ENGLISH FORWARD

Teaching conversation skills in the beginning ESL classroom

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ACKNOWLEDGEMENTS

The Literacy Coalition would like to thank the following contributors:

Caitlin Edwards
Heide Spruck Wrigley, PhD
Wendy Taylor Wampler

Designer: Jessica Wright Design

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INTRODUCTION: USING THIS GUIDE

This guide uses an approach that has its basis in research on second language acquisition, learning theory, cognitive science, and adult ESL literacy. It provides **practical ideas** for teaching **beginning level ESL learners** since this is where the greatest learning needs and teaching challenges lie. The approach of this guide focuses **on communicative language teaching** with the goal of having students learn the kind of language they need to negotiate daily life in an English-speaking environment. Since research in adult ESL is not extensive, we have also drawn on related studies that shed light on what it takes to teach English to those new to learning English.

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Each section has an introductory page at the beginning and a wrap up page at the end.

When a teaching and learning strategy is mentioned somewhere other than its explanation page in Section 3, it is indicated with dot dash underlining, like this.

When this guide refers to a reader or activity packet, refer to *literacyforward.org* under "ESL Instructional Activities". Here, you can download the readers and activity packets discussed in this guide, which can be used in the classroom. You will also find other resources on this page, including video demonstrations of several teaching and learning strategies and the 'ESL by Design' lesson flow.

At the end of the guide, there are 3 appendices.
- Appendix A: Resources – a list of helpful books and websites
- Appendix B: Glossary – definitions of key terms
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GETTING STARTED

This section shows you what you need to know before you enter the classroom, helps you prepare for and conduct your first lesson on day one, and guides you through the type of introductory content that you will want to address during the first few weeks of teaching. This section also explains how to use authentic materials in the classroom and provides examples of the kinds of resources you can introduce into your lessons.

IN THIS SECTION

GETTING STARTED

TEACHING BEGINNING ESL STUDENTS: 10 TIPS FOR SURVIVAL

1. **Be yourself.** Before your beginning level ESL students can learn from you, they need to trust you and like you. The earlier you can establish a relationship with them by being genuinely interested in what they have to say, the easier the teaching/learning process will flow. Try to establish an authentic connection between adults rather than the traditional instructor/student relationship that is reminiscent of public school. Invite students to tell you something about themselves, their families, their country, and their daily lives, and do the same to the extent you feel comfortable. Use family pictures, drawings, and artifacts from your life, such as your favorite tool or family memento, to find common ground.

2. **Show, don't tell.** Beginning level students don't understand explanations, and it's easy for them, and for you, to get mired in words. Always demonstrate and model what you want students to do, whether you want them to work in pairs to ask each other questions, fill out a grid, or find out from a grocery flyer how much bananas cost. If students don't understand your explanation, stop talking. Step back and illustrate what you mean: draw it, dramatize it, act it out, show a picture, or find other ways to illustrate your point. If it can't be illustrated in simple terms, chances are your explanations or directions are too complicated for beginning language learners. Also, it's best not to hand out a worksheet and then explain what you want students to do. Always demonstrate the task first so that you don't have to deal with confusion.

3. **Use Authentic Materials.** Both you and your students may expect to use textbooks, but beware. If you are an experienced instructor, you probably have a number of strategies to make textbook materials come alive. If you are new to teaching ESL to adults, textbooks can deaden your lessons as students repeat dialog after dialog or fill in pages of worksheets. To keep students engaged and to show how what they are learning connects to their lives outside of the classroom, it is often best to use real texts that students encounter every day: catalogues and grocery store flyers, maps and brochures of local events, movie listings, playing cards, or compelling photographs. Engage students in asking and answering questions about these materials, or use phones, games, and cards to have students interact and use English with each other. Teach students the vocabulary and phrases they need to ask questions and to get information ("How much are the peppers?") or to complete a task, like playing a game or making a call. Use the same materials a number of times so that students get comfortable with the task itself and can focus on the language they need to get things done rather than on understanding the instructions.

4. **Focus on Communication.** Most of your students come to you because they want to communicate in English. They want to understand what others say and they want to speak so others can understand them. To help students learn the English they need in

their daily lives, you must set up opportunities for them to use English every day, inside and outside of the classroom. Use simple grids to ask the group questions like "What do you like? What do you not like?" and record the answers. Then use the information your students give you to teach additional language: "Ah, Maria likes dancing and Eduardo likes soccer, how about you? Do you like soccer?". Invite your students to interview other people, such as classmates or program staff. Be sure to tell staff ahead of time if you plan to have students interview them so they can be prepared. Take a neighborhood walk with students and stop at various places to observe and ask questions: "What time do you open and close? What is your best selling product?" At first, students may just watch and listen as you model language use, but after a while, encourage them to ask their own questions while you and other students provide support. Remember that beginners may need structured activities in order to gain confidence and become competent language users. Just saying "now be sure to practice English when you leave here" will have little effect without clear guidance on what to say to whom or what to listen to. Keep in mind that five minutes of listening to TV or radio in English is probably all that beginning language learners can deal with.

5. **Use Compelling Visuals.** Beginning level language learners can't say much in English to start and won't be able to understand much of what you say, so you must find other ways to get ideas and information across. Drawings, Chalk Talk, photographs, paintings, and video clips can get ideas across much more swiftly and directly than language if students have not yet acquired the basics. Take full advantage of visual materials to get your students engaged and build vocabulary and common words and phrases. Use drawings of everyday occurrences, like a typical day or a special celebration, to tell a story or describe an event, like a hurricane, and encourage your students to do the same. Draw a basic blueprint of the school's neighborhood and name the stores and services important to students and invite students to draw their own communities in the U.S. or back home. Have students explain their drawings to you and to each other and give them the language they need to say what they want to say as they guide you through their pictures. Use interesting photographs, such as those in books like Material World or The Hungry Planet, invite students to tell you what they see, and identify the language they want to learn based on these pictures.

6. **Don't Get Hung Up on Grammar.** You may think that the way to learn English is to start with a basis in grammar and move to communication from there. While this approach works if students can devote several years to formal language study, it does not work well if students have limited time and need to use English while their skills are still in flux. Beginning level language students are best served by an approach that has them jump into language early on. They need to hear language they can understand, such as listening to you as you draw and talk and describe those compelling visuals, and they need practice getting a point across with whatever language they can muster. So, start with listening and speaking, and introduce grammar patterns as students need

them to talk about themselves and others or to describe things important to them. For example, you might spend several class sessions on helping students say something about themselves (name, phone number, country, family, home town) and then highlight a common type of structure such as like/don't like. Be prepared to have students say "I no like" for a number of weeks until their minds are ready to absorb the rule, and resist the temptation to teach "he likes/doesn't like" at the same time; it is too much for beginners to take in. Set time aside during the week to highlight some of the patterns that have come up and give students some practice using them, but don't interrupt or correct your students while they are trying to talk. As students hear and use more English, they will get more practice and, naturally, their English grammar will improve.

7. **Build Engagement with Language.** Little learning happens when the mind is not curious and engaged. Create interest in your lessons by starting your beginning class with a prompt that introduces what's to be learned. Select a visual, something real, such as a deck of cards, a restaurant menu, or a piece of music, or present a simple story of interest (crimes and disasters tend to work well). Explain key words and ask students to retell a story or create their own, perhaps using Chalk Talk or storyboards. In groups or pairs, have students explain their drawings, interview each other, or play a game where they need to use English. Teach students how to ask for things and how to respond to offers by bringing in food and drinks and practicing, "Would you like __?" and "Yes please" or "No thank you". Using realia in a beginning class can save the day because it allows students to learn even when English words and sentences are still a struggle.

8. **Focus your Lessons on "Take Aways".** For any language class, there are hundreds of things you could be teaching. However, some aspects of language and learning are more worthwhile for immigrants learning English than others. You can spend hours explaining the intricacies of language and yet leave your students with very little that they can use once they leave your classroom. As you plan your lesson, think about your focus: What is the one specific thing that your students should be able to do with English after they have completed a session with you? Do you want them to be able to say something about themselves and their family? Describe their hometown? Explain what they like to do on Sundays? Ask for information when lost? Order a hamburger and a drink in English? Hold their own in an interview? Whatever the outcome is that you and your students have identified as worthwhile, make it the center of your lesson and then select activities to support that focus. Much more learning will happen if you select activities and materials that support each other and reinforce learning than if you merely choose different fun activities that don't relate to each other. As a side note, learning all the prepositions in English is not a "take away" in the sense of a meaningful outcome. However, knowing prepositions so you can explain where you might have lost your wallet is.

9. **Provide Opportunities for Practice.** There is a famous adage in teaching that says, "just because you taught it, doesn't mean they've learned it." Language learning does not

happen without lots of practice. However, creating opportunities to use language in a focused way is more helpful than skill and drill practice, though some memorization is helpful. Language learning does not happen by listening to an instructor, even a very good one. It requires "time on task"; in other words, listening to how something is said, trying it out on your own with a partner or in a small group, saying something that you've not said before, and having someone else respond to you. It means taking a risk with language and being willing to make mistakes. So as you create your lessons, think about what tasks and activities will give students a chance to practice the language you have introduced, making sure they are successful at getting a point across, even if they are only able to put together chunks of language and not complete sentences. For example, if you think that it is important for students to ask for what they need in stores, clinics, or restaurants, make sure to bring in items such as grocery lists, menus, or cell phones, and model the various interactions. Have students work in pairs to create similar situations: asking for a size and color of a clothing item, requesting to see a doctor and explaining a problem to the nurse, ordering from a takeout menu on the phone.

10. **Don't Correct Every Mistake.** Errors are a natural part of language learning and no amount of correction will result in a beginning learner being able to use accurate English grammar. In fact, all ESL learners go through a process where they use what's called "interlanguage," a version of English that's a mixture between the structures they are trying to learn and the structures of their native language. For example, a Spanish speaker might say, "I no have money" or "he have car black" during the first weeks of language learning. As students keep hearing correct English spoken and see it in writing, their grammar will naturally improve. As students try to communicate, constant attention to errors will only slow down language acquisition since most beginning learners can either focus on meaning (what they are trying to say or understand) or on form (grammar), but not both at the same time. This does not mean that you should never draw students' attention to form (see number 6, "Don't Get Hung Up on Grammar", above). You can still put time aside in your class to "Highlight How English Works" and spend a few minutes each week working on a particular grammar point. Once you've introduced a grammar point, you can draw students' attention to the correct form as it comes up in conversation. The "don't correct" rule simply means that you should not interrupt students when they are trying to get a point across. However, you might recast what a student says using the correct form, all the while responding to students in authentic ways. For example, if a student tells you "yesterday, my sister go hospital", the appropriate response is not to say "went; yesterday your sister went to the hospital," but rather a sympathetic, "Oh, she went to the hospital. Tell me what happened." Then make a mental note to review "go" in all its forms in your next grammar mini-lesson (see also the "Highlight How English Works" step in the 'ESL by Design' lesson flow in Section 3 on page 106.)

GETTING STARTED

WHO ARE YOUR STUDENTS?

Adult ESL learners have a wide range of backgrounds and are linguistically and culturally diverse. Students differ in their educational backgrounds, oral English proficiency, literacy in their native language, and literacy in English. ESL classes may include individuals from various immigrant, refugee, and migrant groups.

The language development of ESL learners is affected by several factors, including but not limited to:

- Years of schooling in their country of origin
- Previous experience learning English
- Native language literacy
- Age
- Motivation or need to learn
- Experiences in the home country, particularly related to trauma

To watch short interviews with beginning level ESL students, watch the "ESL Student Stories" videos at *literacyforward.org*.

WHO NEEDS WHAT KIND OF ENGLISH?

Since there are many factors that affect language development, it is important for you as an instructor to determine the needs of your ESL learners. Needs are defined not only by personal goals, but by learners' general proficiency in oral and written English. How quickly a person can advance and the level of support needed to progress quickly depend on other factors as well, most importantly those related to educational backgrounds. For example, some students may have only a few years of schooling in their home country, but may have picked up oral English through interactions with others, most likely through work or English speaking friends. These students, who may not read and write well in any language, may need a great deal of support and practice in basic literacy skills before they can develop English literacy. These students also may lack the background knowledge that others with more schooling have acquired, like basic science, math, health literacy, and financial literacy. It is important to stop and help students understand concepts that are embedded in language and "unpack", or explain and elaborate on, the information that is inherent in terms like "the planets", "interest payments", "preventive medicine".

On the other hand, you may have students who are well educated in their home country but may still be new to English. These students are likely to progress faster and may be bored with basic life skills. They may have a great deal of general background knowledge related to science, geography, art, and history, and may want to talk about ideas that

take advantage of what they know. It is important to take into account the knowledge these students have and build on that knowledge. However, it is also important in a class where educational levels are mixed not to let the better educated students highjack your class through questions and suggestions as to what should be focused on. Once the less educated students get embarrassed about their lack of knowledge, they often internalize the message that "this class is not for me, it is for people who have much more education, and I don't belong here."

Quite often, these students will stop coming to class and they will not tell you the real reasons. As an instructor, you must decide where your loyalties and your efforts will lie: with the students who are smart and educated and ask lots of good questions for you to respond to, or with the students who have not had the chance to go to school and get an education and for whom your class is the first, and possibly the last, chance to develop the skills and knowledge they never had the opportunity to develop.

Sometimes you may have students who have strong literacy skills because they learned to read in English in the home country, but lack the oral communication skills (listening and speaking) that are part of American English. They also may not have the acculturation skills or cross-cultural competence needed to know what to say to whom under what circumstances and they may not understand the "cultural load" associated with certain phrases, particularly phrases using sarcasm. They may not understand that if a supervisor says, "Do you think you could manage to come to work on time, just once?" she is not asking for information or making a request. Rather, she is issuing a reproach and an implicit warning. Helping students who are working or are planning to join the workforce see the meaning behind the words is an important contribution you can make to students in general and particularly to those who want to join the workforce but have not yet developed the sociocultural skills necessary to succeed at work.

GETTING STARTED

ACTIVE LEARNING

Active learning is defined as talking, listening, reading, writing, and reflecting through problem-solving exercises and other activities, all with the objective of requiring students to apply what they are learning. Active learning refers to techniques where students do more than simply listen to a lecture. Students are doing something involving discovering, processing, and applying information. Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways".

Some characteristics of active learning are when students are involved in more than listening, less emphasis is placed on transmitting information and more on developing students' skills, students are involved in higher-order thinking (analysis, synthesis, evaluation), students are engaged in activities (e.g., reading discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values. A great deal of research supports the conclusion that students who are actively involved in the learning process are much more likely to retain information, comprehend material, and maintain overall interest in the course.

The methodology described in this guide is based on the principles of adult learning and active learning summarized above. This guide will describe many strategies and approaches that incorporate theses principles. Adopting active learning in your classroom does not have to be complicated. It can be as simple as asking students to work together in pairs to answer a question or complete an exercise you provide. When a student asks a question, first ask her what she thinks the answer might be, or ask another student if he or she can provide an answer. At a higher level of implementation, you might avoid explaining a rule or principle and instead provide data or examples from which the students can deduce the rule or principle on their own.

GETTING STARTED

CLASSROOM ENVIRONMENT

It is important to create a friendly and relaxed atmosphere in your class. To do this, you should

- Learn the names of your students.
- Learn about their backgrounds and interests.
- Tell them about yourself.
- Refer to their backgrounds and interests in future classes.
- Learn about their cultures so that you can avoid embarrassing them or making them feel uncomfortable on account of your words or actions.
- Encourage them to work together as a team and to encourage and help each other.
- Add humor whenever you can.
- If you make a mistake, instead of trying to gloss over it, acknowledge it and make a joke about it.
- Let the students know that you are human.

Praise your students for good effort and when they make are making progress. However, don't praise them when it is not merited. Such an approach may be viewed as patronizing. With beginning students, we sometimes equate their lack of knowledge of English and American society with a lack of intelligence. This of course is not justified and may also be viewed as patronizing.

Make sure to keep all the students involved in the class activities. Don't let a few students dominate the conversation in the class. Encourage your more advanced students to help the lower level students. The quiet students are frequently those who do not have a lot of education in their country of origin. It is important to make them feel welcome and to provide opportunities for them to feel successful.

Keep the class interesting and the students motivated. You can accomplish this with proper pacing of the class. If you go too slowly, the students will be bored. If you go too fast, they won't learn anything well and will become frustrated. Use a variety of activities during each class and have a backup plan so that if you sense that the students are getting too bored with an activity, you can drop it and move on. For some examples of an ESL course with good pacing, refer to the "Bright Ideas" curriculum at: *http://www.clese.org/brightideas_eslcurric.htm*.

Seek input and feedback from your students. Ask them if they have any suggestions for how lessons might be changed and continue to monitor what their goals are. Remember that they will make faster progress if they are more involved in establishing the goals and objectives of the class.

GETTING STARTED

PLANNING FOR DAY ONE

1. **Learn about your students.**
   Ask your sponsoring organization for information about their placement exams if they took one, their home countries, and their level of education if possible. This will help you get a sense of who you will be meeting and the various needs in the classroom. Some groups may be more homogeneous and you will know up front that you are dealing with people that all have equal levels of education and English skills, while sometimes you may get a very heterogeneous class with various skill and education levels.

2. **Remind yourself of the research into effective second language instruction.**
   Read Section 4, "Theoretical Foundations & Principles", and Section 5, "Guides, Tips, & Hints" for things you may want to keep in mind.

3. **Determine the content for your first lesson and plan it.**
   Read Section 3, "The 'ESL by Design' Lesson Planning Framework". Some topics you will want to include on the first day are introductions and a goal-setting activity that will both give you a sense of the reasons each of your students sought out English instruction and let your students know that you intend to tailor your teaching to their needs and goals for learning English.

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DAY ONE SAMPLE ACTIVITY

Question: What would be a good first lesson that helps me get to know my students?

Answer: A lesson that allows you to get to know your students and assess their skills while you are teaching them some useful English. Have your bag of tricks with you (playing cards, cell phones, pictures, flyers, conversation cards) so you can show your students what they will learn in the sessions with you.

Example: Name Tent Activity – My name is __ and I like…
Bring to class heavy construction paper that can be folded to create a name tent that stands up on its own. Fold the paper in thirds and write your name in big letters on one side. Then say something like, My name is __ and spell out your name. Continue by saying, I like 3 things. Draw simple sketches of 3 things you like on the backside of the folded paper. For example: I like to watch TV, stay in bed all Sunday, play volleyball, etc). Repeat your name and what you like, using simple sentences and pointing at the picture. Address a couple of the students and ask, And you? What is your name? Continue by saying something like Please show me 3 things you like, indicating that you would like for them to draw and using your tent as a model again. Walk around the room and ask students if they can explain their sketches in English. If they don't have the vocabulary, give them the words they need, like I like soccer or I like to cook. When students have finished their sketches, choose one fairly confident student to explain his or her name tent. Start by modeling your introduction one more time: My name is __ and I like… And you?, then listen to the student provide information. Pair students up and have them practice the interaction (name and 3 likes) with each other.

Listen to students as they work in pairs, but don't interrupt unless students ask for help with a word. Take notes on vocabulary they might need so you can review it at the end of the lesson. After a few minutes, bring the class back together and address the students. Ask for permission to look at their name tents and give the students the language for their sketches, Ah, I see, Maria likes soccer and Awa likes going to the park with her children. If you have students who are bit more fluent, ask follow-up questions like When do you play? or Which park?

Ask a more proficient student to come up in front of the group and to present her story to the class. Give students their assignment by saying something like, Next time (point to a calendar if the word is new), you will say "My name is __." Please practice at home. Then demonstrate practicing. Ask students if they want to make new name tents at home and hand out additional paper. Show them what they can do at home – they can illustrate their name tent, they can write on it, or they can cut out a picture from a magazine. If you have a mixed proficiency class, or students don't want to draw, they can write the information on the back of the name tent.

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NOTE: If your students are not literate in their first language, don't write the words on the board; just say the words and use the sketches to illustrate.

Continue your lesson with a skill building activity, such as the date, days of the week, basic numbers, or names of the letters in English so students can spell their names. End with something fun like playing a card game, bingo using numbers, or a simple song like "Yesterday" by the Beatles.

Follow-up and Extension

In the next session, pair up different students to give them additional practice. Ask students to come up in front of the class to tell their story, perhaps letting them come up with a friend for moral support. Repeat what the student has said: This is Dahlia. She likes to watch cartoons with her children (point at the picture). Have the group repeat the key word (watch cartoons).

If you have a mixed proficiency class encourage students in the group who may speak a bit more English to ask a question, being sure to model first.

Create a grid with students' names and sketch what the person likes to do next to the name. Ask simple questions about the students. Maria likes … what? Don't write down the key words at this point so that students have to generate the word from memory. Keep the focus on listening and speaking, not reading for this activity.

At another session, use your signal cards to check listening comprehension. Say something like Maria likes to ride her motorcycle. True? (hold up the green card), False? (red card), or We don't know (yellow card).

Other Ideas

- Students create a class poster of who they are and what they like.
- Students start writing mini-autobiographies and illustrate them, and the stories get put together as a book.
- Students create a grid, walk around and interview each other, practicing question formation in English. (My name is __ and I like __. How about you? What do you like?)
- Students interview another class or program staff that have been prepped ahead of time.
- Students create mini-poems and practice fluency, rhythm, and intonation, using both affirmative and negative sentences. Example: My name is Jose, I live in Round Rock, I like BBQ but I don't like hot dogs.
- Introduce a simple song that relates to the topic, like "I Like to Teach the World to Sing in Perfect Harmony" by the Carpenters.

GETTING STARTED

REFLECTING ON DAY ONE

After your first day of class, take some time to think about:

What worked and what didn't?
What would you like to improve upon next time? How did your strategies for instruction work? Did your activities go well?

- Reflecting on your instruction will help you address those areas where you need more practice and help you prepare for the next session.

The timing of your lesson.
Did you accomplish everything you set out to do? Did you run out of time? Did you run through your lesson well before the class was over?

- Timing a lesson perfectly will not happen the first time, but as you practice it will start to become more natural. Take stock of where you misjudged the timing in your lesson and use this to make adjustments next time.

Your students.
Were there any surprises in your class? Are there any students that you think will have more difficulty than others?

- Now is the time to look at the "Theoretical Foundations & Principles" and "Guides, Tips, & Hints" sections to learn more about on the ground techniques, and for information about addressing specific needs among your group.

GETTING STARTED

HOW DO I FIND OUT WHAT MY STUDENTS NEED AND WANT TO KNOW?

FOCUS GROUPS, GOAL SETTING, AND INTEREST INVENTORIES

Beginning level students come to classes to learn English and when asked about their goals, they often simply repeat I need English. When pressed and asked, English for what?, the answer is often for everything. Some students feel the key to language learning is pronunciation and grammar. Spanish speakers often say they want to study los verbos. While these foundation skills are important, they are not sufficient to help students communicate in English. While it may appear that any English lesson will bring students closer to their general goal of becoming fluent English speakers, most beginning students don't stay long enough in a course to learn everything they need to know to become proficient.

To keep students engaged and make their sessions with you worthwhile, it is helpful to focus your lessons on the kind of language that beginning students need in their daily lives:

- English to communicate ideas and understand what's being said
- English to navigate systems and get things done, such as going to a clinic, enrolling a child in school, finding an apartment, preparing for a job interview, what to say when the police stop you
- English to share information or make connections with others

Needs assessments can help you find out more about your students' circumstances and give you a better sense of what individual students need English for. Rather than just asking What do you want to learn? and hoping the answer may be something other than English, the needs assessment and goal setting we recommend here start with the contexts in which students might need English. These contexts – school, work, community – then lead to discussions of specific situations where English may be needed. The knowledge, skills, and strategies to be taught then arise from these circumstances. For example, your students may be able to get by in their native language, but may still want to know how to order in English in a restaurant or how to explain a problem to a nurse so that they are not always dependent on finding a person who can interpret for them. Others may want to hear and talk about big ideas (famous people, geography, history, important events) or may need English for work, while still others may want to tell their personal stories and focus on self, family, and community. Focus groups provide insights as to where and what kind of English is needed by your students, while goal setting not only allows students to set individual priorities but also offers an opportunity for students to work together to negotiate and identify what the group as a whole wants to focus on. These activities are explained more fully next.

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FOCUS GROUPS

A program-wide or class-wide focus group allows you to sit down with your learners and have a discussion with them about when and where they currently use English (but need more), where they don't think English is necessary (at home, for example), and where they would like to use it but don't yet have sufficient skills. Focus groups can also help a program or class discover students' dreams and hopes as they discuss what they would do if one morning they woke up and spoke perfect English.

> **NOTE:** Most programs have access to staff or a community person who is bilingual. If no staff person is available, an advanced student might be able to help out but this is not an ideal case. If your program serves multiple language groups, another community-based organization may have translators who can be hired for a couple of hours.

You can conduct a single focus group in multiple languages by asking interpreters to sit next to the person who needs translation. Generally, it is a good idea for a coordinator to lead the focus group and speak directly to the students in English while allowing time for translation, rather than turning the questions over to the interpreter. Similarly, all follow-up questions should be directed to the student and not the translator. It is very important that students know that you want to hear from them and are listening to each and every one of them.

While setting up focus groups and analyzing what students tell you may sound like a bit of a bother, these types of conversations give you invaluable information about what matters to your students. Focus group sessions allow you to follow-up with questions, ask for clarification, and probe further (saying Tell me more generally works well). Focus groups are vastly superior to written surveys, which often have little validity if conducted with small numbers of students who may or may not understand what's on the paper, even if it is written in the native language. Students who don't have a strong educational background tend to respond much better to a person who asks questions and encourages them to explain and amplify an answer. Focus groups also allow you early on to establish a positive relationship with the individuals who come to you for services. The conversations you have with a group of students serve to demonstrate that your program cares about all clients and is interested in their long and short term goals.

GETTING STARTED

GOAL SETTING ACTIVITIES

Focus Groups provide information about when and where individual students use or may need English and thus provide a basis for program planning and curriculum development. They are generally conducted before classes start (at intake, for example). Goal setting activities, on the other hand, often take place after placement and are designed to tell instructors more about the interests and needs of the students they have in front of them. Goal setting activities, like the one described below, also give students a chance to discuss with others what's important to learn, and provide the opportunity to discuss and negotiate what's to be learned first, next, etc.

In classes where students are new to English, goal setting requires sketches, graphics, and pictures for students to respond to. One of the easiest ways of inviting students to select a topic or a context where English is important is to give them goal setting cards that illustrate either a situation (at the post office, in a restaurant, at a bank), a skill (listening, speaking, reading, writing, vocabulary), or an area of interest (technology, music, videos, art). Students can work with these cards individually, in pairs, or as a group.

HOW TO USE GOAL SETTING CARDS

Introduce the activity by saying something like English is important in many places. Then show the cards and name the situation. Say something like, Some students want English for the post office, some people for the store, etc. For some students, reading is important, for some students listening and speaking is most important, and reading not so much (put the reading card aside). Be sure to explain each card and demonstrate or use sketches to get the point across. Ask students, What is important to you? Please show me. Invite a couple of students to come up front and select the cards important to them, perhaps taping them up on the board or wall. Introduce the concepts "important" and "not important" as you repeat the topics the student identified. Continue with another student until you are sure that students understand the task.

Then invite the rest of the students to sort or group cards in various ways, such as very interesting/not interesting, or important/not important, to indicate what they are interested in and what they would like to learn. You can have students work individually to start and then pair them up, or ask them to work in small groups. As students work together they should sort and group the cards in priority order to show what the class as a whole would like to focus on over the next few class periods, and the activity can then be completed again before the next topic is decided on. Tell students that if a student does not agree with the group, she or he should say so. Look at the priorities that students have established with their cards and organize the ideas on the board.

GETTING STARTED

NATIVE LANGUAGE USE

Beginning level ESL students will invariably switch to the native language as they work with these cards. This is perfectly fine since you want them to think and articulate what's important to them – a task that is impossible to do in a language you barely know. As you circle around the room to observe and listen, you can give students the language they need to indicate their preferences.

NOTE: While it is important to link your lessons to the goals and interests of the students, you should certainly feel free to introduce topics that you think your students might find interesting and respond to positively. Part of what your students want from you is guidance about what they need to learn. The trick is to play close attention to the level of engagement that a topic generates and then go from there. Always first find out what you can about the circumstances in which individual students need or want English, and choose topics based on that information.

GETTING STARTED

INTEREST INVENTORIES

As you continue your lessons, take every opportunity to find out more about your students. Ask questions and set up tasks that have students interview each other, exploring what they like to do on the weekends, places they have been or would like to visit, types of TV shows or books they like, subjects they discuss when they meet with friends, and holidays they remember fondly (or not so fondly). Find out about their interest in sports or other hobbies, their awareness of current news or dramatic events, or their preferences in music. For example, invite students to bring in their favorite songs and explain what's special about them to others in the group. If your students are working, ask them what their favorite (or least favorite) part of the job is, or what they consider a "good" job.

Use this information to connect with your students and help them find common ground with each other. Use students' likes and interests as a foundation for not only creating engaging lessons, but also making language study come alive. Use what you know about your students' lives as you offer examples of grammar patterns: Maria loves telenovelas, she watches them all the time. She wishes she could be a telenovela star.

Don't forget about hopes and dreams. You can invite students to create pictures, graphics, blue prints or even a model of their dream house, their dream car, or, as a project, a dream community for immigrants like themselves.

Feel free to share your passions as well. If you are a sports fan, introduce your students to the game you like and your favorite and least favorite team. If you love opera, play an aria; explain how it makes you feel, invite the students to talk about what they love, and encourage them to show examples. Introduce your students to a few highly engaging pieces of art and invite them to describe what they see. Ask them to choose a favorite piece of art and explain why. Encourage them to share how they feel when they see a particular picture. Include in your lessons poetry accessible to students to see how they respond. For example, Langston Hughes' poetry, like "I wish the rent / was heaven sent", resonates with many students.

The point of these interest inventories is to help you find ways to make your lessons come alive. Your students do need to learn English to negotiate the tasks of daily life and that's where much of your focus needs to be. But, they also need to find the joy in learning and in discovering unfamiliar worlds, and you as an instructor are in an ideal position to build on the sparks of interest that students show in new ideas.

GETTING STARTED

TEACHING WITH AUTHENTIC MATERIALS

Real life objects ("realia"), authentic print materials, and compelling photographs help to breathe life into language and literacy lessons for beginning language learners. They act as prompts and props to set a context for learning and make language real. A case filled with authentic materials acts as a tool kit and can be an instructor's best friend since they can be used to create interesting lessons, in advance or sometimes on the spot. Visuals allow tutors to get a point across more quickly than any explanation could. Beginning language learners easily get bogged down in language, but when they see an instructor with a grocery flyer and some play money, it is easy to see where the lesson might go and pay attention to the kind of language that is used to buy something, count out the exact amount of money, complain about incorrect change, etc. Of course, real life fruit and vegetables might work even better.

We suggest that programs prepare a tool kit with authentic materials for their instructors – a **"just in case" tool kit**. A computer bag or plastic tub can work well. Such a kit might include the following (and more):

1. **Play money** allows learners to work in pairs or small groups to role play being in a store and practice asking and answering questions about prices. This provides opportunities to get to work with cents, dimes, and quarters, double check amounts, and practice what you say when you feel you are being cheated. Since money matters appear in different life situations (buying a bus ticket, opening a bank account, writing a check, using the ATM, cashing payroll checks, being aware of interest charges, paying parking tickets), it is worthwhile to reinforce the use of money in different contexts so working with the different denominations becomes automatic.

2. **Cell phones**, toy and real, can be used to build not only basic phone skills like dialing and leaving a message, but also to reinforce speaking and listening skills via distance, even if the other person is only a few feet away – students can just sit back to back in pairs and make pretend calls. Students can interview each other over the phone and fill out a form with the information they gather. You can create a custom form to fit your lesson content and students' levels. They can interact on the phone to ask basic information about store hours, product availability, or prices, with one student having a store flyer and the other asking about information that is on the flyer. Or, they can role-play a scenario, like calling lost and found or calling to report an accident or an emergency.

   As always, communication survival skills related to asking for clarification, asking for something be repeated or said more slowly, should be integrated into these lessons. Since many students now have cell phones with speakerphone capabilities, real phones can be used to model various transactions and build listening comprehension skills. One way to do this this is to have the person making the call leave the room so students must rely on their ears to get the information. Message pads, available from office supplies stores, are nice props to show students how to take down messages for others.

3. **Map puzzles** are perfect props for making a unit on transportation or travel come alive while teaching basic U.S. geography. Students can work in pairs or small groups to put together the puzzle and talk about places they have been or would like to go. They can learn about the largest and the smallest state in the U.S., name the states that have a coast line or pick their home state and list neighboring states, thus practicing prepositions as well as cardinal directions (north, south, east, west). Giving directions works as well, where one student who has a completed puzzle gives directions to another student on how to do so. The first student can give directions for driving across the U.S. while the second student listens and puts in the state pieces as he hears the directions. For example: You start in San Francisco and then drive to Las Vegas.

4. **World maps** are handy and should be used any time a country appears in a story or in the news, like pirates in Somalia or an earthquake in China. Teachers can present information from the headlines as students identify key places on a world map: On June 1, 2009, an airplane disappeared over the Atlantic Ocean – STOP – the plane started in Rio de Janeiro – STOP to allow for time to process the information – Rio de Janeiro is in Brazil, South America – STOP – The plane's destination – STOP and dramatize destination – was Paris, France, etc. **Weather maps** are also useful because they allow students to work in pairs to ask and answer questions about weather conditions in different places. USA today weather maps are handy because they show most of North America, not just the US, they contain a lot of detail, and they have colored legends to illustrate high and low temperatures.

5. **Playing cards** help students remember numbers and can be used to teach numeracy skills as student play games that require calculations. Students can use these cards to create and practice phone numbers and to create basic tasks for a partner. For example, laying out 3465 and having the partner read it off, then moving or removing one card, etc. In small groups, the teacher can play solitaire in English and use the Think Aloud strategy to explain and provide meaningful input for students as they hear English spoken. Games such as "Hearts" or "Go Fish" can be demonstrated with a focus on question asking and question answering (Do you have?), turn taking (your turn), and the language of winning and losing (Congratulations, you win, I lose; the big winner of the day is ___). A teacher can also decide to explain the symbols in a card of decks (heart for love, spade for agriculture) and numbers and pictures (ace as in ace or #1 driver; jack as the servant, etc.). Cards from Mexico, like the Lotería board game, can also be used for language and vocabulary practice.

6. **Grocery flyers and catalogues** are excellent tools for integrating oral and written language skills. The teacher can introduce a flyer by giving a mini-presentation that provides meaningful input for students. The teacher may use the Think Aloud strategy, saying something like:

GETTING STARTED

Oh, what's this? I see bananas and cans of beans and meat. Oh, and there are prices, too. I think this is a grocery flyer, but I don't know from which store. Ah, here is says HEB. It looks like things are on sale. But I want to make sure it is the right week because I want the sales prices for this week. Ah, here is the date. Those strawberries look good, two boxes for $5.00. I wonder how big the boxes are.

For a demo lesson and an example of a beginning class where the teacher introduces names of fruits and vegetables for an upcoming trip to a farmers market and then a local supermarket, go to http://clese.org/brightideas_video.htm and select "Excuse me. How much are the peppers?" The site also includes "A Guide to Fieldtrips" especially designed for ESL teachers who work with beginning level ESL students.

Catalogues work similarly. Students can use tool or department store catalogues to compare prices, to make lists of the things they would love to have for a birthday, etc. Students can select gifts for a "gift exchange" by cutting out items they think another student might like to have and creating boxes or bags to put the present in. For this activity, it's good to set a maximum amount that can be "spent". If students find out what others like to do or what they dream about, these exchanges can be quite special. Recipients are often touched by the thoughtfulness of the selection and the personalized cards that accompany each gift.

7. **Songs** are an excellent way to introduce or close a lesson, set a mood, or change the pace of a lesson. Music can also be used to build language and literacy skills. There is evidence that music and language are tied together in the brain through rhythm, pitch, and phrasing, and that listening to the language in music enhances language acquisition and aids in remembering words and phrases. For beginning level learners, simple but compelling songs like "Yesterday" by The Beatles or "story songs" like "How High is the Water, Mama?" or "Love Potion #9" work well.

   Lyrics from songs can be turned into cloze exercises (see page 41) to promote listening for details or teachers can select lines from songs and dictate them to students. Songs work best for language learning if they are repeated several times, each time with a different focus, such as listening for key words, visualizing the story, reading along, retelling by drawing a sketch, or summarizing the story. The interactive relationship between music and language is most powerful if listening to music is supported by instructional activities that help students focus on the language and then use it in different ways. Some songs, like "Fifty Ways to Leave Your Lover" or "Hit the Road, Jack", can be introduced for the sheer joy of it, or to introduce idioms. Songs about money often engage students and can act as a springboard for further lessons (see "1. Play money", above).

GETTING STARTED

Songs and lyrics of this kind also lend themselves to pair or small group practice. Students can create and role-play a mini-dialogue between a young man and a girl who has left him, or between a heartbroken man and a friend. This can also become an opportunity for students to work together and apply comprehension strategies as they work together to identify words and phrases they don't understand and help each other understand (native language use is ok at this point). The teacher can follow up with a short lesson on how English works (see 'ESL by Design' lesson flow on page 101), focusing perhaps on past tense verbs, like "seemed", "used", "came", and "was". Students should be encouraged to find the rule that governs past tense verbs (adding –ed) and also to identify irregular past tense verbs ("came" and "was"). As a project, students can organize a karaoke session with the English song of their choice and have a lip synch contest.

GETTING STARTED

BENEFITS OF PAIR PRACTICE, GROUP WORK, AND PEER-TO-PEER TEACHING

- **Time on task:** Face to face interactions are an important component of language learning. Pair and group interactions maximize the opportunity to become proficient in English and develop communicative competence. Students get much more time speaking and engaging ideas in pairs or small groups than they do when the teacher talks and calls on individual students and the rest listen. Teachers estimate that if only half of the teaching time in a class is spent on meaningful pair work, student practice time is increased five-fold compared to a conventional classroom. In doing pair or group work, students may sit at tables and ask and answer questions of each other, they may find a place to create and practice a role play, or may walk around and have a conversation. Students can also work with each other to correct written work such as dictations or cloze exercises. Pair activities such as line dialogs offer students a chance think on their feet and practice getting a point across so that the use of important phrases become automatic.

- **Time to think:** When the teacher works with the entire class, more often than not it is the more proficient or more outgoing students who call out answers. Less proficient or shyer students often wait to say anything and those who are confused just hold back. Giving students a chance to work together means everyone gets a chance to think and have their questions answered by a more expert peer, or later by the teacher. Timid students will feel more secure and less exposed when they make a mistake and more comfortable taking a risk when they work as part of a pair or small group.

- **Practice and open communication:** Tasks can be structured so that students practice the language they have heard the teacher use, or they can be set up as opportunities for open communication. For example, students could interview each other about a favorite holiday using sentences given to them by the instructor, or they could come up with the questions on their own. The combination between structured practice and open communication has a significant positive effect on adult second language acquisition.

- **Each one, teach one:** Pairs and small groups also allow students to work together and explain points they are unclear on. Students may interact with a text (visual or print) and take turns asking and answering questions. For example, students may look at a print out of movie and theater listings and one person might ask, What is this? What does it tell you? What is playing at 4pm? Student 1 needs to make sure the question is answerable, and if the other person is stuck, not only show Student 2 where the information can be found, but offer a strategy as well. For example, See on the left

side, it lists all the theaters in Austin. Since the teacher has demonstrated the task and the interaction to start, students have a model to follow. Students then take turns and each person can ask questions at a comfortable difficulty level. Each person also gets a chance to explain and/or get help understanding. Beginning students may slip into the native language as they explain a point or a process for finding the answer, and this is fine. When the focus is on how to make sense of a text, native language use is entirely appropriate if students are still struggling with explaining and understanding things in English. The teacher can let students know that they need to present their answers in English at the end of pair and group time and can allow for additional time so that members can get their thoughts together for reporting out in English.

- **A chance to observe and assess:** When teachers teach almost all energy is taken up focusing on the content and process of instruction. Teachers often think the class understands and all students are involved when a few students are engaged and answer questions. There is little time to see if the quieter students are learning. When students work in pairs or small groups, however, the teacher is free to observe and notice where students face difficulties. She can take note of the skills that need to be introduced or reinforced and gets a much better sense of each person's capabilities and talent than if she works with the class as a whole. Most rewarding for many teachers has been observing how reticent students become more vocal and creative if they are not on display.

WRAP UP

After reading this section, you now know how to start your work as an ESL teacher and what to do both on the first day and in the weeks to come.

YOU LEARNED ABOUT

Being yourself

Why you don't correct every mistake

Getting to know your students

Creating a friendly and comfortable classroom environment

Sample introductory activities and materials

Goal setting

How to use authentic materials

The importance of pair work, group work, and peer-to-peer teaching

And more!


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FORWARD

TEACHING & LEARNING STRATEGIES

At the core of any approach to instruction is a set of strategies (techniques, methods, sequences, media, and other means) that are used to present and reinforce information and skills in a systematic way that is intended to achieve specific outcomes. There are hundreds of strategies that can be used. In order to keep options to a manageable level, this guide uses a limited set of strategies that were found to be effective in a variety of classrooms and learning levels. This section provides strategies that you and your students can use in any lesson, with any kind of content. In addition to showing you how these strategies work in the classroom, we provide examples that demonstrate how they can be used with specific topics.

IN THIS SECTION

TEACHING & LEARNING STRATEGIES

STRATEGIES

For each strategy, there is a description, an explanation of the purpose, a step by step "What to Do" section, and a "Keep in Mind" section. Some strategies also have a list of external resources and/or examples.

Activating Background Knowledge/Brainstorming

Use brainstorming to encourage students to work together to think of many ideas and practice saying them aloud.

Page 35

Chalk Talk

Use written language and drawn images to communicate and reinforce language.

Page 37

Clarifying

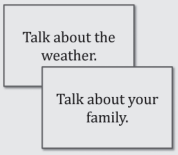
Help students learn self-monitor in order to identify points of confusion and how to clarify meaning when confusion happens.

Page 39

Cloze Exercises

Use fill in the blank texts to focus on language structure and reinforce comprehension skills.

Page 41



Conversation Cards

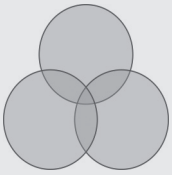
Use conversation cards to practice and extend role plays. Make conversation cards that act as prompts for students.

Page 44

Flash Cards

Use flash cards to build vocabulary both in and out of the classroom.

Page 46



Graphic Organizers

Use graphic organizers to help students visualize the relationships between certain words and concepts.

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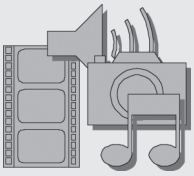
TEACHING & LEARNING STRATEGIES



Multimedia
Use multimedia to engage students and reinforce learning through contextualization.

Page 50

Picture Stories & Storyboards
Use picture stories and storyboards to help fill in the gap between students' listening and reading abilities and descriptions of complex interactions.

Page 53

Predicting
Help students to make an informed guess as to the ideas, concepts, or action that might appear in a text. Review and revise as reading and listening continues.

Page 55

Problem Solving
Present hypothetical scenarios which ask students to solve a problem.

Page 58

Question Asking and Answering
Help students practice the difficult task of forming questions while encouraging engagement and comprehension.

Page 60

Reciprocal/Peer to Peer Teaching
Invite students to be the "teacher" by helping each other predict what is in a text or lesson, clarify what they are learning, and by asking and answering questions of their peers.

Page 62

Role Plays
Use role plays to foster spontaneous communication. Build role plays around dialogues students have created and practiced. Discourage memorization or reading the dialogs.

Page 64

TEACHING & LEARNING STRATEGIES

Signal Cards
Use signal cards to check understanding and give learners a way to communicate learning without language.

Page 65

Teaching with Powerpoint
Use PowerPoint to present mini-lessons that begin with high impact visuals and later introduce text along with the visuals. Use comprehension strategies to keep presentations interactive.

Page 67

Think Aloud
Make thinking process visible by articulating your thoughts to students. Explain how you would solve a scenario. Example: Ok, here I am a nurse. I have very little time, I need to...

Page 69

Think-Pair-Share
Use Think-Pair-Share to build engagement. Students think about the answer individually first, then pair up and share their answers.

Page 72

Total Physical Response (TPR)
Use physical gestures and movement to show the meaning of a word or phrase. Demonstrate an action, hand out props, ask students to perform the action, invite students to give directions to each other, etc.

Page 74

Word Sorts
Help reinforce vocabulary and build associations among words by having students arrange words based on a perceived relationship among the words in the group.

Page 76

TEACHING & LEARNING STRATEGIES

ACTIVATING BACKGROUND KNOWLEDGE/BRAINSTORMING

DESCRIPTION

Activating background knowledge means inviting students to generate ideas about a topic that they are familiar with. Brainstorming is a process for creating a broad list of ideas in response to an initial question or idea. Brainstorming emphasizes broad and creative thinking, welcoming all participants' points of view in an effort to ensure that all relevant aspects of an issue or question are considered.

PURPOSE

Brainstorming and activating background knowledge provide an opportunity for students to use English for a real task: generating ideas. Lower-level students may discuss their ideas in the native language but report their ideas in English. Intermediate level students should be able to conduct the discussion largely in English with some support for specialized vocabulary. This activity also prepares students to use brainstorming as a tool for work and personal planning.

WHAT TO DO

1. Introduce your need for ideas and how brainstorming works:
   - All ideas, however simple or creative, are welcome.
   - No one will comment on the ideas during the brainstorm.
   - If you wish, offer a one-minute "quiet period" before the brainstorm for people to reflect upon or start lists of ideas on their own.
   - Explain what will be done with the brainstormed ideas.
2. Write the question at the top of the board or first page of flipchart paper.
3. Start the "quiet period" for individual writing if you decide to use that.
4. Begin the brainstorm.
5. Guide the brainstorm by scribing ideas as they come, stopping any comments that evaluate ideas and inviting new ideas, and encouraging the group to share their ideas freely. Help generate energy and freethinking through encouragement.
6. When one flipchart page is full, tear and post it where it is visible, then start the next. If writing on a board, be aware of how much space you are using so you don't run out of room too quickly.
7. As the responses slow down, suggest some ideas that might stimulate further ideas, offer last chances for additional ideas, and then stop the brainstorm. Thank people for participating.
8. Number or letter the ideas when you have the full list.
9. Ask for clarification of any ideas that are not clear to you or others.

TEACHING & LEARNING STRATEGIES

KEEP IN MIND

- Brainstorming relies on people thinking and sharing freely. Remind them of this as you enter the activity, and reinforce initial ideas and creative ideas to help everyone participate freely and fully.
- Be ready to stop the first and subsequent efforts at judging a suggested idea. Remind the group that brainstorming accepts all ideas without criticism or evaluation.
- Especially in groups where some individuals may be more reflective thinkers, give people a minute to start jotting down some thoughts on their own before starting the group brainstorm aloud. This will help those people get started with the whole group and generally that will keep them going.
- Use two different colored markers, alternating them with each idea. Make your letters 1.5 inches high or more so all can see.
- With an active or larger group, use two scribes if possible so the writing doesn't slow down the idea generation.

From Brainstorming to Action

What do you do with your brainstormed list? Here are some of many possible options.

- Process the ideas by asking the group to make comments that build the ideas according to some criterion, i.e. "Let's go down the list and give me a next step for making this idea happen."
- Develop a shorter list from the full list by combining related items or prioritizing the items according to some criteria or by group opinion.
- One mechanism for prioritizing items on a list is to use "sticky dot" voting. Give each participant a few dot stickers and ask them to put a dot next to the items they think best answers the original question. This can also be done by students simply putting a dot or check next to ideas with pens, pencils, or markers. Identify those items that get the most votes and eliminate those items that have the fewest votes. This is not a mechanistic process, so leave room for discussion if someone feels strongly about an item.

TEACHING & LEARNING STRATEGIES

CHALK TALK

DESCRIPTION

Chalk Talk is an American invention dating back to the late 1800s. The practice of illustrating a story, often on a chalkboard, is first credited to a Methodist minister, Frank Beard, who illustrated his sermons while giving them. He felt that the message he was preaching would better sink in with his parishioners if he gave them something to see as well as hear. Mr. Beard was not an instructional designer or a cognitive scientist, but he was right. We now know that combining oral language with compelling visuals can significantly reinforce comprehension.

Various forms of Chalk Talk remain with us today. A few years back, UPS sponsored a series of ads in which the spokesman illustrated on a white board as he pitched their services. Today, on YouTube, a storyteller explores issues of everyday life as he draws pictures in real time describing "Tales of Mere Existence".

We are using the term Chalk Talk to describe a teacher who draws simple pictures that illustrate a story while she is telling that story. Alternately, she can draw a story that students are telling, similar to a language experience story. She could also invite students to draw their own story; for example, "How I came to America" or "How I met my spouse". The drawing can be on a board, flip sheet, or piece of paper. The key concept centers around pictures being drawn while the story is being told.

A book called Chalk Talks, written by Norma Shapiro and illustrated by Carol Genser, provides many examples of easy to use illustrations and storyboards to reinforce language instruction. With these materials and very little practice, a teacher can begin engaging students using simple illustrations requiring no more than pencil and paper.

PURPOSE

Language instruction involves a lot of talk by the teacher and students alike, but talk alone can become deadly even among the most brilliant of teachers and highly motivated students. The brain shuts down pretty quickly with limited stimulus. That's why many modern classrooms are equipped with smart boards, projectors and internet connected computers so that videos, music, and images can be used to enliven instruction. Volunteer tutors or teacher working with a small group of students in a multiuse room may not have such access. Chalk Talk offers a no cost, high impact tool for teachers working in environments where no high tech resources are available.

WHAT TO DO

1. Think about what you're going to teach in your lesson. How can you get across the information or concepts you are teaching? What strategies will best engage students and reinforce what you plan to teach? You may want to show pictures or use a real object, such as an apple, to reinforce your key concepts and content. If you don't have

access to the right picture, you may want to draw one. This is terrific, even if you're like most of us – not an artist. A simple stick drawing will often do the trick. The drawings in Chalk Talks can give you ideas for a bit more elaborate pictures that are still easy to draw. Your beginning level ESL learners will greatly benefit if you use this simple version of the strategy regularly.

2. Think first about a story that will interest your students and cover your chosen content. Create a simple storyboard for yourself, determine what sequence of pictures can tell the story simply and directly. Practice drawing so you are ready when you meet with your students. If you are using a flip sheet, one trick is to draw your pictures before the class using a light pencil and then trace over them as you tell the story.

3. Draw the key elements of the story as you tell it, or have a student draw. Point to parts of the drawings to focus students on specific vocabulary words or key concepts. After you've drawn and told the full story, ask students to look at the pictures again and tell you the story as they remember it. You may want to tell the story several times as students follow along looking at the pictures. The will be able to focus on more of the language each time they hear the words that go along with the illustrations.

4. You can also ask students to retell a story, process, or event using drawings after you present the information verbally. This gives your students a chance to demonstrate that they understood without getting mired in language. Students can work in pairs or small groups and should feel free to embellish or change the story. Students can also be invited to create an ending to a story such as a scenario that ends with "What should the person do next?"

5. After they get comfortable with drawing, students can prepare their own Chalk Talk that illustrates something in their lives, like how they celebrate a specific holiday, or some other event. Disasters often work well as long as students weren't traumatized.

KEEP IN MIND

Remember, the full Chalk Talk treatment is more than just making a simple drawing. It involves creating a series of drawings in real time while telling a story. With a little practice, it is not as difficult as it may seem. But if you're just too anxious, you can ask a student with some artistic talents who is not as anxious as you to illustrate the story as you and the class tell it.

Example: Heide Comes to America

TEACHING & LEARNING STRATEGIES

CLARIFYING

DESCRIPTION

Clarifying belongs to a set of reading strategies called "collaborative teaching", but it can also stand on its own. Clarifying is an umbrella term for a set of cognitive strategies that students can use to identify where they have comprehension difficulties and how they can get at the meaning of a word, phrase, sentence, or passage. Students are encouraged to identify problem areas and consider specific fix-up or repair strategies when communication or understanding breaks down, such as double-checking, identifying mistakes, and thinking about how to avoid future mistakes. Clarifying strategies need to be adjusted for different kinds of texts and need to take into account a variety of reasons for comprehension difficulties, such as insufficient background knowledge, weak decoding skills, unfamiliar vocabulary, or general problems with gaining meaning from print.

Although beginning English learners can often easily identify the words they don't understand, they are likely to have difficulties pinpointing why comprehension breaks down. More and richer language input may be needed before a full set of strategies is presented. To start, English Language Learners (ELLs) will benefit from learning the language used in identifying comprehension problems like "I didn't understand the part where __", "I can't figure out __", or "This part, where it says __ doesn't make sense to me."

PURPOSE

Clarifying strategies teach struggling readers to do what proficient readers do. They stop reading when a text no longer makes sense and implement various repair strategies. Engaging students in identifying unclear concepts, structures, and passages helps students to learn self-monitoring techniques. Understanding and practicing repair strategies helps students to look for synonyms or other text clues. Of course, rereading can help pick up information that may have been missed. In using various fix-up strategies, students realize that the answer to a comprehension problem may be found in their mind as they think about things more deeply, in the text itself via related words or other text clues, or in an outside source, like another text, an expert, or a dictionary.

WHAT TO DO

1. To introduce the point of the strategy, create a short text that contains nonsense words that need to be clarified and that eventually can be understood if fix-up strategies are used. For example, when presenting an oral text, you can mumble or say "mumble, mumble" at various points, encouraging students to stop you when they don't understand by raising their hand or holding up a red signal card to communicate that they don't get it and need you to stop. If presenting a written text, stress the need for thoughtful reading.

2. Select a text that contains several words or structures the students are not likely to know. Use the Think Aloud strategy to illustrate clarifying and repairing comprehension difficulties.

TEACHING & LEARNING STRATEGIES

3. Use a new passage to engage students in guided practice. In the following text (from the "Road Trip USA" story in the "Trips and Travel" activity packet), the italicized words are examples of when students might have trouble understanding.

   "Americans love to travel. They travel in small cars, big cars, ***vans***, ***SUVs***, and ***pick-up trucks***. Some families travel to ***tourist*** destinations."

   When comprehension has broken down, they should stop and think.

4. Break students into small groups or pairs. Designate a team leader in each group who models monitoring comprehension while reading using a Think Aloud.

5. As you introduce new readings, show students how to annotate texts to indicate where they have difficulties, such as using written marks, colored pens or markers, or post-its. Highlight various fix-up strategies they should try, matching them to the nature of the difficulties, such as double-checking that you heard what someone said when you are not sure of the meaning. Periodically review the strategies.

KEEP IN MIND

Allow students to signal understanding or lack of understanding both verbally and non-verbally, and focus on both listening comprehension and reading comprehension. Encourage students to use signal cards to let you know when you are speaking too fast or when they lose track of what's being said on an audiotape or video.

Teach verbal phrases in chunks that will help students when they need clarification, like "I'm sorry, could you repeat that?" or "I don't speak much English, can you please repeat?"

If you have students who are planning to take the citizenship exam or are going for a job interview, be sure you give them plenty of phrases to use when they need something repeated or when they need the other speaker to slow down.

CLOZE EXERCISES

DESCRIPTION

The word "cloze", coined in 1953, is relatively new in language teaching and reading comprehension. It is derived from "closure" in Gestalt theory. Gap fill refers to filling in a blank space in a written text. Cloze exercises and gap fill activities are tasks that ask students to fill in missing words in a passage. The passage may be based on a reading or a topic presented orally.

To prepare a cloze, the teacher deletes words from the text of a story or an informational passage on a familiar topic. Quite often, the title, first sentence, and/or last sentence are left intact and sometimes the first letter of the missing word is provided. Students then are asked to fill in the blanks to show that they understand. In a standard cloze test, designed to check overall language proficiency, words are deleted in regular intervals and students must use critical thinking and reading skills, grammatical understanding, and vocabulary knowledge to decide on the appropriate words to complete the passage.

Many ESL teachers use a variation of cloze to check understanding of specific vocabulary, key phrases, or grammar structures. Used this way, cloze exercises become gap fills designed to check knowledge and reinforce key language. Students may be asked to fill in words in a sentence by choosing from a list of words (called a word bank) or they may have to fill in blanks with no hints. Adding extra words that won't fit any of the gaps will provide an additional challenge for students. Gap fills are also popular as part of modified dictations for multilevel groups.

PURPOSE

Cloze and gap fills serve as comprehension and vocabulary assessments. Cloze exercises are typically used with students who speak limited English to determine general listening and reading comprehension and overall language proficiency. Gap fill activities serve to check students' knowledge of vocabulary and sentence structure as part of a reading passage or as part of a dictation exercise.

When cloze and gap fill activities are used as part of a dictation, they can serve to check the listening comprehension skills of students in a multilevel classroom. The teacher would prepare two written texts, one for lower level students and one for higher levels of proficiency, and allows students to choose. The easier passage would have fewer deletions and blanks spaced farther apart, and will focus largely on content vocabulary (nouns, verbs, adjectives). The more complex text would include deletions of function words (prepositions, articles, conjunctions). The teacher would then dictate a passage while students listen and fill in the blanks on their sheets and check their answers.

TEACHING & LEARNING STRATEGIES

WHAT TO DO

There are a number of ways to use a cloze exercise. Here are a few:

1. Choose or write a sentence or paragraph related to what you are teaching. Remove key words that are predictable.

2. Make sure the content and vocabulary of the text is familiar to students, unless you are using a cloze test to place students in different levels. Write the text with space for the blank words either on the board or a sheet of paper.

3. To introduce students to the concept of filling in blanks, demonstrate the process with a short practice passage (the first two sentences of a piece you have prepared may be sufficient). Walk through the text with your students, eliciting their ideas for what words might fill the blanks. Accept all reasonable answers even if they were not in the original passage.

4. For a fun listening practice, play an interesting song once and then present students with a gap fill text that has some of the rhyming words deleted. Include a word bank and draw students' attention to word meaning as well as rhymes. Add some extra words that rhyme but make no sense given the context and wording of a line.

5. Discuss with students not just what word might or might not fit but also why a certain word might not work in the context of the passage. Reasons might include word meaning or English grammar and sentence structure. For example, you can "visit" a library or "go to" a library, but you cannot "visit to" a library. Teach students to think critically about which words might fit but don't go off into tangents about all possibilities.

6. For beginning level students, create a list of words to choose from and discuss why a certain word may or may not fit. Be sure to list the items in your word bank in random order.

7. Don't use a word bank when you do a dictation cloze. You want to teach your students to listen to specific words and look at the surrounding words to make an informed guess about the word or expression they heard you say.

8. Have students compare their answers with each other and encourage discussion of why a certain word is the right one in any given context.

9. Show students the original text without deletions or fill them in on the board and answer questions. Again, don't give long explanations. You can simply say "this is how we say it in English."

TEACHING & LEARNING STRATEGIES

KEEP IN MIND

Start with a simple passage that students can easily read or understand when they listen to it. Remember that you cannot fill in blanks if you are not familiar with the topic, don't have background knowledge, or don't know the vocabulary the passage calls for. So make sure your cloze or gap activity is a review and is at the level of student's comprehension and not above it. Otherwise the exercise will create confusion and frustration.

Cloze exercises look deceptively simple to create and fill in. Take your time in creating them and try them out yourself and with friends and family. If native speakers have trouble deciding on the right word, the passage will be much too difficult for your students. Filling in the blanks in a passage requires strong critical reading and analytical skills and some of your students may not yet have the academic learning skills required to complete a cloze that does not have a word bank. If you have learners with different educational backgrounds, it makes sense to give lower skilled students a gap fill with a word bank while higher-level students get no such hints.

Example of a Cloze Exercise to Check General Comprehension and Background Knowledge

Libraries in the United States offer different kinds of services. If you like _____ read, you can get a library _____ (it's free) and borrow books for _____ (you must first check them out). _____ that's not all. You can also _____ to the library to use the _____ to search for information, type up _____ resume on a computer, or check _____ videos, CDs, and games for your _____. Libraries are great places to visit.

Example of a Targeted Gap Fill with Word Bank

check information books family go States credit out read library internet

U.S. Libraries

Libraries in the United _____ offer different kinds of services. If you like to _____, you can get a _____ card (it's free) and borrow _____ for free (you must first _____ them out). But that's not all. You can also _____ to the library to use the internet to search for _____, type up a resume on a computer, or check _____ videos, CDs, and games for your _____. Libraries are great places to visit.

TEACHING & LEARNING STRATEGIES

CONVERSATION CARDS

DESCRIPTION

Conversation cards are used in the ESL classroom to guide students in asking and answering questions. Typically, students write or are given short questions written on a card. They then circle around the room and interact with their fellow students. The card may include prompts, like " Tell me about your home town", questions, like " How's your family?", or routine comments, such as " How about this weather?". The cards can also be used to practice questions and answers used in job interviews and in the U. S. citizenship exam.

How do conversation cards work? After a demonstration by the teacher and some guided pair practice, students are asked to meet with others in the class and take turns asking and answering questions before moving on. Students are encouraged to extend the conversation with each person asking follow-up questions and offering appropriate comments.

PURPOSE

Conversation cards are prompts to help students learn how to ask questions, respond appropriately to good or bad news, show interest by asking follow-up questions, and get practice in taking turns leading the conversation and providing more than one-word answers. Asking the same question multiple times to other students increases student fluency and builds a repertoire of possible responses for future conversations with English speakers outside of the classroom. These cards are often used in preparation for events that require conversation, such as potlucks, or to help students remember frequently asked questions in interviews. They can also be used as follow up to discussions about possible responses to everyday situations. For example, "You are driving fast on the highway and you see a police car with a flashing light behind you, what do you do?"

Examples of Possible Topics

- How long have you lived in the US?
- Tell me about your family
- What is your favorite holiday and why?
- How do you celebrate birthdays in your family?
- What did you have for lunch? Was it good? Please describe it.
- If a waiter brings you the wrong order, what would you say?
- If you know you will be late for work, what should you do?

WHAT TO DO

1. To create your own cards, consider the themes you are teaching and think about situations that your students might find themselves in. Create prompts and questions that reflect what students might be asked. Include some open ended prompts and avoid questions that may lead to one-word answers.

2. Give students one conversation card each. Ask them to interview a set number of other students and then report back to the class about the answers.

3. Think about scenarios you have covered in class or that might happen as part of daily life and write up short versions on a card. For example, "Your child tries to reach a glass bottle on the shelf in the grocery store and drops the bottle. There is a big mess all over. What do you do? What do you say?"

4. As encouragement to use English outside of the classroom, and especially as program-wide events are coming up, write cards with conversation prompts and have your students practice. Teach students phrases and expressions that show interest or express sympathy and use role plays to demonstrate how to ask follow-up questions.

5. Consider meeting with another class for a conversation exchange. Both classes should be prepared in advance. In this case, students use similar questions but ask them spontaneously without the cards as a crutch.

6. Set up a program-wide conversation. Enlist staff, directors, and other teachers to let them know your students will be coming by for a short conversation. Encourage them to ask your students simple questions in turn and provide suggested topics.

7. Give students out-of-class assignments that require them to talk to someone in English. Prompts may include asking a question, like "What time does your store open?" or "Do you carry __?", or just giving a compliment to someone they see on a regular basis: "I like your shoes" or "Your child is very cute". Create an accomplishment chart that keeps track of who has talked with whom where and what happened and add students' names to the list. Encourage shyer students to work with a conversation buddy who can lend moral support. Don't let students off the hook and remind them that they came to class to learn to speak English, not just to study English.

KEEP IN MIND

Conversational English is difficult to teach and hard to learn. It takes a lot of practice actually speaking with another person in spontaneous ways. Students who memorize and practice dialogues don't magically end up being able to hold a conversation since people outside of the classroom don't have their lines memorized. Students must understand that in order to have a conversation in another language, you must put yourself in a situation where you have to think on your feet and express yourself as best as you can, fractured English and all. Social interaction is not the time to worry about finding the word that is just right or remembering the grammar rules your teacher taught you. Having a conversation means making a genuine connection with another person, showing interest in them, and in turn sharing something about yourself. Remind students that when they talk to another immigrant who is new to English they don't decide whether the person is nice based on their correct use of English grammar. Help students understand the difference between studying English, where you do try to understand patterns and rules, and communicating in English, where you try to show interest in others and get your point across as best as you can.

TEACHING & LEARNING STRATEGIES

FLASH CARDS

DESCRIPTION

Flash cards used for ESL are visual or written prompts on index cards to help students practice and remember vocabulary. Flash cards have information on both the front and on the back of a card. Usually, the word to be learned is on the front while the back may provide a picture, a definition, or an example of how the word is used. Often pictures and text are combined to help students gain a fuller understanding of the new concept.

When students create their own cards to help them study vocabulary, they often write the translation of the English word on the back. Where words have a direct translation, this is an excellent way of increasing vocabulary since explanations and definitions are often more complex than the word itself and a translation is the quickest way for beginners to "get" a new word. However, teachers should provide students with example sentences in English so that students understand the context in which new words are used.

All sorts of flash cards are available on the Internet, many for free. The cards can be any size depending on whether they will be used by individuals or by the teacher for a whole class. However, since vocabulary is best learned in context, it makes the most sense for teachers to introduce key vocabulary to the class as they present a lesson and make flashcards or encourage students to create their own.

PURPOSE

Flash cards offer students a way to practice vocabulary words any time and any place. They provide an easy way for students to memorize words and phrases through repetition and practice. Once they know a word or phrase, they can take it out of a pile of cards and focus only on the words they still have trouble with. The cards can be used individually with students looking at the word to be learned and predicting what might be on the backside before turning the card over to see if they are right, or looking at the picture and generating the word or phrase that might be on the back before checking if they were right. They can also be used with a partner or in a small group with one student playing the teacher and testing the others. When working in pairs or small groups, students should be encouraged to discuss the word to make sure everyone is clear on the meaning and how the word is commonly used in an English sentence or phrase.

WHAT TO DO

1. Identify the key terms and phrases related to the English lessons you are teaching.

2. Either create or download your own flash cards, or use flash cards provided in the English Forward toolkit. Make sure each student has a set of cards.

3. Encourage students to create their own flash cards. This takes more time, but may improve understanding by promoting greater involvement.

4. Demonstrate how flash cards are used to help memorize vocabulary, by using a Think Aloud. You might say:
   OK, on the card it shows a purple fruit. I think in English this is called an eggplant. Let me see if I am right (flips over the cards). Ah, yes. Let me read the sentence. "Eggplants are purple and only taste good when they are grilled or cooked."

   Ask students to try it out by themselves and with a partner.

5. Offer class time for practice on your review and catch-up days, but also ask the students to study the cards at home.

6. Play memory games in class in pairs or small groups and create vocabulary tests so that students can demonstrate what they have learned. Have students keep track of their progress, like how many words they are learning and remembering each week.

7. Ask students to keep their stack of cards with them as they ride the bus or spend time waiting. Cards can be contained in a box or through a key ring before practice. Encourage students to continue studying the cards until they know every word and phrase they find useful and want to learn.

KEEP IN MIND

A large vocabulary is the key to language proficiency. You cannot understand what others are saying or make meaning from a printed text if you don't know the words and have a good sense of how they are used. If students are to become fluent in English they must learn thousands of words. Asking students to study 20 words each week and checking their understanding of these words is a good start.

We know that simply giving students a list of words to memorize, whether arranged alphabetically or as parts of speech (noun, adjective, verb), is not an efficient way of learning vocabulary because the mind drops these words as soon as they are no longer needed. A much more effective way is to help students see the relationship between the words and topics studied in class and then use these words in class in various ways: in daily talk and in examples using student names or culture, like "Maria told us she never eats eggplant; in Iraq, many people eat an eggplant dish called Babba Ganoush. We should try it one time." After the words have been introduced and students have a feel for them, flashcards can help students remember them and make them their own.

TEACHING & LEARNING STRATEGIES

GRAPHIC ORGANIZERS

DESCRIPTION

A graphic organizer is a visual way to express a concept, story, or idea and show relationships between the key elements. Graphic organizers are often referred to as "idea maps" because they help students "map out" ideas in a visual manner. There are many types of graphic organizers, including flow charts, storyboards, Venn diagrams, and mind maps. The key concept is to use pictures or symbols to represent relationships between words or concepts.

PURPOSE

By using graphic representations, teachers help students visualize the relationships between certain words and concepts. Studies have shown that the use of graphic organizers increases content retention because organizers combine visual and verbal information. Students also improve reading comprehension and critical thinking skills as they become familiar with the language and the relationship between ideas. Graphic organizers are also a way to let low literate English learners see what the content of a lesson might be about and become familiar with content vocabulary that might appear later in a task or activity.

In beginning ESL, mind maps – also known as spider webs, semantic, idea, or concept maps – are often used in brainstorming around a central topic such as health or immigration as a way to capture related ideas and introduce vocabulary that will occur later in the lesson. Graphic organizers are also useful in illustrating steps in a process or showing cause and effect relationships.

Concept maps can also be used as a needs assessment to find out what topics students might be enthusiastic about. Through a brainstorming process, teachers listen for where the interests of the class lie as students generate ideas and ask about related vocabulary. Maps related to the themes of several lessons in the curriculum can be generated and captured on flip charts. These charts are then displayed around the room as a gallery. Students walk from chart to chart and vote on the lessons they want to study first.

WHAT TO DO

1. Think about what kind of graphic organizer can support the content you are teaching. For instance, if you are teaching the words for public service jobs, you might make a chart that shows pictures of people working in jobs related to emergency services, school, transportation, and health care and then draw lines to each of the functions. You can do this in class with input from students by writing "city services" in a central bubble and then inviting students to generate ideas related to the work that city employees do, such as transportation, park and pool maintenance, libraries, city government, garbage disposal, etc. Capture these words on a flip sheet or a board and connect them to the central bubble.

TEACHING & LEARNING STRATEGIES

2. Invite students to think further about the kinds of jobs related to each sector, like bus driver, maintenance worker, librarian, city clerk, garbage collector, and capture these underneath. Introduce additional words that will appear in your lesson and provide a quick preview of the topic you will be presenting to the class.

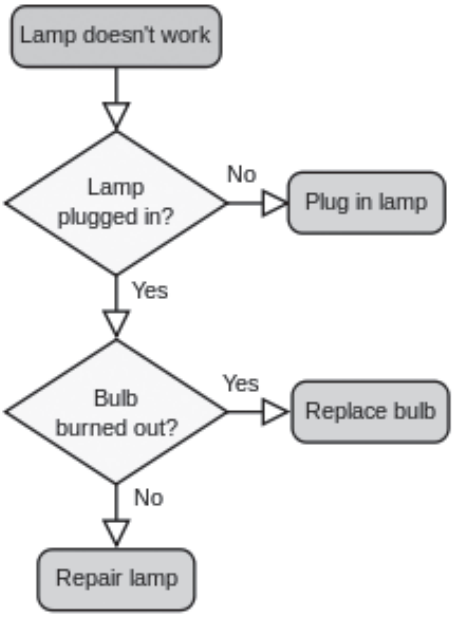
3. Ask students to copy the graphic organizer onto a piece of paper and take it home to study the vocabulary.

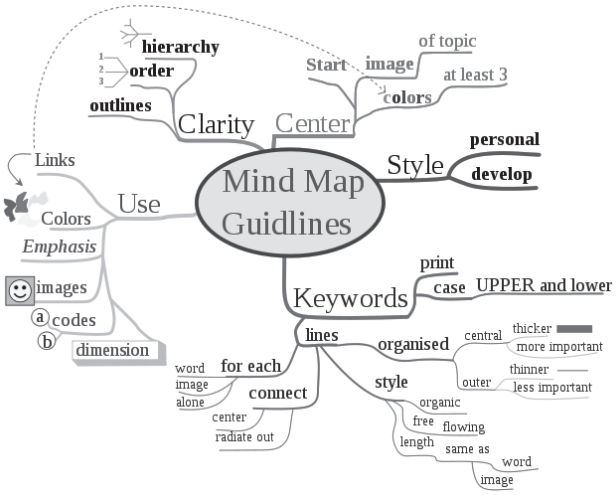
KEEP IN MIND

There are many types of graphic organizers. The learning principle is to use images and symbols to represent key vocabulary and show the relationship between words and concepts. As always, it is best to introduce the idea by using a topic students are familiar with so they can focus on the strategy (seeing ideas represented in graphic form) and not have to struggle with understanding the content vocabulary.

It may take a while for low literate students to understand how to draw their own maps, so if you ask students to work together to create an organizer, make sure they have had plenty of experience watching you and, as always, demonstrate the task using a related topic, such as the tasks of a city gardener.

Examples





TEACHING & LEARNING STRATEGIES

MULTIMEDIA (SONGS AND VIDEOS)

DESCRIPTION

Multimedia in teaching offers students the opportunity to learn through music, video, audio and a wide range of computer based technologies. Nearly all of us are deluged with multimedia on a daily basis – radio in our car, TVs throughout the house, music on our phones, videos on YouTube and TED, and animations in our PowerPoints. And, for the most part, with the exception of that loud thumping sound coming from our neighbors, we love it. Why? Because sounds and images grab us, get our attention, and connect us with our past, hopes for the future, and fantasies. Our brains are hardwired to take input from multiple senses and it seems that the more of it the better. So, traditional lecture-based instruction is increasingly being augmented with various types of multimedia, both in class and online.

We like songs and videos because they often tell compelling stories that engage students and reinforce learning through contextualization. Moreover, studies have shown that the rhythm of songs helps students remember words and phrases more readily than just reading a story or listening to a recorded dialogue, for example.

PURPOSE

Students learn in many ways. Incorporating multiple channels (auditory, visual, print) reinforces learning and engages learners' brains on different levels. Integrating music and video as part of a lesson also changes the pace of a lesson (either to calm or to energize) and supports learners who have difficulty gaining meaning from print or by just listening. Listening to popular music is also fun and reading along with the lyrics helps students make the connection between oral language and written language. Story songs such as Ray Charles' rendition of "Busted" or songs that reflect students' lives, like Donna Summer's "She Works Hard for the Money", often pack an emotional punch making it easier to remember words and phrases. Beatles songs are also popular with students. Memorizing lyrics and singing them in class builds community and yields language learning gains in nearly effortless ways.

Video, in particular, is able to cut through a lot of language that students would find confusing or overwhelming if presented orally or in writing. A video series designed for ESL learners such as "We Are New York" immediately immerses students in real-life situations. Images of people getting lost on their way to a job resonate on an emotional level. Silent movies such as Charlie Chaplin's "Modern Times" or YouTube videos are often funny, inviting students to laugh and adding a humorous dimension to the language learning process which can be difficult and frustrating at times.

Multimedia can serve as a jumping off point for a variety of follow-up activities: discussion and analysis, vocabulary development, focused listening, retelling and summarizing, and

giving opinions and making connections between what is seen and heard and one's own life experiences. The same song or video segment should be used multiple times for maximum effect, each time focusing on a slightly different aspect for learning.

WHAT TO DO

1. Decide on a song or video that links to the theme you are teaching. It is also good to have a repertoire of engaging videos and music ready for times when the class needs a change.

2. Introduce your students to the media by providing a preview and explaining why you are showing it. You might say:

   We've talked about jobs that people have. Tomorrow we will watch "The Wedding" and see different immigrants trying to do a good job to help with a wedding in New York. Watch what happens when the regular workers cancel and immigrants jump in to do the work. You will see a band, a chef preparing the food, a photographer, and a woman making the wedding dress.

3. Let students see a short segment of the video or listen to a single stanza of a song as a further introduction. Invite students to listen, enjoy, and not worry too much about understanding everything they hear. Ask students, "What did you see?" and "What did you hear?" and provide further explanations if students are confused about the action. When listening to music, ask students "What is the feeling?" (happy, say, excited, frustrated) and help them see the context. Then preview the next segment.

4. For music, pre-teach some of the key words and phrases of the song so that students can get the gist of the song. Play the full song first to allow the students to catch the mood of the song and listen for a few key phrases. Print out the lyrics of the song in large print and play the song again, inviting students to read along as they listen. If your students are new to English, choose a slow song with lots of repetition to start, like "Yesterday" by the Beatles. Repeat the song at various times during the course, each time focusing on a different language aspect, such as a cloze exercise, retelling or storyboarding a story song, circling a tense in the lyrics, or putting key words and phrases in their personal dictionaries.

5. For video, continue showing short segments (5-8 minutes) so students can focus on the language and not get overwhelmed. If using the media for learning (and not just for fun), dig deeper after each segment and help students understand and explain what's going on. Ask wh- questions like "Who is in the video?" and "What are they doing and why?". Continue with different segments, each time connecting the video to a different language learning activity. The series "We Are New York" includes a number of online activities for learning, including a photo-novella of the script.

TEACHING & LEARNING STRATEGIES

6. Besides using video and music to support particular lessons, consider setting up regular multimedia sessions to give students something different to look forward to. When using a regular series such as the videos from USA Learns, ask students to retell what happened in the previous segment to get everyone on the same page.

KEEP IN MIND

The most exciting media surrounding all of us every day is web-based. So if you teach in a program that has a room with a computer with an internet connection, ask to use it at least occasionally and take full advantage of it.

If your program has a laptop with DVD player, consider breaking the class in half and having students cluster around a table to watch a video while the rest do catch-up and review activities until it is their turn. Do the same if you have a laptop with a broadband access card.

TEACHING & LEARNING STRATEGIES

PICTURE STORIES & STORYBOARDING

DESCRIPTION

A picture story uses a series of pictures to illustrate a short story. It is like a storyboard in Hollywood that shows the key scenes of a movie, only a lot simpler. The pictures can come from anywhere, but are typically drawn by students or the teacher. Picture stories are often used to explain ideas to people who are new to the U.S. and have low levels of English. There are many sources for picture stories available on the Internet and in books. You can also draw your own or ask students to do so. The key concept is that picture stories tell a short and simple story.

The term storyboard is generally used to describe elaborate scene-by-scene illustrations of movies before they are shot. First used in the 30s by animators such as Walt Disney, storyboards are now used to not only plan movies, but also to illustrate sequences of information in repair manuals, cookbooks, and textbooks. In a teaching context, storyboards do not actually have to tell a story; they can illustrate any sequential process. In practice, both picture stories and storyboards function much the same.

PURPOSE

Pictures stories help fill in the gap between students' listening and reading abilities and descriptions of complex interactions. For example, a description of the last frame below might say, "Victoria's friend is crying even more. The customer is waiting for help. The supervisor is watching. Victoria is supposed to stock shelves. She loves her friend and wants to help. She doesn't want to get fired. But she cannot do three things at once." Low literate English speakers might have difficulties reading these sentences. With pictures, students can follow the story as the teacher describes each scene in simple English.

Picture stories are often used to provide important information for students who cannot read English. A number of examples about health and safety issues are available on the Internet.

WHAT TO DO: PICTURE STORIES

1. Select a picture story that relates to your topic. You can use a premade picture story or create one yourself.

2. Make copies of the pictures for your students and familiarize yourself with the story. Think about the vocabulary or expressions you will use in telling the story and find ways to pre-teach and illustrate unfamiliar words or concepts, either by doing a simple drawing or by acting it out.

3. Tell the story while students follow along with the pictures. Ask questions and add explanations as you move along. Try a Think Aloud to introduce content.

For example, you might say:

When I look at this picture I see a woman crying and a phone. There is a message on the phone that says, "it's over". I wonder what happened.

4. Invite students to retell the picture story in their own words, changing it as they see fit.

WHAT TO DO: CREATING STORY BOARDS

1. Use similar technique when creating storyboards. Either select an existing process laid out in a storyboard format or use the Chalk Talk strategy to create your own. Choose topics that lend themselves nicely to visual representation. You can also demonstrate a process, like making instant pudding, and ask students to draw a matching storyboard. Students then discuss and print instructions underneath each of the squares.

2. You can also invite students to use storyboarding for planning an event like a potluck or class party and map out a step-by-step process. Similarly, if you plan a field trip, students can create a storyboard of what they think will happen and then check their predictions against reality.

KEEP IN MIND

Line drawings and illustrations elicit and reinforce background knowledge. They are not very effective in teaching new concepts (demonstrations are more effective). Literacy students in particular may have difficulties making sense of line drawings especially if cultural assumptions are embedded within them, like a storyboard on how to make macaroni and cheese from a box).

Picture stories and storyboards can be cut up into individual squares that can be moved around. Students can decide in which sequence the pictures should appear and write corresponding texts. Students will most likely come up with different stories and can explain why they chose to order the pictures the way they did.

RESOURCES

Freeology.com
http://freeology.com/wp-content/files/storyboard.pdf
Storyboard template

Example

TEACHING & LEARNING STRATEGIES

PREDICTING

DESCRIPTION

Predicting belongs to a set of strategies called "reciprocal" or "collaborative teaching". Predicting asks students to take in information, like a headline or title, a picture, a summary, or chart, and make an informed guess as to the ideas or concepts that might appear in a text. After making a prediction, students read or listen to a text and either confirm or revise their predictions.

Beginning level English language learners may not have sufficient fluency to generate predictions. They may need additional input that can enrich their background knowledge and increase their vocabulary before they can predict. For this type of student or class, simple graphics like no smoking signs or symbols for tow-away zones without text might serve as a starting point. You could also show an emergency kit and have students predict what's inside.

PURPOSE

The predicting strategy activates students' background knowledge and starts engagement with key concepts. It shows students that they are smart enough to figure things out even if they have trouble with English or with reading. Students learn to make connections between their own prior knowledge and the ideas in a text. It's helpful for students to see that sometimes their predictions are off and they have to stop, think, and possibly revise their predictions. Predicting and revising also assist students in thinking as they listen or read to see if their predictions were correct. Having students revise their prediction supports rereading, an important component of comprehension, especially for struggling readers.

WHAT TO DO

1. Introduce the strategy and discuss why it is important. Explain to students that thinking about visual, oral, and written texts engages the brain and helps greatly in understanding. Stress that students will comprehend more and remember more if they think while they watch, listen, or read.

2. Explain to students that daily life is not possible without constant predictions. For example, you may ask, *How do you find things you always buy in a new store? You use your background knowledge. You predict that the milk and the butter will be close to each other or that the eggs will be in the refrigerated section.* Note: this is not always true in other countries, so use this as an example of revising predictions.

3. To illustrate how the mind makes predictions and then confirms or revises them, use an activity such as presenting one puzzle piece at a time to let students experience how their mind tries to make sense out of information that is presented bit by bit. With just

one puzzle piece, it will probably be difficult to determine what the puzzle is a picture of. As additional pieces are seen, the mind has new information and can make better and better predictions.

4. Select a text students might read in class. Choose a reading with titles, pictures, and graphs that make predictions and informed guessing worthwhile. Ask the class to generate vocabulary and ideas that they think they might find in the text using their background knowledge and other clues. Encourage thoughtful predictions. Stories about accidents or natural disasters seem to work well.

5. Create a few true/false statements to build suspense and ask students to make informed guesses as to which statements about the passage or story are right or wrong. Be sure to include statements about the main points of the text as well as details. Informational texts work best, but other types of texts can work as well. Ask students to discuss their predictions in pairs or small groups. Explain that the answers will be found in the text but for now, you just want to see how good the class is at using their prior knowledge of the world to guess the right answer. Keep track on a flip chart.

6. Read the text with the class or ask students to read the text on their own. Then ask students to work individually or in small pairs. Ask them to highlight all the words and ideas they predicted and underline all the true statements that they had guessed right. Congratulate them when they are right.

7. Explain that sometimes we predict right and sometimes our guesses are wrong because every one's brain works differently, and sometimes we don't have enough information to make thoughtful predications. Emphasize that it's ok if your predictions are wrong, the important thing is thinking about the text before and during reading.

8. Ask students to circle the statements that are contrary to their guesses and discuss why there is a mismatch between what they expected to find and the content of the text. Bring the class together and reflect on the use and importance of this strategy. Continue using the strategy with different kinds of text.

KEEP IN MIND

For ESL students, predicting the meaning of unknown words from surrounding text is very difficult since many of their challenges lie in making sense of unknown sentence structures and not just in new words. ESL students often don't know the synonyms that may appear in a text that provide a clue to a difficult word. These students are much better served if the teacher provides texts that are rich in text aides or that have descriptive titles such as "Texas farm worker wins lottery" or "Five thousand refugees from Iraq get permission to enter the U.S."

TEACHING & LEARNING STRATEGIES

RESOURCES

Illinois State Museum
http://www.museum.state.il.us/muslink/pdfs/re_predict.pdf
This site includes a lesson on "Predicting a Past" that asks students to use the scientific method to make predictions as to the use and importance of artifacts. Using information from a museum site, they also make informed guesses as to the lives of people who used these artifacts.

The Florida Department of Education
http://fcit.usf.edu/fcat8r/home/references/printable-materials/teaching-strategies.pdf
Provides guidance on using a number of strategies, including making predictions

ReadWriteThink
http://www.readwritethink.org/lessons/lesson_view.asp?id=316
This lesson plan shows how predicting strategies can be used with young learners. The lesson can be adapted for adults new to literacy by selecting informational texts such as magazine articles on topics of interest.

ReadWriteThink
http://www.readwritethink.org/classroom-resources/lesson-plans/using-prediction-prereading-strategy-165.html
A second lesson plan from RWT suggests using trade books and employing prediction strategies to help students set purposes for reading.

TEACHING & LEARNING STRATEGIES

PROBLEM SOLVING

DESCRIPTION

Students work in small groups to analyze a problem and discuss possible solutions. Students may work off of written scenarios, situation cards, or cues, or they may create their own situations. Scenarios used in the classroom often use a problem related to topic or situation students are interested in.

PURPOSE

Scenarios are an excellent way to build problem-solving skills and enhance literacy and communication skills. As students read a scenario, they are engaged in texts that require thinking. Students learn to use their thinking skills to analyze the situation, identify the problem, brainstorm ideas, and consider the consequences for each idea. By putting themselves in real situations, students learn to practice what they might say and do and gain confidence in their own ability to deal with a situation and use English. Scenarios allow teachers to gain insights into what students are thinking about and how they interpret particular situations.

WHAT TO DO

Create your own scenarios or work with the students to describe a situation they have experienced and make a scenario based on it. Choose one scenario to discuss with the entire group, modeling the steps you want students to take as they discuss the scenario in a group or in pairs.

Students or the instructor:

1. Read the scenario and clarify key vocabulary.
2. Identify the problem and clearly state it or write it down.
3. Brainstorm possible solutions without getting bogged down in what may or may not work.
4. Select reasonable solutions worth discussing and lay out the consequences for each.
5. Decide as a group on one solution that might work, and, if appropriate, also identify minority opinions if the group cannot agree.
6. Report the solution along with a rationale to the rest of the group.

The instructor then debriefs with the students by summarizing the problem and highlighting the solutions that were offered along with the reasons behind each solution. The teacher links the discussion back to similar topics that have been studied and discussed in class and makes connections to students' lives.

TEACHING & LEARNING STRATEGIES

KEEP IN MIND

- Make sure students are comfortable working in small groups or in pairs so that the activity does not fall flat.
- Select situations that are likely to engage your students. For beginners, use problems that you have heard them discuss or that are part of their every day life. For more advanced students, connect the scenario to a topic that students have read about or that has been in the news.
- Introduce the scenario orally to make sure students are with you. Clarify vocabulary and allow students to work in pairs or small groups with the content of the scenario to ensure comprehension. Encourage strategies like question generating and answering, filling out an event map graphic organizer, true/false questions, etc.
- Make sure scenarios allow for a variety of opinions even if discussions might get contentious.
- Walk around to keep students on track and clarify the problem (some students get off track quite easily).
- Avoid identifying one right solution since the point of the lesson is to help students think things through on their own. Do, however, highlight possible unfavorable consequences of iffy solutions to help students think through their suggestions.
- If there is an important point you want students to take away and they are not getting it on their own, simply highlight that point at the end of the lesson. If students are still not really getting it, plan a follow-up lesson that reinforces the concepts you want to stress.

TEACHING & LEARNING STRATEGIES

QUESTION ASKING AND ANSWERING

DESCRIPTION

Question asking and answering is often taught as part of reciprocal teaching, a powerful set of techniques that includes peer-to-peer strategies for summarizing, predicting, and clarifying. Students are invited to generate questions about a text (oral or written) and work with others to find the answers in the text. Students can work in pairs or in teams, with individual students leading the team and asking questions while the rest of the group finds and discusses the answers. Informational texts work well, but for beginning level students, personal narratives can be used as well. Some teachers use question generating to help students focus on literature concepts like character, plot, sequence, conflict, etc.

Forming questions about a text that a peer needs to answer is a complex cognitive skill that demands engagement with the text and thinking about the ideas and concepts embedded in a sentence or paragraph. These questions can range from factual (who, what, when, where, and how) to inferential questions. For example, "The young woman walked down the street to her friend's house. She had to take her shoes off before going in. They were soaking wet. Why were they wet?"

Question formation in English is quite difficult and beginning level English language learners often struggle since many questions require the use of "do" (How does an earthquake happen? Why do we need alternative energy?. The structure of questions may need to be pre-taught for ELLs and they will likely require additional practice before they can form questions easily and focus on the content of the text. To start, the teacher might give students some questions to answer before asking them to create some of their own, following her model.

PURPOSE

Question generating (or asking) encourages students to engage the text and pay attention to key content information. It is part of a set of strategies found to be effective in increasing comprehension of texts. Asking and answering questions with a partner or as part of a group engages all students, and students get significant more time on task and opportunities to grapple with the text. Shyer students are more likely to participate since their answers and possible mistakes are not made public. Using team leaders as "experts" who ask comprehension questions for others to answer provides more proficient students with a challenge and offers examples of "cognitive apprenticeship" to others as they listen to their peers formulate questions.

TEACHING & LEARNING STRATEGIES

WHAT TO DO

1. To introduce question asking and answering, use a text that is slightly above the skill level of the students and contains interesting information.

2. Let students know that question asking and answering is a great way to help them understand and remember what they are reading.

3. Model the strategy first with the entire class asking questions about both literal content and information to be inferred. Use the Think Aloud technique to let students see how you select a question to be asked. Be sure to include both yes/no and open-ended questions. For example, when reading "The 7 Habits of Successful Readers," you could begin with a warm-up question such as "Yes or No: The article discusses the habits of struggling readers?" or "How many habits are discussed in the article?" and move on to "What are 3 things that successful readers do?" Ask the class to answer either orally or in writing and provide feedback.

4. Select another section of the text and ask a question, such as "What do successful readers do before they start to read?". After students answer, invite a more proficient student to ask a question using the same or the next section of the text. Help the student formulate the question if necessary by gently rephrasing. Invite the class to answer. Emphasize that this is a comprehension activity and questions have to be such that the answers can be found in the text.

5. Introduce the text to be read. You can do choral reading of the text to start or use a reading that students studied for homework. Break the class into pairs or teams and designate a student to ask questions for others to answer.

6. Debrief by asking selected teams to report out. Reemphasize both the structure and purpose of the activity and discuss with students the benefit of learning with this strategy.

KEEP IN MIND

Question asking is challenging in English where some questions require do support ("What **do** you like to do on Sundays?") while other questions, like those using **be** ("Where **are** you from?") and modals like "can" or "would" ("**Can** you help me?") provide plenty of input using the different question forms for students so that they recognize questions.

Record question patterns as they occur in class and practice saying them with the class. Ask students to interview each other first using simple questions like "Where are you from?" and "What is your favorite food?" before you introduce more complex structures like "What do you like to eat?" Then move toward more complex questions based on an informational text that students can handle.

RECIPROCAL/PEER-TO-PEER TEACHING

DESCRIPTION

Reciprocal teaching consists of a set of strategies that are first introduced and modeled by the teacher and then used by students in pairs or in small groups. The skills are summarizing or retelling, predicting, clarifying, and asking and answering questions. Strategies can be taught in any order but are most powerful if taught in combination. During the initial phase of instruction, the teacher assumes the primary responsibility for teaching and demonstrating the strategies. Students slowly take over and practice these strategies with each other until they can work independently in their groups. The strategy is best used with informational non-fiction texts but can also be adapted for narratives.

This set of comprehension strategies is best taught with English language learners when they have developed sufficient proficiency to understand paragraph level texts that contain information worth knowing. However, individual strategies such as clarifying and asking/answering questions can be adapted once students have learned to ask simple questions, like "Who is Maria's father?", and questions requiring more support, like "When did the family leave Guatemala?"

PURPOSE

Reciprocal teaching is used to increase comprehension, promote collaboration, and foster meta-cognitive skills. Teachers and students take turns interacting with the text and leading various sections. The technique not only supports greater understanding of spoken and written texts, but also helps students monitor their own learning and thinking. ELLs can benefit greatly from opportunities to use English in a supportive setting where they can interact with authentic or adapted materials and practice their language skills while completing a meaningful task.

WHAT TO DO

Prepare students to use the reciprocal teaching strategies by explaining that you will teach them how to improve their listening and reading comprehension skills.

Introduce the idea of retelling or summarizing by reviewing a text that students are familiar with. That way, students can focus on the strategy without getting frustrated by new or difficult content.

1. Start by using the Think Aloud strategy as you model how you would retell or summarize part or all of a text. Say something like,

   OK, this text is about multiple intelligences; let me see if I remember all the important points. I remember that there is not just one type of intelligence, there are many different

types, and people are smart in different ways. So that can be the first sentence of my summary: 'There are many ways of being smart'. So now I need to explain what I mean by that.

2. Demonstrate clarifying and continue to use the process. Say something like, I don't remember the difference between 'interpersonal' and 'intrapersonal,' so let me write that down as a question so I can double-check and clarify this point. Then write down the clarification question, "What is the difference between 'interpersonal' and 'intrapersonal'?." Use the same procedure to identify a part of a sentence or passage that might be confusing.

3. As the week progresses, introduce the other reciprocal teaching strategies by modeling them. Select texts that easily let you demonstrate a particular strategy, such as texts that have multiple headings, pictures, or graphs that allow students to practice predicting.

4. Set up pairs or teams and clarify roles. Ask a team leader to model use of the strategy or lead the task while other students respond. Circle the room and observe but don't intervene unless invited to do so.

5. Ask students to report back on their discussion and highlight interesting ideas from the group.

KEEP IN MIND

When forming pairs or groups, remember that there are different ways to group students. Students can be put in equal ability groups (homogenous; beginners with beginners, advanced students with advanced students) or cross ability groups (heterogeneous; beginners with advanced students). Equal ability groups allow students to practice and learn with similarly leveled peers, while cross ability groups provide a chance for higher level students to teach back and for lower level students to learn from peers. It is beneficial to use both types of groups in your classroom to create different learning environments, which will benefit all students.

TEACHING & LEARNING STRATEGIES

ROLE PLAYS

DESCRIPTION

Students work in pairs or small groups to act out a situation. Students may work from cards or cues, or they may create their own situations. Role plays can be simple: you lost your wallet on the bus and need to talk to Lost and Found; or complex: you are a supervisor and need to tell an employee who is always late that she needs to shape up, but you know she has sick kids at home and needs the money so you also feel for her.

PURPOSE

Role plays are meant to build communication skills and encourage spontaneous speech. Role plays help students think on their toes because they need to generate language in response to what they hear and can't simply recite a memorized dialogue. By putting themselves in real situations, students learn to think about what they might say and gain practice using real life English.

WHAT TO DO

1. Prepare students by practicing some basic dialogs that reflect common situations.
2. Select a situation and create a new dialog together with the students.
3. Use dramatization, Chalk Talk, or puppets to illustrate or involve a more advanced student as your foil.
4. Write the dialog on the board and have students practice in pairs or small groups.
5. Pick other situations and discuss them with the class to make sure everyone understands the situation.
6. Pair students up and ask them to practice two or three situations.
7. Circulate and observe but do not intervene.
8. Ask a few of the students to demonstrate their role-plays.

KEEP IN MIND

For beginners, a role play will need to be very structured and scripted because they haven't learned enough language to produce it on their own. As learners become more advanced, role plays can be less scripted and more open ended because learners can generate more language with less support.

TEACHING & LEARNING STRATEGIES

SIGNAL CARDS

DESCRIPTION

Signal cards are multicolored cards that allow all the students in a class to signal messages to the teacher all at once. They allow students to indicate whether they have understood or not (green for yes, red for no) and to show comprehension of content they heard the teacher present. For example, the teacher can say, "New York is the capital of the United States. True or False?". Signal cards allow teachers to see if the entire class is on track or if her or she needs to back up and repeat information or demonstrate a concept further.

When used to check for comprehension, each student has a set of three colored cards. The cards can be any size as long as they are big enough for the teacher to clearly see them. We recommend using green for yes, I understand, agree; red for no, I don't understand, don't agree; and yellow for not sure or I don't understand. Usually the teacher will ask the students a question, asking them to use the cards to answer. But, students may also use them on their own to indicate that they are confused or that the class is moving too fast and they would like for the teacher to slow down.

PURPOSE

Signal cards allow teachers to get a quick sense of how much the entire class understands of what she has been trying to explain or present. The most common way of asking the class if they understand and having a few students say "yes" often gives teachers a false idea of what gets across to students since it is generally the more proficient students who answer while those who don't understand remain silent. It's often hard for a teacher to know whether her message is actually sinking in. Using signal cards provides instant feedback from the whole class and it's fun for the students.

WHAT TO DO

1. Get colored construction paper in strong primary colors: true red, green, and bright yellow. Cut or tear the paper into strips or squares or have the class help you. Make sure there are enough cards so each student can get a set of all 3 colors. If you have the resources, laminate the cards. Collect them after class and clip sets of the three colors together.

2. Explain to students that the cards act as signals that are similar to traffic lights (green = go, red = stop, yellow = slow down).

3. Have a student hand out a set of cards to each student. Demonstrate the use of the different colors to signal true, false, and don't know. Practice using these cards with a set of simple sentences and ask students to tell you if a sentence is true or false. They can use yellow if they are not sure or if they think you did not give them enough information. Be sure you use common examples that students can easily refute, such as

student x is a man, today is Sunday, I am a student in this class. If students hold up the incorrect cards, repeat the sentence and say, "Is this true or not true?" It may take some students a while to get the activity straight but if you keep using everyday examples, they will get the hang of it. Keep practicing before moving on to using sentences derived from the topics you are teaching. You can vary between asking if something is true or false or if they agree with a statement or disagree. For example, you might say, "Everyone agrees that donuts are good for you" or "If you live in a city, it only costs you five dollars to get a library card." Make sure your statements are unambiguous and cannot easily be argued with.

4. Use statements and cards as comprehension checks after you present information to the class initially and then later on in the class to assess what students have learned. Besides assessing students' knowledge, you can use these cards to check understanding of vocabulary (example: "Small eggs are called eggplants.") or knowledge of how English works (example: "Use your signal cards to tell me if this sentence is correct or not: John have three sisters.")

5. Show students how they can also use these cards individually to signal that they are confused and need information repeated, that they need an explanation for a new word, or that the class is moving too fast for them. Purposefully mumble or use nonsense words to "force" students into signaling lack of understanding and avoid embarrassing lower level students.

KEEP IN MIND

The cards can be any size that is readable to you. They should be durable enough for students to use them over the time of the course. Signal cards are particularly valuable in a large class, but they can be used effectively with two or more students.

You will notice that some of your students are quick and confident and others are more hesitant. Still others may be confused, look around the class, and then hold up the same card as their neighbors. Treat these instances not as cheating but as signals that some students may need extra help grasping a concept you thought was clear.

It takes a bit of time for teachers to get the hang of creating unambiguous sentences that lend themselves to this activity. So before using sentences with the class, write down a few examples for yourself, like "Unhealthy means not good for you." Keep in mind that false statements, like "George Washington is on the 20 dollar bill", are usually more interesting than true ones. You can also use signal cards to check cultural understanding or get students' opinions by asking something like, "Do you agree or disagree with this sentence? If you don't want to get a traffic ticket, you should offer the police officer 20 dollars."

TEACHING & LEARNING STRATEGIES

TEACHING WITH POWERPOINT

DESCRIPTION

The teacher creates a presentation or a mini-lesson that focuses on either content knowledge, like electricity or the life of Cesar Chavez, a theme designed to build vocabulary, a strategy, or a language point, like question formation in English. The presentation begins with slides containing just visual information, then slides that contain visual information plus text, and eventually just text alone.

The slides are used to set the context, focus students' attention, and pace the class. Students are encouraged to work individually or in teams to create their own PowerPoint presentations to teach others. PowerPoint lessons allow teachers to create and store images and text permanently, allowing for easy retrieval, modification, and update. If computers and digital projectors are not available, projection transparencies can be created from drawings or collages.

Compelling images help create a picture in students' minds. They connect visual information with text and activate prior knowledge. Images enrich background knowledge and promote language use in ways that are not dependent on print, which is helpful for students who have little or no literacy skills.

PURPOSE

English language learners with limited English have difficulty understanding information provided primarily orally or in writing. PowerPoint presentations, however, allow students to access information or concepts without getting mired in print. Images and graphs represent ideas that the instructor can make accessible to students through interactive discussions or a mini-lesson. Images allow struggling readers to access information without having to read text and help to both activate and enrich background knowledge. When concepts are connected to images, they get better anchored in the brain, which promotes learning and memory.

WHAT TO DO

1. Show a PowerPoint or overhead projection presentation using only visual information. Keep your slides simple and related to one another.

2. Describe what is on each slide using simple vocabulary, emphasizing, if possible, English cognates of similar words in the students' native language.

3. Repeat images for key words on subsequent slides.

4. Ask the students to repeat key words on the slides from time to time.

TEACHING & LEARNING STRATEGIES

5. After exposing students to the slides, encourage them to say key words without you saying them.

6. Only after working with students using only pictures and oral input, show the same or similar slides with text showing the key words.

KEEP IN MIND

For lower level ESL students it is important to keep the information interactive since they may only be able to take in a few sentences at a time. As you present, ask students to use their Signal cards to indicate if they have understood or need you to slow down. Ask questions periodically to check for comprehension and invite students to signal true or false after a particular statement, like "Houston is the capital of Texas."

Involve students in various forms of retelling, such as putting prints of PP slides in order, using graphic organizers to talk about who, what, when, where, and why, or storyboards to show sequencing. Ask students to create their own presentations using either PowerPoints or posters with graphics and pictures to provide information. Encourage team and pair work and offer opportunities for students to present their projects to a wider audience – other classes, program staff, their families, the wider community, etc.

TEACHING & LEARNING STRATEGIES

THINK ALOUD

DESCRIPTION

In the most general sense, Think Aloud is a strategy whereby a person explains his or her thought process while engaging in some mental process, such as reading, analyzing, or problem solving. The person listening to the Think Aloud can then access how the other person is using various strategies to improve reading comprehension, solve a problem, etc. The Think Aloud strategy is most commonly used to demonstrate reading comprehension skills. The teacher models the strategy by reading a text aloud and by stopping throughout the reading to explain the thought processes she uses to make sense of the text. Once students understand the Think Aloud, they can use it to demonstrate that they are moving beyond decoding to the realm of deeper understanding.

PURPOSE

Adult learners have rich backgrounds that can assist them in learning English. However, they may not have the analytical skills to use their background knowledge to their advantage. The Think Aloud strategy enables the teacher to make her analytical thought processes available to the students so that they can improve their analytical skills. In effect, the Think Aloud strategy makes invisible thought processes visible. Research shows that 50% of reading comprehension is based on what the reader brings to the text by way of prior knowledge and internal dialog. The Think Aloud strategy teaches how to activate background knowledge and develop mental analytical skills.

WHAT TO DO

It is important that the teacher model the Think Aloud technique so that students will have a clear understanding of how it works. Assume the teacher wants to model how to use the technique to analyze a picture. Looking at a photograph of Awa in the activity packet on "The U.S. and Immigration", she says:

> *What do I see? Hmm, I see a woman and she has colorful clothes. She wears a scarf on her head. So what does that tell me? I think she is not from here; she looks African and she is very pretty. I also think she looks young. The scarf on her head could mean that she is Muslim; I know there are many Muslims in Africa, but I am not sure. Maybe the story will tell me. I see a building in the background, but this is not a building in Africa so maybe she is someplace else; maybe she is an immigrant from Africa to another country.*

Notice that the teacher is not only stating what she sees but also is trying to make predictions based on the photograph. The teacher is activating her background knowledge as a basis for making her predictions.

TEACHING & LEARNING STRATEGIES

In this case, the reader analyses a picture, which is a visual text. She can do the same with a written text by looking at a headline, such as "The U.S. Elects a New President" in the same activity packet. Here the teacher might say:

> *Let me see, I think I understand this. The U.S. means United States or America, and "elects" has something to do with election and voting. I know there was an election in November and the U.S. voted for Barak Obama as president. So this is not a new story, it's an old story about the election on November of 2008.*

Using the same example, the teacher can also reinforce information that has previously been taught and model language awareness by saying something like:

> *This sentence is pretty easy for me because I know the words from my language: "elect" is like elegir in Spanish, "presidente" is almost the same word as president, and everyone knows U.S. is United States or Estados Unidos. Oh yeah, but in English they say "united" first and "states" second, and it's the other way around in Spanish. Just like in English it's "White House" and in Spanish we say "Casa Blanca". I know the rule but sometimes I mix it up when I speak.*

This strategy shows students that reading with comprehension requires thinking and shows what active comprehension looks like.

For beginning level ESL learners, functional texts such as weather maps, a medicine label, a sports schedule, a grocery flyer, or unemployment statistics lend themselves nicely to Think Alouds. To keep it real, the teacher might select a functional text that students might be familiar with but that she is not. For example, she might look at a chart that describes soccer teams and their wins and losses in a championship series and articulate the strategy she uses to make sense of the chart. She might say something like:

> *Ok, it looks like it's an international competition because I see Real Madrid so that's Spain, and Manchester United, so that's England. Ah! I bet it's the World Cup – let me see if it says World Cup here anywhere. Oh, and wasn't there a soccer player who moved from Manchester to play with Madrid but now he's in LA? And his wife is one of the Spice Girls? I wish I could remember his name. I can't, but if I read the article below the chart, maybe they mention him.*

The teacher then emphasizes that the most important component of reading is not reading aloud, though that does help you read more fluently, but thinking while you read. She might then ask students to practice Think Alouds with other functional texts that students are likely to encounter, like warning signs, coupons, fast food menus, or sales flyers. Students should get the idea that even texts that look complicated and dense can be "unpacked" by a step-by-step approach that starts with the big picture and then moves toward details.

WHAT TO DO

1. Select a reading text that is at a comfortable reading level and length for the students. By keeping the text at a comfortable level, the students will be able to concentrate on how you use the Think Aloud strategy.

2. Tell the class the purpose for the reading. Explain that you will be stopping during the reading to inform the students of what you are thinking as you read the passage.

3. Read the text, stopping frequently to talk about how you are determining the meaning of the text. For example, in trying to predict what will happen, you might say, **I'm guessing that __ will happen next.** While you are doing the Think Aloud technique, have students follow along in the text and mark where they hear you use the Think Aloud strategy.

4. Give the students something else to read and have them use the Think Aloud technique you modeled with a new text. The most appropriate texts for ESL learners are often catalogue pages, grocery flyers, or announcements that only slowly reveal themselves as you look more closely. They can do this in pairs or each student do a Think Aloud to the entire class.

KEEP IN MIND

The Think Aloud technique, while often applied to reading comprehension, is also useful in many other situations. For example, it could be used in explaining difficult grammar concepts where guided discovery would not work. Instead of directly telling the students the rules, show them patterns involving the grammar point and then use Think Aloud to draw conclusions from the patterns. As another example, the Think Aloud could be used to explain the math involved in determining how much tax is added to a purchase price. The students may then be able to deduce the procedures on their own by observing how you approach the problem.

RESOURCES

Thinkfinity Literacy Network
http://www.thinkfinity.org/api-search-standard-keyword.jspa?mode=keyword&keyword=think+aloud&grade=All&subject=All&search=Search
Provides several resources on Think Aloud

TEACHING & LEARNING STRATEGIES

THINK-PAIR-SHARE

DESCRIPTION

Think-Pair-Share is designed to have students think about a topic on their own, then pair with another student and share their thoughts. It allows students time to formulate their thoughts and involves all students, not just the few who volunteer or get called on by the teacher. Think-Pair-Share works well in all classes and can be adapted for all levels, from beginners to college level. It can easily be implemented in large classes.

Beginning and low-intermediate level English language learners may need to learn and practice the communication skills associated with sharing ideas. These may include language associated with expressing opinions, like "I think" and "in my opinion", and sharing ideas, such as questions like "What is your opinion?", "What do you think?", or simply "How about you?" If pairs report out their ideas, they may need the language needed to speak for a team, like "We think" or "I think __, but my partner __ thinks __." Students may also need to learn the language used to agree or disagree.

PURPOSE

Think-Pair-Share allows students to think about a response before sharing them with another student or the class. Students are often more willing to share an idea with a partner than speaking up in the class. This strategy allows them to try out their ideas in a (hopefully) supportive dialog with a partner. Thinking and talking about an idea also help students sharpen their own ideas as they listen to others. If students are asked to report out to the whole class, more confident students get a chance to volunteer the answer for their pair, while less confident students still hear their ideas presented.

WHAT TO DO

1. Think about how you want to pair up students: teacher assigned or student chosen, with proficiency or across proficiency levels, randomly, etc. You can also organize the class by having students number off 1 to 4 and asking 1s to work together, 2s to work together, etc.

2. Introduce your prompt – a picture, a situation, a problem, a reading, or a PowerPoint – that you present orally and ask students to respond to. Be sure to ask questions that require some thinking and where students are likely to diverge in their answers.

3. Ask students to work individually first, thinking about the answer. Students may write down their answer, but shouldn't always be required to do so.

4. Announce partners and ask students to pair up and share their ideas. Remind students of the social language that makes teamwork go more smoothly, like "What about you?" and "What do you think?"

5. Finally, call on pairs to share their ideas with the entire class. To help ensure that students

listen, ask other students to repeat what's been said and ask if they agree or disagree, or would like to add some of their ideas.

KEEP IN MIND

You may want to introduce the strategy by using a prompt that all students can understand, such as showing a picture or painting that can be interpreted in different ways and ask, "What do you see?" Model the strategy with some of the more proficient students. It is also important to allow for sufficient "think time" before asking students to pair up.

OTHER IDEAS

- PowerPoints accompanying the materials can be starting points focused on Think-Pair-Share as a way to get students thinking and talking about a topic.
- Paintings and photographs offer opportunities for students to discuss and interpret art with each other.
- Titles such as "I am, therefore I Buy" can create a jumping off point for pairs or groups of students to discuss various predictions as to the content of the piece.
- Songs and poems by popular artists such can be used to have students think about and share their reactions to a poem, opening the door for a discussion on multiple perspectives on art.

RESOURCES

Instructional Strategies Online
http://olc.spsd.sk.ca/DE/PD/instr/strats/think/
This Canadian site shows Think-Pair-Share featured as part of a set of instructional strategies.

Intel Education
http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/CooperativeLearning/Think_Pair_Share.htm
This site includes examples of Think-Pair-Share use as part of cooperative learning.

Journey North
http://www.learner.org/jnorth/tm/InstrucStrat36.html
This lesson plan explains how Think-Pair-Share can be used for vocabulary development.

ReadWriteThink
http://www.readwritethink.org/lesson_images/lesson319/tps.pdf
This lesson plan notable inventions as the context for a Think-Pair-Share Activity. Although the lesson is designed for younger kids, it gets the point across and can be adapted for different topics and age levels.

TEACHING & LEARNING STRATEGIES

TOTAL PHYSICAL RESPONSE

DESCRIPTION

Total Physical Response (TPR) is a teaching technique in which commands are given to students who then physically carry out the commands without any oral response. For example, a teacher may want students learn the following phrases: *stand up, walk to the board, write your name, go back to your seat, sit down*. Before giving the commands, the instructor teaches the vocabulary required by demonstrating the actions while saying the words. Students do not speak during either the learning stage or the production stage, so are able to learn and demonstrate learning without having to speak.

TPR obviously serves to teach phrasal verbs, but it can also be used to teach many types of vocabulary words. One example is teaching the parts of the body. The teacher says: *touch your head, touch your hair*, etc. Another possibility is to bring pictures or objects, like vegetables, to the class and use the commands: *point to the carrots, point to the tomatoes*, etc. Similarly, pictures of people in their jobs can be used to teach professions. For example, the teacher can say, *Point to a picture of a policeman or point to a picture of a housekeeper*. Add humor to the class through your commands. For example, tell a student to pick up a chair and put it in his pocket, or to pick up a desk and put it in her bag. After students have mastered the pure commands, introduce them to more polite language, such as "Please stand up." After some practice, ask the students to give commands to each other. Then ask a student to lead the class in giving the instructions.

TPR can be converted to a reading exercise by writing the commands on cards. Teach each command by showing the card to the students as you read it and modeling the action. Then show the card without reading it so that the student responds only to the written command.

TPR is generally recommended for beginner students but can also be adapted for more advanced students. A more complicated command would be: *Stand up if you are wearing a blue shirt*. Verb tenses can also be illustrated using TPR. Give a card with written instructions to a student. He acts out the commands written on the card and then passes it on to the next student, who in turn passes it on to a third student. Earlier you would have told the third student to do nothing. When he stands up, ask the class, *What do you think he will do?* Now you can teach the future tense. Similarly, the instructor could ask what the first student did to illustrate the past tense.

PURPOSE

TPR addresses the fact that students often go through a silent period before they start speaking a new language. They are gradually learning and becoming accustomed to the new language, giving them the opportunity to learn and to demonstrate their progress without having to speak. Thus, it reduces their anxiety levels. TPR is an active learning activity, which promotes faster learning and appeals to kinesthetic learners.

TEACHING & LEARNING STRATEGIES

WHAT TO DO

Planning Lessons

1. Select the commands and vocabulary that will be taught. You probably should not teach more than nine new words at a time.
2. Prepare a script of the language that you will use.
3. Determine what props you will need and assemble them.

Teaching the Lesson

1. Demonstrate the action as you say the command. Do this several times.
2. Pantomime that you want the class to copy your actions by pointing at them or a similar gesture.
3. Say the commands as many times as are necessary for the students to respond.
4. Repeat steps 1-3 for each new command.
5. Now randomize the commands to test true understanding.
6. Select your strongest student and say the commands to him/her individually.
7. Move around the room selecting a student and repeating the commands. Modify the commands to accommodate the abilities of the individual student.

KEEP IN MIND

- Go slowly so that students are relaxed, and don't teach too many vocabulary words at a time.
- Limit each TPR session to 30 minutes or so.
- Review vocabulary that has previously been presented; repetition is the key to long-term recollection of new vocabulary.
- TPR probably works best with 8 to 10 students at a time.
- Be consistent with your commands. For example, if you have been using "stand up", don't switch to "get up".

RESOURCES

English Language and Literacy Center – St. Louis, MO
http://www.springinstitute.org/Files/tpr4.pdf
A curriculum using Total Physical Response

YouTube
http://www.youtube.com/watch?v=jyvFzwxQkjM
One of many video demonstrations of Total Physical Response on YouTube

TEACHING & LEARNING STRATEGIES

dorw word

WORD SORTS

DESCRIPTION

A word sort is an activity in which the learner arranges words based on a relationship that the learner perceives among the words in the group. There are two types of word sorts: closed and open. In a closed word sort, the common property or characteristic of the words to be included in a group is stated in advance. For example, the instructor provides the categories "things" and "people." The words are "car", "aunt", "carrot", and "auto mechanic". The student would then select the words that go into each group. In an open word sort, the criteria for the groups are not provided in advance. The student would make his own decision as to what the groups should be. Thus he might select "things" and "people" but he also might select "words beginning with the letter c" and "words beginning with the letter a." It is important for the student to explain what his criteria are for the groups he selects in an open sort. The groups a student selects should not be viewed as right or wrong; all groups are acceptable as long as the student can explain the logic behind them.

Sorts can be done individually, in pairs or small groups, or as a class activity. When done as a class activity, the teacher might write the words and categories on the board. When done individually or in small groups, the words are usually written on cards, but can also be written by the students on paper. While sorts are often done based on the meanings of the words, they can also be done based on common sounds, common spellings, common prefixes, common spelling patterns, etc. When students are working in pairs or small groups, they can compare their results to the other pairs or groups. They can observe how their approaches differ from other approaches and share observations about their choices.

Sorts based on word meanings should include mostly words that students already know. You might include a few unknown words, but too many will lead to a sense of frustration. Word sorts are most useful in reinforcing vocabulary that has initially been learned by direct translation.

PURPOSE

Word sorts are an excellent activity for providing students with a deeper understanding of vocabulary, pronunciation, and even grammar. They develop a student's analytical thinking in terms of discerning relationships and making comparisons. They assist students in discerning the richness and precision of the English language. Word sorts help students activate and use their knowledge as well as providing them an opportunity to learn from and with each other. They also are valuable as an assessment tool.

TEACHING & LEARNING STRATEGIES

WHAT TO DO

1. Select a subject area and identify 15-20 words in that subject area. These should mostly be words that the students already know. Decide if the word sort will be closed or open. If it is closed, select the categories.

2. Copy the words onto index cards. Make multiple sets of the words so that each pair or group has their own set.

3. Model the activity to the students with an example on the board, using a different set of words or a few of the words they will be working with.

4. Distribute the cards. If the activity is a closed sort, remind the students of the categories.

5. Give the students 5 to 10 minutes to create their sorts.

6. For an open sort, ask each group to explain the criteria for their categories.

7. Ask each group to rotate to the other groups to compare and discuss their results.

KEEP IN MIND

Some other categories to consider for word sorts are: letter clusters and blends, vowel/consonant patterns, syllables, parts of speech, plurals, common roots, word families, proper nouns, and theme or topic. You might use a word sort as a pre-reading activity, in which the students activate their background knowledge and gain insight as to what the reading will be about. As a post-reading activity, students will have the opportunity to reflect on what they have learned and to reinforce their understanding of the text and concepts. Store the word sets in envelops so they will be readily available for future use.

TEACHING & LEARNING STRATEGIES

USING INSTRUCTIONAL STRATEGIES WITH POWERPOINTS AND READERS

In the 'ESL by Design' lesson model (see Section 3, which begins on page 99) teachers present information or stories first orally and students interact with the ideas through listening and speaking. After the cycle has been completed, you start a new cycle that focuses on reading and, to a lesser degree, writing. The 2 cycles on the next 6 pages explain how some of the teaching and learning strategies explained in this section can be used in conjunction with PowerPoints and readers. The first sequence focuses on building listening and speaking skills while the second sequence focuses on building reading and writing skills.

NOTE: If you do not have a laptop to show PowerPoints, you can print the pictures and have students follow along as you tell the story.

TEACHING & LEARNING STRATEGIES

CYCLE 1: BUILDING LISTENING AND SPEAKING SKILLS

1. **Activating Background Knowledge and Brainstorming**
   Example: Show students the collage in front of a reader and ask, *What do you see?* Draw a semantic map and have students generate ideas, using "who, what, where, why, how" questions, or any other method of inviting further thought. You can also use the Think-Pair-Share strategy to give a students a bit more time to think about the topic or question, such as "Why do immigrants come to America?"

2. **Teaching with PowerPoint**
   Example: Show PowerPoint slides without text to tell the story to the students. Speak slowly and clearly and repeat key phrases. Pause between sentences to allow students' minds to catch up with the English they hear. Stop in between slides to ask students, *What's in the picture?*

3. **Using Signal Cards to Check Comprehension**
   Example: Stop in between slides of a PowerPoint to check if all students understand. Ask them to use their signal cards to indicate they don't understand much of anything (red), understand some but are still confused (yellow), or understand most of the story (green). The signal cards can be used after a word or a sentence that appears troublesome or after a section. If there are red or yellow cards, repeat the last section and dramatize or draw pictures if the meaning is still unclear. Don't give too many explanations and don't dwell on any one point.

   After you have told the story, use true/false statements to check understanding. Have students' use the signal cards to indicate true (green card), don't know (yellow card), and false (red card). Present factual statements to the students that may or may not be supported by the story you just told. If students have the incorrect response or are not sure, circle back in the PowerPoint and tell the story once more. You can stop when it comes to more complex questions and use the Think-Pair-Share strategy where students think about the answer individually and then share their thoughts with one or more partners before reporting out.

4. **Using Picture Stories/Storyboards**
   Example: After a story is presented orally, students can work in pairs or groups to retell the story using only pictures, no text. Alternatively, the teacher can present the printed out pictures before telling the story and ask students to create a story of their own.

5. **Using Chalk Talk to Tell A Story**
   Example: As part of pair or small group practice students can sketch events that they will later talk about. They might tell a personal story or tell someone else's, such as how they came to America or their last car trip.

TEACHING & LEARNING STRATEGIES

For video examples of students using Chalk Talk to describe their first job, see http://www.youtube.com/watch?v=xExuQKvXASE

6. **Using Role Plays to Stimulate Conversation and Social Interaction Skills**
   Example: Starting with a reading text or a prompt, have students role play and have hypothetical conversations. This could be something like a conversation between immigrants and immigration officers, between drivers who have an accident, or for individuals calling motels to find out what kinds of rooms are available. Role plays between car buyers and used car salesmen are always fun. You can also create conversation cards for your students to encourage role-plays. For example, "You are on the highway and you have run out of gas" or "You see a stranger by the side of the highway next to a car. You stop, but you are cautious."

TEACHING & LEARNING STRATEGIES

CYCLE 2: BUILDING READING AND WRITING SKILLS

1. Think Alouds

   To provide a bridge between oral language and written language, you can show students the collage of pictures that accompanies each reading and do a Think Aloud. For example, when rereading a story about travel, you might say something like, *Ok let me see, what I remember about the story. Oh, yes, Americans love to travel. I can see the train; they like to travel by train. Oh, and here's the bus, they like to travel by bus, etc.* The purpose here is to show students the thinking process that happens as the mind weaves a story from pictures and other visual information.

2. Predicting

   As you introduce a new story, you can ask students to work in pairs and look at the pictures only and describe what they see. The words they generate become a way to predict what's in the story and gets their mind ready to read and understand the text.

3. **Connecting Oral and Written Language**

   During the reading part of 'ESL by Design', the teacher shows the slides with text on the screen and reads aloud while students listen. You can also ask students to read out loud, either as a group (choral reading) or repeating after you (echo reading). Be sure you read slowly without being too artificial. Use natural phrasing, stopping at commas and other breaks in a sentence. You want to model for students the basic principles of reading fluency, reading accurately without over enunciating, reading at a relatively normal speed, and with natural expression as well as appropriate dramatization so students get the idea of emphasis and intonation.

4. **Using Written True/False Statements with Think Aloud and Think-Pair-Share**

   When the focus of the lesson is on oral communication, you can have students to hear true/false statements and have students use signal cards to indicate whether the statement is correct. For example, if using "The U.S. and Immigration" activity packet, you could say *Awa is from Iraq*, which is not true, she is from Somalia. During your follow up lesson, when you want to focus on reading comprehension, you can adapt the idea of true/false and create written statements.

Procedure:

a. Model the task doing a Think Aloud. For the chart below, which is based on the story "I Came to Get a Job" in "The U.S. and Immigration" activity packet, you could say something like, *Let me see, this is a chart and on the top it says "sentence", "true", "false", and "don't know". Hmm. I remember, we use our green, red, and yellow cards all the time to indicate true or false. So maybe this is similar. Let me read the directions. That's always a good first step. Ok it says…* Read the directions and continue walking students through the first statement.

TEACHING & LEARNING STRATEGIES

Directions:
Read each sentence. Mark True, False, or Don't Know

Sentence	True	False	Don't Know
1. Jaime is from El Salvador			
2. Jaime has 3 children			
3. Jaime works in construction			

b. Set up a Think-Pair-Share activity. Ask students to fill in the sheet individually and then compare their answers with those of a partner or members of a small group. Students should be able to point to the sentence in the text that has the answer.

Challenge: If you have a multi-level class in terms of reading skills, you can set this up where students ask each other questions. One student reads the sentence, asks "True or false?", and the partner answers. The partners then work together to find the sentence in the text that justifies their answer. More advanced students can be challenged to write their own true/false statements. For these students, it is important to have statements that don't have a clear answer so that students need to read the entire section and then justify their answers giving their opinion, like number 3 in the chart above.

NOTE: These kinds of true/false statements can also be used before a reading to check background knowledge and create interest in a story. This works well for news stories. For example, you could say, *Katrina was a tornado that hit New Orleans or New Orleans is below ocean level*, etc. To introduce stories about students in the class you could say, Nichole's family is from Venezuela. You can also do this in the middle of a reading to break up longer sections and to make sure students are getting what they read.

5. **Clarifying and Summarizing**
After the class reads the story with the teacher, students can work in pairs to read the story aloud together. They can read at the same time or they can take turns reading a few sentences. Beginning level students should read the story aloud a couple of times and generally appreciate the repetition. As students read, they should mark the words and phrases they have trouble with in pencil to see if the text gets clearer when they read it again. As students work in pairs, they can help each other understand the text. More proficient students should be encouraged to give explanations in English, using the strategies they have seen you use (dramatizing, sketching, paraphrasing) before they translate a word. Students can also time each other to see how fast they read and if their

rate improves over time. This can be done by having students mark how far they get in the text in one minute, then having them try again and see if they get farther. Or, you can time how long it takes students to read the whole story and see if their time improves on subsequent readings. You can then ask students to summarize the story in writing, with or without aids, such as using the picture story as a guide.

6. **Question Asking and Answering**
   One of the best ways to engage students in a written text and to build reading comprehension skills is to have students work in pairs and take turns asking and answering questions about a text. For example, for Jaime's story "I Came to Get a Job", one student might ask "Where is Jaime from?" and the partner finds the answer in the text. It's important that students understand that they must point to the answer to reinforce the idea that the answers to comprehension questions used in this activity can be found in the text. Beginning level students may need quite a bit of practice with the teacher before they can form questions. With beginners, it is best to model and practice possible questions, including those that don't require "do", like "What is his name?" or "What is Jaime's country?", and those that require "do", like "Why did he come to the US?"

NOTE: Beginners will often say "Why he came (or come) to the US?" even after you've modeled the correct question. At this point, it is best to let it go; students will use the correct form over time. Besides, the focus here is on reading comprehension, not on the formation of correct questions, so be sure to not turn this strategy into a grammar lesson. You can, however, show students the pattern for forming questions in English during the "How English Works" segment of an 'ESL by Design' lesson.

If you have a class with mixed proficiency levels, you can vary the strategy in two ways.

- Create multi-level pairs or groupings and invite a more proficient student to play the role of the "teacher" to start. The student asks questions to a partner or a small group and the less proficient student(s) find the answers in the text and read them. If the wrong answer is given or a student does not know the answer, the "teacher" points to the right answer. Students are of course free to switch roles.
- Break your class into two homogeneous groups, a more proficient and a less proficient group. Ask someone from the more proficient group to play the role of the teacher to the more proficient group while you work with the less proficient group.

7. **Cloze Exercises**
   One way to foster both listening comprehension and reading comprehension is to ask students to fill in blanks in a text from which words have been deleted. For beginners, it is best to use texts where only key words that students know are missing. For example, after the "Coming to America" stories from about Jaime, Milan, and Awa on have been

read, you can create a text with some of the key information deleted. For example, "Jaime came to get a ___" and "Milan came to be ___." Students can use the Think-Pair-Share structure, first working individually to fill in the blanks, then working together to compare answers, and then looking at the text again to double check their answers. If you round out your PowerPoint and readings with music, you can use cloze exercises to promote listening comprehension. Ask students to listen to a song several times and invite them to read along with the full lyrics at least once. Students then work with the written lyrics from which familiar verbs and nouns have been deleted. For beginners, the rhyming words at the end of a line are often the easiest to hear and write down. You can modify the cloze exercises for different levels by including additional blanks for more proficient students and by giving less proficient students a word list to choose from.

COMMUNITY BUILDING WITH GRIDS, INTERVIEWS, AND SURVEYS

In order to learn, students need to feel safe. In order to take the risks with language that are necessary to build proficiency, students must know that all learners make mistakes. They must also know that when they inevitably make mistakes, others will support them and won't laugh or embarrass them. To establish these conditions, it's important to create a community of learners that allow students to learn with and from each other.

GRIDS

Getting to know your students and sharing something about yourself with the group can be a good starting point. Capturing information about your students in a simple grid can not only help you remember details about your students' lives, it can also be a jumping off point for language practice as students answer questions and generate sentences about each other.

IN-CLASS INTERVIEWS AND SURVEYS

To build cohesiveness, you can ask students to talk with each other and compare backgrounds related to country or family. Beginning learners will need some structure in order to talk and will needs lots of meaningful input and modeling before they can say something on their own and share information with a partner. Students can share information with a partner or walk around and gather information. Answers from these surveys can be used to tell stories about the class or write sentences.

OUT OF CLASS SURVEYS

If students are to develop communicative competence, they absolutely need structured opportunities to use English outside of class. By setting up interviews and surveys that your students can do with learners from another class, with program staff, or with workers in shops and restaurants, you offer them a chance to use English in a sheltered environment. Just telling beginning level students to use English outside of class won't work since the prospect of using English with strangers is simply too frightening.

As you set up these interviews and surveys, be sure to talk with the interviewees and prepare them for the questions. Suggest some simple questions they might ask your students in return. If you visit shops, fast food places, or restaurants, be sure to go during off hours and let managers know about your visit ahead of time. You may need to let people know that this is the opportunity for your students to hear and speak English and request that they not use the native language of the students when students don't understand. You can suggest that they demonstrate a point if there is confusion.

TEACHING & LEARNING STRATEGIES

USING LANGUAGE LEARNING CARDS TO TEACH COMMUNICATION SKILLS AND PROMOTE INTERACTION

Learning to communicate in another language requires interaction. One of the best ways to promote interactions is through the use of cards for language use and language practice. We've already mentioned the use of playing cards to teach numbers and turn taking, and we've discussed the use of signal cards to check comprehension. We will look at several other types of cards here.

Cards have distinct advantages over worksheets or lists.

- Cards can be manipulated and allow for hands-on practice.
- Cards can be sorted so that students can see and create relationships.
- Cards can easily be used in games, like bingo or concentration.
- Cards can be sorted into categories like unknown concepts, words and phrases that need to be learned, and somewhat familiar words and phrases that need to be practiced.
- Cards can also serve as prompts for conversations, role plays, and problem-solving scenarios.
- Cards are portable, so students can carry them with them to practice key terms on the bus, waiting in line, or at home.

HOW TO USE THE CARDS IN THIS MANUAL:

1. Decide what knowledge and skills you want to teach and reinforce, and select the appropriate cards.

2. Decide what kinds of task you want students to do and determine what grouping will work best.

3. Copy several sheets of the cards on heavy paper.

4. Cut the sheets into cards. If you plan to use the cards often, laminate them.

5. Create mixed stacks of cards for students to use and hold them together with rubber bands or put them into envelopes. You can also use a card file for index cards.

6. Model the task and work with one student or several to demonstrate how students should use these cards. Be sure you highlight the English you want students to use as part of the task.

7. Pair students up and observe, but only interfere if students ask for help.

TEACHING & LEARNING STRATEGIES

TYPES OF CARDS AND ACTIVITIES

- Conversation Cards (page 87)
- Match Up Cards (page 89)
- Scenario Cards (page 93)
- Vocabulary Flash Cards (page 94)
- Word Sort Cards (page 96)

CONVERSATION CARDS

WHAT TO DO

Introduce the idea of "making small talk" and then use cards like the ones below as conversation prompts. Students pick a card from a stack or out of a bag and circle around the room they way they would in a social gathering, asking and answering questions.

EXTENSION AND CHALLENGE

Create your own handwritten or typed cards with small talk topics like weather, sports, home country, vacation, etc., and have more proficient students generate questions from these topics. You can also have students play the "My Name is Angelina Mango" role play game from the "Community Building" activity packet using conversation cards.

Examples below and on the next page

CONVERSATION CARDS: SMALL TALK

Sports I like sports. How about you? What sports do you like? What sports do you not like? Do you play a sport? Tell me more.	**Music** Do you like music? What kind? Do you play an instrument? Tell me more.
Holidays What is your favorite holiday? Why? What do you do on that holiday?	**Politics** Do you like to talk about politics? Do you follow politics in the U.S. and/or in your country? Why or why not?

TEACHING & LEARNING STRATEGIES

CONVERSATION CARDS: IMMIGRATION AND CITIZENSHIP

What is your marital status?	How long have you lived at your current address?
What is your country of birth?	Have you taken any trips outside of the US? Tell me about your trips.
How long were you gone on your last trip? When did you leave? When did you return?	What is your job? Have you worked anywhere else?
Do you miss your hometown? What do you miss?	What is your given name?
Where did you go on your last trip?	Do you want to become a citizen? Why or why not?

MATCH UP CARDS

WHAT TO DO

Introduce numbers and letters and teach them in the context of learners' lives: names, telephone numbers, ID or social security numbers, addresses, license plates, emergency numbers, serial numbers on equipment, birthdates, lottery numbers, price of gas, etc. Introduce a few of these number strings and brainstorm other ideas with students. Make the context for each number clear through pictures and sketches.

Create two sets of cards, one with words "local phone number" or "license plate") and another with numbers or number letter combinations ("635-5432" or "HFZ 499"). Demonstrate and practice with the group. Keep the cards separate and hand students either a number or a word card. Make sure the cards you hand out match up. Ask students to circle and find their match. Alternatively, pairs or groups of students can work with a whole stack of cards and match cards up on their tables.

EXTENSION AND CHALLENGE

If you have a mixed class, work in a small group with less proficient students. Hold up a number and ask them to give you the matching word. More proficient students can either play teacher with another group or can be invited to create their own set of matching cards. For a civics or citizenship class, you can create cards where an important date has to be matched to its description, such as "July 4" to "Independence Day".

Examples on the next 3 pages

TEACHING & LEARNING STRATEGIES

NUMBERS MATCH #1

Words	Numbers
a license plate	13
a Social Security number	98.6 degrees F
How many eggs in a dozen?	11
an international phone number	2013
How many players on a soccer team?	585-41-9871
How many cents in a quarter?	771-9089
the end of World War II	011-49-621-513-6849
a long distance number	HBK565
next year	12
a local phone number	365
How many days in a year?	1-(301)-468-5485
normal body temperature	25 cents
How many stripes on the U.S. flag?	1945

TEACHING & LEARNING STRATEGIES

NUMBERS MATCH #2

Words	Numbers
length of a football field	1776
year of the American Declaration of Independence	36”
the Bracero Program	1600 Pennsylvania Ave.
number of children that Barrack Obama has	January 6th
number of cents in a dollar	1942-1964
name of the U.S. president’s plane	2
when water freezes (Fahrenheit)	100 yards
number of states in the U.S.	32 degrees F
where the U.S. President lives	Air Force One
3 Kings’ Day	50

TEACHING & LEARNING STRATEGIES

NUMBERS MATCH #3

Words	Numbers
Valentine's Day	1,000,000,000
the last day to file your taxes	21
age a girl has a quinceanera party	November 22nd
voting age	16
when you can get a driver's license	15
legal drinking age	February 14th
a billion (in the U.S.)	April 15th
Thanksgiving 2012	13
an unlucky number	September 16th
five children born to the same mother the same day	10
number of years in a decade	18
Mexican Independence Day	quintuplets

SCENARIO CARDS

WHAT TO DO

Teach several lessons on problem solving in an everyday situation, such as being in a store, on a bus, at a clinic, or at work. Introduce the language needed to understand and practice the language needed to deal with a problem, like losing your wallet or having a flat tire, and choose one or two problems for students to practice with. Select a problem and teach a lesson following the lesson flow from 'ESL by Design'. For more ideas for scenarios, you can go to http://www.clese.org/brightideas_video.htm and click on "I Have a Problem".

Create a set of cards that reflect the kind of problems your students have that can be solved through face to face or phone interactions. Examples: You buy a set of dishes in a box but one plate is broken; your neighbor borrowed an expensive tool and didn't return it. Select a couple of problems to dramatize and sketch and then ask students, *What do you say? What do you do?* Let students choose a card and partners to work with. Students report back on their problem and their solution. If students are ready, ask them to role play their interaction.

TEACHING & LEARNING STRATEGIES

VOCABULARY FLASH CARDS

WHAT TO DO

Dedicate some of your 'ESL by Design' "How English Works" segments to word study and vocabulary learning. As you review words, have students create vocabulary flash cards out of index cards. Together with the students, select the important words and phrases they want to study. Use large cards so that students can add information to the card. The front of the card should have the target word and explanations (part of speech, singular or plural, etc.), along with a sample sentence and an associated idea, like a song, if appropriate. The back of the card should have the translation of the word in the native language and, if possible, a sketch or graphic that helps students remember the word. The fastest way for beginners to remember a new word is through translation. Since English definitions tend to be more complicated than the meaning of the word itself, they are not very useful for those new to English. Students can cut out pictures from magazines or use Clip Art.

Show students how to use these flashcards to practice vocabulary with each other. Have students pair up with only one student in possession of the cards. The student with the cards gives the translation or shows the picture and the partner provides the English word and if possible, a sentence or phrase in English. If the student gives the right word, he or she keeps the card. If the answer is incorrect, the card goes back into the stack. Students can exchange roles and go back and forth between giving the translation and asking for the translation of the word. In the rare case where there is a single speaker of a language in a group, the teacher should work with that student, showing either the picture or holding up the card so that the student can read the translation and then give the English word.

Students can take their cards home and practice with a family member. They can also practice by themselves by looking at the translation, silently saying the English word, then flipping the card over to see if they are correct. Have weekly vocabulary quizzes based on the most important words you have introduced. Allow beginners to use their flashcards if necessary.

EXTENSION AND CHALLENGE

If you have more proficient students who are highly motivated, you can show them how to set up a vocabulary learning system. They will need a card box, index cards, and dividers. New words introduced go into the first section to be studied, familiar words that have not been fully understood go in the middle, and words the student can now use can go in the third section. While studying, the student could make a check mark each time they get a word right. When a word gets 3 check marks, it gets moved to the next section.

Examples on the next page

TEACHING & LEARNING STRATEGIES

SAMPLE VOCABULARY FLASH CARDS

Front

Children, plural

I have three children: Maria, Carlos, and Hector.

Back

Niños, hijos

Front

Broken Heart

His girlfriend went away, and now he has a broken heart.

Back

Corazon roto
(partido)

WORD SORT CARDS

WHAT TO DO

Students can learn a great deal from sorting cards into categories. Creating and discovering relationships between related words – either by meaning, by form, by spelling patterns, or by sounds, providing a rationale for a category, and reconsidering categories are all valuable learning exercises. For students who don't have many years of schooling, this kind of cognitive analytical work is especially important for work in an urban society.

As you prepare or review the "How English Works" segments of your class (part of the 'ESL by Design' framework, which is explained in Section 3 on page 106), create cards that have words that belong to a particular pattern, such as present tense and past tense, regular and irregular verbs, or regular and irregular plurals. Once you have a large enough stack, mix them up and then have students work with the cards to recreate a pattern. As you read stories with your students, copy key words on cards. These can then be sorted into concept relationships (all words that relate to transportation), concepts (vehicle types), or grammar categories (nouns, verbs, adjectives, adverbs).

Words can also be sorted by form (multiple syllables to single syllables) or by alphabetical order. Sorting by sound (not spelling!) can help reinforce decoding skills. For example, students can sort words by long or short vowels, or by "r" controlled vowels like car, turn, form, and first. Word sorts can be open or closed. Open sorts allow students to create their own categories and are best used with content words from a reader, picture cards, or objects. Invite students to work together to sort and resort until they are happy with the category. Then have them label and share their categories. Some examples of categories for students working with a grocery flyer are fruits and vegetables, big savings and small savings, healthy and fattening foods, etc. In a closed sort, the teacher presents the categories, like parts of speech or long and short vowels. These categories can be tacked onto the wall to help reinforce patterns.

EXTENSION AND CHALLENGE

As students encounter and ask about new words during their sorts, they should be encouraged to create flash cards. Thousands of words must be learned if a student is to become fully proficient; both incidental word learning through listening and reading and intentional word learning through study contribute to this process. More proficient students should have the opportunity to work with more sophisticated words, related to their interests, like science, sports, literature, or the language of math. They should also be encouraged to keep reading in one area, focusing on the key vocabulary in that discipline in order to develop depth of word knowledge.

WRAP UP

After reading this section, you now know a variety of evidence-based strategies that you can use with any content in your classroom.

YOU LEARNED ABOUT

The purpose and implementation of teaching and learning strategies

Using strategies with PowerPoints and Readers

Ways to build community in your classroom and beyond

Using language cards effectively in and out of the classroom

And more!


ENGLISH
SECTION
3
FORWARD


ENGLISH
SECTION
3
FORWARD

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

This section explains how to plan your lessons using a consistent structure that is rooted in the research and theory. The organization and structure that this provides will help cement consistency in your classroom, ensure that you cover all the important dimensions of ESL instruction within each teaching session, and save you time by providing an upfront structure to use for every lesson.

IN THIS SECTION

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

'ESL BY DESIGN': AN INTEGRATED STRATEGY-BASED APPROACH TO ADULT ESL INSTRUCTION

Helping someone to learn a new language is a challenging enterprise. As every teacher knows, it is not an easy task. The key, of course, is in doing the right things, in the right way, at the right time. But knowing what the right things are and having the knowledge, skills, and resources to do them is another challenge entirely.

The truth is there is no single "right way" to teach English. There are so many variables – students' characteristics and goals, program goals and limits, the teacher's own unique skills and limits – that a teacher has to use a wide range of teaching practices to be successful. Although there may not be a singular right way, there is a growing body of research on second language acquisition, the cognitive sciences, reading, and development of ESL literacy that points to an approach and a series of strategies that can significantly improve the quality and effect of ESL instruction in nearly all situations. It is this research that 'ESL by Design' builds upon.

The 'ESL by Design' framework helps instructors learn to use a standard but flexible lesson flow while using a wide variety of strategies to teach communication and literacy skills. They learn the theory behind these practices as well as any additional skills needed to implement them. 'ESL by Design' is not content specific and applies to a wide range of potential topics related to adult ESL.

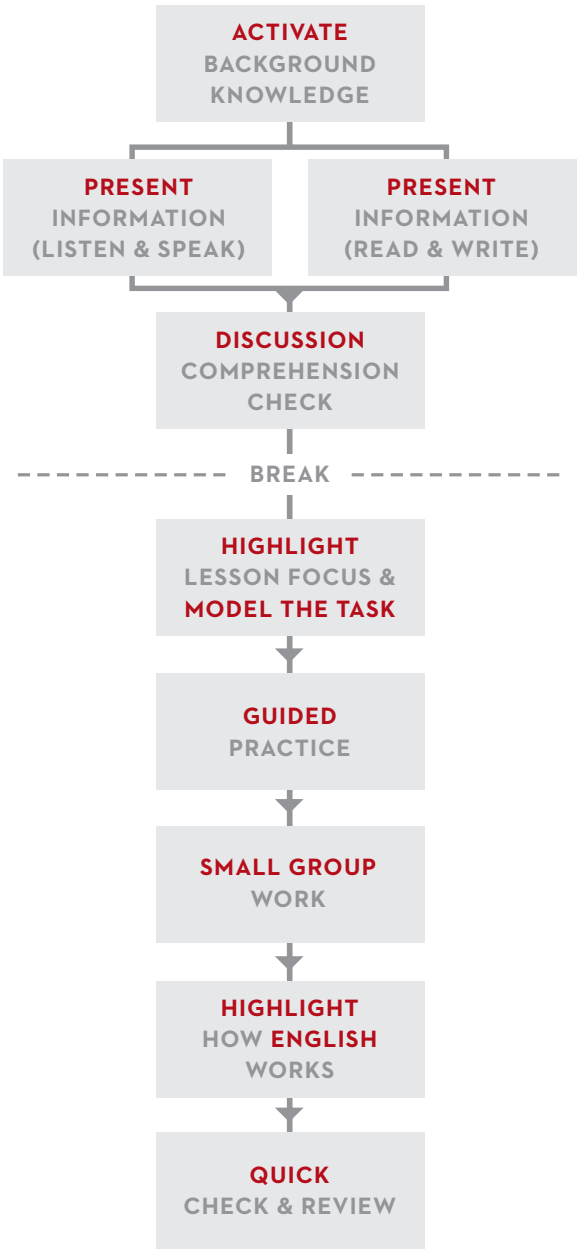
It should be noted that the 'ESL by Design' system is intended to enhance, not replace, other effective approaches to teaching. There are many ways to teach and reinforce key learning concepts. 'ESL by Design' does not address all of them. However, it does provide a broad set of strategies and support materials that offer both experienced and new teachers of ESL as well as professional development personnel a quick and cost-effective way to implement effective instruction.

To see actual 'ESL by Design' lessons, see the English Forward Curriculum at literacyforward.org

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

LESSON FLOW

'ESL by Design' builds activities around a basic lesson flow designed to engage students and simplify teacher decisions in presenting a range of information and activities. This is not a lock-step design; rather it provides a framework for instruction that can and should be integrated with other activities and adapted to your students' needs.



THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

USING THE STEPS IN THE LESSON FLOW

1. **Activate Background Knowledge**
   After you've decided on the broad outline of your lesson, ask yourself: *What kind of prompt would work well to get students' attention and set the stage for the lesson?* Consider realia, photographs, CDs, or other authentic materials. Quickly introduce the topic using the prompts and use brainstorming techniques or the Think-Pair-Share strategy to find out what students already know about the lesson topic, vocabulary, or language functions in your lesson.

2. **Present Information**
   To provide the "meaningful input" that ESL learners need in order to acquire English, present a short piece of information each day in the form of a brief news report, tell a simple story, or present scenario; the weather or a dramatic event tend to work well. You can also share some detail from your life: what you did on the weekend, how you celebrated a birthday, etc.

   Ask yourself: *What kind of mini-presentation (2 to 5 minutes) can I present so that students hear and understand the language they will use later on when they practice in pairs? What visual support can I use to get the story or problem across? How can I say what I want to say in the simplest way and how can I dramatize my mini-presentation? What visual support can I use (PowerPoints, drawings, magazine pictures) that would help students who are new to English understand? What vocabulary do I need to reinforce and explain so students can do the task that follows?*

   Whatever topic you will focus your lesson around – family, community, health, work, transportation, communication – offer students the language they need to know in the form of a short narrative, accompanied by visual prompts or "realia", such as tools, food, or clothing items. If you use the authentic materials from your Just-in-Case Kit, create a story of a few sentences around one piece of material, like a map, flyer, cell phone, or playing cards. Keep the language simple and the sentences short.

   Example: *In the summer, many Americans take trips. Some go by car (show car), some go by place (show airplane) some go by bus (show bus). Some go long distances (dramatize), some go short distances (dramatize). For example, from New York to Los Angeles (use map) is a very long trip.*

   There are many ways to bring this presentation to life. Act things out, use puppets to demonstrate a dialogue, draw pictures (Chalk Talk), use PowerPoints. You can also play a song that introduces the topic of the day or the theme for the week. Beginning level learners who need to hear English spoken so they can learn to understand and use English in interactions with others are best served if the first set of lessons use

oral English (listening and speaking) before the same ideas and the same vocabulary is presented in writing in a follow-up lesson.

3. Discussion and Comprehension Check

You may think that your presentation was clear and easy to understand and you may feel confident after a few students were able to answer your comprehension questions. But, you want to make sure that all students got at least the gist of what you were saying and understand the key words. So ask yourself: *What kind of comprehension check should I use to make sure that students understand the key points in the presentation? How can see if all students have understood, not just a few?* Consider strategies such as using signal cards or true/false statements and having students work in small groups to retell the story or event. For an event that includes a sequence, you can also ask students to create a story board of what happened and then present their ideas to the rest of the class, either orally or visually (using Chalk Talk or a storyboard).

In a lesson on summer travel, you might write "travel" on the middle of a chart and ask students to give you back all the vocabulary and phrases you used in your talk. As students generate the words, write them on the board using a graphic organizer so students see a graphic illustration of the ideas. If you present factual information, like the weekly weather, ask students to indicate non-verbally whether a statement is true or not true, or that they don't know. You might say, *Today is Wednesday*. If the statement is true, students raise a green card, if it is not true, they raise a red card, and if they are confused, a yellow card. Then continue checking on whether students understood the facts from your presentation: *The weather report says that the high temperature will be 95 degrees Fahrenheit tomorrow, true or false?* Most beginners will greatly benefit from hearing the information or the story presented one more time.

A note on challenge activities: If you have a multi-level class, you may need to vary your comprehension checks so that more proficient students are challenged. At the end of the check, announce your challenge and let everyone participate. Repeat some of your sentences speaking faster or add additional sentences that require analytical skills. For example, you might say, Today is not Tuesday.

4. Highlight Lesson Focus and Model the Task

After you provide some basic information to the students and do the comprehension check, it is time to introduce the learning task you want to focus on for the day. This core part of the lesson should have a clear focus and be well structured but still allow for open-ended responses. Think about what the task is and what you want your students to be able to know and do at the end of the lesson, like providing information about themselves and sharing it with others, telling their story in various ways (print, drawing), understanding a key event, using maps to plan a trip, or practicing turn-taking using a

card game. For beginners who cannot use much English on their own, it is important that the task be clearly defined. Ask yourself: *Is my task meaningful while simple enough for beginners without being boring? Is my task fairly open-ended so each student can respond at his or her level of proficiency?*

Explain the focus of the lesson. You might say, *Today we'll talk about the weather in different cities, and we'll use a weather map to help us. Or, Today we'll practice how to make an emergency call.* Then model what you want students to do. Choose a task that is clear and has meaning, such as students interviewing each other using a simple grid. You could have students work together to create a story using Chalk Talk or students could use strategies such as Total Physical Response with each other. *You might say, What Texas city has the highest temperature today?* Or, if you use compelling photographs, you can use peer-to-peer teaching: One student might say, *Show me the man riding the motorcycle in the picture while the other student listens and points*. Use strategies such as Think Aloud to demonstrate how to approach a task.

As part of your demonstration, use a few of the key words students are likely to need: *The temperature in Dallas is **high** and the temperature in Houston is even **higher**. But the temperature in El Paso is 120. That is the **highest** in the state today.* In the case of the picture, you could introduce language functions, which are very important for the workplace. Functions might include asking for clarification *(I'm sorry, I should point at what?)*, double-checking *(You said motorcycle, right?)*, or providing feedback *(Yes, that's the motorcycle; good job; or Sorry, that's a tricycle, not a motorbike).*

Make sure that the task you give students is clear and the process to be used is obvious, hence the emphasis on modeling. Beginning ESL learners cannot deal with vague instructions such as "talk with each other about the weekend". If instructions are vague they are likely to just look at you and wait for further directions. For small group work to be effective, it is very important that you show students how to complete one clearly defined task at a time. Remember, you can always create follow-up lessons to cover more material. Similarly, it is a bad idea to move too quickly, hand students a piece of paper to work with, and then try to explain the task while some students look confused, others have started to read, and still others are starting to write. Before you ask students to work together, you should always demonstrate very clearly exactly what you want students to do without talking too much. The goal is to "show, don't tell".

Also, highlight only one "chunk" of language critical to the task, not several. As your learners progress, you can layer tasks on top of each other, by reviewing one task and adding another. For example, talking about highest and lowest temperatures and adding additional information from the weather map, or by having students work in pairs to describe a picture and then create their own picture of a setting that they are familiar with (like their drive-way or the grocery store).

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

A note on challenge activities: While you want your tasks to be simple and clear so that everyone in the class can be successful, you don't want to hold your more proficient or more adventurous students back. If students go beyond the task, asking questions that have not been modeled or extending the task to include more information, don't rein them in. Acknowledge what they do while also praising students who were only able to do the simpler

5. Guided Practice

Model the task or activity you want students to engage in. Model pair work by asking a student to do the task with you or have two students show the desired interaction in front of the class. If the students seem confused, reduce the complexity of the task or break a larger activity down into manageable steps and provide guided practice for each step. Keep in mind that beginning level learners need to have information presented in manageable but meaningful chunks. Ask yourself: *How can I best demonstrate the task that I want students to do? What can I do to keep my language simple so that all students understand? How can I keep explanations to a minimum, following the principle of "show, don't tell"? Which student(s) do I select to help me model the activity?*

6. Small Group Work

During this part of the lesson, students work together in pairs or small groups to give them maximum time to use English. Before you set up the task, you should ask: *Given my topic and the materials at hand, what kind of activity can I have students do? How can I set things up so students can work in pairs or small groups to talk, exchange information, or do some joint reading and writing? How can I make the task meaningful so students are not just doing busy work?*

Before asking students to engage in pair or group work, be sure you have introduced the task and key language concept(s) and have modeled the activity. Facilitate pair, small, or whole group activity using either authentic materials or learning aides such as vocabulary cards, conversation cards, role play cards, games, graphic organizers, timelines, scenarios, computer-based activities, and mini-projects.

As your students work together, it is best not to interfere. Ask yourself: *How can I best observe what's going on without jumping in and disturbing the interaction? How can I be helpful to students without interrupting? (HINT: Ask students to talk about a problem with their partner and raise their hands if they need help). What might be a good way for students to present the result of their conversations or the work they have done together?*

7. **Highlight How English Works**

In this segment, you will create a mini-lesson that focuses on language structure. These may be simple grammar rules, like word order or tenses, vocabulary rules (wife/wives, life/lives), or pronunciation rules (thick/sick, think/sink). You can also focus on language functions, such as different ways of saying hello and good-bye in English or different ways of thanking someone. Ask yourself: *What language patterns that are part of the task could I reinforce? What transparent rules do I see that would be helpful for students to know?*

After small group work has been completed, highlight one structure or language pattern that was central to the task just completed. When working with a Spanish-speaking group, patterns that show regular relationships between English words and their Spanish equivalents (cognates) can also be highlighted. A few examples are escuela/school, estudiar/study, communication/comunicación, education/educación. To help students get a concept, it is very important that only one pattern be explained at a time and that the pattern is transparent. It is a good idea to write the pattern on a flip chart that can be saved and displayed as a "word wall". As new words emerge that fit the pattern, they can be added to the word wall. Students can be encouraged to keep a notebook where they keep track of these patterns.

When working with beginners, it is important not to dwell on irregularities since they muddle the rules you want students to get. Exceptions to rules can be addressed quickly – particularly in response to students' questions – and noted on a sheet labeled "Parking Lot" where things get "parked" until later. They can then be discussed later as they appear in a text or as part of a task.

8. **Quick Check and Review**

You want to close your lesson by reviewing the key points and highlighting what students should take away from the lesson. Ask yourself: *What is the important take away for this lesson? What could I repeat that will help students feel confident that are learning things that help them and show them that they are competent in dealing with a language task, even if they are not yet perfect?* You also want to do a quick check to make sure students have learned what you want them to learn; one critical piece is generally enough.

Conduct a quick assessment to see if the class as a whole has gotten the point of the lesson (task and structure). If you have asked students to (re)tell a story or an event, you can ask them to quickly tell the story as a "circle" story where you say the first sentence of the story and each following person adds another sentence to keep the story flowing. Sometimes it makes sense to give a quick dictation using the information that students have worked with, or, if the story you've worked with contained factual information, you can ask students to demonstrate their understanding using signal cards. You can quickly put students into pairs and have them do a variation of the original task.

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

Highlight one or two points from the lesson for students to remember. Make sure highlights include a focus on communication skills (what we say, when, and how; what to do when you don't know what to say), or reading comprehension (how to approach a text), not just grammar or pronunciation. You want to help your students understand that speaking English involves more than knowing about the structure of English (grammar, pronunciation, decoding). You also want to draw students' attention to what they can now do with language, even though they may not be doing it perfectly or consistently. Consider creating your own "Can Do" lists (like the ones on page 134) on a regular basis so that students can check off their accomplishments.

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

FOLLOW-UP LESSONS, EXTENSIONS, AND STUDENT PROJECTS

Though not a step on the 'ESL by Design' lesson flow chart, it is important to consider how to extend learning and language use to outside the classroom. All your lessons should have a clear focus and should not cover so much ground that it is no longer clear what skills have been learned. But, in order to make language their own and move toward proficiency, a single practice session is never enough. Students need to practice the same skill in many different ways before they can feel comfortable using the language on their own outside of the classroom. As you design and then teach your lessons, think about the kind of follow-up lesson that would reinforce key skills, enrich students vocabulary, and add another layer of ideas to the foundation your lesson has provided. As you plan your next set of lessons, consider the following: *What follow-up lessons could I provide that reinforce and strengthen the ideas that you have introduced in the lesson? How could I review key concepts if new students are entering your class? What projects might students do as a group to demonstrate what they've learned?*

Examples: For a lesson on weather, students could create their own newscast that includes a weather report. For a lesson on offering and accepting food, students could create a restaurant simulation, replete with cook and wait staff, customers, managers, and food inspectors coming to visit. For a lesson on community services, students might draw a community map that lists agencies and places important to immigrant.

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

A FEW DOS AND DON'TS OF USING THE 'ESL BY DESIGN' FRAMEWORK

1. Even if you are new to teaching, don't panic. Relax; gather your tools and materials. **Include something fun to do in your lessons**, like music or games, in case your class starts to lag or you need a change of pace.

2. Don't go into your class unprepared with just a vague idea of what you might do. **If you are not clear on what you are going to teach, your students won't be clear on what they have learned.**

3. If you are an experienced teacher, chances are the class may not always go the way you envisioned things. If a lesson starts to go south – students are bored or confused by the task, only half the group shows up – it's good to **have a Plan B**. If things don't seem to work out well, don't just keep going and don't keep talking. Stop, say something like "ok, let's try this again", and simplify your introduction or the task. Dramatize, use pictures, and model, and things will go much more smoothly.

4. Don't just teach textbooks lessons – they are not likely to reflect the experiences and interests of your particular students. **Think about what you know about the students in your class** (which you can learn by doing focus groups, goal setting activities, and interest inventories, as seen on pages 17 to 22) and how you can connect your lesson to what they need to do with English.

5. Think before you create a lesson plan. Take a walk or pick a quiet spot somewhere and **visualize how your lesson might flow**. If the lesson doesn't seem clear in your mind, it probably won't flow smoothly in the class.

6. Don't just select worksheets and activities designed to keep students busy during class. **Think about what you want to teach and why** and how the different parts will work together so that they **reinforce, enrich, and deepen learning**.

7. In mapping out your lesson, don't worry so much about what you are going to do; rather, **think about what your students will do**. Create ways of keeping them engaged from start to finish. Think about what language you might present to start and how you will set up the activity that will have students talking and interacting in pairs or small groups.

8. **Do get your props and authentic materials** together and think about the following: When and where might students use these materials? What do they need to know and do with this prop? At the end of the lesson, what should every student be able to do? What kind of pair or small group practice to I need to set up to get them there?

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

9. **Connect your ideas, props, and activities to a larger theme.** Think about a series of lessons that you might teach on a theme, but make sure you don't cram too much into a lesson. Keep each lesson focused on one "chunk" of language that relates well to the main idea, props, and materials you have chosen.

10. **Do take advantage of the resources in this manual.** Read through this manual, and discuss or think about ways to implement what you learn in a classroom. Visit *willread.org//Resources-for-ESL-Instructors.html* for video demonstrations of the 'ESL by Design' lesson flow, as well as numerous other helpful resources. Check out the resources listed at the end of this manual, thinking about what the teacher does, what the students do, and how things might work with your class.

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

BALANCING INSTRUCTIONAL ELEMENTS WHILE LESSON PLANNING

Most ESL students, and most learners in general, can cope with only a few challenges at a time. The chart below outlines key factors to consider when designing a learning activity. Limiting the number of factors that are challenging in any particular lesson allows students to focus on the knowledge and skills that are most critical. It's important to achieve a balance between low and high challenge characteristics in your lessons. Lessons that rely solely on activities with characteristics from the "Low Challenge" column may be too boring, while those that include only activities that fall in the "High Challenge" column could frustrate the students.

This structure is designed to help teachers plan instruction so that the information and the activities provided stay within the "Instructional Zone" of what students can handle (also referred to as the "zone of proximal development"). That is, students should be engaged at a level that is slightly above their current level of proficiency but should not be overwhelmed by new information and new tasks at the same time.

TEACHING/LEARNING CONTINUUM

Factor	Low Challenge	Instructional Zone	High Challenge
Content	Familiar	➡	New Task
Task	Highly Structured	➡	Minimally Defined
Process	Highly Facilitated	➡	Independent
Content/Concepts	Concrete	➡	Abstract
Prompts	Visual	➡	Print-Based
Training	Hands-On	➡	Theoretical
Vocabulary	Common/Everyday	➡	Somewhat Sophisticated
Sentence Structure	Simple	➡	Complex

Consider all elements of your lesson (see left hand column). Describe each element and rate it from low challenge (1) to high challenge (5). Make sure you have a balance of challenging and not so challenging activities and provide scaffolding for tasks and

THE 'ESL BY DESIGN' LESSON PLANNING FRAMEWORK

activities that are important but may be difficult for students. If you have a multi-level class, you may need to increase the challenge level for a more proficient group and reduce it for less proficient learners. In that case, you would fill out separate charts for each group.

After rating each element, add up the points. As a rough guide, consider keeping lessons for students within these ranges:

- Beginning Level ESL: 10 - 16
- Intermediate Level ESL: 16 - 24
- Advanced Level ESL: 24 – 32

Factor	Description	From Low Challenge	Rate from Low to High	To High Challenge
Context		Familiar	1 2 3 4 5	New
Task		Highly Structured	1 2 3 4 5	Minimally Defined
Process		Highly Facilitated	1 2 3 4 5	Independent
Content Concepts		Concrete	1 2 3 4 5	Abstract
Prompts		Visual	1 2 3 4 5	Print-Based
Training		Hands-On	1 2 3 4 5	Theoretical
Vocabulary		Common/Everyday	1 2 3 4 5	Somewhat Sophisticated
Sentence Structure		Simple	1 2 3 4 5	Complex
Total Rating				

WRAP UP

After reading this section, you now know how to plan a lesson using the 'ESL by Design' framework, and understand both the importance and implementation of components within each step of the lesson flow. You now know what a lesson plan looks like and you should be able to apply this to lessons of your own.

YOU LEARNED ABOUT

How much content you need to outline ahead of time

How to structure your content

How structured your activities should be going into the classroom

What each of the components in the lesson flow look like when attached to specific content

How you can extend and adapt the lesson flow

How to balance types of content within your lessons

And more!


ENGLISH
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ENGLISH
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THEORETICAL FOUNDATIONS & PRINCIPLES

This section represents key aspects of what we know about second language acquisition and literacy development. You will learn the importance of the strategies and structure presented throughout this manual, and will see what scholars know about the most effective ESL teachers. You will also read about the types of instruction that most effectively help students learn a new language, and what you can do to ensure this happens in your classroom. We hope that the principles will encourage instructors to consider the underlying concepts that govern learning, while also getting suggestions for practical activities and tasks that keep adults actively involved in the learning process.

IN THIS SECTION

THEORETICAL FOUNDATIONS & PRINCIPLES

10 BASIC PRINCIPLES OF SECOND LANGUAGE ACQUISITION

1. **Language learning is complex and does not happen overnight.**
   However, there should be a "take-away" for each lesson.

2. **Language is not memorization.**
   Each learner must reconstruct for herself or himself the rules that govern the new language.

3. **Language is acquired naturally when we focus on meaning.**
   Cooperative activities and task-based learning help students to "negotiate meaning."

4. **Language learning is also socio-cultural acquisition.**
   Learners need the opportunity to develop skills that help them be competent in both the home culture and the target culture.

5. **Language learning requires risk-taking.**
   Non-scripted language use in a supportive environment accelerates language learning.

6. **Language learning requires engagement, focus, and practice.**
   Language practice can be structured or unstructured (e.g., conversations vs. skill practice).

7. **Language is learned in "chunks" and through "rule-based" learning.**
   Learners need a chance to hear and use formulaic expressions, but they also need to see and discover patterns themselves in authentic language.

8. **The more similar languages are, the easier a new language is learned.**
   Paying attention to common sentence patterns and cognates facilitates learning.

9. **Language learning is influenced by background knowledge, attitude, aptitude, and motivation.** Instruction that is rich, focused, and flexible helps all learners.

10. **Language learning must happen inside and outside of the classroom.**
    Semi-structured tasks for home and community can motivate students to learn on their own.

THEORETICAL FOUNDATIONS & PRINCIPLES

THEORETICAL FOUNDATIONS GOVERNING ADULT ESL LEARNING

1. Present a bit of information in English each day and, by doing so, provide "**meaningful input**" for students. As a rule, it is **easier to understand a new language than it is to say or write something** in a new language. In addition, if adult students are to learn to speak English, they will need the **opportunity to hear English spoken**. They will also need exposure to common words and phrases and will need to hear those many times in several different contexts.

2. **Have students to work in small groups of 3 or 4 students**. The literature is very clear that if students are to learn to understand and speak English, they must have the opportunity to use English in the classroom and, if possible, outside of the classroom as well. Well-designed pair practice provides these opportunities since all students, not just those who know the answers to an instructor's question, are involved.

3. **Present lessons in small chunks and focus on one language point at a time.** Studies with nontraditional learners (those who have had only a few years of schooling or interrupted schooling) have shown that these students benefit greatly from **instruction that has a clear focus and offers extensive practice** on what's to be learned. Demonstrating and modeling a task before asking students to complete an activity is also part of this approach. Explicit teaching stresses the importance of "**show, don't tell**". This is an important piece of advice for beginning level students who get lost in wordy instructions and explanations but can use simple language to ask a question or get a point across if they hear the language ahead of time and the task is demonstrated.

4. **Provide a variety of language input and offer different kinds of language learning opportunities**. Studies have shown that instructors who varied their instruction so that students got a chance to communicate their own ideas during part of the lesson and then also got a chance to practice a specific language skill showed better test results than instructors who only used one type of instruction (e.g., all talking freely, all practicing grammar, or all practicing pronunciation skills).

5. **Integrate music, art, movement, and visual support** into language teaching, based on studies on multiple intelligences. These studies support the notion that individuals have different talents and abilities and learn in different ways. It makes sense to offer varied instruction that allows students to take in and express language in multiple ways and not assume that all or even most language learners are best served by reading English, filling in worksheets, and hearing explanations of how language works.

6. While there is some research on the success of using language-learning strategies, much of the support for using strategies in teaching and learning comes from the reading

research. This research demonstrates the effectiveness of teaching students how to **use comprehension strategies to increase understanding, monitor comprehension, and connect oral and written language**. Much of this research has been done with native speakers of English through observations of what proficient readers do: they use their background knowledge to predict and anticipate what will be in a text, and they use context clues to connect what they are reading to what they already know. Comprehension strategies help students understand that reading is more than decoding print on a page or knowing the words. Reading for comprehension means thinking while reading, being aware of what is understood and what is not, and stopping and rereading when comprehension breaks down. The conventional approach of asking students to listen to or read a text and then answer comprehension questions does not help nontraditional learners. This approach assumes that a person either understands or doesn't understand what's said or written and little can be done about it.

7. **Connect what's to be learned to the experiences, goals, and interests of adult learners**. This principle calls for conducting needs assessments, interest inventories, and ongoing activities that allow learners to share information about themselves and their interests. Textbooks, which by definition don't reflect the interests of any given class, have limited use, particularly for beginning level learners who may be best served by lessons that allow them to tell their story or explore topics that match their interests.

8. **"Bring the outside in"** and use materials that reflect what students need to know and be able to do with English once they leave the classroom. Students who learned practical English and used authentic materials common in real life (flyers, maps, signs and other environmental print, tools, and objects, sometimes referred to as realia) scored significantly higher on standardized post tests than students who only did textbook work, grammar skills, or worksheets. This shows the importance of creating opportunities for realistic language use not just inside the classroom, but outside of the classroom as well. Since exposure to and use of English outside of the classroom is an important factor in the rate of learning, it makes sense to create structured community learning activities. For example, a teacher might take a class on a neighborhood walk and have students observe interactions in coffee shops, stores, or at a post office and then encourage them to ask questions themselves (e.g., What time do you open and close? What is your most popular product?). To promote literacy, students can also be invited to read and copy signs and billboards and then categorize them according to function (warning, advertisement, directions, general information).

THEORETICAL FOUNDATIONS & PRINCIPLES

8 BASIC PRINCIPLES OF ADULT LANGUAGE ACQUISITION

Each of these principles is discussed more fully on the pages immediately following.

1. Adult learners are goal driven.

2. Language and literacy are social processes that involve interaction with others.

3. Language and literacy development require risk taking.

4. Language and literacy develop when the target language is slightly above the current level of proficiency of the user.

5. Language and literacy development require focus, engagement, and practice.

6. Language and literacy are multi-dimensional and require different kinds of interactions with different kinds of texts, both oral and written.

7. Language and literacy develop through interactions with tasks that require cognitive involvement.

8. Language and literacy develop more deeply if skills are connected to an overall topic or theme that matters to leaners.

THEORETICAL FOUNDATIONS & PRINCIPLES

1. ADULT LEARNERS ARE GOAL DRIVEN.

Adult learners are not too interested in learning for learning's sake. They get involved in education in order to improve their skills in specific areas: to read and write better, to finally learn to spell, to communicate in English, to build their vocabulary. They come to education with a purpose in mind: to get a better job, to help their children with their homework, to deal more effectively with the health care system or the police, to hold their own in conversations with neighbors and co-workers. Adults look for materials that reflect real life challenges that advance them toward these goals. In addition, most adults learn best if the knowledge, skills, and strategies to be acquired are linked to real life contexts that either mirror their own circumstances or illustrate a reality that they would like to know.

In the classroom, learners need the opportunity to:
- Explore and discuss where they are in their learning, where they would like to be, and what keeps them from getting there.
- Identify short term and long term goals, both overarching and specific.
- Self-assess current knowledge and skills and evaluate progress.
- Be both challenged and supported as they try to upgrade their skills and acquire new strategies.

2. LANGUAGE AND LITERACY ARE SOCIAL PROCESSES THAT BENEFIT FROM INTERACTION WITH OTHERS.

Reading, writing, and spoken language represent communication among people, and sometimes with the self. Language and literacy grow as learners gain experience in expressing their ideas and communicating with others. Skills get refined through a process of discussion and reflection. In real life, language and literacy are often assisted and mediated activities, as forms and applications are filled out jointly, friends and children translate for immigrants, and "literacy brokers" assist others in dealing with paper work.

In the classroom, learners need the opportunity to:
- Process information by talking about ideas and discussing them with others.
- Get meaningful feedback from both peers and those who are more knowledgeable.
- See how others similar to themselves deal with challenges.
- Observe how others more experienced than them tackle tasks.
- Work in groups where they learn collaboratively and can serve as a resource to others

3. LANGUAGE AND LITERACY DEVELOPMENT REQUIRE RISK TAKING.

Acquiring another language and mastering the writing process require hypothesis testing and risk taking. While discovering how language works, learners must generate

their own notions of rules and principles since it is not possible to acquire all the words and structures one might need to communicate through memorization. Similarly, reading and listening comprehension are not accomplished through the mere identification of individual words and phrases, but require a certain amount of guessing so that the overall meaning of a message can emerge. Since language and literacy development require communication with others and interaction with print, learners must be willing to engage in these processes, even if it means using imperfect language to start. As a result, errors in grammar are likely, misspellings may abound, and whatever language is generated is likely to represent only an approximation of standard English.

In the classroom, learners need the opportunity to:
- See language as a system and discover patterns.
- Generate their own rules of how language works.
- Speak and write spontaneously even at very low levels of proficiency.
- Guess what a text (oral or written) might be about based on background knowledge, context, and what they know about the language.
- Get their point across (in listening and speaking) as best as they can without being immediately corrected.
- See how well they can do in authentic situations even with limited skills.
- Use language and literacy in a supportive environment that encourages experimentation.

4. LANGUAGE AND LITERACY LEVELS ARE NOT CONSTANT.

Language and literacy learners who fall into similar levels of proficiency are often quite different in terms of the tasks they are able to handle. In reality, each group, whether designated as beginning, intermediate, or advanced, is multi-level when it comes to dealing with different kinds of language and literacy challenges. In fact, individual learners have multiple levels of language and literacy skills as well, and most are clearly better able to deal with some tasks than others. It is important to keep in mind that background knowledge of the topic and experience with how things work influence competence in handling particular challenges; even tasks that seem doable on one day but may be difficult on others.

In the classroom, learners need the opportunity to:
- Work with different types of texts, both oral and written, at different levels of difficulty.
- Deal with challenging materials that they find interesting and compelling even though they may be above their level of proficiency in order to encourage progress.
- Work with tasks and materials that take advantage of their background knowledge.
- Tackle a wide range of tasks, so that both boredom and frustration are minimized.
- Recognize that skills they have mastered in a lesson might still be difficult to apply accurately in daily life.

5. LANGUAGE AND LITERACY DEVELOPMENT REQUIRE FOCUS, ENGAGEMENT, AND PRACTICE.

Language and literacy develop as learners engage in different kinds of reading and writing and communicate with various kinds of native speakers. While a great deal of language can be acquired through mere engagement with texts and opportunities for communication, language learning is helped when learners focus on particular elements of the language to be learned, such as common phrases, vocabulary needed for specific purposes, or language structures like tenses and grammar. Similarly, focusing on particular aspects of literacy – how a letter is constructed, how a contract is laid out, what typical components of a phone message are – aids in learning, especially for those with little experience in literacy. Engaging in activities that require the use of particular types of language and literacy, such as trying to understand a recorded message, leaving a note for the landlord, or reading information that comes from a child's school, deepens understanding since we learn to read by reading, learn to write by writing, and develop language through meaningful language interaction with others.

In the classroom, learners need the opportunity to:

- Understand what a unit or lesson is all about before getting involved in details.
- Spend sufficient time on a skill in order to get it.
- Select and stay engaged with tasks that are of interest to them.
- Alternate between focusing on meaning and fluency and focusing on accuracy and correctness.
- Practice skills through tasks and texts that are interesting and compelling so that engagement is maintained.

6. LANGUAGE AND LITERACY ARE MULTIDIMENSIONAL AND REQUIRE DIFFERENT KINDS OF INTERACTIONS WITH DIFFERENT KINDS OF TEXTS, BOTH ORAL AND WRITTEN.

Language and literacy are complex processes and can neither be learned nor taught all at the same time. If strong skills are to develop, various dimensions of literacy need to be addressed, including interpersonal, expressive, reflective, linguistic, sociocultural, political, affective, and cognitive elements. Language and literacy also represent interaction between those aspects that are form and structure oriented, like grammar and writing conventions, and those that are more meaning oriented, like vocabulary. Similarly, functional literacy with the purpose of getting things done is different in nature than literacy focused on inspiration, reflection, or self-expression. Both are an integral part of learning.

In the classroom, learners need the opportunity to:
- Gain experience with both functional literacy and more expressive styles.
- Interact in different modes, including reading, listening, speaking, and writing.
- Engage in tasks that address the various dimensions of literacy, separately or combined.

7. LANGUAGE AND LITERACY DEVELOP THROUGH INTERACTIONS WITH TASKS THAT REQUIRE COGNITIVE INVOLVEMENT.

Learning different bits and pieces of language makes it difficult for learners to see an overall system and to remember what they learn. Learning goes much deeper if adults can make associations among ideas and are able to see connections between various concepts. In addition, adults tend to learn best when what is to be learned is related to a real life context that they are familiar with or associated with topics they find compelling. Relating ideas to a central topic and presenting skills within that context deepens learning, as does presenting concepts through multiple modes, such as print, visual, and auditory.

In the classroom, learners need the opportunity to:
- Think about what a text, task, or problem is all about before tackling it.
- Connect what is already known and familiar to what is new.
- Engage in problem solving tasks independently and with others.
- Use a variety of cues to make sense of oral and written texts, such as syntactic, grapho-phonemic, and semantic cues.

8. LANGUAGE AND LITERACY DEVELOP MORE DEEPLY IF INFORMATION IS CONNECTED TO AN OVERALL TOPIC OR THEME THAT MATTERS TO LEARNERS.

Learning different bits and pieces of language makes it difficult for learners to see an overall system and to remember what they learn. Learning goes much deeper if adults can make associations among ideas and are able to see connections between various concepts. In addition, adults tend to learn best when what is to be learned is related to a real life context that they are familiar with or associated with topics they find compelling. Relating ideas to a central topic and presenting skills within that context deepens learning, as does presenting concepts through multiple modes, such as print, visual, and auditory.

In the classroom, learners need the opportunity to:
- Make connections between familiar ideas and new ideas to be acquired.
- See how skills relate to an overall theme.
- Associate skills and strategies with real life contexts.
- Select from a variety of themes so they can engage with topics that they find compelling.
- Use different kinds of modes and styles.

THEORETICAL FOUNDATIONS & PRINCIPLES

A NOTE ON METACOGNITION

Understanding metacognition and the role it plays in ESL instruction is critical to support the language development of your students. According to Jennifer A. Livingston, metacognition refers to higher order thinking that involves an active control over the cognitive processes involved in learning. In more simple terms, metacognition can be understood as "thinking about thinking."

Metacognition is essential to successful learning because it involves how a student approaches a learning task, monitors comprehension, and evaluates their progress. The five primary components of meta-cognition involve:

1. **Preparing and planning for learning**
   Students think about what they need or want to accomplish and how they will accomplish a specific goal or learning task.

2. **Selecting and using learning strategies**
   Students select and use learning strategies for a specific goal or learning task.

3. **Monitoring strategy use**
   Once students have selected and implemented learning strategies, they need to periodically self-evaluate and determine if they are using the learning strategies as intended.

4. **Orchestrating the use of various learning strategies**
   Students coordinate, organize, and make associations among various learning strategies available to them.

5. **Evaluating strategy use and learning**
   Students are actively involved in metacognition as they self-evaluate to determine if their approach is effective.

As instructors, it is critical that you model the use of meta-cognitive strategies in all five areas by being explicit with students about how good learners approach learning situations. Instructors should teach students when and how to use specific learning strategies that will help them become more aware of their own learning process and what to do when they encounter a problem with a learning task or goal, or difficulties with comprehension.

WRAP UP

YOU LEARNED ABOUT

Authentic materials

Meaningful input

Connecting instruction to classroom goals and needs

Separating lessons into one chunk of information at a time

Using a “show, don’t tell” approach

Addressing multiple intelligences with various teaching techniques

“Bringing the outside in”

How complex language and literacy learning are

Metacognition

And more!


ENGLISH
SECTION
5
FORWARD


ENGLISH
SECTION
5
FORWARD

GUIDES, TIPS, & HINTS

This section provides additional information on important components of effective ESL instruction. We provide general guidelines as well how to deal with some specific issues in adult language learning.

IN THIS SECTION

GUIDES, TIPS, & HINTS

TIPS FOR ESL LITERACY TEACHERS

How can teachers provide a rich literacy experience for their students? The following suggestions, based on the educational principles that shape rich language and literacy development, may provide some ideas. These guidelines are not meant as "teacherproof' solutions to ESL literacy. Rather, they are meant as a basis for reflection and discussion.

Strive for genuine communication between you and your students.
Design activities that tell you who your students are, what their experiences have been, what they care about, and what literacy means to them. Share information about yourself, your joys and your sorrows, and invite your students to talk about themselves. Treat your student as you would any intelligent adult and do not spend a great deal of time asking questions to which you already know the answer. After you have just written the date on the board, saying "Su Ma, could you please read the date on the board?" is more respectful than asking "What's the date today?"

Make your classroom into a community of learners where everyone feels welcome and all views are respected.
Provide opportunities for different groups to work together, share information, and be a resource for each other. Ask learners to read as a group, share their ideas about a piece they have read, and write collaboratively. Invite contributions that do not depend on language and literacy, such as illustrating a story the group has written. Provide opportunities for sharing experiences across cultures by asking learners to talk about their lives back home and share significant cultural customs, like weddings, funerals, or births, as well as family traditions. Discuss differences in literacy practices as well as commonalities. Learn to be a facilitator who guides the group, instead of a general who controls all interactions.

Link language with visual information.
Provide information in the forms of visuals and realia to get a point across. Choose photographs, posters, slides, and videos whose message can be understood without language, like Charlie Chaplin's "The Immigrant" or the grape stomping scene from "I Love Lucy". Use these visuals to create an atmosphere, illustrate a point, demonstrate a task, elicit a feeling, or pose a problem. Encourage learners to respond in many different ways, allowing them to smell, touch, and manipulate realia and to respond to visuals in both verbal and nonverbal ways, such as classifying signs or developing strip stories by moving pictures around. Provide opportunities for learners to illustrate their writings with drawings and photographs, and give them a chance to interact without having to depend on language and literacy – sharing food, organizing a potluck, dancing at endofcycle parties, etc.

Publish your students' work.
Make room for your students' writing on your walls and in the hallways. Involve them in making signs, labels, and posters. Write their ideas down on large newsprint, tape papers

on the wall, and refer to them often. Involve the school in publishing endofsemester yearbooks, autobiographies, and collections of student writings. Use hallways or places where students congregate as a gallery for displaying student work, photos, poems, etc. Encourage learners to invite family and friends to visit and admire their work.

Don't let learners get mired in words.
Instead, provide opportunities to get the "big picture." Ask learners to bring in literacy materials they find puzzling, have them explain the context, and enlist the group in guessing what the materials might say. Highlight key words and ask learners to fill in the rest using what they know about the real world. Watch an interesting video with the sound off and have learners create their own stories or predict what the actors might be saying. Turn on the sound and ask learners to repeat the phrases they catch. Talk about the way adults learn to listen and read in a second language by linking what they already know about the world with what they hear and see written.

Make literacy learning fun and focus on things that matter.
Students learn best when they have something to say and a reason for paying attention to others. Present a variety of options and then let learners choose what interests them so they will enjoy their work. Give them opportunities to respond in a variety of ways in class, such as quiet listening, group recitations, non-verbal reactions, and written responses. Encourage and support your students, but challenge them as well.

Focus on meaning while helping learners see how language works.
Recognize that ESL students need opportunities to use language and literacy for their own purposes. Sometimes that purpose includes understanding unusual phrases, idiosyncratic pronunciation, or simple grammar rules. At other times, students may wonder what language is appropriate in certain situations, such as what kind of note to write if a teacher's mother has died. Make time in your class for students to write down the topics that concern them and the questions they want to have answered. Let them predict what the speaker might say. Help your students make connections between what they know, what they are curious about, and the information they expect to receive. Ask your students to respond to the session and evaluate the speaker: what they liked and didn't like, understood and didn't understand, their favorite new words, etc.

Connect literacy to life.
Ask students to tell their stories, share their pictures, and recite their favorite poems or sayings. Give them the opportunity to observe literacy use in a variety of contexts and ask them to listen for interesting language wherever they go. Turn your students into researchers who ask family members, friends, and acquaintances about their experiences with schooling and learning. Ask them to find out about other people's views on language and culture and compare them to their own. Encourage learners to examine the role of literacy in their life and in their communities and help them see how literacy can be used to shape and alter the world.

GUIDES, TIPS, & HINTS

Assess success.
As you observe your learners, ask yourself, *What is really going on here?* Find ways of recording "literacy incidents," events that show you whether your students are fully engaged in a particular activity or are just "going through the motions." Share your notes. Collaborate with others in your program (coordinators, teachers, and learners) and decide what really counts. Define what you mean by success in language, literacy, and learning for the program and develop strategies for capturing small successes along the way. Categorize, analyze, and summarize until a rich picture of your literacy class emerges. Congratulate your students on their achievements. Share your success.

GUIDES, TIPS, & HINTS

KNOWING WHAT STUDENTS KNOW: INFORMAL ASSESSMENTS

Testing and assessments are sticky issues made all the more difficult by the pressure to use standardized tests for reporting and accountability. However, assessments can also be enjoyable and helpful in finding out what students know, as long as they meet basic measurement criteria. Instructors can use nonintrusive assessments periodically to determine how much students are learning. Measuring progress in the ESL classroom is different than what you may be used to from your own educational background, and the information contained here will help create materials to both appropriately measure progress and use the results to inform teaching.

Any assessment used should be:

- **valid** – measures what it purports to measure
- **reliable** – results are consistent across test administrators
- **fair** – no one group, for example literacy students, is disadvantaged
- **meaningful** – captures important skills that matter in the person's life
- **worthwhile** – worth the time and effort
- **practical** – can be administered in a reasonable amount of time and within the resources of a program

While there is a wide range of assessments, a few that show particular promise for adult ESL learners are:

- Reading Demonstrations
- Native Language Literacy Screening Assessments
- "Can Do" Lists

READING DEMONSTRATIONS

In a reading demonstration, the instructor works one on one with a student and uses realia and authentic print to find out what a student knows. This informal assessment is designed to test functional literacy; see *literacywork.com/readingdemonstration* for an example. This video represents an informal assessment to capture what low-literate learners can and cannot do with literacy. The test administrator presents a number of products that students are likely to be familiar with and invites the student to read what she can of the print. Products include a soft drink can, advertisements, bills, lottery ticket, and other environmental print. Students are also asked to read a short passage in their native language in order to get a sense of their strengths and weaknesses in decoding and fluency. Short paragraphs in English are read together with the student and the meaning of the passage is discussed. At the end of the video, the test administrator provides a short interpretation of the student's literacy skills. This kind of one-on-one assessment presents a user-friendly format for students who are often intimidated by pencil and paper tests.

GUIDES, TIPS, & HINTS

This type of assessment allows students to demonstrate what they can do without being overwhelmed by print tasks they cannot do.

NATIVE LANGUAGE LITERACY SCREENING ASSESSMENTS

Knowing to what extent students are literate in the native language is essential to recognizing what level of support students might need as they learn to read and write in English. Students who have only limited literacy skills in the native language are likely to need more time and special attention. If an instructor knows that some of her students do not read and write in any language, he can use that knowledge to inform his teaching: less writing on the board, referral to a program that works with non-literate students, special attention to literacy issues. Finding out about students' literacy levels in the native language (L1), can be done informally and does not require a standardized test or pre and post testing. A literacy screen merely serves as a means to find out to what extent a student can interpret and use print in the native language.

To get a good sense of the prior education of students and their experience and abilities related to print, any program or instructor can:

- ask students about their school experience and find out how many years of formal schooling they have had.
- ask students (through a translator if necessary) if they need help filling in a basic form in the native language and note if they need help.
- during orientation or during the first day of class, write a few words on the board and ask students to copy them: non-literate students will copy letter by letter and look up at the board after each letter is written.
- look closely at words and sentences that have been copied. Learners with limited literacy skills are likely to form uneven letters, mix up lower and upper case, and may not leave spaces between words.
- invite students to read aloud a short passage in the native language: low literate students will read slowly and haltingly.
- conduct a reading demonstration in the native language. Present students with various forms of print (labels, advertisements, announcements, magazine articles, newspaper graphs, books). Ask students what they can read with ease and ask them to read it for you.
- ask students what kinds of print they read at home. Do they look at a newspaper or read a foto-novela? Are they the record keepers or bill payers in the family? Do they read specialized literature, like magazines on motorcycles? Do they read religious texts, like the Bible or the Q'aran? What and how much students read can provide you with an indicator not only of their interests, but give you some clues as to their level of schooling and literacy abilities.

GUIDES, TIPS, & HINTS

"CAN DO" LISTS

"Can do" lists are simple performance based assessments that allow students to indicate what they can do in English, such as give their name and address, order food at a restaurant, or talk about their family or how they came to the US. The items on a "can do" list are curriculum based, meaning that all skills listed are taught and practiced in the classroom. Teachers observe students during group work or comprehension checks at the end of a unit so they can be confident that the student can in fact perform the language tasks checked. "Can do" lists take into account the developmental nature of language; they reflect that beginning level learners can only do a few things at a mastery level, such as saying memorized chunks of language, for example. For the most part, beginning level students may still need help or may be inconsistent in how well they can do a language task. There is an example "can do" list on the following page. The lists could be used at the beginning of a unit to determine what students already know, at the end of a unit to determine what students learned, or at both the beginning and end to demonstrate progress.

GUIDES, TIPS, & HINTS

Name: _____ Date: _____

I CAN

Say my first and last name; for example, "My name is Karen Smith"
YES MAYBE NO

Spell my name; for example, "My name is Karen. K-A-R-E-N"
YES MAYBE NO

Ask someone what their name is
YES MAYBE NO

Say where I am from; for example, "I am from Austin, Texas"
YES MAYBE NO

Ask someone where they are from
YES MAYBE NO

Talk about what I like to do; for example, "I like to play basketball"
YES MAYBE NO

Talk about what my friend likes to do; for example, "She likes to watch TV"
YES MAYBE NO

Ask someone what they like to do
YES MAYBE NO

Understand "How are you?" and give an answer
YES MAYBE NO

Ask someone how they are doing
YES MAYBE NO

Understand "How do you feel?" and give an answer
YES MAYBE NO

Ask someone how they feel
YES MAYBE NO

GUIDES, TIPS, & HINTS

ESSENTIAL INFORMATION FOR THE NEW ESL INSTRUCTOR

This section provides background on language acquisition, descriptions of "what works" in teaching ESL, and practical tips on how to conduct an ESL class. The focus of the section is on the practical rather than the theoretical. Adult ESL students want to learn how to communicate in English as quickly as possible and they want to take an active part in the learning process. Our objective is to teach students how to communicate in English, not to teach them a bunch of rules about English grammar, spelling, pronunciation, etc.

The section first explains some concepts about how people acquire a second language. Contrary to most people's thoughts on the role of a teacher, you will be more effective as a teacher if you talk less. You will learn that directly explaining rules is not as effective as providing examples so that students can deduce the rules on their own. We also address how to determine if students have understood what you teach, how to correct their errors, when they should use their native languages in class, and the importance of students learning how to use dictionaries.

The next part of the section considers the three components of the structure of English: pronunciation, vocabulary, and grammar. The section then addresses the four language skills: listening, speaking, reading, and writing. Teaching suggestions for each of the four skills are provided. Our objective in teaching these skills is fluency. We want our students to focus on communicating in English and not to worry about making mistakes. References to helpful web sites are provided throughout the section.

This section is a component of the manual. It is intended to give background information and tips. It does not focus on specific strategies and activities that you would use in the classroom. Specific strategies and activities are covered in Section 2, which begins on page 31.

GUIDES, TIPS, & HINTS

SECOND LANGUAGE ACQUISITION CONCEPTS

TEACHER TALKING TIME

How much time should a teacher spend talking during a class? A general rule is that it is probably better that you talk less rather than more. Your students hear English everyday, so they have many listening opportunities. What they need most are opportunities to speak in an environment that they do not consider threatening. And clearly you as the teacher don't need to practice speaking English. So your focus should be on creating an environment where the students do more talking than you do. There of course are situations where you need to talk. You may need to talk to explain a new concept or word. Telling them can be the most efficient approach in some situations. It is also important to precisely explain instructions for activities that they will be doing. Listening activities are also a situation where you will be talking.

When you are presenting new concepts or vocabulary to students, limit your presentation time to no more than 10 minutes. Otherwise, you risk losing the attention of your students. And think in terms of talking no more than 30% of the class time. This of course is only a general rule. The nature of the topic, the type of students, and the level of the class are all factors that influence how much you talk.

The teacher asking a student questions is one way to help a student practice speaking. However, the research suggests that discourse between a teacher and a student is distorted by the role imbalance. The teacher is typically taking the lead and the student is merely responding and reacting. It is preferable for the students to talk with each other, in pairs or in groups, because the roles are more balanced. For example, if a new student joins your class, resist the temptation to ask the new student all about himself. Instead have the other students introduce themselves, ask questions of the new student, and then have the new student ask the other students about their backgrounds.

If you are teaching true beginners, the suggestion that you minimize your talking time does not apply. Most of the students will be in the silent stage and will refuse to talk. By default, you will have to talk to keep the class progressing. With beginners, you should use lots of visuals and realia. For example, if you are going to talk about what people like to eat, bring bananas, apples, etc., to class. The "Bright Ideas" curriculum (listed in Appendix A: Resources on page 165) will give you some great ideas on how to approach the true beginner class.

When you are ing to students, be careful to adjust your language to the particular situation. Use short sentences, especially with beginner students. Speak at a normal speed, but pause between sentences so the students can process what you said. If you are explaining new concepts or if you are giving instructions for activities, be sure to use language that the students will understand. In these situations, clarity is important. However, if your lesson involves developing the students' listening skills, you should

"roughly tune" your speech. Research has shown that students learn most efficiently when they listen to material that is just above what they could say by themselves, i.e. they can understand the material based on context but they can't yet produce it. This form of teacher talk is valuable to students because it is not something they ordinarily hear out on the streets.

ELICITING INFORMATION FROM STUDENTS

There's a significant difference between telling someone something and teaching someone something. Rather than spoon-feeding students who soon get into the habit of switching off and being passive, instructors should strive to teach by creating environments and circumstances in which a student can actively learn.

One approach to promoting active learning is to elicit information from students rather than giving it to them. If a student asks what a word in a reading means, ask him to try to figure it out based on the context in which it is used. If a student asks a grammar question, ask him what he thinks the answer might be. If the student asking the question can't come up with the answer, ask another student what they think. If you are teaching new vocabulary, try drawing a picture or explaining the definition of a word, and then ask the students if they know what the word is.

It is more difficult to elicit emotional concepts. If you are trying to elicit the word "depressed," you are unlikely to be successful if you provide a dictionary type definition. Instead create a scenario like: "I've lost my job. My wife is very sick. My cat has died. How do I feel? I feel __."

CHECKING COMPREHENSION

Assume that you have just explained a grammar point to the class, and you aren't sure if they understood your explanation. So you ask them, *Do you understand?* Everyone nods. It is important to determine if students understand what you are teaching them, but asking this direct question probably will not give you the information you need. Your students are not likely to admit that they don't understand because they are afraid that they are the only person who doesn't get it and they don't want to humiliate themselves before the class.

One approach is to use signal cards. Give each student a red, yellow, and green card. Tell them to raise a red card if they don't understand something, a yellow card if they are having trouble, and a green card if they understand. Now the students don't have to speak out when they don't understand. They just follow the system that the teacher has provided.

Another way to check comprehension is to ask them questions about the content. For example, assume you are teaching the concept of "used to". You have presented the sentence: "I used to smoke but I quit." You might ask these questions to check comprehension:

- *Is this sentence about something that happened in the past or in the present?*
- *Did I smoke one time or many times?*
- *Do I smoke now?*

Devising concept questions does take time, but it is the best way to make certain that your students truly understand what you are presenting.

CORRECTING ORAL MISTAKES

One of our primary objectives is for our students to keep trying to speak English. They will of course make many mistakes in this effort, so how often should we correct mistakes and how should we do it?

You should correct a mistake in any situation where you are asking the student to practice a particular language item. For example, if you are teaching a new vocabulary word and a student pronounces it incorrectly, you should correct the mistake immediately. If a student makes a mistake regarding a language item that you believe he or she has learned before and should remember, correct the mistake immediately if it won't take up too much class time. For example, if an advanced student uses the present when the past should have been used, correct the mistake. On the other hand, if students are engaged in a conversation where they are developing their language as they talk, do not correct errors immediately. Let them practice and develop confidence. Make notes on major errors and go over them at the end of the conversation. Don't try to correct every error.

Students will learn more from their mistakes if you give them time to correct the mistake themselves. You might indicate a mistake by a facial expression, by repeating what was said up to the error and then pausing or by politely saying "no" or "not quite". If, for example, a student uses the present when he should have used the past, just say, *Past or present?* If the student can't produce the correct item, see if another student can help out. If that doesn't work, go ahead and correct the item yourself.

The better you get to know the students in your class, the easier it will be to determine when and how to correct errors. You will learn which students are sensitive about error correction and which students prefer that you more actively correct their errors. You will also observe that some students gain more than others from error correction.

A YouTube video on error correction is at *http://www.youtube.com/watch?v=1b3tqm2LbYk*.

USE OF NATIVE LANGUAGE IN THE CLASSROOM

Whether ESL classes should be conducted only in English is a controversial subject. There are various arguments for each view. The main argument for the monolingual view is that by maximizing exposure to English, you maximize learning of English. Until recently, the monolingual approach has had strong support. Recently, however, the bilingual approach

has been gaining more support. In fact, the research on this issue suggests that the use of the native language can be beneficial in certain situations. The research involving ESL in the United States concluded that students did better in classes where the teacher used the native language (Spanish) for clarification during instruction (e.g., to explain concepts and provide instructions on class work).

Practical considerations are important in addressing this issue. The number of volunteer teachers who are bilingual is limited. And, while the majority of students are native Spanish speakers, some ESL students speak a variety of other languages. Assuming that most of the students speak Spanish, one approach is for teachers fluent in English and Spanish to teach beginner classes and use Spanish on a limited basis. The teacher should spend extra time with students whose language is other than Spanish so that they don't feel like the odd man out. In more advanced classes, the students themselves will probably insist that the classes be conducted only in English.

It is important to use the native language judiciously. Don't switch to Spanish just because it is easier. The research shows that students learn English faster if they are exposed to it for long periods of time. Constant switching to Spanish can detract from the learning process. If your students are having trouble with a concept or word, first try to act it out, draw it, or show it to them before you tell them in their native language. Let them help each other in their native language, but have them report back to the class in English. With regard to learning vocabulary, however, it is more efficient for students to translate new words into their native languages and write them in a vocabulary notebook.

USE OF DICTIONARIES

All students should own a dictionary that translates their own language to English and vice versa. Students should know how to use their dictionaries. It is important that they know how to ask for the spelling of an English word they don't know so they can look it up in their dictionary. Thus, they should learn the English alphabet well and should know how to ask that an English word be spelled for them so they can look it up. For beginners and intermediate students, it may be worthwhile to establish a routine during each class to practice writing words that are orally spelled for students.

Keep in mind that true beginner students with lower levels of education will have difficultly using a bilingual dictionary. Practice using the dictionary in class. You might ask them to look up a word first in a picture dictionary and then in their bilingual dictionary.

As students move to higher levels, you should encourage them to use English to English dictionaries that are specially designed for ESL students. These dictionaries define fewer words than a standard English dictionary and use a smaller vocabulary for the definitions, typically 2500 words. A popular one is Longman's Handy Learner's Dictionary of American English.

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THE STRUCTURE OF ENGLISH: PRONUNCIATION, VOCABULARY, AND GRAMMAR

PRONUNCIATION

American English has over 40 different sounds, despite that fact that there are only 26 letters in the alphabet. Spoken American English generally is considered to have 24 consonants, 12 vowels and 7 diphthongs. Thus an English learner cannot rely on the spelling of a word to determine how to pronounce it. By way of contrast, if you have taken Spanish, you know that the written language provides all the information you need to pronounce the words correctly.

Even if a learner understands what he is supposed to say, it is often difficult for a non-native speaker to speak with an American English accent. Speech habits are very difficult to modify. In fact, it is unrealistic for a nonnative speaker to think that he or she can eliminate his accent. A more reasonable goal is to reduce accent in those areas where the accent is difficult for a native speaker to comprehend.

Words are composed of syllables. With rare exceptions, every syllable contains at least one vowel (a, e, i, o, or u) or vowel sound. In English we accentuate one syllable more than the rest in each word of two or more syllables. This is referred to as word stress and it is an important component of the English language.

Besides stressing words, English also has stress within sentences. In a stress-timed language such as English, syllables are stressed at roughly regular intervals. Since it is the key words that are stressed, the intervening words get shortened and weakened ("swallowed"), so that two or three of them together may take up the same amount of time as the single stressed syllables preceding and following them. Key words are typically nouns, pronouns, verbs, or adjectives, while words like articles and prepositions are typically considered intervening words. For example, in the statement "I like walking in the rain", the syllables "I", "like", "wal", and "rain" would probably be stressed and each occupy about the same total amount of time as the 3 syllables "kin", "in", and "the". The stressed words are referred to as content words and the unstressed words are referred to as function words.

Spanish and Japanese are examples of syllable-timed languages in which every syllable takes about the same amount of time to say. Thus speakers of these languages might pronounce each separate English word correctly but still not be easily understood by a native English speaker because they have not mastered stress timing. Similarly, these speakers will have to pay attention to stress within a sentence in order to understand a native speaker.

When we say a sentence in English, we join or "link" words to each other. Because of this linking, the words in a sentence do not always sound the same as when we say them

individually. Linking is very important in English. When a word ends in a consonant sound, we often move the consonant sound to the beginning of the next word if it starts with a vowel sound. For example, when we say “turn off”, the sound is more like “tur noff”.

Another important concept is the distinction between voiced and unvoiced consonants. When you say a word with a voiced consonant, you feel a vibration when you put your finger on the lower part of your throat as you say the word. You will not feel that vibration when you say an unvoiced consonant. For example, put your finger on your throat and say “pun” and then “bun.” You will feel the vibration when you say “bun,” but not when you say “pun.”

The schwa is one of the most frequently occurring sounds in English, but it is not even in the alphabet, so it is important to discuss with your students. The schwa sound is the soft “uh” that you hear when you say “about”, “confront”, or “trust”. Notice that it is the unstressed vowel that is pronounced as a schwa. By comparison, the schwa does not exist in Spanish, in which each vowel tends to be pronounced as a distinct sound.

Intonation is another important part of pronunciation. Intonation is the way we vary the pitch of our voice in order to convey certain types of information to our listeners. Rising intonation means the pitch of the voice increases over time, while falling intonation means that the pitch decreases with time. A dipping intonation falls and then rises, whereas a peaking intonation rises and then falls. For example, we use a falling intonation for wh-questions (Where did he find it?) and statements (He found it on the street.). Intonation is very important because it often conveys feelings and attitudes.

TEACHING PRONUNCIATION

There is no escaping the fact that learning English pronunciation is a difficult and time-consuming task. Keep in mind that the objective is for the student to be understood by a native English speaker, not to have perfect pronunciation. An adult English learner should not be concerned about having a foreign accent, especially because it is inevitable. There are various techniques to assist the adult learner in improving his pronunciation.

It is possible to correct many pronunciation errors by simply saying the word or phrase and having the learner repeat after you. Some errors, however, will require that you demonstrate with your mouth how you are saying the word. This process will also require some explanation since you can’t show exactly what is going on inside your mouth while you are saying words. A diagram of the mouth is helpful in this regard. Label it with simple terms for the relevant parts of the mouth and teach those terms to your learners.

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It is not practical to get into the details of pronunciation with a beginner class. These learners will not know the vocabulary necessary to understand the explanation of how to produce sounds. Thus with beginners, simply repeat the word or sound and have them attempt to duplicate it. Help them with the pronunciation of new words as you introduce them. Refer to the section on "Correcting Oral Mistakes" on page 138 for guidance on when and how to correct pronunciation mistakes.

As your learners advance, they probably will start to ask for more guidance on pronunciation and accent reduction. Teach them the parts of the mouth in the diagram above and start to work on the details of pronunciation. It is preferable to devote a specific part of the lesson to pronunciation and not to correct them during the remainder of the lesson when you are working on other things. You want to focus on one thing (grammar, or listening, or conversation, etc.) at a time so learners are not overwhelmed.

There are many videos on YouTube that address how to pronounce English. They generally rely on the author physically demonstrating how to make the sound, describing orally how to make it, and using diagrams to show how to make it. These videos will give you a good idea of how to teach the sounds to your students.

The videos by Jennifer Lebedev are particularly good. She is an ESL instructor, materials writer, and trainer, and co-authored Vocabulary Power for Pierson/Longman. Her English pronunciation videos are listed at: *http://www.youtube.com/view_play_list?p=81BCA0A2CB139CB7.*

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As an example, this is her description of how we make the /l/ sound: Touch the backsides of your upper front teeth with the tip of your tongue. Slowly move the tip of your tongue up until you touch the hard bump behind your front teeth. Hold your tongue there. That is the starting position. Open your mouth and gently round your lips. Now blow air out of your mouth while you keep your tongue in place. Keep your tongue down so that you feel air coming out on both sides of your tongue. Don't confuse /l/ with /t/ or /d/. With /t/ or /d/, your tongue touches the hard bump but the rest of your tongue is up so that it stops airflow. It stops air from coming out of your mouth until you open it. Pull your tongue down as you say the vowel sound that follows the /l/ sound. The sound of /l/ is a voiced sound. For example, put your hand on your throat and say "laugh" and "love"; you will feel vibration at the beginning of each word because it is a voiced sound.

The University of Iowa has an excellent website that uses diagrams, written descriptions, physical demonstrations, and audio to illustrate production of all the sounds of American English. Click on the "American English" option at: *http://www.uiowa.edu/~acadtech/phonetics/#*.

There are many podcasts, along with transcripts, on American English pronunciation at: *http://www.pronuncian.com/podcast.aspx*. This website also includes audio files of the sounds of English and sections on stress, intonation, and linking.

Another useful concept in pronunciation is minimal pairs. Minimal pairs are pairs of words whose pronunciation differs at only one segment, such as "sheep" and "ship" or "lice" and "rice". English has more vowel and consonant sounds than many other languages. As a result, many English learners are initially unable to distinguish many of the sounds of English. Pronunciation exercises using minimal pairs are useful to teach a learner not only to hear the differences but also how to say the different words. Extensive exercises for learning to distinguish minimal pairs are found at: http://www.manythings.org/pp/

One way to practice pronunciation is for the students to read passages to each other. The teacher circulates and makes notes regarding the pronunciation problems she hears. She then gives each student a card with comments on what pronunciation issues they might work on.

It is not easy to determine what specific pronunciation difficulties a learner has by simply listening to them. A more intense approach is to make a recording of a conversation you have with the learner and then analyze it afterwards for areas of potential improvement. Recording an actual conversation is preferable to recording the learner reading a passage because it is more representative of their true speaking skills. First, make a note of what words or phrases in the recording sound foreign. Then, listen again to determine exactly what is wrong with the learner's speech. Finally, make a list of the errors for discussion with the learner.

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COMMON PRONUNCIATION DIFFICULTIES FOR SPANISH SPEAKERS

There are many more vowel sounds in English than in Spanish. Therefore Spanish speakers will have difficulty distinguishing many of the English vowel sounds. Examples are: "seat" and "sit"; "sheep" and "ship"; "head" and "had"; "cart", "cat", and "cut"; "caught", "coat", and "cot"; "pool" and "pull"; "who" and "hood"; "must" and "most".

With regard to consonants, some examples of potential difficulties are:

- The sounds "v" and "b" are not as distinguishable in Spanish as they are in English. The "v" sound will often be pronounced as a "b".
- The letter "h" is silent in Spanish, so a learner might say "im" for "him."
- The sound of "z" does not exist in Spanish. A learner might say "soo" instead of "zoo."
- Spanish rarely begins a word with the letter "s." A vowel sound is added in front of the "s". So "strange" becomes "estrange", and "Spanish" becomes "Espanish".
- The "y" sound in "you" may be pronounced with a "j" sound.
- The letter "j" is pronounced as "h" in Spanish. A learner may say "hunk" for "junk."
- Spanish speakers pronounce "b", "d", and "g" differently when they occur between vowels. They may have difficulty pronouncing words such as "robin", "habit", "ladder", "reader", "bigger", and "again".
- Many Spanish speakers say the "d" sound instead of the voiced "th". Thus they may say "dem" for "them" or "dat" for "that".
- Many Spanish speakers say the "t" sound instead of the unvoiced "th". Thus they may say "tank" for "thank" or "tink" for "think".
- Consonant clusters are less common in Spanish than in English and Spanish speakers have difficulty hearing and producing many of them. Thus they may say "brefas" for "breakfast", "win" for both "win" and "wind", "tes" for "test" and "text", or "kick" for "kicked".

There are many other differences between Spanish and English pronunciation. For more details, refer to Learner English by Michael Swan and Bernard Smith. This book compares English to many other languages. The American English pronunciation website referred to above also has a podcast entitled "Spanish Speakers of English as a Second Language", which may be found at: *http://www.pronuncian.com/materials/podcasts/SpanishSpeakers.aspx*.

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VOCABULARY

Acquisition of a significant vocabulary is critical to mastering a second language. A student can often make himself understood with a few words even if his grammar is incorrect, but without a substantial vocabulary base, a student is hard pressed to communicate effectively.

It is often stated that 2000 words make up 80 percent of the words used in English. This statement implies that if you know 2000 words, you will get along reasonably well in English. However, research now shows that learners need to know approximately 98 percent of the words in written or spoken discourse in order to understand it well. In the context of speaking, this requires knowledge of about 5000 to 7000 word families, which includes all inflections and derivatives of a particular word. Thus, 6000 word families equal about 28,000 individual words. Another popular notion is that students should learn new vocabulary by reading. In fact, the research shows that reading supports further vocabulary acquisition only when the student knows at least 95 percent of the individual words he encounters. It is therefore important for a teacher to emphasize learning new vocabulary and to teach vocabulary as efficiently as possible. As for how many words to teach at a time, 5 to 10 is a good range, depending on the level of your class.

WHICH WORDS TO TEACH

The most efficient approach is for a student to learn the most commonly used 2000 words and then to focus on the vocabulary that will be most beneficial to him. For example, it has been established that a learner who wants to focus on academic reading will use his time most efficiently if he first learns the 2000 most used words and then learns the "Academic Word List" of 570 words. A very good list of the most common words is referred to as the "General Service List", which actually contains 2284 words. A website containing the list is at: *http://www.jbauman.com/aboutgsl.html*.

You also might be interested in the "Special English Dictionary" of about 1500 words that Voice of America has created and uses in their "Special English" section of their webpage. Voice of America is the official external broadcast institution of the U.S. federal government. This list can be found here: *http://www.voanews.com/specialenglish/index.cfm*.

TEACHING METHODOLOGY

Especially at the beginner level, the most efficient way to learn new vocabulary is by direct translation. Beginners also learn faster if they hear a direct translation rather than having to look it up in a dictionary. Research consistently shows that more new words can be learned using native language translations than with English-based definitions. Encourage students to buy a notebook to record new vocabulary words and the direct translation. Use visual materials and realia to show the meaning of concrete words. Draw pictures for them and act out action words. Then encourage them to do the same.

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Of course, native language translation may not be possible if the instructor does not speak the student's language, or there are multiple native languages in the class. In this case, do your best to find definitions in a dictionary, online, or from another more proficient student in the class or in the program. Otherwise, use visuals, as discussed in the next paragraph.

Consider also using a picture dictionary as a source for visuals. The "Internet Picture Dictionary" is useful in this regard. The website is: *http://www.pdictionary.com/*. It is also good to provide examples of how the new vocabulary is used in a sentence. A good online source of examples is the "Newbury House Dictionary" at: *http://nhd.heinle.com/home.aspx*. After you provide examples, encourage the students to write their own example sentences in their vocabulary notebooks. Also teach the pronunciation and spelling of vocabulary words and, if appropriate, whether a word is used in formal or informal situations. Encountering a new word in English contexts, such as a reading exercise, will lead to deeper understanding of the word. As discussed earlier, learning new words with a learner's English dictionary should be encouraged when the learner reaches the intermediate level.

EXPLICIT VS. INCIDENTAL LEARNING APPROACH

The explicit approach refers to directly teaching or acquiring new vocabulary through memorizing definitions. Incidental learning refers to indirectly learning vocabulary while primarily focusing on another activity, typically reading. As noted above, incidental learning of vocabulary is possible only for advanced students. One study estimates that a learner would have to read 420 novels in order to increase his vocabulary by 2000 words. The real benefit gained from incidental learning is in reinforcing and expanding the knowledge gained through explicit learning. Because vocabulary memorization alone usually does not result in deep learning, it is very important to review and expand upon vocabulary that has previously been taught.

CROSS ASSOCIATION

Historically it has been common to teach groups of similar words together. For example, "left" and "right" would be taught at the same time. Research now suggests that students tend to confuse meanings when they learn similar words together. This phenomenon is known as "cross association". Research suggests that as much as 25 percent of similar words initially taught together are cross-associated. The types of words that create problems include antonyms, synonyms, and related words such as days of the week, numbers, foods, and clothing. Consider teaching the most useful of these types of words by themselves and later teach the related word(s).

SPECIFIC APPROACHES

The Total Physical Response (TPR) approach is especially useful in teaching new vocabulary to beginners. TPR is a teaching technique in which commands are given to students who then physically carry out the commands without any oral response. TPR provides a

mechanism for discerning the level of a beginner's understanding even when he is in the "silent stage" of learning. TPR is discussed in more detail on page 74.

Semantic or associative mapping refers to selecting a word that serves as the topic, writing the word on the board, and asking the students to think of other words that are related in some way. For example, put the word "immigration" on the board, circle it, and draw lines out from the circle like spokes on a wheel. You might write "immigrants" and "refugees" at the end of two spokes. A student might want to add "border." Other students might want to add "fence" and "Mexico" and so on. After you have created a chart with a significant number of words, ask the students to create sentences using some of the words. Semantic mapping enables students to activate their background knowledge and to learn how to brainstorm. Use it as a tool to reinforce vocabulary that you are teaching. With beginners, stick to concrete concepts such as "car" and demonstrate by talking out loud as you add words to the map, perhaps using the Think Aloud strategy.

Word families are the various words that can be formed from one root. An example is: "bake", "baker", "bakery", and "baking". For beginners, it is best to introduce simple examples such as "child"/"children" or "explanation"/"explain". For more advanced students, word families and word study can provide an entry point into parts of speech. For example, if you are developing a unit about "Coming to America," words related to immigration are likely to surface. You can draw a square on chart paper that contains the root word "immigra-", then around the square write related words such as "immigrate", "immigration", and "immigrant". Highlight that some of the words relate to action (immigrate) and some to people (immigrants); still others denote a concept (immigration) or provide a description (migratory). Since these are cognates with Spanish and some other languages, ask students how these ideas are expressed in their language. At this point you can label the different kinds of words (verbs, nouns, adjectives).

Also introduce them to collocations, which are words that always or often go together, such as "do your homework" and "take a break." Collocations are examples of chunks that learners should memorize. As discussed below in the section on speaking on page 156, students gradually learn to manipulate chunks and produce their own individualized speech.

Ask your students to label items in the classroom with their English names. Develop activities such as word sorts (see page 76) around these words to reinforce them. Change the words frequently to maintain the student interest level. Encourage them to similarly label items in their homes so that they are constantly exposed to the English word for common items.

Give students a list of words and ask them to sort or rank them. For example, create columns for "kitchen" and "living room" and give the students a list of words such as "oven" and "armchair." Ask them to put the words in the column that they are related to, e.g. "oven" belongs in the "kitchen" column. Or give them a list of foods and ask them to rank them according to how much they like to eat them.

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Games such as hangman and word searches can help students learn and practice vocabulary. A website with many examples is at: *http://www.manythings.org/e/vocabulary.html*.

A collection of crossword puzzles is at: *http://www.manythings.org/e/crosswords.html*.

The secret word game is useful in developing the ability to practice new words without using direct translation. A list of words with some of the letters missing is given to one student or team. A different list with letters missing is given to the other student or team. The object is for one student to explain in English what the words mean so that the other student can guess the word. An example is at: *http://www.pearsonlongman.com/adult/pdf/secret_word_tn.pdf*.

COGNATES

The majority of your students are probably native Spanish speakers who know many English words in the form of cognates even if they are beginners. Cognates are words in different languages that have a common origin. English and Spanish cognates usually have common origins going back to Latin but also Greek and Arabic. For example, "abolish" in English is "abolir" in Spanish. The pronunciation of cognates is different and can pose difficulties because of a student's tendency to rely on his native language to learn English, but identifying cognates can be useful in language learning.

A list of cognates for beginner and intermediate students is at: *http://www.colorincolorado.org/pdfs/articles/cognates.pdf*.

A very extensive list of cognates is at: *http://www.latinamericalinks.com/spanish_cognates.htm*.

Margarita Madigal presents a detailed discussion of the rules for converting Spanish cognates to English in her book Madrigal's Magic Key to Spanish. These rules of course work in reverse. For example, you can convert many Spanish words that end in "dad" into the English equivalent by changing the "dad" to "ty." Thus "curiosidad" in Spanish is "curiosity" in English. Guided discovery, as described on page 150, would be an effective approach for teaching these rules.

Warn your students about "false cognates". You can't always assume that similar words in English and Spanish are cognates. The classic example is "embarasada", which does not mean "embarrassed", but rather "pregnant"!

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GRAMMAR

The experts have many different opinions on when, how, and even whether to teach grammar. For many years, the view was that grammar should not be directly taught but rather that students would absorb grammar as they learned how to communicate in English. This view has given way to a more balanced approach today. It is now a common view that direct grammar instruction can facilitate better communication and that, in many situations, it should be included in classroom instruction.

A general observation is that grammar should not be emphasized with beginner students, with students who have low levels of education in their countries of origin, or with students whose objective in learning English is to learn survival skills. In contrast, grammar should be emphasized with students who are more advanced, who have extensive education, or who want to learn English for professional purposes.

Research suggests that a person beginning to learn a new language goes through a natural progression learning words and chunks of language and then ultimately combining these bits together to convey meaning. Beginners have been shown to learn a substantial amount of grammar without direct grammar instruction. In other words, up to a certain point, grammar acquisition takes place naturally and inevitably. Accordingly, with beginners it is usually best not to provide grammar explanations but rather to let the student absorb grammar in the process of learning to communicate in English. This is not to say that you should avoid grammar. For example, demonstrate that we say, "I work. He works." But don't teach the grammar rules about first person and third person. Avoid grammar terms such as "present tense", "first person singular", etc.

You will know that your beginner students are ready to learn grammar when any of these situations arise:

- A student notices a certain construction and asks questions about it.
- The student asks, "Is this right?", indicating that she's not sure of the wording of a sentence or phrase.
- When you ask a student to say or write something one more time, the student self-corrects.
- The student identifies a structure in a story he's written when you ask, "Are there any sentences you are not sure about?"
- The student says something like "Oh, I see" when you give an explanation or a rule and corrects spontaneously. Conversely, the student is not ready when he looks at you blankly and nods.
- The student uses the right construction at least some of the time.

A native speaker of English uses correct grammar without thinking about what the rules are. A native speaker probably learned the grammar rules in the course of his or her education, but probably doesn't remember those rules. Thus, a person can have a good

mastery of English without knowing all the grammar rules. As a teacher of English as a second language, keep in mind that you don't have to be a grammar expert. You can teach English by demonstrating the patterns. You don't have to know all the detailed rules to be a good teacher. The more you teach, the more situations you will encounter in which your reaction will be: "That's interesting. I never thought about that. I'll have to look that up." The rules of grammar can be fascinating, but grammar rules alone don't teach a student how to speak English. Always keep in mind that our purpose is to teach students how to communicate in English, not to memorize a bunch of grammar rules. Whenever you teach grammar, it should be with the purpose of furthering the ability to communicate.

There are two basic ways to teach grammar. When you learned grammar, your teacher probably told you the rules and then you practiced them. This is referred to as the direct method. It is tempting to use the approach that you are familiar with. However, if you simply tell your students a grammar rule and then give them exercises to apply it, you may be surprised at how little they remember a few days later. A more effective way to teach grammar is the "guided discovery approach." This method involves presenting a series of examples to students and then asking them if they can figure out the patterns. For example, you might present students with a set of sentences that demonstrate a pattern, such as:

"Do you have any glasses?"

"I'm sorry, I don't have any glasses."

"Do you have any pencils?"

"Yes, here are some pencils."

Then ask students question that will guide them to discover the pattern, like:

Do we use "some" or "any" with questions?

Do we use "some" or "any" with positive statements?

Do we use "some" or "any" with negative statements?

Research suggests that the brain functions better as a pattern-detector than a rule-applier. Guided discovery is more interesting to students because it allows them to use their analytical skills. Your students will internalize rules better if they are involved in figuring them out than if you simply tell them the rules. Guided discovery will also give students the skills they need to figure out how language works on their own outside of class. Especially for beginners, consider using information you have learned about your students in preparing your examples. For example, you might say and/or write: *I like chocolate but I don't like milk. Sylvia likes going to the movies, but she doesn't like housework.*

A more sophisticated approach to guided discovery is to start with a listening or reading text that contains the grammar structure that you want to teach. This approach enables the students to see an example of the grammar structure in a larger context. You can use the

text solely for the purpose of introducing the grammar structure, or you can use the text for a listening or reading lesson and then continue to use it for a grammar lesson. If you use the text solely for a grammar purpose, select a text that you are sure the students will understand. See the sections on listening and reading on pages 153 and 158, respectively, for more details how to teach using texts.

Don't be surprised if your students don't remember the grammar that you have introduced. One theory on grammar acquisition is that each learner has what is in effect a built in grammar clock. The learner will grasp a grammar concept when he is ready to, no matter how hard you have worked to teach the concept. If you periodically review grammar that has previously been taught, you will eventually get in sync with the student's natural learning progression. When you introduce a grammar concept, keep using it in your speech throughout the class and during subsequent classes.

After students have been introduced to a grammar concept, provide them opportunities to practice it. In "The Essentials of Language Teaching" the author describes three types of drills. This resource is found on the National Capital Language Resource Center web site at: *http://nclrc.org/essentials*. The first is a mechanical drill where the student can complete the task without understanding the meaning. An example is a substitution drill on the past tense where the student fills in the word "went": "I __ to the store.", "I __ to the movies.", etc.

A second type is a meaningful drill where there is one correct answer and the student must understand the meaning to complete the drill. For example, the teacher asks the student, "Where did Jane go last night?" The student responds, "Jane went to the movies."

The third type of drill is a communicative drill where the student must provide his own content in response to a question. An exchange using this approach follows:

Teacher: "Did you go to the library last night?"

Student 1: "No, I didn't. I went to the movies."

Now Student 1 asks Student 2: "Did you read chapter 3?"

Student 2: "Yes, I read chapter 3, but I didn't understand it."

Now Student 2 asks Student 3: "Did you understand chapter 3?"

Student 3: "I didn't read chapter 3. I went to the movies with Student 1."

Each student must produce his own content and also use the grammar form. The communicative drill is the most interesting to the students and enables them to use the new form in actual conversation. The first two types of drills, however, are useful in getting the students to the point where they can use the grammar form in actual communication.

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Devote a portion of each lesson to grammar practice. Focus on only one grammar point in each lesson and introduce simple structures before getting into more difficult concepts. If you introduce a concept and the students just aren't getting it, be prepared to drop the concept for the time being and go to another more transparent concept.

There are several good books that provide exercises for students to practice grammar. Betty Azar has written three such books: Basic English Grammar (the red book – beginner level), Fundamentals of English Grammar (the black book – intermediate level), and Understanding and Using English Grammar (the blue book – advanced level). Raymond Murphy has written Basic Grammar in Use and Grammar in Use Intermediate. A very complete book to answer all your grammar questions is Practical English Usage by Michael Swan. When your students practice grammar, focus on both oral and written practice, and remember the importance of having them work in pairs.

If you are interested in the theory of teaching grammar, a good article to read is "Grammar and Its Teaching: Challenging the Myths" by Diane Larsen-Freeman, found at: *http://www.cal.org/resources/digest/larsen01.html*.

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THE FOUR LANGUAGE SKILLS: LISTENING, SPEAKING, READING, WRITING

LISTENING

Learning listening skills is a very difficult task. Vocabulary can be memorized, grammar rules can be practiced and mastered, but listening to a real conversation is very different because the learner only hears it once and the speakers go very fast.

Acquiring good listening skills takes a long time and much practice. It is easy for a student to get hung up on a few words that he doesn't understand and then lose the gist of the conversation as a whole. It is important for the student to focus on the fact that even in conversations in our native languages, we frequently don't hear all the words or phrases. Even so, we are able to get the idea of what the other person is trying to say. Impress upon your students that getting frustrated will only make things worse, and provide them with specific things to do to counteract getting frustrated, such as taking a deep breath or focusing on positivity.

Our objective is for the student to be able to engage in a conversation in English – to be able to understand what is said to him or her and to be understood when he or she speaks. The characteristics of a typical conversation are that each person speaks in small chunks and they take turns. The pronunciation is not distinct, and the words are linked and often slurred. The vocabulary is colloquial and the grammar informal. Even if both parties were native speakers, certain parts of the dialogue may not be intelligible. There may be a certain amount of redundancy and use of phrases like "you know" and "well", but the sentences would not be repeated and the speed would be normal. The parties might be able to predict where the conversation is going to some extent. Ideally as a teacher you would like to duplicate this type of conversation in class so that your students could learn to understand typical everyday conversations.

One way to get them more accustomed to comprehending English is to talk to them about subjects that might be of interest to them. First identify a topic that would be interesting to your students and easy enough that they will be able to understand. For a list of topics and questions to use, go to "The Internet TESL Journal" at *http://iteslj.org/questions/*. You might make it as simple as discussing what everyone did over the weekend. Don't use a script; you want your speech to be as natural as possible. Use short sentences and vocabulary that is easy enough for the students to get an idea of what you are talking about. Pause between sentences and encourage them to stop you if they totally lose the gist of the conversation. When you finish, ask them to restate what you have been telling them. Then tell your story again, stopping to address situations that gave them problems. This is not easy to do and will take some experience to master.

A more structured approach to teaching listening is to read a written passage or play a tape of someone else reading a written passage. You might read a passage from a textbook; most textbooks include a CD with spoken passages, or you might be able to find them on

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the internet. With beginners, you might prepare a short conversation between two people. Especially with more advanced students, it might be preferable to use authentic materials, such as newspaper and magazine articles, excerpts from documentaries on TV, or short clips from a movie on DVD.

Having chosen the listening passage that you believe will interest the students, follow these steps so that students will have a favorable experience.

1. Tell the students that they will be listening to a passage. Tell them that they should not try to understand the meaning of every word in the passage. Encourage them to tolerate uncertainty.

2. Teach key vocabulary words from the passage that the students might not know. Also teach words that they may need to use when discussing the passage after the listening stage.

3. Create interest in the topic of the passage. You might show them pictures that relate to the passage and ask for their reaction to them. You might ask questions that relate to the topic and that they can answer based on their own personal experience. With this background, ask them if they can now predict what the passage might be about.

4. Before you read or play the passage, ask them to consider some basic questions about the passage. For example, regarding a dialogue, you might ask them, How many people are talking? Are they talking about the past, the present, or the future? Do you hear any questions in the dialogue? With beginners, it is important to ask very basic questions.

5. Play or read the passage. Ask if they want to hear it again. In all probability, they will need to hear it a second time just to get a basic idea of what it is about.

6. Ask them if they know the answers to the questions you presented before. Determine whether they understand the basic subject of the passage. You could stop now or continue as follows.

7. Read or play the passage again. Ask them some more detailed questions. Once again, however, these questions should not be so detailed that the students have to be able to understand every word in the passage. Keep in mind that the purpose is for them to get the main ideas.

You could continue using the passage for other purposes. For example, there might be a grammar concept in the passage that you could discuss with them.
A website with a large number of listening passages of varying difficulty is Randall's Cyber Listening Lab at: *http://www.esl-lab.com/*. This site has multiple choice questions to accompany the listening passages. A comedy website on YouTube that uses the language of daily life in America with illustrated drawings is called "Tales of Mere

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Existence" by Lev Yilmaz. The episode called "Saturday" is at: *http://www.youtube.com/watch?v=RdYEkZL9KPM*. This episode contains lots of repetition of words, making it easier for students to comprehend. There are also many other episodes. More advanced listening passages are available on the "English as a Second Language Podcast" at: *http://www.eslpod.com/website/*. Podcasts are also available on the "Voice of America Special English" website at: *http://www.voanews.com/specialenglish/*.

Listening to songs in English is a popular listening activity. Type the lyrics to the song, leaving out some words. Play the song and have the students fill in the missing words. More information about listening to songs is provided on pages 25 and 50.

As an exercise out of class, encourage students to listen to English on the radio or to watch movies on DVD for 10 minutes every day in an attempt to understand the basic message. Trying to watch an entire movie in one sitting will only lead to further frustration. A website with summaries of movies and explanations of key dialogue is "The English Learner Movie Guide" at: *http://eslnotes.com/synopses.html*.

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SPEAKING

Most students will agree that speaking English is their ultimate objective. At the same time, there is a certain inhibition about speaking that presents a major hurdle for most learners. It is therefore necessary to conduct extensive controlled exercises in speaking.

Beginners must first become comfortable with the idea of speaking in a foreign language. Initially, they will be hesitant even to repeat words or short sentences after the teacher. After they learn basic greetings, they can practice these phrases with the teacher and then in pairs. Typically, beginners next learn social expressions, how to respond to requests for personal information, how to ask for and give directions, etc. Beginners will benefit from practicing dialogues that use these various expressions.

Building a vocabulary is critical to success in speaking. It is important that students learn word "chunks", or combinations, not just single vocabulary words. A chunk is defined as several words that commonly occur together in fixed phrases. Research indicates that students who learn chunks will more readily make the adjustment to natural speaking because they will master how to arrange chunks into natural speech.

Students will also improve their speaking (and reading) skills by reading English texts out loud. This type of practice helps students with intonation, stress, and pronunciation, thereby helping them to master the flow and sound of English. Teachers should read the passages first so that the students have a model to follow. Try to avoid correcting them until after they have finished their passage.

As students advance, the focus changes to speaking activities that promote uncontrolled, free conversation. An example of a successful speaking activity is one in which the students are interested in the topic of discussion, they talk a lot, all students get a fair change to practice speaking, and they are able to understand each other reasonably well. Problems that you might encounter with speaking activities are that the students are too inhibited to try speaking or that they find the topic uninteresting and therefore can't think of anything to say.

Useful activities are information gap exercises, role play exercises, and problem solving. In an information gap exercise, each person in a pair asks the other person questions in order to get missing information. In a role play, each person in a pair pretends to be a certain person or to be engaging in a certain task, such as ordering in a restaurant. Problem solving involves the student expressing ideas as to how to solve a problem that a hypothetical person has encountered. The details of these popular strategies are described in Section 2.

Note that these types of activities encourage communication but do not involve the students talking about their own feelings, opinions, situations, etc. Examples of activities that elicit personal thoughts include having students talk about the things that need to be

worked on in their homes, or asking them to talk about what they like to do in their spare time. These types of activities are useful because the research suggests that students are more motivated when they are discussing their own personal situations.

Discussing a selected topic is a popular speaking exercise. Choose the topic carefully, and think about what vocabulary you should pre-teach. Find a text, picture, or object that would serve as a lead-in to interest the students in the discussion. Prepare questions to get the discussion going. An example of a topic would be "meeting people and making new friends." An extensive list of topics and questions is on "The Internet TESL Journal" at: *http://iteslj.org/questions/*.

Another type of speaking exercise is to ask a student to orally present information to the class. The topic much of course be of interest to the students. As you learn more about your students, you will be able to suggest topics to them, or you can ask them to select a topic themselves. Give them advance notice so that they have time to think about what they will say. For example, if a student has expressed an interest in cooking, ask them to explain to the class how to prepare a particular dish.

A book with numerous worthwhile speaking activities is Keep Talking by Friederike Klippel.

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READING

Most of us think of reading as a simple, passive process that involves reading words one after another and figuring out their meaning. But reading is actually a very complex process that requires a great deal of active participation on the part of the reader. This active participation requires that the student learn a variety of skills.

Reading is defined as constructing meaning from a written text. It involves a combination of "bottom-up" and "top-down" processing. Bottom-up processing refers to decoding (using knowledge of letter-sound relationships to identify words) in order to understand the words, phrases, and sentences in a text. Bottom-up processing is the way that most of us were initially taught to read. This approach, however, is relatively slow and laborious.

Top-down processing is aimed at understanding the main point of a text but not every word. In fact, we rarely read every word of a text. For example, consider the following text:

> Aoccdrig to a rscheearh at Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihnig is taht the frist and lsat ltetres be in the rghit pclae.

Most of these words are gibberish, but we can pick up enough information from the context to figure out the overall meaning. In top-down processing, we rely on information other than the actual words to understand the text. We predict meaning based on both cues from the text and from our prior knowledge of life (referred to as "schema"). For example, if we encounter the words "runners", "water station", and "finish line" in a text, we infer that the text is about a race, even if that word is not used in the text.

Good readers use a combination of bottom-up processing and top-down processing to read efficiently. For English language learners, top-down processing is of greater importance because their decoding skills, vocabulary, and knowledge of grammar are not as fully developed.

Reading can be categorized as either "extensive" or "intensive". Extensive reading refers to reading for general understanding; pleasure reading falls into this category. Intensive reading is reading for an exact understanding of the text. This is the kind of reading that is required to understand a contract or an application. Most of our reading is extensive, and this is the approach that should be emphasized in teaching English learners. Intensive reading should also be taught, but it is recommended that a lesson in intensive reading should first teach the text of the lesson from an extensive perspective.

Two other forms of reading are referred to as "skimming" and "scanning". Skimming involves quickly looking through a text to get an idea of what it concerns. We use this approach when we read magazines and newspapers. Scanning is locating specific information in a text. We use this approach when we read a chart or a bus schedule.

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In selecting texts for a reading lesson, choose authentic texts if possible. For an extensive lesson, these might include articles or advertisements from magazines and newspapers, travel brochures, or informational pamphlets. An intensive reading lesson might use the instruction booklet for an appliance or an application form. It may be difficult to find authentic texts that beginners can understand; consider rewriting authentic texts to simplify them so that beginners can understand them. Interesting stories for beginners are available in the True Stories book series by Sandra Heyer. These are stories from newspapers and TV that have been rewritten so that a beginner can understand them.

As you review a text you have selected, consider what vocabulary words may be difficult for the students. Make a list of those words and either pre-teach them or have the students look them up in the dictionary and write down the definitions. A reading lesson is an excellent form for teaching vocabulary because it gives the students the opportunity to see new words used in an authentic context.

Before handing out the text, it is important to create interest in the text and to activate the students' background knowledge. For example, if the story is about a family taking a road trip, describe one of the interesting places that they would visit. Ask the students if they have ever taken a road trip for a vacation and ask them to describe trips they have taken. Mention that the text is from a magazine. Tell them the title of the article and ask them to predict what the article might be about.

Provide the students with several questions that will serve to access their overall comprehension of the text. These questions should not contain the same language as appears in the text. Instead, paraphrase the text in developing your questions. Providing questions before reading the text will help motivate your students because they will be challenged to find the answers. With beginner students, make the questions easy enough that they can answer them. The questions might be as simple as "How many people are there in the story?"

Hand out the text and ask the students to read it. After they have had time to do so, ask them to answer the questions. Now provide the students with more detailed questions regarding the text. Ask them to read the text again and then to work in pairs to answer these questions. Discuss their overall reaction to the text, and consider asking the students if one of them would like to summarize the reading for the class.

As you can see, an effective reading lesson involves much more than simply asking students to read a few paragraphs. When designing lessons, focus on the different types of reading skills that students need in their daily lives. Vary your lessons so that they include extensive and intensive exercises, and design them so that they develop the skills of skimming and scanning.

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Research studies have found that developing a large vocabulary and a greater understanding of grammar constructions enhances reading proficiency. The texts that you use for reading lessons can help students develop these skills. As noted above, it is important to pre-teach difficult vocabulary that appears in a reading text. Teaching vocabulary in this manner is especially effective because it gives the students an example of how the word is used. After students have read a text, discuss with them selected grammar structures that appear in the text. Again, this approach gives students the opportunity to learn about grammar and to see its application in an authentic context.

Research studies also have found that students increase their reading speed and fluency if they increase their reading of texts that are at or just below a comfortable level of comprehension. The texts should be easy enough that dictionaries are not necessary. Class discussions of these texts should focus only on the general meaning. Include texts of this type in your class lessons but also encourage your students to read easier texts outside of class.

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WRITING

Teaching writing presents special considerations because of the many components involved in writing a document and because of the precision that we typically associate with written English. The primary purpose of writing is to express ideas or convey a message. However, we associate many other factors with good writing. Good writing is characterized by proper punctuation, spelling, capitalization, etc. A good writer uses correct grammar and accurately chooses vocabulary, organizes his or her piece well, using paragraphs that logically lead from one thought to the next, and uses linking techniques that provide for a smooth transition between sentences and between paragraphs.

Writing is the most difficult of the four language skills to master. The typical college student can speak, listen, and read without giving it a second thought. But when it comes to writing, the typical college student must devote significant time to preparing a well-written essay. The English language learner is further disadvantaged because of his limited knowledge of English grammar, vocabulary, spelling, and punctuation.

Given these factors, a teacher should spend only a limited amount of time teaching writing to beginner students, especially those with a limited education. Much of their writing practice will take place in the context of other learning activities. For example, students may write out new vocabulary words, copy grammar rules from the board, and write out answers to reading comprehension questions. Specific efforts to teach writing will focus on activities such as filling out job applications and other forms. Another worthwhile activity is a dictation, in which students write down words and sentences that the teacher reads to them. This exercise improves their listening skills as well as providing a writing opportunity. Gap fill or cloze exercises, described on page 41, can help students improve their understanding of proper word order and selection.

As students advance, the teacher can help them learn the components of writing through various activities. Instructors can give students a text with either no punctuation or incorrect punctuation and ask students to add or correct the punctuation. You can cut up a written text into individual sentences or paragraphs, depending on the length of the text, and ask students to arrange the sentences into the original order. You might give students a list of topics and several paragraphs and have them match a topic to the appropriate paragraph, or give students a paragraph with short sentences and ask them to combine the sentences into longer sentences using prepositions, conjunctions, and other linking mechanisms.

There is no correct process for completing a writing assignment. Most people go through a preparation stage before they start writing. Some people prefer to prepare a formal outline of their paper. Others take a less formal approach, simply jotting notes on a slip of paper, and then arranging the notes into a logical sequence. Some people prepare a complete draft of their work before considering any revisions. Once the writing juices are flowing,

they want to get as many thoughts on paper as they can. Others revise continually as they are working on their paper. Either way, it is important that students understand that good writing is a multi-stage process, requiring several revisions and rethinking of concepts and approaches. Once the student is satisfied with the content and organization of a paper, the next step is to focus on grammar, punctuation, spelling, etc.

An easy to understand process for preparing a writing assignment is "ABC's of the Writing Process", found at: *http://www.angelfire.com/wi/writingprocess/*. An article by Catherine Coleman that assists ESL students in revising their writing assignments is at: *http://iteslj.org/Techniques/Coleman-WritingRevision.html*. For more advanced help with writing, visit the Online Writing Lab at Purdue, found at: *http://owl.english.purdue.edu/owl/*.

Giving feedback on writing is a challenging task. It is difficult for ESL students to prepare a written assignment. It is therefore imperative that the teacher takes seriously the task of providing feedback. If the teacher assigns a revision of a paper, it is equally important to provide feedback on the revision. The content and organization of the paper are its most important features and should be the areas of focus of your feedback. However, mistakes in grammar, punctuation, vocabulary, and spelling cannot be ignored. It is easy to focus on these types of mistakes, but sometimes we should resist that tendency. How extensively you should correct mistakes depends on the objective of the writing assignment. If the objective is to encourage the student to express his thoughts and ideas, then focus on the content and organization, and only correct glaring mechanical mistakes. If the objective is to teach a more formal writing style, such as writing a business letter, then it is equally important to correct both content and mechanical errors. One approach is to make mechanical corrections in the body of the text and to comment on content and organization only at the end of the paper.

WRAP UP

After reading this section, you now know some tips for life in the classroom and preparing for it.

YOU LEARNED ABOUT

Using informal assessments

Concepts relating to second language acquisition

The structure of English as a language and how it relates to the ESL classroom

The four main language skills and how to address them in the classroom

And more!


ENGLISH
FORWARD


ENGLISH
FORWARD

APPENDIX A: RESOURCES

There are many, many ESL resources out there. This section is not a comprehensive list, but does provide a great reference for resources on specific topics. Another valuable resource is the website for the Literacy Coalition of Central Texas, *willread.org*. There, you will find downloadable activity packets, video demonstrations of teaching and learning strategies and the 'ESL by Design' lesson flow, lesson planning materials, sample lesson plans, and more.

These resources in this section are organized alphabetically by category.

CATEGORIES

APPENDIX A: RESOURCES

ADULT EDUCATION

- **Outreach and Technical Assistance Network for Adult Educators**
  otan.us
  Includes reference materials, journals, a lesson plan builder, and forums. There is a lot of support on this website, but you must register first. Some things are free, some are not.

- **Texas Center for the Advancement of Literacy and Learning**
  www-tcall.tamu.edu
  Great reference site with articles and journals. Also has access to a free lending library via mail for Texas adult education teachers.

BEGINNERS

- **Enchanted Learning**
  enchantedlearning.com
  Picture dictionary and literacy level writing and reading activities.

- **English Daily**
  englishdaily626.com
  Website with grammar and conversation activities, designed to help Chinese ELLs but good for all, especially lower level students.

- **Foundations by Steven J. Molinsky and Bill Bliss**
  Good for life skills vocabulary, short dialogues, and activities

- **Picture Stories: Language and Literacy Activities for Beginners by Fred Ligon and Elizabeth Tannenbaum**

- **U.S.A. Learns**
  usalearns.org
  Beginning level ESL website

GAMES

- **A Game A Day**
  agameaday.com
  A calendar with one interactive word game per day that is good for ESL and GED.

- **Bradley's English School**
  bradleys-english-school.com/online/index.html
  On this page you can see the various types of online interactive games and activities that

are currently available. We hope that they will be useful for students who are studying English. Good for lower level students.

- **Language Games**
  languagegames.org
  Word searches, crosswords, and hangman games

- **The Secret Word Game**
  http://www.pearsonlongman.com/adult/pdf/secret_word_tn.pdf
  Similar to hangman, a fun game for vocabulary practice

GENERAL ESL

- **About.com's ESL page**
  esl.about.com
  A good general website with lots of topics and quizzes for all levels

- **Activities for ESL Students**
  a4esl.org
  Grammar and vocabulary quizzes for ESL students that are best to use online. There are also some podcasts on useful topics that teacher could play in class.

- **Better English Lessons**
  better-english.com
  Includes printouts for use in class or as homework. It also has links to independent study lessons for students to use. It is designed for British English, so you may need to make some changes.

- **Books to Help Learning American English**
  paulnoll.com/Books/index.html
  Materials for teaching and learning English

- **Coalition of Limited English Speaking Elderly**
  clese.org/brightideas_eslcurric.htm
  Bright Ideas ESL Civics curriculum

- **Dave's ESL Cafe**
  eslcafe.com
  Gigantic ESL resource that includes teachers' forums, millions of ideas, stuff for students, and information about teaching abroad. The stuff for students is for intermediate and advanced.

APPENDIX A: RESOURCES

- **English for All**
  myefa.org
  A website for high beginning ESL students that has several lessons with internet videos and accompanying classes. You can sign up a whole class and check their progress on the website. This is a great for homework.

- **English Page**
  englishpage.com
  This site has grammar, idioms, and a really neat phrasal verb dictionary. Also has a Reading Room with links to articles and a Listening Lounge with links to podcasts and radio stories.

- **English with Jennifer: A site for language learners**
  englishwithjennifer.com
  A site with materials on vocabulary, grammar, and writing, along with videos on pronunciation.

- **English Zone**
  english-zone.com
  This site has lots of phrasal verbs and printable worksheets. Some resources are free and some are locked and only available to members who pay a fee.

- **ESL Flow**
  eslflow.com
  Massive site with lists and lists of activities, games, tests, advice for all levels of ESL. Downloadable and printable worksheets and board games, etc.

- **ESL Gold**
  eslgold.com
  Provides over a thousand pages of free information and resources for both teachers and students. All materials are organized by skill and level for quick and easy access. This website is good for pronunciation, and learning basic vocabulary.

- **Illuminations: Resources for Teaching Math**
  http://illuminations.nctm.org/Lessons/Makeshift/Makeshift-AS-TaskCards.pdf
  These are some math tasks for which Think-Pair-Share might work very nicely. Since some of these are quite involved, there needs to be sufficient time available for students to think about the problem and get started on the analysis.

- **Instructional Strategies Online**
  http://olc.spsd.sk.ca/DE/PD/instr/strats/think/
  This Canadian site shows Think-Pair-Share featured as part of a set of instructional strategies.

APPENDIX A: RESOURCES

- **Intel Education**
  http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/CooperativeLearning/Think_Pair_Share.htm
  This site includes examples of Think-Pair-Share used as part of cooperative learning.

- **The Internet TESL Journal**
  iteslj.org
  An extensive site with articles, research papers, lesson plans, games, conversation topics, and activities for students.

- **Journey North**
  http://www.learner.org/jnorth/tm/InstrucStrat36.html
  This lesson plan explains how Think-Pair-Share can be used for vocabulary development.

- **Lanternfish**
  bogglesworldesl.com
  Activities and lesson plans for teachers, usually better for intermediate or advanced level students.

- **Learn American English Online**
  learnamericanenglishonline.com
  Video lessons, quizzes, and mini presentations all divided up by level. It has beginning and advanced ESL activities and presentations, and is good for students to use at home, too.

- **Learn English Today**
  learn-english-today.com
  This site has vocabulary, a phrasal verb dictionary, and lots of printable crosswords and other word games.

- **Learner English by Michael Swan and Bernard Smith**

- **Learners' Lives as Curriculum by Gail Weinstein (editor)**

- **Many Things**
  manythings.org
  A fun study site for learners of ESL that has word games, puzzles, quizzes, exercises, slang, proverbs and much more.

- **The National Capital Language Resource Center**
  nclrc.org/essentials
  This site provides background on language teaching as well as guidance on specific language skill areas.

APPENDIX A: RESOURCES

- **The Northwest Internet Gateway for Adult Education Online Resources**
  nwlincs.org/NWLINCSWeb/maRewrLP.htm
  Wonderful website with lesson plans for math, reading, and writing, and sections for students. It has lessons for ESL, ABE, and GED.

- **ReadWriteThink**
  http://www.readwritethink.org/lesson_images/lesson319/tps.pdf
  This lesson plan uses notable inventions as the context for a Think-Pair-Share Activity. Although the lesson is designed for younger kids, it gets the point across and can be adapted for different topics and age levels.

- **Ron C. Lee, Ph.D. – English as a Second Language**
  rong-chang.com/index.html
  The toolbar on the side lists listening, speaking, pronunciation, games, etc. and takes you to a list of websites with activities. This is a great ESL search engine.

- **Side by Side – textbook series by Stephen J. Molinsky and Bill Bliss**
  This is a standards-based and grammar-based English language program for adult and young adult learners that builds students' general language proficiency and prepares them for their life-skill roles in the community, family, school, and at work.

- **Step Forward – textbook series by Jayme Adelson-Goldstein**
  This is a standards-based, four-skills course that integrates language instruction into meaningful, real-life contexts. The program ensures learners' mastery of language related to civics, the workplace, the community, and academics.

- **Using English**
  usingenglish.com
  This website has lots of printable grammar quizzes and worksheets and lots of PDF lesson plans divided up by difficulty level. Very well organized and easy to grab what you need in a hurry.

- **Ventures – textbook series by Gretchen Bitterlin, Dennis Johnson, Donna Price, and Sylvia Ramirez**
  A student-centered series that ranges from low-beginning to low-advanced standards-based material. Each level includes a student book, a workbook, a teacher's edition, a teacher's toolkit CDROM, and multilevel worksheets

- **WebQuest**
  webquest.org/index.php
  A fun internet-based project to increase English skills and introduce many different topics.

APPENDIX A: RESOURCES

GRAMMAR

- **Basic Grammar in Use by Raymond Murphy**

- **Basic English Grammar by Better Azar**
  Beginner level grammar book (red)

- **Center for Applied Linguistics**
  www.cal.org/resources/digest/larsen01.html
  An article on the theory of teaching grammar

- **Fundamentals of English Grammar by Betty Azar**
  Intermediate level grammar book (black)

- **Grammar in Use Intermediate by Raymond Murphy**

- **Practical English Usage by Michael Swan**
  A very complete book to answer all your grammar questions

- **Understanding and Using English Grammar by Betty Azar**
  Advanced level grammar book (blue)

LISTENING

- **1 Language**
  1-language.com
  Listening activities and sample dialogues that also come with transcripts – good for lower level students

- **English as a Second Language Podcast**
  eslpod.com
  Podcasts for ESL students with supplementary learning materials

- **ESL Notes: The English Learner Movie Guides**
  http://eslnotes.com/synopses.html
  This site has guides for a variety of American movies. Each guide includes a summary of the plot, a list of the major characters, an extensive glossary of vocabulary and cultural references, and questions for class discussion.

- **Learning Resources**
  literacynet.org/cnnsf/home.html
  This site offers lessons using CNN and CBS news stories. Each module includes an audio and video clip of the story, the full text of the story, and interactive activities to test comprehension.

APPENDIX A: RESOURCES

- **Randall's ESL Cyber Listening Lab**
  esl-lab.com
  Listening quizzes on a wide variety of topics

- **"Tales of Mere Existence" by Lev Yilmaz**
  http://www.youtube.com/watch?v=RdYEkZL9KPM
  Cartoons about everyday topics with a voiceover of natural American English

- **Voice of America Special English**
  voanews.com/specialenglish
  Voice of America is the official external broadcast institution of the United States federal government. This site is the VOA's multimedia source for daily news and information for English language learners. Includes many audio programs and captioned videos written using upper-beginner and intermediate level vocabulary and are read one-third slower than regular VOA English.

LITERACY FORWARD

- **Literacy Forward Web Portal**
  literacyforward.org

MISCELLANEOUS

- **Assignment Editor**
  assignmenteditor.com
  A large, well-organized index for media

- **The Cagle Post**
  cagle.com
  Collection of past and current political cartoons

- **Center for Alternative Learning**
  learningdifferences.com
  A website devoted to helping people with learning disabilities, it includes mnemonic device archives organized by topic and strategy, articles, and videos.

- **Computers in Action! Integrating Computer Technology into the ESOL Curriculum**
  tech.worlded.org/docs/cia
  This website has a list of simple, no-hassle activities with clear, detailed instructions for teachers to use to teach computer skills and vocabulary.

- **Chalk Talks written by Norma Shapiro and illustrated by Carol Genser**

APPENDIX A: RESOURCES

- **Discovery Education**
  school.discoveryeducation.com/teachers
  Lesson plans, activities, resources, and a simple "puzzlemaker" tool for making word searches and crosswords

- **Email Projects Home Page**
  susangaer.com/studentprojects/email.htm
  A site with really neat web projects that are great for language and computer instruction. You can see examples of students projects and have your students post their own projects on the website.

- **ESL Error Correction Techniques**
  http://www.youtube.com/watch?v=1b3tqm2LbYk
  A YouTube video on error correction

- **The Internet Public Library**
  ipl.org

- **Keep Talking by Friederike Klippel**
  Includes many speaking activities

- **The Learning Disabilities Association website.**
  ldanatl.org
  A wonderful resource with lots of information about types of learning disabilities and ways to teach to students who have them.

- **The Library Network Technology Committee**
  tech.tln.lib.mi.us/tutor
  A hands-on tutorial in English or Spanish designed to teach computer basics. It is very simple and easy, great for students with no computer skills.

- **National Association of Adults with Special Learning Needs**
  naasln.org

- **Pumarosa: Aprendiendo Inglés**
  pumarosa.com
  An English language learning website in Spanish

- **A Roadmap to the U.S. Constitution**
  library.thinkquest.org/11572/index.html
  A site dedicated to providing students with knowledge of the U.S. Constitution and Bill of Rights; good for background information and ideas for the EL civics.

APPENDIX A: RESOURCES

- **Scholastic**
  scholastic.com
  A large website with printables and ideas mostly geared to teaching children, but could be useful in language teaching.

- **US Department of Education**
  ed.gov

PRONUNCIATION

- **American English Pronunciation Practice**
  manythings.org/pp
  Audio lessons on minimal pairs

- **Books to Help Learning American English**
  paulnoll.com/Books/index.html
  Free online ESL book which includes pronunciation activities, complete with pictures of tongue position

- **English with Jennifer: A site for language learners**
  http://www.youtube.com/view_play_list?p=81BCA0A2CB139CB7

- **Pronuncian: American English Pronunciation**
  pronuncian.com
  This pronunciation site has videos, lessons, assessments, minimal pairs, and podcasts. It also has a podcast that specifically address common issues for native Spanish speakers.

- **The University of Iowa Phonetics Flash Animation Project**
  uiowa.edu/~acadtech/phonetics/#
  This site contains animated libraries of the phonetic sounds of English, German, and Spanish. An animated articulatory diagram, step-by-step description, and video-audio of the sound spoken in context are available for each consonant and vowel. The site is intended for students of phonetics, linguistics, and foreign language. There is also an interactive diagram of the articulatory anatomy.

READING

- **Illinois State Museum**
  http://www.museum.state.il.us/muslink/pdfs/re_predict.pdf
  This site includes a lesson on "Predicting a Past" that asks students to use the scientific method to make predictions as to the use and importance of artifacts. Using information from a museum site, they also make informed guesses as to the lives of people who used these artifacts.

APPENDIX A: RESOURCES

- **Informal reading assessment demonstration**
  literacywork.com/readingdemonstration
  A video that represents an informal assessment to capture what low-literate learners can and cannot do with literacy

- **The Florida Department of Education**
  http://fcit.usf.edu/fcat8r/home/references/printable-materials/teaching-strategies.pdf
  Provides guidance on using a number of strategies, including making predictions

- **The Saskatchewan Evergreen Curriculum**
  fcit.usf.edu/fcat8r/home/references/printable-materials/teaching-strategies.pdf
  Provides an excellent chart that lays out a variety of comprehension strategies to be used before, during, and after reading

- **Thinkfinity Literacy Network**
  http://www.thinkfinity.org/api-search-standard-keyword.jspa?mode=keyword&keyword=think+aloud&grade=All&subject=All&search=Search
  Provides several resources on Think Aloud

- **The True Stories series by Sandra Heyer**
  - **Very Easy True Stories: A Picture-Based First Reader**
  - **Easy True Stories: A Picture-Based Beginning Reader**
  - **More True Stories: A High-Beginning Reader**
  - **Even More True Stories: An Intermediate Reader**

  The books in this series contain human-interest news stories that have been rewritten so that learners can understand them.

- **ReadWriteThink**
  http://www.readwritethink.org/lessons/lesson_view.asp?id=316
  This lesson plan shows how predicting strategies can be used with young learners. The lesson can be adapted for adults new to literacy by selecting informational texts such as magazine articles on topics of interest.

- **ReadWriteThink**
  http://www.readwritethink.org/classroom-resources/lesson-plans/using-prediction-prereading-strategy-165.html
  A second lesson plan from RWT suggests using trade books and employing prediction strategies to help students set purposes for reading.

APPENDIX A: RESOURCES

VOCABULARY

- **Books to Help Learning American English**
  paulnoll.com/Books/index.html
  Vocabulary materials for scholars

- **Colorín Colorado! Spanish – English Cognates/Cognados**
  http://www.colorincolorado.org/pdfs/articles/cognates.pdf
  A list of Spanish cognates for beginners

- **English Language and Literacy Center – St. Louis, MO**
  http://www.springinstitute.org/Files/tpr4.pdf
  A curriculum using Total Physical Response

- **The General Service List**
  jbauman.com/aboutgsl.html
  A set of 2,000 words selected to be of the greatest "general service" to learners of English

- **The Internet Picture Dictionary**
  pdictionary.com
  Picture dictionary that is searchable by letter or category and also has simple spelling games

- **Live Action English by Elizabeth Romijn and Contee Seely**
  A good resource for using Total Physical Response

- **Longman Handy Learner's Dictionary of American English**

- **Many things – Crossword Puzzles**
  manythings.org/e/crosswords.html

- **Many Things – Vocabulary Practice**
  manythings.org/e/vocabulary.html

- **Newbury House Dictionary of American English**
  nhd.heinle.com/home.aspx

- **Oxford Picture Dictionary by Jayme Adelson-Goldstein and Norma Shapiro**
  A comprehensive, flexible, and up-to-date vocabulary reference and teaching tool that also has supplementary materials, like the workbook.

- **The Secret Word Game**
  http://www.pearsonlongman.com/adult/pdf/secret_word_tn.pdf

Download of a game similar to hangman that provides fun vocabulary practice

- **Spanish Cognates Dictionary**
  latinamericalinks.com/spanish_cognates.htm
  Extensive list of Spanish cognates

- **Vocabulary.com**
  vocabulary.com
  A very good website for vocabulary that includes spelling games, articles, a thesaurus, word of the day, and a vocab grabber that will pick vocabulary words for the teacher from any text

- **Word by Word Picture Dictionary by Steven J. Molinsky and Bill Bliss**

- **YouTube**
  http://www.youtube.com/watch?v=jyvFzwxQkjM
  One of many video demonstrations of Total Physical Response on YouTube

WRITING

- **ABC's of the Writing Process**
  angelfire.com/wi/writingprocess
  A site that provides a user-friendly online resource for students and teachers for a variety of writing tasks

- **The Internet TESL Journal: Simple Steps to Successful Revision in L2 Writing**
  iteslj.org/Techniques/Coleman-WritingRevision.html
  A systemic organized format that students can follow to analyze and revise their own work

- **Purdue Online Writing Lab**
  owl.english.purdue.edu/owl
  Writing resources and instructional materials for in-class and out-of-class instruction


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APPENDIX B: GLOSSARY

affective: (in relation to elements of literacy) the attitudinal element in meaning, the emotional associations or connotations of language, the expression of an attitude, as opposed to cognitive meaning

bottom-up processing: beginning with the smallest unit and combining them into larger units, as opposed to top-down, which begins with a high-level unit and breaks it down into smaller units; example: grammar models that begin with sounds or words and move to phrases and sentences are bottom-up, while models that begin with sentences and move to words and sounds are top-down

cognate: a language or word that is historically derived from the same source as another language or word in a different language; examples: Spanish, Italian, and French are cognate languages, "person" in English and "persona" in Spanish are cognate words

cognitive: (in relation to elements of literacy) the intellectually objective level of interpretation, the denotations of language, mental understanding, as opposed to affective (emotional or subjective) meaning

collocation: words that often appear together, such as "spick" and "span" ("spick and span"), or "deposit" and "check" ("deposit a check")

content words: words that have a definable meaning, such as "dog" or "table", as opposed to function words like "the" or "if"

cross association: connections between or among words, like numbers or days of the week

decoding: in phonetics, the process of applying knowledge of letter-sound relationships to pronounce and understand words

English language learners: (ELLs) a person who is learning the English language and is a native speaker of a language other than English

explicit instruction: open and direct teaching, where the teacher tells students what they are learning and explains the concept (e.g. Today we are learning about past tense verbs; Add –ed to make a verb past tense), as opposed to exploratory or discovery learning, where students are given content and discover concepts themselves (e.g. giving students a text that talks about something in the present tense and asking them to find the rule or pattern)

expressive: p120 (in relation to elements of literacy) the emotional content of language and any meaning of language that comes from someone's personality or individual creativity; similar to "affective"

APPENDIX B: GLOSSARY

extensive reading: reading for general understanding; example: pleasure reading; the approach that should be emphasized in teaching English learners because most reading is extensive

function words: words whose role is mainly or completely grammatical; articles ("a", "an", "the"), pronouns ("he", "she"), conjunctions ("and", "or"); as opposed to content words like "dog" or "table"

grapho-phonemic: (cues) knowing about printed language; related to the sounds we hear (both individual letters and letter combinations), the letters of the alphabet, and the conventions of print

intensive reading: reading for an exact understanding of the text; example: reading to understand a contract or an application

interlanguage: the linguistic system created by someone in the course of learning a new language, different from either the speaker's first language or the new language they are learning; reflects the learner's evolving system of rules; influenced by the first language and the new language

interpersonal: (in relation to elements of literacy) refers to the aspects of meaning which relate to social relationships, like social roles and expression of personality; related to "expressive"

language acquisition: learning or gaining knowledge of a language; the process and result of learning an aspect of a language and eventually the language as a whole; related to an environmentally natural process as well as an instructional process in a teaching context

linguistic: (in relation to elements of literacy) relating to language and/or the study of language

literacy: the ability to read and use printed materials at an extremely basic level; using printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential the ability to read and write; the ability to understand a conceptual domain, such as health, family, workplace, financial, or computer literacy

meaningful input: a phrase coined by Steve Krashen which refers to students receiving information, ideas, or stories that are interesting to them in language that is slightly above their level of proficiency so that new learning happens; when teaching beginning level learners, should include the use of realia, authentic materials, and visuals to facilitate understanding

APPENDIX B: GLOSSARY

metacognition: higher order thinking that involves an active control over the cognitive processes involved in learning; thinking about thinking, thinking about learning, speaking, reading, etc.

nontraditional learner: those who have had only a few years of schooling or interrupted schooling; those who are engaging in formal learning at a nontraditional time, such as during adulthood; all adult learners are nontraditional learners

oral communication: listening and speaking

perception: the process of receiving and decoding spoken or written language, as opposed to production

phrasal verbs: a type of verb made up of a more than one word where meaning cannot be understand based on each part in isolation, but rather must be taken as a whole; a verb followed by an adverb or preposition; examples: "get up", "run over", "looking forward to"

political: (in relation to elements of literacy) refers to the aspects of language that relate to the relationships of people in a society, especially those relationships involving authority or power

production: the process of planning and executing the act of speech, as opposed to perception and understanding of speech

proficiency: the ability of an individual to speak or perform in an acquired language

realia: objects from real life used in the classroom to improve students' understanding and associations between words and their meaning; promote learning through tactile and multidimensional connections between language and meaning

reflective: (in relation to elements of literacy) refers to the aspects of language that relate to thought, contemplation, meditation, or reflection

scaffolding: the support given during the learning process which is gradually removed as students become more proficient and autonomous; examples: external resources, templates and guides, modeling, coaching

schema: a mental structure in which knowledge is organized; background knowledge which shapes expectations of and supports understanding of meaning or language

semantic: related to the meaning or the study of the meaning of words and language

semantic map: a visual arrangement of words based on associations or relationships among the words

APPENDIX B: GLOSSARY

silent period: the stage of learning where beginning language learners are not yet producing language, but are receiving language which will help them produce language later on

sociocultural: (in relation to elements of literacy) refers to the aspects of language and meaning that relate to culture and society

stress: the degree of forced used in producing a syllable with respect to volume, length, and/or pitch; emphasis; example: the word "increase" in the sentences "An increase in pay is needed." and "I'm going to increase his pay.", where stress is placed on "in" in the first sentence and on "crease" in the second sentence

stress-timed (language): a language where the rhythm is produced by stressed syllables occurring at roughly regular intervals of time, regardless of the number of intervening unstressed syllables, as opposed to syllable-timed; English is a stress-timed language

syllable-timed (language): a language in which every syllable takes about the same amount of time to say; Spanish is a syllable-timed language

syntactic: related to the way words are combined to form sentences in a language

top-down processing: beginning with a high-level unit and breaking it down into smaller units, as opposed to bottom-up, which begins with the smallest unit and combines them into larger units; example: grammar models that begin with sentences and move to words and sounds are top-down, while models that begin with sounds or words and move to phrases and sentences are bottom-up

written communication: reading and writing

zone of proximal development (ZPD): a concept developed by Lev Vygotsky which refers to the difference between what a learner can do without help and what he or she can do with help; the stage where learners need coaching and scaffolding from a more knowledgeable person to help him or her succeed in the task; a related concept is the "85% rule", which says that a learner should be successful about 85% of the time to ensure that material is not too easy and not too difficult in order to promote learning and progress; the instructional zone, or level at which an instructor is teaching, should be within learners' ZPD


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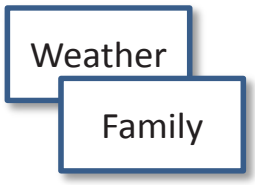
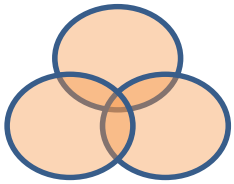
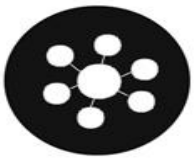
APPENDIX D: TRAINING HANDOUTS

Master Strategies List

Covered	Strategy	Notes
	 Authentic Materials	
	 Brainstorming	
	 Chalk Talk	
	 Cloze Activity	
	 Conversation Cards	
	 Exit Check	
	 Graphic Organizers	

	 Games	
	 Language Experience Approach	
	 Line Dialogue	
	 Line Up	
	 Match Up Cards	
	 Mind Mapping	
	 Picture Stories	

	 Predicting	
	 Problem Solving	
	 Question Asking and Answering	
	 Role Play	
	 Scenario Cards	
	 Sentence Strips	
	 Signal Cards	

	 Surveys and Interviews	
	 Teaching with PowerPoint	
	 Think Aloud	
	 Think-Pair-Share	
	 Total Physical Response	
	 True/False Quiz	
	 Using Music	

	 Using Pictures	
	 Using Video	
	 Word Sorts	

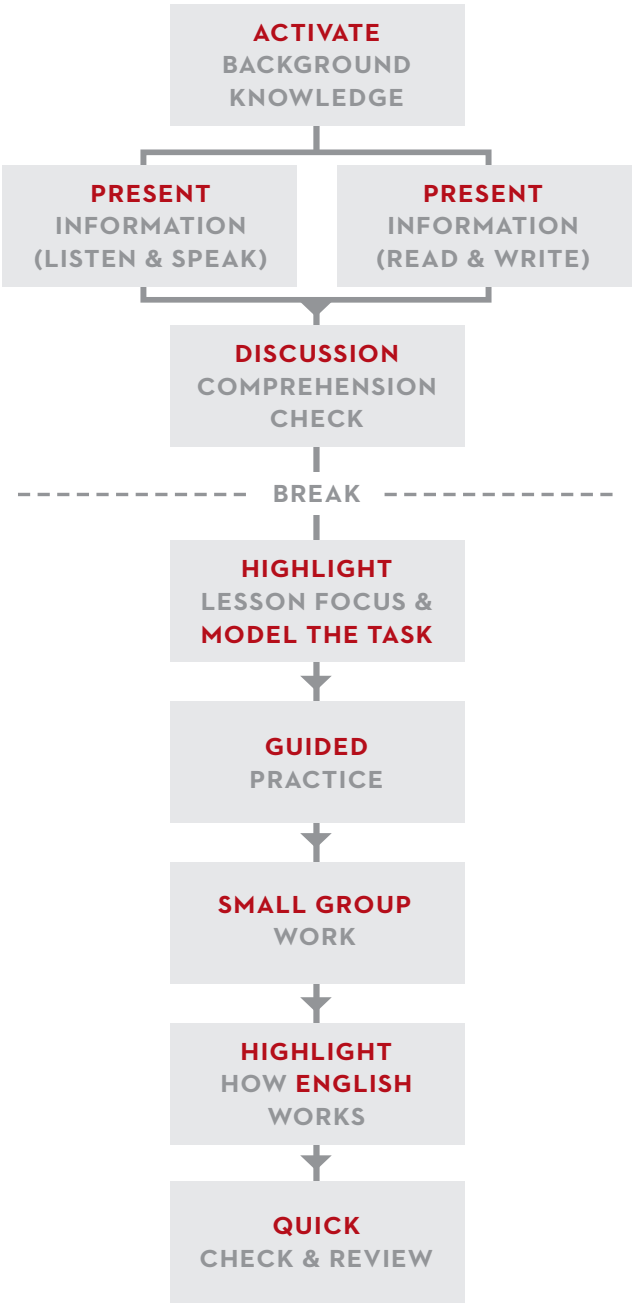
Principles of Language Acquisition and Adult ESL Learning: True, False, or Don't Know

Read each sentence and indicate True, False, or Don't Know.

Statement	TRUE	FALSE	Don't Know
1. Memorization is the most important skill in learning a new language.			
2. Group and pair work should make up about 70% of class time in the language learning classroom.			
3. Teachers should provide a risk-free environment in the classroom.			
4. As a teacher you should be sure to correct learner mistakes. This ensures students don't incorrectly learn language structures. Once learned, language structures are difficult to unlearn.			
5. Students learn best in an environment that is predictable and consistent. Teachers should make sure to provide the same types of interactions with English throughout a class period. For example, if the emphasis of the lesson is on reading, all activities should be focused on reading.			
6. Teachers should confine language lessons to the classroom where the teacher is able to control the language input and ensure a safe space conducive to learning.			
7. It will take an adult with no knowledge of English on average 6 years to learn the language.			
8. Adult learners are highly goal driven. Student goals and interests should be taken into account when lesson planning.			

LESSON FLOW

Lesson Flow adapted from ESL by Design by Literacywork International



Suggestions for Building a Realia Toolkit

The following items are suggestions for building your own, local realia toolkit used in the English Forward Instructor Training. The items below complement lessons in the English Forward Curriculum. When building your toolkit, **make it as local as possible** by filling it with items that are particular to your city, neighborhood, or program. **Use items that are adaptable across a variety of topics** - think of the toolkit as a teacher's go-to kit that he/she can take from class to class or program to program.

Bank deposit slip
Book: What the World Eats by Faith D' Aluisio and Peter Menzel
Business card
Calendar
City map
Clock with moveable hands
Family photos
First aid items: gauze, band-aids
Grocery bag
Grocery store flyers
Hobby items: garden gloves, ipod, goggles, cooking utensils, etc.
Hospital intake forms
Housing classified ads
Immigrant services directory
Job application
Job classified ads
Local coupons
Local parks map
Medicine bottles/packages
MyPlate poster
Neighborhood map
Newspapers/magazines/other local publications
Park brochures/flyers
Play money
Playing cards
Public library card application
Public library system map
Public transportation map
Public transportation schedule
Restaurant menus
Store advertisements: Walmart, Best Buy, Hobby Lobby, etc.
Used/old or recycled cell phones
Utility bill
World map

Exhibit 2.2 (Continued)
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
English as a Second Language (ESL) Level 1 ***Test Benchmark:*** CASAS scale scores: Reading: 180 and below Life &Work (L&W) Listening: 162–180 and below BEST Plus 2.0: 88–361 (Student Performance Level (SPL 0–1) BEST Literacy: 0–20 (SPL 0–2) TABE CLAS-E scale scores:* Total Reading and Writing: 225–394	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); and can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
ESL Level 2 ***Test Benchmark:*** CASAS scale scores Reading: 181–190 L&W Listening: 181–189 BEST Plus 2.0: 362–427 (SPL 2) BEST Literacy: 21–52 (SPL 2–3) TABE CLAS-E scale scores:* Total Reading and Writing: 395–441 Total Listening and Speaking: 408–449	Individual can understand basic greetings, simple phrases, and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System ● BEST= Basic English Skills Test ● TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E technical manual for score ranges for individual reading, writing, listening, and speaking tests. Table shows only total scores.

Exhibit 2.2 (Continued)
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
ESL Level 3 ***Test Benchmark:*** CASAS scale scores Reading: 191–200 L&W Listening: 190–199 BEST Plus: 2.0: 428–452 (SPL 3) BEST Literacy: 53–63 (SPL 3–4) TABE CLAS-E scale scores:* Total Reading and Writing: 442–482 Total Listening and Speaking: 450–485	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent rereading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization, and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
ESL Level 4 ***Test Benchmark:*** CASAS scale scores: Reading: 201–210 L&W Listening: 200–209 BEST Plus 2.0: 453–484 (SPL 4) BEST Literacy: 64–67 (SPL 4–5) TABE CLAS-E scale scores:* Total Reading and Writing: 483–514 Total Listening and Speaking: 486–525	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary, spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

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* Refer to the TABE CLAS-E technical manual for score ranges for individual reading, writing, listening, and speaking tests. Table shows only total scores.

Exhibit 2.2 (Continued)
Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
ESL Level 5 ***Test Benchmark:*** CASAS scale scores: Reading: 211–220 L&W Listening: 210–218 BEST Plus 2.0: 485–524 (SPL 5) BEST Literacy: 68–75 (SPL 5–7) TABE CLAS-E scale scores:* Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558	Individual can understand learned phrases and short new phrases containing familiar vocabulary, spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self- and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
ESL Level 6 ***Test Benchmark:*** CASAS scale scores: Reading: 221–235 L&W Listening: 219–227 BEST Plus 2.0: 525–564 (SPL 6) BEST Literacy: 76–78 (SPL 7–8) ** TABE CLAS-E scale scores:* Total Reading and Writing: 557–600 Total Listening and Speaking: 559–600	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences and predictions, and compare and contrast information in familiar texts. Individual can write multiparagraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require nontechnical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

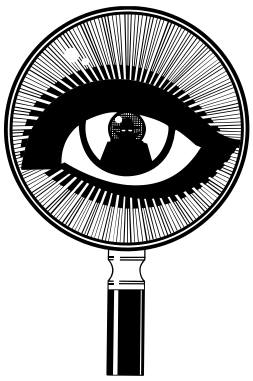
Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System ● BEST= Basic English Skills Test ● TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E technical manual for score ranges for individual reading, writing, listening, and speaking tests. Table shows only total scores.

** Students can be placed into advanced ESL using BEST Literacy, but the test does not assess skills beyond this level, so students cannot exit advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

English Forward Curriculum Scavenger Hunt



Directions: Let's get to know the Curriculum! Working with a partner, hunt for the following information.

GENERAL ORIENTATION

1. On what page can you find a diagram of The Lesson Flow?

2. What is one example of realia used in Unit 3?

3. How many questions are on the Lesson Self-Reflection?

4. How can you tell if a lesson has a supplemental material that goes along with it?

   Where can you get the supplemental material?

5. On what pages can you find information about teaching multi-level classes?

   List one proven strategy for adjusting your teaching to accommodate a multi-level classroom.

6. List the Objective for Lesson 5.6.

   On what pages can you find this information?

7. List the Language Focus for Lesson 8.3.

8. What does the top gray box at the start of each lesson tell you?

9. Where are the Can Do Lists?

   Which Can Do List checks whether or not a student can say his/her home address?

10. On the Materials List, how are materials for Extension Activities differentiated from those used in the rest of the lesson?

11. How many lessons have been adapted to literacy level?

    Which ones?

12. How many lessons in Unit 8 have an Extension Activity?

    Name one of the Extension Activities.

STRATEGIES

13. How many different strategies are used in the Curriculum?

14. Name one song used in a lesson.

15. Which lesson uses the strategy called Language Experience Approach?

16. In the lessons, which strategy always pairs with a Cloze Activity?

17. Reading down the list of strategies on the Strategy Chart, which strategies do you think require the use of technology?

18. How is the strategy Total Physical Response abbreviated in the lessons?

19. How is the strategy Chalk Talk used in Lesson 1.3?

20. Find a lesson that uses a Role Play and explain what the role play requires students to do or talk about.

21. Where is the strategy Picture Stories used in lesson 6.2?

    Where can you get the images needed for the strategy?

22. List one of the Field Trips suggested in the Curriculum.

Cloze Test (level 1)

"What A Wonderful World" by Louis Armstrong

I see _____ of green,
red _____ too.
I see them bloom,
for me and you.
And I think to myself,
what a wonderful world.

I see skies of blue,
And _____ of white.
The bright blessed _____ ,
The dark sacred _____ .
And I think to myself,
What a wonderful world.

The colors of the _____ ,
So pretty in the _____ .
Are also on the _____ ,
Of people going by,
I see _____ shaking _____ .
Saying, "How do you do?"
They're really saying,
"I love you".

I hear _____ cry,
I watch them grow,
They'll learn much more,
Than I'll ever know.
And I think to myself,
What a wonderful _____ .
Yes, I think to myself,
What a wonderful world.
Oh yeah.

Word Bank	
roses	night
faces	trees
sky	world
hands	day
Clouds	friends
babies	rainbow

Cloze Test (level 2)

"What A Wonderful World" by Louis Armstrong

I see _____ _____ green,
red _____ too.
I see them bloom,
_____ me and you.
And I think _____ myself,
what a wonderful world.

I see skies _____ blue,
And _____ _____ white.
The bright blessed _____ ,
The dark sacred _____ .
And I think _____ myself,
What a wonderful world.

The colors _____ the _____ ,
So pretty _____ the _____ ,
Are also _____ the _____ ,
_____ people going _____ ,
I see _____ shaking hands.
Saying, "How do you do?"
They're really saying,
"I love you".

I hear _____ cry,
I watch them grow,
They'll learn much more,
Than I'll ever know.
And I think _____ myself,
What a wonderful world.
Yes, I think _____ myself,
What a wonderful world.
Oh yeah.

Cloze Test (level 3)

"What A Wonderful World" by Louis Armstrong

I see _____ _____ _____ .
_____ _____ _____ .
I see _____ _____ .
_____ _____ and _____ .
And I think to myself,
what a wonderful world.

I see _____ _____ _____ .
And _____ _____ _____ .
The _____ _____ _____ .
The _____ _____ _____ .
And I think to myself,
What a wonderful world.

The _____ _____ the _____ ,
So _____ _____ the _____ .
Are also _____ the faces,
_____ people _____ _____ ,
I see _____ _____ _____ .
Saying, " _____ _____ you _____ ?"
_____ _____ saying,
"I love you".

I hear babies cry,
I _____ _____ _____ ,
_____ learn _____ _____ ,
_____ _____ _____know.
And I think to myself,
What a wonderful world.
Yes, I think to myself,
What a wonderful world.
Oh yeah.

A TRAFFIC STOP

Lesson Length: 1.25 hours + Extension Activities

Vocabulary & Expressions: Words related to driving, road signs, and traffic violations

Language/Culture Point: Tone of voice: formal vs. informal

Objective: Students will be able to talk to a police officer if they get a traffic violation.

Materials: Pictures related to cars/driving/police, dry erase boards or plain paper, computer, projector, PPT Presentation: Getting Pulled Over, red/green/yellow Signal Cards, pictures of a driver's license/insurance card/police officer/45 mph speed limit sign/traffic ticket, copies of driver's licenses and insurance cards, Scenario Cards: A Traffic Stop, traffic tickets (optional), ball, *educational resources from the local police department*

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures related to cars, driving, and police - Dry erase boards/plain paper	- Using Pictures - Brainstorming

TEACHING ACTIVITY

1. Show students pictures representing different road signs and traffic violations, such as a police car, a speedometer, an accident, signs for speed limit/school zone/stop/yield, etc.

2. For each picture, ask the students, "What do you see?"

3. Elicit words and phrases such as "drive," "fast," "car," "stop," "needs help," etc., and make a list of useful vocabulary on the board.

4. Give each student a white board or plain paper.

5. Ask students questions about the pictures. For example:
   What do you do at a stop sign? Full stop or rolling stop?
   What speed do you drive in a school zone? Do you always go 20 in a school zone, or just when the lights flash?
   What do you do if you are in an accident?
   What happens if you don't stop at a red light?

A TRAFFIC STOP

6. Have students respond by drawing/writing their answers on the white boards or paper.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Computer and Projector - PPT Presentation: Getting Pulled Over - Alternative: printed slides/ photographs/pictures	- Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Using the slide presentation "Getting Pulled Over," tell the students a story about a time you were pulled over by the police.

2. Repeat the story a second time, highlighting key vocabulary.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

A TRAFFIC STOP

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of a driver's license, insurance card, police officer, 45 mph speed limit sign, and traffic ticket	- Using Pictures

TEACHING ACTIVITY

1. Explain that you are going to practice how to have a conversation with a police officer.

2. Tell a story about a day you were late to work because you were driving very fast and got pulled over. Show the above pictures as you model the conversation you had with the officer.

   Officer: Hi. License and insurance card, please.
   Driver: Okay, here you go.
   Officer: Please stay in your car. I'll be right back.
   Driver: Okay.
   Officer: Do you know why I stopped you?
   Driver: Yes, sir/ma'am. I was driving too fast.
   Officer: You were going 55 in a 45 mile an hour zone. That's 10 miles over the speed limit. I need to issue a citation.
   Driver: I'm sorry, Officer
   Officer: Sign this ticket. You will need to follow the instructions on the back of the ticket. You have thirty days to pay, request defensive driving, or set a court date.

3. Go back through the story again to see what students remember about the exchange. For example, "I was pulled over and the police officer walked up to my car. What did he ask for?"

4. As students recall the officer/driver dialogue, write it out on the board and review the different things that might be said during a traffic stop.

A TRAFFIC STOP

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Copies of driver's licenses and insurance cards - Scenario Cards: A Traffic Stop - Traffic tickets (optional)	- Scenario Cards - Role Play

TEACHING ACTIVITY

1. Have students get in pairs. Give each pair a copy of a sample driver's license and insurance card as well as a set of Scenario Cards that describe situations where people are pulled over for a variety of traffic violations. Examples include:
   You are late to pick up your child from school and get pulled over for going 35 miles an hour in a school zone.
   The light changes from yellow too quickly and you run a red light in front of a police officer.
   You are distracted by talking on the phone and you accidentally ignore a stop sign.
   You almost miss your exit on the freeway and drive over a double white line.

   If possible, create matching traffic tickets for each offense.

2. Go through each of the Scenario Cards by having students read them aloud. Answer questions or clarify vocabulary, if necessary.

3. Ask a student to draw a card and read it aloud. Role Play the police officer while the student Role Plays the driver being pulled over.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Copies of driver's licenses and insurance cards - Scenario Cards: A Traffic Stop - Traffic tickets (optional)	- Scenario Cards - Role Play

A TRAFFIC STOP

TEACHING ACTIVITY

1. Students should practice drawing a Scenario Card and Role Play a traffic stop. Make sure each student practices both roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Ask students, "What kinds of things do you say to someone you meet at a birthday party? How is that different from how you talk to a police officer?"

2. Write a phrase on the board and use it to compare an informal/friendly tone with a more formal/commanding tone. For example, "Please wait here." Show them how you would say this to a friend in your home and compare this to how a police officer would say it during a traffic stop.

3. Provide more examples, such as, "Follow me" and "Be careful driving home." Let students practice saying the phrases in both commanding tones and friendly tones and/or say them yourself and let the students decide if your tone is formal or informal.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Scenario Cards: A Traffic Stop - Ball	- Role Play - Ball Toss - Conversation Chain

TEACHING ACTIVITY

1. Have students form a circle. Draw a Scenario Card and read it aloud to the class. Based on the card, start a Role Play by supplying the first sentence of the conversation.

2. Toss the ball to a student. That student should supply the next sentence in the conversation and then throw the ball to someone else.

3. Continue until all students have had a chance to speak.

A TRAFFIC STOP

EXTENSION ACTIVITIES: DRIVING WITHOUT A LICENSE OR INSURANCE/ GUEST SPEAKER

Time Frame	Materials	Teaching Strategies
Varies	- Educational resources from the local police department	- Role Play - Problem Solving - Authentic Materials

TEACHING ACTIVITY #1

1. Ask students, "What do the police ask for when they pull you over?"

2. Ask students, "What might happen if you don't have a driver's license or insurance?"

3. As a class, discuss where to go to get a license if you don't have one. Also, discuss insurance and why it's important to have it.

4. Role Play a situation where a driver is pulled over for a traffic stop and he/she doesn't have a driver's license or insurance.

TEACHING ACTIVITY #2

1. Ask your students if they are interested in having a police officer visit the class to talk about what happens during a traffic stop, how to talk to police, and how to be safe.

   Hosting an officer as a guest speaker can be fun and educational while improving the understanding between law enforcement and community members. *However, students might be apprehensive about meeting a police officer or having a police officer in the classroom. If this is the case, forego the speaker.* Instead, ask your local police department for informational videos or handouts for students to learn more about interacting with law enforcement.