



**Cooperative
ESL Ministries**

Equipping for ESL Ministry 30 Hour Training Course

intended for Christian volunteers and tutors
who want to use English as a Second Language (ESL)
to share God's love

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List of Resources on Your CD

Section 2. Getting Started - Resources on CD

- GETTING STARTED RESOURCE LIST
- Quick Start Guide '08
- The Case for Cooperative ESL Church-based Ministries

Administration

- Advertising Sample
- Attendance Record Template
- Attendance, Tutors and Students Template
- Current ESL Classes Template
- ESL Program Options
- Field Trips Sample
- General ESL Programs Template
- Program Activity Checklist
- Reimbursement Request Template
- Student Info Template

Assessment

- Assessment Section Links
- ASSESSMENT RESOURCES LIST
- Oral Test (The John Test)
- Written Pretest
- Assessment – First Interview with pictures (from Agape Language School)
- Assessment – Beginners Questionnaire
- Assessment – Intermediate Questionnaire
- Class Preferences Questionnaire
- Pictograph to assess language needs (of beginners)
- Posters for Benchmarks 1-10

Curriculum Lesson Plans

- Community Conversation Club Statement of Purpose
- Intervention Mini-Lesson Plan
- Lesson Plan Record Template
- Lesson Plan Template
- Trips with Students-Sample

Needs Assessment

- Assessments_Orientation Q&A
- Calgary & Area Market Analysis ('06)
- Calgary Demographics April '06
- Gov't of AB Strategy '06



- Needs Assessment options
- Needs Assessment Tool for ESL Programming
- Student Needs Assessment

Registration

- Pre-registration Form - Agape
- Registration Form Sample - Agape
- Sample Registration Form - general

Student Evaluations

- Re class
- Re school

Volunteers

- Conversation Partners Qualifications Poster
- English Conversation Partner (ECP) Manual
- VESL Website Info
- Volunteer Application
- Volunteer Guidelines for Talk Time
- Volunteers Poster

Section 3. Our Learners - Resources on CD

- Our Learners Section Links and Answers
- ADULT LEARNER RESOURCES LIST
- WHO ARE OUR LEARNERS? RESOURCES LIST
- Icebreaker

Culture

- CULTURE RESOURCES LIST
- Chinese worldview powerpoint
- Chinese Worldview characters explanations
- Coping Responses
- Cultural Orientations
- Culture Shock – stages chart
- Ethics re Pluralism
- Gestures article from Reader's Digest
- Honor Shame Discussion
- Intercultural Seminar Resources List
- Islamic Worldview powerpoint
- Korean and American Communication Tips



- Muslim Evangelism powerpoint
- Religious meanings powerpoint
- Resolving Cultural Misunderstandings email discussion
- Values Chart

Demographics

- Calgary Demographics April '06
- CIC Announces Details of Proposed Canadian Experience Class '08
- Demographic Trends Implications for the City of Calgary
- Immigration Presentation
- Immigration Won't Keep Up Fall '07
- New AB Strategy to Combat Shortage of Skills and Labour
- Point System for Immigration Fall '07
- Resources – Labour Market
- Resources – PLAR
- Settlement and Immigration Report
- Stock of Foreign Students Fall '07
- Temporary Foreign Workers Fall '07

Immigrant Review Panel

- 2 Responses

Section 4. Language Learning - Resources on CD

- Language Learning Section Links and Answers
- LEARNING STYLES RESOURCES LIST
- STRATEGIES RESOURCES LIST
- Context Clues
- Language Learning Strategies

Section 5. Pronunciation - Resources on CD

- Pronunciation section Links and Answers
- PRONUNCIATION RESOURCES LIST
- Dr. Westlake – to practice focus words, stress, and intonation
- No Milk Today – to practice stress and intonation
- Pronunciation Battleships – minimal pair game for sounds
(You can adapt the idea for other minimal pairs, or find some ready made in Kathy Corbett's Pronunciation Games, or Activity book.)



Section 6. Grammar - Resources on CD

- Grammar section Answers
- Beyond Explanations Answers
- GRAMMAR RESOURCES LIST
- 850 Basic verbs, adj., adv., etc.
- Grammar Review
- Mini-Lesson Grammar Sample
- Research to Reality

Gisela's Resources

- Can You Name the Parts of These Sentences
- Conditional Tenses
- The Continuous Tenses
- Gerunds and Infinitives
- Gisela's ESL Games
- Going to the Park (Examples of using all the tenses)
- Perfect Continuous Tenses
- Perfect Tenses
- Talk, Tell, Say, Speak

Section 7. Conversation - Resources on CD

- CONVERSATION RESOURCES LIST
- The Lessons (150 Ready-made ESL Lessons in 3 levels)
- Possible Challenges in a Conversation Class – (some) answers

Section 8. Teaching - Resources on CD

- Links For The Teaching Section
- LESSON PLAN RESOURCES LIST
- MATERIALS RESOURCES LIST
- TEACHER TRAINING RESOURCES LIST
- 1000 Most Common English Words
- Classroom Management Techniques
- Copyright exceptions
- General Service List
- Holiday Teaching Ideas - a whole folder of ideas
- "How Not to be a Friendship Partner" teaching idea for the video
- Language Learning Assumptions in Methods
- Language Needs Grid
- More Teaching Techniques



- Resources – English Express
 - Teaching with Music
 - Unit Planning Sheet
- (See also Gisela's games in Grammar section)

Section 9. ESL Bible Studies - Resources on CD

- ESL BIBLE STUDY RESOURCES LIST
- Jesus Video Studies (folder)
- Kim's Studies (for beginners) (folder)
- Nick and Ellen Gawryletz's Studies (folder)
- Article – Christian Witness in Pluralism
- Article – Spiritual Influences at Work
- Article – Transformational Leaders
- Best Resources for Int'l Student Ministry
- Bible Literacy Project Brochure
- Bible Idioms
- Bible Study – 30-hour
(re addressing International and Post-Modern Worldviews)
- Christian Witness – The 20
- Cultural Orientations
- Curriculum – Intro to Christianity
- Ethnic Specific Resources, Chinese
- Free Bible Studies – Poster
- Investigative Bible Study – IVCF
- The Case for Bible Literacy
- Top English Teachers Value Bible Literature – article
- What to look for in Bible studies for Internationals
- Worldview Chart, simple
- Worldview Comparison Chart – Biblical vs. Eastern Religious



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“When an alien lives with you in your land, do not mistreat him. The alien living with you must be treated as one of your native-born. Love him as yourself, for you were aliens in Egypt. I am the LORD your God.”

- Lev. 19:33-34



Starting a Church-Based ESL Ministry

a) Benefits of Church-Based ESL

For the Learner

English Language Learners often come with 3 felt needs – 1) English instruction in order to find better jobs, further their education, or be able to cope in social situations, 2) a sense of community, and 3) spiritual information. Government and for-profit ESL programs usually focus on the first need, and maybe try to make the class feel like a community, but the instructors do not usually have the time or resources to help their students with relationships that will help them integrate into society, nor the desire or mandate to give them spiritual information. The last 2 areas, however, are where churches can shine. Our biblical mandate is to love the stranger in our midst (Lev. 19:33,34, Matt. 25:31-46), indeed to be characterized by love in all our relationships (as in the story of the good Samaritan, Luke 10: 25-37), and the great commission in Matt. 28:18-20 gives us the task of passing on Jesus' message to the world.

There are also some learners that don't have access to "the system". Either they are waiting for LINC funding, or are beyond the limit of that funding, yet their English is not yet good enough to qualify for other training, e.g. at SAIT. There are also visitors and international students who cannot access the funded programs, and want either more learning opportunities, or less expensive ones than private institutions.

For Society

Robert Putnam, known for his work on Social Capital, has been working for over five years on the biggest study of social capital ever undertaken. He found that the more ethnically diverse the neighbourhood, the less likely people are to trust their local shopkeeper, regardless of his or her ethnicity. Diversity leads not to bad race relations but everyone becoming more isolated and less trustful. Putnam calls it "hunkering down," as people withdraw from connectedness in their community. What follows is a long list of negative consequences, which affect almost all types of relationships. Public debate is skewed towards getting "them" to integrate with "us," and conform to "our" norms of dress, culture and values. But Putnam talks about a broader social process; through a collaborative effort of imagination and myriad individual experiences, new solidarity is forged. - taken from Bunting's June 18, 2007 article in The Guardian Putnam also wrote, "[L]arge evangelical congregations . . . constituted the largest thoroughly integrated gatherings we have ever witnessed For part



of the week, there is some identity that is more important to them than their ethnic identity . . ." In these churches, people are not "hunkered down" but "comfortable around each other."

Canada needs new immigrants in order to have enough workers to sustain our economy. Churches can help these newcomers not only to survive but to thrive in their new home.

For the Church Members

As we obey God and reach out in love to our new neighbours, we find our own lives immeasurably enriched by new friendships, new perspectives, new depths of understanding. When we personally know someone from Sudan, hearing about it in the news becomes much more real for us. We can understand the background and empathize. (And watching the news helps us understand our friend just a bit better, too.) We can also rejoice with our new friends and discover new ways and reasons to celebrate, such as Asian New Year.

As we are doing our jobs of radiating the love of Christ, others are drawn to Him, and our churches grow, as well. Church growth should never be the main reason for our ministry, but it can be a result. Ministry to international students whom God has brought to our doorstep (Acts 17:26,27) is also a much cheaper and easier way of fulfilling the great commission than our going to their homelands where we have to learn their language instead of them learning ours.

Running an ESL ministry isn't always fun or easy. But we grow in the effort as we learn new skills, make new friendships, and develop character as we give of ourselves to others. Finally, also, we can look forward to hearing, "Well done, good and faithful servant!" at the end.



b) Context of Church-based ESL Ministries

Know Where Church-Based ESL Ministries Fit in the Larger ESL Context

Adult ESL (English as a Second Language) programs serve adults whose first language is not English. The primary objective of these programs is to enable adult learners who are not fully fluent and literate in English to become proficient in communicating in English, so that they can meet their personal, employment, community, and academic goals.

Providers of adult education for English language learners include:

- K-12 public schools and districts (local education agencies) that offer adult ESL instruction
- Community colleges & universities
- Community-based (CBO), volunteer, NP, and faith-based organizations
- Family literacy programs
- Correctional institutions
- Libraries
- Workplaces
- For-profit businesses

The types of programs offered include:

- General English language development programs, which focus on developing skills in listening, speaking, reading, and writing. These programs might include content-based ESL classes, which concentrate on a subject area (e.g., civic participation, Cdn. Cooking) and, at the same time, develop English language skills related to the subject. They serve a range of learners, from those who are not literate in their native language or in English to those who are highly literate in their native language and are learning English language and literacy.
- Literacy programs for immigrants or refugees not literate in English and possibly not literate in their first language.
- Family ESL literacy, which focuses on knowledge and skills that parents need to help their children succeed in U.S. schools.
- Language Instruction for Newcomers to Canada (LINC) federal government funded programs for immigrants in benchmarks 1-4 to enable them to enter the workforce.
- Vocational ESL (also VESOL or VESL), designed to prepare learners for job training or employment in specific occupational areas.



- Enhanced Language Training (ELT), jointly funded by the federal and provincial governments to provide English training to foreign-trained professionals to enable them to join the workforce.
- Workplace ESL, which focuses on language and communication skills needed for success in the workplace. Workplace ESL classes are commonly supported by an employer and offered at a work site.
- English for specific purposes (or ESP), which focuses on developing language and communication skills needed for professional fields of study such as business, agriculture, medicine, or Bible Study.
- English for Academic Purposes (EAP), which prepares learners for further education and training in postsecondary institutions, vocational education classes, or ABE, GED classes and prep for TOEFL.
- Citizenship preparation, which prepares learners to write their exam and fulfill citizenship requirements.
- Private ESL schools primarily for the international student market. They usually combine full-time ESL instruction with sightseeing and social activities.

c) Decide on Your Approach

DECIDE ON YOUR APPROACH: Interactive/Relational

“Nothing has been taught until learning has occurred.” You are a learning facilitator.

Even secular scholars today have realized that the nature of language and therefore language learning is **relationship**. Listen to Jane Arnold, a leading British ELT expert speaking from her book, *Affect in Language Learning*:

Much more important than language structure and teaching methodology is our attitude towards language teaching, our relationship with the people in our classroom and our vision of what we would like to achieve as language teachers.We are not only developing our students' second language abilities but their potential as human beings. We are touching and enriching their lives.

We have made terrible mistakes. As Robert Phillipson, an expert on the nature of the international spread of English, reflected in his deliberation on linguistic imperialism,



Missionaries may have entered the fields with a passion for God, but their anglo-centric attitudes towards the very people they have come to serve, towards their culture and even their language have predetermined that their cause was doomed. When they fail to relate with locals on equal terms, they have effectively destroyed their exercise for compassion and their message of love.

“We teach what we are.” Your inner state determines your outer behaviour, i.e. relaxed, at peace, joyful, humble, patient. Your students know if you like them. People learn best from people they like. “Don’t worry about being a good teacher, you will be if you love your students.” (Ma Min in TESOL class at Prairie Graduate School)

In a language course “success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between the people in a classroom. Group processes...can make all the difference when it comes to successful learning experience and outcomes. Groups, like individuals, have needs that must be met before the group can function effectively.”

Teachers, first set aside time for activities that help students to know each other, develop a feeling of being included and create diverse friendship patterns. Only after these feelings have been developed do students learn best.

We learn about ourselves through others. Your students are in the process of forming a new identity. Therefore communication which satisfies these deep innate needs (being listened to, accepted and understood, cared about and having positive and rewarding relationships) develops from sharing about ourselves while others actively listen to us, showing understanding and accepting us as we are. When these universal human needs are met, learning becomes highly enjoyable and students learn more easily. Warmth and a sense of belonging follow, the people and the place related to their language learning became attractive and special to them.



d) Ready, Set, Go

Why Should the Church Offer ESL Programs? (Know the need & the niche)

The church should work with ESL learners because we, as its members, care about people as individuals and want to help them meet their felt needs. Do not use people for your purposes. Although there is joy in giving, your motivation should come from your relationship with God.

(Love your [new] neighbour...) ESL can be a bridge to the community, a way to love.

Common felt needs:

- 1) Need of help/resources to improve their English
- 2) Need for a sense of community, social connections with real people
- 3) Need for spiritual information and/or learning about the Bible/God/hope

Felt Needs ESL Program Model (one model)

Upon his/her entry into and throughout the program the learner chooses:

- which type of assistance s/he wants to accept and when
- what his/her results will be for each category

(You can build a program in stages—like a condo development. Start small)

Type of Assistance Offered	Secular ESL Instruction	Social Activities	Christian ESL Instruction
<i>Learner's Felt Need</i>	Resources, instruction, guidance to learn English	Sense of Community	Spiritual Information
<i>Church Member's Role</i>	Serve Learner	Serve Learner	Serve Learner
<i>God's Word</i>	Follow God's Word "Love your neighbour as yourself"	Follow God's Word "Love your neighbour as yourself"	Follow God's Word "make disciples... teaching them ..."
<i>Possible Results Dependent upon Learner's Choices Throughout the Program</i>	Improved written and spoken skills. Preparation for employment or schooling	New friends Integration/sense of belonging Improved listen/speaking Social Integration	Personal problems resolved Improved English Deepened spiritual relationship with God

-from *Creating a Quality ESL Program: A Guide for Churches* by Susan Burke



Steps (you will cycle through these continually)

1. Offer yourself to our all-wise God in obedience for His purposes (John 15:5)
2. Assess your community. Who are the learners? Other resources? Partners?
3. Evaluate your church's resources (space, white boards, tables & chairs, photocopier, \$).
4. Rally internal support (Pastor, church secretary, pray-ers, team of helpers).
5. Decide how resources will be obtained and get them (CBS Bibles, English Express, Library, Realia).
6. Recruit & Train tutors or "learning facilitators".
7. Advertise (within church and community, Seniors' groups).
8. Implement program (plan calendar, prepare forms, registration time to assess levels, find out learner needs/interests, include field trips/socials).
9. Evaluate program (by learners and tutors, self—journal, reflection).
10. Adjust program based on evaluation to better meet needs (listen, listen).
11. Keep regular communication with team, supporters and church. Report progress. Encourage learners to write thank you notes.
12. Celebrate together. Have fun! "A wise teacher makes learning a joy."

GROUPING STUDENTS TOGETHER FOR CLASSES

Every class is multilevel, because each one has had a different exposure to English before they came to your program.

The church-based ESL programs can truly focus on teaching the student, while academic schools are forced to teach the curriculum. Teaching the student is much better for adult ESL learners. It requires that you get to know the student and how he or she wants to use English. They know what they need so work with them.

There are many different styles, or "approaches" to use but the most in favour now is the "communicative approach." For beginners and kinesthetics use TPR (Total Physical Response). Be a "learning facilitator." Keep "teacher talk" to a minimum. Make the classroom interactive. Create a supportive community in your class so the students feel they are among friends. Student journals help develop the relationship and allow shy students to reveal themselves.

The registration form they need to fill out first can help you assess their reading/writing level.



For the Oral Interview, try to have the student so others can't hear. Ask each person the same questions. (Do not let them see the questions). Write their speaking level on their registration form. (Copy the form for their "learning facilitator"). Group the students according to their speaking ability. For those who need help with reading/writing, arrange another time, or meet with them after class to assign and check homework.

See the Quick Start Guide on your CD for more specifics on starting a program:

Introduction

A. Preliminary Steps

B. Planning For an ESL Program

1. Define your Mission
2. Find a Capable Coordinator
3. Find Space for your Program
4. Recruit a Team of Teachers/Facilitators
5. Decide on the kind of program you want or have staff to run.
6. Select and Order Curriculum
7. Provide Orientation and Training for Teachers
8. Advertise the Classes
9. Register Students

C. Getting ESL Classes Underway

1. Determine Student Placement
2. Arrange for Child Care
3. Consider Transportation
4. Plan for the Opening
5. Prepare a Program Schedule
6. Plan Refreshments
7. Arrange a Time to Debrief and Pray
8. Provide Social Service Information
9. Celebrate Special Occasions

D. Sustaining your ESL Program and Helping it Thrive

1. Build a Budget
2. Develop Church support for your ESL ministry.
3. Develop a sense of community
4. Train the Congregation

One Last Note



e) Mission, Vision, Values

It is often very useful to draft a mission statement, and a vision. Writing down your values and assumptions helps you to bring to consciousness what is “just below the surface.” This will allow you to speak more confidently when rallying support.

Examples Of Mission Statements

“Mission” is a statement of the organization’s fundamental unique purpose (what?), its reason to exist (why?), whom it wants to serve (who?), and how and where it will accomplish it. It helps others know who you are and what you do. It helps you to assess various “opportunities” or suggestions from others.

CESLM’s mission:

To mobilize the churches and community groups in Calgary to respond in love to the English needs of new Canadians and Internationals among us.

OR

Empowering churches to reach out in love through ESL to the foreigners and immigrants in our community.

Agape Language Centre’s (ALC) mission:

To meet the need of our new neighbours for English language and acculturation training through high-quality interactive instruction in an accepting and affirming atmosphere, as a demonstration of God’s unconditional love.

Examples of Vision Statements

Vision Statements tell what you see looking forward.

CESLM Vision Statement:

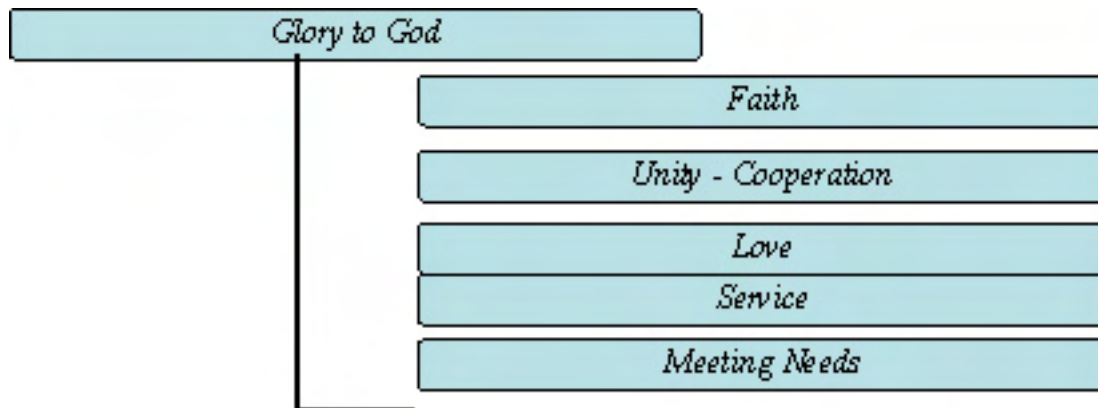
We envision Calgary churches as societies’ leaders in welcoming and integrating newcomers to Canada. We will equip church-based ESL ministries to be visible demonstrations of how God’s love dissolves barriers and builds community. Throughout the city will be many church-based ESL ministries, networked and working together as parts of the body of Christ.



Now it's your turn:

Examples of Intentional Values

CESLM values:



Sample Values: XYZ ESL Ministry Values

Statement of Values

1. Unconditional love and acceptance for every person regardless of belief, race, gender, age, culture or lifestyle, as a reflection of God's agape love for every person.
2. Respect for the cultural diversity of newcomers to Canada and for the freedom of the individual to make his/her own choice regarding belief system.
3. Humility regarding our own belief systems as Christians and our own culture as Canadians. Willingness to learn from others and to engage in true dialogue and sharing.
4. Passion for excellence in professional and curriculum development to support the services that facilitate newcomers' well-being and integration into Canadian society. Commitment to the best of educational methodology.
5. Sensitivity for the individual and his or her family, and support for the strengthening of constructive family and social relationships in all that we do.

Your Values:



Assessment

a) What is a Needs Assessment?

The word “assess” comes from the Latin term “assidere,” which means to “sit beside.” Process-minded and participatory-oriented adult educators “sit beside” learners to learn about their proficiencies and backgrounds, educational goals, and expected outcomes, immersing themselves in the lives and views of their students.

A needs assessment for use with adult learners of English is a tool that examines, from the perspective of the learner:

- what kinds of English, native language, and literacy skills the learner already believes he or she has;
- the literacy contexts in which the learner lives and works;
- what the learner wants and needs to know to function in those contexts;
- what the learner expects to gain from the instructional program; and
- what might need to be done in the native language or with the aid of an interpreter.

Build on learners' accomplishments and abilities rather than on deficits.

Needs assessment is a **continual** process and takes place throughout the instructional program. It influences student placement, materials selection, curriculum design, and teaching approaches.

The curriculum content and learning experiences to take place in class should be **negotiated** between learners, teacher, and coordinator at the beginning of the project and renegotiated regularly during the project.

At the **beginning** of the program, needs assessment might be used to determine appropriate program types and course content; **during** the program, it assures that learner and program goals are being met and allows for necessary program changes; at the **end** of the program, it can be used for assessing progress and planning future directions for the learners and the program.

A needs assessment aids administrators, teachers, and tutors with **learner placement** and in **developing** materials, curricula, skills assessments, and teaching approaches. It also assures a flexible, **responsive curriculum** rather than a fixed, linear curriculum determined ahead of time by instructors.



Factors that contribute to learners “dropping out” in adult ESL programs include inappropriate placement and instructional materials and approaches that are not relevant to learners’ needs and lives. When learners know that educators understand and want to address their needs and interests, they are motivated to continue in a program and to learn. In-class needs assessment is most successful when learners understand its purpose and are comfortable with each other. **Take the time** to get to know each other! Start building community in the classroom.

Needs assessments with ESL learners, can take a variety of forms including survey questionnaires on which learners check areas of interest or need, open-ended interviews, or informal observations of performance. Class discussions, personal or dialogue journals, timelines (in writing or pictorial) and review/free selection by students of reading or writing materials can be used. See CD for samples of surveys and questionnaires.

b) Assessment Standards

There are several ways to assess the language level and needs of our students.

1. Simple tasks for basic assessment:

Amity Teacher’s Toolkit 2003 Ideas For The First Day Of Class has assessment activities that can be built into the first class:

<http://www.amityfoundation.org/page.php?page=255>

Assessing Listening

- Ask them to do a few simple tasks (TPR)
- Ask them to choose which of a minimal pair of words or sentences they heard.
- (higher levels) Have them listen to a selection and answer questions about it.

Assessing Speaking

- Ask them to repeat what you have said.
- Ask them to read something aloud.
- Ask them to talk about a picture or answer questions about it.
- Ask them to talk about themselves.

Assessing Listening and Speaking

- Ask them to answer some questions about a picture or story.
- Ask them to answer some questions about themselves.



Assessing reading

- Have students read a (graded) passage and answer questions about it. (If the answers are oral, it also assesses speaking, if written, it also assesses writing.)
- Ask students to put scrambled sentences in order to form a story or dialogue.
- Ask students to read orally (however remember that in this case they often concentrate so much on performing well that they don't pay much attention to the meaning).
- Have students read a story (silently) and retell it in their own words (also assesses speaking).
- Giving students a written test also assesses their ability to read the instructions.

Assessing Writing

- Have students write answers to different kinds of questions.
- Ask students to write about a picture.
- Ask students to write a letter.
- Ask students to write instructions for a task.
- Have students write freely on a topic.
- Give students a dictation (also assesses listening).
- Ask students to fill in a form or questionnaire (also assesses reading)

SEE YOUR CD FOR SEVERAL EXAMPLES OF ENTRANCE ASSESSMENT TESTS.

2. Benchmarks

In your binder, you have posters for the first 8 levels from the Canadian Language Benchmarks (used with permission), a Canadian national standard developed in the 1990's. They wanted to improve definitions like beginner/intermediate/advanced which were too flexible and vague to be useful to many ESL schools or as government criteria for funding.

Website for the Canadian Language Benchmarks and related products:
<http://www.language.ca/>

Some students will already come to you with a benchmark score from ILVARC.
<http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/160.html>

3. Essential Skills

Essential Skills are the fundamental skills that make it possible to learn all others. They are enabling skills that help people participate fully in the workplace and in the community. They are:



- a. Reading Text
- b. Document Use
- c. Numeracy
- d. Writing
- e. Oral Communication
- f. Working with Others
- g. Thinking Skills
- h. Computer Use
- i. Continuous Learning

www.itsessential.ca is the website for information and resources about the Canadian Language Benchmarks and the Essential Skills for the Workplace.

http://srv108.services.gc.ca/english/general/Auth_Work_Mats_e.shtml
- Human Resources and Skills Development Canada site for Authentic Materials for assessing/practicing Essential Skills.

<http://www.towes.com/whatistowes.aspx>
- Test of Workplace Essential Skills (TOWES) info and links to sample test and resources

4. College and University Entrance

The TOEFL is the recognized standard. It stands for Test of English as a Foreign Language and most higher education institutes require a TOEFL score of overseas educated students. There have been many incarnations of the TOEFL, most recently the iBT - internet based TOEFL, which has done away with the grammar test section in favor of written and oral responses to reading and listening excerpts. www.ets.org/ (The TOEFL test makers U.S.A.)

The ETS organisation also makes the TOEIC (Test of English for International Communication) which is similar to the TOEFL, but more business-oriented. A lot of Korean businesses use the TOEIC score for staff who will be working in English.

Another accepted test for academic acceptance is the IELTS (International English Language Testing System). <http://www.ielts.org/>
It comes out of England, but uses various forms of English in the test.



5. Other standards

http://www.cal.org/CAELA/esl_resources/bibliographies/constanbib.html

- the Center for Adult English Language Acquisition webpage with an annotated list of links to various proficiency standards from Canada and the U.S.

<https://www.casas.org/home/index.cfm>

CASAS —Comprehensive Adult Student Assessment Systems - is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both native and non-native speakers of English.

If you look under “About CASAS”, you will find links to the CASAS Competencies lists that identify more than 360 essential life skills that youth and adults need to be functionally competent members of their community, their family, and the workforce, and the CASAS Content Standards which identify the underlying reading, listening, and math basic skills at specific proficiency levels that should be taught in the context of CASAS Competencies. They sell assessment tools for various levels, and also have a new online tool that will show relevant textbook pages for the level or topic you want to teach.

(U.S.) Secretary's Commission on Achieving Necessary Skills (SCANS):

<http://wdr.doleta.gov/SCANS/>

- links to several documents about skills required for work

<http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf>

- is one of the above documents: what work requires from schools

www.worksearch.gc.ca/content_pieces.jsp?category_id=1540&root_id=615&crumb=11&crumb=608&lang=e

- Service Canada Website, Training and Careers section, Identify Workplace Skills (primarily for job search purposes)

6. Testing (after teaching)

- Validity – It does what it says.
- Face validity – It appears to do what it says.
- Marking reliability – It's easy to mark, and there's a system so that anyone would come up with the same score
- Length should be appropriate



- Questions (pictures or verbal cues for oral exams) should be the same for all students.
- Asking students to do the same types of things they did in the teaching activities
- Marking - Give (or take off) points for different areas, e.g. grammar, vocabulary, spelling, coherence, fluency, good ideas, etc.
- Demotivating if too hard

Test types

- True/false
- Multiple choice
- Fill-in/cloze
- Transformation of given text
- Long answer
- Responding (by writing, speaking, or actions) to reading or listening excerpts

7. How have you measured or noted your students' success with their learning goals?

- One can observe the students actually using the new skills that were taught.
- Students attest to life goals having been met.
- Students will demonstrate a new curiosity about words/the English language.
- Students will be able to fill out forms at work/school.
- One can observe a new self-confidence or willingness to take linguistic chances.

c) Canadian Language Benchmark posters (1-8)

The following pages include the Canadian Language Benchmark assessment tool for Levels 1 through 8.



6) Grammar: Contents

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b) Each Language has Different Rules	6-4
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Most ordinary Canadians notice the errors our students make, and possibly look down on them because of the errors, but they don't help the students to correct them. Our job as teachers is to be like a coach – pointing out the errors and showing how to use the language correctly or more effectively. We can give beginning students patterns with vocabulary, but if we don't have a good grasp of English grammar ourselves, we will not know how to help our intermediate and advanced students to improve. Conversation classes can provide the context for this help, but just having a good chat is not enough.





A Functional View of Grammar

a) Grammar is... _____ in a language

1. A roadmap or a tour guide?

Learning a set of rules is easier than learning a lot of bits of isolated information. It's also more transferable, allowing the student to be more independent. It is like giving students a map to the city instead of acting like a guide by saying, "turn left here, then take the third right." It lets them try to find their own way with the language rather than be dependent on someone else all the time.

2. How to make words

- Plays, Played
- Depend, Dependent, Independently
- Google
- Applet
- Indie

3. How to combine words to make sentences

- S-V-O (means _____, _____, _____ order)

That means we have a certain order for the words in our sentences: subject, then verb (action), then object. We know which noun (person, place or thing) is the subject (doer of the action), and which is the object (receiver of the action) by their order in the sentence.

- The boy threw the ball.
- The young boy gleefully threw the baseball to his friend in the backyard yesterday.

4. How to combine sentences to express the flow of ideas.

- _____
 - o The boy threw the ball and broke my window
- _____ (two independent clauses)
 - o The boy threw the ball, but he didn't mean to break anything.
- _____ (An independent clause and a dependant clause)
 - o The boy cried when he broke the window



b) Each Language has Different Rules

We tend to carry over previous learning, so students need to become aware of which of their old rules apply in the new language, and which don't.

For example, because English is an SVO language, "Mike bit the dog," has a very different meaning from, "The dog bit Mike." In Hungarian, however, either order is possible with the same meaning because they add a "t " to the end of the object word or name so that the object is recognizable no matter where it is in the sentence. In German, the object would come before the main part of the verb – e.g. "Mike has the dog bitten," or "The dog has Mike bitten." For more eye-openers, read the Japanese-English Grammar Differences page at the end of this section.

c) Grammar is Explicit or Implicit in most ESL Texts

Grammar is explicit (clearly seen) or implicit (in the background) of nearly every ESL textbook, and yes, even beginners need to learn grammar. At the back of this section is a list of which grammar structures are usually taught at different levels of ESL from low beginner to upper intermediate.

d) Grammar Knowledge includes Form, Meaning, and Use

"Teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately."

– Diane Larsen-Freeman in *Teaching English as a Second or Foreign Language*,
3rd ed. Celce-Murcia (ed.) p. 256

1. Form: Usually, grammar instruction starts by teaching a grammar

_____.

How do you _____ that?

e.g. a) "-ed" for regular past tense (play/played) but there are many irregular forms. ("He swam." not "He swimm~~e~~d.")

b) BE+Verb+ing for continuous (or progressive) tenses (is going, not "He is go home." or "He going home.")



2. Meaning: What meaning(s) does the form that I am teaching have?

(For errors: does the form the student is using convey the meaning (s)he intends?)

What _____ does this word or form have?

e.g. "He is living here." (temporarily) vs. "He lives here." (permanently)
We often use the present continuous tense to describe a temporary situation and the present tense to describe a permanent one, or at least where there are no plans to change.

e.g. "She's in the hospital." (sick) vs. "She's at the hospital." (visiting)
There are general rules for the meaning of in/on/at, but this is a special case.

What (other) _____ or _____ give me this meaning?

e.g. "I'll go."/"I'm going to go."/"I'm going." are different forms that can have the same meaning. We use the present continuous tense to describe future actions that we have already decided on.

3. Use: In what situations can I use the form?

(For errors: maybe the words and form are correct and the meaning is possible, but "we just don't say it that way.")

_____ / _____ would you use the words or forms?

e.g. When scolding someone, we often use, "should have..." or "shouldn't have..." to talk about a good thing that wasn't done or a bad thing that was done.

e.g. We usually use "BE going to" to talk about future events, but we use "will" when we are making on the spot decisions or promises.

1. Studying meaning and use helps students see the need for the form, and to transfer learning from the classroom to real life.

2. Sometimes, the students' problem is not with the form, but the meaning or use (e.g. idioms). Spend the most time on whatever area is causing the problem.



4. Tenses:

Present simple (I teach.)	Present continuous (I am teaching.)	Present perfect (I have taught.)	Present perfect continuous (I have been teaching.)
Past simple (I taught.)	Past continuous (I was teaching.)	Past perfect (I had taught.)	Past perfect continuous (I had been teaching.)
Future simple (I will teach.)	Future continuous (I will be teaching.)	Future perfect (I will have taught.)	Future perfect continuous (I will have been teaching.)

5. Tri-dimensional Syllabus

The authors of the popular “Side by Side” series wrote an article outlining how they chose the content. They talked about a tri-dimensional syllabus. The three dimensions are the situations, the grammar structures, and the needed vocabulary. By combining the grammar structures and real-life situations where they are used, students can more easily see the reason for learning them, and have more associations that help them remember them.

6. Prescriptive vs. Descriptive Grammar

Prescriptive – the way it _____

Descriptive – the way it _____

e.g.

Subject Pronoun _____

Object Pronoun _____

Reflexive Pronoun _____

Talk to me.

Talk to John or me.

Talk to John or I.

Talk to John or myself.



e) Teaching Grammar requires Learning the Vocabulary

There is a certain _____ in teaching grammar – words like, “noun”, “verb”, “tense”, “pronoun”, “adjective”, etc. They are like a shorthand that we use to talk about the rules. Not knowing this vocabulary is like going to the bank to borrow money to buy a house without knowing words like “mortgage” and “down- payment”. Yes, it requires work on the part of the teacher to learn this vocabulary, but it is a lot less than what we are asking the students to learn.

f) Why we Teach Grammar in this Course

- Helping students with grammar and pronunciation is best done in a conversation atmosphere where they can see the immediate context/ application for what they are learning.
- Students need it to help them express themselves in a way that is acceptable to Canadians. Most Canadians do not offer correction, they just focus on understanding, and judge the international quietly as being deficient somehow. If you cannot be there to help them in every situation, they need guidelines they can follow on their own.
- Students expect teachers to know “why”, not just “what”. If you only want to have a nice time chatting with them, or teaching them some vocabulary, they will either come just for friendship or eventually go elsewhere to improve their English in a more structured way.
- As you have students in your practice conversation groups, you will be asked help correct their pronunciation and their grammar at least a bit. Since most participants in this training either studied grammar many years ago or not at all, we are not expecting you to be grammar experts overnight, but you should make an effort to learn some basics so that you can help students in this way.
- If you feel anxious about having to learn this grammar because you never learned it in school, or because it's been a long time since you did, remember that your students also feel anxious about having so many new things to learn. Let this experience help you identify and empathize with them a bit.
- For the above reasons, we think grammar is important aspect of ESL teaching, even in conversation groups. We would not be doing a good job in this training if we left it out.



Grammar Vocabulary Game

Played like Snakes and Ladders with dice rolled to see how far the players can move, but players have to give an example of the grammar term (other than the example) in order to put their marker there. If they cannot, or give a wrong answer, they go back to where they were before. The first one to reach the end (or beyond) is the winner.

S T A R T	1 NOUN man	2 ADJECTIVE little	3 NOUN PHRASE The little house	4 PROPER NOUN Johnny	5 NON-COUNT NOUN air
	10 RECIPROCAL PRONOUN myself	9 POSSESSIVE PRONOUN my	8 SUBJECT PRONOUN I	7 OBJECT PRONOUN me	6 COUNTABLE NOUN chickens
	11 INDIRECT OBJECT to me	12 DIRECT OBJECT ...the ball	13 ARTICLE the	14 COMPARATIVE ADJECTIVE easier	15 SUPERLATIVE ADJECTIVE the best
	20 PAST PARTICIPLE gone	19 AUXILIARY VERB have ____	18 PAST TENSE VERB went	17 PRESENT PARTICIPLE go	16 VERB give
	21 PRESENT PERFECT TENSE has gone	22 STATIVE VERB cost	23 PRESENT CONTINUOUS TENSE is calling	24 GERUND skiing	25 INFINITIVE to do
	30 TAG QUESTION That wasn't so bad, was it?	29 WH-QUESTION Where am I?	28 YES/NO QUESTION Do you see it?	27 ADVERB OF MANNER slowly	26 ADVERB OF FREQUENCY often
	31 DIRECT SPEECH "I didn't do it."	32 REPORTED SPEECH She said she didn't do it.	33 IMPERATIVE SENTENCE Come here!	34 PREPOSITION from	35 MODAL can



Grammar Correction in the Class

a) Types of Student Errors

1. _____ – Students don't know the rules – especially beginner students or when you recognize that the grammar structure is a more advanced one than their level, or you haven't taught it yet.
2. _____ – Students know the rules, but “forget” to use them. – e.g. Chinese students who use the present tense form for the past or who say “he” instead of “she” and vice versa. They have often already learned the rule, but are just following habits carried over from their first language.
3. _____ – Students have “figured out” a rule, but misapply or overuse it. – e.g. Students who say “swimmmed” have figured out that the ed ending means past tense, but they haven't yet learned that swim is an irregular verb with the past tense “swam”.

b) When to Correct Students

- Providing feedback is an important part of teaching. Balance is the key word! We must not be so accurate and diligent in our correcting that we discourage students and inhibit them from freely expressing themselves. On the other hand, when students speak their target language, they are “trying out” structures and forms and they expect to make mistakes and be corrected. Students need the correction feedback to notice and correct their mistakes, but most ordinary Canadians are reluctant to correct the form as long as the intended meaning is understood.
- Just as in pronunciation, we correct when the error is _____, creates _____, prevents _____, or is likely to create a _____ that affects other structures. Focus on those things that are likely to be learned quickly and have a high payoff in communication.
- When we hear a student make a mistake, we must first decide if the mistake is in form, meaning or use. When correcting, we can praise their _____
_____, for example, form and meaning and then point out that we do not actually use the structure in the way they had tried.



- **Tip:** You might try asking your students how they want to be corrected, i.e. right away, later, or not at all. Most students do expect and want to be corrected somehow, though, so they can improve.

c) Methods of Providing Feedback/Correction

1. Restate the student's sentence correctly.

e.g. If a student says, "Gold is expensiver than silver," the teacher can say, "Gold is more expensive than silver."

2. Self-correcting: Without pointing out the error, say there was a problem in what was said and ask the student to say it again, or repeat the correct part of the student's sentence and stop where they made the error, expecting them to finish the sentence correctly, or repeat the sentence with the error, but with rising intonation to make it a question. This forces the student to monitor what he or she said and very often the mistake is corrected the second time.

3. Give an explicit rule: e.g. "Remember, if the adjective has more than two syllables we don't use the -er ending on the adjective. We use the word "more" before the adjective." e.g. "Remember, if you can count something, '1,2,3' and there is only one, you need 'a, an or the.' If the reader or listener knows which one you are talking about, use 'the'. If not, and the next word starts with a vowel sound, use 'an'." (If you don't know the exact grammar terminology, you can still give a pattern.)

4. Collect the most common errors you hear in a class (take notes) and deal with them anonymously by reviewing the structure and providing a number of examples.



d) Advantages and Disadvantages of each Correction Strategy

e.g. “How was your weekend?” “It was nice. I go to my friend’s house and we have party.”

1. If giving them the **correct form**, repeat their sentence correctly, emphasizing the corrected words. “I went to my friend’s house and we **had a** party.” It will help them more if you ask them to repeat it correctly. (You might have to get them back on track with the lesson afterwards.)

- When should you use this method?
- Advantages of this method?
- Disadvantages of this method?

2. If getting them to **self-correct**, ask, “Go to my friend’s house?”, or “You go to your friend’s house every day?”

- When should you use this method?
- Advantages of this method?
- Disadvantages of this method?



3. If explaining **the rule**, do so. (When you talk about the past, you have to use the past tense form. Usually that means we put “ed” on the end of the word, for example “stop – stopped”. But you said “go” and “have” and they are both irregular verbs, which means we use a different form for them. You should have said, “I went to my friend’s house and we had a party.”)

- When should you use this method?
- Advantages of this method?
- Disadvantages of this method?

4. If **collecting samples**, wait for a few before giving a mini-lesson with their examples – i.e. note them down and teach at the end of the conversation class, or another day.

- When should you use this method?
- Advantages of this method?
- Disadvantages of this method?



e) Give Feedback on these Grammar Problems

These are real students' answers to entrance test questions. In groups of 4, take turns with one person reading a problem sentence or phrase, and the others giving feedback. **Remember to compliment the person for what they got right (if possible). Try to use different types of feedback, not just the same one each time.**

Form:

- How does John go to school? – *He to school by bus.*
- Why is the teacher sitting down? – *He want to consult to John about his problem.*
- What do you think John and the teacher are talking about? – *John is insist on something.*
- Why did John come to this store? – *he want to buy some shirt*
- How do you know John is sleeping? – *because John close his eyes*
- How do you know John is sleeping? – *his hand looks like powerless*
- What did the man do? – *He read newspapers and had a breakfast.*
- Would you like another piece of cake? – *Thank you. I would like to have.*
- Tell about your family. – *I've 4 family members now.*
- What is your favorite color? – *I think that pink represent "girly" things.*
- What did you do this year? – *I graduated high school.*
- What did you do this year? – *I took a trip in West Canada.*
- What are the people in the picture doing? – *One man who wear a hat is watching a newspaper.*
- Tell something about your life. – *At that time, I hate water.*

Meaning:

- Who's behind the counter? (waiter) – *cooker*
- What's John going to do? – *order the menu*

Use:

- What do you answer when someone says, "I don't feel well"? – *What's wrong with you?*
- Tell something about your life. – *Korean food is very various. (meaning: varied)*



Mini-lesson format (5-10 mins)

TOPIC: correct form of past tense irregulars

LESSON: Recreational activities

DATE: _____ TIME: 10 mins

<p>Achievement Objectives: By the end of this session, participants will have...</p> <ul style="list-style-type: none"> • Used the irregular pasts correctly in conversation • Created a list of personal irregulars to study
<p>Materials Needed:</p> <ul style="list-style-type: none"> • List of common irregular past verbs

The Learning Plan

Learning Activity (learning tasks should be the bulk of this)	Resources Needed	Time
<p>Connect</p> <ul style="list-style-type: none"> • Identify the problem • In lesson on recreational activities intervene when an incorrect past form is used. 		1
<p>Content</p> <ul style="list-style-type: none"> • Provide the correct form/meaning/usage through self-discovery or activity • Hand out list of common irregular past verbs • Have students work in pairs with one reading a word and the other giving the past then switching roles. • Have each one highlight the ones they need to work on. 		2 (4)
<p>Challenge</p> <ul style="list-style-type: none"> • Use the correct form/meaning/usage in a game or activity. • Around the circle have each student give a sentence about an activity they have done that uses an irregular past. Use full sentences 		2 (4)
<p>Change</p> <ul style="list-style-type: none"> • How will they practice or review at home? • Ask them to choose a page from a book they are reading or the newspaper and find all the irregular past forms on the page. 		1



Grammar Teaching Activities

a) Some General Grammar Teaching Strategies

1. Communicative activities

Have students role play something relevant to their situations. e.g. opening a bank account. Then monitor their conversations and base your grammar explanation on common mistakes you observed. Or, have them ask real questions of each other to practice forming questions.

2. Enhancing the input

Choose an appropriate story, article or paragraph and highlight all the examples of the grammar point you are going to be teaching. Have students read the passage and pay attention to the highlighted words. This is good for teaching a particular verb tense or to highlight differences using minimal pair sentences.

3. Consciousness-raising tasks

Give the students data and have them come up with a grammatical rule from the data. This works well for easier structures. E.g. indirect object movement (They gave a gold watch to him./ They gave him a gold watch.) Teaching Count/Non-Count nouns etc. Do not use this strategy for teaching complex structures.

Sorting activities can make students think about categories. The teacher can force the students to think more by only removing wrong items, but not putting them in the right category or explaining why until the very end, when reviewing.

4. The garden path strategy

Give students information about structure without giving them the full picture. E.g. tell them that the English past tense form is "verb+ - ed". You are leading them down the garden path because there are many irregular past forms of English verbs. However, they are more likely to learn the exceptions to the rules at the moment they are corrected for making a mistake than if they are just given a long list of irregular verb forms to memorize.

5. Total Physical Response (TPR)

Have the students do an action related to the structure you are teaching. This is good for teaching the imperative form, e.g. Play "Simon Says". Learning is enhanced when students physically respond/react to the structure they hear.

6. A Generative Situation

(where the situation makes using the structures necessary.)



7. Games

Games can be used to practice many forms, and, depending on the game, also the meaning or use. (See “My ESL Games” on the CD)

b) Techniques for Teaching/Practicing Form

1. Playing games makes learning fun and meaningful. To drill the yes/no question form, play “Twenty Questions”. Past tense forms: play “Concentration” to match the verb with the irregular past form. e.g. take/took. or “To tell the Truth” – 3 people each claim to have done something only one really did. Other students ask questions to try to figure out who is lying.

2. Right or Wrong?

Students decide whether given sentences are correctly formed or not.

3. Grammar Auction: (A more interesting variation of the above)

The teacher has several sentences ready with grammar points that have been covered, some with errors and some correct. Each student starts with \$1000 (e.g. Monopoly money or just on paper). The teacher reads one of the sentences. If students think it is correct, they can bid on it (up to the total amount of money they have). The highest bidder either gets that amount from the teacher if the sentence is correct, or loses that amount if it is wrong. When a sentence is known to be wrong, or if no-one is willing to bid on it, the first student with their hand up has a chance to correct it and receive \$200. If another student can correct it in another way, they can also get \$200. If the “correction” is wrong, the student loses \$200, if they still have that much.

4. Information-gap exercises make learning meaningful.

e.g. Learning Possessives: students in small groups are given a sketched family portrait showing a mother, father and child. The child’s face is a blank. Their task is to draw the child’s face. Taking turns, the students come up to the teacher and get information about the child’s face. They have to memorize the information (the child has his father’s eyebrows etc.) and take it back to their group and add the information to the drawing.

5. To practice the perfect tense form, have students ask each other if they have ever done something, using irregular tense verbs. e.g. “**Have you ever** worn red socks?” The student who gets the most “yes” answers is the winner. Or have set questions and have the students make a **survey** of how many in the class have done the actions. Or allow the students themselves to make up questions for the survey.



6. The Whispering Game is an adaptation of the children's game, "Telephone" to practice reported speech. In groups of three, take turns rolling dice to decide what kind of remark Student 1 will whisper to Student 2:

- 1 – sentence in present or present continuous tense
- 2 – sentence in past or present perfect tense
- 3 – yes/no question
- 4 – wh question
- 5 – command
- 6 – request

Student 3 asks Student 2 what Student 1 said. Student 2 reports what Student 1 said (using reported speech). (e.g. 1- "I'm hungry." 3-"What did she say?" 2-"She said she was hungry.")

c) Techniques for Teaching/Practicing Meaning

Meaningless mechanical grammar drills are not effective. Practice of a structure must be meaningful and relevant. Sometimes meaning can be explained with **diagrams or charts**, but practice must be with real-life situations e.g. "In/on/at" for time and space, verb tenses, prepositions.

1. The Verbing Game is an excellent way to practice tense usage. Students have to ask questions in order to guess the verb (action) that the teacher or another student is thinking about. The leader can only answer yes/no questions. You must use different tenses according to the time you are asking about.

2. Demo/You act out – e.g. go out/come in vs. go in/come out, fall behind, catch up, keep up

3. Total Physical Response (TPR)/The students act out – obeying commands. e.g. Blindfold a student and have him or her obey directions in getting around obstacles from one end of the room to another. When teaching prepositions, have students **draw or act out** placing things around the classroom. e.g.: Put your pen on your book. Put your notebook next to your bag etc.

4. Miming, Charades or Pictionary – When teaching verbs: one person mimes or draws the action, others have to guess it.

5. Pictures

Label, match a description to a picture, practice comparative forms by having students compare things in similar pictures, find what's the same and/or different



in 2 pictures, find another student who has the same picture, use the present continuous tense to talk about what is happening in a picture or scene, or guess at what is not seen in a picture (e.g. behind a door, folded over or covered, or what people in the picture are talking about).

For "Should/shouldn't (have)..." give students a picture with errors or wrong actions and discuss what is shown compared to what should be.

6. Definition games

In teams or in pairs have individuals define words on a card (without using the word itself). For pairs, they could then trade cards and work with another student to define the new word.

7. **Rank /line for adjectives** – which is largest, highest, strongest word, etc.

8. Matching exercises

– e.g. 2 way time – noon = 12 pm. 12:45 = quarter to one

9. **Cloze exercises** (fill in the blanks)

d) Techniques for Teaching/Practicing Use

When learning and application are matched, a transfer of knowledge takes place. The student needs to **see where and when he or she can use the structure**, and once this is established the student's motivation to learn the form increases.

1. **Problem-solving activities** are also useful. e.g. Practice conditionals, making suggestions, and/or reported speech: e.g. Your company sells bottled water. One day some traces of toxic materials are found in one of your bottles, and the news has hit the media. What are you going to do?

e.g. First condition – bargaining: "*If I buy four boxes, will you give them to me for \$7.00?*" or planning a trip: "*If we drive, it'll take a lot longer.*"

2. Role Play

Role plays are good for teaching how we use structures and functions because in a role play the students are put into a variety of roles or settings and they can learn to choose the right structure for the right situation. e.g. do you want to appear polite or assertive? Are you asking for something from a child or from your boss? e.g. teaching Modal Verbs: Have one student play the role of advice



columnist and other students ask him/her for advice on different issues, or have students give each other advice about keeping new year's resolutions. Role play tenant complaints for present perfect continuous tense (The tap has been leaking...)

Do role play exercises that contrast two tenses. e.g. to know when to use Simple Past in contrast with using Present Perfect a Job Interview Role Play is helpful. E.g. "Have you ever used MS-Office?" "Yes, I have. I used Word and Excel in my last job." etc.

Make arrangements to meet a partner but both already have activities written on their calendars - Discuss future plans with present continuous tense e.g. "I can't on Monday because I'm working.")

3. **Demo** – saying "How are you?" in passing (without stopping for answer)
4. **Give examples of situations** – e.g. apologies, "What do you say when...?" and discuss.
5. **Rank order** similar expressions according to level of formality or politeness.
6. **Reading or Dialogue** – Ask "Why did they use that form?"
7. **Pictures** – *What's going on?*, possible expressions people are using, level of formality...
8. **Lifeline** – Use past tense to tell your life story, putting numbers, letters, or symbols on the board to help a student to repeat it. Then, that student tells their life story and the next student repeats it, etc.
9. **(Murder) Mystery** to practice "could have, might have, must have" etc.
10. **Relay a News story**
11. **Etc. etc. etc.**



e) Analysis of Presentation Techniques

Presentation Technique	Brief Description	Strengths of the Technique	Weaknesses of the Technique
1. Explanation			
2. Realia			



3. Minimal Sentence Pairs			
4. Generative Situation			



5. Reading or Listening Text			
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f) A Few Diagrams

In/on/at

Referring to People

Real and Unreal Tenses



Resource Section

a) Grammar Structures for Beginners to Intermediate

ESL Grammar Topics (Based partly on Vancouver Community College E.S.L. Resource Book Series)

Low Beginners:

Structure	Example	Likely Problems/Issues
Present tense: TO BE	I am...He is...You are...	
Present Continuous tense	She is going to a party.	Remembering that both "BE" and the -ing ending are needed
Present tense for habits	He gets up at 7 o'clock.	ending "s" for 3rd person singular
Present Tense for instructions	Put the red brick on the blue brick.	
Past Tense	They played. We swam.	Learning irregular past tense forms. Not using present tense forms.
Verbs	like, go, come, eat, play, work, drive, give, take...	Learning the meanings of the words
Yes/No Questions	Are you married? Do you have children?	Knowing when to use the 2 patterns.
Yes, No, not	I am not married. I don't have children.	Adding the "do" to make "don't". Difference between "no" and "not".
Question words	Who, where, when, what, Why, how, how long,...	Word order in questions
Question tags: Be	It's a nice day, isn't it?	Remembering the tag is the opposite (pos. or neg.) of the sentence
Plural s ending on nouns	Chairs, desks, boxes, Geese, mice, children	Spelling, irregular plurals
Pronouns – subject, object, 1st, 2nd and 3rd persons	I, you, he, she, it, we, they Me, you, him, her, us, them I/we, you, he/she/it/they	When to use which form Chinese – mixing up he/she
Possessive Pronouns	My, your, his, her, its, our, your, their mine, yours, his, hers, ours, yours, theirs	The s on hers, no apostrophe on its
Prepositions	In, on, at, for, with, by, to, etc.	In/on/at rules for time and place Exceptions to those rules Verbs+ prepositions



Demonstrative Adjectives	This, that, these, those	
Adjectives - opposites	Big-little, young-old, ...	
Too /very + adjective	Too big, very big	Not knowing that too has a negative meaning
Verb + Direct Object + Indirect Object	Throw the ball to me.	
Verb + Indirect Object + Direct Object	Throw me the ball.	Wanting to add "to"
Word order	Where is the washroom?	Where the washroom is? Throw to me the ball. Tell again the story.
Basic sentence order of Subject, Verb, Object (SVO)	John threw the ball.	Some Europeans: "John the ball threw."

Upper Beginners:

Structure	Example	Likely Problems/Issues
Answering Personal Information Questions	Where do you live? What's your phone number?	Recognizing different ways to ask the same question.
Present Continuous tense / Simple Present tense	He is working at the hospital. He works at the hospital.	Remembering continuous is for temporary, simple is for permanent situations.
Stative Verbs (Usually not used in continuous tense)	Be, have, weigh, cost, see, hear, feel, think, understand, believe...	"I am having a headache." Exceptions: "I am thinking of a number between one and ten."
Simple Past Tense	Played, talked, sang, swam, drove, went	Spelling, pronunciation Irregular forms
Indefinite Pronouns	someone, something, somewhere	
Count/Noun-count nouns (too)much /(too)many a little/a few ... a lot/lots of	Air, time, oil, rice a hat, an apple, an hour Much money, many people A little money, a few people A lot of money, a lot of people	Remembering what is countable and what is not.



a/an/the ...	If an item is countable, and there is only one, we must use, "a, an, or the". If the reader/listener knows which one, we use, "the". If the reader/listener doesn't know which one, and the word starts with a vowel sound, we use "an". Otherwise, we use "a".	Recognizing/remembering what is countable and what is not and when a thing is definite. e.g. "time" vs. "a time" "a restaurant" vs. "the restaurant"
some/any	Some for positive, any for negatives or questions	Do you have some apples?
Future Tense – going to... will/won't	I'm going to go to the show. I'll see you later. I won't be able to come.	Not understanding why there are 2 forms. Wanting to use the (easier) "will" form. Not using the contraction, "_ 'll"
Ask/say/tell		Knowing the difference between the patterns. E.g. "She said me that..." "He told to me..."
Pronouns: subject, object, possessive, reflexive	I, me, my, mine, myself	Remembering which one to use.
Nouns as adjectives	The computer store The three-year-old child	Wanting to add an s to the adjective: computers store, "three years old child"
Comparative adjectives: ___ er/more___	Bigger, smaller More expensive	Using "er" endings with long words or "more" with short words.
Adverbs of frequency	always, often, sometimes, rarely, never, etc.	Knowing where in the sentence they should go
Adverbs of manner: ___ly	Slowly, quickly, fast	Words that don't end in -ly
Prepositions	in/on/at/from/by...	Knowing which preposition to use
Modals: Can('t), (don't) have to, should(n't), must(n't) , could(n't), would(n't) Questions with affirmative and negative in all above tenses	I can ski. I can't ski. Can you ski? You don't have to ski. You should try these skis. You shouldn't ski on that hill. You must listen to the teacher. You mustn't go out of bounds. I couldn't ski when I was your age. What would you like?	The difference in meaning between should and must, the difference in politeness between "Can I...?" and "May I...?" and between "Can you help me?" and "Could you help me?"
Review of Question words	Who, what, where, when...	Word order in questions
Conjunctions	and/or/but	Not needing capital letters to start a new sentence after but



Adverb clauses: Reason	Because of the rain, he stayed in. He stayed in because of the rain.	No comma after "because" clause unless it comes first.
Word order in sentences - S-V-O, different order with questions	He is a nice guy. Where is he?	Remembering to change the order when needed
Agreement – subject/ verb - with antecedent	<u>She</u> is going to have a baby. He gave it <u>his</u> best.	
Basic punctuation	, . ? ! “_” Capitals	Recognizing when the sentence ends or when there's a pause.

Pre-Intermediate

Structure	Example	Likely Problems/Issues
Present Perfect Tense	He <u>has worked</u> hard all week.	Meanings/use
Present Perfect Continuous Tense	It <u>has been raining</u> all week.	Meaning difference from perfect tense, overuse of "been"
Past Continuous Tense	<u>It was raining</u> when he left Toronto.	Deciding which is the long action, using when/while
Modals	Can/could/will/would/might/should/must...	Understanding the likelihood when using modals for probability
Adverb Clauses: Reason	Because... For...	
Connectors: and, or, but		



Lower Intermediate

Structure	Example	Likely Problems/Issues
Used to	We used to live in Shanghai.	Confusing used to with used (verb) to
Two word verbs	Look after, look for, pick up	Learning the meanings of the many variations Knowing when they can or must be separated and when not. (e.g. "Please pick up me at 7pm.")
Infinitives of Purpose	To learn English is a worthy goal.	
Modals	Can/could/will/would/ might/should/must...	Understanding the likelihood when using modals for probability and in conditional sentences.
Noun Clauses	I don't know <u>where he went</u> .	Using sentence order for noun clauses starting with a question word.
Reported Speech (also called Indirect Speech)	She said she didn't recognize him.	Changing the tense from the original remark.
Adverb Clauses: Time, Condition	When I come back... As soon as it's over... If he tries... If he tried... If he had tried...	Learning the difference in meaning between still, until, etc. Learning the difference in meaning between the different conditional forms.
Adjective Clauses	The boy <u>who stole the cookies</u> is over there!	Who/whom/which/that
Adjective phrases	The woman <u>in the red dress</u> is my sister.	
Participial Adjectives (ending in ing (object)/ed (observer))	The book was interesting. I was really interested in it.	I am interesting in that book.
Error Recognition		



Upper Intermediate

Structure	Example	Likely Problems/Issues
Verb Tense Review	Go, went, has gone	Using the right form for the right meaning and use
Past Perfect Tense	Had gone	Overuse instead of the present perfect
It is/There is/There are		
Adverb Clauses of Time, Condition, Reason, Contrast, Degree/Result, Purpose	Although... Even though... So ___ that... So that...	
Adjective Clauses	The boy <u>whose coat I found</u> is over there!	Who/whom/whose/which/that word order
Noun Clauses: Reported speech, embedded questions	She asked me where he was.	Word order
Indirect commands and requests	She told us to stand up. He asked us to wait.	Adding "to"
Modals – present and future time/past time	He can see her. He could have seen her. He must have seen her. He shouldn't have done it.	Meaning and form
Ed/ing endings on adjectives	It is very interesting. I am interested in that.	I am interesting in that.
Gerunds and infinitives	Enjoy <u>doing</u> something Decide <u>to do</u> something	Learning which verbs and phrases are followed by which form
Articles	A,an,the the sun, the mountains	Using them correctly
Passives	Romeo and Juliet was written by Shakespeare.	Knowing when to use the active and when the passive
Question tags and negative questions	You're married, aren't you? Aren't you married?	Knowing how to answer correctly
Conditional Sentences	If you boil water, (then)... If you boiled water (then)... If you had boiled water...	Learning the patterns and meanings
Hope/wish	I hope you have a nice time. I wish I had \$1M.	Thinking "I wish" is positive as in, "I wish you a happy birthday!"
Punctuation	All previous ones, plus ; : -	



b) Questions for the Verbing Game

You ask “yes/no” questions to try to guess the verb that another person is thinking of. Here are some example questions:

Simple Present

Do you verb every day?
Do you verb at night?
Do you need special equipment to verb?
Do you need a special place to verb?
Can you verb anywhere?
Can you verb alone?
Can you verb with other people?
Can children verb?
Does everyone have to verb?
Is it a sport?

Simple Past

Did you verb yesterday?
Did you verb this morning?
Did you verb in the last year?

Simple Future

Will you verb tonight?
Are you going to verb tomorrow?
Are you going to verb this weekend?

Present Continuous

Are you verbing right now?
Am I verbing right now?
Is anyone here verbing right now?

Past Continuous

Were you verbing when you first saw me?

Future Continuous

Will you be verbing when you get home today?

Present Perfect

Have you ever verbed?
Have you verbed very often?
Do you think I have ever verbed?

Past Perfect

Had you verbed before breakfast today?

Future Perfect

Will you have verbed by the time you go home?
Will you have verbed by the time you go to sleep tonight?



c) Present Tense Uses

1. Facts

Apples are round and red, green, or yellow.
Canadians celebrate Canada Day on July 1st.
Water boils at 100 degrees Centigrade.
It doesn't boil at 100 degrees Fahrenheit.
Are apples round? Yes they are.
When do Canadians celebrate Canada Day?
At what temperature does water boil?

2. Proverbs

Easy come, easy go.
Birds of a feather flock together.

3. Describing situations/things

There is a bird in the garden.
The weather is beautiful today.
There are some people in the picture.
Computers are machines that can calculate faster than people.
They are used in many businesses.
Are there any birds in the garden?
What's the weather like today?
Who is in the picture?

4. Describing a story (not telling a story)

The story is about a little girl who meets a wolf in the forest.
The wolf later pretends to be her grandmother and eats the girl.
What's the story about?
What happens in the story?

5. Permanent (not temporary) situations

Doctors work in hospitals.
They don't usually work in restaurants.
I live in Calgary.

6. With stative verbs (that describe a more or less permanent situation)

They have a blue car.
I don't know.
I think you're right.
We believe in God.



Your boss wants to see you.
He's interested in astronomy.
Do you know what time it is?
Did you remember to pick up the dry cleaning?
What color do you like?
Are you (any) good at fixing cars?

7. Peoples' habits (often used with adverbs of frequency)

I eat toast for breakfast every morning.
I usually go to bed before midnight.
I never read the stock market report in the newspaper.
I don't smoke.
Do you ever eat sushi?
How often do you have English class?
Do you drink coffee?

8. Schedules

The train leaves at 5:10 pm.
The show starts at 7:00.
The bus goes to Edmonton every two hours.
The play is on from this Friday to April 25th.
The sale is on until next Wednesday.
When does the train leave?
What time does the show start?
How often does the bus go to Edmonton?
How long is the play on (for)?
How much longer is the sale on?

9. Instructions

Put up your hand if you want to ask a question.
Please close the door.
Come here.
Watch out!
Watch what I'm doing.
Watch what you're doing!
Don't do that!
Then bake the cake at 350 degrees for 1 hour.

10. Describing a procedure

You put the thingamajig on the whatsit, then you use the doohicky to start the thingamabob.



11. With some suggestion forms

Let's go!
Why don't you try on the red dress?
Why don't you mind your own business?

12. With modals and other auxiliaries when referring to the present or future

I can show you how to do that.
You should eat more vegetables.
I have to go home now.
Sorry, I can't come to the party tomorrow.
Can I call you at home tonight?
Can you drive?

13. When a second action happens in a sentence with future tense verbs

She'll be coming round the mountain when she comes.
I will already have eaten by the time you arrive.

14. With true to fact conditional sentences (ie. facts of nature)

If you heat water to 100 degrees Centigrade, it boils.
Driving to Vancouver from Calgary takes about 12 hours.

15. In newspaper headlines to indicate the present or recent past

Heat wave hits Texas.
Chretien visits Washington.

16. When telling about an event (very informally)

So he takes off on her and as he's leaving, she goes, "Well, great! See if I care!" And then they're playing baseball and he goes and hits the ball right into the neighbour's window, and boy is he scared, because he knows this neighbour is mean, you see.

17. With "I hope" followed by a sentence

I hope everything works out for you.
I hope you get what you want.
I hope I can come to your party.
I hope I win.

18. When one person wants another person to do something

I suggest (that) you go home.
He insisted (that) the man be removed from the premises.
I demand that you give me another table. This one is too close to the kitchen.



7) Conversation: Contents

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Most church ESL programs start as conversation programs. There are a multitude of sample lesson plans on the CD, but the possibilities for conversation classes are limitless. Here are some ideas, and together you will work on handling some of the challenges.





Building Lessons around Conversation

Structure of a Conversation Class

- **Class size:** Many English learners have access to larger classes which offer instruction in grammar, reading, and writing, but very few have the opportunity for intensive speaking practice. The discussions could be formed of 3 to 4 students along with a discussion leader, someone who is very comfortable and fairly expert with the English language. The groups could also be smaller, such as a tutor/student pair. Having many small groups allows students of similar ability to be put together, lessening frustration and avoiding domination by someone with more language expertise. The handouts on the CD were created for use with small group (3-4) discussions.
- **Teaching experience:** The discussion leaders need not have teaching experience, or even be native speakers, but they should be comfortable and proficient with the English language as well as good listeners. It is legitimate for them to give their views and answer some of the questions on the sheet as long as they don't dominate the conversation. Getting to know the students' experiences and needs prepares us to tell them about the place God has in our lives.
- **Resource people** with teaching experience: In addition to the discussion leaders, it is also helpful to have someone with ESL teaching experience as a resource person for the conversation groups. This person can help with grammar questions, or briefly work on individual pronunciation when intelligibility is a problem.
- **CD Resource Hand-outs:** The handouts in this binder have been created with adult immigrants in mind, although they are easily adapted for foreign students. They refer to "your first country" assuming that the students wish to stay and have adopted Canada as their nation. They are not the only suggested resources for conversation groups, but they are intended to give you a start, and some ideas for how to construct others on your own.

a) Purpose of the Handouts

- **Keeping conversations flowing:** The main purpose of the handouts is to keep the conversation flowing by providing a framework from which to operate. They may also act as a jumping off point for further discussion. They are not meant to restrict the flow in any way, however. Straying from the questions should never be considered a lesson failure. On the contrary, it shows students' conversational



ability to aim the discussion in the direction they wish. If everyone is speaking English, being exposed to new words and receiving feedback about how well they are understood while feeling relaxed enough to take risks, success has been achieved.

- **Exciting curiosity:** Another purpose of the handouts is to excite curiosity about Christianity and Christians through the scripture verse and discussion topics. The verse is a good ice-breaker and may initiate a lively conversation on its own, although some students may clearly signal no wish to discuss it whatsoever. Do not push them to do so. Not all topics lend themselves to spiritual matters, but they are designed to reveal the lives of everyone involved in the program. When God is central to our lives, we cannot help but witness to His goodness, and reveal how we know that is true.

b) Using the Handouts

- **Levels 1, 2, 3:**

The Basic Level (Level 1) handouts are not for those who are true beginners of English (neither Pre-Beginners nor Literacy Level) but for those who have enough basic vocabulary to put subjects and verbs together to form a thought. If a student hasn't yet reached that point, they may wish to sit in on conversations until they are able to learn enough vocabulary to participate (Pre-Beginner Level). Those who are very low may not be able to cover the entire topic. It is a good idea to go at the students' own pace, and talk about concrete matters, which are usually easiest.

The Intermediate Level (Level 2) handouts are for mid-level students who can handle more abstract ideas because of a greater range of vocabulary.

The Advanced Level (Level 3) handouts are for those students who already have a high level of spoken, written and reading English.

NOTE: It is neither the topic nor intelligence level of the student that determines classroom level; it is merely the student's level of communication in English that determines what level they are in class. Students in any level could range anywhere between Literacy to PhD in their own language.

However, in this binder, none of these lessons are geared for Pre-Beginners; i.e.: students who have zero English. None of these lessons are geared for Literacy Level students; i.e.: students who do not have reading and writing skills in their own native language.



- **Hand-out teaching resources:** Some vocabulary definitions are provided in footnotes, although students will need their own dictionaries, as noted below. Students should also be encouraged to provide definitions for each other in simple English, as best they can. Some exercises have role play or dialogues, others have matching exercises, ranking, fill in the blanks/cloze exercises. All are wide open for your creative ideas in teaching.

c) Extra Materials Needed in the Classroom

- Many handouts in levels 1 and 2 prefer using a Picture Dictionary; e.g.: the New Oxford Picture Dictionary. If your school/church does not have one – this is a good investment. Students often bring an electronic Bilingual Dictionary. This is also an important back-up reference. Be careful though, students should not be relying on them so much that there is no attempt to get the meaning in English first.
- World, national, provincial and local maps are another indispensable reference, especially for topics such as travel, Canada, or summer in Toronto.
- Visuals like money, photographs, etc, help tremendously. If you wish students to bring objects or music, do let them know one class ahead.

d) Conversation Class Tips

- Give students (more than you think is) enough time to respond.
- Try to include as many students as possible, possibly by calling on them by name to answer a question or give an opinion, or say something like, "Let's hear from someone who hasn't had a chance to speak yet."
- Use the board (or a piece of paper) to write down student ideas.
- Show respect for all comments and viewpoints, even while you may be disagreeing and telling why.
- Have goals for the discussion. Don't stop it too soon, but don't let it become boring, either.





The Conversation Class

a) Qualities of a Successful Conversation Group Leader

- respects each student unconditionally
- speaks English fluently
- is interested in people
- is discreet
- is sensitive/alert to group members
- is sympathetic to their struggles
- is reasonably inventive
- is enthusiastic
- is friendly
- is firm
- is patient

b) Targeted Outcomes

Understanding depends just as much on what we expect from a situation, as on intonation and correct pronunciation of sounds.

The following are some areas that we can have as the focus of a lesson. In some lessons, you may be concentrating on only one outcome. In others, you may want to target several, but you will never be able to include all in one lesson. Look at the list though, to see the variety of topics you can learn about together.

1) Learning about each other

- information
- appreciation of
 - differences
 - similarities
- feeling comfortable together

2) Drawing closer to God

- information
- appreciation

3) Learning new information

- the topics teach us about our world and ourselves as well as the students

4) Sharing a feeling or experience



5) Pronunciation & Listening

- sounds of English
- the rhythm of English: stress, intonation, reduction

6) Vocabulary

- ordinary terms
- expressions
- technical terms and jargon
- slang / colloquialisms
- idioms
- “bad words” / swearing

7) Grammar

- Instruction about correct form, meaning and use
- error correction (their errors)
- “incorrect” usage they will hear (prescriptive vs. descriptive grammar)

8) Discourse norms

- turn-taking
- interrupting
- controlling the conversation
- formal debating or meeting rules
- listening skills
- courtesy
- paying attention and ignoring distractions
- listening for the main idea, progression, details, etc.

9) Functions

- telephoning
- thanking
- asking for information
- answering questions
- requesting things
- complaining
- apologizing
- giving advice
- inviting
- stating preferences
- persuading and selling
- avoiding and confronting
- encouraging



- complimenting
- comparing and contrasting
- etc.

10) Values

- Universal values
- Cultural values
- Biblical values
- Personal values

11) Formulaic speech

- levels of formality
 - depending on the people involved
 - depending on the situation

12) Fluency

- not just talking faster but with less stops & self-corrections
- not translating
- being able to relax

13) Culture

- Canadian holidays and customs
- sharing their holidays and customs
- hospitality norms
 - time of arrival
 - taking off shoes
 - offering food
 - responding to offers
- Entertainment
- Sports

14) Coping with Canadian Life

- food and nutrition
- shopping
- banking / credit / bills
- cooking
- medical needs
- work related needs
 - finding a job
 - resume skills
 - interviewing



- keeping a job
- relationships with co-workers
- relationships with friends and neighbours
- children's needs
 - school
 - discipline/family issues
- politics/voting
- news
- utilities - mistakes, changes, disruptions
- driving/ transportation
- housing/tenancy issues
- crime / police issues
- etc.

15) Body Language

- Norms for distance between speakers, eye contact, touch, etc.
- Meaning of some actions

CREDITS: Much of this section is adapted from *Effective Techniques for English Conversation Groups* by Julia M. Dobson.

c) Materials for Building Conversation Topics

Stories/articles:

- Concordance (search out / highlight how a word is used in real texts)
- Read for information
- explain/point out
- ask questions
- expand on /respond to

Pictures:

- Build Vocabulary
- Describe
- Draw
- Compare
- Guess
- Match
- Use as story starter
- Discuss a personal situation related to the picture



Newspapers:

- News they need to know
- News from their countries
- Trends/culture
- Advice
- Entertainment/sports
- Comics
- Want ads
- Format of headlines
- Vocabulary/idioms

Other Things to Do:

- Discussion
- Debate
- Demonstration
- Game
- Guest speaker
- Info Gap
- Reading their own essays or stories
- Role Play/acting
- Singing
- Speeches/presentations
- Storytelling

Other Materials:

- Ads & flyers
- Brochures
- Emails
- Field Trips
- Folk Tales
- Games
- Internet
- Jokes
- Magazines
- Mail - theirs or yours
- Movies
- Newscasts
- Nursery Rhymes
- Poems
- Proverbs
- Realia
- Recipes
- Riddles
- Songs
- Tongue Twisters
- TV shows
- Textbooks





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We all want to be good teachers. Isn't that why we are at this training? Here is some advice about how to do it. Being the teacher or leader involves planning the lesson and often choosing the materials for the class. It helps to know what's available and different ways to teach so we can vary our methods to meet the needs of different students, and also to keep it interesting for ourselves.



Choosing & Using Materials

a) Using Course Books

- This can give your class some consistency and logical progression, especially for new teachers.
- You can probably find one at the right level for your students that has different kinds of ready-made activities (esp. if you get a Teacher's Guide or if it also has a CD or videos) This can save teachers a lot of time.
- A textbook can also make the students feel more secure because they trust it, they can see the progression, and they can review material and prepare ahead if they have time.
- But a textbook is not the be-all-end-all. It may not be exactly what your students need or want, and even if it is, it may become routine or boring.

b) Evaluating/Choosing Texts

The problem is not usually finding materials, but choosing the best ones and then making full use of them.

Is there a good fit between the text and the curriculum, the students, and the teacher(s)?

- Select what's important to you and compare books.
- Become familiar with the whole book – including all the chapters and appendices. (You can only use what you know is there.) For an overview, look at the table of contents or scope and sequence chart if there is one and then select a few chapters first.
- You can ask colleagues or students for feedback, too.
- **M**ethod (of instruction)
 - How do the authors seem to think that language is learned?
 - worksheet based or real-life task based?
 - grammar-sequenced, language situation or function-based, or vocabulary based?
 - Are instructions clear and easy for the students to understand?
 - Can students use it on their own or do they need a teacher?
 - Is there a balance between explanations and students using the information in some way?
- **A**pppearance
 - Attractive?
 - Color or black and white?



- Illustrations/pictures easy to understand and useful for teaching?
- text easy to read?
- Does the design make it easy to follow?

- **T**eacher-friendly
 - Does it have a teacher's manual with additional activity ideas?
 - Is there a scope and sequence chart (outline) of text contents at the front?
 - Are the explanations/examples usable for your students?
 - Are the exercises and tasks doable with your class?
 - Are there answers in the back or in the teacher's manual?
 - Is there a transcript of listening activities, etc.?

- **E**xtras
 - Index, glossary, grammar outlines, or appendixes for the students?
 - Tape, CD, or video for listening activities?
 - Student workbooks for homework or more practice?
 - Recommended internet sites for more practice?
 - Posters?

- **R**ealistic language and situations for your students? (content)
 - Is the language authentic?
 - Are the themes appropriate for your students?
 - British English? If so, does it matter?
 - Are the references to British or American places/history/customs?
 - Are the learning tasks appropriate for the culture of your students?
 - Does the book show any prejudice toward a specific race or custom?

- **I**nteresting
 - Age-appropriate content that students will like
 - With enough variety in kinds of tasks for different learning styles
 - Is there any culturally insensitive material?

- **A**ffordable and available?
 - Is it good value for your school or the students?

- **L**evel
 - Is the reading level suitable for your students?
 - Is the content appropriate for your students?
 - Do you like the sequencing of the topics?
 - Will the students feel they are making progress as they go through the book?



- **Skills**

- Does it have activities for all 4 skills (listening, speaking, reading, writing)
- Are these activities likely to be interesting to your students?

(More checklists are in *How to Teach English* by Harmer on p.154, in *Teaching English as a Second or Foreign Language* by Celce-Murcia on p. 425-427, and *Teaching Adult ESL* on p. 230.)

c) Adapting Texts

If you don't like a section:

- **Change the order** i.e. Do chapters or activities in an order you find more natural or to fit with other priorities.
- **Omit** (e.g. a chapter on horoscopes or the occult, or something you think is too easy or too hard for your students, or wouldn't interest them.)
- **Replace** (e.g. if British or American places or people, change to Cdn. ones.) or replace their activities with some more interesting to your students, or to fulfill your own objectives or to fit the learning styles of your students.
- **Add** to the course book with visuals, video clips, music, flyers, excerpts from the newspaper or a magazine about the topic, realia and extra activities or games to engage the students or give them more free practice. Many teachers supplement by using sections or activities from another text or make up their own practice worksheets or games.

d) Adding Activities to a Word List

a) Personal engagement

- "Which words have a positive (negative) meaning for you?"
- predict which will be most useful to them in the future
- ask whether any sound like something from their language
- ask which are easy to pronounce and which difficult
- ask which words would be useful in specific contexts

b) Word formation

- discuss how the words are constructed – i.e. Root words, prefixes, endings
- ask which words have stress on the first (second/third) syllable
- ask which are nouns (things) or verbs (actions), etc.
- ask which adjectives can be changed into nouns/verbs, etc. (and with what ending change)
- ask if students know an opposite or a synonym for an adjective on the list

-adapted from *How to Teach English*



e) Adding Listening Activities

- Give a **dictation** using something from the book, or with similar vocabulary.
- After one student makes a presentation, **ask** other students **questions** about it.
- Tell a **story with some wrong information** and students have to either hold up a “false” card or shout out “no”, then correct the information.
- You can also just make statements and the students have to say or show if they are **true** or **false**.
- Give students a **listening cloze** exercise. They have to fill in the words as they hear them.

f) Adding Speaking Activities

- Have learners **brainstorm** a topic.
- Have learners **discuss** in pairs/small groups, or in the large group.
- Have learners **debate** an issue.
- Have learners **ask** and **tell each other** personal information.
- Make up a “**Find somebody who...**” questionnaire or **survey** for students to fill out.
- Have learners **act out** a situation from the book.
- Have learners make a **presentation** about something related to the theme.

g) Adding Reading Activities

- Make **predictions** about what will be in the selection, or how a story will continue.
- Ask students to **scan** for specific information, e.g. numbers, certain names or words.
- Ask students to **skim** the reading for the main idea. (Give them only 4-10 seconds to see what they can get.)
- Ask students to **read only the first sentence of each paragraph** of a non-fiction selection and have them predict what else the selection will include.
- Use **flash cards** to focus on vocabulary.
- Ask students to look up words in the **dictionary**.
- Learn **prefixes, suffixes, and root words**.
- Make a **web** of the ideas in the selection.
- Make up a **cloze exercise** or **true/false** quiz about the reading.



- Ask students to **put parts** of a reading **in order**.
- Have students **read part** of a selection and tell or write how they would **finish it**.
- **Tell part** of a story and have students **read the rest**.
- Divide the selection into parts and do a **jigsaw reading** where each student only reads one of the parts and talks to others about their parts so that they finally piece together the whole story.
- Make up a **wordsearch puzzle**.
- Make up a **matching** exercise, e.g. with words and definitions.
- Have students **research** (and present) a topic.
- Ask beginner students to **copy** something from the board or a book.

h) Adding Writing Activities

- Ask students to write about a **similar situation** in their lives to the something in the book.
- Study the **layout** of a piece of non-fiction and ask students to write something with a similar pattern. (e.g. how to describe something, giving pros and cons in an argument for something.)
- Ask students to **continue** a story.
- Have students **respond** to a picture or topic from the text.
- Make up a **crossword puzzle**.
- Have students keep a **learning journal**.
- Have students write **notes for a presentation** they will give.
- Have students keep a **list** of new (for them) vocabulary.
- Have students make a **poster**.
- Have students **label** a picture or drawing.
- Ask students to **write a famous story** from their home country.
- Have students **fill out charts**.





Other Materials

a) Selecting Pictures

(Some of these are in picture dictionaries, too, but “Variety is the spice of life.” You can get pictures from anywhere; they don’t have to be specially made for ESL. If a picture is worth a thousand words, how many pictures is this sentence worth?)

- **large** enough for all to see (e.g. calendar pictures), or smaller black line drawings that can be copied easily, put on overhead, or put on cards for games
- of single **objects** for vocabulary building or games e.g. food, clothing, furniture, animals, tools, methods of transportation
- of famous people or events in the **news**
- of **people** (and animals) to describe or use as a basis for other language situations
- pictures of routine **actions**, plus occupations, sports
- with **more details** for describing
- with **similarities** for comparing/contrasting
- in a **sequence** for steps in a process (e.g. book: Picture It)
- that can be used to teach **grammar structures** (e.g. a close-up or unclear picture “It might be...” “It could be...” “It must be...”)
(e.g. books: Play Games with English 1 and 2, Where’s Waldo)
- with **furniture** in a room - can be used to teach prepositions
- of typical (or maybe unusual) **situations** to stimulate dialogue e.g. in a bank, doctor’s office, tenant problems or store returns for damaged or unsuitable items
- of **locations**, especially famous places or holiday destinations or Calgary locations
- that show **functions** (e.g. an accident that requires an apology, a party for invitations)
- that illustrate **idioms**
- that illustrate **stories** in our culture
- etc.

- adapted from *Teaching Adults, An ESL Resource Book*



b) Realia

- **forms** to complete (e.g. library, bank, SIN, job application, credit card application, cheques, phone message pads)
- **Labels/Directions** (e.g. food labels, clothing labels, washing instructions, medicine labels, assembly **instructions**, operating instructions (like washing machines, DVD players), recipes, safety symbols (e.g. poison, fire hazard, etc.)
- **Notices/Statements** (e.g. school notices and consent forms, bank or credit card statements, utility bills, insurance policies, warranties, pay stubs, programs or tickets, transit passes)
- **Flyers** and catalogues, restaurant menus, brochures,
- **Newspapers** and sections, incl. ads, comics, advice columns, movie reviews,
- **Phone books** (white and yellow pages) a class set if you can find that many so you can teach how to use the phone book.
- Driver's **Handbooks** with traffic signs,
- **Magazines**, calendars or just calendar pictures
- Items from your home, e.g. **kitchen utensils, tools**
- Videos or **DVD's**
- **News links** on computers, and other ESL websites
- **Games** (Monopoly, Scrabble, Uno, etc.)
- **English Express** Newspaper (for ESL students and programs on request)
- **Songs** (popular, golden oldies, holiday-related, themes)
- **Books** (Where's Waldo, library books)
- **Cards**, invitations
- Personal **pictures**

Don't just teach the names of items, but set up a situation where students will use language related to the items.

e.g. Bring in kitchen utensils.

e.g. Set up a mock shower, where the recipient says, "Oh, a ___!. Thank you. I can use this when.... (or I can use this to....)"

e.g. Bring in spices from your cupboard and let students smell or taste, or give them recipes that include some of the items.

e.g. Bring in real medicine and have students practice being the patient and the pharmacist.



c) Newspaper Ideas

(Probably the most cost-effective resource)

- Have students bring newspapers to the class and read together and discuss articles they are interested in or have them bring in news items from their home countries and talk about them.
- Discuss the headlines – construction of headlines, and idioms used (as well as the news item)
- You choose an article you think they will enjoy or should know about and read and discuss it together. i.e. perhaps a review of a new movie, an article about a change in government policy that will affect them, a new development in the city, a new finding in medicine or science, a human interest story, etc.
- Look at ads (teach abbreviations) and discuss whether or not such things would be for sale where they came from, and what their opinion is of the items, e.g. pets – Do/did you have a pet at home, or do you want one? apartments – Do many people live in apartments in your home country? Are they similar to or different from apartments here? Would you rather live in an apartment or a house?
- Gisela sometimes teaches a class called “The Newspaper and the Bible”. The class reads a newspaper article together (taking turns, or however), where she corrects students’ pronunciation, and discusses the meaning of difficult vocabulary and idioms, then they discuss the issue or topic of the article, then she presents something from the Bible relating to the topic. e.g. a review of the movie, K-Pax, in which a man claimed to be an alien, ended in a discussion on how you could test or evaluate an outrageous claim such as Jesus’ claim to be God, a story about gangs might end up with discussing Jn.13:34,35, etc.
- Read the comics together. They are a good source of authentic language in real settings, (good examples of vocabulary for functions, and idiom use) but students are usually reluctant to read them on their own because they need help at first to interpret or “read” the comics, to learn to recognize the characters, and to learn some of the expressions.
Things you might have to teach them about comics:
 - read the strip from left to right (usually) and top to bottom (with speech balloons)
 - time progresses with each panel.



- notice the location – background details tell part of the story.
- who characters are e.g. Dagwood and Blondie are married, etc.
- speech balloons - look where they are pointing.
- thinking balloons – notice the difference in shape from speech balloons
- spelling like it sounds/reduction - e.g. wanna, yer, cuz and use of all capital letters (which is easier for North Americans to read but more difficult for many other people)
- bold letters for louder
- *!%\$ for swearing
- light bulb for idea
- lines to show movement
- They have to make inferences about the situation and what is meant or what happened before or will happen later.
- There are different kinds of humor, e.g. puns, situational humor, irony. Sometimes the cartoonist “has an ax to grind.”
- Political cartoons in the editorial section are related to the current news events.
- Comics don't always have to be funny. Sometimes they are just true (to life).

Lesson Planning

“Plan what you want to accomplish, then the best way to get there.”

Lesson planning shows the teacher has spent time thinking about the class, it demonstrates professionalism and commitment, and gives the lesson an overall framework/shape. Good teachers are flexible, but also have to think ahead to where they want to go.

a) General Guidelines

Ask yourself:

1) Who are my students and what do they want or need?

- Consider family and cultural background, age, gender, personality, ability, interests, learning styles
- Language learners are more highly motivated when the communication in which they are involved is meaningful to them. Therefore: Teach what they want to learn. Find out their goals and help them to meet them. Use examples in class that come from their experience or would apply to their lives. Set up role plays similar to actual situations they will be in.
 - purpose for using English
 - setting in which to use English
 - who they want to communicate with
 - how communicate – e.g. notes, reports, on the phone, face-to-face, in groups
 - interpersonal attitudes/tones/level of formality
 - what language they will need for the above

2) What topic or language skill will help them?

- Goals → more specific objectives → yet more specific tasks, with conditions under which they will be done, and standards of how well
- Objectives –Prepare 2-3 objectives per topic. Ask yourself “What are the students going to be able to do after each lesson? And why?” – these questions will generate measurable goals; goals should be simple; for example, students should be able to give their telephone numbers in English or be able to navigate a bus map.
 - a. Do not make the objectives more difficult than they can handle.
 - b. Make objectives concrete in your head before making them concrete in theirs.
 - c. Objectives should build on one another so that the “big picture” objectives are met.
 - d. Some teachers’ guides have objectives already laid out. These can be used but may need to be adjusted for individual classes.



- e. Ask students why they want to learn English. Their answers will yield appropriate objectives and lesson plans.

3) How will I teach this?

- How can I increase the student's desire/will to learn?
- What activities will I use?
- What is the best presentation sequence or technique?
- Steps – The “line-by-line” of teaching the lesson. Have it organized in your head first and then put it on paper. Enumerate each part. This allows you to think through the flow of the lesson.
- A lesson conveys knowledge via group work, in pairs, independently, through games and “purposeful” movement.
- Be prepared but also be flexible in case some students are lost from the beginning due to missed classes.
- Remember to use variety so that neither you nor your students are bored.

4) What resources do I have/need?

- Available materials/texts, realia, games, money, effort
- time & location constraints

5) Connections

- Most students find linked topics on a theme better than disjointed “one-off” lessons.
- How will this connect to past or future lessons?
- Also plan connections/links from one activity to another in the lesson

6) Extra

- plan something extra “just in case” students finish early, or something goes awry

7) Be Flexible

- sometimes “life happens” – e.g. the copier breaks down, or another teacher needs the OH, or students haven't done their homework, or students get into a discussion about something and you don't want to stop them.
- students may need more time on an activity than you thought, or they may come up against a language problem (which you can spend time to teach right then, or decide to reserve for later)

8) Evaluate

- Assessment –What did the students really learn? Did they enjoy it? Give homework or a practical assignment with proper expectations.



- Make notes (during or just after class) about things that came up in the lesson and need to be addressed in the next lesson(s) (questions, requests, problems, lesson ideas) and any remarks about how the lesson went (Was it too easy? Too hard?), what you did vs. what you planned to do, and what you might do differently next time.
- A lesson plan is a guideline for teaching, but afterwards, it is also a record of what was taught for testing purposes or in case you want to teach a similar thing again.

b) The Big Picture

- 1) Start with free conversation.
- 2) Review what you taught in the past lesson(s).
- 3) Teach your lesson.
- 4) Evaluate the lesson

ROPES

R - review

O - overview

P - presentations

E - Exercise

S - Summary

c) Characteristics of a Good Lesson

- Ties in with the previous lesson.
- Students actively participate (go to board, etc.)
- Lots of opportunity to practice.
- Application to real life.
- Easy to measure lesson's success.

d) Characteristics of a Bad Lesson

- Unclear directions. (Just saying, "Discuss this topic.")
- Too much teacher talking.
- Too long on the same subject.
- Use same kinds of learning through the whole lesson with no variation.
- Introduce too much vocabulary/information.
- Too much preparation time for students to do activity.



f) Parts of a Lesson

Every lesson should include some of each of the following, though *not necessarily always in the same order*. Sometimes you may want them to try something before you teach about it so that they appreciate the need for what you are teaching, or you spiral around and use various activities to expand their knowledge of or confidence with something.

Connect - A Warm-up/Introduction – to engage both minds and hearts
e.g. free talking, prediction, games, music, stimulating pictures, dramatic or amusing stories, discussion of hot topics or current events, a tape recording, brainstorming a topic...

(If you are teaching more than once, you should also review something from the last lesson before you start the new one, especially if the two lessons are on the same topic. E.g. “Do you remember what a ___ is?”, or “Yesterday, we learned about ___. Who can tell me__?”)

Content - Presentation

Deductive – give them rules to construct the form, meaning, or use of a structure, or

Inductive – get them to figure out the rules from samples of the language
e.g. content explanation by the teacher, scripted role play or dialogues, a demo, sorting or matching items, filling in the blanks, oral drills...

Challenge - (Controlled) Practice

e.g. scripted or oral practice with repetition and possible substitution, dictation, reading aloud, scripted dialogues or narrative, cued speaking in response to cards, pictures, mime, given situations, filling in the blanks, games...

Challenge - (Less Controlled) Production – (freer practice or to transfer/apply the lesson) Students use what was learned to communicate freely or. e.g. writing compositions, writing and giving an oral report, doing role plays or skits, discussion, problem-solving, responding to what they heard or read, later writing a test...

Change – Homework, or use of the language for the students' own purposes outside of class.



The following pages contain a mini-lesson format plus 4 lesson plan layouts to fill in for your planned teaching – 2 this weekend and 2 next weekend. (You will be given ½ hour after lunch to do this.)

Look at the mini-lesson format on the next page, then turn to pages E19-20 in the pronunciation section to see an example of a lesson planned this way. You will also see a demonstration of a lesson later in the conversation part of this workshop.



g) Mini-Lesson: and Intervention

TOPIC: Grammar Pronunciation Level: _____

DATE:

TIME:

Achievement Objectives:

By the end of this session, participants will have...

-
-

Materials Needed: (e.g., for Pronunciation intervention, elastics, mirrors)

-

The Learning Plan

Learning activity (learning tasks should be the bulk of this)	Resources Needed	Time
Connect (identify the grammar or pronunciation problem) <ul style="list-style-type: none"> • 		1 min
Content (provide the correct form/meaning/usage through self-discovery via an activity) <ul style="list-style-type: none"> • 		2 min
Challenge (students use the correct form/meaning/use in a game or activity) <ul style="list-style-type: none"> • 		2 min
Change (how will they practice or review at home?) <ul style="list-style-type: none"> • 		1 min



Mini-Lesson Planning Sheet

Topic: _____

Level: _____

DATE: _____

TIME: _____

Achievement Objectives:

By the end of this session, participants will have...

-
-

Materials Needed:

-

The Learning Plan

Learning activity (learning tasks should be the bulk of this)	Resources Needed	Time
Connect •		min
Content •		min
Challenge •		min
Change (how will they practice or review at home?) •		min



Mini-Lesson Planning Sheet

Topic: _____

Level: _____

DATE: _____

TIME: _____

Achievement Objectives:

By the end of this session, participants will have...

-
-

Materials Needed:

-

The Learning Plan

Learning activity (learning tasks should be the bulk of this)	Resources Needed	Time
Connect •		min
Content •		min
Challenge •		min
Change (how will they practice or review at home?) •		min



Mini-Lesson Planning Sheet

Topic: _____

Level: _____

DATE: _____

TIME: _____

Achievement Objectives:

By the end of this session, participants will have...

-
-

Materials Needed:

-

The Learning Plan

Learning activity (learning tasks should be the bulk of this)	Resources Needed	Time
Connect •		min
Content •		min
Challenge •		min
Change (how will they practice or review at home?) •		min



Mini-Lesson Planning Sheet

Topic: _____

Level: _____

DATE: _____

TIME: _____

Achievement Objectives:

By the end of this session, participants will have...

-
-

Materials Needed:

-

The Learning Plan

Learning activity (learning tasks should be the bulk of this)	Resources Needed	Time
Connect •		min
Content •		min
Challenge •		min
Change (how will they practice or review at home?) •		min



Good Teachers

a) Recommendations for ESL Teachers

1. You enjoy working with and getting to know people and are willing to let others know you, too, warts and all.
2. You care about the students and are willing to really listen to them to get to know them as individuals.
3. You are willing to help the students with needs other than English if you can, but you realize that you, too, have your limits.
4. You are mature enough and you have the social skills to adapt to and work with a wide variety of students.
5. You have respect for the students and their culture(s). You are non-judgmental and fair.
6. You can be flexible (according to student needs, or the copier breaks down, or...)
7. You have a sense of humor. You can laugh with the students, and at yourself.
8. You are unself-conscious enough to act sometimes to help students understand something.
9. Your own English is good enough that it can act as a model for the students.
10. You enjoy sharing knowledge, but are willing to facilitate rather than control (to help learners do things for themselves.)
11. You are willing to scrounge around your house and neighborhood for materials to use in your teaching (and find places to store teaching resources).
12. You have experience – learning another language, or intercultural/interracial experience.
13. You are willing to learn new information through training, sharing, or having new experiences, e.g. by attending annual ATESL conferences or other training sessions, or reading the newspaper or searching the internet to find things your students need to know.



14. You have at least a basic understanding of ESL methods and how languages are learned.
15. You are able to evaluate effective ESL materials and procedures.
16. You can give explanations and instructions clearly and simply.
17. You have some understanding of how to evaluate student progress in second-language learning.
18. You are willing to spend the time to be prepared for your lessons. Students expect teachers to be professional, knowledgeable, and prepared (even volunteers). If they sense this is lacking, even if they like the teacher personally, they will likely go elsewhere. Most students expect some grammar teaching, even if they are not good at grammar, and if the teacher cannot give them at least minimal answers to their grammar questions, they will suspect that the teacher is incompetent.
19. You can be positive. This will help the students relax and feel safe enough to open up and take risks in trying out the new language.
 - a. Have a positive attitude about the students' abilities. Help them realize they can do it.
 - b. Give positive rewards, whether it's praise, a treat as a prize in a game, a note of encouragement, etc.
 - c. Be positive even while correcting by saying what they got right as well as what's wrong, e.g. by focusing on the good content or creativity of an essay, a good guess at the meaning of new vocabulary, a good stab at some unknown complicated grammar structure, or being willing to share something personal.

List adapted from *Creating a Quality ESL Program: A Guide for Churches* by Susan Burke, and *Handbook for Teaching Bible-Based ESL* by J. Wesley Eby.

b) Expertise

"Any person who desires to help the ESL learner can be an ESL teacher... Frequently teacher success is the result of enthusiasm, intelligence, and love for students more than skills in methods and techniques."

- J. Wesley Eby, *Handbook for Teaching Bible-Based ESL* p.22



“Many people believe the maxim, “If you can speak English, you can teach it.” In one sense, this is true. You can serve as a conversation partner for those who already know some English; you can probably correct a host of grammar problems, even if you can’t explain why a particular usage is correct; you may be able to help students work through lessons in ESL/EFL textbooks; you may even have the expertise to teach literature or composition to university students who are at the advanced level of proficiency. Your ability to speak English will allow you to handle a number of specific teaching responsibilities; however, the range of tasks you can perform—and especially the range of tasks that you can perform well—will be severely limited if you lack professional preparation”.

- Lonna J. Dickerson (2004) Director, Institute for Cross-Cultural Training (on the internet)

c) Roles/Tasks/Skills

Alberta Occupational Profile of ESL teacher:

http://alis.alberta.ca/occinfo/Content/RequestAction.asp?aspAction=GetHTMLProfile&format=html&occPro_ID=71002459&SNT_ID=25

Teacher Roles

1. The teacher as controller
 - the teacher is in charge
 - the teacher decides what the learners will do
 - every aspect of the lesson is pre-planned
 - there is no room for spontaneity, free response, unrehearsed dialogues
 - control is useful when organizing the class or the lesson
2. The teacher as director
 - the teacher conducts or guides the learners
 - the teacher makes sure the lesson flows/moves smoothly
3. The teacher as manager
 - the teacher plans the parts of the curriculum and actual lesson
 - s/he allows the learners to learn within this organization
 - the teacher usually controls: the objectives, evaluation/testing, and guiding the learners to meet the objectives
4. The teacher as facilitator
 - the teacher is a guide, helper, and “gentle prodder”



- the teacher is less a director and controller
- the teacher believes the learners are intrinsically motivated
- the teacher provides learning strategies

5. The teacher as resource

- this is the least directive role
- learners take the initiative and come to you for advice, information and counsel

Teacher Roles and Learner Actions

TEACHER ROLES

Directive

- controller
- director
- manager
- facilitator
- resource/counselor

Non-directive

LEARNERS' ACTIONS

Passive (not in control)

- listening
- copying
- answering
- questioning
- doing a prepared role play
- role play of choice
- playing a game of choice
- make a story on own topic
- discuss a topic of own choice

Active (in control)



d) Facilitation

“Learning is more important than teaching” – Michael Lewis

Lecturer – 1 area of expertise: knowledge of the subject matter

Teacher – 2 areas of expertise: knowledge of the subject matter + skill with the methods and techniques used to help students learn.

Facilitator – 3 areas of expertise: knowledge of the subject matter + skill with the methods and techniques used to help students learn + developing capacity to generate a psychological climate conducive to learning

“I come to realize that the way I am has as much effect on the class as the methods I use, and that patience, relationship, spontaneity, empathy, respect and so forth, are qualities that are of the utmost importance, yet cannot be put in place by more methodology or a different course book.”

- the above taken from “Facilitation in Language Teaching” by Adrian Underhill in the book, *Affect in Language Learning*.

Teacher Talk Time

In a class of 15 students working as a whole group and one teacher, how much speaking time will each student have in a 1-hour class?

	Advantages	Disadvantages
Teacher Talk Time		
Student Talk Time		



e) Improving our Motivation as Teachers

- Pray together.
- Build a sense of community amongst teachers by attending events, teacher meetings, socials, etc.
- Check out, use, and share effective teaching materials.
- Gain encouragement and enthusiasm through attending workshops.

Teaching Methods

a) Teaching the Language System

There are 2 basic ways of helping someone learn a language: 1) have students learn elements of the language, then put those elements together to use them to communicate, or 2) have students try to use the language right away, and correct it more and more as you go. Most teachers balance the two, sometimes concentrating more on the form, sometimes more on the communicative goal.

Some students can “pick up” the language by themselves, but most need help to organise the information they are trying to learn. Research has shown that the most effective way to help students learn a language is to focus their attention on an aspect of the language form as they are involved in using the language to communicate.

b) Describing Learning and Teaching

A teaching method is a certain way of teaching depending on a certain view of how languages are learned. Most modern teachers are eclectic, that is, combining things from many methods according to their needs.

1. Some Traditional Teaching methods

Grammar-translation – (the way people used to teach Latin, by dissecting the words and grammar to learn to translate Latin into English or English back to Latin). Using bilingual dictionaries is similar to this method.

Audio-Lingual – teaching, often using sample dialogues, in small grammar-based steps with a lot of repetition through grammar drills and then building the language up from there, hopefully with few mistakes. A lot of older textbooks use this method. There is much more emphasis on form than meaning or use of the vocabulary, so the dialogues are often not very realistic, but students do learn grammar patterns, as well as vocabulary in context. However, students can often recall a grammar rule in a drill, or when reminded, but they don't seem to be able to carry it over for use in their everyday speech. Learning/focusing on rules in a communicative contexts (with meaningful practice) seems to help the transfer to happen.

TPR (Total Physical Response) – The students don't have to talk at the beginning. They just listen to the teacher and do an action according to what she says (after the teacher has demonstrated the action first). e.g. “Stand up.”, “Put



the red piece on the blue piece.” or “Stir the eggs.” (Playing “Simon Says” to practice the names of body parts is an example of this.) Grammar is just used, not explained. This method works well for some beginner learning, but less well for more advanced students and more complicated grammar structures.

LEA (Language Experience Approach) – The teacher provides an experience for the students, then tells them (s)he want to write down what they experienced together. The teacher writes down exactly what the students say (on a piece of paper for one student, or the board for a class), leaving blanks between each line in order to change or add things later if they want. The teacher then reads the story aloud, pointing to each word as (s)he reads, then again, more naturally, then asks the students if they want to make changes. Later, there is work on vocabulary they want to practice and review of the story again during the next lesson. If possible, the teacher makes and gives them a copy, or has it available in the class to be read again on their own. This is a good way for students with a low reading/writing level to see the relationship between speaking and writing/reading to improve their literacy.

PPP (Presentation, Practice, Production) – The teacher presents a pattern, students practice using that pattern and combine it with different vocabulary to produce it on their own.

CLT (Communicative Language Teaching) – PPP plus teaching language functions (like thanking). The idea is that students only need exposure and opportunity for use in order to learn. They are put in situations where they must share information and negotiate meaning in a low-risk environment. The teacher acts more as a facilitator than explainer, setting up situations where students talk to each other.

Counselling-Learning Method – The teacher acts as a counselor, helper, or guide. The students communicate about things that are meaningful to them, with the teacher helping them to express what they want to say, again in a low-risk environment. There is no particular sequence, and it helps if the teacher knows the first language of the students so that he/she knows what they want to say in English. Helping students express themselves in group discussions would be an application of this method.

The Natural Approach – The focus is again on meaningful, comprehensible language. The teacher provides this “comprehensible input”, talking just a notch above the level of the students. Grammar teaching is not part of this method. Students are expected to “pick up” the language as little children do, gradually



figuring out the rules for themselves. Students are not corrected if they make a mistake while speaking. Grammar homework may be corrected, though.

TBL (Task-based learning) – The teacher introduces then assigns a task that students do any way they can. Afterwards the teacher focuses attention on the language the students needed or used to do the task, and possibly has them redo the task using the new language. It helps students see the need for the new or for certain kinds of language.

2. Different Sequences:

In our lesson plans, you have been learning the “straight arrow” approach of **PPP**, presentation/practice/production. That is not the only possible sequence for an ESL lesson.

For example, **TBL** uses a “boomerang” sequence which puts a task (production) before the presentation as well as afterward in order to make students more aware of the need or use of the target language. In a longer ESL class or module, you may also have a “patchwork” sequence of different kinds of activities alternating back and forth between engaging the students’ interest, giving them instruction and giving them a task.

3. How to do the presentation/practice/production steps in the PPP work?

Explain the language form - focus on rules or patterns

- Sounds – mirrors
- Voicing – rubber bands
- Syllable or Sentence stress – clapping, or gestures, marking the syllable with a stroke in writing
- Intonation - moving hands up and down
- Sentence structure –
 - write on the board or OH (overhead)
 - write words or phrases on separate cards that can be moved around
 - use diagrams or charts
 - read explanations from a textbook
 - simply explain a structure verbally (making sure you use language that is easy for the students to understand.)

Controlled practice – focus on accuracy

- we check how much has been understood
- we often correct if they make mistakes
- helps information go from short-term memory to long-term memory



- repetition works
- recycling (coming back to a topic later in the course)
 - Choral repetition, or semi-chorus (2 groups)
 - individual repetition
 - cue response or substitution drills – The teacher gives a pattern and asks the student to use the same pattern with a new given word.
 - TPR
 - worksheets
 - cloze exercises (fill-in-the blanks),
 - filling in charts or surveys
 - information gap or jigsaw (2 or more people each have part of the information)
 - games like Bingo, Concentration (also called Memory)

Freer practice – focus on fluency

- using the language in real-life tasks
- speaking is mostly student-to-student interaction
- meaningful practice with unpredictable content
- errors are noted and handled later
 - personalized writing tasks
 - group discussions
 - project work

4. Adapting content to make it easier for ESL students to understand:

- Before class, go over and decide which words might be problems. Be ready with ways to help students learn these words.
- Speak a bit more slowly than normal.
- Speak clearly.
- Limit your vocabulary or use of idioms (or take time to explain them).
- Teach new vocabulary specifically.
- Define or give synonyms for any unknown new vocab. that comes up as you are talking
- Break words down into parts if doing so will aid understanding e.g. bicentennial: bi = 2, cent = 100, “ial” is an adjective ending, so bicentennial means related to 200 years.
- Use context clues to help students understand the meaning
 - gestures
 - mime
 - pictures
 - diagrams
 - charts



- real objects
- posters/bulletin boards as reminders
- repetition/restating/rephrasing
- examples
- drawing “webs” of related ideas
- Build schema
 - Help the students to relate the new information to what they already know, or to their previous experience. Show relationships between words, eg. Circumference is related to the word circle. Both start with “circ”
 - Give them, or help them find in the text, ways to organize the information to see the flow. e.g. charts / outlines, or drawing attention to pictures, headings and bold-faced words in the text.
- Check for understanding
 - with true/false questions
 - ask students to give other examples
 - ask students to explain it in their own words
 - ask students to draw or chart the information
 - ask students to give the main idea
 - ask students information questions (who, what, where, when, how)
 - ask students judgment questions (“Why do you think...?” “What would you do if you were in that situation?”)

Group students in different ways to maximize different opportunities for them to interact with the information and each other.

*See also: General Structure chart for project work (inputs, process phases, stimulus questions, activities, learners texts– Teaching English as a Second or Foreign Language p. 342-344.

5. Teaching language functions

- Present one or more dialogues and discuss the meaning.
- Have students repeat it (them).
- Have students sort lines in a dialogue or fill in the blanks.
- Check by listening to a tape, CD or video.
- Work on intonation and stress (by repeating).
- Talk about the function of each line.
- Give alternate choices for expressing certain ideas or functions.
- Talk about/show how to make the language stronger or weaker, or more polite
- Have students make up their own similar dialogues.
- e.g. Textbooks: *Expressways*, *What Do People Really Say*, *Telephone Book*



6. Teaching Vocabulary

The brain stores words according to associations. The more associations we can make, the more easily a word will be remembered. Teaching “word families” of related words helps build these associations and can maximize vocabulary learning. e.g. 1) walk, walked, walking, walker, walkman, 2) television, telescope, telephone, telemarketing, or 3) teaching a pattern, like care +ful = careful and care + less = careless can make the transfer to “helpful” and “helpless” easier.

e.g. When teaching about clothes, we usually teach the word “bracelet”. Why not at the same time, teach the basic meaning of brace (support) + let (which means little), then: “braces”, “knee brace”, or “brace yourself”?

Repetition, or multiple exposure, also aids learning. If you “come across” a word fairly often, you start to realize that it is important to remember this word, and maybe easier than looking it up each time. One way to do this is to build a story around a target set of words or patterns. Newspapers tend to use the same vocabulary again and again as well, so if students are willing to learn some basic “newspaper vocabulary” (like “slain” for “murdered”) they can understand a lot on their own.

Beginners –

- Show the words – write the words on the board, overhead, cards, sheet, etc.
- Pronounce a word and ask students to repeat it.
- Model/mime the word if it is an action
- Give a simple definition of the word or show a picture
- Use the word in a sentence and/or give an example of when to use it.
- Use picture flashcards for review/practice
- Use picture dictionaries for teaching related words. They sometimes also come with a teacher’s manual that provides further practice exercises for the words. They are often available in monolingual or bilingual editions.
- After teaching some words, write sentences with the words missing, and students have to fill in the blanks. (This is called a cloze exercise.)
- You or students make a wordsearch or crossword puzzle with the definitions as clues.
- Sometimes it’s necessary to teach students “chunks” of language they don’t yet know how to analyze, but which they need to perform a function. They can memorize these useful phrases and learn to analyze them later. (e.g. “Would you like a cookie?”)



Intermediate/Advanced – The above methods plus

- Identifying word parts, i.e. prefixes/suffixes and root words
- Sorting into parts of speech, e.g. noun, verb, adjective, adverb, etc.
- Sorting into word stress patterns (i.e. Which syllable is stressed)
- Webbing or drawing a "vocabulary tree" of related words
- Sorting/grading of related words or shades of meaning e.g. weather words, or "small/tiny/miniature/wee/little...
- Give a sentence or paragraph which uses a new word in context and ask students to guess at the meaning of the new word without looking in the dictionary.
- Guessing at the meaning of related idioms e.g. turn over – turn over a new leaf.
- Show students collocations- words that are often used together with a certain word (can be found in several new dictionaries, like the Collins Cobuild English Dictionary or Longman's Dictionary of Contemporary English)
- Have similar words in a list and a cloze exercise to put the correct word from the list in the context.
e.g. instrument, equipment, tool, utensil, appliance, hardware, software
e.g. job, work, labor, occupation, position, task, employment, career

A **base** of 2000 words seems to be the current goal, with academic students, of course, needing a lot more.

General Service List of 2000 most frequent English words in order:

<http://jbauman.com/gsl.html>

Word lists with "families" of related words (based on the General Service List):

http://www.lex tutor.ca/freq/lists_download/

The Academic Word List with computer exercises to practice it:

<http://web.uvic.ca/~gluton/awl/>

The Academic Word List with related words:

<http://www.uefap.com/vocab/select/awl.htm>

Lewis (1993) even suggests building a whole curriculum on common lexical phrases and common collocations (nouns with accompanying adverbs and verbs) and metaphors or idioms precisely because they are so common and act like formulas in our everyday speech.



7. Using Questions

Questioning Techniques

- round robin – going around the class in order with each student answering in turn. (This gives students a chance to prepare their answer if they count ahead to see which question will be theirs. Sometimes it's a good thing, sometimes not.)
- Popcorn - say a student's name after you have asked a question. This makes all students pay attention to the question in case their name is the one called at the end.
- Say a student's name first if you are trying to draw out one who often doesn't volunteer or you think they may have something special to contribute, or you want that person in particular to pay more attention
- Leave the question open to all if you are unsure whether they know the answer.

Question Types

- Knowledge – Identification and recall of information.
Who, what, where, when ...? Describe....
- Comprehension – Organization and selection of facts and ideas
Retell... in your own words. What is the main idea of...?
- Application – Use of facts, rules, and principles
Why is ...significant? How is...an example of...?
- Analysis – Separation of a whole into component parts
Classify...according to How does...compare/contrast with...?
- Synthesis – Combination of ideas to form a new whole
What would you predict/infer from...? How would you create/design a new...?
- Evaluation – Development of opinions, judgments, or decisions
What criteria would you use to assess...? Do you agree with...?

8. Suggestions for having a guest speaker

- Give students background info and help them prepare questions.
- Teach phrases to make sure they have some strategies to negotiate meaning.
- Repetition: "Could you repeat what you just said?" "Could you repeat the part about x?"
- Paraphrase: "I don't understand what you mean by x."
- Verification: "Do you mean that...?"
- Clarification: "What does x mean?" "What is a(n) x?" "Could you explain (or give an example of) x?" "I'm sorry, I don't understand what X means."
- Elaboration: "Could you tell us more about x?"



- Extension: “What about y?”
- Challenge: “How did you x?” “Why did you x?” “Why do you think that...?”

9. Ideas for using music:

- As background music to set a mood
- As a discussion starter on a certain topic.
- As an example of or listening practice for certain words or grammar structures (Make a cloze exercise.)
- As part of teaching about Canadian culture – i.e. Famous songs, songs by famous singers, or songs about famous places or historical events.
- To go along with teaching about holidays.
- Teaching parents some songs they can sing with their children (if they want).

If you are using a song for a theme rather than for grammar or vocabulary practice, and you are making a cloze exercise with, it, blank out words that are easy to hear or guess because they are familiar, emphasized or because they rhyme with another word. Do not blank out names or words that are reduced or sung very quickly or may be unfamiliar to them. One idea is for them to even guess what the words might be before even hearing the song and then listening to see if they were right.

Some Bible study leaders use **only the Bible** – reading through a section at a time with students and discussing the meaning of vocabulary and whatever issues come up in that section.

Other leaders purchase **special materials with prepared questions** and other information that may center on a topic, rather than a Bible passage. (For ESL learners, though, it is best not to jump around the Bible too much in one session, or they may think you are “proof-texting”. At the very least, you should put each quotation in context.)

Finally, some leaders use resources where the language of the Bible has been converted into a **simplified story** (or even pictures).

What you choose will depend on you and your learners.
(See also “What to look for in Bible Studies” on the CD)

See many more resources on the CD, including articles, links, and complete studies.



