English Training Manual

KATHLEEN MARGARET JOHNSON SCHOLL

Red Tercer Milenio

ENGLISH TRAINING MANUAL

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AVISO LEGAL

DIRECTORIO

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INTRODUCTION

For the schools that form part of Aliat Universidades, we have created an English school in order to make the English language available to our students. This is so that upon completion of their studies, they will have an edge over those graduates from other universities that don't speak English.

We offer nine levels and use books that are internationally available. For true beginners, we use Sky High Starter by MacMillan. From there we move to WorldView by Pearson Longman and use their books levels 1-4; doing a half of a level every trimester.

Sky High Starter
World View   1A
             1B
             2A
             2B   9 levels in 8 trimesters or in 6 semesters
             3A
             3B
             4A
             4B

In a trimester (cuatrimestre), students study 56 hours per level. In a semester, they have 48 hours per level. At the end of the nine levels, students will have studied a total of 504 in trimester courses and 432 hours in semester courses.

Prior to being able to study any level, students must take a placement exam which determines the level they will start in. This ensures that the groups are homogenous and that all students should be able to advance at more or less the same rate.

Courses are given using the teacher's books, a lesson plan, a program and the Power Point slides which give students access to the visual cues so necessary in teaching a language. The classes integrate the four skills, with a particular emphasis on the spoken language, since this is the ability most sought after in the job market. Students are required to buy the student's book and workbook.

Students are evaluated throughout the course and their final grade depends on four elements:

Midterm written grade	30%
Final written grade	30%
Oral participation in class	30%
Homework	10%

Students must get a minimum grade of 7.0 to pass the course and they must attend at least 80% of the classes.

TOEIC
(Test of English for International Communication)

At the conclusion of the nine levels, students will take the TOEIC exam. The TOEIC exam is the most widely used exam in the world with over five million exams administered last year. The TOEIC exam tests a person's English language ability in the area of business, which is why it is the instrument that we have chosen to evaluate our student's language proficiency. The university requires that students get at least 460 points on the TOEIC exam in order to graduate.

What kinds of questions are asked on TOEIC test?
TOEIC test questions are based on real-life work settings in an international environment (meetings, travel, telephone conversations, etc).

Who is it for?
The test is used by organizations to determine whether an employee is suitable for a particular task. In many companies it's used to determine not only the position you can hold, but whether you are eligible for a raise or bonus.

What is the TOEIC test like?
The test takes 2 hours and has two sections:
1. **Listening** - 100 questions
2. **Reading** - 100 questions
These break-down as follows:

Listening
Part 1: Photos 20 questions
Part 2: Question-Response: 30 questions
Part 3: Short conversation: 30 questions
Part 4: Short talks: 20 questions

Reading
Part 5: Incomplete sentences: 40 questions
Part 6: Error recognition: 20 questions
Part 7: Reading comprehension: 40 questions
What about scores?
The TOEIC gives a score between 10 and 990:

- 905 – 990 International Proficiency
- 785 – 900 Working Proficiency Plus
- 605 – 780 Limited Working Proficiency
- 405 – 600 Elementary Proficiency Plus
- 255 – 400 Elementary Proficiency
- 185 – 250 Memorized Proficiency
- 10 – 180 No Useful Proficiency

With a score between 405 and 600, a person should be able to do the following:

Listening:

In face-to-face communications, a person at this level should be able to understand:

- o simple questions and statements related to the responsibilities of the job;
- o minimum courtesy and travel requirements;
- o "who, what, when, where" type questions and answers.

Comprehension vocabulary will likely be limited to topics of immediate needs.

Reading:

A person at this level should be able to read:

- o simple texts written using simple language;
- o very frequently used grammar and vocabulary;
- o familiar task specific vocabulary;
- o material written in the present tense;
- o simple narratives of routine behavior;
- o highly predictable descriptions of people, places, or things;
- o simple explanations of geography, or directions.

In the workplace a person at this level should be able to read:

- o simple email messages;
- o simple fax messages;
- o simple standard office memos.

At this level, material will likely have to be reread several times to ensure comprehension.

THE TRAINING COURSE

This course has been designed to train you to use the method for teaching English that has been developed specifically for Aliat Universidades.

This training course has four purposes:
1) To make sure you have an adequate level of English for the courses you will be teaching.
2) To check your presence and demeanor in front of a group to ensure that you have the kind of personality required to teach.
3) To teach you to use our method for teaching and make certain that you have learned the steps necessary for giving a class using the method.
4) To check your attitude toward teaching, students and co-workers.

Throughout the training period, we will be evaluating you on how well you are able to perform the steps, looking for teachers that have a presence in front of a group and that can use an appropriate level of English. The training period allows us to get to know you, but at the same time, it allows you to get to know us and how we work.

During the course, we will be asking you to perform different steps in front of the group and we will give you feedback on your performance. At the end of the course, you will receive a written report on how well you did in the different areas. If at any time during the course, we feel you don't have level of English, the presence in front of a group or the ability to handle the steps, and you don't seem to be incorporating feedback, we will ask you to leave.

In order for us to be able to hire you, the requirements are that you:

- demonstrate that your level of English is adequate for the levels you'll be teaching; you need to be able to use the structures that you are teaching in order to be a model for students to follow.
- show us that you have learned the steps we use in teaching a class and are able to perform them successfully.
- have the right kind of attitude toward students and teaching.
- are able to incorporate feedback as a means to improve.
- can use the lesson plans and teacher's guide adequately.

- understand and can explain the grammar that is taught in the levels you'll be teaching.
- demonstrate that you can teach students at a very basic level without constantly resorting to Spanish and that you can keep your level of English at a level students will understand.

Course Rules

You must attend all the sessions of the training.

You must arrive on time.

You must do all the homework and preparation for the sessions.

You must participate in the sessions.

You must be able to incorporate feedback.

You must act in a professional manner.

You must use English at all times.

STEPS IN A CLASS: OVERVIEW

There are various steps in a class; below you can see a list of these steps.

1. **Check homework:** Go over the homework to make sure they don't have any questions about previously seen material.
2. **Objectives:** Let students know what they will be studying that day; what they need to accomplish for that day.
3. **Warm up:** An activity that will get them thinking in English; it can introduce something from the new unit or can be a review of something from the previous unit.
4. **Vocabulary:** Teach the vocabulary that they will need for the class that day.
5. **Reading /Listening:** Practice different reading and listening strategies that help them decipher texts or understand spoken language.
6. **Grammar:** Explicitly teach the structures that are presented in each unit using a deductive explanation.
7. **Oral Practice-Drills:** Oral practice that goes from controlled to free allowing students to express themselves orally in the language.
   a. **Controlled Practice Activities:**
      Repeat/Complete/Change/Recognition: These drills are completely controlled by the teacher; students' responses are controlled.
   b. **Semi-Controlled Activities:** Stimulus-Response/Chain Game/Question & Answer: These drills are semi controlled by the teacher; students have some freedom to express their ideas.
   c. **Free Practice Activities:**
      Discussions/Debates/Presentations/Information Gap: These drills are set up by the teacher, but the content is completely controlled by the student.
8. **Pronunciation:** Practice with the intonation and sounds of the English language.
9. **Writing:** Learn to write following an example.
10. **Wrap up:** Check back with students to see what has been accomplished in class that day.
11. **Assign homework:** Assign homework that will reinforce the concepts and structures learned that day.

Diagram of a Class

- Assign Homework
- Check/Collect Homework
- Grammar
- Listening
- Objectives
- Oral Practice: Repeat/Complete, Semi Controlled & Free Practice
- Pronunciation
- Reading
- Speaking
- Vocabulary Presentation & Practice
- Warm up Activity
- Writing
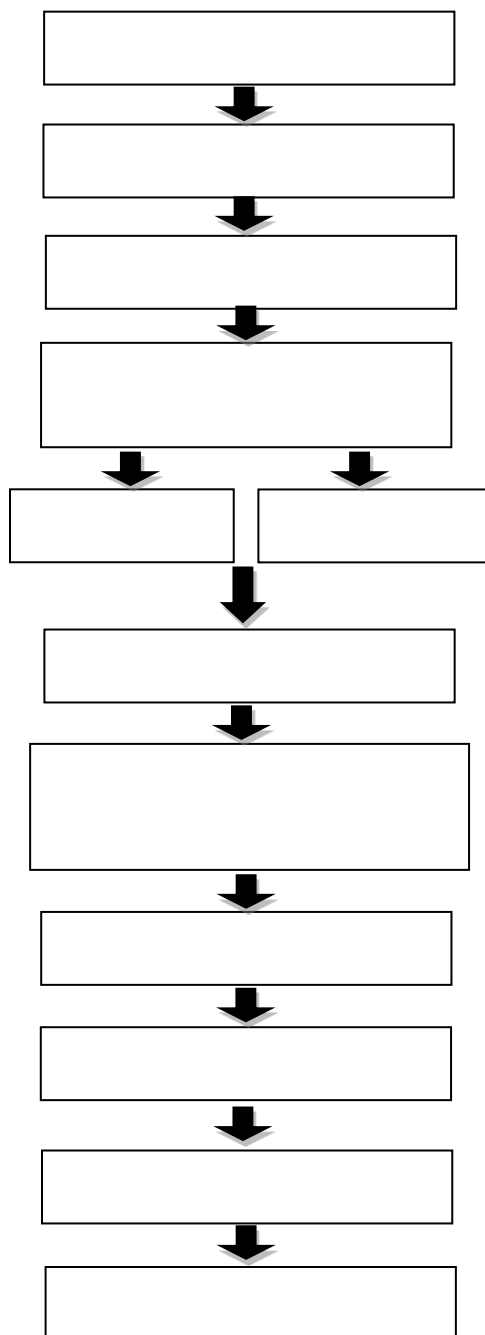
CHECKING HOMEWORK

The first thing you want to do before starting a new class is to check the homework from the previous class. This is important so that you will know if students are having difficulty with something, or if something wasn't clear in from the previous class.

For Sky High Starter and WorldView levels in split edition, most of the homework comes from the workbook. Certain exercises have been selected for students to do; most of them review vocabulary, grammar or practice listening. On occasion, the homework is a writing practice. In these cases, the teacher can have a few students read their written work, and then collect all the written work from students. Teachers will have to check the written work and return it to students the following class.

Normally the homework is checked in the first five minutes of class. The teacher will show the slide(s) with the answers to the homework. Students can check their own work, or the teacher can have them exchange books and have their classmates check their homework. While students are doing this, the teacher needs to walk around and check who has / hasn't done the homework. This information needs to be recorded in the grade sheet so that we know who has been doing homework and who hasn't. Remember, 10% of their grade depends on their doing the homework, so it's very important that this information is recorded accurately.

For WorldView complete editions or for Summit levels 1 and 2, you will collect any homework that was assigned the previous class. This homework will have been some type of writing practice. Collect the work, correct it and check that students understood the grammar point from the previous class. Then, give it back to them in the following class. Keep track of the homework in the grade sheet in the space provided.

OBJECTIVES

In order for students to know what it is that we want them to learn, we must tell them what the objectives of each class is in terms of speaking, grammar and vocabulary. In their book on English language teaching **Success in English Teaching** by Oxford University Press 2000, Paul Davies and Eric Pearse say:

> *"...your teaching goals and objectives should be apparent to the learners. They should feel that every activity that you do with them is worthwhile."*

For this reason, the first thing we do after checking the homework from the previous class is to let students know what they will be studying that day. The Power Point slide has the objective on it, but in addition to showing students the slide; you must write the objective at the top of your board and leave it there throughout the class. This way it stays available to them as a visual reminder of where they are headed during the class, and what you want them to achieve. At the end of the class, we wrap up by going back to the objective to see whether we have accomplished our goals or not.

Steps for getting the objective on the board:
1. Say each part of the objective and have students repeat it after you.
2. Write each part of the objective on the board, while students repeat.
3. If students have finished repeating before you have finished writing, have them repeat again, and as many times as necessary for you to finish writing. You don't want them just sitting there in silence; their attention will drift.
4. Abbreviate the words like objective, grammar, vocabulary, etc.
5. Make sure you only use the top 25 to 30% of the board since you will need the rest of the space for your grammar explanation, vocabulary and any notes that you want to take.

What to say in order to get the objective on the board:

Teacher	Students
Our objective today, repeat objective… *(Write the word objective on the board as students repeat.)*	Objective
…is to learn and practice, repeat, learn and practice… *(Write L/P on the board as students repeat.)*	Learn and practice
…occupations, repeat occupations. *(Write occupations on the board.)*	Occupations
For example: He's a doctor. Repeat, he's a doctor. *(Write the example on the board.)*	He's a doctor.
Another objective is to learn vocabulary, repeat vocabulary. *(Write voc. on the board as students repeat.)*	Vocabulary
For example: occupations, repeat occupations. *(Write occupations on the board as students repeat.)* And numbers zero to nineteen, repeat numbers zero to nineteen. *(Write numbers 0-19 on the board as students repeat.)*	Occupations Numbers 0 to 19
Another objective is to learn grammar, repeat grammar. *(Write gram. on the board as students repeat.)*	Grammar
For example: verb to be; am, is, are, repeat verb be; am, is, are. *(Write verb be; am, is, are on the board as students repeat.)* And articles a, an, repeat articles a, an. *(Write numbers articles a, an on the board as students repeat.)*	Verb be; am, is, are Articles a, an
Another objective is to practice speaking, repeat speaking. *(Write spk. on the board as students repeat.)*	Speaking
For example: making introductions repeat making introductions. *(Write making introductions on the board as students repeat.)*	Making introductions

In the end your board should look like this:

```
Obj: L/P    Occupations     He's a doctor.
L/voc: occupations
L/gram: verb be; am, is, are; articles a, an
P/spk: making introductions
```

WARM UP

When you start a new class, it's important to get all of the students into an English speaking mood. An activity that will get them thinking in English brings them into your world and away from their other classes, or other things outside the English class. The warm up activities are generally 5-10 minutes in length and do one of two things: introduce something new that is related to what they will be doing in day, or review something seen in a previous class.

For Sky High Starter and WorldView levels in split edition almost all warm ups have a slide that will help with the activity and they have a specific activity written out for the teacher to use. The teacher needs to use the Lesson Plan for this activity and make sure to read it ahead of time because on occasion, the teacher will need to prepare material for the warm up.

For WorldView complete editions or for Summit levels 1 and 2, there will be a slide with a warm up activity, but there are no specific instructions as to how to do the activity. For this reason, you need to check it ahead of time to make sure you know what you are going to do with it and to be sure it's something that will work with your students. If you feel that the activity will NOT work with your group, you need to prepare what you will do, in order to get students ready for the material to come. The following is a site you can consult for some warm ups.
http://www.teflwarm-ups.com.

VOCABULARY

When you start a new lesson, it's important to teach the vocabulary that students will need to do the tasks in the unit. We explicitly teach new vocabulary using the Power Point slides to help with necessary visual cues. We limit the explanation of the new words to the task at hand; that is to say, when a word has more than one meaning, we teach only the meaning that pertains to the unit being taught. Make sure you stick to the lesson plan and don't over teach.

There are three steps for teaching any new vocabulary word:

1. **Form:** Say the word three times and have students repeat after you each time. This is so that your students will be able to pronounce the word. If the word is particularly difficult, it may be necessary to have them repeat it more than three times. After the third repetition, write the word on the board on the far left side under the objective. We write the word on the board so that it's there throughout the class; available to the student. Since it takes multiple exposures to a given word for it to become part of a student's working vocabulary, we want it to be available to them throughout the class to help with this process.

2. **Meaning:** Use the picture to explain the word if possible. When a visual cue or realia in the classroom is not helpful, you can use one of the following ways to explain the word. Translation should only be used as a last resort or for words that do not lend themselves to easy explanation (for example to explain **despite**, it's probably best to say that it's **a pesar de** in Spanish).

   a. **Synonyms**: use a word that has a similar meaning. For example, to explain **pretty** you can say it's similar to **beautiful**.

   b. **Antonyms:** use a word that has the opposite meaning. For example, to explain **easy**, you can say it's the opposite of **difficult**.

   c. **An explanation:** explain the word in a context students will understand. For example, to explain **Christmas** you can say that **Christmas** is a holiday we celebrate on December 25th.

   d. **Mimicry:** act out a word to make it clear to students. For example, to explain the verb to **write**, you can act out writing in a notebook.

   e. **Definitions:** you can look up the word in a dictionary and use the explanation there. For example, a **fund** is a supply of money or resources for some purpose.

> f. **Cognates:** use words that are similar in English and Spanish. For example, *laundry soap* is the same as *detergent*, which is very similar in English and Spanish.

3. **Usage:** Give an example, and ask a question or elicit an example using the new word in context. (In Sky High Starter and WorldView levels in split edition the questions are provided for you, but in WorldView complete editions or for Summit levels 1 and 2 you will have to come up with your own examples and questions.) By having the student use the new word in an appropriate context; the context we provide in the question, it gives him/her a better feel for how the word is used in real language.

Word	Usage (teacher)	Usage (student)
architect	**Architects** design houses. What other things do **architects** design?	**Architects** design…
businesswoman (businessman)	Carlos Slim is a **businessman**. Tell me the name of another **businessman** or **businesswoman**.	XX is a **businessman /businesswoman**.
engineer	There are many **engineers** in Pemex. Tell me another company where there are **engineers**.	There are **engineers** in…
musician	Carlos Santana is a **musician**. Tell me the name of another **musician**.	XX is a **musician**.
artist	Diego Rivera was an **artist**. Tell the name of another **artist**.	XX is an **artist**.
cashier	The **cashier** in Soriana takes your money. Where can you see a **cashier**?	You can see a **cashier**…
flight attendant	The person that serves you a coke on Aeroméxico is a **flight attendant**. Where can you see a **flight attendant**?	I can see a **flight attendant** (on Mexicana, Interjet, Volaris, etc.)
teacher	I am a **teacher**. Tell me the name of another **teacher**.	XX is a **teacher**.
assistant	In the office, an **assistant** answers the phone. Tell me another activity of an **assistant**.	An **assistant**…
doctor	I visit the **doctor** when I'm sick (mimic). Where do **doctors** work?	**Doctors** work…
graphic designer	A **graphic designer** can design a logo. What other things can a **graphic designer** do?	A **graphic designer** can…
waiter	In a restaurant, a **waiter** serves you food. What other things does a **waiter** serve you?	A **waiter** serves you XX…

Obj: L/P   Occupations   He's a doctor.
L/voc: occupations
L/gram: verb be; am, is, are; articles a, an
P/spk: making introductions

architect		
businesswoman/man		
engineer		
musician		
artist		
cashier		
flight attendant		
teacher		
assistant		
doctor		
graphic designer		
waiter		

After teaching the vocabulary, there are usually a variety of activities in the student book that will reinforce the new vocabulary. These activities are done with students in class and the answers are generally checked by looking at the slide that has the correct answers. Checking students' answers in this fashion is easy and efficient, and requires little time. Generally, the activity that students have in their books is written out on a slide and when you click on it, the answers will appear.

The vocabulary that has been taught will be recycled a lot throughout the unit, and will usually appear again in following units which will help students learn and retain new vocabulary.

GRAMMAR

We explicitly teach the structures that are presented in each unit using a deductive explanation in context where we give examples of the new structure, and from that look at the grammatical rule that it follows. With adult learners, this seems to generally work better since most adults use cognitive processing (they are thinking beings) when faced with something like grammar. They want to put the new information that they are learning into some kind of order, and a deductive grammar explanation can help with this.

There are generally three parts to a grammar explanation:
1. The teacher shows the slide with the grammar explanation; s/he says the sentence(s) and has students repeat the sentences as s/he writes it/them on the board. Only write the sentences that are on the slide; don't add any additional sentences. The teacher should have students repeating the entire time s/he is writing, to keep them engaged in the class.
2. The teacher labels the sentence(s) with students' participation by asking questions. For example: What's this? What form of the verb do we use? Etc. The teacher can click on the slide to show the labels in the Power Point presentation. Don't label things that are not mentioned on the slide. We want to only label the most important elements of the grammar being taught.
3. The teacher needs to point out certain patterns to students. For example, we use *is* with *he* and *she*, *are* with *we*, *you* and *they* or in negative we use what auxiliary? Don't. Right, and for he/she? Doesn't. What form of the verb do we use after an auxiliary? Base form of the verb (BFV). Etc.

Below is an example of what to say to get the grammar from level 1A, unit 2 on the board:

Teacher	Students
Writing on the board	
I'm a doctor, repeat, I'm a doctor. *(Write the sentence on the board as students repeat. You may have to say the sentence various times and have them repeat it various times until you finish writing.)*	I'm a doctor.
You're an artist, repeat, you're an artist. *(Write the sentence on the board as students repeat.)*	You're an artist.
He's an engineer, repeat, he's an engineer. *(Write the sentence on the board as students repeat.)*	He's an engineer.
She's a teacher, repeat, she's a teacher. *(Write the sentence on the board as students repeat.)*	She's a teacher.
We're cashiers, repeat, we're cashiers. *(Write the sentence on the board as students repeat.)*	We're cashiers.
You're engineers, repeat, you're engineers. *(Write the sentence on the board as students repeat.)*	You're engineers.
They're students, repeat, they're students. *(Write the sentence on the board as students repeat.)*	They're students.
Labeling the sentences	
What's this? *(Write **S** under the subject.)* And what's this? In present or past? *(Write **be pres**. under the verb.)* What's this? *(Write **art**. under the article.)* And what's this? *(Write **occupation** under the profession.)*	Subject Verb be Present Article Occupation
What's this? *(Write **S** under the subject.)* And what's this? In present or past? *(Write **be pres**. under the verb.)* And what's this? *(Write **occupation** under the profession.)*	Subject Verb be Present Occupation

Teacher	Students
Pointing out the patterns	
What are we talking about here?	Occupations.
Look at these sentences. Do we have an article?	Yes.
Are these occupations singular or plural?	Singular
So, we use an article before singular occupations.	
We use the article a before words that start with a consonant sound and we use an before words that start with a vowel sound.	
Do we use an article when the occupation is plural?	No.
What form of the verb do we use with the subjects he and she?	Is.
And for the subject I?	Am.
And for we, you and they?	Are.
Do you have any questions?	Yes/no...

Obj: L/P   Occupations   He's a doctor.
L/voc: occupations
L/gram: verb be; am, is, are; articles a, an
P/spk: making introductions

architect	I'm a doctor.	We're cashiers.	
businesswoman/man	You're an artist.	You're engineers.	
engineer	He's an engineer.	They're students.	
musician	She's a teacher.		
artist	S+be+art.+occupation	S+be+occupation	
cashier	pres.	pres.	
flight attendant			
teacher			
assistant			
doctor			
graphic designer			
waiter			

After teaching the grammar, there are usually a chart to fill in and grammar activities for students to do, so that they can practice the new grammar that they have just learned. These activities are done in students' books during the class and the answers are generally checked by looking at the slide that has the correct

answers. Checking students' answers in this fashion is easy and efficient, and requires little time. Generally, the activity that students have in their books is written out on a slide and when you click on it, the answers will appear.
The vocabulary that has been taught will be recycled a lot throughout the unit, and will usually appear again in following units which will help students learn and retain new vocabulary.

For Sky High Starter and WorldView levels in split edition the grammar explanations have been simplified and are labeled clearly. In addition, the lesson plan indicates those elements that you will want to point out to students.

For WorldView complete editions or for Summit levels 1 and 2, the grammar explanation is on the slide, and you need to write it on the board as it is using the labels that are indicated. There is no lesson plan that will tell you what to point out, so this you will need to do based on those elements that are the most pertinent (the concept of the new structure being taught, subject verb agreement, BFV after auxiliaries, change in position of subject and verb in questions, etc.)

ORAL PRACTICE: DRILLS

In any language program, the most difficult ability to acquire is the ability to speak the language. Yet, it is precisely the ability to speak the language that is most required in the outside world. For this reason, it's important to provide our students with sufficient oral practice going from controlled to semi-controlled to free practice.

Controlled Practice Activities

When teaching a new structure, we do a variety of controlled activities or drills. In these activities, the student has no freedom in his/her response. All the student responses are controlled by the teacher and there is only one correct response because the focus is on form rather than meaning. These drills are done both chorally and individually. There are four different drills we do for controlled practice:

1) **Recognition:** This is a drill where students are asked to recognize a word, or structure. This is used most heavily in courses for true beginners. These images are included in the slides.
2) **Repeat:** This is the typical repetition drill where students simply repeat after the teacher. This helps them learn the correct form. These sentences are written out on the slides.
3) **Complete:** This is a typical substitution drill where students "fill in" the missing part of the sentence. These sentences are written out on the slides.
4) **Change:** This is a transformation drill where students change a sentence from affirmative to negative or from singular to plural, etc. These sentences are written out on the slides.

How to do these drills:
1. **Recognition:** Have students identify the word. Do it chorally first with all the pictures, and then again individually allowing each student to say at least one word.
2. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.

3. **Complete:** Have students say the complete sentence with the correct form of the verb, pronoun, etc.; do some chorally and some individually.
4. **Change:** Have students change the sentences using the correct verb, pronoun, auxiliary, etc.; do some chorally and some individually.

Teacher	Students
Recognition	
Cues are images on the slides; different cues appear as the teacher clicks on the slide. Tell me what you see. Everyone. *(Image of a chair.)* *(Image of a desk.)* *(Image of a light.)* *(Image of a trash can.)* *(Continue with all the pictures.)* Tell me what you see. Beto. *(Image of a chair.)* Lety. *(Image of a desk.)* Gaby. *(Image of a light.)* Carlos. *(Image of a trash can.)* *(Continue with all the pictures, and repeat the pictures if necessary so each student has a chance to practice.)*	 Ss: Chair Ss: Desk Ss: Light Ss: Trash can Beto: Chair Lety: Desk Gaby: Light Carlos: Trash can

Teacher	Students
Repeat	
T: Daniel is an architect. Everyone repeat. T: Daniel is an architect. Paola. T: Claudia is a businesswoman. Everyone. T: Claudia is a businesswoman. Daniel. T: Alan is an engineer. Everyone T: Alan is an engineer. Nayeli. T: Mary is a musician. Everyone T: Mary is a musician. Hugo. Etc.	Ss: Daniel is an architect. Paola: Daniel is an architect. Ss: Claudia is a businesswoman. Daniel: Claudia is a businesswoman. Ss: Alan is an engineer. Nayeli: Alan is an engineer. Ss: Mary is a musician. Hugo: Mary is a musician.
Complete	
Cues on the slide: Everyone, the first one: *(Daniel ___ ___ architect.)* Paco, the second one: *(Claudia ___ ___ businesswoman.)* Everyone, the next one: *(Alan ___ ___ engineer.)* Karla, the next one:	Ss: Daniel is an architect. Paco: Claudia is a businesswoman. Ss: Alan is an engineer.

(Mary __ __ musician.) Etc.	Karla: Mary is a musician.

Teacher	Students
Change	
Cues on the slide: Everyone, the first one: *I love Thanksgiving. (She)* Everyone, the next one: *They play card games. (He)* Nancy, the next one: *He eats a lot. (We)* Humberto, the next one: *I help in the kitchen. (She)* Etc.	 Ss: She loves Thanksgiving. Ss: He plays card games. Nancy: We eat a lot. Humberto: She helps in the kitchen.

Correction during these drills:

When doing controlled activities, the focus is on form; therefore we want students to use the correct grammatical structure. When they make a mistake in these activities, you need to correct them immediately by saying the correct form and having them repeat it after you. Don't ask them to correct themselves at this point. Make sure you say the complete sentence and that they repeat the complete sentence after you.

Semi-Controlled Activities

After doing some controlled practice, it's important to move on to semi-controlled activities. There is still some focus on form, but there is also focus on meaning. In these activities, the teacher retains some of the control, but students also have some freedom to express themselves. There is not only one possible correct answer for each cue. Some of the kinds of activities that are semi-controlled are:

1) **Stimulus-Response:** In these activities, the teacher provides the student with a cue and the student responds by saying something that is true for him/her.

2) **Question & Answer:** In these activities, the teacher or another student asks a question and students answer with their own information. The teacher always provides a cue of some sort.

3) **Information Gap:** With this type of activity, the teacher gives students partial information, and they ask questions to find out the rest of the information.
4) **Half Dialog:** In these activities, the teacher has a dialog with some missing information which allows students to fill in the spaces with their own information. In WorldView, these are called Model Conversations.

5) **Find someone who…:** In these activities, the teacher provides cues for students to ask their classmates in order to find someone in the group who fits the criteria. This is a good activity to get students up and moving around, which helps change the pace of the class.
6) **Guessing Game:** In these activities, the teacher provides a cue or some information and students have to give or guess the missing information.
7) **Chain Game / Activity:** In these activities, the teacher starts the chain by saying something true about him/herself. The next student follows by saying something about him/herself and then repeating what the teacher said about him/herself. This continues until all the students have said something about themselves and have repeated everyone else's information. This is a good drill to practice form a bit more than meaning.

How to do these drills:
In the new lesson plans for WorldView split editions or Sky High, these drills are written out for the teacher. The teacher only needs to read the drill verbatim. Any information that is not to be read to students will be in parentheses (xyz). There are a few steps that are common to all these drills:

Type of drill: This tells you what kind of drill it is, the structures it practices and how long it should take to do in class.

Introduction: This tells students what they are going to talk about in general terms. This is to "warm them up" to what you'll be doing.

Procedure: These are the specific instructions for the drill. Here is where you'll often find additional instructions to the teacher in parentheses.

For example: This is an example of what you want students to do or say. Often times, the teacher takes part in the example. Sometimes the example is on a Power Point slide.

Cues: Sometimes the drill requires cues. If this is the case, the cues are provided for you.

Below you can see some examples:

SC Activity: Stimulus & Response-Nationalities (7-10 m)
Introduction: Do you know the nationalities of some people and things?
Procedure: I say a person, or thing and you say the nationality.
For example: I say: "samba" and you say: "Samba is Brazilian."
Cues:

pulque (Mexican)	David Beckham (English)	Champagne (French)
tapas (Spanish)	Maradona (Argentinian)	Taj mahal (Indian)
Amaretto (Italian)	hamburgers (American)	Ronaldinho (Brazilian)
whiskey (Irish)	Antonio Banderas (Spanish)	Colosseum (Italian)
sushi (Japanese)	Copacabana (Brazilian)	tango (Argentinian)
Tulum (Mexican)	empanadas (Argentinian)	Miguel Bosé (Spanish)
Jerez (Spanish)	The Great Wall (Chinese)	kangaroos (Australian)

SC Activity: Guessing Game-Occupations/verb to be (10 m)
Introduction: Let's play a guessing game with occupations.
Procedure: Think about a profession. Write the profession in your notebooks, but don't let your classmates see. Act out the profession you wrote and your classmates will guess.
For example: (The teacher pretends he/she is writing a report.)
        S1: You're a graphic designer.
        T: No.
        S2: You're an engineer.
        T: No.
        S3: You're a businessman.
        T: Yes, I'm a businessman.

SC Activity: Question & Answer-Nationality and short answers (10 m)
Introduction: Let's ask and answers about nationalities.
Procedure: Look at the slide and choose a new nationality; you aren't Mexican anymore! Write your nationality in your notebook, but don't let your classmates see it. Ask your classmates questions to guess their nationalities. (You can do this with the whole class, or divide the class into two groups and have each group work together.)
For example:

> S1: Are you French?   S2: No, I'm not.
> S3: Are you German?   S2: No, I'm not.
> S7: Are you Irish?   S2: No, I'm not.
> S9: Are you Brazilian? S2: Yes, I am.

SC Activity: Chain Game-Possessive adjectives (10 m)
Introduction: Let's talk about our houses.
Procedure: Say what color your house is and then what color your classmates' houses are. (This is a chain activity where the first student will say what color his/her house is and, then describe his/her classmates' houses. Don't let the chain go beyond 8-10 people because it gets too long; at that point, you should start another chain.)
For example:

> T: My house is green.
> S1: My house is blue and your house is green.
> S2: My house is red, his house is blue and your house is green.
> S3: My house is yellow, her house is red, his house is blue and your house is green. Etc.

Model Conversations:

In addition to the activities mentioned above, one of the semi controlled activities that are done in almost every unit or lesson are Model Conversations. A Model Conversation is what is referred to in English language teaching as a half dialog or cued narratives, where much of the linguistic input is already available, and students substitute their own information into the dialog to make it real for them. The advantage of these kinds of dialogs is that you can introduce real language that may be above students' level of linguistic knowledge, as expressions or phrases. These elements allow students to sound more "native-like" when speaking.

The instructions to do a Model Conversation are:
1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide where the dialog appears and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Example of a Model Conversation:

> A: Hello. I'm <u>Kim Lee.</u>

B: Nice to meet you. My name is <u>Taylor Jones.</u>
A: <u>Tyler Jones?</u>
B: No, it's <u>Taylor Jones.</u>
A: Oh, I see. What do you do?
B: I'm <u>a musician.</u> How about you?
A: I'm <u>a cashier at Jumbo Store.</u>

Correction during semi-controlled activities:
When doing semi-controlled activities, the focus is on both form and meaning. We want students to make meaningful sentences, but at the same time, we want them to say correct sentences. When they make a mistake in these activities, you need to help them correct themselves. You can do this by pointing out where the mistake is, or by pointing out what kind of mistake it is that they are making. The goal is for them to discover the mistake, which helps them learn to self-monitor, and use correct structures on their own. Once they have identified the mistake, ask them to say the correct sentence again completely, so that the last thing they remember is the complete correct form.

Some ways of correcting students during these activities are:

Teacher	Students
T: The article? T: Complete.	S: He is architect. S: an S: He's an architect.
T: Have or has? T: Complete.	S: She have a dog. S: has S: She has a dog.
T: What's the form of the verb? T: Complete.	S: We don't speaking English. S: speak S: We don't speak English.
T: She didn't, what? T: Complete.	S: She didn't went to the party. S: Oh, go. S: She didn't go to the party.

Free Practice Activities

After doing some semi-controlled practice, it's time to move on to free practice. In these activities the focus is on communication and meaning rather than on form and structure. The teacher, in these activities is a facilitator and only sets up a situation where students provide the input; whatever is true for them. Some of the kinds of free practice activities are:

1) **Discussions:** In these activities, the teacher prepares questions for students to discuss related to a specific topic and grammatical structure(s).
2) **Debates:** In these activities, the teacher sets up situation where two groups in a class argue for/against a particular topic.
3) **Presentation:** In these activities, the teacher sets up a practice where students give information in the form of a short presentation about a topic they already know.
4) **Role-Play:** In these activities, the teacher sets up a situation where two or more people are having a conversation about a topic, problem or situation.
5) **Information Gap:** In these activities, the teacher sets up the situation, but the students provide the information for the drill and they ask to find out the rest of the information.
6) **Interviews:** In these activities, the teacher set up a situation where students interview each other to find out some information.

How to do these drills:

In the new lesson plans for WorldView split editions or Sky High, these drills are written out for the teacher. The teacher only needs to read the drill verbatim. Any information that is not to be read to students will be in parentheses (xyz). There are a few steps that are common to all these drills:

Type of drill: This tells you what kind of drill it is, the structures it practices and how long it should take to do in class.

Introduction: This tells students what they are going to talk about in general terms. This is to "warm them up" to what you'll be doing.

Procedure: These are the specific instructions for the drill. Here is where you'll often find additional instructions to the teacher in parentheses.

For example: This is an example of what you want students to do or say. Most often the teacher gives the example. Sometimes the example is on a Power Point slide.

Cues: There are occasionally cues, but most often there are not.

Below you can see some examples:

FP Activity: Role-Play-Greetings, occupations (10 m)
Introduction: Do you like parties? Can you meet people at parties?
Procedure: Imagine you are a famous person. Make a card with your name and occupation. Imagine you are at a party and you are meeting and introducing the other people at the party. Work in groups of 3-4.
For example: (See the slide.)

> A: <u>Cuauhtémoc</u>, this is <u>Carlos Santana</u>. <u>Carlos</u>, this is <u>Cuauhtémoc Blanco</u>.
> B: Nice to meet you.
> C: Nice to meet you, too.
> A: <u>Cuauhtémoc</u> is a <u>soccer player</u>.
> C: A <u>soccer player</u>? Great.
> A: <u>Carlos</u> is a <u>musician</u>.
> B: A <u>musician</u>? Interesting!

FP Activity: Presentation/Guessing Game-Countries, nat. & occupations (15 m)
Introduction: Who are some famous people from different countries? (Make a list on the board and include some of the names listed below.)

Penélope Cruz	Pele	Gustavo Serrati	Brad Pitt
Bono	Angelina Jolie	Salma Hayek	Nicole Kidman

Procedure: Imagine you are a famous person. Tell your classmates where you are from, your nationality and occupation. The group will guess who you are.
For example: S1: I'm from Mexico. I'm Mexican. I'm a singer.
> S4: Are you a man or a woman?
> S1: I'm a man.
> S2: Are you Carlos Santana?
> S1: No, I'm not.
> S8: Are you Luis Miguel?
> S1: Yes, I am.

FP Activity: Interviews-Possessive adjectives (10-15 m)
Introduction: What things do you like?
Procedure: Stand up and ask 5 classmates about the things they like. Ask about their favorite **movie**, **car**, **restaurant**, **food** and **drink**. (As you say these words, write them on the board. Explain any words if necessary.) Ask what is your favorite…? (Put this question on the board.) Write down what your classmates say.
For example:
> S1: What's your favorite movie?
> S6: My favorite movie is Star Wars.
> S1: What's your favorite car?
> S3: My favorite car is a Ferrari.
> S1: What's your favorite restaurant?
> S9: My favorite restaurant is Italianis.
> S1: What's your favorite food?
> S4: My favorite food is pizza.
> Etc.

Follow up: Now, tell the group about the things your classmates like.
For example: S1: José's favorite movie is Star Wars. Carlos' favorite car is a Ferrari. Tere's favorite restaurant is Italianis and Gaby's favorite food is pizza.

FP Activity: Presentation-Occupations (10 m)
Introduction: Let's talk about occupations of people you know.
Procedure: Tell me some professions you know. (Write them on the bb.) Work in groups of 3-4. Tell your classmates about the professions of 4 people they know; family members or friends. You can use the occupations on the board or the occupations from the book.
For example: My brother is an engineer, my father is a doctor, my sister is a student and my friend Tere is a teacher.

Correction during free practice activities:
When doing free practice activities, the focus is meaning; therefore we don't want to interrupt our students during these activities. We want students to have an opportunity to experience the language without teacher intervention; this is to mimic what it would feel like if students were out in the world and had to communicate in English; there would be no teacher around to help them. This doesn't mean to say that we won't do any correction. Correction in this case needs to come at the end of an activity. When the students have finished the role-play, interview, presentation, debate, or whatever, that's when we do group correction. In order to do this, as a teacher you need to write down common student mistakes you hear while they are speaking, so that at the end of the activity, you can mention the types of mistakes you heard them make. You don't want to correct every mistake you heard, but rather general mistakes that the whole group was making.

For example, if you heard the following mistakes: "He's a architect. She is engineer. My sister is doctor." Then you'd probably want to say to students something like:
> When we talk about occupations in singular, what's necessary? (An article.) Right, so if I say, he's architect, what's the correction? (He's an architect.) Right, and if I say, she's a engineer, what the correction? (She's an engineer.) Right.

For Sky High Starter and WorldView levels in split edition the controlled drills, semi-controlled activities and free practice activities are all written out in the lesson plans and are included in the program.

For WorldView complete editions or for Summit levels 1 and 2, there are only the Repeat/Complete drills included as part of the courses. The only additional oral practice in these levels is whatever has been included in the books themselves in the sections called Speaking. As we update the courses, we will add in additional oral practice for students.

PRONUNCIATION

In both WorldView and Sky High, there are different activities to practice correct intonation and sounds of the English language. These activities are usually written out on a slide and students can follow along in this manner, or they can follow along in their books since the same information can be there. The instructions for doing these activities are in the teacher's guide for each course, and the teacher's guide generally gives additional information to the teacher regarding the aspect of pronunciation being practiced in that class. The audio for these activities are included in the Power Point slide.

When talking about pronunciation, there are two main areas to focus on: segmentals which are the individual sounds and suprasegmentals which refer to the intonation, stress and rhythm of the language. Surprisingly, it is the incorrect use of stress, intonation and stress that will cause a non-native speaker to be misunderstood most often. For this reason, there is quite a bit of focus on the suprasegmentals when teaching pronunciation. The pronunciation aspects that are taught and practiced in these books relate to the unit and structures being taught in that unit.

READING / LISTENING

In Sky High and in the WorldView books, there are various activities that focus on reading and listening. Many of the activities are done in conjunction with other types of activities: vocabulary, grammar, pronunciation, etc. and practice different reading or listening strategies. Some of the activities included are listening or reading for the gist, reading or listening for specific information, completing a form,

taking a quiz, etc. These activities are done in students' books and the instructions for doing them are in the teacher's guide for each course. The audio for the listening activities is included in the Power Point slide.

To facilitate the correction of these activities, the answers are generally checked by looking at the slide that has the correct answers. Checking students' answers in this fashion is easy and efficient, and requires little time. Generally, the activity that students have in their books is written out on a slide and when you click on it, the answers will appear.

WRITING

In the Sky High and WorldView split edition books, there are some writing-type activities that are done in class (filling out grammar exercises, filling in blanks in a dialog, etc.) in addition to some activities where they write a paragraph following an example. Instructions on how to do these activities are given in the teacher's guide. Besides this, they have exercises from the workbook that they need to fill out every day to reinforce what they learned in class. Any written paragraphs, stories, descriptions, etc. that are set for homework, need to be collected and the teacher will need to check them and give them back the following class.

In the WorldView and Summit books, there are some writing-type activities that are done in class (filling out grammar exercises, filling in blanks in a dialog, etc.) but, most of the writing activities are paragraphs, notes, articles, etc. that are set for homework. There is usually not any other homework set, since students do not buy the workbook. Instructions on how to do these activities are given in the teacher's guide. Any written paragraphs, stories, descriptions, etc. that are set for homework, need to be collected and the teacher will need to check them and give them back the following class.

WRAP UP

It's important for students to feel that they have accomplished something tangible each class. For this reason, doing a wrap up at the end helps them see what they have learned for that day. Doing a wrap up takes only a few minutes, but can be

invaluable in making students see how far they have come. To wrap up we ask a few simple questions:

1. What was the objective for today's class? (Have them look at the board.)
2. What are some vocabulary words you learned today?
3. What new grammar did we see?
4. What things did we talk about?

These few minutes help solidify learning and keep students motivated because they can see their own progress.

For Sky High Starter and WorldView levels in split edition this step is included in the last slide and is also in the lesson plan.

For WorldView complete editions or for Summit levels 1 and 2, this step is not on the last slide, but teachers can do a wrap up by simply asking the same questions that can be seen above.

ASSIGNING HOMEWORK

For Sky High Starter and WorldView levels in split edition: the last thing to do before dismissing the class is to assign homework. The last slide always has the homework assignment on it. Go over it with students to make sure they know what to do.

For WorldView complete editions or for Summit levels 1 and 2, you need to get them started on the writing activity, so that they know what to do for homework. Take 3-5 minutes to explain what to do, and have them start writing the homework assignment.

PART 2
BACKGROUND
READING

WARM UPS

The Importance of Warming up Students
By Chris Cotter

Source: Internet
http://www.headsupenglish.com/index.php?option=com_content&task=view&id=176&Itemid=79

The warm up of a lesson often receives less attention than it should. Teachers spend a lot of time preparing explanations and worksheets to introduce and practice the target language, for example. They then enter the classroom unprepared for the first five or ten minutes. "Let's do something fun" usually constitutes all the planning that goes into this stage of the lesson. Planning then gets done on the way to the classroom, with the teacher pulling a game out of his bag of tricks.

Every teacher with more than one month's experience is guilty, including myself. But a well-planned, effective warm up offers more towards the lesson than just a bit of fun.

Because it's the first activity of the lesson, the warm up sets the tone for the next ninety minutes. An activity that students find too difficult, or even confusing, results in a class of disinterested zombies. Similarly, a writing-based activity won't get the students communicating. This then translates into a quiet class session in which you have to prod and push the students to volunteer examples or simple answers.

A fun warm up, on the other hand, raises energy levels. Fun activities also produce relaxed, less inhibited students. With the right warm up, you'll have created a positive atmosphere to practice and experiment with the language.

The warm up gets students into "English mode." If you teach EFL in China or Japan, the lesson may represent the only chance for students to use the language. In other words, they might not have spoken English since the last session, be that two days, one week, or one month ago. Even if your students encounter and use English every day, it still takes some time to prepare for the intensive ninety minutes of classroom time.

To fully get into "English mode," as I like to call it, a warm up should last about ten minutes. I'm assuming your lessons meet for ninety minutes, so a sixty minute session can shave a few minutes from this figure. Without enough time to get warmed up, though, students will continue to make mistakes during the early stages of the lesson - important time needed to present and drill the new material. Students may be slow to understand, too, again because those wheels aren't turning yet. As a final comment, if the warm up takes too long, say fifteen minutes, then valuable time gets lost from the main focus of the lesson. Students have less time to acquire the new material.

An effective warm up serves as a springboard into the topic or target language of the lesson. If the lesson focuses on how to make hotel reservations, then a few lower-intermediate questions will get everyone thinking about the topic. The warm up activates already held information, in this case about hotels and hotel reservations. There's the chance, too, that students may even inadvertently produce some of the key language, which you can make note of and use to present the target material.

A conversation-based warm up between the students allows you to sit back, observe, and assess everyone's ability. Assessment proves especially important if you see different faces each session. But even a class with regular attendance will catch students on good and bad days. Let's say everyone is a bit tired and unfocused, in which case you'll have to scale back the lesson objective. On the other hand, you may have to expand the scope if everyone uses the target language correctly from the get-go.

You can also evaluate who will partner well together, and who won't. Strong students may not want to work with weak students, or a middle-aged housewife may feel most comfortable with a woman her age. Although you won't be able to fully determine abilities or personalities for later pair and group work, assessment here will signal any potential problems or conflicts at the very least.

Here are some final comments about warm ups:

Don't correct the students. Assistance is fine, especially if some people have difficulty participating in the activity. But remember: your students still aren't in thinking in English, so they'll make mistakes even with familiar material. If you have ever studied a foreign language, do you remember how far into the conversation you began to feel comfortable? Which point is easier, the first few exchanges in a conversation, or five minutes into it?

In addition, correction not only interrupts the flow of the activity, it also generates a teacher-centered lesson. As mentioned, the warm up sets the tone for the next ninety minutes. If you participate in the activity, especially in a small-sized class, it turns the focus towards you, too.

To offer an example, in a class of two, you first talk to a student one-on-one for a few minutes, and then do the same with the second student. In so doing, you've established yourself as a participant rather than a guide. The students won't be as quick to volunteer information or participate in conversations unless you initiate and run them. This steals valuable talk time from the students, and creates more hesitant speakers inside and outside the classroom. Compare an activity in which you write three questions on the board, and instruct the students to pair up and sustain the conversation for at least five minutes. Always strive for an atmosphere in which the students take responsibility for the language they produce. I often use the following to measure my involvement in the class: If the students are in the middle of an activity when I write info on the board for the next step of the lesson, no one even notices until the activity begins to wind down.

Because the warm up opens the class session, it sets the atmosphere and expectations of the lesson. It also allows you important assessment opportunities, which will later determine the type of activities, who will partner with whom, and the scope of the lesson. Always give equal consideration to the warm up as to other steps of the lesson. The result will be a more focused and positive group of students performing to your expectations.

VOCABULARY

The Underestimated Importance of Vocabulary in the Foreign Language Classroom

By Keith S. Folse, Coordinator of TESOL Programs, University of Central Florida [Non-copyright article reproduced here from *CLEAR News* 8:2. Fall 2004. pp. 1, 3, 6.] http://www.seasite.niu.edu/trans/articles/Underestimated%20Importance%20of%2 0Vocab.htm
Whenever I conduct workshops on foreign language vocabulary pedagogy. I am invariably asked the question, "So what does research say is the best way to teach vocabulary?" There is no one answer here, but research (Hulstijn, 1992; Folse, 1999) clearly shows that learners need multiple encounters with words. Thus, the most important point in teaching and learning vocabulary is the number of times the learner has to retrieve the word, a factor which the teacher can influence through classroom activities.

What does this mean for the teacher? After you have presented a set of words, do as many activities as possible that cause the learner to have to retrieve the form, the meaning, or the usage of the word.

Form, Meaning, and Use

From: Better Language Teaching
http://www.betterlanguageteaching.com/esl-articles/89-form-meaning-use
In the language classroom, teachers should strive to balance form, meaning, and use. Students should understand not only the mechanics of the language, but also the hows, whys, and wheres a particular structure, word, or phrase gets used.

For example, in a lesson on the past perfect tense, students need to learn the sentence structure. The teacher first drills past participles on a variety of verbs (eat / eaten, swim / swum, buy / bought). He then plugs the past participles into the grammar structure, with students then further practicing the material via example sentences and more drills.

However, the class also needs to learn that the past perfect places actions or events in order for the listener or reader. The grammar serves as a marker of when events happened. This is especially needed when the speaker forgets some information and has to backtrack in the story. This is also important when information needs further clarification.

Let's look at the following in more detail, which will also clarify the concepts of form, meaning, and use.

Form: This refers to the mechanics of the language, either in terms of grammar or vocabulary. With regards to grammar, students must understand the sentence structure of a specific grammar rule. In the above example on the past perfect tense, this would be:
subject **|** had **|** past participle **|** object/complement

So whenever students want to use the past perfect tense, they have to follow this specific structure.

With regards to vocabulary, students must understand the pronunciation of a word. If in a written text, then students must know how to spell a word. Prefixes, suffixes, and roots are also important, especially at the intermediate and advanced levels. Students should be able to breakdown the components of a word to guess at the meaning. Take the following prefixes:
> **bi**annual - "bi" means twice, so the new meaning is "twice a year"
> **dis**trust - "dis" means not, so the new meaning is "not to trust"
> **sub**marine - "sub" means under, so the new meaning is "under water"

With an understanding of prefixes and suffices, students don't always have to scurry for a dictionary every time they encounter an unknown word. However, students should also learn to readily recognize that the word may be a noun, verb, adjective, or adverb. This is becomes possible by devoting a portion of the lesson to form.

Meaning: This is the mental image/comprehension that is generated by the grammar or vocabulary. Students connect the grammar structure with the meaning. For example, the past tense signals events in the past, the past perfect signals earlier actions/events in a narrative. Once the teacher has presented the structure, he should talk about the meaning too.

When vocabulary is the focus of the lesson, students connect the form of the word with its meaning. This occurs both at the micro- and macro-levels. At the micro-level, the word stands alone. Students understand the image triggered by a specific word. However, at the macro-level, a word may have a different meaning because of the sentence in which it appears. There is often nuance or some other concept generated. In addition, when someone uses a word, there may be other associated word choices selected or triggered.

Use: Last comes how the grammar or vocabulary gets used. For example, the past perfect tense isn't used in every sentence but rather in conjunction with the past tense. One sentence appears in the past perfect to order events, and then subsequent sentences appear in the simple past. Take the following short narrative:

Tom had studied English for ten years. As a result, he got a great job in England last year.
However, use also takes into consideration phrases or certain structures that might appear more conversational, others more formal, and yet even more than a few used only in very specific industries or situations.

Vocabulary follows the same concept, as some words are more often used in writing. Others are more often used in speaking. And many words have specific uses and appear in written communication like academic essays or business correspondence. Students must understand these points for effective vocabulary use, especially at the higher-levels when they acquire words with less concrete meanings. In addition, students must also realize what words or types of words are commonly associated with the vocabulary.

Of course, if the teacher tried to cover form, meaning, and use in every lesson, ensuring that students know all the ins and outs of a grammar structure or word, then not much would get done. What's more, the class would likely be quite boring. Consider the following ideas for effectively covering form, meaning, and use in the classroom:

1: Keep the explanations brief. A simple comment that the past tense refers to events in the past serves as an adequate explanation. The same holds true of a few comments on the past perfect, or any other structure. A visual diagram and several examples also further highlight the target language.

2: Limit the explanation to the task/lesson at hand. There may be several exceptions to the rule. There may be times when the language isn't used for some situation or with some medium. Yet this is all extraneous information. The teacher wants to provide just enough explanation for the students to practice the language correctly and purposefully.

3: Consider devoting several lessons to a specific grammar or language point. This allows the teacher to address and practice the rules and exceptions, yet not overwhelm the class with too much information. The teacher can also practice different skills/mediums, yet return to the same language point.

4: Address grammar and vocabulary again and again. The teacher should provide several opportunities to acquire the target language during a course of study. Just because students have studied the target material once doesn't mean they can use it well. By revisiting the target structures, then students who grasped the form have a second chance to grasp the meaning and use of the target structure. Students who grasped the meaning have a second chance for the form and use.

GRAMMAR

Current Developments in Research on the Teaching of Grammar

Nassaji, H. and S. Fotos (2004) "Current Developments in Research on the Teaching of Grammar," *Annual Review of Applied Linguistics* 24, 126-145. Copyright © 2004 Cambridge University Press.

This 2004 article by Nassaji and Fotos surveys twenty-plus years of recent research and concludes that grammar teaching is effective and beneficial. In the conclusion, the authors state that a grammar component in L2 teaching "is necessary in order for language learners to attain high levels of proficiency in the target language." (137) I believe this is an informative and important article in today's discussion of the teaching of grammar. In brief, here are some of the more salient points.

. . . [A] large body of research [points] to the inadequacies of teaching approaches where the focus in primarily on meaning-focused communication, and grammar is not addressed. Extensive research on learning outcomes in French immersion programs by Swain and her colleagues[1] showed that, despite substantial long-term exposure to meaningful input, the learners did not achieve accuracy in certain grammatical forms. . . . This research suggested that some type of focus on grammatical forms was necessary if learners were to develop high levels of accuracy in the target language. Thus communicative language teaching by itself was found to be inadequate. (128)

. . . [A] large number of laboratory and classroom-based studies as well as extensive review of studies on the effects of instruction over the past 20 years . . . indicate that grammatical instruction has a significant effect on the attainment of accuracy. . . . [A] recent [study] concludes that explicit instruction (presenting the structure, describing and exemplifying it, and giving rules for its use) results in substantial gains in the learning of target structures in comparison to implicit instruction (usually consisting of communicative exposure to the target form) alone, and that these gains are durable over time. (128-129)

Controlled to Free Activities
Written by Chris Cotter
http://www.headsupenglish.com/index.php?option=com_content&task=view&id=488&Itemid=79

Any lesson will incorporate a series of activities that allow students to practice and reinforce the target language or skill. Most lessons will include drills, discussion questions, dialogues, and/or role plays. However, attention should be given as to the order of the activities. Considering when and why they will be used ensures the class progresses smoothly, and students don't get confused or dissatisfied.

Controlled, semi-controlled, and free activities provide a rough order for any lesson, with any activity falling into one of these categories. Controlled activities tend to appear early in the lesson, semi-controlled in the middle stages, and lastly free activities towards the end. As the class progresses through the content, each type of activity allows increased amounts of creativity, personal relevance, and experimentation with the language.

Controlled Activities
In activities which are controlled, the teacher knows the answer, question, or language which the students will produce. There is only one correct response. For example, if the teacher were to use flashcards as a prompt for vocabulary, there is only one correct answer for each flashcard. The same holds true if students worked in pairs to complete a gap fill worksheet, crossword, or even a sentence unscramble.

Controlled activities allow students to solely focus on the new language structure. A variety of possible answers don't get in the way. What's more, with each response, the target language becomes increasingly familiar and confident.

Semi-Controlled Activities
As confidence and familiarity increases, the teacher should opt for semi-controlled activities. Here there is a somewhat increased amount of freedom, which maintains interest and challenge for the students. The teacher can't guess all the specific answers before the activity begins, even if there are a limited number of possibilities. For example, if students were to brainstorm occupations, then most students would compile lists with many of the same jobs. However, there will always be an unanticipated and surprising few.
With semi-controlled activities, students have the chance to somewhat personalize the language, drawing on past studies, interests, and needs. In the brainstorming activity

just mentioned, perhaps one student brings up "nutritionist" because he works in a hospital. For him, this job is relevant and important. And although students have such freedom, they still can practice the new language within narrow confines. They aren't yet fully familiar or confident with the language.

Brainstorming activities, short Q&A activities, storytelling based around a picture, or adding to a pre-written dialogue are all examples of semi-controlled activities.

Free Activities

Free activities come last in the lesson. Here the students have complete freedom in the language they produce. The teacher can't predict what will be said before the activity begins. Students have the greatest opportunity to personalize the language, experiment, and incorporate previously learned vocabulary, grammar, and other points. This naturally leads to high rates of retention.

It's important to leave free activities towards the end of the lesson, as students don't yet have the ability to use the new target language with a minimal amount of mistakes. Controlled and semi-controlled activities should provide enough practice to allow this type of activity to be conducted successfully. What's more, by incorporating this activity, students can adjust and work within their personal comfort levels. This improves student interest.

Let's look at an example before the close of this article. A weaker student largely sticks to the target language in a free activity, while a stronger student mixes some new vocabulary that he studied on his own. Because both are working to their maximum ability, both are challenged, engaged, and building fluency and accuracy.

Any lesson should work from controlled to free activities. This allows increased challenge and the opportunity for experimentation. However, should the teacher start with free activities, and students don't have the confidence or skills to use the language successfully. Or should the teacher stick with controlled activities throughout the lesson, and boredom results. Only through the specific order from controlled to free activities can students work to their full potential.

Controlled Practice, Semi Controlled Practice, Communicative Activities

Source: Language Link Corporate Site:
http://jobs.languagelink.ru/tefl_clinic/teaching_knowledge/glossary/practice_activities_and_tasks.php

Controlled practice: When students practise the **target languag**e in restricted situations in which they have little or no choice of what language they use. The teacher focuses on accurate use of the target language.

Drill: A technique teachers use for encouraging students to practise language. It involves guided repetition or practice.

1. In a **choral drill** the teacher says a word or sentence and the students repeat it together.
2. In an **individual drill** the teacher says a word or sentence and one student repeats it alone.
3. In a **substitution drill** the teacher provides a sentence and a different word or phrase which the student must use (or **substitute**) in exactly the same structure, e.g.

- Teacher: *I bought a book. Pen.*
- Student: *I bought a pen.*

4. In a **transformation drill** the teacher says a word or a sentence and the student answers by changing the sentence into a new grammatical structure, e.g.

- Teacher: *I bought a pen.*
- Student: *I didn't buy a pen.*
- Teacher: *I went to the cinema.*
- Student: *I didn't go to the cinema.*

Semi-Controlled Practice: moving away from focus on linguistic forms/accuracy to focus on meaning/communication

Source: http://www1.american.edu/tesol/Lesson%20Plan%20-%20Language%20Function.pdf

- move toward less controlled exercises and provide stronger focus on meaning component
- make sure that exercises model realistic tasks and realistic language use (i.e. are these the type of exchanges that native speakers would engage in) and provide unifying content
- if possible, provide for exchange of personal information

Sample Activities for Semi-Controlled Practice:

a) cued narrative/half dialog (ss produce appropriate linguistic exponents following verbal/written/pictorial cues provided throughout the activity)
b) unscrambling tasks (ss assemble a communicative exchange by putting the relevant parts of the exchange in order)
c) information exchange (short information gap tasks that help practice the target function)
d) preparation (ss plan, prepare, rehearse for a later activity)

Communicative Activity: Focus on meaning/communication and accomplishing a communicative goal

Source: http://www1.american.edu/tesol/Lesson%20Plan%20-%20Language%20Function.pdf

- activity should allow for genuine information exchange
- the new function should be an integral part of the speaking activity, but should not be the focus, so that attention is shifted away from the function (and its linguistic exponents) to a genuine exchange of messages among students
- activity needs to be adequately prepared
- explain the purpose of the activity (best at the end; otherwise students **will** focus on the function too much)

Sample Activities for Speaking:

a) information gap tasks (longer, extended versions of semi-controlled info gaps; ss should focus on social protocol of the entire situation, e.g. the hellos and good-byes in phone conversations)

b) opinion gap tasks (ss engage in cooperatively solving a problem)

c) role-play l drama l simulation (ss freely act out roles and situations after initial cues, often simulating real-life actions and experiences)

d) games (ss produce and use language in a setting of a language game)

e) interviews (ss obtain information from each other)

f) discussion (ss discuss specified topic; sides may or may not be assigned)

ACCURACY VS. FLUENCY

Speaking matters: Developing and dealing with accuracy
Author: Adrian Tennant

Introduction
Of course, when we are speaking it is not always enough to be fluent, we often need to be accurate as well. However, we need to be careful not to think of the two as being mutually exclusive. It is possible to be both accurate and fluent. But, in the classroom it is often best to focus on one or the other as it can be difficult to deal with both at the same time. In this article I'll look at ways of developing and dealing with accuracy in speaking activities.

What do we mean by accuracy activities?
Clearly, by the word accuracy we mean speaking without making mistakes, or at least limiting the number of mistakes we make. But how does an accuracy activity differ from one which is designed to develop fluency? In some cases there is absolutely no difference in the activity or task type. The difference is on the teacher's role during the activity and on what the teacher is focusing on. For example, when accuracy is the focus the teacher will note down the mistakes made and may even interrupt the activity to correct the students, whereas in a fluency activity the teacher wouldn't interrupt and would probably be more interested in the outcome of the activity. However, in some cases an activity is specifically designed to develop accuracy and would not usually be used for the purpose of developing fluency. An example of this would be a drill. For example:

> **Teacher:** I like watching TV.
> **Students:** I like watching TV.
> **Teacher:** Playing football.
> **Students:** I like playing football.
> **Teacher:** Eating ice cream.
> **Students:** I like eating ice cream.
> **Teacher:** Don't
> **Students:** I don't like eating ice cream.

If students make mistakes, the teacher can immediately correct them in this type of activity. In terms of meaningful communication there is very little value.

Does the teacher always need to control an accuracy activity?
No, not necessarily. It's quite possible to do an accuracy activity in pairs with the teacher closely monitoring to try and pick up on any problems. In this format the students are also responsible for listening carefully to their partner. However, in most

accuracy activities the teacher will either keep tight control or monitor so that there is little chance of mistakes (or at least persistent mistakes) being made.

Why are accuracy activities important?
From a classroom perspective accuracy is often very important as many tests focus on this aspect of speaking. It is also quite easy to know if a student is accurate or not simply by listening to them speaking.

Accuracy can also be extremely important in the real world. This does not only apply to grammatical accuracy but also to formality, register, choice of vocabulary and pronunciation. If someone uses the wrong kind of language in a situation then it can actually be worse than if they make a grammatical mistake. Just imagine someone meeting the Queen of England and saying "Yo! Your highness, how's it hanging?" Of course, this is an extreme example, but one that helps illustrate the issue. From a grammatical standpoint if a student answers a question such as, "How long are you here for?" (referring to the future) with, "I've been here for six months," (referring to the past) it'll probably be picked up by the person who asked the question as an incorrect response. But, if they respond by saying just "Six months" without the "I've been here for…" part then the questioner will be none the wiser. Quite clearly accuracy is an important factor in both these cases.

Activities that focus on accuracy therefore give both the teacher and the students an opportunity to look at what are the norms and acceptable forms of language items.

Should the teacher interrupt an accuracy activity if students are making mistakes?
In some cases, yes. For example, in a drill where the teacher is tightly controlling the activity then whenever a mistake is made the teacher needs to correct the mistake and make sure that the student who made it repeats the corrected form. On the other hand, there are some activities where it may not be possible to interrupt the activity. For example, when students are working in pairs there may well be too much going on at the same time for you to stop each pair every time a mistake is made. In this situation it is important to note down any mistakes you hear and can't deal with immediately and then look at them as soon as the activity has finished. Obviously, if there are a lot of mistakes being made then you need to do something straight away. If it is one or two students, then you might simply want to work closely with them for a few minutes while the rest of the class carry on with the activity. If, on the other hand, it is a significant number of the students then it is best to stop the entire activity and go back to a more teacher-centered one where you have more control.

What should I do after an accuracy activity?
If the activity has gone well, then it is useful to use a less controlled activity and one that might focus more on fluency, to see whether students can use the language

correctly in a situation which is less teacher-centered and/or more like a real life activity. It is quite possible for students to perform well during a controlled activity such as a drill where they know that the focus is on the production of accurate language and then during a freer activity to make as many mistakes with the language as they were before you did the controlled activity with them. If this happens, don't worry! It simply means that they need more practice.

Similarly, if an accuracy activity doesn't work, then you simply need to re-teach or review the language and use a few more controlled activities until the students can use the language accurately.

Can accuracy activities be creative and fun?
Of course they can. Even an activity that seems boring and dull such as a drill can be made into a creative and fun activity without losing its focus on accuracy. One way of making a drill more fun is to allow students to personalize it. This also has the added bonus of making it more memorable as it becomes relevant to each student. Making a drill fun can be done quite simply by having a pattern and giving some alternatives to be used in certain places. For example, imagine you are drilling a sentence like:

Last year I went on holiday to Spain. It was great.

Now look at the sentence again and see how many words are replaceable:

Last year I went on holiday to Spain. It was great.

Now we can turn the sentence into something like this:

(1) _____ I went on holiday (2) _____. It was (3) _____.

For each gap we can give a choice of words that students can use in each gap.

(1) *Yesterday, Last month, A week ago, Two days ago*

(2) *to Thailand, to the moon, with my friends, on my own*

(3) *fantastic, boring, horrible, OK*

By doing this we keep the structure but give several options, making the activity both creative and more fun. Of course, the next step would be to get students to put in words of their choice. Think about the accuracy activities you do in class. How could you make them more creative and fun?

Speaking Matters: Developing Fluency
Author: Adrian Tennant

Introduction
One problem that students often have is speaking fluently. This is common when lessons have focused on grammar and where speaking activities have been limited to drills or tightly-controlled pair-work activities. In this article I'll take a closer look at developing fluency in speaking and provide some activities to help.

What do we mean by fluency?
The dictionary* definitions for the word *fluent* are 1) able to speak a (foreign) language very well without difficulty; 2) expressing yourself in a clear and confident way, without seeming to make an effort.
For many learners the words 'without difficulty', 'in a clear and confident way', and 'without seeming to make an effort' are all issues.

It is important to remember that speed is not part of any of the definitions and nor is accuracy, unless of course you take 'speak a language very well' to imply that this means without mistakes. If you think about it, even native speakers of a language make mistakes and yet you would usually call them fluent speakers. How fast you speak is also not a clear indicator of fluency. If you speak quickly, but lack confidence, and don't express yourself clearly are you any more fluent than someone who speaks slowly but effortlessly? No. So ultimately fluency is about confidence, effort and ease.

Why do students find it difficult to be fluent?
One of the main reasons is lack of confidence. They might know what they want to say in their head, but actually producing it is something else. Students need to develop confidence in their ability to say what they want to say and to communicate effectively. Another reason is that often in a classroom everything a student says is scrutinized for mistakes. This not only affects their confidence, but also means that they spend time running through the words in their head before opening their mouth. Quite clearly then, two of the most important things to focus on when developing fluency are giving students confidence and enabling them to communicate their ideas and thoughts.

How can we help them become more fluent?
Obviously the best way to help students become more fluent is to give them plenty of practice. However, practice alone is not enough as they may not take all the opportunities offered. If we go back to why students find it difficult to be fluent there were two main reasons. If we deal with these reasons then this will certainly improve their chances.

So, the first thing is to remember what the purpose of any fluency speaking task is. It is not to be 100% accurate and correct. If we, the teacher, focus on student's mistakes and keep on correcting them then they will lose any confidence they had, stop talking and

the whole activity will fail. On the other hand, should we ignore all mistakes? Probably not. But there is a time and place to deal with these. I'll look more closely at this issue in the next section.

Another thing that is important is that we don't make students go into an activity 'cold'. What I mean by this is that students aren't asked just to speak without any time to collect their thoughts. Effective planning time will lead to a far more effective speaking activity and will help build student's confidence.
Finally, it's essential that the activity you set is meaningful. Students won't be able to speak about something that doesn't interest them, or isn't relevant to them. It's quite useful to get students to suggest topics that interest them as they are more likely to contribute to the speaking activity.

What should I do if they make lots of mistakes?
First of all, don't worry! Mistakes are part of learning. Whatever you do, don't draw attention to the mistakes as the point of the activity is not accuracy but fluency. You'll often find that if another student doesn't understand what is being said they will ask for clarification which will lead to the student who spoke either self-correcting or getting peer correction, both of which are far more effective than you interrupting.

However, it is useful to note down any mistakes you hear as these can be dealt with at a later stage (as long as you don't make it too obvious that they were made during a particular fluency speaking activity). You can do this by carrying out a review activity on particular grammar points or vocabulary items that proved to be problematic during the activity.

One thing that you'll often hear is the importance of giving feedback, or letting students know how they did. In a fluency activity this doesn't necessitate focusing on the mistakes that were made. In fact, it's far better to focus on the purpose of the activity, which is usually to convey information etc. A simple response about how X was a very interesting point will show that you have been listening and will increase students' confidence.

What's my role as a teacher in fluency work?
Probably the most important role for the teacher is setting up the activity. If, for example the activity is a discussion you might provide the students with a short text, maybe a newspaper article, to give them some ideas. Then, you could put the students into small groups and give them some specific questions to discuss. i.e. What do you think about X (the topic)? Why do you think X happens? What do you think X should do? Etc. Notice, all the questions are open-ended questions. This type of question encourages students to speak whereas questions that only require a Yes/No response are likely to get just that. i.e. Do you agree with the writer? Yes. Often it is good to give students a specific role. For example, if you have a discussion about endangered animals you might have a role card 'You work for a conservation organization. You think it's very important. Think of some reasons why.' 'You live in an area where there

are tigers. You are worried because they kill your livestock. You want to be able to hunt them.' 'You work for the government. It costs a lot of money to protect these animals. Is it really so important?' etc. By giving students roles you give them a starting point from which to think about a particular issue.

Get students to work in small groups either discussing a particular issue or planning what they will say in a debate such as the one outlined above. If the debate is going to be for the whole class then there is another trap you must avoid. That is, don't ask too many questions. If you ask a question give students time to think about their answers. It does mean that there might be a few minutes silence, but usually someone will speak after a short time. If you immediately ask another question then students don't have time to think and it simply leads to more silence and probably you asking yet another question.

ERROR CORRECTION

How to Correct: Four Ways to Handle Mistakes

To produce proficient speakers of English, we must offer correction in the classroom. The most obvious and often-used form tends to be the direct teacher-to-student type, as in: "Akinori, you should say, 'Have you ever gone abroad?' instead of 'Have you ever went abroad?' Remember: go, went, gone." But this kind of correction proves the least desirable, especially if used often, because:

1. It tends to create a teacher-centered classroom. Students wait until after the activity to receive confirmation by you on a job well done (or not so well done, as the case may be).
2. Although there are a variety of techniques which encourage students to notice the language, and which you can employ throughout a lesson, correction from the teacher prevents students from noticing mistakes. It can also harm their ability to analyze why something is wrong.
3. It negatively affects confidence.
4. It lowers retention.

In other words, students aren't used to taking responsibility for the language they produce. In the real world beyond the classroom, this can translate into hesitant speakers unsure of their abilities. They likely have weak language-recognition skills, too.

It would be oversimplifying to just state that this type of correction has no place in the classroom, though. It does, especially in the early stages of the lesson when students first practice the target language. They haven't become familiar with the new material, so can't yet judge what's right and what's wrong. They need direct feedback from you. Very low-level students also benefit from teacher-to-student correction. There's the guarantee that any correction given will be right, clearly explained, and supported by examples. But we can offer correction through other techniques as well. In addition to teacher-to-student correction, consider the following:

1. Self-correction
2. Group correction
3. Student-to-student correction

The remaining course of this article will explore and explain the positives and negatives of these different types.

Self-correction: In a classroom that focuses on conversation and self-responsibility, students should correct their English quite frequently. In doing so, they increasingly

notice and correct problem spots, both individual weak points and ones connected to their native language. For example, Japanese learners often drop articles (a/an/the) and plural "s," as well as confuse gender pronouns (he/she). Even higher-level learners have this problem. But with repeated self-correction, students better remember the right language and use it... which leads to establishing the right pattern, or habit... which leads to correct use of the language over time. In addition, when students catch and correct their own mistakes, their confidence increases.

Students may correct themselves in the middle of a conversation, such as, "I goed to... I mean, I went to the beach yesterday." This is obviously ideal. Although you want to strive for little to no intervention on your part, students may require a minor prompt. You could raise an eyebrow, for example, or say, "Excuse me?" This signals a mistake was made, and the speaker should review and correct what he just said.

Self-correction should take place quickly, hardly affecting the flow of the conversation. If students correct themselves too much, it can have the opposite effect. It hinders fluency. You also can't always rely on students to catch their own mistakes. These may go uncorrected.

> *positives:* encourages recognition of mistakes; builds confidence; aids retention.
> *negatives:* students may not be able to recognize mistakes; overuse hinders the flow of conversation.

Group correction: A student doesn't always catch his own mistakes, though, no matter how skilled he may be. Or perhaps you don't want to interrupt an activity. Or maybe you feel as though you have corrected too much during the lesson already, so teacher-to-student correction is out, too. Group correction is an alternative, with peers in small groups pointing out mistakes.

The idea is that groups of students work together to help one another. Because large groups can prove intimidating, five students or fewer together end up as ideal. With role-plays, presentations, interviews, debates, or any other type of group activity, students note mistakes for a feedback session later. Similarly, one student can sit out, observe the conversation, and jot down notes. Other students then rotate out to observe as the activity continues. A correction session follows in which your English learners play the role of the teacher. Always stress that feedback should be positive, and that everyone benefits by pointing out and correcting mistakes together!

Group correction has the potential to foster teamwork, as well as a sense of support in the classroom. Both are important in creating a positive learning environment where students can feel comfortable experimenting with the language. It also provides the opportunity for learners to notice language problems without help or interruption by the teacher. Unfortunately, this also means that any errors (unfamiliar language, or language above the class's ability level) will remain uncorrected. As I wrote in "[Mistakes, Errors, and Correction](#)," you don't always want to spend time teaching new

material outside the scope of the lesson. And what of the times you do want to take a little detour, though? Unfortunately with group correction, you'll miss opportunities to fine tune your learners' abilities.

Two final points: stronger students will help weaker students in the group, yet everyone benefits. Chances are high that other people in the group made similar mistakes, including the more adept students--just no one noticed. Hence everyone gets reinforcement of the correct language. Student talking time also rises, because learners must point out and discuss the problems.

> *positives:* fosters teamwork and support; stronger students help weaker students; increases student talk time, as everyone talks about the mistakes.
> *negatives:* students may not catch mistakes; errors (unfamiliar language, or English not known to be unnatural) will go uncorrected.

Student-to-student correction: This isn't so dissimilar from group correction. It has many of the same advantages and disadvantages. The primary difference, though, comes with students working in pairs rather than groups.

You can use this type of correction in any conversational activity. As with all conversations, the primary objective is to exchange ideas and/or information. Assign a secondary objective of listening for, identifying, and correcting any mistakes. Students could also work in pairs with a worksheet, discussing and correcting sentences with mistakes that you have purposely made. Both encourage high student talk time, and fosters comprehension and teamwork.

On the negative side, students could miss problems with the language, or even correct something that doesn't need correction. In group correction, these problems are less likely, because everyone benefits from more than one person's knowledge of English. Student-to-student correction also has a tendency to eat up a lot of time.

> *positives:* encourages high student talk time, comprehension, and teamwork.
> *negatives:* students might not identify the mistakes, or might try to correct language that isn't wrong; can be time-consuming.

If any of the techniques for correction get overused, you limit their effectiveness. In a typical class, some combination of teacher-to-student, self-correction, and peer-to-peer correction provides the most benefit. It ensures that you have the chance to point out problems with the language. It also allows students to build confidence and responsibility through self-correction, plus language recognition skills while correcting a partner or a group member. When employed together, we produce proficient speakers of English.

Mistakes, Errors, and Correction

Imagine a pair of your intermediate students has the following conversation:

A: What are you going to do at Saturday afternoon?
B: I'm going to go to shopping.
A: I understand. Do you know what are you going to buy?
B: Not really. I maybe want to buy some new jeans.

Do you correct the conversation? If yes, what do you correct?

As teachers, we must decide whether or not to offer correction in each and every class. Appropriate correction and feedback is a staple of the ESL / EFL classroom, just as are drills or speaking activities. But too much correction produces a class of students whose fluency suffers. They become overly concerned with grammatically correct responses. They produce lengthy pauses before answering even the most simple of questions, focusing too much on word order, verb tense, and the like. If the teacher swings the pendulum the other way and corrects too little, then words tumble out of the mouths of students. What comes out, though, is chocked full of problems with grammar and vocabulary. Too much and too little correction can hinder communication.

Before answering the initial question of what to correct, a distinction should be made between a student who uses previously learned material incorrectly and a student who incorrectly uses material which hasn't yet been studied. One is a mistake and in need of correction. The other is an error and can be ignored.

A **mistake** is a previously learned grammar point, vocabulary word, or phrase which the student uses incorrectly. He may have studied the material but got some wires crossed between his brain and mouth. Or it's possible he has just momentarily fallen into an old habit. Or he's so focused on using the newly presented target language of the lesson that he makes a slip of the tongue elsewhere. If we look at the example conversation at the start of the article, we could assume that lower-intermediate students would be familiar with prepositions of time. As such, student A makes a mistake when he says, "What are you going to do at Saturday?" Student B also makes a mistake with "I'm going to go to shopping."

A student who incorrectly produces language that hasn't yet been studied makes an **error**. Perhaps the student is trying to apply rules from his native tongue to English. Perhaps he has taken a previously studied English rule and extended it to a new and unacceptable situation. Perhaps the student watched a TV program in English the night before and is trying to use a word or phrase from there.

From the conversation, student A uses an embedded question, which likely falls just beyond his ability. He doesn't know that the word order will be different from a

simple question, so he asks, "Do you know what are you going to buy?" instead of "Do you know what you are going to buy?"

With this in mind, it becomes easier to answer what should and shouldn't be corrected. In the sample conversation, there are three mistakes. The embedded question can be left alone. Any time the teacher wants to correct an error, then he must also be prepared to teach the new material. In our example, embedded questions would easily require a full lesson or two to teach, drill, practice, and apply. It would be better to ignore the error with a lower-intermediate class, although the teacher may want to focus a future lesson on embedded questions.

But that now leads towards a new problem. With the above explanation of errors and mistakes, a less experienced teacher might falsely believe that he should always correct a mistake and never correct an error. On the other hand, an experienced teacher may have already compiled a long list of buts to the above information. Again, too much or too little correction leads to students less able to successfully communicate. A few additional points therefore need to be covered concerning what to correct.

During the first portion of the lesson time gets devoted to the target language. The teacher presents the material and follows up with drills for the students. The drills make the level familiar and automatic. If the teacher leaves a mistake uncorrected here, then students could establish the wrong pattern. In the future, it will become more difficult to break the habit.

The teacher should follow controlled activities with the chance to practice the language in a semi-controlled manner. Mistakes might pop up with the new material, as well as with English studied from past lessons. The majority of mistakes with the target language should be covered because the teacher wants to reinforce the correct language pattern. As for other mistakes, the more frequent ones may also be addressed. Any errors that require a minimal detour from the target language and/or purpose of the lesson are okay for correction too. From the example conversation, student A says quite unnaturally, "I understand." The teacher might want to use this opportunity to bring up and briefly practice a more natural response, such as, "Uh-huh."

Finally the last portion of the lesson has students use the language in free activities. This means tying the day's new material with other grammar and vocabulary in natural conversations and real, relevant situations. Role-plays, discussions, presentations, and task-based activities work extremely well. However, because these activities usually require extended talking, it's impossible for the teacher to jump in, stop the flow of the conversation, correct, and then expect students to continue where they left off.

The teacher should instead take notes during this final stage of the lesson. He may then present the mistakes in the final few minutes. This will ensure students can use the language uninterrupted and naturally. If there were many mistakes with the target language during this portion of the lesson, the teacher should use it as a guide for future lesson. He needs to spend more time on drills and practice in the early stages of the class. He may schedule a review session or provide different opportunities for homework. If there were errors but few mistakes, then the teacher has done a great job. It means that the lesson had a good balance between fluency and accuracy, as students correctly used what was taught. They also felt confident enough to experiment with the language... and that's what English study is all about.

PRONUNCIATION

Improving Adult ESL Learners' Pronunciation Skills. ERIC Digest.
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Author: Florez, MaryAnn Cunningham
Source: National Clearinghouse for ESL Literacy Education Washington DC, Adjunct ERIC Clearinghouse for ESL Literacy Education Washington DC.

Observations that limited pronunciation skills can undermine learners' self-confidence, restrict social interactions, and negatively influence estimations of a speaker's credibility and abilities are not new (Morley, 1998). However, the current focus on communicative approaches to English as a second language (ESL) instruction and the concern for building teamwork and communication skills in an increasingly diverse workplace are renewing interest in the role that pronunciation plays in adults' overall communicative competence. As a result, pronunciation is emerging from its often marginalized place in adult ESL instruction.

This digest reviews the current status of pronunciation instruction in adult ESL classes. It provides an overview of the factors that influence pronunciation mastery and suggests ways to plan and implement pronunciation instruction.

HISTORICAL PERSPECTIVE

Pronunciation instruction tends to be linked to the instructional method being used (Celce-Murcia, Brinton, & Goodwin, 1996). In the grammar-translation method of the past, pronunciation was almost irrelevant and therefore seldom taught. In the audio-lingual method, learners spent hours in the language lab listening to and repeating sounds and sound combinations. With the emergence of more holistic, communicative methods and approaches to ESL instruction, pronunciation is addressed within the context of real communication (Celce-Murcia, Brinton, & Goodwin, 1996; Morley, 1991).

FACTORS INFLUENCING PRONUNCIATION MASTERY

Research has contributed some important data on factors that can influence the learning and teaching of pronunciation skills. Celce-Murcia, Brinton, & Goodwin, (1996), Gillette (1994), Graham (1994) and Pennington (1994) discuss the following factors.

"Age." The debate over the impact of age on language acquisition and specifically pronunciation is varied. Some researchers argue that, after puberty, lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed, and adults' ability to distinguish and produce native-like sounds is more limited. Others refer to the existence of sensitive periods when various aspects of language acquisition occur, or to adults' need to re-adjust existing neural networks to

accommodate new sounds. Most researchers, however, agree that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. Yet experiences with language learning and the ability to self-monitor, which come with age, can offset these limitations to some degree.

"Amount and type of prior pronunciation instruction." Prior experiences with such pronunciation instruction may influence learners' success with current efforts. Learners at higher language proficiency levels may have developed habitual, systematic pronunciation errors that must be identified and addressed.

"Aptitude." Individual capacity for learning languages has been debated. Some researchers believe all learners have the same capacity to learn a second language because they have learned a first language. Others assert that the ability to recognize and internalize foreign sounds may be unequally developed in different learners.

"Learner attitude and motivation." Nonlinguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation. Attitude toward the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support or impede pronunciation skills development.

"Native language." Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So-called interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language.

The pronunciation of any one learner might be affected by a combination of these factors. The key is to be aware of their existence so that they may be considered in creating realistic and effective pronunciation goals and development plans for the learners. For example, native-like pronunciation is not likely to be a realistic goal for older learners; a learner who is a native speaker of a tonal language, such as Vietnamese, will need assistance with different pronunciation features than will a native Spanish speaker; and a twenty-three year old engineer who knows he will be more respected and possibly promoted if his pronunciation improves is likely to be responsive to direct pronunciation instruction.

LANGUAGE FEATURES INVOLVED IN PRONUNCIATION

Two groups of features are involved in pronunciation: segmentals and suprasegmentals. "Segmentals" are the basic inventory of distinctive sounds and the way that they combine to form a spoken language. In the case of North American English, this inventory comprises 40 "phonemes" (15 vowels and 25 consonants), which are the basic sounds that serve to distinguish words from one another. Pronunciation instruction has often concentrated on the mastery of segmentals through discrimination and production of target sounds via drills consisting of minimal pairs like /baed/-/baet/ or /sIt/-/sEt/.

"Suprasegmentals" transcend the level of individual sound production. They extend across segmentals and are often produced unconsciously by native speakers. Since

suprasegmental elements provide crucial context and support (they determine meaning) for segmental production, they are assuming a more prominent place in pronunciation instruction (Celce-Murcia, Brinton, & Goodwin, 1996; Gilbert, 1990; Morley, 1991). Suprasegmentals include the following:

- stress--a combination of length, loudness, and pitch applied to syllables in a word (e.g., Happy, FOOTball);

- rhythm--the regular, patterned beat of stressed and unstressed syllables and pauses (e.g., with weak syllables in lower case and stressed syllables in upper case: they WANT to GO Later.);

- adjustments in connected speech--modifications of sounds within and between words in streams of speech (e.g., "ask him," /aesk hIm/ becomes /aes kIm/);

- prominence--speaker's act of highlighting words to emphasize meaning or intent (e.g., Give me the BLUE one. (not the yellow one); and

- intonation--the rising and falling of voice pitch across phrases and sentences (e.g., Are you REAdy?).

INCORPORATING PRONUNCIATION IN THE CURRICULUM

In general, programs should start by establishing long range oral communication goals and objectives that identify pronunciation needs as well as speech functions and the contexts in which they might occur (Morley, 1998). These goals and objectives should be realistic, aiming for functional intelligibility (ability to make oneself relatively easily understood), functional communicability (ability to meet the communication needs one faces), and enhanced self-confidence in use (Gillette, 1994; Jordan, 1992; Morley, 1998). They should result from a careful analysis and description of the learners' needs (Jordan, 1992; Morley, 1998). This analysis should then be used to support selection and sequencing of the pronunciation information and skills for each sub-group or proficiency level within the larger learner group (Celce-Murcia, Brinton, & Goodwin, 1996).

To determine the level of emphasis to be placed on pronunciation within the curriculum, programs need to consider certain variables specific to their contexts.

- the learners (ages, educational backgrounds, experiences with pronunciation instruction, motivations, general English proficiency levels)

- the instructional setting (academic, workplace, English for specific purposes, literacy, conversation, family literacy)

- institutional variables (teachers' instructional and educational experiences, focus of curriculum, availability of pronunciation materials, class size, availability of equipment)

- linguistic variables (learners' native languages, diversity or lack of diversity of native languages within the group)

- methodological variables (method or approach embraced by the program)

INCORPORATING PRONUNCIATION IN INSTRUCTION

Celce-Murcia, Brinton, and Goodwin (1996) propose a framework that supports a communicative-cognitive approach to teaching pronunciation. Preceded by a planning stage to identify learners' needs, pedagogical priorities, and teachers' readiness to teach pronunciation, the framework for the teaching stage of the framework offers a structure for creating effective pronunciation lessons and activities on the sound system and other features of North American English pronunciation.

- description and analysis of the pronunciation feature to be targeted (raises learner awareness of the specific feature)

- listening discrimination activities (learners listen for and practice recognizing the targeted feature)

- controlled practice and feedback (support learner production of the feature in a controlled context)

- guided practice and feedback (offer structured communication exercises in which learners can produce and monitor for the targeted feature)

- communicative practice and feedback (provides opportunities for the learner to focus on content but also get feedback on where specific pronunciation instruction is needed).

A lesson on word stress, based on this framework, might look like the following:

1. The teacher presents a list of vocabulary items from the current lesson, employing both correct and incorrect word stress. After discussing the words and eliciting (if appropriate) learners' opinions on which are the correct versions, the concept of word stress is introduced and modeled.

2. Learners listen for and identify stressed syllables, using sequences of nonsense syllables of varying lengths (e.g., da-DA, da-da-DA-da).

3. Learners go back to the list of vocabulary items from step one and, in unison, indicate the correct stress patterns of each word by clapping, emphasizing the stressed syllables with louder claps. New words can be added to the list for continued practice if necessary.

4. In pairs, learners take turns reading a scripted dialogue. As one learner speaks, the other marks the stress patterns on a printed copy. Learners provide one another with feedback on their production and discrimination.

5. Learners make oral presentations to the class on topics related to their current lesson. Included in the assessment criteria for the activity are correct production and evidence of self-monitoring of word stress.

In addition to careful planning, teachers must be responsive to learners' needs and explore a variety of methods to help learners comprehend pronunciation features. Useful exercises include the following:

- Have learners touch their throats to feel vibration or no vibration in sound production, to understand voicing.

- Have learners use mirrors to see placement of tongue and lips or shape of the mouth.

- Have learners use kazoos to provide reinforcement of intonation patterns.

- Have learners stretch rubber bands to illustrate lengths of vowels.

- Provide visual or auditory associations for a sound (a buzzing bee demonstrates the pronunciation of /z/).

- Ask learners to hold up fingers to indicate numbers of syllables in words.

CONCLUSION

Pronunciation can be one of the most difficult parts of a language for adult learners to master and one of the least favorite topics for teachers to address in the classroom. Nevertheless, with careful preparation and integration, pronunciation can play an important role in supporting learners' overall communicative power.

LISTENING

Listening skills: by *Miles Craven*

A handy guide to the skills students need to practice to become better listeners.

Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details. They may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions. They may have to infer relationships between speakers, or identify the context in which the speakers are operating. Students may well have to use several of these skills in the course of a single listening activity.

A brief description of what each skill involves.
- **Listening for the main idea** - students listen to identify the overall ideas expressed in the whole recording.
- **Listening for details** – students listen for groups of words and phrases at sentence level.
- **Listening for specific information** – students listen for particular information at word level.
- **Predicting** – students try to guess key information contained in the recording before they listen.
- **Inferring meaning** – students listen to identify the difference between what the speaker says and what they actually mean.
- **Identifying emotion** – students listen to identify the mood of certain speakers.
- **Listening for opinions** – students listen to identify the attitude of certain speakers.
- **Inferring relationships** – students listen to identify who the people are in the recording and what the relationship is between them.
- **Recognizing context** – students listen to aural and contextual clues to identify where the conversation takes place, who is speaking, etc.

Some useful techniques to use when teaching listening.
Pre-listening
- Tell your students they shouldn't worry that they have to understand every word they hear. Not every word is important!
- Where possible, make sure students know what they are listening for before you start listening. Explain they should focus only on the information they need.
- Give two or three general questions to check student's comprehension of the basic details.

- Brainstorm students' ideas on the topic they are going to listen to. This will help focus them.

While listening
- As a general principle, try to play the recording once for overall comprehension. Then play the recording again for specific details.
- Tell students to note any dates, people or places they hear.
- Divide students into groups and give each group a different listening task (e.g. different questions). Then swap their answers and have students listen again and check their classmates' answers.
- Don't be afraid to repeat the recording… especially the parts students have most trouble understanding.

Post-listening
- Tell students to compare their notes and discuss what they understood in pairs or small groups.
- Encourage students to respond to what they heard. For example, where possible ask questions like Do you agree? and encourage debate.
- Tell pairs to write a summary of the main points. Then have them compare their summaries and check if they covered all the main points.
- Play the recording again and tell students to call out 'Stop!' when they hear the answers they were listening for.
- Put students into groups and tell them to make a list of comprehension questions to ask each other.
- Tell students to make a list in their notebooks of any new vocabulary they feel is useful.

READING

Teaching Reading
Strategies for Developing Reading Skills

Source: http://www.nclrc.org/essentials/reading/reindex.htm

Using Reading Strategies
Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include
- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

Reading to Learn

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in

the input and reduces the amount of information they have to hold in short-term memory.

3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.

4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

MOTIVATION

Motivation in the ESL Classroom
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The Internet TESL Journal
http://iteslj.org/Techniques/Lile-Motivation.html

Introduction

Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. Ruth Peters states that, "academic achievement is more a product of appropriate placement of priorities and responsible behavior than it is of intelligence." (Peters) Intelligent students are often out-performed by less bright students with high motivation. If a child is motivated enough he/she can accomplish learning of any scale.

Intrinsic Motivation

The main idea of motivation is to capture the child's attention and curiosity and channel their energy towards learning. Intrinsic motivation is motivation from within the student (Lumsden). An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning. I have one such student. She is a senior at my high school. She never misses a homework, is always using her dictionary when a word comes up she doesn't know, and as a result of these kinds of habits she always does well on her tests. One time I just checked to see if the students had their homework done or not, and after class she asked me if she had any mistakes on her homework or not. She prefers tasks that are moderately challenging. She demands more effort from herself and has a need for deep understanding. To have an intrinsically motivated student is the goal of all motivational development.

Extrinsic Motivation

An extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade (Lumsden).

Here is a description of one of my extrinsically motivated students. She is a very good student, and actually shows signs of being intrinsically motivated, but in general she is inclined to put forth the minimal effort necessary to get the maximal reward. When I give an assignment in class, she often tries to chat with her friends or fails to get started, but if I say this will be taken up and graded, she is often the first one finished. Her intrinsic motivation shows when the material is of great interest to her, or something she feels strongly about. Also, if I can get her curious about something, without her being distracted, she works hard at it. She performs well, as with many of my students who are extrinsically motivated, if I give her a task where she has control, the task is very clear, and she is involved in the dynamics of the class. It seems that when intrinsic motivation is low or absent, extrinsic motivation must be used. Although extrinsic motivation can, and should, be used with intrinsically motivated students, too. If students aren't given a reward or credit for their efforts, and no feedback is given to the student, then most students' intrinsic motivation would begin to decrease.

Becoming Intrinsically Motivated

There are many ways teachers can help their students become intrinsically motivated. Krashen writes of a mild level of anxiety, or "low affective filter" in the classroom and in the whole learning environment (Cerny). The attitude the student has towards the learning environment, the teacher, the material, and towards him/herself all affect this level of anxiety (Bantjes). A student will find it difficult to perform in a stressful environment.

Proper Instruction

Proper classroom explanation is needed by the teacher, so the students can well understand what is expected of them (Harris). In the ESL classroom this is more apt to create anxiety because the explanations are given in another language that takes even more effort by the students to comprehend than their own language. A well-planned lesson is essential. The teacher must be creative and flexible. Depending on the nature of the class and the students' levels, the dynamics of the class must be appropriate. I teach a first year high school class of 12 boys who are very energetic. I can generally teach at the i+1 level, a little above what they already know. But sometimes when they don't understand, I have to change gears and think of another way as to not lose the energy of the class. I also teach a class of 12 second year boys who are not energetic at all. The lessons must be very simple, yet fun and interesting, with a lot of changes from a writing exercise, to a speaking, a listening, back to writing, and so on, all in the same class. The students' span of attention and levels are lower, so if something is a bit challenging they don't have what it takes to do it. Unlike the first year boys who enjoy challenging materials and will try harder to understand some things on their own. The type of student I am trying to mold is one who, when faced with something he doesn't understand, will say "Hmm, I think I know what he means, I'll give it a try", instead of "I didn't understand, I can't possibly start this on my own."

Achievable, Relevant Material

The material must also be relevant to the students. Try to use vocabulary that the students can relate to and material they would find interesting. With my first year class this is rather difficult because it is an entry-level English class, but I try to introduce relevant material. Another very important part of proper classroom instruction to keep a low affective filter is to keep it simple and structural. I have one student in the second year class who needs constant individual instruction. It's not that he lacks the energy, but simply understands less than the other students. With him I have to keep lesson points simple, slow, and repetitive, usually after the other students have started on the exercise. When he feels the task at hand is achievable, he works diligently towards finishing. When I am introducing a lesson, sometimes I focus on him and keep trying until he understands, then I know the whole class will, too. Through this slow effort I keep his level of anxiety low, and hopes for internal motivation up.

Caring Teacher

Another important aspect of improving the intrinsic motivation of your students is to be a caring teacher. Although guidelines and rules must be set and understood by the students, and if they cross the guidelines a punishment will follow, the teacher must be approachable and understanding (Harris). Students must feel the teacher is genuine and supportive, and the students' values and opinions will be respected (Lumsden).

Teachers must be kind and listen fairly to the students, and be patient when they don't understand. I have seen other teachers who run their classes very strictly, almost as a sort of dictator in class. The teacher gets upset at the students who don't try, when it appears the reason is that they don't understand what is asked of them.

A caring teacher tries to develop a relationship with the students. If the teacher sees potential in all students, and communicates this well to the students, they will in return build a desire to learn and participate. When the students realize that you are not going to get angry, you are being nice and understanding, and the reason you are trying so hard is because it is important to you that your students learn and do well, the natural human reaction is to reciprocate and do something nice in return, in this case, study.

I have had one student that fits this description exactly. She is considered by most teachers to be a problem student. She has many times considered quitting school. Her parents don't seem to care if she quits school. In my class, at first, I tried to get angry with her, and threatened to contact her parents because she was not participating in class. She wanted to sleep in class and would never even pick up her pencil some days. When I would get angry with her, she closed up even more, to the extent of purposely going to the nurse when she was supposed to be in my class, and even stormed out of my class once in anger and went to the nurse. Now, one's initial thought would be that she deserves punishment for such behavior, but she doesn't react to punishment, and

her parents aren't very good at punishing her. It would make her happy to be expelled from school. What works best with her is a caring teacher. I explained to her after class one day that there was no need to get angry at me because I am doing this because I think she has the ability and I want her to do well. I told her I don't like to get angry, and that there is a genuine importance to her being in my class, participating, and learning. She is in a class with many high level students, so it difficult to keep her anxiety low. I have to try to convince her that she belongs in that class the same as everyone else. I do this often by pairing her up with another student who needs her answers to complete an exercise. This type of motivation would be considered extrinsic motivation, but any motivation is better than none.

Energy Sells

A teacher's positive energy could lead to the students becoming more motivated. If the students see that the teacher is happy to be in the classroom and excited to teach them, then the students can learn by example. A smile is contagious. Positive attitude is a must for a successful learning atmosphere. To promote self-confidence, it helps if the teacher is self-confident. Positive approval and praise for student efforts is very effective, even if the student is wrong. Let the students know that you're glad they tried and being wrong isn't such a big problem, and the students won't be so reluctant the next time they're called on to participate. Positive energy affirming a belief in the students' ability develops a comfortable atmosphere for the students in the classroom

Parental Awareness

Increased parental awareness is also crucial to a child's motivation (Bantjes). To support motivation, parents must participate actively in the student's life. The same set of goals and practices at school that promote motivation should be followed at home. If they are not also followed at home, it could dilute classroom efforts. Through appropriate parent/teacher/student communication, everyone can understand what is expected from each other, and the student will see that everyone involved cares about his/her academic success.

Conclusion

Motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to improve the students' motivation, and the effort involved is an essential part of the teaching profession.

TRUE BEGINNERS AND FALSE BEGINNERS

Teaching Beginners
The difference between 'False' and 'Absolute' beginners
by Kenneth Beare
www.esl.about.com

Most ESL / EFL teachers agree that there are two types of beginning students: Absolute Beginners and False Beginners. If you are teaching in the USA, Canada, Australia, a European country or Japan, chances are that most beginners you teach will be false beginners. Teaching false beginners and absolute beginners require different approaches. Here is what to expect from false and absolute beginners:

False Beginners

Beginners that have already studied some English at some point in their life. Most of these learners have studied English at school, many for a number of years. These learners have usually had some contact with English since their schools years, but feel that they have little command of the language and therefore want to begin 'from the top'. Teachers can usually assume that these students will understand basic conversations and questions such as: 'Are you married?', 'Where are you from?', 'Do you speak English?', and so on. Often these learners will be familiar with grammar concepts and teachers can launch into descriptions of sentence structure and have students follow along reasonably well.

Absolute Beginners

These are learners who have had no contact with English at all. They often come from developing nations and often have had very little education. These students are often more challenging to teach as the teacher can not expect learners to understand even a minimal amount of English. The question, 'How are you?', will not be understood and the teacher must begin at the very beginning, usually with no common language with which to explain the basics. With these differences in mind, I would like to make a few suggestions about teaching absolute and false beginners.

When teaching 'Absolute Beginners' there are a number of things to keep in mind:

- **Absolute Beginners have had no contact with English**
  When teaching someone who has had no prior (or very little) contact with the language, you need to carefully choose what you present. Here is an example of the type of thinking that needs to go into planning a lesson:
  If I begin the first lesson with, 'Hi, my name is Ken. What is your name?', I am presenting three **(!)** concepts at once:
    o The verb 'be'
    o Possessive pronouns 'my' and 'your'
    o Subject and verb inversion in the question form
  It would be much better (and more comprehensible) to the students if I began the lesson with, 'Hi, I am Ken.' and then gesture to the student to repeat a similar phrase. In this way, the student can repeat by rote and begin with something easy which can then lead to something like: 'Hi, I am Ken. Are you Ken?' - 'No, I am Elmo'. By limiting the linguistic concepts absolute beginners can more easily assimilate the pieces.
- **Do not assume familiarity with linguistic concepts**
  This is rather obvious, but often ignored by many teachers. If you write a grammar chart - even a simple one - on the board, you are assuming that students are familiar with grammar charts. Students may not have had the type of education that involves charts and representations. By keeping things aural and visual (gestures, pictures, etc.) you will be appealing to learning styles that students are sure to have acquired in everyday life.
- **Use exaggerated visual gestures**
  Using gestures such as pointing to yourself and saying, 'I am Ken', and then pointing to the student to repeat helps students understand what you want of them, without confusing them by more language such as; 'Now, repeat'. Develop specific gestures as codes for certain linguistic operations. For example, to illustrate the idea of inversion in the question form you can extend your two arms and say, 'My name is Ken' and then cross your arms and ask, 'Is your name Ken?', this gesture can then be repeated as linguistic skills become more advanced and the students will understand that a question needs to be asked. For example, 'I live in New York' and then cross your arms and ask, 'Where do you live'. When a student makes a mistake asking a question, you can then cross your arms and the student will understand that he / she needs to invert in order to ask a question.
- **Try to pick up a few phrases of the learner's native tongue**
  This is purely a psychological trick. Learners - especially adult learners - who are learning English with no prior experience are not only undergoing a difficult learning experience. In many cases, they are also learning how to learn a language. If you put yourself on the line by expressing the desire to learn a few phrases of your students' native language, you can go a long way towards building a rapport with students which will help them feel more at ease in class.

Tips for Teaching False Beginners

When teaching 'False Beginners' you can be a bit more adventurous in your approach to teaching. Here are some things that you can count on - and some points to watch out for:

Make allowances for the different levels of your 'false' beginner class
False beginners will all have had some English training at some point in the past and this can cause some special problems.
- Some learners will really know more than they admit and, with the passing of time, might become bored with some of the basics.
- Different levels can quickly create tensions between learners, as those who know more can become impatient with others who require more time.
- Some learners might be false beginners because of inherent learning problems.

Some Solutions
- **Give more advanced learners more difficult tasks.** - For example, when asking questions of students ask the more advanced learners questions beginning with 'Why' which will require a more advanced response.
- **Give more advanced learners extra work in class and at home.** - By having a few extra tasks at hand you can bridge the gap that is often created when those who are faster finish earlier.
- **If more advanced 'false' beginners become impatient don't hesitate to ask them something that is over their head.** - This might be a little harsh, but will work wonders!
- **Remember that things will eventually even out after the first few weeks.** - Usually, 'false' beginners are there because they really do need to review from the very beginning. This implies that sooner or later all of the learners will be learning something that is truly new for them and problems with impatience will quickly disappear.
- **If a learner is a false beginner because of learning problems, you will need to consider different learning styles** - People learn in different ways. If grammar explanations, etc. are not helping a particular learner, you can help that learner with visual, audio and other methods appropriate for different learning styles.

Some Helpful Assumptions About Your Students
- **Your students will have basic familiarity with linguistic concepts.** - False beginners have all studied English at school and will therefore find things like conjugation charts and timelines useful.
- **Standard themes will probably be familiar.** - Most false beginners are comfortable with basic conversations such as: ordering food in a restaurant, introducing themselves, talking about their immediate family, etc. This will give you a good starting point on which to build when beginning your course and getting to know your students.

PART 3
TRAINING
HANDOUTS

Training Checklist (Sky High & WorldView Split Editions)

Trainer's name: _____   **Date:** _____

Trainee's name: _____

STEPS/AREAS	COMMENTS
Objectives	
T said objectives and wrote them on bb	
T had students repeat objectives while writing	
Warm up activity	
T did the warm up activity from the LP	
T was prepared	
Vocabulary	
Form: T said the word and had Ss repeat 3 times	
Meaning: T explained the word	
Usage: T had Ss use the new word in context	
Grammar	
T said the sentences and asked students to repeat	
T had Ss repeat while T wrote on bb	
T labeled each example with Ss help	
T labeled according to the slide	
T helped Ss understand the patterns / concepts	
T checked Ss understanding	
Oral Practice: Controlled	
T corrected mistakes immediately by modeling	
Recognition	
T cued for choral recognition	
T cued for individual recognition	
Repeat	
T repeated each sentence and had Ss repeat chorally	
T repeated each sentence and had individual Ss repeat	
Complete	
T had Ss complete some sentences chorally and some indiv.	
Change	
T had Ss change some sentences chorally and some indiv.	
Oral Practice: Semi Controlled Activities	
T set up the activity following the LP	
T's instructions were clear and concise	
T's example was clear	
T provided logical cues when necessary	
T helped Ss do self-correction	
Oral Practice: Free Practice Activities	
T set up the activity following the LP	
T's instructions were clear and concise	
T's example was clear	
T identified meaningful mistakes during practice	
T corrected group mistakes at the end of the activity	

STEPS/AREAS	COMMENTS
Listening / Reading T followed the instructions in the T Ed. for the list. or reading T checked Ss understanding T helped Ss self-correct	
Pronunciation T followed the steps for pronunciation from the T Edition T checked Ss pronunciation or intonation	
Writing T set up the writing activity according to the LP T monitored Ss and helped if necessary	
Board organization The objective, voc. & grammar were clearly & correctly written The objective, voc. & grammar were appropriately placed	
Grammar / Pronunciation / Vocabulary: You said…	You should have said…

Training Checklist (Regular WorldView & Summit)

Trainer's name: _____   **Date:** _____

Trainee's name: _____

STEPS/AREAS		COMMENTS
	Objectives	
	T said objectives and wrote them on bb	
	T had students repeat objectives while writing	
	Warm up activity	
	T did a warm up that's appropriate for students	
	The warm up was between 5-10 minutes long	
	Vocabulary	
	T said the word and had Ss repeat 3 times	
	T explained the word	
	T had Ss use the new word in context	
	Grammar focus	
	T asked a student to read the example from the slide	
	T had Ss repeat while T wrote on bb	
	T labeled each example with Ss help	
	T labeled according to the slide	
	T helped Ss understand the patterns / concepts	
	T checked Ss understanding	
	Repeat	
	T repeated each sentence and had Ss repeat chorally	
	T repeated each sentence and had individual Ss repeat	
	T corrected mistakes immediately by modeling complete sent.	
	Complete	
	T had Ss write the answers to the exercise	
	T had Ss read their answers	
	T corrected mistakes immediately by modeling complete sent.	
	Listening	
	T followed the instructions in the T Edition for the listening	
	T checked Ss understanding	
	T helped Ss self-correct	
	Pronunciation	
	T followed the steps for pronunciation from the T Edition	
	T checked Ss pronunciation	
	Model conversation	
	T modeled the conversation with a student	
	T had Ss work in pairs to practice the dialog	
	T had Ss switch to practice	
	T modeled the conversation substituting the information	
	T had Ss work in pairs again substituting the information	
	T helped Ss self-correct	
	Board organization	
	The objective, voc. & grammar were clearly & correctly written	
	The objective, voc. & grammar were appropriately placed	
Grammar / Pronunciation / Vocabulary: You said…		You should have said…

Training Checklist (Regular WorldView & Summit)

Trainer's name: _____   Date: _____

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	T modeled the conversation substituting the information	
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	Board organization	
	The objective, voc. & grammar were clearly & correctly written	
	The objective, voc. & grammar were appropriately placed	
	Grammar / Pronunciation / Vocabulary: You said…	You should have said…

Activity 1: Teacher Beliefs

1. Read the statements on below and rate them according to your level of agreement or disagreement.
   10 you strongly agree, 1 you strongly disagree.

___ Our main concern as English teachers is to create independent learners.

___ Language proficiency is being able to get ideas across no matter how. Who cares about being correct or not?

___ Practice makes perfect. If you provide students with enough controlled practice, sooner or later they will learn to communicate.

___ If you correct your students immediately after they make a mistake, they will learn to communicate faster since they will be provided with correct habit formation.

___ Give students a task to perform and let them swim or sink. That is how language learning really takes place.

___ The best way to learn a language is to get as much exposure to it as possible. We should learn a foreign language the same way we learn our mother tongue.

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2. Now, find someone who has rated at least one item above the same or very similar to the way you rated it. Discuss your beliefs about that item.
3. Now, find someone who has rated at least one item above very differently from the way you rated it. Discuss your beliefs about that item.

Activity 2: Feedback

Work in pairs and discuss the following questions:
1. What's the difference between criticism and feedback?
2. Why is giving feedback important? What things must exist for feedback to be effective? Think of three things that need to be present for feedback to be effective.

3. Why do you think we want both the trainers and trainees to give feedback?

Activity 2: Feedback (Cont.)

"Criticism is driven by the frustration and fears of the giver, not from the needs of the recipient. The underlying assumption is that the recipient somehow "should know better" and needs to be set straight. The implied message is that the recipient's intentions are questionable, that there is something wrong with the recipient that the giver of criticism knows how to fix. In criticism, the problem is all in the recipient.

In contrast, feedback has an air of caring concern, respect, and support. Far from being a sugar cookie, feedback is an honest, clear, adult to adult exchange about specific behaviors and the effects of those behaviors. The assumption is that both parties have positive intentions, that both parties want to be effective and to do what is right for the company and other people. Another assumption is that well-meaning people can have legitimate differences in perception. The person offering the feedback owns the feedback as being his reaction to the behavior of the other person. That is, the giver recognizes the fact that what is being offered is a perception, not absolute fact."
Gary R. Casselman & Timothy C. Daughtry

How to Provide Feedback that Has an Impact
(An excerpt)
By Susan M. Heathfield, About.com Guide
http://humanresources.about.com/cs/communication/ht/Feedbackimpact.htm

1. Effective feedback is specific, not general. (Say, "The report you turned in yesterday was well-written, understandable, and made your points about the budget very effectively." Don't say, "good report.")

2. Effective feedback always focuses on a specific behavior, not on a person or their intentions. (When you held competing conversations during the meeting, when Mary had the floor, you distracted the people in attendance.)

3. The best feedback is sincerely and honestly provided to help. Trust me, people will know if they are receiving it for any other reason.

4. Successful feedback describes actions or behavior that the individual can do something about.

5. Effective feedback is well timed. Whether the feedback is positive or constructive provide the information as closely tied to the event as possible.

6. Effective feedback is as consistent as possible. If the actions are great today, they're great tomorrow. If the policy violation merits discipline, it should always merit discipline.

Activity 3: Diagram of a Class

Please work in pairs. Fill in the chart below with the steps in a class.

- Assign Homework
- Check/Collect Homework
- Grammar
- Listening
- Objectives
- Oral Practice: Repeat/Complete, Semi Controlled & Free Practice
- Pronunciation
- Reading
- Speaking
- Vocabulary Presentation & Practice
- Warm up Activity
- Writing
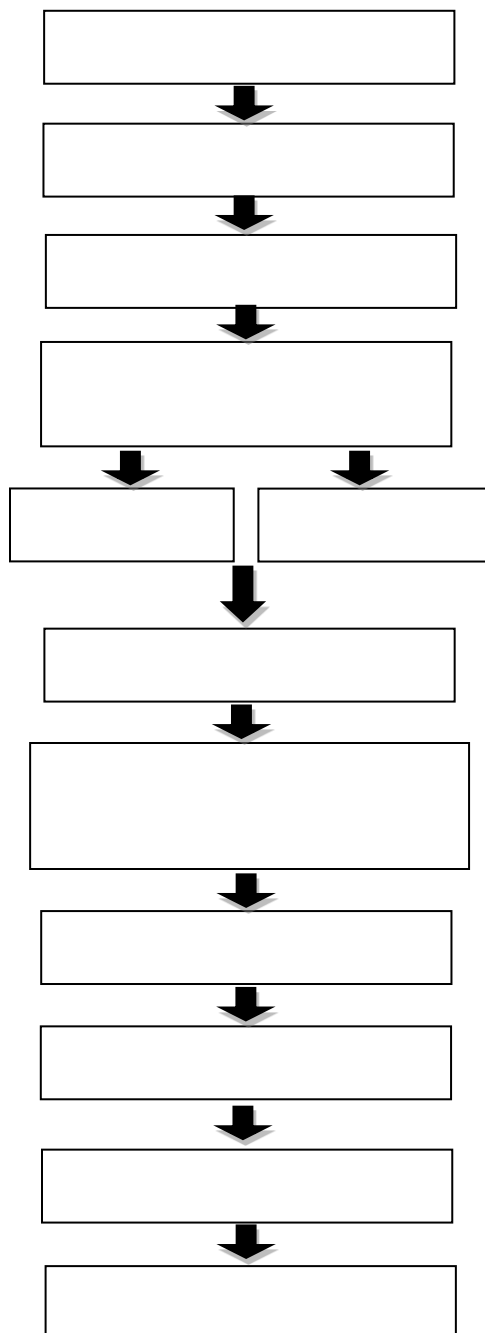
Activity 4: Warm ups

Work with a partner. Discuss the following questions based on the article you read on Warm ups.

1. What is/are the main purpose(s) of a warm up?

2. How long should a warm up last? Why?

3. What are the benefits of a good warm up?

4. How does having relaxed students make for a better class?

5. In the article, how do they recommend that you correct students during a warm up?

Activity 5: Steps in a class

Grammar: Explicitly teach the structures that are presented in each unit using a deductive explanation

Objectives: Let students know what they will be studying that day; what they need to accomplish for that day.

Warm up: An activity that will get them thinking in English; it can introduce something from the new unit or can be a review of something from the previous unit.

Vocabulary: Teach the vocabulary that they will need for the class that day.

Check homework: Go over the homework to make sure they don't have any questions about previously seen material.

Reading /Listening: Practice different reading and listening strategies that help them decipher texts or understand spoken language.

Writing: Learn to write following an example.

Wrap up: Check back with students to see what has been accomplished in class that day.

Assign homework: Assign homework that will reinforce the concepts and structures learned that day.

Oral Practice-Drills: Oral practice that goes from controlled to free allowing students to express themselves orally in the language.

Pronunciation: Practice with the intonation and sounds of the English language.

1. _____   7. _____

2. _____   8. _____

3. _____   9. _____

4. _____   10. _____

5. _____   11. _____

6. _____

Activity 6: Vocabulary

Work in groups of 3-4. Discuss the following questions based on the articles you read on Vocabulary.

1. What is the most important point in teaching and learning vocabulary?

2. Explain "form" when referring to teaching vocabulary.

3. Explain "meaning" when referring to teaching vocabulary.

4. Explain "usage" when referring to teaching vocabulary.

5. Look at the following sentence and explain the form, meaning and usage of the word "working."

   My **working** vocabulary is quite extensive.

Activity 7: Error Correction

Read the section of the reading that your trainer indicates and fill in "your" section of the chart. The section on Teacher to Student correction is already done for you. Then, share the information you read with the rest of the group. Fill in the chart with the information you are missing.

	Teacher to student correction	Self-correction	Student-to-student correction	Group correction
Who "owns" the problem?	The teacher.			
What are the advantages?	All mistakes are corrected; students know exactly what they should say.			
What are the disadvantages?	Sts don't have the opportunity to really learn from their mistakes, they become dependent on the teacher.			
Do you think this kind of correction is effective? Why(not)?	It's very effective at the beginning phases of learning; when the focus is on accuracy.			
When would / could you use this type of correction in our	During Controlled practice activities or when doing pronunciation			

courses?	activities.			

Activity 8: Oral Practice

You have 6 oral practice activities. Work in pairs and decide which ones are controlled, semi controlled and free and why you classified them that way.

Practice 1

Do you know the nationalities of some people and things?

Procedure: I say a person, or thing and you say the nationality.

For example: I say: "samba" and you say: "Samba is Brazilian."

Cues:

pulque (Mexican)	David Beckham (English)	Champagne (French)
tapas (Spanish)	Maradona (Argentinian)	Taj mahal (Indian)
Amaretto (Italian)	hamburgers (American)	Ronaldinho (Brazilian)
whiskey (Irish)	Antonio Banderas (Spanish)	Colosseum (Italian)
sushi (Japanese)	Copacabana (Brazilian)	tango (Argentinian)

Practice 2

Who are some famous people from different countries? (Make a list on the board and include some of the names listed below.)

Penélope Cruz   Pele   Gustavo Serrati   Brad Pitt
Bono   Angelina Jolie   Salma Hayek   Nicole Kidman

Procedure: Imagine you are a famous person. Tell your classmates where you are from, your nationality and occupation. The group will guess who you are.

For example: S1: I'm from Mexico. I'm Mexican. I'm a singer.
                         S4: Are you a man or a woman?
                         S1: I'm a man.
                         S2: Are you Carlos Santana?
                         S1: No, I'm not.
                         S8: Are you Luis Miguel?
                         S1: Yes, I am.

Practice 3

What can you tell us about your family? What do they do every day? Where do they live? What are they doing now?

Procedure: What are some non-action verbs? (Let students give you some and then click on the slide.) What are some action verbs? (Let students give you some and then click on the slide.) Work in groups of 3-4 and tell your classmates about your family using action and non-action verbs.

For example: T: This is my family. My grandmother and grandfather live in Monterrey. They have a large house there. My grandparents don't work; they are retired. My mom and dad live in Puebla with my brother and sister. My parents live in an apartment. They have two cats and a dog. Right now my father is working and my mother is cooking. My brother is studying and eating some cookies. My sister is watching her favorite TV program.

Practice 4

What's this?

Procedure: (Click on the slide.) I am going to click on the slide and ask you "What's this" You have to answer in a complete sentence. Remember singular and plurals.

For example:
>
> T: What's this?
> S: It's a shirt.
> T: What are these?
> S: They're sweaters.

Practice 5

Divide the students into groups of 3.) Student 1 tosses (explain toss) a coin. "Aguila" you move 1 space. "Sol" you move 2 spaces. Student 1 moves his token and one of his / her partners asks him / her the question on the space student 1 landed on. (Point out they should complete the question, with the correct form of the verb **be**.) The winner is the first one to get to the finish line. (Model how the game is played with the slide.)

For example:
>
> S1: (He lands on the second space.)
> S2: Who was your best friend at school?
> S1: My best friend in school was Juan.
> S3: What was he interested in?
> S1: He was interested in sports.

Practice 6

Have students practice the conversation on the slide in pairs.

Then, have them do it again substituting their own information; they can practice this various times switching roles.

Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Activity 9: Accuracy vs. Fluency

Work in pairs and decide where to place the following oral practices along the continuum.

Activities:

• *Chain drill*	• *Guessing Game*	• *Problem solving*
• *Change*	• *Half Dialog*	• *Recognition*
• *Complete*	• *Information Gap*	• *Repeat*
• *Debate*	• *Model Conversation*	• *Role Play*
• *Find someone who*	• *Presentation*	• *Stimulus Response*

ACCURACY--FLUENCY

Activity 10: Error Correction during Class

We have talked about four different ways to correct students during a class: teacher correction, self correction, student to student correction and group correction. Now, work in trios and decide how you think we should correct students during the following activities:

Controlled Practice

Free Practice

Listening

Pronunciation

Reading

Semi Controlled Practice

Speaking

Teaching Vocabulary (slides)

Vocabulary Practice (in book)

Warm up

Activity 11: Motivation
Work in pairs and fill in the chart with the most important point(s) from each of the sections from the reading on Motivation.

Intrinsic Motivation	
Extrinsic Motivation	
Becoming Intrinsically Motivated	
Proper Instruction	
Achievable, relevant material	
Caring Teacher	
Energy Sells	

Activity 12: Progress Check
Look at the statements below. Complete them with what is true for you.

I now know…_____

_____

I do not completely understand…_____

_____

I was interested in…_____

_____

I don't really know how to…_____

_____

I feel really confident with…_____

_____

It was really boring when we …_____

_____

I feel good about…_____

_____

I really need practice at…_____

_____