

American TESOL Institute

American TESOL Institute 120 Hour Certification Program

American TESOL Institute programs encompass international standards for TESOL training. Outlined you will find the academic guide for both students and potential teachers of TESOL.

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Winston Malcolm

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Part 1

Introduction

This guide has been prepared with the purpose of providing TESOL teachers with a model to support their work in the field. Trainers of TESOL teacher don't need to follow all the steps and sequences developed here. Each trainer or teacher may make whatever adjustments pertinent according to the specific context and circumstances. The value of the document, however, consist of providing program management and teachers with an instrument that serves to help standardize TESOL practices, establishing norms and guidelines that may serve for facilitating communication in a common format, making comparisons, sharing experiences, making teachers' transitions from one country to another much easier, providing better links and feedback between the ATI offices and affiliates, providing an international network of users of similar products and creating a centralized system to take advantage of more coordinated efforts between ATI the end users of its products. For teachers, this document is also useful as it provides insights, especially for those without much experience about how to develop a fruitful working relationship with their students. The value of standards and norms is well established as a managerial principle that contributes to continual improvement in quality by serving as reference and benchmark.

It is important to recognize that the topics and activities designed in this course seek only to set off a drive for learning, as a fundamental character that TESOL teachers must develop; this course, or any other, can't teach everything in the TESOL

world, since the dynamic and complex nature of the innumerable variables and contexts make it necessary to look at each situation with its particular solutions.

This is not a course for teaching the subject of English. The course focuses on producing awareness and positive behaviors related to topics that future TESOL teachers need to learn and apply before, during and after teaching. The course provides students with an instructor side-by-side help and stimulate students' interest in doing TESOL research as a permanent way of learning and improving on their own abilities to face different situations in the field. The student must take the main responsibility for his/her learning with the guide of a helping and friendly teacher.

The face-to-face interaction provides students with an opportunity to modify, expand, elaborate, and comment on their inputs to the learning –teaching process. As a result of these interactions, important synthesis can be achieved and documented on the spot. The teacher has greater flexibility to introduce educational props and specific examples based on firsthand experience that helps clarify and understand abstract concepts and complex theories. Another advantage of this face- to face course is that the teacher can use social skills, body language, live voice presentation, and humor to give more life to the main points of lessons. Through listening, direct observation and questioning the teacher can provide instant feedback and reinforcements of critical aspects of the teaching/ learning process.

The course focuses on practical problems that teachers may face while teaching TESOL. The emphasis is on learning to do informal and formal assessments, lesson planning and delivering instruction in classroom environments. Efforts have been made

to present methodologies and activities that are consistent with helping potential TESOL teachers achieve knowledge and skills for effective performance in the classroom. The guide can be viewed as reflection and initial steps for establishing norms and methods that are consistent with TESOL research and theory in an effort to meet higher academic standards and greater credibility as a TESOL training institutions.

Prospective TESOL teachers must learn to appreciate how theory and practice can complement and reinforces each other. This proposal is rich in activities to advance is goal by requiring numerous individual and group research and discussions. To engage in teaching TESOL without the guide of theories would be like playing a game without knowing the rules; to study only the theories would be like knowing the rules but not having practice to gain the skills for playing the game.

Consequently, this work seeks to present materials in ways that entry- level students of TESOL in most parts of the world can understand and relate to their context without the use of highly technical terminology that is typical to many efforts in this field.

The course is divided into three types of teaching. The first part guides potential TESOL teachers about the values that are expected from them as professional; that is, the rules about how the TESOL teacher must behave. ATI strongly believe that any guide on training courses must establish the standards of conduct and quality teaching that help provide authority and discipline as an indispensable requisite of professionalism. The second component is knowledge oriented, in other words, teaching that learners have ways of learning and that there are techniques that TESOL teachers need to know and apply in a student- centered strategy as recommended by

experts in the field. The third component is skill oriented or teaching how to perform certain functions and activities.

Each topic is developed following a lesson plan format with its instructional objectives, reasons for the objectives, teacher's preparation of materials, questions to elicit interest, topic presentation and classroom exercises, students' analysis of relevant theory and recommended readings. In addition, as a teacher's guide the work presents suggestions on how to carry out some classroom activities and notes related to topics.

The evidence that a perspective teacher has gained the skills for TESOL must be demonstrated with actions and behaviors. Most activities developed in this course, therefore are in line with the goal of having the learners do it themselves as simulations and practice opportunities. Therefore, the strength of this system consists on performance- based assessments and group work cooperative activities that provide opportunities for social learning through discussions and analysis of theories. Self-assessment and reflective questions carried out by teachers and learners are also cornerstones in this system of learning instead of the traditional formal, written tests. We strongly believe that adults must be valued as adults, with all the recognition in terms of respect and responsibilities as learners that they bring to the teaching- learning process. With this approach we think learning will be an active exercise and represent meaningful experiences in a wide range of topics presented in this guide for teachers of potential TESOL teachers.

Nevertheless, it is important to recognize that the topics and activities designed in this program seek only to provide the knowledge and skills required for an individual to

have the minimum competencies expected for certification since no program can be expected to teach everything in the TESOL world. That would be unreasonable and practically impossible given the great amount of variables and contexts that a TESOL teachers must face. The course, therefore, must be considered from the methodological perspective as a guide for motivating continuous research for better professional practice.

I. Organizational or Housekeeping Activities – Time: 3.0 hours

Instructional Objectives:

- Define the type of teacher- students' interaction for the course.
- Name and locate students in the class and recall personal characteristic that identifies them.
- Establish an environment of trust, friendship and cooperation in the classroom.

Reasons for the objectives:

Students and teachers need to feel comfortable in the classroom as a place for learning and sharing experiences in order to maximize their learning potential.

Teacher Preparation of Materials:

Class Roster

Labels or Tags

Markers

Tape Recorder

Chalkboard

Notebook

Classroom Computer or Teacher's laptop

Teacher's Questions to Elicit Interest:

1. Why is it important for students and teachers get to know each other?
2. What activity can be designed at this point to help develop friendship and cooperation in the class?
3. What benefits will this produce for all individuals involved in this class?

Topic Presentation and Exercises:

Suggestions 1

- The teacher should welcome the students to the course and facilitate introductions.
- Indicate to students that this approach to the introductions can be done in English since the learners in this case are fluent English speakers. However, as teachers they must be prepared to use other approaches for individuals with level I English skills. For these cases later in this course some useful suggestions will be presented.
- Explain to the students that every course has new students. Teachers will have to learn new names and personalities. Teachers will also have to introduce themselves to these students that are anxiously waiting to get to know about the person that will lead the training and interact with them in the classroom on a regular basis. Be sure to write your name on the board so your students can know what it is and how to spell it correctly. Depending on the cultural context you may allow that adult students (as those taking training to become TESOL teachers) follow the US protocol by simple addressing you by the first name or short ways if the name is long or difficult

to pronounce for foreigners. Establishing great rapport from the beginning is a great way to start this relationship.

- When students feel that they will be learning in a friendly environment, typically the teacher's work becomes easier and more effective. The most important way to begin this constructive relationship is to take the lead by sharing something about yourself that the students can take as a positive model or reference to guide their behavior to achieve success in life.

Suggestion 2

- The teacher must lead by example. In order to win the class over, the teacher should share his/her own experiences as a student, pointing out how he/she overcame the difficulties with hard work and study. The teacher may also show some pictures of families and friends and talk about them briefly. This is also the time to introduce a little humor. Also share what you believe about teaching and learning. Be sure to indicate that the teaching-learning process must be a student- center plan carried out in a cooperative style.

Suggestion 3

- Have each learners write his/her name on labels.
- The teacher will place a check mark on the class roster as each student is introduced.
- Have learners work in pairs, interviewing each other, and obtaining information to introduce the respective partner. Each learner must provide his/ her partner with

information about what is the most urgent topic that he/she would like to discuss in the course.

- To make the activity lively the teacher could make each learner come to the chalkboard, and introduce his/her partner by first writing the name of his/her partner as provided during the initial dialog. The student that is being introduced should stand as his/her name is written on the chalkboard.

Note: It is important for the teacher to observe the learners ability to do a presentation; the opening to the partners' introduction, organization and clarity including the voice and intonation features etc, as well as the closing. This observation may provide the teacher with some initial clues about learners with great teaching potential.

The teacher may choose to use a tape recorder in this initial session to replay the introduction for the purpose of students getting the opportunity to make clarifications or as a means of confirmation and elicitor. This also provides some structure to the class while modeling the use of this valuable instrument for many class activities

Once the introductions have being completed, the teacher can explain the course methodology, expectations for students and method for course evaluation. The teacher can also explain the classroom procedure rules for discipline, what are the students' responsibilities and teachers responsibilities, end of class communications with the instructor, online communications and hours and procedures for office visits, grading policies and make up exams etc.

The teacher will inform learners at this point, that the method of this course is based on the educational philosophy that learners are responsible for their own learning and the teacher is only a helper to facilitate this process.

Suggestion 1

- Learners must develop the ability and interest in continuing to learn after this course concludes. In order to help learners help themselves, it is expected that each learner keep track of his learning for self- assessment and learning strategies. Each learner must keep a learning log with separate pages in their notebook labeled: Things I learned this week; things I found easy; things I found hard; Things I would like to be able to do. Learners will make an entry on one or more pages every day.
- The **teacher will periodically go over the log with learners showing them how much they have learned.** (Podnecky, 2002). This method is a standard procedure in the American TESOL Institute face-to face classes in Florida. It also serves as a base for students to make reviews when going on transition from one day to another, it increases interaction and cooperation between students and teachers, it acts as an instructional aid; it serves to help make summary as a learning strategy; it helps keep ongoing track of progress; it helps develop learners note taking and writing skills; it serves as source of reference and data about important points or resources to call on in relation to each topic; it helps develop the habit of recording information as an instrument for quality improvement; it helps to develop the habit of permanently sharing

research and learning experiences with others; it serves institutional purposes as evidence of compliance with curriculum and lesson planning.

Note: The teacher will tell the students that this practice is at the heart of teaching. Teachers must help learners learn how to learn and motivate learners to do the same with other learners that they will eventually have not only in TESOL classes but every learning experience in life. This documentation requirement is an important principle of total quality management, one of the most progressive management philosophies available to our modern society. **While working with their TESOL students, for them to keep track of what they are learning and what they want to learn as a way of stimulating interest in learning.**

Suggestions 1

- Have learners interact as a class, asking the teacher and other learners' questions of interest that might have come to their mind during the partners' dialog and/or class introductions.
- Next, the teacher can proceed to hand out the course outline and explain that it is a tentative proposal that can be improved with additions made through students' participation.

Note: The teacher should explain to the learners that the above suggestions may only work for advance students. If the teacher has been assigned a class of beginners or intermediate students other procedures such as those described in the section on

delivering instruction to L2 beginners and intermediate would be most helpful to follow as a guide.

Analysis of Relevant Theory:

- Teacher will ask the class what they think is the meaning of a “learner- centered environment”.
- Next, the teacher will have a student look up the meaning on the classroom computer or teacher’s laptop.
- Teacher will have the student read his/ her findings to the class.

Next, the teacher will ask for a volunteer to explain how the following words of Janet Podnecky (2002;6) applies to this section of the course:

“Before discussing the creation of a learner- centered environment, we ought to look at who the learners are.”

- The teacher must guide the discussion in terms of analyzing whether the information obtained from the students’ presentation is enough to establish a learner- centered environment as related to the above quote.
- Have students discuss in small groups the following words from Gerigthy and present a summary of each group to the whole class:

“Sorting out a class means discovering

a) People

b) People who listen to English, perhaps speak some, probably read some and maybe write some.

c) People who want to learn more English- for what?"

Recommended Readings

Gerighty, T.J. (1984) Oral Practice- from dialog to discussion. In Selections from Modern English Teachers. H. Moorwood. Selections from Modern English Teacher p.1-3. Longman.

Podnecky, Janet et.al *LifePrints ESL for Adults*. Teacher's Edition. New Readers Press. 2002.

(<http://Honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/assumpt.htm>).

II. Course Outline – Time: 3.0 hours

Instructional Objectives:

- List the main topics proposed for discussion in the course.
- Indicate the relationship between different parts of the course.
- Cite some important individuals and theories that guide the practice of TESOL.

Reasons for the Objective:

- Learners need to know in advance the different topics the relationship among the topics and the ways in which the course will contribute to solve their needs and interest; with this information, learners are more likely to collaborate with the teaching-learning process since they can see the link of the teachers' offering to their needs.

Other reasons for the objectives are:

- To observe and practice aspect of a model for delivering face-to face courses.
- To develop in future TESOL teachers an awareness and sense of professional responsibility to all institutions and individuals related to the TESOL business.
- To acquire knowledge, skills and behaviors that are necessary for appropriate performance in the profession.

Teacher Preparation of Material:

Proposed Outline prepared on transparencies

Teacher's drawing of a concept map to illustrate the relationship between different parts of the proposed outline

Course Textbook

Copies of proposed outline

Teacher's Questions to Elicit Students Interest:

1. There are many areas and topics that a perspective TESOL teacher must be aware of. How can we approach this problem in an organized fashion?
2. How can the following proposal of outline help you with your future responsibilities?
3. Can you identify some topics of interest to you in the following proposal?
4. Which do you think is the most important topic in the outline? Why?

Topic Presentation and Exercises:

Suggestion 1

- The teacher provides each student with a copy of the proposed outline. He/she then, ask learners to suggest additional details for enhancement.

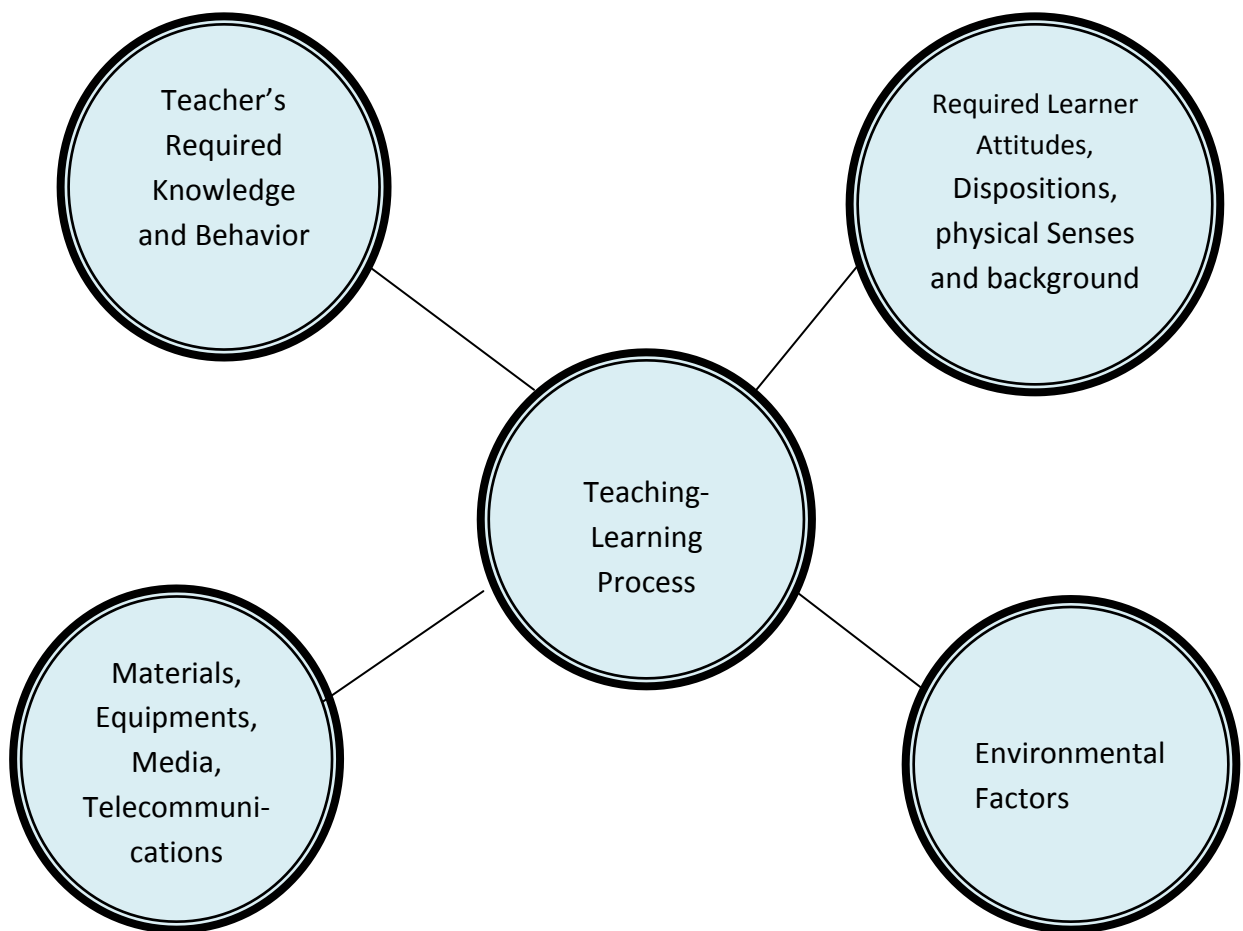
Suggestion 2

- Select a student and have him/her copy the following concept map on the chalkboard while the rest copy it in notebooks. The four main branches of the outline are represented and already labeled.

- Have the students work in group to identify to which branch of this web each topic in the outline is related and explain the reasons for their choice. The teacher might have the learners complete the web by drawing the web and the chalkboard and extending each topic from the outline on its respective branch in the web.

Example: Teacher's knowledge of Code of Ethics shoots out from the branch labeled teacher's required knowledge and behavior.

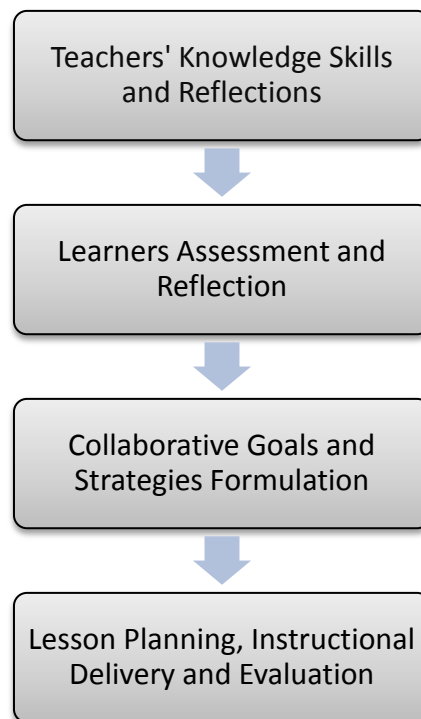
TESOL Teachers Training Course Semantic Webbing



Suggestion 3

- Select another student and have him/her copy on the chalkboard the following representation of the logical sequence used in the development of this course.
- Randomly select students from the class and ask opinions about why this choice of sequence has been used.

Sequence of Topics in the Course



Note: The outline for this course has been used as an example for future TESOL teacher training purposes; it assumes that the learners are fluent in different aspects of the English language. Nevertheless, as the structure of the outline shows this course

represents a practical application of an outline, in itself to the issues of TESOL training; the outline, therefore, serves a double purpose: methodologically, as a guide that must be offered at the beginning of every course, and in this specific case as the route to be followed for analyzing the entire scope of TESOL discussed here in the format of a grand lesson plan.

Presentation of Course Outline

- I. Organizational or Housekeeping Activities
- II. Course Outline of Topics
- III. TESOL Ethics
- IV. Skills and Behaviors That Good Teachers Must Develop
- V. The Importance of TESOL training
- VI. TESOL Teacher Assessment
- VII. Supply and Demand in the World's Labor Market for English Skills
- VIII. The Importance of Cultural Issues in Teachers' Training
- IX. What to expect from the institutional environment
- X. Individual Learning Styles
- XI. Some Strategies that help Motivate Students
- XII. Student's assessment
- XIII. Learning Strategies
- XIV. Knowledge of Language Acquisition Theories
- XV. Classroom Management
- XVI. Planning and Delivering Instruction

- XVII. Approaches, Strategies and Methods for teaching the L2 English Language Learner
- XVIII. The Importance of Materials, Instructional Aids and Media in TESOL
- XIX. Technology as Instructional Aid
- XX. Preparing A Sketch and Lesson Plans
- XXI. Delivering and Evaluating the Quality of Classroom Instruction
- XXII. General Suggestions for Working with Cognitive Level I Learners
- XXIII. Principles and Guidelines for General Adults English
- XXIV. Principles and Guidelines for Business English
- XXV. Principles and Guidelines for Teaching English to Children
- XXVI. Testing and Other Forms of Summative Assessment

The teacher will ask for suggestions to include in the blank spaces between topics on the transparency. The new outline is then adopted as the model that will be followed as guide for the course.

Analysis of Relevant Theory:

- Discuss the following words from Cruickshank(1985:20) and indicate how it apply to TESOL teaching especially as related international TESOL activities.

“They [teachers] need to be made to think about how the study of a discipline can make more rational future citizens and how the discipline must be taught in order to do so”.

Discuss and illustrate the meaning of the following words from Michael P. Breen:

"The syllabus identifies what will be worked upon by the teacher and the students in terms of content selected to be appropriate to overall aims".

Recommended Readings

Breen, Michael. (2001). *Syllabus Design*. In R. Carter & D. Nunan, *Teaching English to Speakers of Other Languages*, p. 12 printing p.151-159. Cambridge U.K. Cambridge University Press.

Cruickshank, Donald. *Models for the Preparation of America's Teachers*. The Phi Delta Kappa Educational Foundation. Bloomington, Indiana.1985

III. TESOL Ethics – Time: 4.0 hours

Instructional Objectives:

- List and define the most important ethical rules for TESOL teachers.
- Write about different ways in which TESOL rules of Code of Ethics can affect their expectations as future TESOL teachers.
- Compare the rules of Code of Ethics to perspective teachers' expectations for TESOL work.

Reason for the Objectives:

- TESOL teachers must be aware of their professional responsibilities to different stakeholders in order to contribute to the enhancement of the profession and quality of teachers' services.

Teacher Preparation of Materials:

List of Websites with TESOL Code of Ethics

List Websites with Other Teacher Code of Ethics

Computer or laptop

Teachers developed script for each participant in role play.

Copies of a Code of Ethics for TESOL teachers

Teachers' Questions to Elicit Interest:

1. How will observing ethical rules serve as effective guide for working in TESOL?

2. How can online research help us more aware of our ethical responsibilities?
3. Can you point out the most important aspects of your ethical training?

Topic Presentation and Exercises:

Suggestion 1

- Explain to the students that the TESOL teaching is a profession with significant international reach, and as such needs to be regulated and guided in the right direction for helping the progress of mankind. Important instrument in this ongoing effort are the professional codes of ethics and collaboration between training institutions and companies contracting the services of TESOL teachers.
- Have students go online to find a code of Ethics for the TESOL profession and save it for their future reference. Indicate that many rules established by the Codes of ethics can affect their lives in other countries. Many of these rules are also part of contracting institutions policies for teachers' supervision and observation of classroom behaviors.
- Explain that the essential point here is: TESOL teachers must elevate the image of the profession anywhere they have been called to practice. They must be concerned with their behavior in order to assess the students and community reactions to their presence in other cultures. Discipline, maturity, integrity, honesty and responsibility are valuable qualities that tell of much about the quality of a teacher as knowledge of the English language or teaching skills.

Most foreign schools and institutions are being very careful not to find themselves with what many consider “tourists” instead of TESOL teachers.

Suggestion 2

- This is a good opportunity for the teacher to set up a role play: The teacher ask for volunteers or assign students to participate in a role play. Each student is provided with a label to indicate the character that he/she represents in the role play. The teacher then, writes the names of the characters on the chalkboard, and distributes the script to the participants; they first practice their role with the teacher observing and correcting. The teacher distributes copies of the Code of Ethics that he/ she brought to the class. Students not performing in the role play remain doing silent reading of the codes with instructions to underline the points that they think could directly affect them.
- One student represents the TESOL training institution from the United States ; another represents the school or contracting company; the TESOL teacher is represented by another student and two students represent the class that is receiving the teacher’s services. In this play the teacher must act as if he did not receive any ethical training and took the TESOL assignment mainly because he wanted to know China. While in China, the teacher began demonstrating an attitude of disregard for the country’s laws and regulations and frequently exercised an arrogant behavior towards the school authorities. The Chinese school then contacted the training institution in the US that attempted to help; yet the teacher did not respond and was finally discharged from his teaching duties and was warned that he had to pay his way back to the U.S.

Analysis of Relevant Theory:

- Explain and relate to your teaching context the meaning of the following words by

Travers & Rebores:

“State laws vary on what constitutes ethical practices for teachers, especially in their dealing with children, but most states want teachers to be moral and humane and to fulfill their contractual duties”.

- Have students write a summary of their findings from any TESOL institution with an online Code of Ethics.

Recommended Readings

Travers, Paul D. and Rebores, Ronald W. *Foundations of Education*. Second Edition. Prentice Hall. Englewood Cliffs. New Jersey. 1990

<http://www.i-taa.com/TESOL-Code-of-Ethics.swf>

IV. Skills and Behaviors That Good Teachers Must Develop – Time: 2.0 hours

Instructional Objectives:

- List and describe the most significant skills that a TESOL teacher must have.
- Show with examples how teacher's skills can have a positive impact on students' motivation.
- Demonstrate with an action how the teacher's skills may help produce an appropriate learning environment.

Reasons for the Objectives:

- Provide perspective TESOL teachers with information about how they are expected to be as persons and the most critical skills they must develop to be successful.

Teacher's Preparation of Materials:

Drawings on transparencies of humorous cartoons illustrating a teaching situation.

Teachers notes with Total Physical Response Activities.

Transparencies listing qualities expected from TESOL teachers.

Questions to Elicit Students Interest:

1. What skills and qualities do you think students expect from their teachers?
2. Can TESOL teachers learn skills and personal qualities that may help them do a good job?

3. Which of the following skills do you think will help manage a classroom more efficiently?

Topic Presentation and Exercises:

The teaching profession is a very challenging one; not only does it requires special training, but also a wide array of attributes, skills and conditions in order to be a successful teacher, especially when working with learners of languages that are strange to them. The idea of a good teacher is also a dynamic concept permeated with ideological components. (Raths,1971). Yet, most good teachers display some skills that anyone attempting to enter the field should strive to develop:

- 1. How to do an assessment that integrates different aspects of each student's personal condition and that of the group?**

The teacher must emphasize that a good teacher must be able to gain the learners trust while finding out what the learner needs and develop plan for addressing those needs. For example, the teacher can show the pictures of his relatives and friends while providing their names and occupations; then ask selected students to tell the class the names and occupations of each person represented by the respective pictures. This activity will provide the teacher with an opportunity to assess some students' listening and speaking skills. The teacher will continue his work by showing the class how important this assessment can be to help plan and assist the selected students in building on listening and speaking skills.

2. How to create, implement and evaluate learning plans based on varied methods, approaches, techniques and activities?

The teacher could use the drawings to create an environment of fun while teaching to read the messages on the cartoons or learning pronounce words contained in a short song made up for his class on a topic. By observing the students' weakness the teacher can provide formative assessment and instant feedback taking the students to learning through interesting methods.

Note: Students must realize that the main aspect of any method or material selected will depend on how appropriate it is to gain the learners interest in learning the subject and the opportunity for measuring progress and helping to enhance performance.

3. How to teach others to teach and share knowledge for continual learning?

Good teachers must know their subject and like it. That means that the teachers' interest in the subject should be such that his dedication to learning about the subject should continue endlessly (Highet,1989:18). Moreover, good teachers don't learn exclusively for themselves; they learn because they want to share the joy of earning with others. They understand that just as how they enjoy learning others will find pleasure in learning as well, once the tricks for learning to learn are made available for new discoveries to everyone who wants to learn.

American TESOL Institute continuously set high standards for its teachers and students and recognizes the importance of training in crucial aspects for good teaching to take place. In ATI's view, perspective TESOL teachers must learn as much as

possible about the best ways to transmit knowledge to the learners: teachers must learn numerous facts about the learners as individuals within a given society, at a specific time or context; most suitable methods, approaches or techniques for each circumstance, use and development of materials and modern technologies available to assist learning as well as methods for making sound decisions and measuring progress and reporting achievements to a variety of TESOL stakeholders. Planning, therefore, is a key aspect for success in life. ATI emphasizes this crucial aspect of teachers training and stresses the importance of teachers transmitting these values by way of serving as model to their learners in relation to this vital practice.

Suggestion: 1

- Present the transparencies with an adult person with a funny appearance helping some students in a classroom setting. The classroom must have chairs, window, door, books, teacher's desk, students, teacher, lights, etc. In addition to have some humor through the funny appearance of the smiling teacher, if he has something in his hand (like a little gift) for the students they will get the idea that the teacher is a good person that loves children. The teacher can use these same illustrations to teach the words representing different objects in the classroom by providing each object with its respective label. He then uses repetition drills and signals to assess class as well as individual students understanding and ability to pronounce the names of these objects.

Suggestion 2

- From a sitting position, give the command 'stand up' 'while you model the meaning to the whole class. Give the same command and model it to each row

of students. Then give the command to individual students in each row, without modeling it, too see which students have understood. Repeat for those students that still need help. Then you can teach new words like 'walk', 'sit' "come" and many other action words using the same procedure for teaching and checking understanding. Finally, you could combine various words while teaching the conjunction "and". For example, "stand up and walk" or sit down and raise your hand.

Note: Remember to reinforce your teaching with the use of signal and gestures, but make sure they are appropriate in the country's culture. Also, keep in mind that if a student has confusion with one or more words it would be necessary to help the student before giving more command. The teacher, at this point, may have other students model the meaning to the struggling student. Finally, the teacher could decide to use the action words and combine them with the objects that were taught with the use of the drawings while teaching some prepositions at the same time. For example: "sit in the chair" or walk towards the "chalkboard"

Analysis of Relevant Theory:

- Have learners (perspective teachers) discuss and comment briefly in writing about the following words from Highet 1989:69);

"The best way to do this[showing the importance of planning to learning] is to plan all the work that the class will do, to explain the plan to them, to make sure that they keep it mind, and after the work has been completed, to look back over it and sum it up".

- Have learners discuss the following words from Hamacheck:

“If it is true that good teachers are able to communicate what they know in a manner that makes sense to their students, then we must assist our teacher candidates both through example and appropriate experiences to the most effective way of doing this”.

Recommended Readings

Hamacheck Don (1971). Characteristics of Good Teachers and Implications for Teacher Education in H. Funk& R.T.Olberg(Ed.) *Learning to Teach in the Elementary School. Introductory Readings.p.24-32*. New York, N.Y. Dodd, Mead & Company.

Highet, Gilbert. The Art of Teaching. Vintage Books. Random House. New York. 1989.

V. The Importance of TESOL training - Time: 1.5 hours

Instructional Objectives:

- List reasons why is important for perspective TESOL teachers to receive appropriate training.
- Describe possible solutions to some problems in the TESOL field.
- Create an environment in which potential TESOL teachers demonstrate increasing interest in learning.
- Develop Teaching Skills for helping L2 learners.

Reasons for the Objectives:

- Describe the significance of adequate training as a requirement for teaching and provide additional motivation and interest in teacher's training for personal development and the practice of continual learning.

Teacher Preparation of Materials:

Flash- cards

Drawings

Tape Record

Question to Elicit Interest:

1. How will TESOL training help you be a better TESOL teacher?
2. What is the best method for teaching TESOL?
3. Will this course make you more efficient at planning and delivering instruction?

Topic Presentation and Exercises:

Suggestion 1

- Give the students two important reasons for providing TESOL training. Have students tell other reasons for taking TESOL training. List the reasons on the chalkboard and tell the students that this section of the class will be on tape for future references of changes in teacher's interest and attitude as result of the course and for teacher's reflection as part of their professional practice and improvement. Guide a classroom discussion leading to connect the reason in a chain of interests. Ask the students to compare their initial expectation about the course and the resulting experience from this activity.
- Select two students. Provide one with the flashcards and have him/her teach the pronunciation of the words naming the objects. The simulation must include the learner having difficulty at the beginning the teacher providing repetition and seeking other ways making (vocal sounds or signs) to teach the same words. At the end of the exercise ask the teacher student if he learned or gained experience that will make him more confident if required to do the same operation again.

Note: Here are some potential students' answers that the teacher might expect:

1. Potential TESOL teachers (your students) gain more confidence to carry out their assignments.
2. Potential TESOL teachers can demonstrate more skills and control in the new environment, gaining more respect and authority on the subject.

3. Potential TESOL teachers become aware of possible problems and difficulties while learning ways to prevent or reduce damaging outcomes. Timely and appropriate training helps reduce costs and wasted time for all parties involved, and it also increases the quality of services provided.
4. TESOL training contributes to the creation of an environment in which students make better use of their potential and improve productivity.
5. Improves the corporate image of companies and schools that contract the services of well prepared teachers.
6. Reduces stress and increase teachers' satisfaction for having greater success with assignments.
7. Greater teacher's productivity may translate into increased pay and longer contract offers from contracting institutions and schools.
8. TESOL training and practice may also stimulate interest in TESOL research and best practices to be applied in the field.

Analysis of Relevant Theory:

- Freeman is critical of teachers' education programs that in the past dedicated much teaching to technical aspects of language form and little attention to classroom pedagogy. Ask the students, how does this controversy apply to this syllabus?

Have the students analyze and respond to the following questions presented by
(Freeman, 2001):

1. What is the nature of teaching and of teachers' knowledge?

2. How is it most adequately documented and understood?
3. How is it created, influenced or changed through the interventions of teacher education?

Note: The students are allowed to use the internet or other sources to help answer these questions.

Recommended Readings

Freeman, Donald.(2001) Second Language Teacher Education. R. Carter& D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. pp. 72-79 Cambridge, U.K. Cambridge University Press.

VI. TESOL Teacher Assessment – Time: 2.5 hours

Instructional objectives:

- Define the needs and interest of course participants.
- Compare students' needs and interest with course goals and outline.

Reasons for the Objectives:

- Make participants provide and reflect on their needs and interest all well as those of the entire class in order to have a better base of information from which to plan and adjust course activities.

Teacher Preparation of Materials:

Assessment Questions

Graphs

Charts

Journals

Teacher's questions to Elicit Interest:

1. How will the assessment help us when planning a course?
2. How can the knowledge of students and group characteristics help us when delivering instruction?
3. In the assessment you are about to do, how many areas can you identify as weaknesses that you need improvement during your TESOL preparation?

Topic Presentation and Exercises:

Suggestion 1

- The teacher will explain to the students' that an assessment will be applied in order to help focus on their needs. The teacher applies a questionnaire and assigns a maximum of 45 minutes for its completion. This assessment is related to this course. In other institutional contexts the teacher may have the advantage of some forms already completed by participants before beginning of the course.

Note: It is also important to keep in mind that teachers must learn ways for assessing their L2 students, a topic that will be addressed in this course when we have completed the sections dealing with the teacher needs and professional formation, and as we approach the section dealing with the students' background knowledge and needs.

Students are allowed to ask the teacher any question for clarification of meaning. Students may not, however, consult answers with each other; it is an individual test that has been designed to find out information, from each student, that might be useful for lesson planning purposes:

1. Briefly describe your attitude towards learning.
 1. What would you like to learn in this course?
 2. Which method do you think is best for teaching this course?
 3. What are some benefits of on-line training programs? How do you plan to capitalize on this of face- to face interaction?
 4. Describe what image you have of a good TESOL teacher?

5. When was the last time you taught something? How was the experience?
6. Why would like to be a TESOL teachers?
7. What countries have you visited or live in where most people communicate in a non- English language? How did you perform in the country?
8. What is cultural awareness and how do you think it could affect your work as a TESOL teacher?
9. What type of age students do you prefer to work with? Why?
- 10.What subjects did you like most in College?
- 11.How is theory and practice related to each other?
- 12.How often do you write down the things you do?
- 13.Give an example of two words for each English short vowel.
- 14.What are the parts of speech?
- 15.What are the four main skills to be taught while learning the English language?
- 16.What is the meaning of the word syntax?

Suggestion 2

- The teacher should open a class discussion about the assessments and the students' responses as related to this course. The teacher can take this opportunity to make students establish connections between their responses on the assessment and the needs of training. Teachers can read the answers to questions, without mentioning students' names and with the help of selected students using the chalkboard for tabulate the answer according to the number of students that show weaknesses in each area.

Analysis of Relevant Theory:

- (Freeman 2001) indicates that research shows tensions between; what learners of teaching believe they should learn about classroom practices and the training needs of teachers based on their own experiences as students or their prior teaching experience and what many syllabuses offer based on the trainers attitudes of ignoring learners prior experiences. Research also points out that the impact of socio-cultural on the institutional environment has not been fully taken into consideration (see also Malcolm). Freedman also indicates that other researchers points to the fact that generally those receiving training before having significant experience in classroom management tends to give high priority to this need as contrasted to experienced teachers that generally place their priority for training in discussions related to reflective issues such as goals and effects of their teaching and the degree of progress with different methods as related to their expectations.

Suggestions 1

- Have the students work in small groups, analyze the Freedman observations about TESOL teacher training and present their comments on the topic.
- Place learners in different groups and have them analyze the following insight from (Brindley 2001):

“Proponents have argued that participating in self- assessment can assist learners to become skilled judges of their own strength and weaknesses

and to set realistic goals for themselves, thus directing their capacities for becoming self- directed”

Note: The Malcolm work on the impact of institutional setting can be accessed FREE at the American TESOL Institute Website.

Suggested Readings

Brindley, Geoff. Assessment. In R. Carter & D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 12 Printing. pp. 137-143 Cambridge, U.K. Cambridge University Press

Freeman, Donald. *Second Language Teacher Education*. In R. Carter & D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 12 Printing. pp. 72-79 Cambridge, U.K. Cambridge University Press

Malcolm, Winston. *Practical Cases in TESOL - Panama*. American TESOL Institute. Lexical Press. Tampa, FL. 2012.

VII. Supply and Demand in the World's Labor Market for English Skills

- Time: 2.5 hours

Instructional Objectives:

- Describe the importance of English in the global environment.
- Define conditions for teaching English in context.

Reasons for Objectives:

- Perspective TESOL teachers need to understand the impact that economic factors are having on the international expansion of the use of English. At the same time it is important to recognize that cultural, social and political factors influence the thinking of people in different parts of the world and the approaches used to teach English must adapt to each situation in order to achieve the goals of teaching.

Teacher Preparation of Materials

Maps of the world

Internet Sources of TESOL teaching

ATI Website and International affiliates

Teacher's Questions to Elicit Interest:

1. How will understanding the role English plays in the expansion of international trade help you to learn this language?
2. How can adapting teaching to local conditions make your classes more effective?

Topic Presentation and Exercises:

Show a world map and draw double lines highlighted with different colors to show the world's main trade routes and countries located in each area that are expanding the teaching and use of English.

Suggestion 1

- Tell a student to read the following material and inform that you are going to call another to comment on the content and relate it to his country at present.

Nations are coming closer each day and the English language is playing an important role in this process. Other factors such as modern transportation and telecommunication systems, the Internet, and the expansion of world trade and international migration all depend significantly on the use of English. This language is a key element for the continual development of these and many other trends. English is by far the main instrument for communication among nations and the main language of the United States of America the world's leading economic power. For these reasons, being a native English speaker represents a great advantage; it is one of the most valuable assets that any individual can display in today's world. This asset, however, cannot be placed in effective use without the help of pedagogical instruments adapted to local conditions for making the inputs comprehensible and interesting to the English language learners from different cultures and backgrounds.

Suggestion 2

Have students answer the following questions and provide comments.

- 1) Why are many countries taking up legislations to expand and improve the teaching of English?
- 2) What do you think schools, institutes, companies and governments are looking for when demanding foreign English teachers?
- 3) Will the acquisition of English skills provide opportunities for social and economic promotion in your country?

Malcolm (2011:108) shows why teaching and developing English skills has become important in some countries. Have students analyze and relate the following to the international expansion in the use of the English language:

“Panama’s increasing use of the English language has been opening doors for more communication, cultural exchanges, as well as increasing trade opportunities for U.S. and other multinationals; for example: call centers, tourism, scientific research centers, Panama Canal management, international banking and other activities continue benefiting from this development on the isthmus.”

Analysis of Relevant Theory:

- Develop a whole class discussion of these interesting issues presented by Carter and Nunan:

“As far as language is concerned, is an authentic native speaker version of the language preferable to one which is less ‘real’ but judged pedagogically to be more in the interest of learners”.

- Have the students download the Malcolm case, mentioned before, from the lexical press at American TESOL Institute Website and establish how it relates to the above issues expressed by Carter and Nunan in the preceding paragraph.
- Ask the students to assume they meet a TESOL teachers that is non-native speaker who migrates at the age of twelve (enough to have cultural straits of his native country) which he visits on a yearly basis for the last twenty five years; period in which he/ she has resided in a country in which English is the main language and in which he/she, obtained a College degree. Refer again to the Malcolm cases and explain how will this person be positioned as a TESOL teacher in the cultural and pedagogical contexts as related to the issues presented here by Carter and Nunan.

Suggested Readings

Carter, Ronald and Nunan David.(2001). Introduction. R. Carter& D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages pp. 1-6* Cambridge, U.K. Cambridge University Press.

Malcolm, Winston. *Practical Cases in TESOL - Panama*. American TESOL Institute. Lexical Press. Tampa, FL. 2012.

Malcolm, Winston. *Panama’s Contributions to the Development of the United States Capital Accumulation and Power*. Just Book Publishing, LLC. Zephyrhills, FL 2011.

VIII. The Importance of Cultural Issues in Teachers' Training – Time: 4.0 hours

Instructional Objectives:

- Identify behaviors that vary among cultures
- Compare elements from the United States culture to the culture of the country or region of the learner's perspective TESOL teaching
- Identify teacher behaviors that indicate sensitivity to and respect for cultural and linguistic differences within and among cultural groups

Reasons for Objectives:

- The high priority assigned to cultural training is important because it will help teachers avoid costly blunders when communicating (verbal and nonverbal) with people from other cultures; cultural awareness can also help our teachers to be effective communicators in the classroom environment.

Teacher Preparation of Materials:

Pictures of food that is popular in the teacher's country

Popular songs from the teacher's country

Computer with Internet connections

Magazines

Markers

Labels

CDs and CD player

Teacher's Questions to Elicit Interest

1. How will learning About Cultural differences help you in TESOL teaching?
2. What cultural factors do you need to consider when planning instruction?
3. Can you list three things that show sensitivity to the learners' culture?

Topic Presentation and Exercises:

Suggestion 1

- Tell students to recall that one of the most interesting aspects of TESOL teaching is the opportunity to travel and meet different people and learn about their culture. Even for those teaching in their native country, regional differences might be a source of great learning and exchange of experiences. Some countries and regions have a strong cultural traditions valued throughout their history and they remain dedicated to those values and norms even in the face of increasing economic relations and cultural exchange with other countries. High context culture assign great meaning to protocol and behaviors while low context cultures rely more on verbal forms of communication to specify messages (Ibid. Bovee and Thill).These cultural differences can be significant in transmitting and interpreting messages that are very important to learners that see their teachers as role models.

Language is best taught using the cultural context as support to enhance and enrich learning through real or carefully simulated social or individual everyday situations or in the course of an economic exchange of any nature. The context is

always crucial to the meaning and understanding that must be interpreted from the verbal or non-verbal communication.

Suggestion 2

- Tell learners that there are many sources dealing with intercultural issues. Most business communications textbooks deal with these issues. Learners should take notes of this advice and start doing online research about the language and culture of their country as well as that of the country where they expect to live and work in the future. The United States Embassy cultural section in most countries also provides helpful information that can be obtained online.
- There are lots of printed materials and audiovisual tools in public libraries around the world that can also help. In many cities students might have native speakers from the targeted country with whom to exchange language learning experiences and many perspective TESOL teacher are natives of the targeted country interested in helping extend the teaching and use of English as a mean for getting access to technologies and expanding international trade.

Many forms of communication can be transmitted unconsciously. Learners need only to analyze the gestures, tone of voice, facial expressions, and the language to realize how much a teacher cares for their well-being. The foreign- born teacher must, therefore, use non-verbal clues to enhance verbal communications not only as a teaching aid, but also as reference tool of interpersonal relationships. This means that the English teacher must learn to modify his cultural messages to the appropriate

patterns of those receiving the language instruction; helping learners understand the similarities and differences in languages and cultures.

Suggestion 3

- Explain how each of these elements operates in the context of the United States and provide an example. You may want to draw a traffic sign, use a picture of the Statue of Liberty as a symbol, the US signal for stop, etc. After you have completed your description of US non-verbal elements, ask a student from any region of the country where your teaching is carried out to compare these same elements with that of his region.

Have students work in small groups to discuss and present to the whole class the following topics:

1. Unintentional forms of nonverbal communication that could affect a teacher's relationship with L2 learners.
2. Communication problems they anticipate with teenage children in high context cultures.(where non-verbal communication is the preferred form of sending messages)
3. Strategies and approaches for training English teachers to foster intercultural rights and responsibilities.

Laubach Literacy Action (1996:26) recommends some useful tips to help teachers as they face their work and seek to approach cultural issues:

1. Find out as much about the learner's culture as you teach about your own. This is one of the clearest evidence that teacher- learner's interactions generate new

experience and knowledge. Both sides benefit from the cultural exchanges. Teachers are also learners of procedures and often of different customs in other countries.

2. Examine similarities between the cultures as well as differences. We tend to pay much attention on the differences, but it is amazing how many things we have in common and even communicate in similar ways.
3. Explore cultural meanings found in words, phrases, and gestures. Context is king in the world of meaning. Contextual clues, the relationship of the participants and intonations can provide specific coding understanding to communicative processes.
4. Encourage the learner to practice guessing what is or is not appropriate in the new culture. Background and prior experience can help process information for reaching an approximate understanding without complete information.
5. Train yourself and the learner to be prepared for expressions that are not meant to be taken literally, or that have culture-specific meaning. Many misunderstanding and blunders are originated through ineffective translations or ignorance of uses in specific situations.
6. Take time to explore the learner's perception and conclusion by following up with an observation of your own, or a question. Actions many times or more powerful than words, especially when there are doubts look to the subsequent actions for clarifications before reaching conclusions.
7. Avoid being judgmental of either yourself or the learner. All humans commit mistakes and many times this happens unconsciously. An open and balanced

attitude in cultural affairs is the healthiest recommendation for intercultural development.

8. Realize that forming a new identity in a new cultural setting is a matter of “learner’s choice.” The teacher may need to adapt his teaching and lesson to the requirements of the cultural context, but he does not need to keep and identify with all aspects of a different culture as a permanent imposition on his own values and original beliefs.
9. Be aware that learners often experience major adjustment problems. Learners develop gradually and go through difficulties to understand and cope with different rules or norms than those practiced over extended periods. Language learning and cultural changes that lead to new student- centered practices, for example may take time to become part of learners internalized knowledge.
10. Study your own culture. Learn about your customs, biases, and views and how they differ from those in other societies. This knowledge can help you better understand, appreciate, and accept the values and behavior of other culture. Remember to keep in mind that each country there are many subcultures with different customs based on racial an ethnical factors, social and economic status, religious practices, regional differences, gender, history etc. Many teachers are not aware of important aspects of their own culture while people from other countries have different expectations of the native English teacher. Modern telecommunication and entertainment in the English language have contributed to the widening of this phenomenon and specific business protocols

have added additional requirements for learning about our own cultural practices.

11. Learn about other cultures. Education can help you alter cultural misconceptions; reduce fears, and minimize misunderstandings. Knowledge of other cultures opens your eyes and teaches you to expect differences. Such knowledge also enriches your life. Today, the internet, expanded world trade and traveling have produced multiple options available for learning about other cultures.
12. Observe nonverbal cues in your culture. The practice of observing these type of communications not only makes the perspective TESOL teacher more aware of the finest actions of his culture, but also creates and develops the ability for doing this type of activity in other cultures to gain valuable information instantly that can be used to the benefit of the teacher-observer.
13. Use trouble-free English. Simple language makes learning easier and shows the teachers sensitivity and interest in helping learners as well as good manners and word choices appropriate to everyone. Avoid professional jargons, slogans and other forms of complicated or sub-standard communications that will do little to demonstrate quality teaching.
14. Seek common ground. When cultures clash, look for solutions that respect different cultures. Like in many other areas of interpersonal relations, mutual respect is the key to understanding and cooperation. Recall that the main element in a successful teaching- learning process is teacher- students'

cooperation. Respecting each other values can lead to shared goals and increased learners- teachers' interactions.

Some important words and phrases to learn in other languages

The more you learn about the culture and language of the country you will be working, the better for you. Many of the same sources indicated for culture can also be helpful for language in addition to internet sites for language learning and books on the subject for specific languages

Remember that an important part of culture is language. Learn words and phrases for basic communication in your target country and practice the pronunciation to avoid misunderstandings. These are some important words to learn:

Good Morning

My name is ...

How are you?

What's your name?

Please.

Thanks.

Help.

Today

Tomorrow

Numbers (from to ten)

What?

When?

Where?

Why?

Who?

Goodbye

Suggestion 1

- The teacher will present to the whole class pictures of different food from the United States and provide the names with labels for each type of food.
- Teacher selects a learner that is originally from a different region or country of the teacher. The teacher will do a dialog with this student in which the grammatical focus will be the use of the auxiliary verb to 'do' and short answers. Teacher will explain the meaning of the main verbs " to eat" and "to drink".

Note: The teacher must explain that in English verbs: can be listed as main verbs or helping verbs. Teacher refers back to the concept of helping that was introduced with the picture of the teacher helping students. Teacher have one student help another do

something to explain the concept of “to do’ as a main verb and the concept of to do in the sense of a ‘friendly helper’

The teacher draws two vertical lines on the chalkboard; one is given the heading main verb and the other gets the heading helping verb. The word “do” is then written under each to reinforce the concept and make distinction of use.

Teacher: Shows a hamburger and asks “Do you eat hamburger ”?

Student: Yes, I do

Teacher: Presents the picture of a pumpkin pie and asks “Do you eat pumpkin- pie” ?

Student: No, I don’t.

Teacher: Presents a picture of “ice tea” and ask the student” Do drink ice “tea”?

Student: No, I don’t.

Note: Observe the technique of substitution drill that teachers can use when teaching grammar forms and vocabulary.

Another interesting activity will be to have the learners teach the teacher the name for these foods in their native language so the cultural exchange can be most beneficial.

Grammar form: ‘Do you’

Substitutions Examples: verb ‘drink’ for verb “eat”; noun pumpkin pie for hamburgers.

Suggestion 1

- The teacher will have students bring pictures of food and/ or clothing used in the regions of their origin. The teacher will provide a label with the name of the food, clothing or other article brought by the students and do pronunciation drills with the names of these objects.

Suggestion 2

- For adults and older students, play CDs with different types of song from the United States: For example: rock, hip hop, salsa, jass, blues, soul music etc. This will show that cultural differences exist even within each country. See if the students can identify the name of each type of music before providing the names for each music type and the generation with which it is mostly associated as well as the social phenomenon from which it originated. The students might not understand the meaning of the words, but they might be able to distinguish each type base on the patterns of sounds.

Analysis of Relevant Theory:

Bovee and Thille (a) (2,000: 66) explains that:

“When you learn a language in the classroom, you often don’t learn the most contemporary words. Furthermore, each region of a country has its own dialect and slang”.

- What implications do the above have for teaching Standard English to L2 in countries that are continuously in contact with native speakers of different English varieties?
- How can slangs and jargons affect business communications within and among countries?

Bovee and Thille (b)(1986:61) indicates that:

“Culture dictates the roles people play, including who communicates with whom, what they communicate, and in what way”

- Ask students what impact gender relations have in their country. Focus on the way women are viewed in the society? How can this affect teaching English lessons based on values such values?
- How do you think nonnative students feel when they have to do oral presentations with native English teachers?
- What might be the language skill that produces most frustration to TESOL teachers? Why?

Have learners prepare individually comments on the following:

What does Claire Kramsch, in the Cambridge Guide to teaching TESOL (p. 205), means with the following statement?

“In a few years, the traditional binary tradition of Us vs. Them in intercultural communication will be replaced by the notion that in a networked, interdependent world the others is in US and We are in the Other”.

Recommended Readings

Allain, Violet and Pettus, Alvin. Teaching Diverse Students: Preparing with Cases. Phi Delta Kappa Educational Foundation. Bloomington, Indiana 1998.

Bushman, John. Teaching The English language. Second Edition. Charles C. Thomas Publisher, LTD. Springfield, Illinois 2000.

Bovee, Courtland L. and Thill, John. (a) Business Communications Today. Fourth Edition. Instructor's Resource Manual. McGraw Hill. NY 1995.

Bovee ,Courtland L. and Thill, John. (b) Business Communications Today. Six Edition. Instructor's Resource Manual. Prentice Hall. Upper Saddle River. 2000.

Gast, Nathalie. Perfect Phrases for ESL Everyday Business life. McGraw Hill. New York 2010.

Teaching Adults An ESL Resource Book. New Readers Press. Laubach Literacy Action Syracuse, NY 1996.

IX. What to expect from the institutional environment - Time: 3.5 hours

Instructional Objectives:

- *Making teachers aware of possible institutional situations they might face in the field.*
- *Observe and practice a guided conversation*
- *Practice role model techniques*
- *Develop skills related to transforming broad curriculum goals into monthly sketch plans.*
- Recall aspects from the Code of Ethics that are related to Institutional factors.
- List obligation and duties that most institutions require from TESOL teachers.
- Select and demonstrate knowledge of Operational Procedures according to the nature of contracting institution.
- Demonstrate awareness of institutional factors that might affect teachers' performance.

Reasons for the Objectives:

- TESOL teachers need to know that they are a set of rules to follow and be aware of some common cultural and institutional practices so that they will be prepared to face these situations and perform their duties more appropriately.

Teacher Preparation of Materials:

- Power point presentation or transparencies indicating the most important institutional factors for TESOL employment purposes in the target country.

- Power point presentation or transparencies indicating the training institute or College policies related to TESOL teachers duties and obligations.
- Table of Content of the textbook to be used in the course.(In this case, we will use the course outline for this training)
- Script for Guided Conversation Role Play.

Teacher's Questions to Elicit Interest:

1. How will knowing about cultural factors help you better do your work as a teacher environment?
2. What are the main expectations that contracting schools and institutions have for new TESOL teachers in the area of academic planning?
3. How can TESOL teachers help their learners become more involved in developing the ability for problem solving and guided conversations?
4. Why are some practices related to cultural issues useful in the classroom?

Topic Presentation and Learners Assignments:

Suggestion 1

- Explain to students that the institutional environment varies according to each country's culture; the official policy toward English teaching; whether the contracting institution is a public or private entity; whether the learners are children or adult; and whether it is general English or specialized teaching for executive business people. Most L2 teaching is being carried out as children

courses (primary and secondary schools) within the academic context. In many countries the reliance of public schools on public funds leads to the hiring of local English teachers for political and budgetary reasons, sometimes at the expense of superior quality teaching from abroad. This situation, however, has opened great opportunities for growing numbers of private schools teaching English with native speakers from abroad and modern educational technologies to face the growing demand of multinational and local private sector corporations that need the services of individuals with superior English skills. In this context many parents strive to give their children a private education with high quality English content. However, because these parents are paying, they establish a different relationship with school leaders that see the needs of their clients as critical for profit making in an increasingly competitive environment. TESOL teachers in these institutional environments face sometimes delicate situations with demands for immediate results even when the students and learning environment at school and home offer little to support teachers' efforts. Nevertheless, in an effort to retain high quality teachers from abroad, in most instances school leadership end up seeking ways to support teachers that follow the established curriculum guidelines.

The institutional environment may have significant impact on the goals and instructional objectives, as well as the materials and textbooks that the teacher is allowed to use, the type of classroom interactions and learning atmosphere, students' motivation and other aspects of classroom management (Malcolm, 2012).

Suggestion 2

- Present the government official policies for the teaching of English in terms of curriculum goals and in relation to contracting English teachers from abroad. Allow students to ask questions and give immediate feedback as the presentation progresses. Do the same for the institution or school policies and goals for the English programs. Have students take notes of these aspects and develop a paper using their own words. Assign groups to use the written individual notes and integrate them into a summary for whole class presentation.
- Encourage students to go on line and find out about some hiring and teaching policies for TESOL teachers in the country of their choice. Inform students that it is always a good practice to get as much information from program management about requirements for teaching, classroom practices, sources and use of teaching materials, transportation, basic compensation and other benefits , supervision practices, teachers' reports and expectations about teacher's obligations in each country.

Institutional aspects are especially important when teaching children. Teachers must know and apply each institutes policies with regard to students health and safety issues, including procedures related to natural disasters, fire, medical and other emergency situations. Most contracts and training/ induction programs provide information related to the way each institution deals with these and other issues:

Hiring and Training Procedures, Institution's Code of Conduct, Dress Code Policies and Personal Appearance, Payment Schedules and Procedures, Lesson Planning Schedules, Chains of Command, Supervision and Internal Reporting, Learners Attendance Verification, Crisis Management Procedures, Textbook Selection and Use, Grading and Reporting Systems, Non- Instructional duties, Institutions Code of Conduct, Classroom Management and Learners Disciplinary Procedures.

Suggestion 3

- Explain that good schools typically: Develop a written policy with input from all its stakeholders, and make it available to perspective teachers even before the hiring takes place. The goals and objectives of the school are clear while students are considered the main subject and object of the teaching- learning process. These institutions produce adequate assessment programs, information systems and organizational structures as well as effective media and materials support for instructional activities. ((Kaluger,1978: 48)
- Good schools look for a long- term commitment from their teachers to the advancement of the school and its students; they, therefore, seek teachers that are flexible enough to fit in the schools culture and capable of working as a good team member.

Suggestion 4

This will be a role play.

- The teacher in this case represents the school or contracting institution.

- Each group will have a representative that represents the new TESOL teacher contracted.
- The teacher will provide each group with a copy of course outline. This represents the yearly lesson plan that many schools will give the new teacher and ask him/her to arrange/ rearrange and divide into monthly segments that the teacher thinks is better for achieving the curriculum goals. Once each group has completed this simulation of the institutional requirement, the group's spokesperson will participate in the role play with the teacher.

Note: This play will illustrate the use of the technique of guided conversations in the teaching of English.

- The teacher (school) will give the whole class, including the groups spokesperson (new TESOL teacher) some background information about the course outline (that in this case represents what might be the government mandated curriculum in the real world) for the grade or level of students (for purposes of this guided conversation, we assume that the advance students already have sufficient English reading skills). The teacher (school) will also give each spokesperson(TESOL teacher in the real world) a memo with the instruction to do his/her work and the deadline for presenting this work to the school's office that will use it for follow up activities, comparisons of weekly and daily lesson plans and other supervisory functions from the English or academic departments. The teacher will ask the whole class some general questions to see how much they have understand of the goals and the work to be done.

- The teacher puts together small groups to read, discuss and analyze the class text in (this case instructions from the school office). Once the spokesperson has the completed work, he/ she will sit in front of the class with the teacher. The teacher at this point will begin the most significant part of the guided conversation by asking relevant question about the work (the curriculum or yearly plan in the real world). **The teacher, in this guided conversation, must request that the spokesperson of each group asks questions based on the group's discussions.**

For example:

Teacher: Ask me if lesson planning is the most important topic in the outline?

Student: Is lesson planning the most important topic in the outline?

Teacher: Why?

Student: Why is lesson planning the most important topic in the outline?

Other questions that might be part of this guide conversation are:

1. How do you distribute the time to make it correspond to the importance of each topic?
2. What changes were necessary in the sequence?
3. Which methods are incorporated to measure learning?
4. Are there other suggestions for learners and teachers evaluation?

Note: In the real world, when a teacher turns in the monthly plan to comply with the memo, the office, most likely, won't initiate a conversation with the teacher about the

subject. Almost always someone in the English department will review the work done by the new TESOL teacher and if the school is satisfied, there will be no more conversation related to the issue, except for the teacher's obligation to use the work as a guide for presenting the daily lesson plans at the beginning of each week.

Analysis of Relevant Theory:

Have students explain how the following words from Kathleen M. Bailey in the Cambridge Guide to TESOL Teaching (p.114) relate to this topic:

“Practicing teachers are observed by supervisors, course coordinators, department heads, principals, and head-teachers in order to judge the extent to which the teachers adhere to the administrations expectations for teaching methods, curricular coverage, class control etc”.

Recommended Readings

Bailey, Kathleen M.(2001). *Observation*. In R. Carter& D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages pp. 114-119* Cambridge, U.K. Cambridge University Press.

Kaluger, George and Kolson, Clifford J. *Reading and Learning Disabilities*. Second Edition. Charles E. Merrill Publishing Company. Columbus, Ohio. 1978.

Malcolm, Winston. *Practical Cases in TESOL- Panama*. American TESOL Institute. Lexical Press. Tampa, FL. 2012.

X. Individual Learning styles – Time: 8.0 hours

Instructional Objectives:

- Locate behaviors indicating each student's best way of learning.
- Select approaches best suited to each learning style.
- Solve issues related to presenting information that accommodate to different learning styles.

Reasons for the objectives:

- Each individual has preference for certain ways of processing information and learning. Teachers need to be aware of this reality and be able to identify the behavior in students in order to become helpful coaches.

Teacher Preparation of Materials:

DVD player

DVDs

Computer

Objects and words for bingo game

Chalkboard

Flashcards

Questions to Elicit Students Interest:

1. How will learning styles help you to better reach out to each student?
2. What do you need to know about learning styles to help all the students in a classroom?
3. What effective strategies can you use for each learning style?

Topic Presentation and Exercises:

Suggestion 1

- Explain that a learning style is the way a person most uses his/her senses (hearing, sight, touch, taste, and smell) to learn best.
- Teachers must learn the essentials aspects of each learning style in order to combine different approaches for helping students of different learning styles to take full advantage of all classroom activities.

In order to help auditory learners the teacher can:

- ✓ Read to the learner
- ✓ Make audiotapes of reading selections for the learner to use while reading.
- ✓ Encourage the learner to discuss or summarize a reading passage.
- ✓ Ask the learner to repeat instructions
- ✓ Uses oral reading techniques
- ✓ Use music and rhythms to reinforce learning

In order to help visual learners the teacher can:

- ✓ Choose materials with pictures and other illustrations

- ✓ Use flash cards, diagrams, and charts
- ✓ Use language experience activities to help the learner see his or her words and ideas in print
- ✓ Write instructions to reinforce oral instructions
- ✓ Use a highlighter to call attention to key words or phrases
- ✓ Use visualization techniques to help with spelling, sight words, and comprehension

In order to help Kinesthetic/tactile learners the teacher can:

- ✓ Have the learner trace letters or words (when learning to spell)
- ✓ Develop writing activities to reinforce the reading skills being learned
- ✓ Ask the learner to draw a picture that represents the story
- ✓ Use letter cards or letter game tiles or to spell words
- ✓ Use word cars to form sentences
- ✓ Use computers or simulation and board games
- ✓ Provide frequent breaks during sessions
- ✓ Change activities often

Suggestion 2

- **Bingo Game for Auditory Exercise.** The teacher makes chips with words for the game. Provide each student with cards divided into equal amount of squares, and blank chips to cover the squares as the word is called out. In each of these squares write in a word corresponding to the actions and classroom objects

already taught such as: door, students, teacher, windows etc. The teacher then calls out the name of the objects or actions that it represents. Learners with those words cover them up. The first one with the card completed must read out the words so that the teacher can verify that in fact he/ she is the winner!

Exercise for to identify Visual learners

- The teacher will have flashcards with the names of objects and actions already taught. Placing the students in a circle, the teacher will show each flashcard without calling out the name. The student that sees the same flashcard that he/she has when the teacher shows that object or action, stands and read the word on the flashcard.

Exercise for kinesthetic/tactile learners

- Have the learners use the labeled flashcards to draw the pictures in their notebooks.

More exercises

- Show an DVD with individuals performing the actions words taught in a classroom environment indicating the name of the objects in the classroom as well. Ask questions to identify students that had difficulty remembering what was shown and narrated in the DVD.
- Ask the students that did not perform well, which learning style would be best suited to them?

- Present a different story to the entire class using flashcards to help the development. Put away the flashcards and first ask the students that claimed to be visual learners to retell the story without the help of anyone, then, have the rest of the class retell the story and compare the results of both groups.

Finally, tell yet another story.

- Ask the students to be prepared to draw as many elements in orderly sequence as to retell the story in pictorial form.
- Start by evaluating the work of those students that did not score high on the first two tests. With these results the teachers is now in a position to understand the way each students can best learn assuming prior experience with the topics did not significantly impact the results, In any case these results as any other exercise would only be considered as a first approximation that the teacher will be able to confront as time and more observations create a clearer picture of his learners preferences.

Note: Explain that they must do their best to know themselves as learners. This is a critical skill for becoming a good learner. Like in most business strategies, you must try to maximize your strengths and minimize your weaknesses, but before you can do that you need to know how you stand on each and be willing to practice some discipline to achieve positive results. (Pauk,1989: 8-9) presents an interesting list that teachers can share with learners to help identify their basic learning styles as well as a useful study skills assessment.

Suggestion 3

- Have each student go online and research these topics. The student then must present the teacher with his findings and how that can help him/her improve on study habits.

Analysis of Relevant Theory:

Suggestion 1

- Have each student write a letter to you indicating what is his/ her preferred learning style and what activities related to this style would be advisable for this course. This activity must follow the analysis and written comment of the following recommendations from Nancy Wood (1996:850):

“It is valuable to know your preferred style so when you have a choice of ways to get information, express yourself, study, think, and learn, you can select the method that is easiest and best for you”

Recommended Readings

Pauk, Walter. *How to Study in College*. Fourth Edition. Houghton Mifflin Company. Boston, M.A. 1989.

Teaching Adults A Literacy Resource Book. New Readers Press. Laubach Literacy Action. Syracuse, NY 1994

Wood, Nancy. *College Reading and Study Skills. Learning, Thinking, Making Connections*. Fifth Edition. Hartcourt Brace College Publishers. Orlando, Florida. 1996.

XI. Some Strategies that help Motivate Students – Time: 3.0 hours

Instructional Objectives:

- List and describe ways for helping to develop learners' interest in class activities.
- Select appropriate strategies for motivating learners.
- Create new situations that make learning more interesting.

Reasons for Objectives:

- Teachers must learn to motivate learners because success in teaching depends more on learners' interest in learning than any other variable in the teaching-learning process. The efforts of the best teachers would be ineffective without the interest of learners in learning. Therefore, it is the teacher's responsibility to present an interesting learning environment that motivates the learner to stay on task.

Teacher's Preparation of Materials

Drawings

Computers

CD Player

CDs,

Questions to Elicit Interest:

1. How will solving the problem of motivation among L2 learners help you when trying to teach English?

2. Which motivation techniques can help you be a more effective teacher?
3. How can the use of appropriate motivation techniques help maintain discipline and students time on task?

Topic Presentation and Exercises:

Suggestion 1

- Explain that many learners come to the learning environment unmotivated because they don't know the real value and joy of learning: it is therefore, vital that teachers help their learners to see and feel the excitement in learning. Unmotivated learners may not only learn very little, but they may also create environment in which the teacher and other learners are constantly distracted from the main goals and precious class time is spent on disciplinary actions instead than focusing on more productive tasks. Therefore, teachers must learn how to establish interesting learning environments.
- **Teachers should:** Establish viable, concrete goals; use materials and examples that are familiar to learners and provide fun in learning; and conclude each lesson with a learners' summary of what was accomplished in his/her own words.(DeRoche, 1971)

Other helpful motivational techniques are:

1. Show an interest in your learner's lives and tell them about yours.
2. Make your class enjoyable. Videos and songs can help.
3. Take into account attention spans.
4. Establish the class rules with your learners and stick to them.

5. Capitalize on student's existing needs.
6. Help students set achievable goals for themselves
7. Strengthen students' self-motivation
8. Work from student's strength and interests
9. When possible, let students have some say in choosing what will be studied
10. Increase the difficulty of the materials as time progress
11. Emphasize mastery and learning rather than grades
12. Give students feedback as quickly as possible
13. Introduce students to the good work done by their peers

Suggestion 2

Competition for Classroom Prizes

- The teacher will announce that the goal of this activity is to learn the meaning of English words and sing with the melody indicated by the teacher. As a result of this the top three performing students as selected by the whole class will be granted a CD with the song as price for their effort. The teacher will take a picture with the entire class while practicing and with top three winners of the prizes after the class verdict.
- The teacher makes up a song. He/ she tape the song on a CD. Teacher includes chorus lines for repetition and words that rhyme with others in the song. Teacher

makes copies to distribute. Teacher first sings solo to give the melody of the song.

Then the teacher sings with the whole class for practice a couple times.

- The teacher then asks for volunteers to sing and students and teacher keeps scores. All students that want to compete must get an opportunity to do so. The song, therefore, should be no longer than nine lines.

Note: For a real world application of this motivational technique the teacher may have to explain the meaning of some words and keep the words within the students' proximate zone' for learning while using comprehensible input.

Suggestion 3

Learners Simulated Teaching with Motivational Guidelines in Mind

- Have the learners form groups choosing the members voluntary (without the teacher's influence). The groups will decide to teach a short English lesson on any topic for students of any age and proficiency level. The only requirement will be that the preceding guidelines for motivation or any other idea will be followed for motivating learners.
- Each group will select another group so that the selected spokesperson can be the teacher to that other group. The group receiving the instruction will make a critical report about the skill in managing the motivational elements described before. The report must indicate which elements and materials used generated more interest and motivation to learn more about the topic and recommendations

about creative ways and materials that the spokesperson could have used to produce greater interest and motivation for learning about the selected topic.

Analysis of Relevant:

Suggestion 1

Have students discuss the following statement from Don Reggins:

“The ultimate goal of all facets of motivation is to help each boy and girl to develop self- motivation, a curiosity and desire to learn which will carry over into adult life”

Recommended Readings

DeRoche, Edward F. (1971) Motivation and Teaching. H.D. Funk & R.T. Olberg. Ed. *Learning to Teach in the Elementary School. Introductory Readings. 198-202. New York. Dodd, Mead & Company*

Reggins, Don (1971) Motivation and Teaching. H.D. Funk & R.T. Olberg. Ed. *Learning to Teach in the Elementary School. Introductory Readings. 196-197. New York. Dodd, Mead & Company.*

XII. Student's assessment – Time: 9.0 hours

Instructional Objectives:

- Select appropriate methods to determine learners' needs and interest
- Select appropriate method to determine learners' proficiency level
- Locate learners' strengths and weaknesses during instruction to provide corrections.
- Create instruments to produce summary evaluations of learners' progress

Reasons for the Objectives:

- Learners need to develop awareness about appropriate assessment tools to help plan and implement effective teaching that leads to expected outcomes. The teacher must be able to identify the different types of assessments and their purpose as well as methods for obtaining the necessary information.

Teacher Preparation of Materials:

Text for diagnostic Reading Comprehension

Tape recording for listening and Understanding Activities

Questions for Eliciting Conversation for diagnostic of Speaking

Writing Assignment to measure abilities related to this skill

Pictures with the teacher's family and friends

Teacher's Questions to Elicit Interest:

1. Why is it always important to have an initial assessment of your students?
2. Do you need an assessment for each skill (listening, speaking, reading and writing)
3. How would you solve the problem if a class has students with markedly different cognitive levels?
4. Other than cognitive development what other factors can affect the student performance?
5. How can teachers leading questions serve as teaching instruments? Give an example.

Topic Presentation and Exercises:**Suggestion 1**

- Explain to students that teachers need to learn about students' through initial assessments because it serves as a baseline from which to plan and judge the progress made. Effective teachers learn as much as they can about their students in order to provide adequate help. These teachers used several methods to obtain information such as students' previous records, observations, different types of test etc. These forms of assessments must indicate to the teacher what the students already has learned and what the teacher still needs to help the student with. Teachers must assess the learners' interest, current skills, and aims. This information then guides the structuring of a learning

atmosphere and selection of methods most satisfying and effective for the learners.

According to many experts learners' initial assessment is vital to teaching since helps to:

1. Identify the learner's goals and needs, the abilities the learners already has, and the abilities he or she needs to develop.
2. Plan instruction and identify teaching methods and materials most appropriate for the learner
3. Have a baseline that can be used later to measure learner progress and ability to use literacy to meet personal needs.

Strategy, teaching method and technical approaches will produce sustained motivation only when the program goals are realistic and of interest to the learner. Learning improves when learners are active participants in the process. Teachers need students' inputs to design successful programs; for these reasons, understanding learners' interests, strengths and proficiency levels are keys to any plan. As a result of the pre- assessment the data will indicate different levels or phases of language acquisition for each student and the group as a class. The teacher will then need to adapt the materials and teaching techniques slightly above in order to make the activities and new learning interesting. Appendix shows a classification of proficiency levels that might be helpful in the determination of these issues.

The most effective methods, approaches and techniques for the development of cognitive and affective relations with students will depend on the teacher's knowledge

and creativity in this area, and his ability to be empathetic and focus on student-centered activities. By all means the teacher must try to reach out to the students. Once the teacher has been provided with the institutional goals, he will need to break these down into more specific, concrete instructional goals for his course. However, in order to make these specific goals more meaningful, the teacher will need to have an idea of what the students already know or can do.

Consequently, the teacher will need to obtain information about the students before instruction begins. Students prior academic records, information from previous teachers, and above all the teacher's own diagnostic of the situation by speaking to the students and assessing their understanding and oral abilities can be a starting point. Further assessment can be done by having students read and write for purpose of teacher's evaluation.

The teacher will need to consider the assessment of each individual student and this will become more accurate with time as the teacher gets to know better each student's strengths and weaknesses, including the preferred learning style. However, the teacher will have to prepare the lessons and activities based on the needs of the majority of students in the class. The instruction must be done in ways that most students can learn something new in each class; that is, at a level slightly above what the students already know. Teaching at the same level observed in the assessment would be a waste of time since that would be repeating things already known. Teaching at levels too far above the assessment level will make it difficult if not impossible for the learners to have success.

After the teacher has done the initial assessment to determine individual and group strengths and weaknesses, the formative assessment becomes the most important element to guide the teaching- learning process; it is the continual action of questioning and observing students performance and attitudes in relation of the student's understanding of the specific input that the teacher expects the student to comprehend in order to be able to perform expected task and outcomes. Teachers, therefore, should only asked questions about topics that have been taught and in simple ways that the students can understand.

The Laubach Literacy Action Teaching Adults Literacy Resource Book (1994:pp.33-34) identifies several practical ways for doing initial assessment:

Listening comprehension:

- Read to the learner an interesting passage that is appropriate for his or her knowledge and experience. Discuss the passage with the learner and ask questions to check understanding.

Speaking

- Have a conversation to get a sense of the learner's ability to express thoughts and feelings orally.

Reading

- Show the learner several reading selections written at different levels. Then ask the learner to select one and try reading it. Afterward, ask the learner to describe what the selection was about. Ask how he or she felt about the level of difficulty

and why. Ask if he or she wants to try any other selection. If the learner seems to have difficulty talking about the reading, ask him or her to read it aloud. Note the kinds of problems the learner has.

- Use a piece the learner has had success with. As the learner reads it aloud, make notes about fluency, ability to keep the place, use of punctuation cues, and expression. Also note if the learner consistently makes errors that might interfere with understanding, such as guessing words based only on the initial consonant sound or mixing up sounds for certain letters.

Writing

- Ask the learner to write two or four sentences about some topic of interest. If necessary, suggest a topic related to his or her life. Ask the learner to guess all the spelling of any words he or she doesn't know for sure then ask the learner to read the piece aloud to you. Evaluate the legibility, spelling, punctuation, grammar, organization, and content.
- After implementing the assessment strategies, it is important to determine the individual and class classification according to a system that establish common behaviors corresponding to learners different levels of language acquisition. This system is based on the level of abilities that the students bring to the learning experience. The development of instructional objectives and lesson plans can be develop using appropriate methodologies and approaches to fit the needs of students. Following the assessment learners can be classified according to the following stages of language acquisition development:

Guidelines to determine student's level of language skills

STAGE I

Learners not ready to actively produce language. They listen and respond in non-verbal ways to show understanding.

STAGE II

Learners can attend to hands-on demonstrations with more understanding. They may initiate conversation by pointing or using single words. At this stage they still have limited comprehension/vocabulary.

STAGE III

Learners begin speaking in short phrases and simple sentences. They make many mistakes in grammar, word order, and word usage. Comprehension and vocabulary remain limited.

STAGE IV

Learners can communicate thoughts more completely, can participate in every day conversations without highly contextualized support.

STAGE V

Learners have advanced skills in cognitive/ academic language.

Formative Assessment

Suggestion 1

- Explain that formative assessments are the continuous activities that teachers' carry out while delivering instruction to determine whether the students or understanding or not the lesson. Teachers, therefore, receive information about the comprehensible inputs and methodologies that are effective; it also helps learners reflect on their needs for instant feedback, necessary clarifications and/or reinforcements of topics. Teachers' questions, students' responses and teacher reactions to the responses provide a standard procedure for ensuring that the learners are being guided in the expected direction of the instructional goals. This type of assessment promotes learners participation and classroom interaction that motivates learning; all lessons must include this type of activity to provide learners with the opportunity for obtaining immediate response and practice in order to ensure mastery before actual evaluation for grading or promotion purposes.

Guidelines for Enhancing Formative Assessments:

Have the students visit the following website:

<http://www.park.edu/cetl/quicktips/formative.html>

- ***Formative assessments*** must directly relate to learning objectives and instructional activities. When designing a formative assessment, target a singular objective so that assessment results can be effectively utilized to guide activities toward overall course goals.

- While formative assessments may be very short and informal, be sure that all activities are purposeful and goal-directed. Do not use formative assessments unless there is a clear purpose related to specific course activities or concepts.
- **Effective formative assessments** must provide feedback. Since the goal of formative assessment is to identify and correct conceptual errors, instructors must ensure that students have relevant information to guide their understanding. Feedback may be either peer or instructor directed as long as it is specific to the learning activity and assessment results.
- To encourage active participation, formative assessments must be relevant and engaging.
- Both the *formative assessment* and accompanying feedback must be timely to course activities, theories, and concepts. This is especially important to prevent encoding of incorrect information.
- To be most effective, formative assessments must be ongoing. By continually assessing and providing opportunities for correction, instructors can guide students toward desired learning outcomes.

Suggestion 1

- Call on individual students and ask the following question: Based on all the information you have gathered to this point what method or approach would you generally use for formative assessment? Why?

Summative Assessment

Suggestion 2

- Explain that periodically or at the end of units, teachers present summative assessment that carry the weight of grading with the purpose of finding out if the learners, after all activities including the formative assessments, have effectively internalized the learning according to the pre-established institutional and corresponding instructional goals. These assessments are formal ways of measuring learner's performance on specific topics as conclusive evidence of their learning at a specific time. The textbook used in the course may provide ready-made summative assessments or the teacher may prepare more contextualize assessment based on the particular events that occur during the interaction and exchanges between students and the teacher as related to the topics, goals and types of questions that might best meet the purposes of the evaluation.
- **Summative assessments** can take many different forms depending, among other things, on the level of English language proficiency of the learners, their age and cognitive development etc. Level I readers and writers, for **example, may see exams** with contextual cues to help develop these skills or performance-based assessments. More advance levels can see extended multiple choice questions, portfolios of writings and other more elaborate forms of summative assessments. The results of summative assessments might also serve as an indicator for use in the evaluation of teachers, training institutions, schools and instructional programs. Therefore, summative assessments should

always be aligned with the material that is being taught as well as the predetermined instructional standards and desired outcomes.

Practical Examples:

The teacher's instructional goal is to help learners become capable of naming the roles or titles of different members of his family.

1. He first does an initial test to determine if the students have any knowledge of the English terms for the titles and a background of these concepts in their L1 language.
2. He shows a picture with the drawings of the entire family and asks the class to provide the names of each title in English. Most learners respond by giving the names of each title in their L1 Language. The teacher request in English, **PLEASE**. No one responds.

The teacher first explains the concepts of name and titles:

- He shows a picture of a teacher and some students.
- He points to the teacher and explains "That is a teacher" by acting as a teacher.
- He contrasts the actions of teachers with that as students.
- Then he points to the students and say: They are students.
- The teacher now proceeds to monitor the understanding.(formative assessment) by pointing to the learner teacher in the picture and asking the students to provide the answer in English.

Any necessary correction is done accordingly.

- The teacher then points to the students in the picture and ask for their English title. Corrections are done where necessary after assessing individual students as in the previous activity.
- The teacher can now give names to the titles in the pictures. He calls the teacher in the picture “Oscar” and the students are called David, Daniel and Arlene.
- The teacher erases the students’ names and points to each student asking for the corresponding names and monitoring the answers.
- Once he is satisfied, he could do other exercises for reinforcement by providing true and false representations of the pictures representing titles or names.
- When the entire class has learned to distinguish between the concepts of titles and names, the teacher can progress to the teaching of some family members. The teacher could use some of his own family members’ picture and letters to give more life and feelings to this part of the presentation.

The teacher provides the following names for the pictures:

Title	Name
Grandfather	Peter
Grandmother	Thelma
Mother	Mary
Father	John
Son	Paul

Daughter	Ruth
Uncle	Roy
Aunt	Rose

The initial assessment follows the same procedure as before. Assuming it is an homogeneous class with most learners not knowing the English terms, yet already familiar with the terms in their LI language, the teacher could follow the same procedure as before for teaching each title in the family and the corresponding name; followed by the formative assessment and reinforcements activities and summary at the end of the class. As the unite concludes, the teacher might make up a written exam with similar pictures and blank spaces for the students to select titles and names from a separate sheet provided with examples of names for each title. This final exercise could be considered as a summative assessment.

Suggestion 1

Have the learners visit the following website and discuss the information.

http://www.ehow.com/about_5317000_summative-assessment-learning.html

Suggestion 2

- Explain to the learners that small groups will be formed to do a role play covering the simulation of all three types of assessments.

- For the initial assessment practice the teacher will read the short passage below to the whole class and have each student answer the following written test. The teacher will explain to the students that they only need to circle the letter of the correct answer for each question.

Note: The assumption that the students already can read these words that has been shown to them before in pictures and previous classes. Here we are concerned with listening and understanding as well as reading **comprehension**.

Passage : Last year, the teacher brought a book to the classroom. The book had many pictures. The students love it!

Questions:

Who is the story about?

- a. A man
- b. A city
- c. teacher
- d. A woman**

What did the teacher bring to the classroom?

- a. Dress
- b. Food
- c. Medicine
- d. Book**

What do you think the book had?

- a. games
- b. pictures
- c. water
- d. music

Have the students form groups with at least three learners. One student will act as the teacher; another will answer all the questions right and the other will play the role of the student that did not understand, providing all wrong answers to the test.

The student with the right answers will then teach the one with the wrong answers. This last student will attempt to read the material, but have problems doing; his teacher in the play will help him with pronunciation and required pauses. Finally, the test will be given again to the struggling student. this time ,as a summative assessment for grading purposes.

Analysis of Relevant Theory:

Suggestion 1

Have students analyze the following statement and provide comments about it.

“Teachers’ observations and oral questions are frequently used for obtaining instant feedback from students about their comprehension. With feedback from students teachers can modify the input to make it more comprehensible as an effective way to enhance success” (Dawson, Ron et.al, 2004).

Suggestion 2

“Have students discuss the following words from Geoff Brindley in the Cambridge Guide to TESOL teaching (p.142) “ We need to study and document the interfaces between teaching and assessment”

Recommended Readings

Brindley, Geoff (2001). Assessment. In R. Carter& D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages* pp. 137-143 Cambridge, U.K. Cambridge University Press

Dawson, Ron et.al Teachers' Certification Exam. Professional Educator. XAM, INC. Worcester, MA. 2004

<http://www.park.edu/cetl/quicktips/formative.html>

http://www.ehow.com/about_5317000_summative-assessment-learning.html

XIII. Learning Strategies – Time: 2.5 hours

Instructional Objectives:

- Select appropriate methods for studying more effectively.
- Recall ways for acquiring, storing and using information.
- Create new strategies for learning according to individual styles.

Reasons for the Objectives:

- The most important element in the teaching- learning process are the students. They represent the subject and the object of the entire process. However, even the most motivated students with the best teachers won't make much progress in studying if they are using inappropriate methods to study. Therefore, helping students learn how to study is crucial for their success and that of their teachers.

Teacher Preparation of Materials:

Textbook

Computer

Notebook

Teacher's Questions to Elicit Interest.

1. How will solving your learning problems help in studying?
2. How can getting to know about learning strategies help you as a future teacher?
3. What are learning strategies? And why are they important to teachers and students?
4. What roles can research play in learning?

Topic Presentation and Exercises:

1. Persons at all ages have the potential to learn.
2. The individual experiencing a change process, such as a new learning situation, is likely to feel stress and confusion. Some anxiety often increases motivation to learn, but too much anxiety may cause fatigue.
3. In the classroom the instructor facilitates learning by incorporating students' experience, observations of others, and personal ideas and feelings. Exposure to varied behavior models and attitudes helps learners to clarify actions and beliefs that will aid in meeting their own learning goals.
4. The depth of long-term learning may depend on the extent to which learners try to analyze, clarify, or articulate their experiences to others in their family, work or social group.
5. An educational program may only provide one step in an individual's progress toward acquiring new behaviors. Availability and access to resources, such as exercise or practice facilities, may enable a person to carry out new plans of actions.
6. Learning improves when the learner is an active participant in the educational process. When selecting among several teaching methods, it is best to choose the method that allows the learning to become most involved.

Suggestion 1

- Explain that in recent years there has been a shift from teacher- centered to student- centered activities providing learners with more initiative, interest and

responsibility for their own learning; thus, increasing the productivity of the global system of teaching- learning as more autonomous forms of learning emerged diversifying classroom experiences making them more interesting and productive while also providing expansion of learning activities outside the traditional classroom. The new philosophy of education focuses on generating learners with the ability to constantly produce new learning on their own or with less direct actions from teachers. Consequently, the role of the teacher is to teach learners how find and use information with adequate strategies for these purposes. (Griswold 1983;137) recommends that learners follow these helpful rules for learning; recognize order, logic and patterns; recognize relationships; recognize larger applications; recognize specific applications of abstractions.

Learning strategies are the methods employed to facilitate the understanding, retention and application of information. Learning strategies fall into three basic categories:

The first type, called ***meta-cognitive strategies*** is the ones that help plan, monitor, and evaluate learning. The second category called cognitive strategies, include ways for manipulating and practicing the material so that it is learned. This category includes such strategies as summarizing, classifying, extending the known to the unknown, making lists, and taking notes. The third type called social strategies, involve social interaction and affective approaches to learning. Studying in groups and questioning for clarification are good examples of strategies based on social interaction.

The following is a list of real life techniques that can and will help students, when used:

- Make a general outline of what you're learning.
- Break the material into small chunks.
- Utilize the strengths of your individual learning “style”.
- Highlight new information, emphasizing important points
- Summarize the material out loud.
- Use the buddy system.
- Memorize
- Generate visual images in your mind and write down your impressions
- Take notes and refer to them during study times
- Review your notes

For L2 learners in the early stages of language development, perhaps the most important strategies are those related to ways of acquiring listening skills. Here the link to motivation techniques is obvious. Pauk, (1989: 130) points out that the learner must show interest and a genuine desire to learn since a positive mental attitude is required for effective listening. Good listening for understanding open the doors for speaking through repetition that can be followed by the development of other skills such as reading and writing for which numerous techniques to improve studying are now available to teachers for helping learners (Wood 1996)

Suggestion 1

- Each student should first do a self- assessment of his application of course expectations for learners and teacher. At this point, the teacher may call on

volunteers to review the notebooks as a follow- up procedure to the teacher- learner cooperation in journalizing and recalling information from classroom experiences for quality improvement of the course and numerous learners' benefits.

Suggestion 2

- Have students work in groups, use their notebooks and compare the quality of their self- assessment daily journal notes recommended in the first sections of this course. Each group must present to the whole class the experiences in this specific activity. Members of each group can also share with others what additional approaches they have been using and the results obtained.

Suggestion 3

- Have learners form different groups to brainstorm and present a chart of strategies and activities that would recommend that learners use to help develop their listening and English speaking skills. The group will select a spokesperson to do the whole class presentation of the chart.

Analysis of Relevant Theory:

Have students comment on the following points that according to (Oxford 2001), Rubin presented as characteristics of the good language learners:

- Is a willing and accurate guesser;
- Has a strong drive to communicates;
- Is uninhibited and willing to make mistakes;

- Focuses on form by looking at patterns and using analysis;
- Takes advantage of all practice opportunities;
- Monitors his or her own speech and that of others;
- Pays attention to meaning.

Recommended Readings

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XIV. Knowledge of Language Acquisition Theories – Time: 3.5 hours

Instructional Objectives:

- Relate the relationship between the four basic language skills with respect to second language development.
- Illustrate some principles, characteristics, and terminology of current first and second language acquisition theories.
- Identify language characteristics related to basic interpersonal communications skills and cognitive academic language proficiency.

Discuss how the socio-cultural context impacts language development

Reasons for the Objectives:

- Teachers need to understand the language acquisition process that L2 learners experiment in order to show more sensitivity to learners struggles and help develop useful habits for learning different language skills.

Teacher Preparation of Materials

CDs for use in learning grammar structures

Internet sites with pronunciation exercises

Teacher's Questions to Elicit Interest:

1. How will the knowledge about language acquisition help you when you try to teach English to L2 learners?

2. In what ways can the teacher's knowledge in this area help train L2 learners to develop more interest and autonomous attitude for learning.

Topic Presentation and Exercises:

The term ***second language acquisition*** refers to the processes through which someone acquires one or more second or foreign languages. Nunan (2001). Listening and speaking are the communication skills most related to the natural ways of learning a language. Most experts place the natural order for learning any language in the following sequence: listening, speaking, reading and writing. However, in the classroom context, teachers are making effort to teach all four skills as part of one integrated process that helps students see how the parts work together and help reinforce learning.

The term ***listening*** is used in language teaching to refer to a complete process that allows us to understand spoken language. Listening is the channel in which we process language in real time employing pacing units of encoding and pausing that are unique to spoken language.

According to Fry, listening is good for students because:

1. ***It improves vocabulary.*** They learn word use and they hear words that might not be everyday speech.
2. ***It improves grammars*** because they hear correct usage and variety in sentence construction.
3. ***It expands their thinking.*** They are temporarily transported to the world of tigers or space ships, or different kinds of families. They see that language can

be fun.

4. ***Students can listen*** to harder stories than they can read for themselves so there is an expanded choice of reading material. But one long-term goal of reading instruction is that they be able to read for themselves anything that they can understand by listening.

The audio-lingual method places great emphasis on intensive oral- aural drills with intensive, structured and graded input. However, others like Chomsky saw the influence of the environment and situation surrounding human relationships which may include non-linguistic aspects as key elements shaping the context and therefore the interpretation or meaning of communication in each instance.

Despite the differences on emphasis placed by the different teaching methods and strategies, they all agree that listening and forms of oral communication are indispensable elements for the transmission and reception in the process of teaching-learning the English language. Factors such as phonetic quality, prosodic pattern, pausing and speed of speech can have an impact on the amount of time and effectiveness of comprehension by the intended receiver of the message. These are very important considerations when attempting to help L1 learners, and especially children L2 learners that need more help and time to process and assimilate the foreign sounds.

Listening is not only important to students; it is equally important to language teachers that must act in interactive fashion, by making continual formative assessments of the quality of responses or output generated from the initial input

provided. It is the careful monitoring of this productive process that ensures that the learners' final product measured in terms of understanding, speaking, reading or writing abilities can be considered in the line of progress according to the standards.

Language proficiency is commonly demonstrated through oral communication. As the natural way for communication, this tool has extraordinary importance in language teaching, particularly because of the personal and affective components that adequate tone can bring to the relationship during the process of teaching-learning. Moreover, for the most part, oral communication is less stressful and funnier to work with for L2 learners than the rigorous rules of grammatical, lexical and discourse patterns that must be applied in most reading and writing situations.

Most of the focus in teaching oral skills has been limited to pronunciation. Even for those for whom pronunciation remains crucial at the beginning, 'spoken interaction, or conversation, is the end-point of classroom instruction, not its point of departure. Some teachers use the direct method in which students learn in a strict sequence of skills development starting from listening for comprehension, followed by speaking, reading and finally writing. These separate skills are considered so distinct that it is not unusual for different students to cope differently with each separate stage (Leatherdale, p.46).

The techniques used to teach reading are: *shared reading, guided reading, and independent reading*. A small amount of attention may be given to phonological awareness and phonics but this is in the context of enjoying the story and only takes a very small amount of time.

Research indicates that the best age to learn is about six to seven years old. Starting early at five has no long-term advantages and many make it more difficult for some learners to experience success in reading. At the age of about six or seven children are intelligently ready to begin reading.

An L2 learner, in countries of other LI language, beginning to read English will know very little English vocabulary. There are English loan words in many other languages, but most L2 learners probably don't realize that they have an English origin. This means that the initial reading material will need to be much more controlled than the material aimed at young native speakers of English.

The necessary adjustments and accommodations that the teacher will need to put in place to face the contextual situation will depend mostly on factors stemming from the student's readiness and the nature of the LI language. For example, a Thai student at intermediate level in his L1 instruction system might be already very familiar with the alphabetic principle since the Thai language also operates with an alphabet; that is letters can represent sounds and these can go together to make up words.

Thai script is not related, however, to English script, so the **Thai learner** will have to spend much time learning English letters shapes. On the other hand, the Thai learner will also have to learn English grammar even at the level of individual words since the Thai language does not include the morphological advantage of special endings to give the meaning of plural words.

As a recent case indicated in one of the American TESOL Institute face-to face course, a Thai college graduate with low English proficiency in all four basic skills will

need to understand and reach better conclusions from a moderate level English passage than a native US citizen of a much lower intellectual training. Nevertheless, the latter would be much more proficient in other aspects like word order, sentence structure and semantics. In the same case, the bilingual instructor(Spanish- English) indicated how is academic training in the Spanish language provided the same transferable skills for reading comprehension strategies or metalinguistic advantages as the Thai students while pointing out the similarities of English and Spanish alphabets, morphological similarities and cognate words, as well as significant similarities in sentence structures and word order; semantics and pragmatics however, represented greater variances due mainly to cultural and historic differences between the backgrounds of the instructor and both English learners.

L2 learners can gain new vocabulary through word recognition, phonics, and spelling in numerous ways. For instance, teachers could write words with the same or different lengths and have children compare the structure and size as well as sounding out the parts of these words. Clapping out the syllables as you say the words can reinforce the concept of word length.

For older children that have exposure to foreigners or other forms of English discourse, it is important for teachers to explain that there are many different English dialects that are represented by different vocabulary, grammar and accent depending on different parts of countries and the uses in different situations.(Crystal,p73)

Fluency Development

Learners should be helped and pushed to develop fluency in reading. They need to read materials that is very familiar and contains no unknown language features. There should also be speed reading practice in words recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning and skimming.

Fluency development involves making the best use of what is already known. The best- known kind of fluency development is *speed reading* where learners focus on increasing their reading speed while still maintaining good comprehension. For speed, reading courses to work well with learners of English as a second or foreign language, the reading material need to be well within the learner's level of proficiency.

Knowledge arises through a question and answer process. It cannot develop effectively where students are given answers to questions they have never ask. Student must ask as much as they can.

It is essential that students read real books, articles and newspaper interacting with their teachers and peers about them. Question such as why do you supposed the main character did what he did? What other options where available to him? These questions also promote higher order thinking skills such as inference, analysis and evaluation.

The situation relative to writing also needs to be mentioned. Grammar exercises and other short answer easily measurable task often receive more attention at the expense of actual writing, this is not to say that grammar is unimportant, but it alone is not going to produce good writers. The teaching of grammar does not lead to

proficiency in composing. Grammar involves taking things apart; composition involves putting them together.

Teachers should make their students love spelling by allowing them to excel in it. In some cases with more advance or older L2 children that already are fluent in their L1 language, it might be more practical not to interfere with their thinking process by allowing them to use “invented spelling” on their draft. This means that the student should write the story to get the ideas down and worry about correct spelling later. .

The *Instant Words* may be used for spelling lessons, particularly words which the students have trouble learning to read. For students writing the Instant Words are just as important as they are for reading. You can't write a story using some of the Instant Words. The hundred most used instant words are shown in appendix 1 to this children's course.

Following Fry, a typical spelling lesson has these elements:

1. The student is shown the words to be learned on a chalkboard, flash cards, or on a piece of paper. He is asked to read them aloud and sometimes use them in sentences orally so you are sure that he knows how to pronounce them and knows the meaning of them.
2. The student may copy the words or write them in a sentence
3. The student is given a trial test, which means the teacher says the word and the student tries to write it
4. The student's trial test is corrected and each incorrect letter of missing letter

is circled or added.

5. The student studies the errors and practices writing the words correctly.
6. The final spelling test is given. Any words containing mistakes are added to next week's spelling list.

Picture nouns are intended to supplement the Instant Words. They are words that can easily be pictured. Make sure that the students can pronounce all the words, then teach phonics as part of reading lessons, and as part of spelling lessons. Young children need to learn three spelling principles: listen to sounds and write them; think about how words look as they try to write the words; think of other words that they are trying to write so they can learn to write new words.(Pinnell and Fountas.p68)

Suggestion 1

- Have the learners research the meaning of the term 'comprehensible input' and give two examples of its potential use in TESOL.
- Have students research the meaning of the term "modified interaction" and give two examples of its potential use in TESOL.

Suggestions 2

- Go to the chalkboard on draw lines, circles and show the students how to use them to form different letters.
- Call on learners to do this practice and tell them that once their future students are correctly associating letters with their normal sounds, the next step would be to teach printing letters and words.

- Have students work in groups with chips representing the individual letters printed on the chalkboard to form names of objects in the classroom, movements, students and teacher names, last names, middle name, parents name and actions learned such as walk, stop, sit, stand etc.
- Call on a student to go to the chalkboard. For our practicing purposes at this point, we will call this learner the **“practicing teacher” as contrasted with the course teacher.**
- The practicing teacher first draw on object already taught in class e.g. ***book, chair, desk*** etc. Then, he must teach a grammar structure, for example demonstrative adjectives coupled with forms of the verb to be: this is or that is, these are, or those are.
- The teacher may draw a vertical line on the chalkboard to indicate those objects close to him and those further away.
 - ❖ This is a desk.
 - ❖ That is a chair.
- The whole class should repeat this drill.

Suggestions 3

- The practicing teacher can use substitution techniques to expand the teaching of other grammatical items such as possessives with the use of body language in this case as instructional aide.

For example:

- ❖ This is my desk (pointing to himself/ herself.

❖ That is your chair (pointing to a student)

- The practicing teacher will first model the correct pronunciation of the sentences several times. He will also use several examples with different objects to ensure the students get an understanding of the intended meaning. The students can take their time attempting to write the complete sentences in their notebooks.
- The **practicing teacher** can have the students practice reading the sentences in inverse order. Starting from the first set of sentences presented to the last set.
- Finally, the **practicing teacher** can have the students form pairs to do short conversations. For example:

Student 1: This is my desk.

Student 2: Yes, that is your desk

Student 1: You are walking.

Student 2: Yes, I am. Or no I am not.

- Once this cycle has been completed the **course teacher** may ask for volunteers to practice the procedure in front of the whole class, using the same vocabulary words, but introducing another simple grammatical structure such as for example forms of personal pronouns with the verb to be and the present progressive of the action words.

Analysis of Relevant Theory:

Have the students analyze the following statement from Nunan (2001: 91):

“Researchers have begun to realize that there are social and interpersonal and interpersonal as well as psychological dimensions to [language] acquisition, that input and output are both important, that form and meaning are ultimately inseparable, and that acquisition is an organic rather than linear process.”

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XV. Classroom Management – Time: 7:0 hours

Instructional Objectives:

- Identify and be aware of the impact of environmental factors to classroom management.
- Locate physical elements and arrangements in the classroom that directly affect learning and/or safety
- Relate elements of classroom management, including discipline, to cultural and motivational factors.

Reasons for the Objective:

- Classroom management techniques have an intimate connection with students' motivation and participation, discipline, materials design and media use, students- teachers interactions, learning strategies, teachers' observation and institutional supervision, teachers' training programs and many other aspects related to the teaching- learning process. The classroom is where the real action will take place for perspective TESOL teachers.

Teacher Preparation of Materials:

Textbook

Computers

Teacher's Journal

Tape Records.

DVD

Teachers Questions to Elicit Interest:

1. How can classroom management techniques help you to keep students on task?
2. What strategies can be used to manage a class?
3. Will the contexts have any impact on my classroom management strategies?
4. Can my values and beliefs as a TESOL teacher influence the approach to classroom management?

Topic Presentation and Exercises:

Suggestion 1

- Tell students that classroom management is the provisions and procedures necessary to establish an environment in which learning can occur. An “activity” is a segment of classroom life that can be separated others in term of four features: temporal boundaries, physical setting, program of action, and content (Burnett,1973), Since the term “activity in this usage is intended to cover all distinguishable behavioral segments in a classroom, it includes matters like transition from one segment with a specific learning objective to another.
- In some context teachers work with learners that are under legal requirements to learn English from elementary to College as state official policy to make the country competitive for attracting tourism and foreign investments. Most of these

learners have no immediate communicative need to motivate their learning or a supportive environment, outside the classroom, for the practicing of English which make it more difficult for their concentration.

- On the other hand, there are teachers working with adults, both from state and private institutions where student attendance is usually voluntary. For these teachers, “maintaining discipline” is usually not a problem.

Also, countries in the Middle East and Asia maintain rigid customs of respect and discipline; in these and other contexts the teacher’s authority is a well- established social norm. Learners, however, may adapt a very passive attitude in the classroom much more at tone with teacher- centered approaches than student- centered approaches now the standard among communicate strategies for teaching language. In these cases, teachers planning that gradually incorporate more students’ participation and an attractive physical environment may motivate the learners to cooperate with the teacher.

Dawson et.al (2004:10) mentions the following factors to be considered in relation to the physical setting of the classroom:

- 1) Adequate physical space
- 2) Repair status
- 3) Adequate light
- 4) Adequate entry and exit access including for handicapped students.
- 5) Ventilation and climate control

6) Coloration

Note: Tell students to recall from the sections on teachers' ethics and institutional factors that, in all cases, proper care must be taken to ensure students safety.

No equipment, materials, boxes, etc. should be place where there is danger of falling over. Doors must have entry and exit accessibility at all time. On the other hand, the classroom must have numerous elements that help provide a learning environment. The classroom should be provided with furnishing that fits the purpose of the classroom with elements such as a reading center, a play house, a puzzle table, student work desk and tables, pictures and objects with English names, and any other relevant aid for learning.

Some attempts to assess students attitudes to the material or to the structure of the course would be advisable particularly if the teacher is at the same time trying to work on his/her own skills. It is difficult, and possible counterproductive, to be trying new and not fully automated behaviors with a group of students who have no desire to be learning anything the teacher is trying to teach.

On the other hand, cooperative learning techniques are so widely diffused in the schools, it is necessary to orient students in the skills by which cooperative learning groups can operate smoothly, and thereby enhance learning. Students who cannot interact constructively with other students will not be able to take advantage of the learning opportunities provided by the cooperative learning situations and will furthermore deprive their fellow students of the opportunity for cooperative learning.(Dawson et.al . 2004: 8)

There needs to be leaders to organize the group, to keep it on track, and to see that everyone participates; a recorder to report to the class. These roles can be assigned by you or self-assigned by the group. For a group to be heterogeneous, literacy level comes into play, especially for the role of recorder.

To teach cooperative skills, the teacher should:

- Ensure that students see the need for the skill.
- Ensure that students understand what the skill is and when it should be used.
- Set up practice situations and encourage mastery of the skill.
- Ensure that students have the time and the need procedures for discussing (and receiving feedback on) how well they are using the skill.
- Ensure that students persevere in practicing the skill until it seems a natural action.

Discipline as part of Classroom Management

Discipline is a process that leads to behaviors conducive to productive ends. It is an aspect of human nature that can be taught, learned and internalized. (Madsen & Madsen,) Discipline, like many other behaviors, can be imposed by force; however, the social cost of these methods can be extremely high, and the long-term consequences may turn out to be politically and economically unacceptable. The best way to achieve disciplined individuals is, therefore, with appropriate teaching-learning methodologies

leading to the formation of self-disciplined individuals that behave in socially appropriate ways.

Teaching discipline is one of the most difficult and controversial aspects for many teachers; it requires a strong dosage of reflection. The teacher must think about his own behavior. Does he obey the rules of professional ethic? Does he follow all school policies? Does he restrain materialistic impulses in order to comply with the students needs? Is the lesson planning done appropriately to maintain students' interest? Does he apply appropriate discipline strategies to situations in the classroom?

These and many other questions must be answered by the teacher attempting to teach discipline to his students. The first person that must be satisfied with his teaching is the teacher himself even when he is planning the classroom activities. The teacher is also a role model; he must teach many things by way of his own behavior as example.

Regardless, of the teachers own habits, he/she has the responsibility of teaching the students to be responsible in academic and non- academic issues. Cultural factors may have significant influence on students' behaviors. The value that a given society assigns to the respect of teachers and authority in general, as compared to other cultures that give high values to individual freedom may cause difficulties for teachers not adapted to such differences in cultural environments. (Richards, p141)

Social classes and institutional settings are also important considerations related to classroom discipline. Some private institutions seeking to please the client, may undercut the teachers' effort to discipline children when parents approach the school complaining about teachers discipline, especially when the parents have a high social

status. If parents don't see the value of discipline, the students will act the same way, and teachers will have a much more difficult time in such environments, especially in countries where students don't need to use English for social interaction with their peers.

On the other hand, the teacher's ability to break up complex task into smaller elements corresponding to most students cognitive levels is a crucial aspect for maintaining interest and avoiding frustrating reactions from students; it is important that the teacher demonstrate his knowledge and authority on the subject by guiding the lessons, making links between different activities and pointing out how the activities are related to the goals. This approach makes the class more interesting, keeps the students attention focused while maintaining students on task and making appropriate use of classroom time.

The following are some guidelines that may help teachers with the establishment and maintenance of discipline:

Preventive discipline:

- ✓ Clear rules and routine established with the class
- ✓ Clear expectations about learning, task, etc.
- ✓ Attractive environment
- ✓ Well-planned room organization
- ✓ Setting up of time-out area... (age –appropriate)
- ✓ Adequate resources
- ✓ Organizing curriculum to cater for mixed abilities

- ✓ Setting up discipline signs, where teacher would point to or stand in front of class.

Supportive discipline

- ✓ Developing and maintaining a climate of respect
- ✓ building a positive classroom “tone”
- ✓ following up discretions later when the initial interpersonal “heat” has subsided
- ✓ reestablishing working relationship with a “disciplined” student encouraging students wherever possible developing behavior agreement with a student

Corrective discipline

- ✓ Tactical ignoring of some behaviors
- ✓ Reminding or restating classroom rules
- ✓ Simple behavioral directions or warnings
- ✓ Casual or direct questioning
- ✓ Defusing or redirecting potential conflict
- ✓ Giving simple choices
- ✓ Directing students away from the group using time-out in class and out of class if necessary.

Suggestions 1

- Have students form groups to analyze the following case that occurred at a private elementary school in Central America. Each group must present to the whole class a preventive, supportive and corrective discipline plan:

Case study:

This was fifth grade class. The English teacher was a native Hispanic that had lived, studied and worked for decades in the United States. The class was very heterogeneous since some students had a better English background than others as a result of being studying at this bilingual school from kindergarten up, while others came to the school only in higher grades with less exposure to English. The teacher, despite attempting to group the students according to their proficiency, often faced disciplinary problems as some groups completed the tasks before others. The solutions adopted by the teacher are not presented here. Each group must come up with their own possible solutions assuming full support from the institution.

Suggestion 2

1. Have students form pairs to choose which of the following alternatives the best is.
 - A. Pairs
 - B. Random pairs: Teacher asks two learners that are sitting next to each other to work together.
 - C. Voluntary pairs: Teacher allow students to gravitate toward a classmate to whom they feel comfortable

D. Assigned pairs: Teacher usually assigned learners base on proficiency levels.

Have learners complete the following assignment.

1. List the advantages and possible disadvantages of group work
2. Discuss prior experiences with group work
3. Discuss experiences with group work in this course.
4. Which of the following is the best alternative that a teacher can offer for forming groups?

Analysis of Relevant Theory:

- Have the students analyze the following words from Travers & Rebore (1990:378);

“It is obvious that the teacher cannot be the controller for every student all of the time. This has led some educators to direct their attention toward developing self-discipline” approaches to handling students with behavioral problems”.

- Have students analyze the following observation from Tsui (2001), that shows how recently there has been great interest not only in finding out about the traditional situations that can be easily observe in the classroom, but also the need to focus on other deeper variables that affect the relations in the classroom:

“Unobservable” in the classroom such as teachers’ and learners’ psychological states, including beliefs, attitudes, motivations, self perception and anxiety, learning styles and cultural norms play an important part in shaping classroom interaction”

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Part II

XVI. Planning and Delivering Instruction – Time: 3.0 hours

Instructional Objectives:

- Distinguish between educational goals and instructional objectives.
- Cite examples of the major types of instructional objectives
- Identify and prepare examples of instructional objective

Reasons for the Instructional Objectives:

- Teachers need to use all the information obtained about the students' level of competency and characteristics, to develop instructional objectives and lesson plans that fit their learners needs and interest while making maximum use of both teachers and students abilities.

Teacher Preparation of Materials:

Copies of textbook material with instructional goals

Transparencies or power point with list of instructional objectives(attainable and unattainable)

Teacher prepared instructional goals

Teacher's Questions to Elicit Interest:

1. How will the development of appropriate instructional goals help us solve the problems of lesson planning?

2. How will the preparation of appropriate instructional goals serve to measure students learning and help you reflect on the effectiveness of your teaching?
3. Can you identify situations from the examples presented where the proposed instructional goals are unrealistic?

Topic Presentation and Exercises:

Suggestion 1

- *Explain that to be made operational, broad educational goals must be translated into instructional objectives that are relevant to the specific situation. Both types of statements serve the critical purpose of providing the means for teachers to conceptualize the direction of instruction and the nature of learning activities.*

A good instructional objective state clearly what students are supposed to learn. It provides a good match between the expected learner outcome and the capacity to achieve it. This requires that the objective be based on the realities of the actual classroom in which the learners are located. Therefore, it represents an acknowledgement by the teacher of responsibility to help learners achieve certain learnings through the instructional process. This is why it is so important for teacher to know how to write instructional objectives. On the other hand, teachers can and should be held accountable for outcomes that have been so defined.

Teachers should not commit themselves to task they cannot possibly accomplish. Objectives need to be challenging to both teacher and learners but, at the same time, should be realistically achievable.

Teachers prepare objectives to serve a variety of purposes in education.

Objectives are essential to:

1. Develop unit plans and daily plans
2. Meet the diverse learning needs of learners, particularly those in environments where a diversity of cultural backgrounds is present.
3. Develop effective study skills
4. Develop socialization skills
5. Assess student learning
6. Engage in teacher self-assessment.
7. Explain and interpret the teaching program to others.

It can be argued that learning has taken place when there is a change in personal meaning for the learners. This change in personal meaning may or may not be reflected in a change in observable behavior.

Behavioral objectives enable the teacher to determine quickly whether to:

1. Re-teach the lesson
2. Extend the learning from the lesson through additional practice activities
3. Progress to more difficult learning tasks

Instructional objectives can be classified according to three basic domains: 1) the cognitive domain,, based on the recall or recognition of knowledge and the development of intellectual skills; 2) the affective domain, based on a hierarchy of interests, attitudes, appreciations, and values; and 3) the psychomotor domain, based on a variety of learning activities that depend on the acquisition of attendant manipulative or motor skill. (The Creative Curriculum)

Helpful Guidelines for writing objectives that have to do with skills development:

- In the areas of the curriculum called skills (i.e., reading, spelling, handwriting, etc consult the curriculum guide or the teacher's edition of the textbook they are to be taught, and the level of proficiency expected for the grade level you teach.
- Select two or three objectives for daily lessons that are targeted on appropriate sub-skills, and develop those to the level of proficiency expected.
- State your skill objective in a way that clearly focuses on the learners ability to do something,
- State your skill objective in such a way that you are able to evaluate whether or not, or at what level of proficiency the child has attained it.

Suggestion 1:

- Present a curriculum objective as the following: “to develop listening and speaking skills’. Ask the students to follow that broad objective and develop four more specific instructional objectives like for example:
 - a) To understand and repeat oral phrases
 - b) To complete a sentence that repeat in a familiar way.
- For the whole class, use a textbook and show the students an instructional objective at the beginning of a chapter or unit.
 - ❖ Ask the students to guess what area of development (cognitive, affective, or psychomotor domain) it intends to address?
- Present a list of instructional objectives with some that are unrealistic (given the limited time and resources as well as learners limited background knowledge). Have the learners work in small groups to determine which objectives are unattainable and the reasons why.

Note: Recall from the sections on the growing international importance of TESOL activities and the institutional context of TESOL as a business, that it was indicated how today’s teacher teachers must be prepared in business. The new responsibility includes not only to teach TESOL to business people or for business purposes, but also take into account business factors and behaviors in the planning and delivery of services since in many countries it is the private institutions and schools that does most of the hiring of TESOL foreign and local teachers.

TESOL institutions and schools, like any other private business are concern with two interrelated aspects of their business: the operational part or quality of the production and delivery of teaching (technical aspects) and the economic concern

related of how best to combine resources for obtaining the maximum benefits in the short and long- term. Both factors are so closely related that TESOL teachers need instructional goals that are economically feasible and technically appropriate for learners.

Analysis of Relevant Theory:

- Considering that many goals are established at the national or institutional level as well as in textbooks, the TESOL teacher needs to reconcile the development of his instructional goals with non- pedagogical factors including the business need to make profits. Teachers' evaluations are, obviously, closely related to the curriculum and instructional goals they plan to achieve.

Have students comment on the implications for TESOL teachers of the following words from White (2001), reflecting on the dual concern of program managers;

“Observing learning outcomes is just one aspect of the monitoring process, since the manager is now accountable for efficient resource utilization and motivation, and quality assurance”.

Recommended Readings

White, Ron.(2001). Programme management. In R. Carte & D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 12th printing. pp. 194-200. Cambridge, U.K. Cambridge University Press

XVII. Approaches, Strategies and Methods for teaching the L2 English Language

Learner – Time: 3.0 hours

Instructional Goals:

- Trace the evolution of different methods and their contribution to L2 teaching.
- Compare and understand the advantages and limitations of different methods and their relationship to goals achievement
- Illustrate the importance of a given method according to the results from assessments and established curriculum goals.

Reasons for Goals:

- To provide teachers with different options related to the techniques and approaches available when planning lessons for achieving the instructional goals.

Teacher's Questions to elicit Interest:

1. Which is the best method for teaching TESOL?
2. Which is the main aspect to take in consideration when selecting methods?
3. What are some important links between instructional goals, methods selection, and instructional activities?
4. What learning activities will be implemented, and how does each one relate to the objective.
5. How is the lesson to begin? What sequence will the lesson follow?

Topic Presentation and Exercises:

- One of the most important considerations in student- centered lesson, as advocated by the American TESOL Institute, is the determination of students' characteristics in order to plan instruction accordingly.
- The following are some characteristics of L2 learners that must be considered when developing lesson plans for L2 students;
- L2 learners need an intense English environment in the classroom since in the community and at home, a different language is used for communication:
 - L2 beginning learners generally don't know sounds, vocabulary, grammar, and simple discourse of the target language;
 - Many L2 beginners can already read in their L1;
 - L2 beginners are usually older than L1 beginners.

General effects

- Learning to read an L2 involves a great deal of language learning.
- L2 beginners have general cognitive skills.
- L2 learners have preconceptions and attitudes.
- They will be interference and facilitation effects between the L1 and L2.
- L2 learners have greater metalinguistic and metacognitive awareness.

Particular effects

- L2 learners need very controlled texts.
- L2 readers need a great amount what they can transfer from the L1
- L2 learners may need to change their attitudes to reading.
- L2 learners may have to learn a different writing system.

This list has been kept simple by focusing on only learners who is just beginning to read. It is more complicated if you have several learners with different L1s, different L2s proficiencies, different L1 reading proficiencies, and different motivations for learning.

One of the first steps of TESOL is learning the various techniques or methods teachers utilized. There are many different approaches, and they can all be used interchangeable to suite your teaching style. Familiarize yourself with methods and approaches.

1. The Audio-lingual Method

- Structural pattern is taught using repetition drills so material is over-learned
- Teaching points based on contractive linguistics
- Student errors preventive and correct forms reinforced
- Grammar thought inductively

2. Total Physical Response Method

- Teacher says command and perform the action
- Teacher says command and both teacher and students perform the action
- Teacher says command, student perform action
- Teacher tells one students to perform action
- Reverse the rolls or students give each other commands

3. Total Physical Response Guiding Principles

- Uses Psychomotor systems to teach vocabulary and sentence forms
- Students not forced to speak until ready
- Command forms used to convey information

- Bills gradually in-complexity
- Supports kinesthetic learning style

4 The Communicative Method or Approach

➤ Lesson Planning

- Communication goals
- Specific vocabulary and expression needed to accomplish communicative intent
- Visuals, graph or displays
- Dialogue prepared by teacher or student

5.Guiding Principles for communicative approach

- Comprehension precedes production
- Production emerge in stages
- Goal is meaningful communication
- Affective filter is lowered
- Language is acquired through interaction as well as learn from the teacher

6. Art/ Musical Methods

This is where the students learn using art and music. Utilizing both side of the brain it is a great key to learn in another language. Graphs and flow charts are a wonderful way to demonstrate new vocabulary.

Lexical Method

- Learning language happens through the development of words and word combination.
- Language acquisition comes with expressions from everyday speech. Poli-words (i.e turn around), word partnerships (i.e pleasantly surprised), an idioms (i.e get the phone) give meaning to the basic of language.
- The lexical approach teach units that are alike such as groups of scientific words, measurement words, or words commonly used in business that create a schematic world that is very clear to see. These categories include: business people, companies, institutions, money, business events, places of business, time, modes of communications and lexis concern with technology.

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Core component of the lexical approach is the teaching of words to students in units that are alike such as groups of scientific words, measurement words, or words commonly used in business that create a schematic world that is very clear to see. These categories include: business people, companies, institutions, money, business

events, places of business, time, modes of communications and lexis concern with technology.

Total Physical Response Guiding Principles:

- Uses Psychomotor systems to teach vocabulary and sentence forms
- Students not forced to speak until ready
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The Communicative Approach

- Lesson Planning
- Communication goals
- Specific vocabulary and expression needed to accomplish communicative intent
- Visuals, graph or displays
- Dialogue prepared by teacher or student

Guiding Principles for communicative approach

- Comprehension precedes production
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- Language is acquired through interaction as well as learning from the teacher.

Criteria for Selecting a Teaching Method

In deciding which method is appropriate to a particular lesson or series of lessons, the teacher must consider that the method or methods should:

- Suit the teacher's abilities, knowledge of subject matter, and interests. That is, teacher should draw on his strengths; he should be comfortable in what he does.
- Suit the student's abilities – verbal and psychomotor. That is, if the students are unable to deliver long prepared statements on their viewpoints, it should be unwise to choose a method that requires them to do so.
- The context of the teaching situation (time and place);
- The number, ability, interests, and previous experience of the students;
- The nature of the subject matter;
- The teacher's own abilities and inclinations;
- What he wishes to emphasize in his teaching – skills, knowledge, or values.
- The time requirements of the method;
- The demands the method will make on him and his students;
- The materials required in using the method;

- The results that the method brings.
- Variety in methods is advantageous.
- Suit the teacher's relationship with the student. For example, if the teacher has not yet established mutual trust, the method selected should lead to such trust.
- Suit the type of teaching aimed at: teaching how to .. (skill-oriented), teaching that .. (knowledge-oriented), or teaching to be.. (value-oriented).
If the teacher wants to teach the student to be honest, then the method should involve opportunities for the student to exhibit his honesty.

Suggestion 1

Go to <http://www.moramodules.com/5StepELL/sld001.htm>, and distribute the nine (9) methods presented by Dr. Jill Kerper Mora from San Diego State University among the students so that the groups you form get an similar amount of methods to analyze. Each group must analyze the methods received and establish the following:

- What factors prompted the origin of each method.
- Compare and Contrast each method to other methods.
- Illustrate with examples of situations when it would be convenient to use each method analyzed.
- Show examples of situations when it would be wise to combine different methods.

- List in order from most important to less important the factors that should be considered in the selection of a method (given the students own description of the situation to which it would be applied)

Note: The students can also use the classroom notes or any other source that can assist them in this exercise.

Analysis of Relevant Theory:

- Have students research what is top- down and bottom-up learning strategies and how they may influence a TESOL teaching method.
- Have students research what is communicative language teaching and what impact it has on TESOL methodologies.

The teaching of an English pronunciation that different speakers around the world could easily understand is an important goal for international communication and business expansion. Yet, teaching methods that rely heavily on pre- establish rules are weak on the need to provide learners with communication tools that are authentic to their environment and the ‘real’ messages they want to communicate.

Based on the problem described above, have students comment on the following observation from (Seidlholder, 2001);

“The absence of one particular methodological orthodoxy can also be seen as an opportunity for teachers to make choices which are most appropriate for the specific learners they are working with”.

Recommended Readings

Laubach Literacy Action. *Teaching Adults AN ESL Resource Book*. New Readers Press. Syracuse, NY 1996.

Laubach Literacy Action. *Teaching Adults AN ESL Resource Book*. New Readers Press. Syracuse, NY 1994.

Seidlhofer, Barbara (2001). Pronunciation. In R. Carte & D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 12th printing. pp. 56-65 Cambridge, U.K. Cambridge University Press.

XVIII. The Importance of Materials, Instructional Aids and Media in TESOL

– Time 5.0 hours

Instructional Objectives:

- List and Describe Some Techniques, Materials and Instructional Aids for various TESOL proficiency levels.
- Select appropriate Techniques and Materials according to instructional objectives.
- Compare and Contrast the Use of different techniques, materials and instructional aids.
- Identify criteria unique to the evaluation of text, other printed materials and technology-based media appropriate for the instruction of TESOL students
- Create materials that address cultural and linguistic differences
- Identify supplemental resources to enhance the curriculum

Reasons for Objective:

- Teachers need to design strategies develop plans and select methods for delivering instruction, but none of this would be possible without specific activities that require materials to assist learners comprehension and skills in using these materials or instructional techniques. Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through life performance or display, or on cassette, CD-ROM, DVD or the Internet. The teachers' ability to use and perform or to organize the learners to use of perform

in any form leads to the use of different techniques necessary to implement the selected methods.

Teacher Preparation of Material:

Drawings

Pictures

Computer

Flashcards

Tape Record/Cassettes

Teacher's Question to Elicit Interest:

1. How can the use of different materials and techniques make your class more interesting?
2. How can the use of different materials and techniques help you to reinforced the main points of a lesson?
3. How can the use of materials and techniques help demonstrate your professionalism and dedication to the learners?
4. What criteria would you use to select materials and techniques?
5. Is it possible to get the learners involved in the selection of class materials?

Topic Presentation and Exercises:

Suggestion 1

- Explain that the curriculum and instructional goals are the basic elements that

must be considered when selecting suitable learning materials for the classroom. In selecting instructional materials, the teacher must also consider the abilities of the students. It is essential to be aware of the students' entry behavior; that is the current level of achievement. Finally, the teacher must design a course of study that will enable students to reach the necessary level of achievement as display in their final assessment.

- Materials can be instructional in that they inform learners about the language, they can be experimental in that they provide exposure to the language in use, and they can be useful in that they stimulate language use, or they can be exploratory in that they seek discoveries about language use.
- Materials development is both a field of study and a practical undertaking. As a field its studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. As an undertaken, it involves the production, evaluation, and adaptation of language teaching materials by teachers for their own classrooms and by materials writers for sale or distribution.
- Textbooks on learning materials must be chosen to fit into this context.
- In choosing materials teachers should also keep in mind that not only do students learn at different rates, but they bring a variety of cognitive styles to the learning process. Prior experiences influence the individuals' cognitive styles or methods of accepting, processing, and retaining information. The right materials for your students will depend on his or her age and ability. Small children can learn some basic vocabulary and become accustomed to the sounds of another

language using any of the simple song and activity tapes that are available; learning through music is effective and fun.

- If your students are beginners, use cassettes, records, or CDs; they will need to hear the language spoken clearly and accurately. These materials will also facilitate repetition that is necessary before proficiency can be achieved.
- Do the grammar charts make any sense to what you are learning and how it is use in a sentence? Words sometimes work differently depending on their context. Examples in the book should make the grammar clear to you. What about the dialogues and stories; are they interesting? You cannot expect fine literature in an elementary text, but neither should the material be boring.
- If you are able, listen to a little of the audio portion of the course. Are the voices on the beginner's to repeat or will you have to keep stopping your tape player? Also, tapes that leave too much blank time between phrases could be boring.
- Choosing the right materials for your students will depend on their age and ability. Small children can learn some basic vocabulary and become accustomed to the sounds of another language using any of the simple song and activity tapes that are available; learning through music is effective and fun. I also suggest a very simple picture in the language to use in the same way you might use a picture book in English: naming the things in the house, the yard, and so on.

The Use of Visual Materials for Listening Activities

Wright (1984) shows the great value of visual materials to help learners become connected to new experiences. These materials help:

- Stimulate learners' interest in a topic which leads to more attention and better listening behaviors.
- Learners can make concrete and practical connections with events and situations representing real people.
- Serve as tool for the application of helpful learning strategies by providing clues to meaning of different situations and/or texts.
- Serve as comprehensible input for some learners through which they can communicate understanding of communicated materials through non- verbal codes.
- Integrate visual or graphic analysis with sound features of the spoken language.
This is a practical teaching strategy for example when linking diagrams to intonation patterns showing where and when to raise or lower the utterances.

Once your students have a rudimentary vocabulary you can start introducing basic grammar. Using technical grammar terminology is unnecessary.

- Nouns are "*naming words*," verbs become "doing" or "being" words.
- Adjectives and adverbs are "describing" words.
 - Here again you can use a picture book, either purchased, or home- made.
 - Begin with nouns because they are the easiest to identify and understand: "the dog, the baby", and so on.
 - Next you can add two or three verbs: "to be", "to eat", and "to play" are often the most useful.

Repetition is an important key to learning the language. You learn by repetition to understand your native language when you were small.

- You can simulate this by using a second recorder to tape sentences your students repeat while listening to the publisher's cassette. You will find that mistakes are easy to pick up.

Predictable books are those in which repeated patterns, refrains, pictures and rhyme allow children to pretend-read a book which has been read to them several times. Pretend reading is a stage most children go through with a favorite book which some patient adult has read and reread to them.

- Shared reading of predictable books allows all children to experience this pretend reading. From this pretend reading, they learn what reading is and they develop the confidence that they will be able to do it.

Children who can see the words of a favorite book as that book is being read notice that some words occur again and again and eventually come to recognize some of these words. As they learn words, they notice recurring letter-sound relationship.

There are two criteria. **First**, the book must be very predictable. My most important goal for shared reading is that even children with no literacy background will be able to pretend read the book after several readings and develop the confidence that goes along with that accomplishment. **Second**, choose a book that many children will fall in love with.

In doing shared reading with big, predictable books, we have multiple goals. First, however, we focus on the book itself, on enjoying it, and acting it out. As we do this, we develop concepts and oral language. When most of the children can pretend read the book, we focus their attention on the print. Children know some concrete words; we use these words to begin to build some letter-sound knowledge.

Good textbooks have:

- ✓ Numerous illustrations that help clarify the text
- ✓ Story plots that are action-based
- ✓ Little text on each page
- ✓ Text that contains repetitive, predictable phrases
- ✓ High-frequency vocabulary and useful words
- ✓ Text that employs simple sentences structures

There is wide variety of materials available for to today's teachers, these materials include: *microcomputers, video cassettes, films, recording and software to accompany textbook as well as maps, graphics and colorful posters to help students visualize what is been thought.*

Since the physical world is the main means of conveying meaning to your students, a wide variety of teaching aids is necessary in the foreign language classroom. Lessons will be much easier and much more exciting for the children if you make full use of things and objects as well as language to get your meaning across.

There are certain materials that aid teaching and which can make the teacher's job easier. Many of these materials are provided by the schools; other can be obtained

by students and teachers with the cooperation of parents. However, teachers will do good by helping themselves obtain some of these materials, especially the less expensive and crucial ones for teaching language sounds and pictures so necessary for working with children. Scott provides some examples of materials that can be helpful in preparing classes:

- ❖ Tape record and earphones
- ❖ Copies of appropriate activity page, and keep them in a loose-leaf binder, a large envelope, or a folder with pockets).
- ❖ Crayons, scissors, pencils, erasers, and paper
- ❖ Notebooks
- ❖ Folders for Dictionary pages
- ❖ Labels for classroom objects
- ❖ A picture file (class-made or commercial)
- ❖ Well-illustrated magazines for cutting out pictures
- ❖ Blank 3" x 5" index cards to be used for flash cards or concentration games
- ❖ A picture dictionary
- ❖ Nonfiction picture books from the library that cover the same content material you are currently teaching.
- ❖ Beginning phonics books with tapes

- ❖ Taped music in both English and L1 language
- ❖ Picture books and well-illustrated beginning-to-read books with pages
- ❖ Simple games: dot-to—dot activities, word searches., concentration games, sequencing activities, and jigsaw puzzles
- ❖ An “object” box containing small manipulative objects for beginning vocabulary or phonics learning.
- ❖ Chalkboard. For some reason, children love to write on a chalkboard. What better incentive to get your student to enjoy learning? (Mistakes erase easily. Success remains in mind.) The bigger the chalkboard the better.
- ❖ Lots of paper. Lined, unlined, and colorful construction paper.
- ❖ Oft lead pencils and erasers.
- ❖ Crayons, colored pencils, and felt-tipped markers
- ❖ Wall map of the world and/or a globe or an atlas.
- ❖ Old magazines for cutting and making collages

Greater learning takes place with adequate guidance from teachers and active student participation in cooperative environments. Here are some materials *you and your pupils can make*:

- ✓ Puppets,
- ✓ Class mascot,
- ✓ Paper dolls
- ✓ cardboard boxes,

- ✓ picture cards
- ✓ and many other items for use in class.

Audiovisual materials are especially helpful for TESOL teachers since they provide the learners with clues for understanding. The key to preparing effective audiovisual aids is to remember that they are only aids. Their role is to add a visual dimension to the points that you made orally. They cannot make those points for you; they can only reinforce them. When you plan for audiovisual aids, follow these simple guidelines:

Materials planning and use must be considered by teachers for each teaching approach. (Cruickshank, 1985: 20-21) provides a list that indicates the variety of options available to teachers trying to help their learners gain knowledge and skills:

1. Audiovisuals
2. Centers of interest
3. Debates
4. Deductive discourse
5. Demonstration
6. Discussion (including panels, symposia)
7. Displays and exhibits
8. Experiments
9. Games
10. Instructive discourse
11. Kinesthetic

12. Lectures
13. Microteaching
14. Mirror teaching
15. Observation
16. Programmed instruction
17. Problem solving
18. Protocols
19. Recitation
20. Reflection
21. Reflective teaching
22. Reports
23. Role planning
24. Simulations
25. Small groups

Dr. Mernoush Banton recommends the following guidelines related to the preparation of audiovisual materials:

- Use them to summarize or show the sequence of content.
- Use them to visually interpret statistics by preparing charts and graphs that illustrate what you will say.
- Use them to illustrate and reinforce your support statements.
- Use them to add visual clarity to your concepts and ideas.

- Use them to focus the attention of the target group on key points.
- Don't project copies of printed or written text. Instead, summarize the information and show only the key points on the visual aids. If the group must read every word, use handouts for reading, either before or after your presentation.
- Don't put yourself in the role of aiding your visuals: A presentation is primarily an oral form of communication. If your only function is to read the information on your overheads or slides, the target group will become easily bored.
- Don't use copies of your transparencies as handouts. They reinforce what you are saying-- they don't say it for you. If you want your target group to remember what you meant, you'll need to provide written text in addition to any key point summaries or charts that you need for your transparencies.
- Don't use charts, graphs, or tables that contain more information than you want to provide. The group will have difficulty focusing on the point that you're trying to make.

Suggestion 1

- Use the following questions to produce a whole class discussion. The teacher will call on students to voluntarily participate or direct the questions to individual students.
 1. List five (5) materials that you would recommend every language teacher to purchase for use in class.

2. What materials (excluding computers) and activities would you do in class to reinforce a lesson? Give four examples.
3. Discuss the relationships between learning styles and the use of appropriate materials and curriculum.
4. What relationships can you see between cultural views and textbook use in L2 Classrooms?

Suggestion 2

- Prepare a handout for the learners with a clear definition of some materials and their use. Do a brief explanation and assign pairs to tell the rest of the class how they would use the materials for L2 teaching according to proficiency levels.

Suggestion 3

- Have each learner show on the chalkboard a sentence with the respective diagram of the intonation pattern:

Example:

They are writers.

Are they writers?

Analysis of Relevant Theory:

Have the students comment on the following perspective of Tomlinson:

“Materials aiming at explicit learning usually contrive examples of the language which focus on the feature being taught. Usually these examples are presented in short, easy texts or dialogues and it is argued that they help the learner by focusing attention on the target feature. The counterargument is that contrived examples over-protect learners and do not prepare them for the reality of language use”.

Recommended Readings

Cunningham, Patricia. *Phonics They Use: Words for Reading and Writing*. Harper Collins Publishers. N. Y 1991.

Guidelines for using Audiovisual Aids by Dr. Mernoush Banton. Downloaded from the Internet. January 26,

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Scoot, Wendy and Ytreberg, Lisbeth. *Teaching English to Children*. Longman Keys to Language Teaching. New York 1998.

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Wade, Theodore. *The Home School Manual: Plans, Pointers, Reasons and Resources*, 7th ed. (Home School Manual: Plans, Pointers, Reasons, & Resources. 1997

Wright, Andrew. *Visual materials for Language Teacher*. Byrne, Donn Ed. Longman 1984.

X IX. Technology as an Instructional Aid – Time: 4:0 hours

Instructional Objectives:

- List and explain the main characteristics to be considered when selecting instructional technology for TESOL classes.
- Explain what care will you take with the use of computer technology in your classroom?
- Describe how computer technology can help develop each of the four basic language skills of listening, speaking, reading and writing.
- Identify appropriate instructional technology for use in TESOL lessons, including language masters, filmstrips, video cassettes, audio cassettes, computers, and computer-assisted language learning

Reasons for the Objectives:

- Modern technology has been transforming all aspects of life including L2 teaching and learning. Today's teacher needs to understand the potential and use of different technologies and the way they can impact language teaching. Teachers must also be able to select the appropriate technologies for each situation and help their students learn how to use these technologies. *When teachers and students gain awareness of technology as a tool for finding information, communicating and creating new experiences, the teaching- learning process is significantly enhanced.*

Teachers Preparation of Materials:

Computer

Print Outs

TESOL and Educational Websites

E-mails and Feedbacks

Video Cassettes

Teacher's questions to Elicit Interest:

1. How can computers be used in TESOL to foster learners' interest.
2. What procedures would you implement for safety with the use of computers?
3. How will technology make your work more efficient when delivering instruction?

Topic Presentation and Exercises:

Suggestion 1

- Explain to the students that successful L2 teaching and learning uses various technological tools to achieve its purposes. Computers, CD-ROM, DVD, Conference Calls, cell phones and many other instruments provide access to all type of sources in different formats targeting different senses and learning styles. Dealing with this increasingly diverse array of tools and sources has become a new duty for responsible teachers that want to provide their students with the latest and best of technology as well as content material available.
- CD ROM disk with vast amount of information stored allow students to complete their research from the classroom computer. If the classroom computer or the

teacher's lap top has internet access, the research and social interaction possibilities are virtually unlimited.

However, the computer should not replace traditional research and writing skills. Yet, a major goal of education is to supply the market with skilled, competitive workers. Teachers must be the best model with the use available technology that students can emulate in preparation for the market demands.

When students are able to incorporate real world experiences into any learning endeavor, they are more likely to retain the information. Towards that end, it is important to use current technology in the classroom. The world is becoming more dependent on technology every day. Incorporating technology into a classroom helps prepare students for the future. Students respond better to technology than they do to photo copies. Even if you are not a computer whiz, technology can be incorporated into the classroom. Read on to learn how to incorporate technology into teaching.

Teachers need to use technology to reinforce concepts taught in class. Teachers can have students go to websites like Brainpop, which uses animated movies to teach and reinforce grammar concepts. Also, some computer programs have revision tools to allow students to peer edit each other's papers. Moreover, the use of computers can alleviate some of the physical strains on teachers. Besides infinite patience and immediate feedback, tutorial and drill on the computer can help students develop skills at any time and the amount of resources that instantly becomes available is amazing.

Rather than studying the language in isolation, an important trend in TESOL is the use of content to build language skills. As content resources, both software and the internet provide much data which students may explore in various modes.

The use of information to further enhance the environment for second language learners involves a technology plan that addresses key issues. One of the first steps in technology-assisted instruction is to decide which medium the most appropriate one for the languages skill (s) to be developed during a particular period of time. Some technologies lend themselves better to the acquisition of certain language skills than do others. For example, a teacher that is using a computer to assist ESOL students in reading comprehension could use a software that features colorful animation accompanying text that is read aloud.(Study Guide for Florida Teacher Certification, (ESOL) K-12. Not only do computers provide teachers with more meaningful materials for use in classrooms, but computers also provide greater interactions among students.

E-mail provides a real form of communication between students. Whether the message arrives from a classmate on campus or originates on the other side of the globe, the use of such a real form of communication motivates students to read that message and, in turn, to respond in writing (Johns and Torrez, 2001: p 34)

Those students who have trouble with spelling can take spelling tests on the computer and use the spell check feature when writing reports. Even students with low academic skills can use the computer's painting software for art projects and benefit from games that teach them to match objects and learn colors.(Fuller, 1999:p 246) In addition, the use of electronic mail and the internet have enabled teachers and students to:

- Work on collaborative writing projects with classes in distant locations.
- Participate in electronic "discussion groups" on topics of specific interest to students.

- Do extensive research online; searching uniquely libraries, art galleries, and news achieves for information. They can check, current events and learn about almost any subject.

Learners are also motivated by the opportunity to publish their own word, communicate with distant partners, work collaborative, in groups and create their own projects that reflect their own interest. In this process students can access computers to increase their vocabulary, obtain definitions, practice grammatical structures, learn about writing styles, assess their own learning, communicate with instructors and develop many other activities. Yet, most activities will still need teachers' scaffolding and guidance in order that the final product of students work can be integrated into the instructional goals.

Finally, it is also important for teachers to continually monitor how children are using computers at school to ensure on task activities, security, legal and moral issues that may have significant impact on the cultural and political context.

Suggestions 2

- Develop a whole class discussion about how to search for topics on the computer. Write the students idea on the chalkboard. Then have the students search for a topic, for example 'teaching English syntax to L2 students' Tell the students to print the material and write a summary of it in their own words.
- Have students brainstorm and develop a classroom discussion about security problems that might arise with the use of computers in the classroom and their

perspectives on how to solve these problems. Then, have the students research the topic of guidelines for computer security in the classroom and compare with their ideas.

- Have the students research the topic of how computers can help teachers prepare classes. Guide a whole class discussion on this topic by having the students focus on how the teacher can develop students' participation in class by designing and implementing activities that promote the use of computer and other tools.

Analysis of Relevant Theory:

Have students comment on the following insight from Hanson- Smith (2001):

“In CALL (Computer-assisted language learning) this theory [constructivism] implies learning by using computer tools to explore simulated worlds, to build presentations and websites that reflect on personally engaging and significant topics, and to undertake authentic communication with other learners around the world”.

Recommended Readings

Dawson, Ron et.al. *FTCE Professional Educator*. XAM, Inc. 2004

Florida Department of Education. Study Guide for the Florida Teacher Certification Examination: English to Speaker of Other language (ESOL) K-12

Fuller, Cheri. *Helping Your Child Succeed in Public School: from Kindergarten to High School*. Tyndale House Publishers. Wheaton, Illinois 1999

Hanson- Smith, Elizabeth (2001). Computer assisted language learning. In R. Carte & D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 12 th printing. pp. 107-113 . Cambridge, U.K. Cambridge University Press

Johns, Kenneth and Torrez, Nena. Helping ESL Learners Succeed. Phi Delta Kappa Educational Foundation. Bloomingdale, Indiana 2001

McLeod, Raymond. Management Information System. Six Edition. Prentice Hall. Englewood Cliffs, New Jersey. 07632

The Chronicle of Higher Education"; Integrating, Evaluating, and Managing Blogging in the Classroom; Julie Meloni; Aug. 13, 2009

XX. Preparing A Sketch and Lesson Plans – Time 4.5 hours

Instructional Objectives:

- Develop a Sketch Plan based on broad curriculum goals.
- Cite potential activities and outcome for a specific period.
- Write general procedures to develop class lesson during a period.
- Write a lesson plan for Adults Develop learners and another for Children.
- Recall different characteristic of the learners as well as the different methods and materials available to plan sequential activities for helping learners.
- Design plans that elicit students' interest and participation in meaningful activities for learning.
- Create plans that are viable and coherent as well as subject to evaluations to measure learners' progress

Reasons for the Objective:

- The teacher, once obtained all assessment information from the students, knowledge of his own strengths and weaknesses, materials and media equipment available and the curriculum goals for the learner is now in a position to plan a course of action or a general strategy to help his learners reach their needs and interest. Teachers will generally need some flexibility to accommodate numerous situations that may arrive on a daily basis. This general plan with room for daily adjustment to achieve the goals is what makes a sketch plan so important.

- The sketch plan provides an outline of suggestions for the teacher to draw on over the course of several days while the daily plans provide the details of specific activities that teachers and learners must perform.

On the other hand, learners also need systematic help and guidance in order to engage in productive learning activities. The determination of curriculum goals and general plans lead to the need of more specific and concrete plans to deal with the daily struggles and time need by learners in practicing and reinforcements before becoming proficient at different task. Daily lesson plans are the critical link for all these elements.

Teacher's Preparation of Materials:

Pre- test chart of learners characteristic

Curriculum Goals

Developed Sketch Plan

Lesson plan templates and examples

Textbook

Pictures

Tape Record

Computer

Note Book

Dictionary

Teacher's Questions to Elicit Interest:

1. How can your knowledge of vocabulary development help you teach a general English class?
2. Will this vocabulary development lesson make you more efficient when you try to teach about topics such as entertainment?
3. Which specific activities and in what sequence do you to plan for achieving the instructional goals?
4. How might appropriate diagnosis of the learners' characteristics help when you try to design a lesson plan?
5. How might the knowledge of available materials, media and other resources affect your planning?
6. How might a properly design lesson plan contribute to the achievement of instructional objectives?

Topic Presentation and Exercises:

- The sketch plan provides an outline of suggestions for the teacher to draw on over the course of several days. It provides flexibility for teacher- student planning because it is not locked into a day-by day prescription of what is to be done. A complete attainment of each objective is unrealistic for many learners ; thus, the teacher must evaluate carefully the extent to which individual learners are succeeding. The plan should provide activities designed to implement the evaluation process.

Have the learners to do a Sketch Plan for the unit of study: “Entertainment in the United States”.

Introductory Activities

1. Before beginning the unit of study, have the learners look through the textbook to become aware of titles and pictures.
2. Discuss the general organization of the book as outline in the table of contents

Developmental Activities

1. Have the student examine the title page and ask them to respond to the question “What is entertainment?”
2. Introduce the new words and terms presented in the unit
3. Relate the new words to the learners own experiences current events, and topic previously studied.
4. Discussed the photograph of the unit
5. Discuss the importance of headings, subheadings, pictures, vocabulary list, and exercise.
6. Review vocabulary skills presented at the opening section of the text
7. To reinforce vocabulary it may be necessary to teach concepts the movie, computer games, music, sports and restaurants etc.

Planning Students Evaluating

1. Presentation of a bulletin board display entitles “Different Types of Entertainment in the United States”.

2. Discussion of the learners' oral and written reports about the vocabulary words and pictures as related to their learning.
3. Evaluation of the learners understanding of what are the vocabulary words related to entertainment according to the context of the lesson.

Daily Lesson Plans Design – Time: 7.0 hours

Suggestion 1

- Tell students to recall that a lesson plan contains specific provisions for teaching and learning. The sketch plan also provides the context for individual lessons and ensures that there will be continuity in the instruction from one day to the next.

Every lesson plan should have a purpose that is understood by the learners. The purpose is usually stated in the form of objectives that explain what the students are to learn. Learners should also understand the why. The lesson plan should also include the instructional materials necessary for teaching it. The sequence of the lesson plan provides for building readiness for what is to be done, specifies the learning activities, and provides for a summary and assessment.

Let us know see some activities that teachers can incorporate in their planning to help L2 learners improve their language skills; many of these activities are suited for instruction through the audio-lingual, direct method and communicative approaches. Finaccharo, as well as, Scott and Ytreberg, present the following ways for assisting learners:

- Choral repetition of words, phrase, or sentences (class, group, row)
- Individual repetition of word, phrase or sentence
- Responding to directions given by the teacher or by another pupil
- Answering questions based on any class or out-of-class experience (clubs, TV programs, movies, work)
- Framing questions based on language patterns or vocabulary being learned
- Engaging in oral drill activities
- Prepare original sentences based on language patterns or vocabulary being learned.
- Combining elements from various slots to make new sentences
- Telling what appears in a picture or a chart
- Engaging in conversation or transformation exercises such as changing singular to plurals, nouns to pronouns, indicative to interrogative, affirmative to negative, etc.
- Telling a favorite tale or experience in the pupils' own words
- Giving reports on a prepared topic
- Summarizing a paragraph, an article, or a book
- Setting up stores, libraries and other agencies and simulating realistic conversations for each. (These can be made increasingly longer and more complex as learners grow in language ability)
- Conducting a discussion, a forum, or some other oral group activity
- Making tape recordings or records of classes
- Engaging in telephone conversations and in role-playing activities

1. Reading a book in the native language and giving an English report on it
2. Dramatizing a dialogue, a situation or a play
3. **Provide for audio review.** Set up a tape recorder and record stories as you read. Newcomers then have the opportunity to listen to a story, and read along, as many times as they wish.

With all the information in hand, the teacher can begin specific planning. Following Michaelis et.al (1967) in designing the lesson plan the teacher must keep in mind that “each lesson plan contains sections in which objectives, rationale, vocabulary, and materials are outlined to facilitate preparation by the teacher. Next the teacher plans his/her instructional procedures and system for appraisal”.

Suggestion 2

Use a projector and transparencies to remind and discuss with students the following concerns in relation to lesson planning:

1. What learning activities will be implemented, and how does each one relate to the objective?
2. How is the lesson to begin? What sequence will the lesson follow?
3. What questions will be asked?
4. How are the learners to get the background information they need?
5. What books will be used? What pages are the children expected to read?
6. Are audiovisual materials to be used? Are they available?

7. Are there to be cooperative learning activities? If so how are the children to be grouped? Is there something meaningful for all the children to do all of the time?
8. How much time will be needed to complete each part of the lesson?
9. What provisions need to be made for the different rates of learning among the children?
10. How will the room environment need to be arranged in order for the lesson to be taught?
11. How is the lesson to close? What will the children do? What will the teacher do?
12. Are there to be follow-up activities? If so, what are they to be, and when are they to be completed?

Note : Tell the class to recall that just as there is no one best way of teaching, there is no one best way for developing a lesson plan; neither is there a consensus on the level of specificity that should be included. However, the following are some basic elements that should be considered in any lesson plan:

1. Purpose or Instructional objectives to be achieved.
2. ***Preparation of instruction*** - what the teacher does before he confronts the student. This includes gathering materials, making a lesson plan, reviewing notes, and predicting possible student responses to his actions
3. Preliminary readiness activities, interest building, and lesson plan development; specific the work- study activities that will occur during the lesson.

4. **Motivation**- what the teacher does capture the attention of the student. This does not include the use of “gimmicks that capture the student’s attention temporarily
5. **Presentation of the learning task** – what the teacher offers to the student - what the student is to learn. This is the essence of the teaching act, and it is in the specification of this step that the various teaching method differ.
6. **Inducement of the trial response** – what the teacher does or asks the student to do in order to determine whether the student has learned the material or task presented.
7. **Correction of the trial response** – what the teacher does in order to correct the response of the student. If the trial response shows that the student has learned the material or task, then this step is unnecessary. (It is usually necessary.)
8. **Fixation of response**- what the teacher does to assure that the student retains what he learned.
9. **Test response and evaluation** – what the teacher does in order to determine how well the student has learned the task presented.
10. Summary indicating the closing activities designed for the lesson,.

Example of Lesson Plan Developed in an American TESOL Institute face-to face course:

Suggestion 3

- Present the following example of lesson plan and direct a whole class discussion of each section. Pause as you explain each section for Q&A. Ask students for alternative ways of presenting each section.

Lesson Plan for General English

Class time: 45 minutes

Objective:

To teach English to Taiwanese Adult Learners who are at a Level 4 Proficiency.

Level 4 Proficiency is described as: students who speak and understand English with acceptable proficiency. Reading and writing skills are low but approaching appropriate age/grade levels. The lesson planned for this time is approximately 45 minutes long. This will be the first lesson of teaching the students as a TESOL teacher. At the end of the lesson the students should be confident in speaking English with newly learned vocabulary words and phrases.

Introduction: 10 minutes

TESOL teacher will introduce self and encourage students to do the same. Introductions will be friendly and informal so as to raise the comfort level of the students. A brief mental assessment will be done on each student to confirm proficiency level 4. While it will be assumed that most of the adult learners are at this level, it is also safe to assume, depending on the size of the group, that some may be at the lower end of Level 4 while others are at the higher end. Encouragement will be done for the

students who are not as comfortable in their introductions as to keep the learning morale at a high for the rest of the session.

Warm up: 5 minutes:

A warm up of this activity will be done right after the introductions are made at the beginning of the class. The review will be approximately 5 minutes as to explain what will be done throughout the class. The class will be informed of what will be expected to accomplish at the end of the class session.

Overview of Lesson: 30 minutes:

The group of 8 Adults learners is at the Level 4 proficiency and would like to upgrade their English for the purpose of a vacation to the United States, specifically, Orlando. This group of Adult learners will therefore need to become familiar with useful words in travelling to the States. The main activity for the learning session is to introduce words associated with travelling such as: time, schedule, directions and so forth. These students in particular would like to visit one of the country's most famous parks -- Walt Disney World. Words specifically used for this topic and also appropriate phrases will be a part of what will be learnt. The students will pair up in groups and ask each other questions such as "How much does this cost?" "What time is it?" "Can you please tell me the directions to the Hilton Hotel?" They will also answer the questions. The TESOL teacher will review these words and phrases and make sentences and questions in order for the students to practice among themselves. At the end of practicing some of the students will be asked to volunteer with their partner to practice questions in front of the class as a final presentation. One student will be the tourist and the other the native answering the questions. This will be a fun and delightful way for the Adult Learner to

practice for the real visit and meeting their goal for studying English as a second language.

Resources:

As this is a Level 4 proficiency group of Adult learners, they are mostly familiar with speaking some words and phrases in English though limited. A List of words will be provided to the students. Words related to the theme of going on vacation: Time, Airplane, travel schedule, taxi, shopping, destinations, restaurant related words such as drinks, food, hungry, menu, order, check, water, wine etc. To make it easier on understanding these words, flash cards will also be available. Pictures of airplane, taxi, different foods etc. will be used as these may be new words for the level 4 learners.

Also flash cards with the opening of phrases will also be used. Examples include "Excuse me.. Where is the _____?" "Excuse me I want a take a taxi to the _____?"

"When will we go to the _____? What is the cost of the _____?"

Lesson Procedure:

Introductions: 5 minutes

- Review of Lesson plan for students to meet their objectives. This will include outlining the information of what it is they will be doing and also showing them examples of the material in which they will be using thought-out the activity. Also the TESOL teacher will demonstrate with examples of role play by asking for a volunteer to assist in the demonstration. Room will also be left for those with questions about the activity: 5 minutes.

- Main Activity: learning new vocabulary and popular phrases relating to Travelling to the states. Question and Answer in role playing as a Tourist and as a Native to the States. 30 minutes
- Closure/conclusion: During the time that the students are practicing their new words and phrases and demonstrating in short skits their question and answer section of the activity, errors and corrections mostly based on pronunciation will be done from observation of TESOL teacher. The students who are confident will volunteer their pair group for the Q&A section of the presentation near the end of the activity. Positive feedback will be given for the groups and an overall encouragement for those who have practiced among themselves will also be given. The conclusion will be incorporated in the final presentation of the students. Homework assignment for the class will be to write their own skits of different situations of travelling as a tourist and with the native speaker. Summary of all that was done during the class will be done from the Teacher and special note to the students that they will come up with new ideas.

Assessment/Test

A formative assessment will be incorporated in the activity. During the activity, the TESOL teacher will listen to the pronunciation of words and phrases, and provide positive reinforcements and corrections. The Q&A presentations at the end of the class will also provide a form of assessment for the teacher. Listening to the words and phrases at the end of the class will provide the TESOL teacher a gauge of the overall performance of the group. A record of overall performance will be noted by the TESOL teacher and it will be the first step in grading the students for the following classes.

Finally, the TESOL teacher will ask the students if they learned a lot from the class and if they fully understood the activities that they participated

Suggestion 1

- Explain to the class that the following activity will be to prepare a bulletin board related to the topic of entertainment in their country. For this practice the class will be divided into two groups. One group will be responsible for in recollecting information and materials required for preparing the bulletin board. This group will also have to explain the origin of the materials and what possible use can be given to these materials. The second group will do the actual preparation of the bulletin do a presentation of the bulletin board to the whole class, explaining how they used the information and materials to reach the goal.

Suggestion 2

- The teacher will use a projector to present a lesson plan to the whole class, pausing at each section to take questions and offer answers.
- Provide a list of topics and have each student develop a lesson.
- Randomly select two students to present their lesson plan to the whole class and ask the rest of the class to provide comments on it.

Analysis of Relevant theory:

Hanson- Smith has indicated that “for teachers wanting to explore ideas for the internet, the collection of lesson plans in Boswood (1999) is a good place to begin learning about how to use email and distance communication effectively”

Recommended Readings

Hanson- Smith, Elizabeth (2001). *Computer assisted language learning*. In R. Carte & D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 12 th printing. pp. 107-113 . Cambridge, U.K. Cambridge University Press

Micharlid, John U. et.al. *New Designs for the Elementary School Curriculum*. McGraw-Hill Book Company. New York, NY 1967.

Laubach Literacy Action. *Teaching Adults AN ESL Resource Book*. New Readers Press. Syracuse, NY 1996.

XXI. Delivering and Evaluating the Quality of Classroom Instruction

– Time: 3.5 hours

Instructional Objectives:

- Show ability to deliver instruction in appropriate ways
- Describe and illustrate examples of teacher's appropriate personal behavior.
- Evaluate and compare the teacher's skills in delivering instruction in effective ways.
- Observe learners interest and participation related to the delivery of instruction.

Reasons for Objectives:

- Teachers must know how to teach. The techniques related to classroom presentation by teachers facing the group of learners has been considered traditionally as one of the most important tool in a teachers arsenal; without these skills it would be difficult to guide many types of learning in a efficient way . Therefore, it is important to know these rules and observe them in practice.

Teacher Preparation of Materials:

Drawings

Pictures

VDV

Tape Record

Questions to Elicit Interest:

1. What are the most effective ways to start a class?
2. What rules should you follow when teaching in front of a class to get full attention?
3. How can the teacher's personality and appearance affect his ability to teach?
4. What are the most effective ways for closing a class?
5. How can supervisors and peers observation help you improve on classroom instruction?

Topic Presentation and Exercises:**Suggestion 1**

- Tell the students that once the lesson plan is completed and the teacher gathers the materials and media equipment to be used, with the classroom arranged according to the planned activities, the teacher will be ready to implement the plan considering the elements of classroom management.

The implementation phase of the lesson plan consists of the actual teaching, and it provides numerous opportunities for assessment as well. In the event the lesson is not proceeding smoothly, modifications are made on the spot. For instance, a teacher may plan to have the class work on tasks in small groups to accomplish a learning objective but may find that the children are not able to use the time well. The teacher could discuss the problem with the group and perhaps design a new group configuration. The teacher may also find that the particular line of questioning is over the heads of the learners and make an adjustment immediately.

The following are some guidelines for delivering classroom instruction:

- Establish good rapport with the learners.
- Use gestures and body language to elicit affective relations, communications and understanding.
- The lesson goals must be clear to students by stating it in writing on the blackboard.
- Explain to the students what is expected from them.
- The goals on the class must also be logical and important, and the teacher must work toward that goal during the entire lesson.; at the end the teacher must consider how well the goals were achieved.
- The lesson development must be smooth, sequential, and logical.
- The lesson content must be just geared slightly above the age level and the language level of the student. Also the amount of material must not be too much or too little.
- The method used to teach must be appropriate. That means it must be suitable to the age level and proficiency of the students. It also must be developed in ways that listening and speaking support reading and writing.
- The teacher must use comprehensive input according to the type of major teaching activity: (teaching of structure, dialogue, reading or writing) and the level of learners (beginning, intermediate or advance)
- Prepare materials according to the purpose (blackboard, objects, pictures, pocket chart, Must have the ability to answer questions or to introduce and explain

different topics. He must ask questions of all students, then calls by name. The questions must be of different types to help the students develop reasoning skills. Therefore, the questions must be appropriate and logical and set the rule that avoids choral responses. The teacher might repeat answers only when necessary to give a correct model. He must also provide opportunities for learners to question him and to question other participants

- The instruction must also have numerous drills for repetition, pattern practice, and question/answers.
- The lesson must also have a summary given by the teacher or described by the students
- The pace or tempo of the lesson must not be too slow or too fast; it must have a sustained speed.
- The native language can be used only sometimes when it serves to re-enforce the lesson plan.
- The instruction may also be done by means of grouping or individualization according to the students' behavior.
- Help students hear and distinguish sounds and contrast before asking the students to produce the word orally.
- Arrows and diagrams must be used to help show intonation
- New sounds must be used in context after they are taught
- When teaching new structures they must be a relationship to known material (English words already known or native/language structure, that is L2 structures.

- The teacher needs to show examples and model the new structures several times.
- Repetition of structures must be done chorally first, then sub-groups and then by individuals
- The recurring features of a new structure must be clarify, emphasize, and describe with diagrams and the chalk board.
- There must be pattern practice activities where the most appropriate.
- The practice activities must be varied, that is some using substitution, replacement, question/answer, and transformation.
- Class participation must be varied where the teacher ask student, student ask teacher, and other students and chain drills are used
- The new structure must be used in authentic communication with dialogues, dramatization, reading, action series, writing of experience chart etc.

and it could be questions, preparation of a summary of the class.

- Use the learners' prior experience to build on and generate interest.
- Speak clear and with appropriate pacing to give L2 enough time to process the communication.
- Develop the class activities in sequence to help learners see the flow and relationship between parts.
- Model or demonstrate behaviors or skills so that learners can see and imitate performance.

- Use variety of practice activities to reinforce teaching points.
- Provide adequate feedback for clarification or corrections.
- Use audio- visual and other teaching aids to help students understand the communication.
- Maintain energy and interest in the classroom environment.
- Encourage work in small groups.

Evaluating the Quality of Teacher's Instruction

The teacher's personality and appearance, including his/ her dressing is an important element of students' perception; teachers must be careful of not sending unintended messages that violate some cultural norms, through these non- verbal forms of communication. Factors related to discipline problems and failure to accept the teachers authority and other classroom management issues can be stimulated from the teacher's first encounter with the students because the teacher's inappropriate behavior regarding these requirements. Men and Women teachers must dress according to the social requirements of the country where they are working, not according to the customs of the country where the teacher comes from, unless the objective of the class to show how people from other culture dress on specific occasions and the teacher wants simulate an authentic foreign cultural custom. Nevertheless, even in this case, precautions must be taken not to violate local customs. The teacher must always remember than he/ she can be powerful role model for the learners, and therefore must

make every effort to send positive messages that contribute to an improvement of society.

- The teacher needs to make eye contact with individual students. Smile and nod approvingly, move closer to the students, give gentle pats on the shoulder, arm or head, and bend over so that the teacher is face to face with the children. Some of these same techniques can be applied as a mean of desisting student misbehavior. The combination of eye contact with adequate voice (clear, audible, well-modulated) may also serve as ways for making emphasis at special points while indicating enthusiasm about the subject to maintain students' interest.
- The teacher must use a visual or verbal cue to assist children in their behavior. In some cases the teacher may use physical prompt such as guiding a child's hands. Visual cues include signs or other visual aids. Verbal cues include talking a child through the steps of a task

Note: Recall some points made on this topic on the sections related to code of ethics, institutional demands and dress code as well as cultural awareness and classroom management. Personal hygiene and appropriate personalities and ability to friendly communicate are important values that teachers might help develop in their learners by way of modeling. These are all elements that supervisors may observe and evaluate in relation to the TESOL teacher's classroom behavior.

What the Teacher Seeks to Achieve with the lesson:

A lesson without clear goals may confuse the learners and not lead to a specific achievement; it's like a ship in the open sea navigating without a port of destination, The description of clear, concrete and achievable goals is a fundamental requirement for good lesson planning and the corresponding delivery of classroom instruction. The students need to know what is their role and what they are expected to learn in order to direct their attention and processing towards significant learning in the expected direction of the goals. On the other hand, the teacher's effectiveness might also be evaluated by considering how adequate were the establishment of goals and how instruction contributed to the achievement of the goals. This point is really the heart of the 'art of teaching.

Making good use of the learners' prior experience:

All human experiences are rich sources of wisdom. They can be used wisely to fully exploit the vast accumulated resources at our disposal for new learning. The teacher should make sure to tap on the background of his learners to link prior knowledge to new input that build on the learners' collection of experiences in ways that stimulate interest by making connections to known factors that become enhanced with the new learning through the teacher's guidance. In addition, this approach demonstrate the teachers' sensitivity to the learners struggles to find significance and meaning through the use of comprehensible input capable of application to the cognitive and emotional level as well as to the cultural or situational context in which the teaching-learning process takes place.

Clarity of instructional activities:

Communications need to be clear in order for the messages transmitted be adequately interpreted. Clarity in the classroom relates to the teacher's verbal and written communication as well as those from learners. Teachers and learners also need to use and present materials and media elements in ways that avoid confusion with information that may be irrelevant to the stated goals. The logical sequence in the development of topics must be understandable and the connections between topics must also be clear. Moreover, the teacher must ensure through precise guidance that learners participation and interactions be done in ways that promote a clear path towards progress.

Teacher modeling of new material

Many learning experiences call for the development of specific skills or the mastering of processes that are best suit to learning with materials and performances that must be imitated and demonstrated as evidence of learning. The teacher must be careful to select appropriate materials that assist in learning precisely the skills and behaviors that are significant. Furthermore, the teacher greatest responsibility is to teach by example, simulating and modeling with words and actions in the right sequence with pauses necessary for the learners to gradually understand and internalize the new skills. Providing opportunities for practice and making necessary corrections are indispensable, for example when teaching in skills where the learners must actively show an output such as in speaking and writing.

Use of Gestures

The use of gestures in teaching is a powerful tool that aids the processing of information transmitted to learners. Non- verbal communication is very effective once the users share the same codes for interpretation. The nature of an instant feedback or reinforcement that gestures can assist the learners in real time processing that is meaningful to understanding necessary for learning in sequence and storing new information. Gestures may also play an important role for teachers in maintaining discipline and classroom management when certain routines are associated with non-verbal codes. At specific points, even the teacher's silence and pauses can contribute to a more smooth delivery of the message, enhancing the materials and verbal communications.

Pronunciation

- TESOL teachers' pronunciation must be evaluated since it is an important part of the teaching of Standard English. Native English teachers and non- native teachers alike must strive to teach the appropriate pronunciation.
- The quality of English teaching often is perceived according to its similarity with sounds of native English speakers from countries considered as the model to follow in order to achieve benefits from the efforts of local English training by approximating the linguistic and cultural traits that make the communication with other countries of significant economic and cultural ties comprehensible.

Learners Participation:

- The teacher must guide learning in ways that allow for interactive communication with all learners having opportunities to participate in classroom activities so that the class doesn't turn into a boring, tedious issue. For this reason, the teacher must have the ability not only to include varied activities in the lesson planning, with the assistance of learners as much as possible, but also the teacher must have enough creativity and wisdom to ask new questions, point out new problems and issues, develop chain interactions, modify parts of the plan to make it more pertinent, make new uses of materials; in sum, generate enthusiasm and life into the class as he/ she participate with the learners in different classroom activities.

Skill in Questioning

- The teacher must demonstrate the ability to ask questions that move the learners to analyze and understand the sequence of tasks for learning different aspects of the lesson. The traditional Socratic method is a common way of successfully stimulating learners logical thinking. It is an important tool for encouraging students oral participation while at the same time can serve to provide teacher and learners with the benefits of formative assessments, and provide immediate feedback, thus improving on classroom interactions. The teacher must reveal his knowledge of the subject by answering questions with ability, showing authority in the field and stimulating learners to ask additional questions to obtain helpful responses while guide the class efforts towards the instructional goals.

Use of Teaching Aids and Media Equipment

The teacher must show ability in designing and using materials, audio- visuals and media equipment. That display of these skills can significantly help learners understand the lessons and reduce tensions and anxieties associated with some learning of a foreign language. Additionally, the teacher's ability in the use of these materials equipments may increase the learners' perceptions of a quality class and motivate participation and interest through the diversification of approaches and techniques used by the teacher and learners.

Attention to Routines

Classes flow and progress efficiently when the teacher establishes routines that learners know: they can initiate and control activities in expected ways without waiting for the teacher to always give instructions. The increased autonomy that individual learners enjoy generates more creativity and productivity on many tasks. One obvious result when appropriate implemented would be greater and better class output. These practices can also allow the teacher to concentrate on other issues of great significance for the entire class. Learners in this environment are encouraged to self-learn and develop self- discipline attitudes with benefits to all participants. Even when the teacher might be temporally substituted, learners might be able to continue with the class routines for learning and can more easily cooperate with other teachers.

Maintaining Order in the Class

The teacher's ability to maintain discipline and order, appropriately organize the classroom according to activities, select appropriate learners for specific tasks and form groups are some aspects of classroom management that must also be considered in the context of evaluating the implementation of lesson plans and their respective adjustments to fit the instructional goals.

Summary of Lessons

Every lesson must have a summary in order to reinforce the most important points offered and the way they relate to each other and the expected goals. This allows the teacher also to point out the course that the lessons are following and indicate the following steps in that direction. The teacher may also show his ability by having learners present summaries in their own words as a form of confirming the learning during each lesson.

Suggestion 1

- Divided the class in two groups. The first group will use their prepared rubric to evaluate a presentation delivered by a member of the second group on the topic: How to do an informal initial classroom assessment?
- Reverse the roles and have the second group use their rubric for evaluation to evaluate a member of the first group on the topic; How to prepare a lesson plan on the topic: helping low proficiency English learners develop listening skills"

- Have each group prepare a summary of both experiences; that is a reflection on the groups' preparation of the rubric and of the groups presentation as well as important points learned from the other groups rubric and presentation.

Analysis of Relevant Theory:

Have the perspective teachers analyze the following. Bailey (2001) explains that other researchers have established that;

“Lately teachers themselves have been [utilizing] classroom observation procedures for their own purposes. These include peer observation for professional development or a more formalized and reciprocal system of peer coaching”.

Recommended Readings

Bailey, Kathleen M. (2001). Observation. In R. Carte & D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 12th printing. pp. 114-119. Cambridge, U.K. Cambridge University Press

XXII. General Suggestions for Working with Cognitive Level I Learners

– Time: 9.0 hours

Instructional Objectives:

- Observe Objects Movements and Events that may help initial language learning.
- Develop ability to teach how to understand and follow oral instructions
- Show ability to help beginning learners use emerging reading skills to make meaning from classroom material and text.

Reasons for Objectives:

- The most difficult and frustrating experience of most humans is when they are trying to learn something that is foreign to them. Teachers working with level students must show ability to help learners gain not only knowledge, skills and concepts but also most importantly to show others ways for learning how to learn that is so critical at all stages, even more for beginners that need gain confidence and interest in future learning.

Teacher Preparation of Materials:

Flashcards

Pictures

Drawings

Cassettes and Songs

Reading textbook

Questions to Elicit Interest:

1. How can you use illustrations to make your students guess what the pictures and text mean?
2. What are some ways of helping struggling beginners persist in self- correcting and express self using words and expanded sentences?
3. What are the special abilities needed to teach beginners how to discriminate sounds of the English language?

Topic Presentation and Exercises:

- Assuming you are teaching children or adults at stage 1 development, you will have to depend heavily on the use of contextual features, body language and gestures for communication in order to transmit your first messages in ways that can be understood. Using pictures, drawings, sounds, and gestures as well as movements will help get your messages across.

Before going to class the first day teacher gets enrollment list and individual student's proficiency assessment and other pertinent information.

1. Before going to the classroom on the first day, teacher gets tips about ways to greet and make introductions.
2. In Spanish countries, for example, the equivalent word for introductions is "presentaciones".

Remember that your first impression on the group can be critical for establishing an affective environment and good communication. Learn phrases such as good morning,

good afternoon or good night and my name is ; practice the phrases phonetically so that you will be understood.

- Make sure you provide a sincere smile and sign of friendship as you say your name.
- Point to yourself as you say your name.
- Draw a picture of a person helping a student .indicate that you are the helper and show the student with a happy face. (don't do a perfect drawing so that it can be funny and used as an ice- breaker)
- Show energy and enthusiasm with your class.
- If you are teaching in a country with alphabetic characters similar to English, such as French, Italian, Romanian Portuguese and Spanish, for example, you could go to the chalkboard and write your name preceded by your title. Don't do it in your first class for students that won't know what those letters mean; that is very young children or those that don't know the letters of the Roman alphabet.
- Write your course title under your name.
- Learn the L1 phrase for the English word "please". Ask each student to stand up and repeat my name is.....
- As each student say his/her name and the teacher responds. "nice to meet you", in the L1 language and English.
- As the students say their names, walk around the classroom; take notes of their name and anything that will help you remember each student's name. Also, this is a good opportunity to listen to the English pronunciation and make a first assessment of this ability.

- Look at students' expressions and movements in the class to gather additional feedback of environmental factors and social factors.
- Once the introductions have been completed, say thanks in the L1 language and in English.
- In small groups of three have the students practice the phrases "my name is" and nice to meet you.
- After this practice has been completed say thanks in the L1 language and in English.
- The teacher will then go to the chalkboard and draw a happy face and bellow that will draw a rising sun while indicating that tomorrow the fun will continue...

At the ***initial stages*** of language acquisition don't worry about not being able to communicate orally with the learners even when they don't even know a word of English. You will not have to be able to speak their language to teach then effectively. The *Total Physical Response Method* combine with a little creativity and interest on your part will more than enough to get your message across while you gradually introduce signs and invented conventions to communicate in class as well as vocabulary from simple words and phrases to more complex discourse for enhancing communication.

- 1) Use gestures to indicate when the learners should listen, speak, or stop speaking. These gestures are especially important to use with beginning learners and will help the initial lessons go more smoothly. In time, the learners will understand what to do, and you will eventually learn some useful phrases in their language that might help produce a

more affective working environment. Then you will depend less on gestures and more on building upon the initial vocabulary words and the students already understand.

- 2) You can whisper the learner's to help him or her get started. For example, when you are practicing a dialogue, the learner may not be able to remember the next line. In this case, you can whisper the beginning words and use the beckon gesture to encourage the learner to repeat it aloud and continue with making effort to complete his or her part.

Focus on teaching the most useful words for the learners in their everyday needs. For example school age children topics could be related to the classroom and school activities, adults in the business environment will need words related to objects in the work environment and for internal as well as external communication. Other adults may need survival English, such as renting apartments, cars, buying groceries, health care issues etc., if they are planning to travel to English speaking countries.

- 3) Use objects or pictures to illustrate the meaning of words, or help learners understand the context for an activity. For example when teaching a baseball game, you should have the required resources such as: glove, ball, bat, bases, helmets, chalk for making lines, appropriate field, etc.

The **second day** the teacher may start practicing the phrases taught on day 1. This practice is to review, provide reinforcement and corrections where necessary. The

teacher can then build on the concept taught the first day by presenting a family. (only father, mother, sisters, and brothers). teacher can point to the father in the picture and say my father's name is..... following that the teacher will point to a student and ask him to say my father's name is..... Next the students will practice among themselves. The same procedure will be done for the mother's name, brothers and sisters. If there are brothers and sisters in the same class that will serve as model to reinforce the concept.

The **third day** the teacher can concentrate on teaching the name of objects and persons in the classroom such as: chair, desk, light, door, windows, students, teacher, assistants, pen, pencil, book, maps, male. female etc. The teacher may bring some pictures to the classroom to make the class more interesting and at the end could ask the students to bring more pictures for the following class. in order to get across this message the teacher could draw a rising sun on the chalkboard, point to the children and signal to bring pictures and objects the following class. The teacher could start building a picture album for the classroom with contributions from the students, their parents, and teachers of other subjects and others in the community.

In order to make the plan lively and generate variety in teaching methods, the fourth day the teacher could use of the Total Physical Response Method in teaching useful command for classroom interaction. Words and phrases related to actions can be taught as the teacher performs the actions several times and have the students listen and observe. The teacher will then check the students understanding by saying each command and making gestures to the group to perform the action as the teacher says

the command. The teacher will check individual students understanding and make the necessary corrections.

By the second week, hopefully, the teacher could start teaching the personal pronouns.

Example:

- a) The teacher points to himself/ herself and say “I’.
- b) Then the teacher gestures to a student and say “You’.
- c) The teacher requests a male student to come in front of the class and say “He”.
- d) The say procedure is used to teach the word “She” with a female student.
- e) The teacher then joins the both students in front of the class and make a gesture as a circle including himself/ herself to indicate the word “We” .
- f) The rest of the class becomes “You” when the teachers gestures to indicate that meaning.
- g) By sending a group of students for a moment outside the classroom for a moment and pointing to them the word “*They*” can be taught.

The next step will be more complicated and may take much time, but it will be very rewarding since the integration of skills will be significant.

- Students will be taught the English alphabet and the sounds of letters or group of letters. Whether the students are young children or adults, if they don’t know the Roman alphabet they will need to start learning the letters by drawing circles,

vertical and horizontal lines and to gain an understanding that the English writing goes from left to right and from top to bottom on a page.

- Once the students understand the concept of the letters, the teacher can write each pronoun on the chalkboard, pronounce it and have the students repeat several times; that is, they are learning to read the pronouns.
- The teacher will have individual students read out loud the pronouns as an assessment.
- When the teacher is satisfy that most students can read the pronouns he would have the class write the pronouns in their note book and he would walk around to check to see he they wrote it the correct way.

The following lesson in the sequence could be to join the personal pronouns with the actions words or commands that were taught previously.

Example: I walk.

The teacher can now teach the writing of the word walk and students will read it from the chalkboard in a more meaningful way. Practice can then be made with several combinations for writing and reading such as: she reads, you see; they run etc. In order to integrate the use of the classroom objects previously learnt, the teacher could now teach the verb to have. Example: We have pencils; they have books etc.

The next class will start with a brief review of the personal pronoun and will introduce the verb “to be” in his present form together with other words such as nouns and adjectives to complete short sentences so that the students can learn by contrasting categories.

These words will be taught in opposite pairs such as:

“boys and girls”, “students and teacher” , “tall and short” .

Now the teacher wants to reinforce into the students these words so that they can more easily put them into practical use. One device for the teacher in this situation is the use of the four line dialogue, for example:

The teacher may want to teach this short conversation to his students:

1st person: I am a male (pointing to himself)

2nd person: you are a female

3rd person: we are males

4th person: we are females

In order to do this dialogue the teacher may follow the direct method for teaching. He may select students to come in front of the class to represent each line of the dialogue. For example, for the first line, assuming the teacher is a male, he points to himself; then for the other lines he would have to call on students to represent each case, for example a female student for the second line and a group of male students for the third line.

This dialogue contains two lines for each imaginary person speaking. It should be well within the capabilities of the class to which it is aimed. No student must start to say the dialogue until he knows what it means. So the first thing for a teacher to do is to check with his students all the vocabulary that he is going to introduce in the dialogue.

For a bit of fun the teacher might even mime the movements or mimic the sounds made, or get his most flamboyant students to do this for him.

Once all the vocabulary is understood by the students the teacher moves on to the next stage.

- He speaks the dialogue by himself, and selects a student to sit quietly in front of the class and give a signal to the student not to say anything or remain quiet. This makes it clear to the students that there are two people talking and not one.
- The teacher repeats this performance two or three times at normal talking speed.
- After two or three solo performance by the teacher he must check by going through the dialogue slowly.
- He repeats the first line very slowly and perhaps indicating how many words are in the sentence and what each separate word is.
- Then, once he is satisfied that the students understand every word in the line and the meaning of the line, and has repeated the slowing down process with all four lines, he averts back to speaking the first line at normal speed.
- The teacher will repeat several times. To get the musical stress in our language correct, the teacher can even click his fingers on the three stressed beats of the sentence.
- As the teacher is reciting the dialogue he will get the whole class to join in the rhythmic momentum going. Gradually he eases off speaking while leaving the class to continue on their own, chorusing the first line of the dialogue.

- The teacher then stops the class, and points to a single student – usually one of the better ones. The student will repeat the line on his own. If he gets it right the teacher moves around the class, calling on one student at a time.
- Should any student not reproduce the line correctly the teacher reverts to one of the student who did, and then back again to the weak student. In this way the class corrects each other.
- When the teacher is satisfied that the whole class has got the first line of the dialogue imprinted in their minds he moves on to the second line of the dialogue and repeats the whole process with that line only. Then when each individual can produce the second line the teacher says the first line, point to a student and gets the second line in return. Then it is over to the students. The teacher points to two students, one after the other, making signs to carry on a dialogue by pointing to his mouth followed the movement of his hands forward to signal the meaning of conversation as he points to each student. The first student says the first line of the dialogue to the second student. The second student says the second line to the first student. The teacher will then go randomly around the class pairing of students in this fashion.
- Again, should one or both students make a mistake the teacher revert to a pair who gave the correct response to repeat it.

With two lines in their heads the going now gets harder. When each of the students can recount the third line satisfactorily the teacher will look for a three line response for his students, getting the first and third response from one student and the second from another. The same correction procedures operate as before. If any

students make a mistake the teacher returns to the student who got it right. If mistakes by this stage are common the teacher may want to retrace his lesson right back to the beginning and rehearse the first lines of the dialogue over again.

At last the teacher will feel that the whole class can master the four lines of the dialogue. He will have all the students speaking the lines in a chorus and in pairs. Most students love a competitive element introduced into their lessons as long as it is not taken too seriously. Now the teacher will want to see how his students can really perform. He calls them, two at a time, to the front of the class. They perform the dialogue. Then they change roles so that they have each spoken the four separate lines. The teacher or the rest of the class can then award the pair marks out of ten for performance. In this way the whole class performs the dialogue in pairs in the same fashion.

At the end of this exercise the teacher should be happy that all of his students are competent in speaking the dialogue. The next stage is 'reading' so the teacher writes the dialogue on the blackboard, possibly using two different colored chalk for the first and third, and the second and the fourth lines to remind the students when they come to revise the lesson that two people were speaking. The students read aloud from the blackboard so that they can read the dialogue as well as memorize it as they had earlier.

The teacher will be able to emphasize to his students how spoken English is so different from written English. English is choked with differences in its spoken and written forms and also between its spoken forms in different circumstances depending

on different stress. To further emphasize the musical rhythm in our language the teacher can underline the stressed words on the blackboard. Indicating whether the voice rises or falls; can also be marked by signals of raising and falling hand to accompany the oral expressions.

Finally the learners copy the dialogue off the blackboard.

- The learners first understood,
- Then they spoke,
- Then they read,
- Then they wrote

Some guidelines that can be implemented for Level II learners are:

- Guide the class activities at a slower pace than for more advance learners.

Give the students some freedom to work with more inventive language exchanges than at the beginning stage. This includes most written and some oral/aural work. Diagramming and drawing might also vocabulary development and pronunciation.

Tell a very short story then asks several oral questions requiring a syntactically precise response. The paragraph must be interesting and designed to elicit a particular grammatical pattern. In this special oral context syntactic errors are rejected in a friendly way immediately, prompting students to seek a better alternative.

- Start each day with a short practice in rhythm and intonation. Most effective if done for, say five minutes on a daily basis; requires choral work and also individual oral responses by selected students to a teacher-modeled utterance; must be done with good humor, laughter if possible; may also involve humming, tapping, clapping or physical miming; this is a good way to focus on particular musical patterns and other pronunciation problems in the language.

Suggestion 1

- Have the students perform some exercises related to action words using the most appropriate method for those activities. Note: Recall the information provided in the section of methods and approaches. This might be a test do not tell the students which method to use.
- Have the students perform teaching a selected grammatical structure using the direct method as explained before.

Analysis of Relevant Theory:

Have students analyze the following insight from Schovel (2001):

“PL[psycholinguistics] experiments with highly fluent native speakers show that they often produce slips of the tongue and other errors, especially when pressed for time. An indirect implication of this for language teaching is that more ‘wait time’ is needed for L2 learners, and teachers should therefore be aware that patience is crucial”.

Recommended Readings

Finaccharo, Mary. *Teaching English as a Second Language*. Harper and Row Publisher. NY

Scovel, Thomas. (2001). Psycholinguistics. In R. Carte & D. Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 12th printing. pp. 80-86. Cambridge, U.K. Cambridge University Press

Leatherdale, Clive. *So You Want to Teach English*. Abacus Press. London, 1980.

XXIII. Principles and Guidelines for General Adults English - Time: 5 hours

- Instructional Objectives:

- Identify characteristics and approaches appropriate for teaching adults.
- Discuss the different needs and interest of adult learners as pertained to common everyday activities.
- Relate meaning of the different uses of the English Language such as formal and informal discourses.

Reasons for Objectives:

- Adults have different needs and interest than children. While most students teaching in concentrated on academic issues, adults have a vast array of life issues to deal with and for which getting to communicate with English speakers is becoming increasingly important in many countries not just for business purposes, but also for their daily lives, to help their school children with English assignments to communicate with tourists, to visit countries where English is the main language or for communication related to entertainment on the Internet, Cable channels, movies, newspapers and other forms of communication.

Teacher Preparation of Materials:

Newspapers clips.

Magazines

VCRs and DVDs

Computer Programs

Textbooks

Pictures

Questions to Elicit Interest:

1. How can learning about Adults Characteristics and Interest help you when trying to teach L2 adults?
2. What are the most common problems that TESOL teacher face when working with adults and what solutions are recommended?
3. How can you improve your relations and communications with Adults learners?

Topic Presentation and Exercises:

Suggestion 1

Tell the students that the method of teaching should take into account the general characteristics of an adult. Here are some principles of teaching which may help you do this. (Laubach et al. 1991) present numerous considerations for working with adults:

- a) An illiterate adult should be treated like any other adult. He may not be able to read and write, but he can do many other things. He can read human nature. He may have as much basic intelligence as someone who is educated. He learns in a different way from a child because his mind is developed. A child learns best by imitating and rote memory. As adult learns best by association.
- b) An adult knows the meaning of many spoken words. When learning to read his own language, he may not need to spend much time on the meaning of words

unless the reading material is far from his experience. He only needs to find a way to connect the written words with the spoken word.

- c) An adult likes to read about things which relate to his experience or which will give him new experience. Usually, he does not like to read material which has been written for children.
- d) An adult likes to lean himself as much as possible. The teacher should help only as much as possible. The teacher should help only as needed, and even then it should be done in such a way that the student feels he is helping himself.
- e) The teacher must be careful to maintain the self-respect to the student. An adult should not be criticized or embarrassed in any way.
- f) An adult's time is valuable. Every minute of the lesson should count.
- g) An adult should see the relation of what he is learning to the problems he faces every day.
- h) The size of the type in the first lesson should be large enough to prevent eye strain. The teacher should speak distinctly and loud enough to be heard without shouting. The chair and desk should be large enough for an adult.
- i) In the adult student.
- j) The adult should have an opportunity to read something besides his textbook. As soon as possible, newspapers and other books should be used as part of the lessons. In transferring his new skills to these materials, the student may realize that reading can enrich his life and help him to solve his problem and participate more fully as a citizen.

Tips for Teachers of Adult

1. Help your student help himself
2. Begin on time and end on time
3. Let the student progress at his own pace
4. Let each student progress at his own pace.
5. Give praise and encouragement.
6. Don't tell the student something he knows.
7. Speak clearly but never scold or shout.
8. Don't ask the student something he doesn't know.
9. Teach something new in each lesson.
10. Be friendly and sympathetic. Don't talk down to your student or show off your knowledge.

Things to Remember When Working With Adults

1. An adult's mind has developed. That is, he can reason and judge.
2. An adult has a larger speaking vocabulary than a child.
3. An adult has more experience than a child.
4. An adult is independent. That is he usually assumes responsibility for himself.
5. An adult usually has developed self-respect and has made a place for himself in his family and community.
6. An adult is busy with work and other responsibilities. Normally, he has little leisure time.

7. An adult has many problems. Usually he has the responsibility not only for himself but also for others in the family.
8. An adult's experience of failure and success will determine his attitude towards new attempts.
9. An adult sight and hearing may not be as good as those of a child.
10. An adult has a responsibility to his community and country.

Suggestions 2

- Have learners make a list of seven things to remember when working with Adults.
- Have learners write about their own experience focusing and the problems they have faced as adult students.
- Have learners draw pictures of their homes. Let them try to give information and ask questions about location of the home, family members, furnishers, neighborhood etc.
- Have learners share the results of pair interactions with larger groups composed of four students each.

Analysis of Relevant Theory:

Have learners analyze and relate to this topic the following insight from

Podnecky(2002;15):

“Besides being an excellent whole-class warm- up activity, semantic webbing builds vocabulary by asking learners for

information and language they already possess, and it links that information and language with new vocabulary”.

Have students analyze the following explanation form (McCarthy 2001);

“Cognitive approaches to discourse are seen as offering practical pointers for classroom methods, such as pre-text activities in the reading class designed to activate background knowledge (or schemata) or student analysis of their own texts as a step in process approaches to writing skills”.

Recommended Readings

Laubach, Frank, et. al. *Laubach Way of Reading Teacher's Manual 1*. New Readers Press. New York, NY. 1981.

Laubach Literacy Action. *Teaching Adults An ESL Resource Book*. New Readers Press. New York, NY 1996.

Laubach Literacy Action. *Teaching Adults An ESL Resource Book*. New Readers Press. New York, NY 1994.

McCarthy, Michael. (2001). Discourse. In R. Carter & D. Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages* pp. 48-55. Cambridge, U.K. Cambridge University Press.

Podnecky, Janet et. al. *LifePrints ESL for Adults. Teacher's Edition*. Second Edition. New Readers Press. Syracuse, N.Y. 2002

Renner, Pete Franz. *The Instructor's Survival Kit. : A Handbook For Teachers of Adults*. Second Ed. Training & Consultants. Vancouver, 1992.

XIV. Principles and Guidelines for Business English – Time: 3.5 hours

Instructional Objectives:

- Identify some of the most important traits of TESOL business learners.
- Develop an audience- centered approach to business communications.
- Define some of the most important areas **and** types of TESOL for business.

Teacher Preparation of Materials:

Textbook

Charts

Graphs

Resume

Diagrams

Questions to Elicit Interest:

1. How can learning about business learners' characteristics help you to better plan courses?
2. Which areas of content are important to know for teaching TESOL business?
3. Which instructional aids and media support are most effective for TESOL business?
4. Which educational strategies, methods or approaches are best suited for TESOL **business**?

Topic Presentation and Exercises:

Suggestion 1

- Tell students that teaching TESOL for Business, for the most part deals, with adults or students approaching the adult age; although, sometimes schools, at the elementary level, may have curriculum with orientation to business topics. Therefore, most guidelines, principles and characteristics presented for adult learners also apply in this context. However, there are some important considerations for Business English that the TESOL teacher needs to keep in mind.

The key defining feature of English for Specific Purposes, of which Business English is a branch, is that its teaching and materials are founded on the results of “need analysis.(Dudley-Evans 2001). The most important thing that teachers need to know is what do the learners need to do with English. This information is generally supplied by the company or individuals paying for or sponsoring the course so it generally is not a problem at the level of broad goals. Other aspects such as which skills and genres the learners need to master for understanding of concepts or performance outcomes fall more under the teachers decision in the lesson planning activity and may have a lot to do with institutional factors such as the flexibility given to the teacher and/ or the support of facilities, materials and media equipment that can enhance or limit the viability of some instructional activities.

Business English often is taught at a company’s premise. The learners can be a selected group of high ranked employees or a broader audience depending on the

company's purpose for introducing the English course. In the latter case it often involves on the job training in the L1 country in order for non-white collar workers of L2 background assimilate into the L1 culture and increase their productivity. In some cases large multinational companies with operations in the United States or other L1 may also develop an immersion type program where white-collar workers from subsidiaries and branches around the world are brought to a location in the L1 for training in the English Language. Finally, the business English could be requested by students or business people in a L2 country; they could be planning an important business trip to the L1 country or preparing to do advance studies.

In all these cases, the teacher will need to know exactly the students' main subjects of interest and tailor the classes specifically to those needs. Students of Business English are learning the language for practical business purposes and for the most part they have other important business activities to attend; they need high productivity for their time and investment in taking English classes. Often the company pays and the learners are accountable for their output that is a company need.

Some TESOL business courses are general in nature in that they can be to the benefit of anyone, not a specific group of people. For example a course in business communications focusing on US business protocol, intercultural interactions, or resume writing.

On the other hand, most occupational and professional development and/ or industry sponsored courses related are of the second type. Example a TESOL course on "accounting for quality cost and long-term profitability" would be meet more specific needs of companies. Ask students to list four examples of this type.

- Ask students if they think that in the context of one organization or company located in their community both types of needs could co- exist at the same time; thus opening greater opportunities for TESOL business teachers. Have the students give an hypothetical example of this situation and role- play and have them role play it in class with a student acting as the human resource manager interesting in obtaining business TESOL training and another student as the in-country TESOL institution provider.

It is not necessary to be an expert in the business field to teach Business English but the following are some important basic knowledge that a TESOL teacher must be able to offer:

1. Clear, Concise and Correct English Writing with special attention on spelling, mechanics and corrections of wordiness.
2. Proper forms and structure of writing business letters and e-mails.(Almost all Business Communications Textbooks have chapters on these topics)
3. Basic knowledge of Accounting (The universal language of business), especially as it related to merchandizing concerns, international trade and financial statements analysis.
4. Basic concepts of corporate finance, economics, stock market indicators and banking terminology.
5. Useful travel and tourism terminology. Common business phrases and protocols of the United States business culture.
6. Protocols for spoken communication (telephone, teleconferencing etc.)

7. Learning the vocabulary and jargon is important in all these cases but for the L2 learner, the appropriate word order, meaning and usage according to context together with his non-verbal communication skills in accordance with the targeted LI country is critical.
8. For English teachers of business courses, it is also important to know how to read and interpret graphs, charts, tables, and other visual materials used in descriptive statistics.
9. Writing and Reading is very important to business people. Anyone planning to teach Business English should over the glossary of an introduction to business textbook as well as the glossary to financial accounting textbook and chapter of a business communication textbook. Consulting these three basic type of materials online can also be very helpful.

Suggestions 1

Follow the procedures bellow and form a 'circle response activity' where each person will tell what he would like to do for adult teaching (General Survival English or General Business English (applied to any business field e.g. computers or business communication or accounting) specialized business English applied to a specific industry e.g. restaurants, tourism, medical etc:

1. Arrange seating to form a circle
2. Explain that each person will be asked to respond and that no interruptions/comments will be allowed while a person speaks.

3. Ask the person on your left to start, then ask each person in turn, until everyone has had an opportunity to respond.-
 4. Encourage each speaker by displaying interest. Nod, smile, have eye contact with the speaker.
 5. After the last person has responded, thank participants for their contributions, and summarize the contributions if you find that useful.
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- Have students research and write about the main skills required in today's business world. What role does business communication plays in this mix?
 - Have students research and describe which illustrative examples why accounting is called the language of business?
 - Have students discuss why the language skills of reading and writing skills are so important to business and how does this factor compares to adult general English teaching?
 - Have the learners list the most important businesses in their community that exports goods or services .and connect that information to the need for teaching TESOL business English?
 - Have students work in two groups to research and create a chart and the following graphs based on students' data from the classroom. Each group must present their work to the whole class for discussion.
 1. A bar graph
 2. Pie graph
 3. Line graph

Example of classroom data that must be collected and clues.

- Total Number of Students

Comparisons:

- a) foreigners vs locals,
- b) females vs males,
- c) high school graduates vs college graduates etc ,

Time

- a) Number of questions asked by the teacher per weeks.
- b) Number of questions asked to the teacher per weeks

Structure or Composition of the class:

1. Percentage of students according to ages
2. Percentage of students per geographical region

Note: The students can use any other classroom quantitative variable that can be represented in any of the above form of graph.

Analysis of Relevant Theory:

Based on earlier ideas from George Yule, Dudley- Evans and St. John made an interesting contribution to this field when they classified English for specific purposes courses in two broad categories:

“English for general academic purposes, designed for pre- study groups, or groups that are heterogeneous with regard to discipline, and English for specific academic purposes designed to meet specific needs of a group from the same discipline”.

- Ask students if they think the same classification is valid for the workplace not just the classroom?
- Ask students to give four examples of a course that could be a general business with application to any field. For example, a L2 computer course on spreadsheet for a company with workers from different department and background would have general would be a course of general application.

Recommended Readings

Bovée, Courtland L. and Thill, John V. *Business Communication Today*. Fourth Edition. McGraw-Hill, Inc. New York, NY, 1995.

Brown, Betty J. and Clow, John E. *Introduction to Business*. Fourth Edition. McGraw-Hill. New York, NY. 1997.

Dudley- Evans. (2001). English for specific purpose. In R. Carter& D. Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages* pp. 131-136. Cambridge, U.K. Cambridge University Press

Renner, Pete Franz. *The Instructor's Survival Kit. : A Handbook For Teachers of Adults*. Second Ed. Training & Consultants. Vancouver, 1992.

XXV. Principles and Guidelines for Teaching English to Children – Time: 9 hours

Learning Objectives:

- Identify some key characteristics of young learners of different ages
- Be familiar with the contexts for teaching English to young learners.
- Be able to understand young learners' behavior and design classes to meet their different needs.
- Be able to list the teacher's responsibilities when teaching children in schools.

Reason for Objectives:

- Teaching children is a special activity that calls for unique character and skills. Most TESOL teachers seek understanding of issues related to working with children since it is one of the areas of greatest demand in the world and which attract greatest attention from policy makers and the public.

Questions to Elicit Interest:

1. What are the main traits that distinguish children learners?
2. How can learning about children traits help you in teaching children?
3. What are the most useful techniques for teaching young children?

Topic Presentation and Exercises:

Characteristics of Children Learning

Teaching children is related to academic English or English for school purposes. This is an important distinction as compared to teaching adults. The adult world and the

child's world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. The difference is that adults usually find out by asking questions, but children don't always ask.

Teaching children involves unique skills and dispositions to match the characteristics and needs of this population. These requirements are even more rigorous when dealing with children as L2 learners giving the additional cultural and contextual problems that make the teaching of English more challenging.

Despite differences in cultural behavior, cognitive and physical development, interest and natural abilities that teachers must consider as a unique mix for each child, there are also numerous characteristics that are common to most children everywhere. The knowledge of these characteristics is critical for teachers when planning, delivering and evaluating the impact of educating children.

Among the most important characteristic of children are:

- Children either pretend to understand, or they understand in their own terms and do what they think you want them to do.
- Young children cannot decide for themselves what to learn.
- Young children love to play, and learn best when they are enjoying themselves. They also take themselves seriously and like to think that what they are doing is real work.
- Young children are enthusiastic and positive about learning.
- Give praise to children in order for them to keep their enthusiasm and feel successful.

- Most activities for the young learners should include movement and involve the senses.
- Have plenty of object and pictures to work with.
- Take full use of the school and your surroundings.
- Demonstrate and illustrate with examples what you want them to do.
- Appealing to the senses will always help the students to learn.
- To grasp a real understanding of the world around him, a child must observe, handle, play with, and experiment with the many things in his environment.
- Some children develop early; others take more time to do so.
- Some children develop gradually, others in leaps and bounds.
- Children benefit from knowing the rules and being familiar with the situation.
- Learning through music is effective and fun for children.
- Young children are enthusiastic and positive about learning.
- Young children have an intrinsic love for learning
- Lower grade students learn faster than the older students.

Children need to make friends with others children. They need to communicate while they play together. On the other hand, as Cunningham (1991) points out ‘many children come to school already already able to sing *The Alphabet Song. Let them sing it and teach it to everyone else.*

It is impossible to describe all characteristics of young children which you should be aware of and take into account in your teaching. We can only draw your attention to the characteristics of the average child which are relevant for language teaching.

Example of Lesson Plan for Children

Title:	Learning words related to food
Learning Objectives:	Students must be able to recognize and correctly pronounce in English some words related to food.
Length of lesson:	30 minutes (Grade 3)
Warm up:	Show the students several pictures of food and signal to them that today they are going to have fun learning new words.

Procedures and activities for lesson plan development:

The following procedure will be used to teach the class:

- The teacher will draw a conceptual map and the chalkboard indicating the concept of food at the top of the structure and below that they will see the names of three solid food and three liquid food.
- Next the teacher will present pictures with the names of the food. All students must repeat the name of each food.
- Teacher will ask students to say if the food is solid or liquid.
- Teacher will explain by demonstrating with signs and objects that we eat solid food and drink liquid.
- Teacher will ask individual students to identify the category of each food
- Teacher will introduce the phrase "I like" by drawing a happy face on the chalkboard.
- Teacher will make complete sentence, for example: "I like apple". Students will repeat the sentence.

Resources: Chalkboard, chalk, cup, plate, pictures of each solid food, pictures of liquid food.

Assessment: Formative assessment will be done as an continual process by observing the students and asking to name the different food while providing the correct pronunciation when needed as re-enforcement for the entire group that is listening.

Summary/ closing:

The teacher will summarize the class by presenting each type of food and pronouncing the basic sentence taught, for example, “I like milk” and have entire class repeat. At the end of each sentence the teacher will applaud and ask the class to do the same as recognition that they had success working with the new words and sentence.

In closing the teacher will assigned a brief homework for students to do matching of words learned in class by presenting the words in one column and the corresponding pictures in another.

Note: Any class can be done using different methods or approaches, for example: this same class could be done by making a small party. In this case, the teacher will bring solid and liquid food to class, and show each with signs and flashcards. Demonstration of the concepts such as eat, drink, can be carried out by acting these procedures with the children.

Resources:

Blackboard, chalk, fruit, solid and liquid food, cookie

Assessment procedure for this method would be as follows:

- Set up small groups for student to develop a project demonstrating what they have learned; utilize a sheet that contains pictures with labels for the students to draw lines matching pictures with names.

As noted before lesson plan can be developed using different methods, activities and resources depending on what goals you are expecting the students to achieve and the characteristics of the learners. Creativity and focus on the goals are very important for lesson planning.

Suggestion 1

Have learners work in group and answer the following questions:

1. Based on your own knowledge of children, identify the key differences between the different age group and the implications for teaching.
2. Discuss the differences between adult learners and children.
3. Explain how you would integrate L2 parents into the teaching of their children when you are not proficient in the L2 language.
4. Prepare a three hundred word document indicating why you like to work with L2 children in countries where English is not the most used language.

5. Present a list of ten (10) websites that can assist teachers with information teaching English to L2 children in the United States, and other countries. How would you use information from these sources for working in other countries? Give an example.
6. Working in groups prepare a lesson plan for children eight (8) years old and in accordance with the context of your country
7. Have each group do a classroom presentation of the prepared lesson plan with the other learners acting as students; asking questions, giving disciplinary problems, not paying attention to speaker, reacting to a question or answer with another question or comment etc.,

Analysis of Relevant Theory:

Have students discuss and explain how the following words of Hamp-Lyons apply to children teaching:

“Needs analysis leads to the specification of objectives for a course or set of courses and to the assessment of available resources and constraints to be borne in mind, which in turn lead to the syllabus(es) and methodology. The syllabus is implemented through teaching materials, and is then evaluated for effectiveness”

Have the students analyze the following words from Schott & Ytreberg (2008:6)

“As a teacher, you should note the structures, functions and grammar

items which you want your pupils to learn as well as those they already know, but your actual teaching should only include the barest minimum of grammar taught as grammar and then for the older children only”

Recommended Readings

Cunningham, Patricia. *Phonics They Use. Words for Reading and Writing.* Harper-Collins Publisher. New York, NY 1991.

Dodge, Diane T. et.al. *The Creative Curriculum for Preschool. Connecting Content, Teaching, and Learning.* Teaching Strategies, Inc. Washington, DC. 2002

Hamp-Lyons, Liz (2001). English for Academic Purposes. In R. Carte & D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages.12 th printing. pp. 126-130 .* Cambridge, U.K. Cambridge University Press.

Jones, Claudia. *Parents Are Teachers, Too.* Funk & Wagnalls Ed. Williamson Publishing. Charlot, NC 1988

Scott, Wendy A. and Ytreberg Lisbeth H. *Teaching English to Children.* Longman, New York, N.Y 2008.

XXVII. Testing and Other Forms of Summative Assessment – Time: 4 hours

Instructional Objectives:

- Write and ask questions that help determine if the learners have the expectation contained in the instructional objectives
- Develop methods for observing learners performance in relation to skills defined in the objectives
- Compare the conditions for performance expectations to the results under the conditions of test.

Reasons for the Objectives:

- Provide teachers with guide for preparing effective instruments to measure learners' progress expected through the delivery of instructions.

Teacher Preparation of Materials:

- Questions for Quizzes
- Activities to Evaluate Performance
- Prepared Tests

Teacher's Questions to Elicit Interest:

1. What types of Activities can be done to measure students' progress?
2. Which is the best type of summative assessment to ensue students' self-assessment?

Topic Presentation and Exercises:

Suggestion 1

- Tell students that in the evaluation of the lesson, the teacher determines whether or not the objectives have been achieved, and may also assess what actually happened during the lesson to promote or to prevent the achievement of objectives. Question such as the following are useful to the teacher in the assessment of the lesson:

1. Did the learners respond with interest when I introduced the lesson?
2. Did the children seem to understand what was expected of them?
3. Did I organize the learning environment sufficiently to avoid distraction and interruption?
4. Did I provide sufficient learning resources for the learners ?
5. Was there a high level of verbal and non-verbal interaction among the children and between them and me?
6. Did I pace the learning activities to permit the learners adequate time for the various activities in the lessons?
7. Where the objective for the lesson appropriate the abilities and interest of the learners n
8. Was my planning successful in anticipating the learners reactions

9. Where the expected learners outcome realistic?

10. Did I select a teaching mode that was appropriate for the achievement of the desired learning outcomes?

11. Do I need to follow-up immediately with learning activities that will attend to matters that will not learn sufficiently well or should I move on to activities that will allow learners to extend or apply the newly learned material?

The responses to the above question provide the teacher with information about the effectiveness of the lesson. This is what is called on-going or formative evaluation that helps to improve on the lesson.

Summative Testing

The practice of TESOL provides great opportunities for teachers seeking to develop curriculum materials and tests for their learners. Teachers that believe in a student- centered approach seek to make tests a part of students development. The ultimate goal of education is to produce a student who can continue to learn independently of the teacher. However, proficiency in learning is a skill which must itself be learned. The student must learn how to learn, and it is the responsibility of the teacher to facilitate the process. One obvious method is to provide cues that the student can use to guide himself. Terminal objectives provide these cues. They tell the student what the outcome of his learning should be and provide criteria he can use to

judge his own learning progress. Teachers can also teach their students how to take test and how to test themselves on different topics for example using the computer with special programs for English grammar and writing that include formative and summative tests.

The following is a list of instructional problems that teachers occasionally encounter in relation to summative testing.

1. Students complain that test are unfair
2. Students do not perceive the relevancy of course material.
3. How to get students to learn concepts and principles rather than merely memorizing facts.
4. How to determine whether or not a student has learned the course material.

Suggestions 1

- Have each student go over the notes taken in class as a form of portfolio assessment at the end of the course.
- Have each student write a two- page self- reflection on his behavioral changes and learning experience in the course.
- Have write a report evaluating the course teacher's performance and recommendations for future courses.

Analysis of Relevant Theories:

- Have learners discuss in groups the following indication from Brindley(2001);

“Reliability is concerned with ascertaining to what degree scores on tests or assessments are affected by measurement error, i.e. by variations in scores caused by factors unrelated to the ability being assessed(e.g. conditions of administration, test instructions, fatigue, guessing etc). Such factors may result in inconsistent performance by test takers”.

The terms evaluation and assessment are often used in the way. However, technically they are not the same. Assessment is concerned with measuring student achievement, but evaluation has a much broader meaning as Genesse explains:

“Evaluation goes beyond student achievement (and language assessment) to consider all aspects of teaching and learning and to look at how educational decisions can be informed by the results of alternative forms of assessment”.

- Have the students discuss and list different forms of assessment and different types of educational evaluation according to the distinction made before.

Recommended Readings

Brindley, Geoff. (2001). Assessment. In R. Carter& D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages* pp. 137-143 Cambridge, U.K. Cambridge University Press.

Genesse, Fred. (2001). Evaluation. In R. Carter& D.Nunan Ed. *The Cambridge Guide to Teaching English to Speakers of Other Languages* pp. 144-150 Cambridge, U.K. Cambridge University Press.