘join’ the fun; children love playing along with the teacher.
- Have plenty of ‘dummy runs’ at completing tasks, especially when using game techniques. Children quickly become disheartened when they fail, especially if they didn’t understand what was required.
- Be sure to allow plenty of time for children to complete tasks.
- Always find something to praise the class and individual students about.
- Show eagerness when explaining/demonstrating a task (if you are not excited to do it, children will not be either).
- Observe the class and help those who are falling behind.
- Break techniques down into steps, building them up to fully completing the task instead of demonstrating too much at once and overwhelming the class.

Provide a variety of techniques in your classroom to keep the children’s interest in your lessons. It is important not to allow monotony to settle into the class
because it has become predictable. Having a variety of no-fail activities can be helpful in situations where you may need to fill in time or change the pace of the class. Students may be very excited and need to be calmed down.

On the other hand, they may need ‘waking up’ if they have been sitting in their seats in a high TTT lesson. By having a ‘bank’ of activities, you can be flexible and provide an activity to suit the climate of the class.

<table>
<thead>
<tr>
<th>CALM DOWN ACTIVITIES</th>
<th>WAKE UP ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bingo</td>
<td>Exercises (jump/clap/stamp your feet)</td>
</tr>
<tr>
<td>Hangman</td>
<td>Spell off on the board</td>
</tr>
<tr>
<td>Word search</td>
<td>Fruit basket</td>
</tr>
<tr>
<td>Whole class listening, to draw a picture</td>
<td>Songs/chants</td>
</tr>
<tr>
<td>Story time</td>
<td>Action games – running to the board</td>
</tr>
<tr>
<td>Brainstorming in groups</td>
<td>Puppets/drama</td>
</tr>
</tbody>
</table>
9.6 Activities and Games for Teaching Children

Children learn language through play and games – they learn about themselves, their environment, others and the language around them. As they play, children learn to solve problems, to interact with others and communicate in the new language. This helps them to enhance their creativity and develop leadership skills and healthy personalities.

Additionally, play helps children to develop the skills they need to learn how to read and write, and as young children are just beginning to learn reading and writing in their native language, play is even more important as a way of teaching reading and writing in a second language.

To make the most out of play, incorporate activities and games, which involve realia, grasping, crawling, running, climbing and balance, as these physical skills are part of TPR and enhance the connection between words and the concrete reality they represent.

Interacting with others is another way to increase language learning. Team games and relays are therefore great ways to involve and motivate all learners. Sharing play experiences can also create strong bonds between the learners themselves and their teacher, making learning a positive experience for all.

Ways to enhance play and games:

- **Interact** - the richest play is when the teacher takes an active role and plays alongside the children, rather than just providing supervision.
- **Observe** – the students to determine their skill levels and favorite activities.
- **Follow** - join in, and from time to time allow the learners to be in control and determine the direction of the play.
- **Be creative** - rediscover the child within yourself. Set aside restricting adult norms. Use toys and arts/crafts creatively.
- **Have Fun** - playing should be fun for everyone, and it should never be frustrating. Do not use the time to test or stretch the child’s skills beyond capabilities. Play games that involve problem solving. Match problems to the children’s abilities and interests. Play activities should fit the child. They should be a bit difficult, but not so difficult as to overwhelm or frustrate the child. Not all children, even at the same age, think at the same level, and not all children have the same interests.

Games that have been adapted for Children’s ESL classes
**Backs to the Board Game:** This one is good for higher level kids. Make two teams and stand one S from each team in front of the board, facing away from it. Write a word or draw a picture on the board (e.g. "hamburger") and the Ss have to explain the word to their team member to guess (e.g. you can buy it in McDonald’s, it has cheese and ketchup in it). The first S out of the two standing in front of the board who guesses wins a point for his/her team.

**Basketball:** Students take a shot at the trashcan/box/etc. First, ask a question to a student. If s/he answers correctly, then s/he can have a shot at the basket. If the student gets the ball in the basket, then s/he wins 2 points. If the student hits the basket without going inside, then s/he wins 1 point. The person who gets the most points is the winner. This can also be played in teams.

**Bingo:** It can be played with numbers, letters, pictures or even words. The winner is the first to either get a line or a full house.

**Blind Toss:** Have students sit down in a circle. Place a mat on the floor with numbers and a flashcard (target vocabulary) on each number. Taking turns, each student gets blindfolded and tosses a beanbag so as to hit a number. S/he must call out that word the same number of times as the number indicates. For example, 4-cat, then "cat-cat-cat-cat!, and the student gets the equal points (4). At the end, the student with the most points wins! This game is great for memorizing vocabulary since they are repeating words.

**Blindfold:** Make an obstacle course in your classroom (use desks, chairs, etc.), put a blindfold on a student and help guide him/her through the course by giving instructions (e.g. walk forward 2 steps, turn left, take on a small step, etc.). This is a good pair game.

**Blindfold Guess:** Blindfold a student and give him/her an object to feel. The student must guess what the object is. This works well with plastic animals as they are a little challenging to guess.

**Blindfold:** Put students in a circle, with one student, blindfolded standing in the middle. Turn the student around a few times and tell him/her to point at the person in front of him/her and ask a question (e.g. "How old are you?", "What’s your favorite food? etc.). After the reply, the blindfolded student must guess the name of the student s/he is talking to.
Board Scramble: T puts the whole alphabet on the blackboard in a scramble of letters here and there, but low enough that the students can reach it. Have two teams and call out a letter. The person that is able to find and circle it first wins a point for their team. To make things harder, have capital and small letters or have four teams all looking for the same letter. The kids just love it. You can do it with numbers and also words.

Buzz: A counting game where the students sit in a circle. The students pass the ball around while counting (1, 2, 3, etc.). When the number reaches 7 the student must say buzz. Any number with a 7 in it must be buzz (7, 17, 27, 37, etc.) and any multiple of 7 must be buzz (14, 21, 28, 35, etc.).

Topic Tag: Choose a category (e.g. food, weather, transportation, etc.). Students run around the room and the teacher chases them. When the teacher tags a student, s/he must name a word from the category (e.g. food: cheese, fish, bread, etc.). Give a time limit to answer (e.g. 5 seconds). If the student cannot answer or says a word that has already been used, s/he sits out until the next round.

Category Writing Game: Divide the classroom into two or three groups. Each group chooses their "captain". The teacher writes on the board a word like "FRUIT" or "COLORS" or "ANIMALS", etc. Each group has to tell their captain to write down as many words as they can which belong to that category. They have 1 or 2 minutes. Each group takes 1 point for each word.

Dressing game: Students form teams of 3. Each team has a bag with some clothes in it. The first team member puts on the clothes. He/she must say, "This is my shirt", "These are my trousers", "This is my hat" etc., with each item of clothing. Then when all the clothes are on, they say, "I'm dressed" and start removing the clothes, passing them to the next team member, who repeats the process. If you have some fancy high-heeled shoes and silly hats, this is a really fun game!

Colour Circles: A good activity for young kids. Get some pieces of A3 paper and draw a large circle on each one. Pin the circles on different walls in the classroom. Model the activity: Say "Blue", take a blue crayon, walk over to one circle and color a small part of the circle. Do this for each color you plan to teach. Then, say a color ("Blue") to a student and s/he should pick up the blue crayon and go over to the circle you colored in blue. Let him/her color it a little and then call him/her back. Continue with other students.

Colour Game: This is a good one for teaching the names of colors to young children. Arrange various colors of construction paper in a circle. Play some music and have the children march around the circle. Stop the music and all the children must sit down next to a color. Pick a color and sing (to the tune of "Twinkle Twinkle Little Star"): "Who's beside the color (insert the name of
color)? Please stand up, if it’s you." At that point, the child next to the color mentioned stands up. Continue until all of the children get a turn.

**River rocks:** Place flashcards on a floor in a winding manner. Each card represents a stepping stone in the river, as students must say word/phrase/question/etc., in order to step on it and cross the river.

**Do as I say, not as I do:** Similar to 'Simon says' game, but with some variation. First practice Simon Says with the students so that they understand the game and body parts. I find it works just as well omitting the ‘Simon says’. Now tell them to do as you SAY, not as you do, and repeat playing the game – only this time, when you say 'touch your knees', etc., touch your ears instead, or any other part of your body. This is a good way to see who is listening to you correctly and who is just copying your movements.

**Bomb:** Give the students a topic and an object to pass around. Each student has to say a word on that topic (e.g. food - apple, cake, etc.) before the time runs out. If the time limit ends, the student left holding the object loses.

**Fish:** Before this game, you need to have the students in pairs draw and cut out a picture of a fish for each pair. While they are doing that, put 2 parallel lines of tape on the floor a few meters apart. Have the students play in twos - each student behind a different line. The teacher asks student 1 a question and if s/he answers it correctly, s/he can blow once to propel the fish forward. Next, the teacher asks student 2. The student who blows the fish over the tapped line is the winner.

**Fly swat game:** Divide the students into 2 teams. Give the first student in each team a fly swatter. Write the same array of answers on the board for each side. Ask student A a question (a letter, blend, word, math problem, number, definition, etc.). The first one to slap the write answer on the board wins a point. They get three questions and then they pass it to the next one.

**Give Me Game:** You can use with objects or flashcards. This works well with plastic fruit; gather and elicit the different kinds of plastic fruit you have.

Then throw all the fruit around the classroom (it’s fun just to throw the whole lot in the air and watch the chaos of the students scrabbling to pick them up). Once the students have collected the fruit (they’ll probably do their best to hide it in their pockets, etc.), the teacher says "Give me an apple". The student with the apple should approach the teacher and hand him/her the fruit "Here you are".

**Hangman:** It is a very good for reviewing vocab from the past lessons.
**I spy:** The teacher says "I spy with my little eye something that begins with B". The students try to guess the object (e.g. "book"). Colors are a good alternative for younger students ("... my little eye sees something that is red").

**Last Letter, First Letter:** (A popular Japanese game called Shiri Tori). Have the students sit in a circle with you. Start by saying a word, then the student to your right must make a word that starts with the last letter of the word that you said (e.g. bus --- steak --- key --- yellow --- etc.). Continue around the circle until someone makes a mistake.

**Line True or False:** Put a line of tape on the floor and designate one side "True" and the other "False". Hold up an object or a flashcard and say its word. If the students think that you have said the correct word they jump on the True side; if not, they jump on the False side. Incorrect students sit out until the next game.

**Charade Machine:** This is good for practicing emotions and sounds. Pick one student to start and give him/her an emotion or a feeling to act. They must do an action and make a noise. One at a time, the students can add to it and you essentially create a "machine".

**What Words Game:** Write a few random letters on the board. Have the students work in pairs/small groups to make up as many words from the letters as possible (e.g. letters: g, h, a, t, p, e, c. Possible words: cat, peg, tea, hat, get, etc.). The team with the most words is the winner.

**Me Memorizing Game:** Have children sit in a circle. Start by saying "my name is..", and then answer a question about yourself. For example, "My name is Jo and I like the color Purple." The next person says "This is Jo and he likes the color purple, and my name is Rose and I am 8 years old." The next person says "That is Jo he likes Purple, this is Rose and she is 8, and I am Jeremy and I like the color blue." It's a chain and the kids have to repeat what the last person have said about themselves.

**Number Codes:** Cut out some squares and write numbers from 0-9 on them. Put the numbers in a box and then instruct the students to place the numbers in a line as you call them out. This also works well for phone numbers.

**Numbers Game:** Play some music and have your students walk around the classroom. Suddenly, stop the music and call out a number (up to the number of students in your class). The students must quickly get together in a group of that number. The students who didn't make it into a group must sit out until the next round.

**Odd-One-Out:** Write three or four words on the board. The students must circle the odd-one-out (e.g. cat - horse - cake - bird).
Picture stories: Have students cut out a picture of a person in a magazine. Students should describe the person, how old they are, what their job is, what their hobbies are, etc., and then present that person to the class. This is good for practicing adjectives.

Word Treasure Hunt: This game is used for prepositions of location and yes/no question practice. You need something sticky, like 'Blue Tack' (used for sticking posters to the wall) that you can roll into a ball and stick on anything. Model first; give the Blue Tack to a student and indicate that they should put it in a difficult-to-find place. Leave the room and give them a few moments to hide the Blue Tack (e.g. on the underside of a desk, on the wall behind a curtain, etc.). Then come back in and ask yes/no questions to locate it (Is it on the desk?, Is it near the desk? Is it in the front half of the classroom? Is it under the chair? etc.). When you finally find it, have a student take the questioner's role. In a large class, try having the students play in pairs.

Question Circle: Have the students sit in a circle. The teacher asks the student next to him/her a question (e.g. "What's your name?", "Do you like chocolate cake?" etc.) and the student has to answer the question and then ask the student next to him/her the same question. Continue around the circle and then start a new question.

Secret D: Students form 2 different groups in the class; each group prepares 3 questions to ask. Other group members try to give answers to these questions without saying the letter 'D'. The group which does not say this letter wins the game.

Shopper Game: This is an oral communication activity appropriate for EFL learners in an elementary/primary school (optimal for grades 3-6). This game is designed for practicing "shopping" dialogue and vocabulary. Materials: "produce" and play money. The object of the game is to accumulate as many products as possible. Students are divided into clerks and shoppers. Clerks set up "stands" to allow easy access for all shoppers (e.g. around the outsides of the room with their backs to the wall). Shoppers are given a set amount of money* (e.g. dollars, euros, pounds, etc.) and begin at a stand where there is an open space. Students shop, trying to accumulate as many items as possible (each item is 1 unit of currency). Periodically, the instructor will say "stop" (a bell or other device may be needed to attract attention in some cultural and classroom contexts) and call out a name of one of the products. The students with that product must then put ALL their products in a basket at the front of the room. The remaining students continue shopping. Students who had to dump their products must begin again from scratch (with fewer units of currency). The student with the most products at the end wins, after which they switch roles.
**Simon Says:** A good review for body parts can be adapted for movements and body language ("Simon says touch your knees").

**Slam:** Sit the students in a circle and place some objects or flashcards in the middle of the circle. Tell students to put their hands on their heads. The teacher shouts out the word of one of the objects and the students race to touch it. The student who touches it first gets to keep the object. The winner has the most objects at the end of the game.

**Snowballs:** Draw on the board items related to the lesson (fruits, animals, veggies, etc.). Make two teams; one student from each team gets a wet tissue ("Snow ball") and stands up. The rest of the class picks a card which cannot be seen by the two students standing, who will throw their "snow ball" as they hear the other students call an item out (e.g. "Apple!"). The team whose participant hits closer to the item called out gets a point.

**Spin the Bottle:** Sit the students in a circle with a bottle in the middle. Spin the bottle and when it stops spinning, the student it is pointing to has to answer a question. If the answer is correct, then that student can spin the bottle. This is a good class warm up activity.

**Progressive Story:** Put up a picture or the first sentence as a writing prompt. Divide students into small groups and have them create a story from that prompt. Each student takes a turn writing one sentence to add to the story and passes it on to the next student. Keep it going around in the group until they have finished it. Share stories with the class.

**There is there are:** This game is great for practicing there is/there are questions. How many windows are in the classroom? How many teachers are there in the room at this moment? How many plants are there in the hall? How many chairs are there in the classroom?

**Question Time bomb:** You need a timer (such as an egg timer) for this exciting game. Set the timer, ask a question and then throw it to a student. S/he must answer and then throw the timer to another student and so on… The student holding the timer when it goes off loses a life. This can also be done with categories (e.g. food, animals, etc.).

**Catchy questions:** Sit with students in a circle after teaching any topic. Give a beanbag to one student in the circle to start passing around. When the teacher calls out a catchy question, the student who ends up with the beanbag must either answer a question or ask about the topic learned.
**Tornado:** Supplies: flashcards (pictures or questions on one side, numbers on the other), 'Tornado Cards' (flashcards with numbers on one side and a tornado picture on the other). Stick the numbered cards on the board with either pictures or questions on the back (depending on the age group) facing the board. Also, include 6 Tornado cards and mix them in with the picture cards. Students then choose a number card. If they answer the question correctly, then their team can draw a line to draw a house. If they choose a tornado card, then they blow down their opposing teams part of the drawing house.

**Train chain Game:** Have the students form a train (standing in line holding onto each other). Choo choo around the classroom and call out instructions (e.g. faster, slower, turn left/right, stop, go).

**Aces:** Have the students run around the classroom to specific items as the teacher calls out an item or a flashcard.

**Have you?:** Have the students put chairs in a circle, with one less than the number of students. The student left standing has to ask the others a question; i.e. Do you have glasses? If the answer is yes, then the student with glasses has to get up and switch chairs, giving the one standing a chance to sit. If the answer is no, the student remains sitting. This game is really funny and the kids seem to love it and always ask for it. Be careful that they don't get too excited and knock over any chairs.

**What am I Game:** A student is whispered an object that they must describe to the class. The rest of the class must try to guess the object. This can also be played in teams.

**Unscramble words:** Write a word on the board that has all letters mixed up. Students have to unscramble the word.

**Guess the Item Game:** Place a number of items in front of the students. Give them a few moments to memorize the objects and then tell them to close their eyes. Take away one of the objects and then tell the students to open their eyes again. The first student to guess the missing object can win that object (for 1 point) and take away an object in the next round.

**Tic Tac Toe:** Draw a basic tic tac toe board on the white board with new vocabulary in each block. Each word is missing one, two or three letters, depending on the students’ level. One student from each team is called up and must fill in the missing letter(s) and say the word aloud. The team with three in a row wins.
**Progressive story:** Have the students to stand in a circle. Start off the game by saying a word (or sentence) for an action, using body language as well. Then the student repeats that word and adds a new word. The next student then repeats with body language and adds another. Continue going around the circle.

**Chinese Whisper Game:** Sit the students in a circle with you. Whisper a word or a sentence in the next student's ear (e.g. "I'm hungry"). S/he then whispers the same word in the next student's ear and so on until the last student. S/he then writes on the board the word/sentence to see if it's the same as the original message.

**Team Pictionary:** Make 2 teams and line them up as far away from the board as possible. Call out a word to the first members of each team, and they have to run to the board, draw the picture and each team must guess the word the picture represents.

**Animals Guessing Game:** Use animal sounds to have students guess which animal you are. Divide the class into teams and give points for the first team to guess the animal.

**Tips for teaching children:**

- Set clear rules and boundaries in the classroom
- Be encouraging
- Give lots of praise
- Vary activities so that lessons do not become predictable and boring
- Keep tasks to a reasonable time limit – say, 10-15 minutes each
- Demonstrate all activities well
- Name games
- Give out points or prizes
- Use a lot of team and pair work
- Use ‘time-out’ as a way of correcting unacceptable behavior
- Have additional activities ready for those who finish tasks early
- Give rewards for good behavior
- Recognize achievements with rewards and certificates
Unit 10 Adults in the ESL Classroom

10.1 The Adult Learner

Teaching adults English as a second language is quite different from teaching children – although in some ways it’s much the same. Adult learners have definite expectations about their learning and clear goals to be achieved, whereas children do not. Adult learners are highly motivated and pay for their lessons themselves; children do not. Additionally, adult learners expect a lot from themselves, their lessons, their progress and their teachers, while children just expect classes to be difficult and often boring. For these reasons, teaching adults can be a challenging but enjoyable experience.

There are a number of factors and expectations that describe the adult learner, firstly:

- They have life experience and like to share this in the classroom.
- They each have a particular status in their society and culture, which can impact on how they interact with other adults in the classroom and the teacher.
- They are usually time-poor and want to get the most out of classes.
- They can be either punctual or not, but they expect the teacher always to be.
- They want to feel they contribute to the class and are accepted.
- They have budgeted a certain amount to spend on achieving their linguistic goals, and so have a time-frame attached to their progress.
- They enjoy fun games, but only for short periods of a class, not an entire class.
- They do not like to appear foolish in class, but do enjoy humor.
- They like to network within the classroom where relevant.
- They like to go out for drinks as a class on occasion, or celebrate success.
- They need encouragement and motivation.
- They like to be praised.
10.2 Considerations

Relevancy: Adult learners only want to study subjects that are relevant to them. Therefore, conduct a needs assessment before beginning classes if you are teaching small groups or tutoring. If you are teaching larger classes, take a survey to find out topics of interest and try to incorporate these as much as possible.

Personal interest: Show interest in your students. Draw them out with open questions, make an effort to get to know them and highlight their strengths and/or ask them to share some of their knowledge and experience with the rest of the class.

Atmosphere: Adults do not like being treated as students. Try and keep your classroom open and communicative, have a relaxed protocol and not a drill-master.

Discipline: It is fine to have classroom rules, but never berate or belittle a student. It is important to think of your students as customers because that is what they are.

Facilitator: Think of yourself as more of a facilitator of communication in the English language, an equal or a guide, rather than a ‘Teacher’. Adults do not like being spoken down to or being treated as lower in status.

Encourage: To keep motivation high, be sure to involve all members of the class and not just focus on the ones who participate the most. Ask random questions and ask students by name to answer specific questions to ensure all join in.

Positivity: Be friendly, warm and cheerful. If you are positive and happy, your students will notice that. It doesn’t matter what kind of day you’ve had, once you enter the classroom it is no longer about you. Try to focus on your students and their needs and pretty soon you will have completely forgotten your stress.

Flexibility: Show confidence as a teacher by not too strictly controlling lessons. Adults like to chat and share, so if your lesson goes a bit off track, let it for awhile and then draw the students back to the topic when the distraction starts to run out of steam.

Correction: Adult students want to get their money’s worth out of classes and that means having their errors, particularly in speaking and pronunciation corrected. You don’t need to say ‘that was wrong’ – simply ask leading questions to help the student realize and correct their error; i.e. if a student says ‘I have an um berellas’, ask ‘how many umbrellas?’ or ‘an umbrellas’?’. That way the student has the opportunity to correct themselves or you could use
peer correction and ask the class ‘How could Amy say that better?’ and allow another student to offer the answer.

Chat: Adults love to chat. They love to chat about themselves, their families, problems, pets, jobs, anything. Have chat time in your class. Perhaps you could begin every class with ‘News and gossip’. This can allow students to purge what’s on their minds, enabling them to enjoy meaningful chat time, speaking practice, warm up and then focus better on the class material.
10.3 Classroom Management

When teaching adults, it is very important to establish classroom etiquette from the outset. One way is to have a notice on the wall or a classroom notice board listing ‘Classroom norm’s or standards’. Refer to this notice when new students join the class or have a handout to give them.

Some of the things that should be listed are:

- Punctuality
- Silence mobile phones
- No texting during class
- Respect others space and opinions
- Only speak in English

In the case where a student breaches a standard rule:

- Make eye contact with the student (don’t glare)
- Be silent and wait for peer pressure to stop the disruption
- Ask the class as a whole to stop the disruptive behavior
- Ask the student by name to please stop the behavior
- Finish the activity and move the student to the next activity

Handling big disruptions:

- Speak to the student privately after class
- Ask the student to respect the class/school etiquette
- Explain any consequences (‘school rules’) that may come if the behavior continues
- Report the behavior to the Administration
10.4 Independent Learning

Independent learning involves students taking the initiative in recognizing the learning requirements and planning how they are going to meet these requirements successfully. The key to encouraging independent learning in the adult ESL classroom is laying out clear goals and lesson aims at the onset of a lesson, along with teaching learning strategies that can be employed to suit individual learner needs.

According to research, adults like to learn in the following ways:

- Doing activities they enjoy and are comfortable with (according to their learning style)
- Being actively involved in tasks
- Receive good feedback (accurate)
- Reflection opportunities
- At their own pace
- Having learning options
- In pairs and groups
- With a sense of control or choice

Why encourage independent learning:

- To motivate students and give them a sense of control
- To encourage self-motivation
- To focus students on the value of the learning
- To encourage students to take responsibility for their progress

How to encourage independent learning in the ESL classroom:

- Encourage discussions and debates
- Facilitate as much as possible for all learner styles
- Ask for student suggestions on topics and some tasks
- Use questioning techniques for correction
- Use peer correction and monitoring
- Offer choices in how they would like to complete some tasks
- Ask students to contribute their knowledge or expertise to the class where appropriate to the learning
- Act as a facilitator, not a disciplinarian
10.5 Multiple Intelligences in the ESL Classroom

According to Howard Gardener of Harvard University, learners have 7 distinct intelligences through which they learn. For most, there is a dominance in one or more of these intelligences and utilizing a range of intelligences in the classroom will offer the best learning opportunities to the class as a whole.

At first, it may seem impossible to teach all learning styles. However, as today’s world has become a melting pot of multimedia, it has become easier. By understanding the various learning styles, an ESL teacher can cater to the many types of learning preferences that one person may have or even those of an entire class.

**Visual-Spatial** – think in terms of physical space, as do architects and sailors. They are very aware of their environment and like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. The tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, video-conferencing, television, multimedia, texts with pictures/charts/graphs.

**Bodily-kinesthetic** – use the body effectively, like a dancer or a surgeon. A keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and can be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

**Musical** - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environment. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

**Interpersonal** - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

**Intrapersonal** - understanding one’s own interests and goals. These learners tend to shy away from others. They’re in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. The tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.
**Linguistic** - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see the words or read books together. The tools include computers, games, multimedia, books, tape recorders, and lecture.

**Logical -Mathematical** - reasoning, calculating. They think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions and can be taught through logic games, investigations and mysteries. They need to learn and form concepts before they can deal with details.
10.6 Learner Needs Assessment

When beginning a program of ESL teaching, it is important to get a clear picture of the individual learner needs, particularly when privately tutoring or putting together ESP programs. In larger classes, it is only possible to get an overall assessment as to the needs of the majority. However, when tutoring one on one, assessing learner needs before beginning a course is imperative.

Factors such as motivation, satisfaction and student progress are all affected if the learner needs are not continuously met. A needs assessment is used to address the gaps in the learner’s knowledge and language ability. This gap begins with what the student currently knows and can do in English, to what they want or need to know and need or want to do.

In the case where the needs and goals of the learner are not met, it is very likely that they will simply drop out of class. This is culturally more acceptable than discussing the problem with the teacher. Therefore, it is best to conduct a needs assessment before beginning any tutoring or small group teaching with adult students.

The purpose of a learner needs analysis

- Identify what skills and knowledge the learners already have.
- Highlight skills / knowledge / competencies that need developing.
- Identify clearly what students wish to achieve.
- Outline and define expectations and goals.
- Establish need and demand for the course.
- Determine what can realistically be achieved, given the available resources.
- Identify any obstacles or difficulties which may arise.
- Increase the sense of ownership and involvement of the students.
- Provide information about your student group – know your audience.
- Identify the content that best suits students’ needs.
- Determine what is the most appropriate delivery format – classed based, online, or a mix of these and other formats.
- Determine what skill set and knowledge base is required of the tutor.
- Establish when is the most suitable time to deliver the program and over what time frame.
- Ascertain the most suitable evaluation tools.
There are different ways to assess learner needs such as:

- Questionnaires
- Interviews
- Ticking priority boxes
- Learner goal lists
- Discussions
- Surveys
- Lists of materials and topics
- Ticking pictures of learning activities

**Conducting a needs assessment:**

A needs assessment should not feel like a test or level check. The purpose of the needs assessment is to prepare for a course of study and is used as a planning aid by the teacher or a course designer.

Therefore, try and keep as relaxed atmosphere as possible and give the potential learner plenty of time and support completing the assessment.

If the learner is having problems understanding some of the questions, demonstrate or break them down. If that is not possible, then it would be wise to teach them from a low-level General English course book at first. You can slowly build up their language ability before going onto a more specially designed course and materials.

Questions in a needs assessment should be designed to elicit the real goals and purposes of the learner in studying English. This can sometimes lead to additional reasons for studying and the need for a program of study to cater for some less academic goals, such as making friends, dating, travel or to further a hobby. While trying to cater for all of the learners’ needs and goals in a course of study, be careful not to open a Pandora’s box of requests in your needs assessment that cannot realistically be met.
Example Needs assessment

Name:

On a scale of 1 – 10 (10 being the highest and 1 the lowest) rate each of the following areas of learning English according to your needs.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating 1-10</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English for an everyday casual conversation with native speakers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for communication in a job/work situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for telephone conversations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for dating native speakers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for reading the newspaper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for reading novels and magazines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for reading academic materials and further study; i.e. TAFE, Uni.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for furthering a hobby or interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for playing a sport.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for business opportunities, meetings, phone calls.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for immigration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for writing correspondence; i.e. emails, chatting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for entertainment; i.e. movies, music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for travel purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for increasing job opportunities or advancement in your native country.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 11: Business English

11.1 The Business English Student

Business English classes should be focused on work environments or scenarios, and lessons need to reflect work contexts, topics and materials. The learners, in general, do not consider themselves to be students, so much as clients, and tend to be of an older age and dominantly male gender.

Business English learners are very definite as to what they want/need to learn and can often have ideas as to how they want to achieve their language goals. Many, but not all learners, are motivated, as some must undertake ESL classes because it is a job requirement. Therefore, most are willing to participate and enjoy the lessons.

Business English learners tend to come in four categories:

1. The entrepreneur; runs his/her own business, usually alone or with minimal staff. Needs to communicate in English to research, network and make deals. This type of learner usually has very specific learning goals and needs. Before starting up lessons, it is vital to conduct a thorough Needs assessment, followed by regular checks to ensure the program you deliver is continuing to meet the learners’ needs. A final point to remember, the learner, in this case, is already a successful business person to some degree and is not attending classes to learn how to run a business – he/she is already doing so. Therefore, focus lessons on vocabulary, role-play, practicing situations, and communication, and not on discussing business options and ideas (unless the learner requests it).

2. The company CEO or high-level manager; due to his/her position, the CEO may need to interact with foreigners from time to time. The CEO often does not want to appear unable to communicate on a basic level or to have no idea of what is going on around them, relying solely on the translation. If the learner requests private tuition, a thorough needs assessment must be done. However, if the CEO joins ESL classes provided by the company, along with the other staff, care must be taken to: give them more respect as per their position, not call upon him/her to answer up unexpectedly in front of the group, and not to direct any classroom management towards him/her.

3. The company employee; often a very motivated learner, but sometimes a reluctant one. The company employee learns business English at the behest of their employer. Classes are usually paid for by the company and are often conducted on-site, after hours. As a result, it is not unusual for these learners to be tired after a long day at work and/or hungry.
Therefore, if the company allows it, let the learners drink tea/coffee during lessons – it is a great ice-breaker and the caffeine will help keep them attentive. As in the case with the CEO, be careful about hierarchy amongst the group of learners and act accordingly. Ascertained what kind of lessons the company requires, whether you have to plan and create a curriculum and lessons (then a needs assessment must be undertaken with the person in charge) or design a program of study using a good business English course book that covers all aspects, where work situations like ‘Market Leader’ can be used. Keep pacing in lessons and give brief homework assignments, along with regular assessments of progress.

4. The student; this could be a university student in their home country who needs to undertake a course in business English to help them with their chosen career path, or an international student (adult) studying business English in an English speaking country as their preferred course, rather than General English or a Proficiency test. In either case, a good course book is used to provide a syllabus and lesson continuity. Keep the lessons motivating and interesting by giving students plenty of communication and speaking time.
11.2 Profile by Nationality

Asian – The Asian businessman or woman is currently undergoing a transformation – they are adopting many western customs and adapting or simplifying traditional ones. But still, many traditions are alive and well. Always use the title of the person you are introduced to and do not use first names when referring to an Asian businessperson, unless instructed to do so, as this is considered rude and disrespectful (some Asian adults adopt English first names and may offer these to be used). Most businessmen/women will shake hands, but are not comfortable with prolonged eye contact. They may not always be punctual, but will expect their teacher to always be. They will sit according to seniority, usually oldest first or prominently to the youngest, although in some modern companies this is changing. They can take quite a long time getting down to the business when engaging in private lessons, as their culture dictates the offering of refreshments or polite enquiries as to welfare before beginning classes or business discussions.

Implications for TESOL Teachers:

Always be on time, respect position and authority, provide clear goals and aims for lessons, use titles, do not force communication in lessons and keep a good lesson pace.

South American – South American businessmen/women are very friendly by nature and enjoy chatting and making small talk. Handshakes can be quite long and enthusiastic, and business meetings can take awhile to get going, with the exception of Sao Paulo city business meetings. Appointments for business are usually made at least two weeks in advance, and impromptu calls are not acceptable. Business discussions are always started by the host and you must wait patiently discussing the niceties until the host is ready to begin. First names can be used, but if the person you are with has a title, it is best to use it. Never refer to politics or corruption (this is a touchy subject), but be friendly, casual and prepared to commit to a long-term relationship.

Implications for TESOL Teachers:

Be friendly-open and make small talk, incorporate plenty of communication activities and be prepared to socialize.

European – It is very important with European businesspeople to create a good first impression. Image, punctuality and etiquette are very important. When greeting, make eye contact and give a confident handshake. In some countries, in very formal settings you may come across the kissing of a lady’s hand or heel clicking. Never try to imitate these as it can be interpreted as mockery. The
Spanish like close contact, as do Italians, whereas, Danes and Germans do not. Sharing a drink or having a meal is considered good business etiquette, and if you are invited to a host’s home, have flowers or wine as a gift.

*Implications for TESOL teachers:*

Be more formal, always dress well, be punctual, keep the lessons on track and be well-prepared.

**Middle Eastern** – When doing business in the Middle East, handshakes are used and can be quite lengthy. Always use your right hand for all contact and picking up of things, especially food. Holding hands, even between males, is common – it is a sign of friendship. Greetings with first names are common, although the Mr title is often used before a first name. If you are a male making contact with a businesswoman, do not offer your hand to shake, avoid physical contact at all times and do not make prolonged eye contact. Business is a personal thing in the Middle East and business relationships are first built on friendship and trust. Be careful about giving your word or promising anything in the Middle East as this is considered binding. The business meeting can often be chaotic with interruptions, phone call taking and people coming, going and chatting.

*Implications for TESOL teachers:*

Be polite, always use only the right hand in passing things in-class or when handshaking, keep a distance if you are a male teacher teaching female students and try not to make direct eye contact (or prolonged), be prepared to be befriended, only promise what you can deliver.
11.3 Guidelines for Cross Cultural Communication

- Research the country and culture you will be teaching in before beginning any language course. Don’t assume you know all there is needed to know.
- Learn from generalizations about other cultures, but don’t use those generalizations to stereotype, "write off," or oversimplify your ideas about another person.
- Practice, practice, practice. That’s the first rule because it’s with practicing that we actually get better at cross-cultural communication.
- Don’t assume that there is one right way (yours!) to communicate. Keep questioning your assumptions about the "right way" to communicate. For example, think about your body language; postures that indicate receptivity in one culture might indicate the aggressiveness in another.
- Don’t assume that breakdowns in communication occur because other people are on the wrong track. Search for ways to make the communication work, rather than searching for who should receive the blame for the breakdown.
- Listen actively and empathetically. Try to put yourself in the other person’s shoes, especially when another person’s perception or ideas are very different from your own. In that case, you might need to operate at the edge of your own comfort zone.
- Respect others’ choices about whether to engage in communication with you. Honor their opinions about what is going on.
- Stop, suspend judgment, and try to look at the situation as an outsider.
11.4 Needs Assessment for Business English

The following is an example Needs assessment for researching and designing a Business English course of study for a particular learner (i.e. entrepreneur) or a group of learners (i.e. company).

<table>
<thead>
<tr>
<th>Topics of interest</th>
<th>Tasks listening speaking</th>
<th>Tasks reading</th>
<th>Tasks writing</th>
<th>Rank 1–10</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>Phone calls</td>
<td>Reports</td>
<td>Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>Research</td>
<td>Emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Negotiating</td>
<td>Emails</td>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td>Meetings</td>
<td>Reports</td>
<td>Emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussions</td>
<td>Websites</td>
<td>Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Customer service</td>
<td>Emails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentations</td>
<td>Brochure</td>
<td>Emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Presentations</td>
<td>Reports</td>
<td>Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>Emails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Presentations</td>
<td>Emails</td>
<td>Emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speeches</td>
<td>Manuals</td>
<td>Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>Websites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Phone calls</td>
<td>Reports</td>
<td>Emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>Websites</td>
<td>Emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>Phone calls</td>
<td>Emails</td>
<td>Emails</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>Reports</td>
<td>Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentations</td>
<td>Magazine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11.5 Developing a Business English Course

Development of a Business English course is based on learner needs, goals and expectations. A course for a specific learner or learner group can only be planned once a comprehensive Learner Needs Assessment has been done. After analyzing the information in the assessment, plan the lessons developed around the key areas and highlight what’s important.

Next, a time frame for the course must be established – will it go for 1, 2 or 3 months? In addition, you should determine how many classes per week there will be, as well as the length of each lesson. Once these are established, a plan can be drawn up for topics and tasks according to each language skill/function required.

The syllabus plan itself should be simple and easy to follow. Look over ‘Table of contents’ in ESL course books and you will see a clear breakdown of: topics, language skills, language functions and vocabulary. The following is an example of an Advanced level business English syllabus for a three-week course.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brands</strong></td>
<td><strong>Advertising</strong></td>
<td><strong>International markets</strong></td>
</tr>
<tr>
<td>Discussion</td>
<td>Discussion</td>
<td>Discuss international market growth</td>
</tr>
<tr>
<td>Texts</td>
<td>Texts</td>
<td>News article ‘China’s emerging market’</td>
</tr>
<tr>
<td>Language functions</td>
<td>Language functions</td>
<td>Persuading</td>
</tr>
<tr>
<td>Skills</td>
<td>Skills</td>
<td>Listening</td>
</tr>
<tr>
<td>Case study</td>
<td>Role-play</td>
<td>Speaking</td>
</tr>
<tr>
<td>Business meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making suggestions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing an ad campaign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putting forth a motion in a meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Business English**

There are literally hundreds of free lessons, ideas, plans, worksheets, vocabulary lists and more online for teaching Business English. Once you have determined what topics, language functions and skills you need, you should do a little research online that will yield a plethora of ideas and materials. When conducting a Google search for materials, be sure to type in specific search terms, like business English conducting marketing meetings or free business English resources.

The next step is to sift through the many websites and find materials that suit your needs. Alternatively, there are plenty of high-quality Business English course books available that cover all areas of conducting business, from meetings to case-studies, vocabulary, language functions and more. One course book that is used by many language schools, because of the high quality of the
materials and relevancy to business English students, is Market Leader published by Pearson http://www.market-leader.net/coursebook.html

If you do decide to use a course book and match the contents to your needs assessment, make sure you choose a book which has a professional layout that reflects realia in the workplace/office, materials to extend the lesson, relevant topics and tasks, role-plays and, if possible, a DVD to enhance visual/auditory learning.

The following websites provide a wealth of free materials for business English lessons:

- http://www.bizeng.mobi/bizengnet/BizEngLinks1.htm (free case studies based on real companies; includes worksheets, audio links, activities)
- http://www.freeeslmaterials.com/business_english.html (a comprehensive list of free business English websites)
- http://esl.about.com/cs/onthejobenglish/a/a_runmeet.htm (advice for teaching & ideas)
Teaching Online

12.1 Industry Introduction

Teaching ESL online is not a new concept. The past five or six years have seen a steady increase in demand for online education, and English language instruction is no exception. Students from non-English speaking countries around the world are more and more reliant on technology to meet their language goals, and this has lead to a more than doubling in demand for TESOL teachers able to teach online.

A number of factors have played a part in this sudden increase. One is the unsteady global market, which has seen students more reluctant or even unable to spend large sums of money on traveling abroad in order to study.

Another factor is having to work and study at the same time, supporting themselves when previously they would have been financially supported by family. This situation has made them time-poor, looking for ways to avoid long and expensive daily commutes to language schools and therefore opting instead to study from their homes or dorms.

Thirdly, the competitive pricing of online lessons offering instruction with a native English speaker in large, small and even one-on-one lessons, giving students affordable options that did not exist in the past.

And fourthly, shyness or a reluctance to participate and the fear of making mistakes. Online lessons offer a new ‘safe’ option where students can choose how much they participate in lessons, to the point of choosing to observe ‘seen’ or ‘unseen’, verbally or by typing, or even not to participate at all and just watch. In fact, the very nature of online study has given students options that fit their lifestyle, budget and available time without feeling pressure from a teacher or other students.

No matter which factor/s motivate students to choose online study, it is obvious that it is here to stay and will continue to grow in demand, increasing the need for more and more language teachers.
12.2 Employment Opportunities

There are two main employment areas for teaching English online: working for online educational companies or self-employment as a home business. Up until the last 6 years, most teachers working online teaching ESL, worked for themselves, providing private tuition one-on-one or in very small classes via SKYPE or Yahoo/MSN IM free software.

This situation has changed recently with increased demand from the international students and advances in technology. Online educational institutes have embraced technological advances and developed programs and language instruction suited specifically for the ESL industry. As a result, TESOL teachers now have a choice: to work for themselves, developing their own lessons and marketing, or apply for work in one of the many online ESL schools, with technology, lessons and marketing all provided.

Whichever option you choose, this course will outline how to effectively teach online, what technology is available for teaching, how to market yourself and how to apply for online jobs – giving you the tools needed to take advantage of this unique opportunity to work online where and when you choose.
12.3 Teaching Online as a Home Business

To get started in creating your own Online Teaching Home Business, you will need to choose and download an IM (Instant Messaging) program. This is very easy to do, and chances are, you probably have one already sitting on your computer desktop, such as SKYPE.

SKYPE is probably the most readily recognizable IM program today with well over 100 million users worldwide, making it a good choice. If you don’t already have SKYPE on your PC, then you can download it for free by Googling ‘SKYPE download’ and find the most recent version.

Once you have downloaded the program, you will need to join and choose an ID name. I suggest choosing the one you are going to use professionally, or if you already have a SKYPE ID, perhaps create a new one to use for work.

Other programs you could use are MSN Messenger, Google TALK, Big Blue Button, Yahoo Chat and QQ (which many Asian students, particularly Chinese prefer). Whichever you choose, make sure once you have downloaded it to test the sound and video immediately to avoid problems.

Now that you have your SKYPE account all checked and ready, you will need to organize your contacts. Say, for example, a potential student sees one of your You Tube mini-lessons (covered in the next section) and decides to send you a contact request via SKYPE regarding the lessons.

Once you receive this new contact request and before you accept him/her, open the ‘chat box and accept him/her by the name ‘potential student’. Now, go to your contacts list, find ‘potential student’ and rename him/her ‘? 11-13am04-11-12’. This way SKYPE will place this contact before all the contacts in your list because the name starts with “?” . Doing this will allow you to readily find these potential students and you will have a record of the time and date they contacted you.

Once this potential student appears online, start a text chat and offer to give a free level test or demo lesson. This will provide the opportunity to sell more classes or a series of classes. After he/she signs up for lessons, you can then change the contact name to their real name. However, it is a good idea to type an asterisk before their name, so that SKYPE will again place this name at the top of your contacts list.

12.4 YouTube

Now that you have your SKYPE account sorted out, you will need to create a YouTube account and channel with the same professional ID name. This is also
free and will be used later on to advertise your classes through short informative free mini-lessons.

Next, log into your account and choose your settings for display and information, completing carefully all relevant information you want to display for prospective students.

Now that you have your YouTube account ready, it is time to prepare some simple but effective short video lessons. Your lessons are of absolute importance as they will be your very best advertising tool. When creating them, try and keep to the following guidelines:

**Appearance**

- Dress well, but not too formal
- Remove any facial piercing
- If you are a man, wear a nice collared shirt (tie is not necessary, although does look professional) or polo shirt
- If you are a woman, a nice blouse or top which covers your shoulders is best
- If you have any visible tattoos, it is best to cover these
- Some teachers like to have a gimmick for fun, such as a clip on national animal (Australian teacher a clip-on koala, for example) or perhaps a specific pin or broach. For some, this works very well and makes them readily recognizable. Just be sure that if you do have a gimmick, that it matches your personality and is appealing to the international students.

**Interpersonal skills and communication**

- Smile regularly
- Be approachable in appearance
- Show personal interest through your expression
- Lean very slightly forward in a sharing position
- Keep your voice positive and interesting
- Enunciate well
- Speak clearly and slightly slowly
- Speak through your eyes
- Emphasis keywords (but don’t overdo it)
- Come across as if you are sharing a bit of a secret and only speaking to one person
- Sound positive and enthusiastic
- Keep foremost in mind that your purpose is to make a real connection with the viewers
• At the end of your mini-lesson, say that you look forward to meeting them online and give your SKYPE ID or a website address
• Have a memorable catch phrase for ending your lessons

Mini-lesson Content

• A simple grammar point – well defined, explained with real life examples of usage
• An idiom or phrase, explained with plenty of examples
• Vocabulary with examples of usage and different forms
• Study hints and tips for each of the four language skills: listening, speaking, reading and writing
• Language proficiency test information
• No matter what content you use, keep it clear, easy to understand and well defined, and then offer add-on lessons on your website or on SKYPE, and share your details

Advertising

Once your video is uploaded, you will need to give it a relevant title that potential students are using as search terms. Use terms like English, free lesson, grammar, speaking and so on. Use as many keywords as you can for your videos and create tags that will come up as search terms, helping students to find you.

Seek out potential students

Search YouTube for other teachers’ channels by typing in various search terms. Once you find a teacher who has had many views, click on ‘view comments, related videos, and more’. You will now be taken to the video’s address. Read through the comments and choose students’ names, click on them and visit their YouTube channels. Now, add them as a friend, subscribe and send a nice message encouraging them to continue studying, letting them know you are a teacher. Once, the student sees your username, he/she can then click on it and be taken to your channel offering your videos and information.

12.5 Getting Paid Via PayPal

The next step in beginning your new online teaching business is to create a PayPal account. PayPal is free and accepted worldwide, making it the easiest choice for quick and easy payments for both you and your students.

The best choice for receiving payments is a Premier account as it will enable you to create buttons and customize with other languages to make purchasing easier for your students.
Once you have completed the look of your PayPal page, you will be directed to the next page where you can copy and paste the URL to your website (if you don’t have one, we will be covering how to create one for free next).

Once you have completed this process, you can then add your PayPal account to your website with a link for students to click on, taking them directly to your PayPal payment page.
12.6 Creating Your Own Website

There are a number of free and easy to use Blog sites that allow you to create your own blog or website, and even host it free of charge. Webs.com, Blogger.com and WordPress.com are all good options that are user-friendly and allow you to adapt the site to the look and feel you prefer with a host of professional-looking templates.

Take a look at each of these options and create memberships. Once you are a member, play around with the templates and other options to see which site you are most comfortable with.

Make sure you add your SKYPE name to your main page and a great picture. Be sure to write out a brief spiel about the services you provide in bullet point, so as not to overwhelm students with too much wordy information.

Each of these blog sites will allow you to create new pages that will appear on your main/home page. In addition, you can update anytime easily, just add a regular blog of useful study hints and tips to create a student following, and even upload pictures and links.

Another great thing about these sites is that many provide automatic SEO (search engine optimization); this means that the terms you use on your pages can be linked to search terms, helping students to find you.

WordPress, in particular, has many add on Widgets that provide additional SEO, like JetPack with automated SEO and visitor tracking, enabling you to see how many people have visited your site each day, from which countries and what search terms they are using – these are all very helpful information indeed.

For your website to be effective, there are a few pages that you should include: the ‘Title’ page or the landing page, which is an introduction to your services in bullet point with an attractive invitation to learn English with you. A ‘Contact’ page with a brief succinct information on the ways to get in contact with you, such as email and SKYPE ID. It is not recommended to have home phone numbers or home addresses listed in your Contacts page, although your home country, state and town are all fine.

Next, you should have a ‘Study hints and tips’ page that provides students with very useful up-to-date information, adding value to your site and SEO. Then, you also need to have a page listing your prices, services, packages and how to purchase them. In addition, you need a weekly, if not daily, ‘English blog’ page
for students to subscribe to or follow, constantly updated with fun facts and interesting information.

One last thing to add to either your services and packages page or a separate page is a ‘Terms and Conditions’ section. This doesn’t need to be wordy, but should simply outline your conditions of use or rules. These may be related to lateness, such as how many minutes does he/she forfeit the lesson if a student fails to show up for a lesson without good reason or without first making arrangements with you. Do they forfeit the lesson fee, if a student needs/wants to postpone lesson/s and if a student decides to cancel lessons that have already been paid for. By listing all of these conditions in advance and directing students to check that they have read the terms and conditions prior to purchasing, you can avoid problems later on down the track.

Now that you have your pages ready, it is time to add a link from your website pages to a Facebook page, Friendster page, MySpace page of the same name, as well as a Twitter account. All of these together will get you well and truly started in becoming visible to the potential students.

Once you are happy with your new web/blog site, it’s time to start making regular blog entries that will be of benefit to potential students, as well as uploading short informative but fun video clips (be sure to add these to Facebook as well), thus driving more traffic to your site where you advertise your services.
12.7 Online Resources

Now that you are ready to go, it is a good idea to check out some great free resources available online. Once you find a useful site, be sure to Bookmark it and check the resources carefully to make sure they are age and level appropriate.

Resources that are great to use for online lessons include PPT’s, YouTube clips, the video you can view simultaneously with your student/s and online worksheets. Before using any materials, though, be sure to check them thoroughly and recheck to make sure the website is working prior to the lesson.

Some sites for English learning students/teachers:

- [www.soziety.com](http://www.soziety.com)
- [www.englishforums.com](http://www.englishforums.com)
- [www.englishbaby.com](http://www.englishbaby.com)
- [www.kantalk.com](http://www.kantalk.com)
- [www.buddyschool.com](http://www.buddyschool.com)
- [www.cafetalk.com](http://www.cafetalk.com)
- [www.eslcafe.com](http://www.eslcafe.com)
- [www.show.zoho.com](http://www.show.zoho.com)
- [www.onestopenglish.com](http://www.onestopenglish.com)
- [http://www.learnenglish.de](http://www.learnenglish.de)
12.8 Working for Online ESL Schools

Working for online ESL schools is an amazing experience. There are many advantages to working this way; you get to work according to your own schedule, you can work from home or anywhere in the world where there is a reliable broadband Internet, you don’t have to find your own students or schedule your own classes, and you don’t have to prepare your own lessons or materials (unless specified, but not usual).

Schedule

Most online schools will provide you with a monthly schedule via email to complete. This schedule will divide a month into weeks, days and hours, and all you need to do is highlight the days and times each week that you are available and want to work. The school will then use this to put together your teaching schedule and email it back for confirmation. From month to month you have the freedom to determine the hours you want to work.

Work from anywhere

Another amazing benefit of working online is that you can work from virtually anywhere. Many people are working from home and setting up an office or small room. It doesn’t take much, and you probably already have all that is necessary. If you have an Internet dongle or a wireless roaming Internet account, then you can work from a quiet spot on the beach, in a park, in your favorite get-away spot (as long as it’s quiet and you won’t be disturbed). There are many TESOL teachers currently teaching from Thailand, South Africa, Italy, Australia and America, enjoying a lifestyle that wouldn’t have been possible less than a decade ago.

Students

Finding students is a non-issue when working for online ESL schools. These schools have vast advertising resources and market the classes you teach. Larger online schools have state-of-the-art technology that provides students with the ability to attend online classes from their homes, schools, university dorms or even come into the school’s physical premises and log on to classes. Students love the freedom to decide where they will attend lessons and readily book into classes, meaning the demand for TESOL teachers is and will continue to increase.
Lesson plans and materials

Online schools are usually very particular with the lesson materials and services they provide. Because of this, they generally prepare curriculums and materials, which they email in advance to their teachers in order for them to look over and get familiar with. Most materials are adapted from ESL course books and only the most communicative tasks are included. Lesson preparation is quick and easy, and should focus on getting the most speaking opportunities as possible for all students. If an online school does require you to make lessons, these can be taken from speaking activities from ESL course books and copied and pasted onto PPT’s – a very quick and easy way to put together great interactive lessons on a wide variety of age/level appropriate ESL topics.
12.9 What do Online Schools Expect of Their Teachers?

First and foremost, punctuality! If a teacher is late for a class or fails to attend, online schools risk losing students. Tardiness is particularly detrimental for online teaching as students are in various locations, not a physical classroom, and so can easily feel isolated and become negative about studying online. In addition to this, if a teacher is late, the students may expect some form of reimbursement from the school, which would cause schools to lose money as a direct result of your actions. Therefore, many online schools have strict rules and even some penalties (reduction in pay, loss of job) in order to reduce/eradicate this problem.

The next thing expected is a sunny disposition and lots of smiling. This is for two reasons: one, to relax students and build rapport, and two, to counteract the distancing effect of the technology. It is important that when you are teaching online you make an effort to come across as approachable, friendly and positive.

On a similar note, the next expectation is patience. Teaching online can get a bit frustrating when problems occur. The main problems are sound issues, such as echoes, background noises, students not wearing headsets and time delays. If any of these occur, you need to remain calm and set an example for students to follow. Try and resolve the problem by closing students’ microphones, and if a particular student is having a technical difficulty, have them log out and back in to see if it rectifies; otherwise, you can usually contact the online schools ‘Service’ department via Skype, typing in a message that you are having difficulties and they will usually ‘enter’ the class to find and resolve the problem while you maintain the lesson and atmosphere cheerfully.

Once a lesson has finished, many online schools ask their teachers to complete a brief evaluation of each student. This only takes a few minutes and consists of highlighting a score in areas such as speaking, listening, participation and so on.

Teaching online can at first be a bit tricky while you are getting used to the software (schools will provide you with free downloadable software and a log in) and its features, but once you get the hang of it, online teaching is a convenient, fun and rewarding way to earn a good living.

12.10 Tips for Teaching Online

- SMILE
• Always be warm and friendly
• Listen to your students carefully and respond to what THEY say
• TTT 20%
• Correct students’ pronunciation errors (in an encouraging way)
• Never show that you’re getting frustrated with the technology
• Do not be negative about the technology, company or class
• Encourage all students to speak, but don’t force it
• Do not force students to join if/when they only want to watch
• Keep an eye on pacing
• Try to give all students an equal chance to speak
• Praise often, but relevantly
• Keep to the lesson topic or theme
• Focus on your students, not the technology
• Stay relaxed
• Keep the room clear of distractions & noises
• Turn off IM programs prior to commencing the lessons
• Put your phone on silence or out of the room
• If you know in advance you cannot make a lesson, let the students (if privately teaching) or school know 24 hours in advance
• Enunciate very clearly
• Speak naturally, but not too fast
• Control any accent (try for zero accent)
• Give comprehensive feedback to the students: vocab, grammar, pron
• Control any nervousness by focusing on the material, communicating effectively, your breathing, and above all else, by showing personal interest in your students.
12.11 List of Online schools

- www.meten.com
- www.51talk.com/tutor
- http://teachingenglish.languagespirit.com
- http://www.teachenglishonline.net/teachenglishonline.net/_.html
- www.speakle.com
- http://www.kukuspeak.com/online-esl-jobs/
- http://www.colingo.com
- http://www.spokenskills.com
- http://www.tutorvista.com/teaching-jobs
13. References