



TESOL TEACHING MANUAL

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There is an alternative TEFL Manual by Peace Corp with lots more great support available for download...

<https://www.dropbox.com/sh/0uwjhnas37dnse4/AAD3Hx4XLiUNpDBzfjCeZe6a?dl=0>



INTRODUCTION TO TEACHING

This is meant to be a supplement to the main teaching manual. It covers all things that are specific to TESOL but not issues such as classroom management and lesson planning as these are already covered. There may be sections in here which do not apply to your project specifically but it is all useful background information.

Think back to when you were taught a foreign language. How were you taught?
The most common approach is to learn: Vocabulary, Grammar and Functional language.

In reality these are not taught as separate sections but as an amalgam, slowly building up your competence in a language. If one category is laboured then the enjoyment of learning a language can be lost.

How do you teach these categories?

1. Vocabulary

This is the most straightforward. You can point at things, draw or illustrate. Some words are obviously more difficult and you may need to translate them (although this should be considered a last resort). Remember that you are not teaching your students the concept of a language, i.e. you will not have to tell them what a table is. Most will already have mastered their native language and will use this to aid their learning of English.

As well as thinking about learning new words, think about pronunciation and spelling too.

2. Grammar

Think of this as the cement of language, and the words are the bricks.

3. Functional language

In teaching, language can be categorised depending on the context and what we are using the language to do. Functional language is the vocabulary, stock phrases, and grammatical structures you use to communicate in particular contexts.

Here are some examples of scenarios that use particular language functions:

- Asking for information
- Inviting someone to do something
- Giving instructions
- Talking about the future
- Apologising

Give some thought to examples of situations and the language attached to those situations. You can introduce functional language through mime or acting. For example, if you are wanting to introduce the new language function of asking someone to do something (Could you...?), you could begin by miming that you do not have a pencil. After searching on your desk, in your bag etc you can then act both speakers in the dialogue:

eg **'Could you lend me a pencil?' 'Yes, of course'**

You can continue with different requests:

Carry a big pile of books: **'Could you open the door?'**

After drilling the new language structures you can do role-plays and written exercises to reinforce understanding. It makes sense to work it so that students can practise this sort of language in as realistic an environment as possible so think creatively and use props, money, tickets, and items of food.

TESOL BUZZWORDS

Modelling	Saying with natural speed
Eliciting	Asking students rather than giving answers
Nominating	Asking a specific student
Open-pairs	Pairs talking loudly across a room
Closed-pairs	Pairs talking next to each other
Choral drilling	All together, chanting
Progressive drilling	Question passed along the row
Substitution drilling	Use flashcards or real objects as stimuli to keep changing the sentence
Finger-stress	Count out syllables on fingers of left hand
Back-chaining	Break word or sentence down from it's end, adding a bit on each time
Monitoring	Walking round listening to pairs talking
Correcting	Stop, allow person to correct him/herself, then ask the rest of the class.
Realia	Real objects as prompts
Board plan	How the board will look at the end of the lesson
Seating plan	How students should be seated
Dialogue-building	Using icons as prompts for 4 line dialogue

LEVELS OF LEARNERS

There are generally eight recognised levels used in English language teaching:

1. Absolute beginner	50 words
2. False beginner	500 words
3. Elementary	1,000 words
4. Lower intermediate	1,500 words
5. Intermediate	3,000 words
6. Upper intermediate	5,000 words
7. Advanced	7,000 words
8. Native Speaker	25,000 words

However a student's level of English is not only due to the number of words and tenses they know but also due to their ability to use their knowledge of a language.

ABSOLUTE BEGINNER/FALSE BEGINNER

Students will have had almost no contact with the English language. This does not mean they are idiots. Few students remain at this level for any length of time.

eg What's your name?

ELEMENTARY

Students will be trying to achieve mastery of both the form and the use of simple tenses and everyday vocabulary items. They will have difficulty communicating any more than general topics, but their learning curve will be steep at this level.

eg Could you open the door please?

LOWER INTERMEDIATE

Students will communicate with at least partial success, depending on how keen they are to get their message across. They will be able to use basic grammar structures and will still be learning new vocabulary rapidly.

eg I'm playing tennis on Friday.

INTERMEDIATE

Students will usually be able to communicate in English, although their errors mean they sometimes have difficulty in being understood. Students at this level have often reached a "learning plateau". They will have been shown the form of most grammar points at least once, and will sometimes use them accurately. Their progress above this level either takes a long time or does not occur. Their vocabulary may or may not still be limited.

eg I was talking when she interrupted.

UPPER INTERMEDIATE

Students can communicate in English but will often make minor accuracy mistakes. They will have mastery over the form but not the use of most grammar points. Their choice of vocabulary and idioms may need explaining.

eg I was taking her birthday cake out of the oven just as she phoned.

ADVANCED

Language can be used with reasonable fluency and some specialisation. Over and above simply communicating, students can effectively use words that convey more subtle meanings.

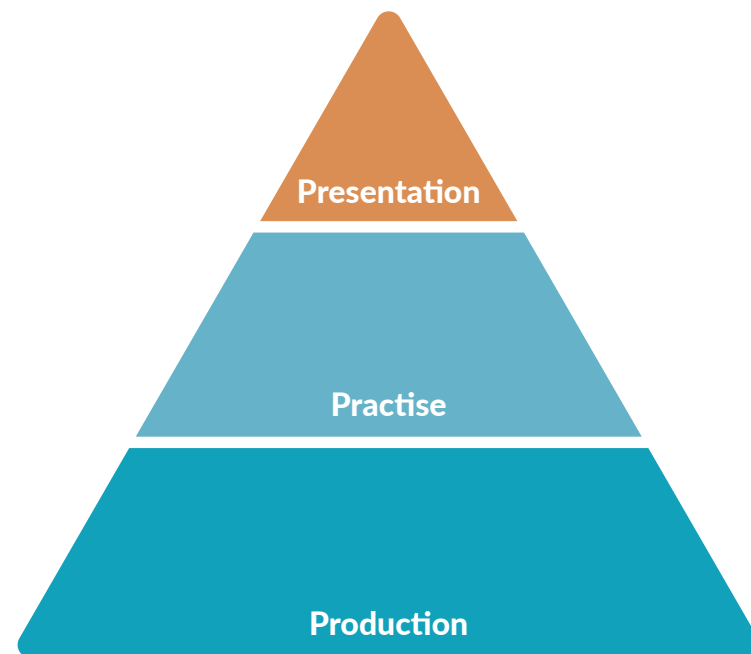
eg I can't help feeling that there was something wrong.

NATIVE SPEAKER

One of the more widely accepted definitions of a native speaker is someone who was born in a particular country and was raised to speak the language of that country during the critical period of their development. Native speakers are considered to be an authority on their given language due to their natural acquisition process regarding the language, versus having learned the language later in life. This is achieved through personal interaction with the language and speakers of the language. Native speakers will not necessarily be knowledgeable about every grammatical rule of the language, but will have good 'intuition' of the rules through their experience with the language.

THE PPP PARADIGM

The amount of time you should spend on each stage:



Presentation

Introduce the vocabulary and language to be learned, but avoid announcing your lesson. This involves short demonstrations, think how to lead-in, create interest and present the target language – what aids/ prompts could you use? Set the scene and put the language into a clear and obvious context, which can be done in a number of ways. You can use real objects or pictures, tell students about a situation which demonstrates the meaning of the new language, read a text or listen to a tape which demonstrates the new language, or act out a role-play or dialogue which shows what the new language is and how it is used.

Presentation can take up a significant amount of time. You can repeat new language in pairs or groups, ask the students questions, write new language on the board, write new grammar on the board if necessary, have students copy things down. Remember that vocabulary is learned; **Meaning - Pronunciation - Form**

Do not introduce extensive new grammar or vocabulary because this can be very confusing. Use the new language and mingle this with vocabulary and grammar that should already have been mastered. Students learn best in 'low stress' environments so keep up lots of eye contact and smiles!

In this stage you will be doing most of the talking with the students repeating and you correcting their mistakes. They need to be able to pronounce correctly, spell and understand the language. It is necessary for lots of repetition involving listening, reading, writing and speaking, all of which come into the next section.

Practise

This is when the students have the opportunity to use the language you have presented them with, and they should only progress to this once the teacher is convinced the class has understood the language and can use it confidently. The aim is to use the language accurately. Practise is closely controlled and supervised by the teacher. Errors are corrected straight away.

Initially the practise should be controlled so use methods such as drilling. Although this is mechanical it gives students the chance to practise pronunciation and intonation, and putting the words in the correct order. Stay aware of how much **Teacher Talking Time** there is and how much **Student Talking Time** is taking place.

You can progress to less controlled practise, where the teacher walks around the room and monitors the students while they talk to each other. You can ask students to respond to a picture by mind mapping and writing down their responses, or by giving students a mime to perform so they have to understand the written instruction and other students have to describe orally or in writing what action they are performing. In allowing the students to practise the language amongst themselves in an activity not being actively led by you, they can accept a level of ownership, and thus pride, in their achievements with the language that they are employing.

Production

Also known as the free practise stage. Students should use the new language to communicate while the teacher watches and listens but does not interrupt. Other students are allowed to help and correct but the aim should be communicating effectively without worrying about mistakes. These you can address as a class once all the students are back together.

The production stage of the lesson is the most important and therefore sufficient time should be allocated to it. This stage of the lesson should incorporate some, or all, of the basic language skills, reading, writing, listening and speaking. You can also give the students a piece of homework which will allow them to use the language they have been taught and allows you to assess which individuals have grasped the concept and which may need more help.

All stages can be covered in one lesson, or you can split them over several lessons if time is more limited. Remember to always give you students the opportunity for feedback on a production activity.

Things to think about when planning and giving your lessons

Try to keep *Teacher Talking Time* low and *Student Talking Time* high.

Use the board effectively to back up the learning.

Vary the activities that you use to work through each stage to keep your lessons interesting. What are you going to be doing during each stage? Build in time to help faster and slower students if necessary.

SKILLS IN THE TESOL CLASSROOM

The four key skills that you will be developing within the TESOL classroom are:

- Listening
- Reading
- Writing
- Speaking

All of these should be developed throughout the course of your teaching year, some will receive more focus than others depending on your teaching environment, your curriculum or your remit within the school, however it is impossible to have a lesson that focuses solely on one of these skills. Moreover, what you should be doing is integrating as best you can two or three of the above skills into each lesson.

There is a further distinction made between these skills:

Listening	Receptive Skills
Reading	
Writing	Productive Skills
Speaking	

The obvious difference being that the receptive skills are when the students are soaking up the language, great learning tools, where as the productive skills are letting them have a tangible achievement at the end of the lesson.

SPEAKING

Speaking comes after listening and rather than being receptive, it's a productive task. Students listen to the teacher first and then speak. In a 30 minute lesson the average student can learn 10 words! This is something to keep in mind when you are planning your lessons.

Speak clearly, slowly and simply. Students need to repeat the words they learn several times in one lesson and then write them down so they can remember them. The key to a successful speaking exercise is making the class want to speak, after all, saying sentences out loud is one of the most satisfying aspects of learning a language, so help build their confidence and let them experiment with the new language in familiar contexts.

Drilling

This has been mentioned briefly in the TESOL buzz words section but as it is so important when teaching a language we will go into more detail about it here. You can use drills as part of the language lesson for 5 -10 minutes. Drills help students to copy your correct pronunciation, rhythm and intonation. Asking students to drill as a group allows everyone to try out new words without needing to feel shy or nervous about making mistakes. Other kinds of drilling allow you to listen to individual pupils and correct their mistakes while other students listen and learn from one another.

There are several different types of drill:

1. Choral Drill

Say a new word or sentence three times and then get the students to repeat it after you.



2. Substitution drill

Change part of sentence using gesture/picture/real object – useful for practising a structure
Students have to change one part of the structure. Only change one part of the sentence.

eg “I walked to Oxford.”
“You went to London.”
“He drove to the shop.”

3. Backchaining

eg “I wanted to go to the shop to buy a pound of tea.”
“..... to buy a pound of tea.”
“..... to the shop to buy a pound of tea.”
“..... to go to the shop to buy a pound of tea.”
“I wanted to go to the shop to buy a pound of tea.”

3. Chain drilling

Around class. The idea is that the students ask each other the questions rather than the teacher having to join in all the time.

eg Teacher: “Do you like apples?”
Student 1: “Yes I do.”
Teacher: “Do you like bananas?”
Student 2: “No I don’t.”

Drilling should be done as often as you feel it is necessary... and then a couple of extra times for luck. There are a few key things to remember when planning and employing drilling techniques:

- Drill the class chorally and individually to build confidence and then practise natural rhythm, speed and intonation.
- Only plan for pronunciation if you think there might be a problem – don’t drill students on words they have no problems with.
- Work in the area of pronunciation is usually corrective – you will notice what areas need practise as you teach.

- The pronunciation, stress and intonation of the Target Language is very important and therefore a lot of practise will take place in the presentation stage of your lesson, especially at lower levels. If the students get it right in the presentation stage then they should have no trouble with it during the practise stages of the lesson.
- Depending on your project, you may have to be aware of how words have been pronounced by other volunteers, both Project Trust and perhaps from other organisations. If you are from the east coast of Scotland and your predecessors were an Irishman and a Londoner, your students may well be pronouncing words differently to you. That doesn’t mean that they are pronouncing them wrongly.
- Similarly to the above, be aware that many textbooks throughout the developing world come through US AID or US embassies as donations – if your students say ‘pants’ or ‘sidewalk’ it can be confusing to tell them that this is wrong.
- Even in British there are differences in pronunciation between words. For example, the word often: ‘often’ or ‘offen’ – which do you use?

Dialogue Building

1. Write a dialogue on the board.
2. Make the class practise the dialogue in pairs.
3. Rub out some of the words from the dialogue and tell the students to practise.
4. Rub out more of the words so that only some sections are left.
5. Encourage learners to fill different words in the blanks and create their own dialogues.

Ideas of activities you can use in a speaking lesson:

- Role-play
- Discussions
- Debating
- Describing photos, pictures from magazines
- Information gap activities
- Drama
- Retelling stories

WRITING

This is one of the harder aspects of TESOL to teach but can also be great fun. It is important that your own handwriting is consistent, that you avoid writing in capital letters, and that your language is well punctuated.

Individual letters

As some areas of the world do not use the Roman alphabet you may need to teach handwriting from scratch. First practise left to right movements. Present the letters logically e.g. all the 'c' shapes together e,c,d,a and b. If possible let the students trace the letters first. Make sure the students are tracing in the right direction.

Don't let the students write too slowly and insist on neatness.

Words

Teach students to recognise word shapes and to write individual words by matching words to pictures, word bingo, putting words into alphabetical order etc.

Free Writing

It is not possible to go from copying activities into free writing activities. There must be bridging exercises first. These are some things that you could do:

- Gap filling exercises
- Open ended dialogue
- Give students the beginning and end of a paragraph and ask them to write out the middle.
- Get students to write a story based on a series of photos/pictures
- Give students a flow chart and ask them to put the information into sentences.
- Give the students a series of pictures in a logical order and ask them to write instructions to accompany them, eg For making a cup of tea.



PLANNING A RECEPTIVE SKILLS LESSON

There is a basic checklist that should be followed when planning a lesson focusing upon either **listening** or **reading**:

- Create interest – use mime, realia, pictures, etc.
- Pre-teach vocabulary – This can be done through conversation or a mix & match activity, where students try to work out which meaning fits which word.
- Set task – This could be setting either general gist questions or specific comprehension questions that the students can do in pairs or individually.
- Check understanding – Check to see if the students understand what they have to do. Do they understand the vocabulary in the pre-set questions?
- Do the activity – Do the students read aloud in front of the class or quietly to themselves? Do you give them a time limit? How many times do you play the recording (if it is a listening task)?
- Feedback – This can be done student to teacher, or between students.
- Follow-up activity – This should be a production activity. Generally, a writing activity for a reading lesson and a speaking activity for a listening activity.



LISTENING

Listening is the most important skill because you must first listen before you can speak, read or write. Listening activities can be used to present new words and grammatical structures, to practise familiar items and to listen productively to new combinations of familiar words and structures.

Ways of practising listening skills

- Ask your students to discriminate between sounds. *eg Sheep/ship*
- Recite a pair of words or a sentence repeatedly, asking students to tell you when you make a change in it.
- Ask your students to tell you when you call a visual aid the wrong thing.
- Chinese whispers – pass a sentence down the line.
- Dictation.
- Fill in the missing dialogue from a tape.
- Describe a picture to someone who cannot see it.
- Listen to the weather forecast. Get your students to predict the weather for the next day and summarise the forecast for someone who wants to go on holiday the next day.
- Record a news item and do a listening comprehension around it.
- Listening to music, there are lots of activities connected with this, see next page...

Music can be a fun and relaxing way to learn English. Some of the most popular music in the world comes from Britain and many young non-English speaking people develop a desire to learn English through this medium.

However, when choosing your music there are a few key things to check first...

- Can the words in the song be easily heard
- Is the content appropriate for your class?
- What artists/ bands would you consider to have a clear voice?
- How can classical or instrumental music be used in an activity?

Activities that can be done with music

- Print out the lyrics to a song and then cut each line into separate strips. Now the students have to put them in order as they listen to the song.
- Prepare a handout using a cloze passage. Take out at least one word from each line of the song. The students have to listen carefully and insert the word.
- Similar to number 2, but this time insert a word that doesn't belong there.
- For advanced students you may wish to listen to a song that focuses on a world situation or a political problem rather than a 'feelings' song. Be careful about your own opinions and listen to what your students have to say with an open mind. Be wary not to upset any students with strong opinions that you may have. *eg 'Fragile' by Sting or 'Belfast' by Elton John*
- You can use a song to teach grammar, especially where each line follows the same or similar grammatical structure. *eg 'A Hard Day's Night' by The Beatles. This can be used to teach, practise or contrast Present Perfect & Present Perfect Continuous.*
- Total Physical Response – this is especially useful to teach younger learners. *eg 'Hello goodbye' by The Beatles, this can be used to teach actions. The students could stand when they hear 'Hello' and sit when they hear 'Goodbye' – the same could be done when 'Desmond' or 'Molly' is heard in 'Ob la di, Ob la da' (beware of the gender swapping in the last verse though!)*
This is basically teaching through the same principles as 'Head, shoulders, knees and toes'.

One of the most important points regarding listening exercises is that you must create a purpose for the student. Tell them what to listen for otherwise they will become bogged down in trying to understand every word. Listening, like reading, is a receptive task rather than a productive task, and for this you must **preteach** and **contextualise** the activity to help focus your students' attention.

Things to remember

Before listening activity – brainstorm topic and elicit vocab, you need to pre-teach any difficult vocabulary, *eg* Discuss a relevant picture. Contextualise the information, the skill of listening is heavily influenced by the situation we are listening in.

During listening activity – Having given students specific information to listen for, make it more general, ensure that there is always a focus.

After listening activity – In real life we generally do something with the information we receive, what can you do with this? Perhaps write a summary or report, or record their own.



READING

Learners who can read the new language begin to learn faster. Through reading learners revise new grammatical structures they have practised orally.

Activities to do before reading

- Pre-teach selected vocabulary – select words from the text which you feel will be difficult for the students to read.
- Tell the class to skim read the text quickly and mark words that look new and unfamiliar. Give the definitions.
- Create interest and provoke discussion – give the class a topic related to the text. The topic should help students become aware of the background knowledge they already have. This will prepare them for understanding the text.
- Make a mind map – give a topic related to the text. Ask the class to think of as many words as they can which are related to that topic.
- Show and discuss a picture.
- Predicting– tell the class to look at the title. Ask them to predict what the text will be about.
- Scanning – ask the class to look through the text quickly to find some important information. Learners can scan for names of people, names of places, dates and numbers.

Activities to do while reading

- Model reading – you read and the children follow.
- Silent reading – children read at their own speed.
- Reading aloud – you can check the students pronunciation.

Activities to do after reading

- Comprehension questions – tell everyone to write the answers down to some questions related to the text, that way everyone gets to attempt the answer, not just those who are bold enough to raise their hands.
- Cloze exercises – write a small passage of the text on the board missing out key words and get them to fill them in.
- Get the students to answer true and false statements about the story.
- Retelling – ask the students to re-tell the story in groups and to then report back to the class.

GRAMMAR

DO NOT BE SCARED! You know much more than you think about grammar. Below is a list of definitions for you to look at. These are the nuts and bolts of the English language.

Noun

There are more nouns than any other type of word in the English language. These words describe people, places and objects. They refer to things.

eg *The dog barked at the man.*

Proper noun

These are names of people, or towns etc.

eg *Mark went to Leeds last weekend.*

Adjective

These are words that are used to describe nouns. They usually appear before the noun.

eg *The quick brown fox jumped over the lazy dog.*

Verb

Verbs are sometimes thought of as doing or action words.

eg *He walks to work.*

Adverb

These are words that describe verbs. Many adverbs end in -ly.

eg *The man gazed lovingly into the woman's eyes.*

Pronouns

A pronoun refers to a noun that has been mentioned previously.

eg *Miss Watson phoned. She is arriving at 10 o'clock.*

Prepositions

A preposition usually goes before a noun or pronoun and links it with another word or phrase.

eg *I looked at the paint. The book is on the table.*

Determiners

These are words that usually appear before nouns. They quantify a noun, that is they tell us how much or how many there are of the noun. There are many different types of determiners but the most common are definite article which is **the**, and indefinite article which is **a**.

Possessive pronoun

A possessive pronoun replaces the noun and tells you whom the noun belongs to.

eg **Whose book is this? It's mine/yours/his/ours/theirs**

Possessive Adjective

A possessive adjective is used with the noun to describe who the noun belongs to.

eg **Who's that girl over there? She's my/your/his/our/their sister**

Conjunctions

A conjunction is a joining word that links clauses or parts of sentences together

eg **I haven't got any cash but I have got a chequebook.**

The sentence below is a good summary of much of the grammar:

John reluctantly gave the red book to his daughter.

John	proper noun
Reluctantly	adverb
Gave	verb
The	determiner
Red	adjective
Book	noun
To	preposition
His	possessive adjective
Daughter	noun

The Tenses

Present and Past Tense

I walk *present simple tense*

I walked *past simple tense*

Most verbs are regular, which means that when they become the past tense they often end in **-ed**.

eg **talk becomes talked**

However, there are some verbs that are not formed this way. These verbs are called irregular verbs. For example sleep becomes **slept**, run becomes **ran**.

This form of the past tense is also known as the past participle,

eg **sang, fell, wounded, scrapped**

Present Continuous

When a verb is used to describe something that is happening even as we speak, it is called the continuous form. It is also called the progressive form as it is progressing even as we speak, or the present participle. The verb changes by putting **-ing** at the end of the verb.

eg **They're going to the cinema**

Present Perfect Simple

This is as follows - **has/have + past participle**

eg **I have done a bungee jump. The plane has left.**

Present Perfect Continuous

This is to describe a repeated action or habit that is continuing up to the present time.

This uses the following structure - **Has/have + been + present participle (verb+ing)**

eg **She has been living on Coll since 1987. I'm thirsty because I have been running.**

Past Continuous

To describe a scene that was happening in the past. This uses the following structure -

Was/were + present participle (verb+ing)

eg **The sun was shining, the birds were singing...**

The balloons were floating along on the breeze.

To describe a situation in the past that was going on when something else happened:

eg ***What were you doing when the telephone rang?***

I was talking to someone on the telephone when Peter arrived.

Past Perfect

To describe an action that was completed before a given point in the past. This tense construction usually appears in a sentence that contains two clauses. This always uses the past auxiliary verb **had + the past participle (past simple)**.

eg ***When I got to school, the class had started.***

He wanted some lunch but I had eaten the rice.

This is also used in reported speech.

eg ***I told her that he had left the building***

He said that the dog had eaten his homework

Past Perfect Continuous

For describing an extended action that was complete at a given point of time in the past, effectively setting the scene. This tense uses the past auxiliary verb **had + been + present participle (verb +ing)**.

eg ***She had been living there for five years before she saw the mouse.***

I had been teaching for 20 minutes when a late student arrived.

Future Simple

This is used to describe a decision that is made at the time of speaking.

It is formed by **will + present tense of main verb**.

NB There are no future tense verbs in the English language

eg ***I will go to the ball.***

We will take the dog for a walk.

It can also tell of something that is expected or predicted to happen in the future

eg ***I don't think it will rain.***

She will experience some level of culture shock.

Future Continuous

This is to describe an action that will be in progress at a particular time in the future.

It takes the form of **will + be + present participle (verb +ing)**.

eg ***She will be wearing a red dress when she comes to the party.***

I will be expecting an apology when she arrives.

Future - Going to

To express a future plan or intention - **present auxiliary be (is/am/are)+ going to + infinitive form of main verb**.

eg ***I'm going to play a record.***

She is going to study music next year.

Future Perfect

When describing an action that will be complete at a given point in the future.

This is formed - **will/shall + have + past participle (past simple)**.

eg ***We shall have finished by 5 o'clock.***

John will have spent all of his money before the weekend.

Future Perfect Continuous

This is to describe a present or future action that will have been in progress up until a given point in the future. This is constructed through **will + have + been + present participle (verb + ing)**.

eg ***I will have been working here for two years next week***

Sara will have been studying geography for 4 years by the time she graduates.

LESSON IDEAS

Expressing appreciation

Apologising

Expressing preference

Expressing wishes

Expressing pleasure/displeasure

Making offers

Introducing people

My family

Fantasy island

Hobbies/sport

Photographs

Diary filling

Telephone conversation

Greetings

Booking something

Shopping

Timetables

Meeting

Food/menus

Requests

Radio show - weather news

Newspaper

Directions

Travel

Letter writing

Daily routines

TV programmes

Questions - what, when, where, why

Expressing capability/incapability

Expressing possibility/impossibility

Expressing sorrow/ sympathy

Expressing agreement/disagreement

Making suggestions

Introducing people

Ordering and asking

Making plans

Getting around

Feelings

Money

Before and after

Describing someone

Time - before, after since, for, when

Comparisons

Places

Home habits

Food and drink

Appearances

Buying things

Weather

Clothes

Jobs

People

Festivals

Religion

Horoscopes

RESOURCES FOR LESSONS

Resources are vital in the TESOL classroom, regardless of the age or level of your students. A resource is basically anything that makes teaching, and learning, easier, clearer, and more interesting. This can be a book or a person, or an animal or a plant.

Resources improve student motivation through participation. They can make learning more realistic and tangible.

Resources you might consider taking with you

(or that you could get when you are away)

Blu- tac

Coloured chalk

Magazine pictures and articles

Newspaper cuttings

Tape the weather or news (Radio 4 is very clear)

Postcards

Photos (especially of your family)

Advertisements

Horoscopes

Tourist brochures

Dictionary

String

Blank cassettes

Recipe books

Maps

Timetables

Posters

Cartoon strips

Letters

TEFL Book

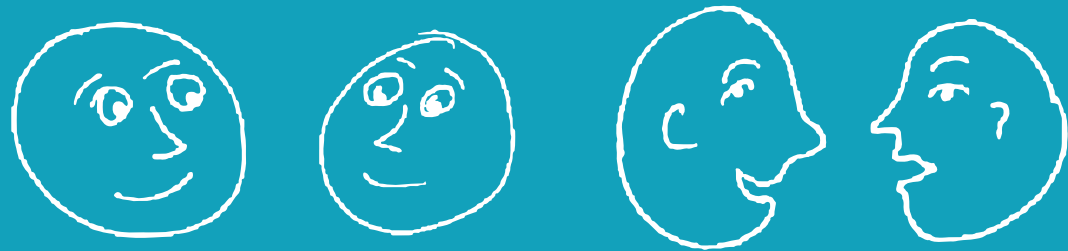
However, also think about how you could use the students themselves, for example to teach colours, clothing, size, likes and dislikes, differences and comparisons... even yourself!

In many teaching situations overseas, the most constant resource that you have will be the blackboard. There are notes on writing on the board in the main teaching manual, but here are a few hints that may help specifically in the TESOL classroom.

Faces

Make them large enough to be seen from the back row. Change the shape of the mouth for expressions.

The direction of the nose is useful for indicating who is speaking to whom.



Hair can indicate sex or age...



Stick figures

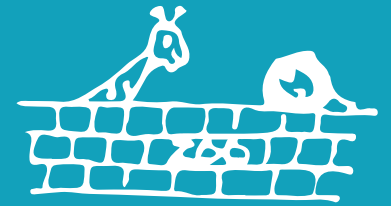
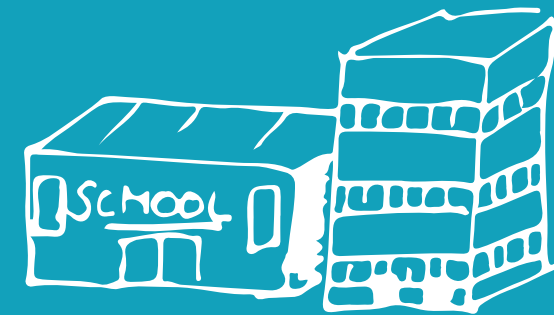
The body is twice the size of the head. The legs should be slightly shorter than the arms – and everyone can draw them!

Bend the legs to indicate actions.



Places

Use pictures and words to indicate buildings and locations.



WAYS TO ENCOURAGE

<i>I'm proud of the way you worked today.</i>	<i>Super!</i>
<i>That's right.</i>	<i>That's good.</i>
<i>You're really working hard today.</i>	<i>You are very good at that.</i>
<i>That's coming along nicely.</i>	<i>Good work.</i>
<i>I'm happy to see you working like that.</i>	<i>That's much, much better.</i>
<i>Exactly right.</i>	<i>That's the best ever.</i>
<i>You've just about mastered it.</i>	<i>Perfect.</i>
<i>That's better than ever.</i>	<i>Much better.</i>
<i>Wonderful.</i>	<i>Fine.</i>
<i>You must have been practicing.</i>	<i>You did that very well.</i>
<i>Nice going.</i>	<i>Outstanding!</i>
<i>Fantastic!</i>	<i>That's it!</i>
<i>You're doing that much better today.</i>	<i>You've just about got it.</i>
<i>That's the best you've ever done.</i>	<i>You're doing a good job.</i>
<i>Now you've figured it out.</i>	<i>That's quite an improvement.</i>
<i>Great!</i>	<i>I knew you could do it.</i>
<i>Congratulations!</i>	<i>Not bad.</i>
<i>Keep working on it.</i>	<i>You're improving.</i>
<i>You are learning fast.</i>	<i>Good for you!</i>
<i>Couldn't have done it better myself.</i>	<i>Aren't you proud of yourself?</i>
<i>One more time and you'll have it.</i>	<i>You really make my job fun.</i>
<i>That's the right way to do it.</i>	<i>That's the way!</i>
<i>You're getting better every day.</i>	<i>You did it that time!</i>
<i>Keep up the good work.</i>	<i>Terrific!</i>
<i>Nothing can stop you now.</i>	<i>That's the way to do it.</i>
<i>Sensational!</i>	<i>That's better.</i>
<i>You've got your brain in gear today.</i>	<i>That was first class work.</i>
<i>Excellent!</i>	<i>That's great.</i>
<i>Tremendous!</i>	<i>That's how to handle that.</i>
<i>Now that's what I call a fine job</i>	<i>You're really improving.</i>
<i>You're doing beautifully!</i>	<i>I like that.</i>
<i>Superb!</i>	<i>You certainly did well today.</i>
<i>Keep it up!</i>	<i>You did a lot of work today.</i>



Congratulations. You got it right!
I'm very proud of you.
I think you're doing the right thing.
Now you have the hang of it.
Good thinking.
Good going.
You outdid yourself today!
I think you've got it now.
I've never seen anyone do it better.
happy.
It's such a pleasure to teach when you work like that!

That's it.
Marvellous!
That's really nice.
You're doing fine!
You are really learning a lot.
Keep on trying.
Good for you!
You remembered!
That kind of work makes me

ERROR CORRECTION

It is fairly obvious why praise in the classroom is important to encourage your students to continue striving to do well and thus promote a positive learning environment in your classroom. However, how you deal with students getting things wrong is every bit as important as how you deal with their successes.

Show appreciation and praise throughout the lesson, but note down the one or two key mistakes that are being repeated during the class – perhaps these are areas that students need more support in or that simply need more clarification. Make sure that you have ample time at the end of the lesson to go over these points with everyone. Further to this, you should make it known that there is time at the beginning or end of the lesson to address individual needs if and when necessary.

Accuracy vs. Fluency

You need to think carefully about when you are pushing your students towards fluency and when you are focussing on accuracy. Once it is clear what you are looking for, the students will pick up on this and will become accustomed to the stages of your framework and understand the principles of error correction,

eg If you have been teaching students how to write about an event in the past and then ask for five sentences written in the past simple tense, do you let them away with little error? If you are teaching them how to write in the past tense and then ask for a page long story about an event that happened in the past, do you mark every single error in red pen?

It is up to you as the teacher to decide this. Obviously if there are repeated errors by a number of students then it is worth while spending more time on this within the class. It is good practise to keep a note of errors in a teaching journal to be sure that you are returning to address these trouble areas during the course of the term.

Correcting Spoken English

Finger correction is a great way to help students correct their spoken English. Using a finger for each word in the sentence, you can indicate to them the wrong word on your finger and give them a chance to correct themselves.

Correcting Written Work

The red pen:

The traditional method that we have all been subjected to at some point in our educational histories, but before you set about massacring the page, think first:

- Would you fill a student's composition full of red pen markings?
- How could you find the common errors and give feedback to the class as a whole?
- Is it possible for students to correct their own work first before you see it?

Correction Code

Make up a few standards symbols that both you and the students can use and recognise when correcting work,

eg **^** **Insert a word**
 WW **Wrong Word**
 WO **Word Order**
 T **Tense**
 Sp **Spelling**

General Questions to ask yourself when correcting

- How could you use the board to correct students and make sure they understand?
- How could you use a question to give students the opportunity to correct each other?
- How can you encourage students to correct themselves?
- If a student has difficulty in correcting himself, how can you get other students to help?
- When do you correct the a student's mistake and when do you not?
- When and how would you correct a spoken mistake in class?
- How could you use your fingers to correct word order (see above) or contractions?
- How could you use gestures to correct the tense used (past, present or future?)

Error Analysis

The first language spoken by your students will affect the second language they learn. This is called L1 interference. You have only to think of the trouble the French have in distinguishing between 'make' and 'do' in English. Why is this difficult and why do they always do the bed and make the room? Simply because the French verb 'faire' means both 'to do' and 'to make'. Why do Germans say 'You must this do!' instead of 'You must do this!'? Simple again: 'Zie mussen dieses tun!' comes out this way if you are unwary.

When faced with a monolingual group of students it is well worthwhile spending some time looking very carefully at their written work and trying to work out where the most common mistakes are made. For example, in the south of Uganda they find it very difficult to distinguish between 'r' and 'l', the children writing about "aelopranes" was bad enough but when they were "crapping for the headmaster" it had to stop! It may be more integral than this, it may be in the tense system, the use of the article, the use of pronouns; but wherever it is there are bound to be problems with word order. Having located the trouble spots, you can focus your teaching on them.

If you are really on the lookout for success and job satisfaction, then you could tape one of your students and analyse his/her pronunciation errors. This would make your teaching of pronunciation more productive and, if you did a 'before' and 'after' tape, you might convince both the student and yourself that you have really achieved something!

Error analysis is an art in itself but can be practised successfully by the alert amateur and can give you some intriguing insights into what you are, or should be, about.

GAMES

Games are a great tool in the TESOL classroom, as you can tweak the rules of almost every game to incorporate language learning, even if it is just in the giving of instructions.

Think carefully about when you use games and try not to overuse them...

At the start of a lesson

It eases students in and can focus their minds on English in an undemanding way and in a comfortable environment.

During a lesson

A change of focus, this can get them out of their seats to provide light relief when boredom or fidgeting begins.

At the end of a lesson

Lets students put their books away and unwind for the last 5 minutes, and ensures that both they and you leave with a smile on their face.

When things go wrong

When disaster strikes and an activity doesn't go quite as you had planned, this could get you through the lesson in one piece!

Whenever you are teaching kids

They have an insatiable appetite for games and you must never let them get bored!

Games you could try out in your TESOL classroom...

Dominoes	Use with pairs of words like synonyms (hot, boiling) andonyms (hot, cold) as well as grammar pairs like drink drank.
Bingo	Call out numbers, or related words. eg call out the present form of a verb; they tick off past forms.
Red Shoes	Everyone who is wearing red shoes runs to one wall.
Simon says...	Change the mood/energy level in class.
Memory Game	Place objects on tray, then cover with cloth and they memorise, repeat.
Rizla Game	Famous name written on Rizla paper (or post-it note) stuck on forehead. You ask others questions until you guess your identity.
Who wants to a Millionaire	Multiple choice questions getting harder for bigger cash prizes /sweets!
Hangman	Use as scoring system for any game.
Pictionary	Use with limited vocab options from a particular lesson.
Consequences	Write a specified part of a sentence on piece of paper, fold and hand round the circle until it makes a full (ridiculous) sentence.
Taboo	Trying to guess identity of famous person by asking yes/no questions (Are you, did you . . . ?)
20 Questions	Practise with vocabulary of objects in room.
I spy...	Memory game for specific vocabulary, food/clothes.
I went shopping and I bought noughts and crosses	Use as scoring system for quiz or other game. Team that gets question right can make their nought or cross. Appoint spokesperson and allow conferring to make it easier and less daunting for individuals in team.
Quiz	Scoring system where right answers allow you to navigate honeycomb shape of hexagons. Wrong answers shade in and block hexagons.

Games you could try out in your TESOL classroom...

Blockbuster	Speak for one minute on a topic, may need to relax hesitation, deviation, repetition rules.
Just a minute	Set up columns for categories e.g. food, countries, animals. Choose letter and students fill in each column.
Stop the bus (Scattergories)	Next word in circle must start with last letter of previous word.
Name Game	Make as many words as you can from a set of letters or a longer word.
Story-telling	Pass the story round the circle.
Jigsaw	Design so that the pieces join to make a piece of text.
Snap	Call snap for similar cards (eg both past tense, or words meaning cold, or verbs like gone, went from root go).
Wordsearch/ crossword	Word association, losers bludgeoned to death by plastic mallet.
Mallet's mallet	Memory game with cards with paired words (run/ran or big/small) face down on table. Try to make the pairs as you turn them over.
Pelmanism	Pair words with images.
Outburst	Give as many words as possible in a given category.
Songs with actions	eg Heads, Shoulders, Knees and Toes.
Bulldog	Only those who say the right form can come over without being caught.
Pass the parcel	Stop when hear certain word/type of word.
Obstacle Course	Talk blindfolded person round the room.
Fizz Buzz	Counting in circle but saying fizz or buzz on certain multiples (e.g. 3,6,9,12 and also 5,10,15,20). Substitute a specific word/s for the word Fizz and Buzz, you aren't allowed to say the forbidden word.

BOOKS AND WEB SITES TO HELP YOU

Books for English language teachers

Which books you buy to take with you overseas will depend on a number of factors:

- Which age range you will be teaching
- Which ability range you will be teaching
- Whether you have to plan your own scheme of work
- Whether you are expected to use (and adhere to) a textbook and syllabus
- Whether you have any money
- Whether you can be bothered to go to the shops

The TESOL Manual (or as we prefer to call it, 'collection of resources') that we have put together should include enough background and theory, as well as one or two ideas taken from TESOL books. We urge you to begin practicing teaching, which means thinking about lessons and adapting materials and activities yourself. A lesson from a book, no matter how good an idea it appears to be, will never be ideally suited to the specific needs of your students.

We do, however, recommend that you get yourself a Grammar (reference book of grammar), again for many reasons.

- It often explains rules more clearly than you could.
- It is comprehensive - you are less likely to miss out aspects of a language item.
- It is systematic and students learn best when language is presented clearly and systematically.
- It can get you out of a tight spot when you don't know the answer to a question.
- It gives you hundreds of ready-made examples - less work for you.

Which grammar to buy is a question not so easily answered. The best thing to do is look round the TEFL/TESOL section of a bookshop and find one which you think you'd feel comfortable using. If you're going to be teaching primary English, then try the general education section and get one with pictures. Here are our recommendations...

Rediscover Grammar by David Crystal (Longman)

Cannot be recommended highly enough! If you buy no other book get this one.

A Practical English Grammar by A J Thompson and A V Martinet (Oxford University Press)

An A - Z of English Grammar and Usage by Geoffrey Leech (Longman ELT)

Practical English Usage by Michael Swan (Oxford University Press)

For young learners:

English Spelling by Robyn Gee and Carol Watson (Usborne)

English Punctuation by Robyn Gee and Carol Watson (Usborne)

English Grammar by Robyn Gee and Carol Watson (Usborne)

Really useful if drawing doesn't come naturally to you:

1000+ Pictures for Teachers to Copy by Andrew Wright (Longman ELT)

Worth its weight in gold!

Resource Books for Teachers

Resource Books for Teachers are a series of TESOL activity books on different subjects and are all excellent. Published by **OUP**, titles include:

Young Learners

Very Young Learners

Conversation

Drama

Role Play

Grammar Dictation (Dictogloss)

Literature

Newspapers

Listening

Project Work

Pronunciation

Vocabulary

Other Books

500 Tips for TESOL Teachers by Sue Wharton and Phil Race (Kogan Page)

Grammar Practise Activities by Penny Ur

Keep Talking by Frederike Klippel (Cambridge Uni Press)

Five Minute Activities by Penny Ur and Andrew Wright

Elementary Communication Games by Jill Hadfield (Nelson)

Advanced Communication Games by Jill Hadfield (Nelson)

Beginners Communication Games by Jill Hadfield (Nelson)

Grammar Practise Activities by Penny Ur

Discussions that Work by Penny Ur

Recipes for Tired Teachers by Chris Sion

How to make and use visual aids by Nicola Harford and Nicola Baird

Teaching English as a Foreign Language by Broughton, Brumfit, Flavell, Hill & Pincal

Games for language learning by Wright, Beveridge & Buckby

NB Anything by Mario Rinvolucri, Jill Hadfield or Penny Ur is good quality.



Books for free

If you still have them, scour your bookshelves and your childhood book collections. You may find something that has stories or pictures in.

Mr Men and the **Little Miss** books are a fantastic resource for TESOL teachers at primary and junior level. They are also fairly cheap and light. The figures are easy to copy to incorporate into your own lesson planning.

Useful websites

If you find any others that prove useful, please let us know so we can add them to the list.

www.esl-lounge.com

Lots of songs

www.everythingsl.net

Lesson plans, can ask questions

iteslj.org/

Loads of TESOL links

www.eslcafe.com

Slang, quotes

www.varsitytutors.com/englishteacher/esl.html

TESOL links

www.usingenglish.com/glossary

Useful for checking grammar points

www.teachingenglish.org.uk/try/plans.shtml

Lots of good lesson plans

www.puzzlemaker.com

Creates wordsearches for you

EXAMPLES OF LESSON PLANS

Lesson Plan		
Date		
Number in Class	38	
Language Objective	Making requests and replying with an offer of help	
Resources Used	Pencils/ books/ a box	
Time	30 minutes	
Lesson Phase:	Student & Teacher Interaction	Time
Presentation <i>Teach 'Could you... lend me a pencil/ a book/ open the door' 'Yes of course'</i>	Teacher >>>> Students Students >>>> Teacher	10 mins
Practise <i>Drill requests as a class, then rows, then pairs</i>	Teacher >>>> Students Students >>>> Teacher Students >>>> Students	10 mins
Production <i>Students think of requests and ask each other</i>	Students >>>> Students	10 mins

On the following pages are tried and tested lesson plans for the TESOL classroom. There is a format for a basic reading comprehension lesson, a speaking exercise with a worksheet and a basic listening activity. Hopefully these will give you a starting point from which you can build successful lessons.

Reading – Basic Plan for a Comprehension Exercise

Aim	To get students to read fluently even if they do not understand every word in the text.
Materials	A passage of text
Task	<ul style="list-style-type: none"> • Define any difficult vocabulary from the passage • Create interest/provoke discussion/elicit relevant experience on the passage • Pre set 4/5 questions before giving out the text • Give out a passage of text and get the students to read it to themselves • Get them to answer questions on paper. • Elicit answers from class - check understanding • Preset more detailed questions – multiple choice? • Elicit answers

You can use different types of questions:

- Overview questions. *eg* choose a heading for each section
- Specific info questions. *eg* multi-choice, short answer, sentence completion
- Viewpoint questions. *eg* questions about the writer's attitude
- Summarising questions. *eg* choose a title for the whole piece, complete a short summary of text

Use this as a lead in for a speaking exercise or a writing exercise which develops the ideas/ themes/ issues/ vocabulary encountered in the original text. This can be for the next lesson, for homework, or as a follow up at a later date.

Buzzword Bingo

Focus	Listening
Proficiency	All ages/levels
Aim	To listen for and identify specific phrases and/or vocabulary items to revise vocabulary previously presented in class.
Preparation	One bingo grid containing nine words/phrases (chosen by the teacher) per student. Also mental preparation of when/how you can introduce the words into the lesson as naturally as possible throughout the lesson.
Time	Ideally the complete duration of a lesson.
Procedure	<ul style="list-style-type: none"> • At the beginning of the lesson give each student a copy of the grid. • Tell students to discreetly cross off the words when they hear them used by you (the teacher) in normal conversation during the lesson. • The first student to cross off all the words is the winner. A small reward may aid motivation.
Comments	This is useful to play in a Friday lesson. It is based on a game played by employees in meetings as they stave off potential boredom by covertly ticking a list of corporate buzzwords their employer may use. As a variation, students could jot down their own words to listen out for. Alternatively, the grid could be topic based or contain new words you want students to pick out before explaining their meaning.

A SCHEME FOR TESOL VOLUNTEERS

The following page is an example of a possible scheme of work. It is not exhaustive, but gives a starting point for each of your lesson plans. Importantly, it outlines the objective of each lesson, keeping them all part of a coherent whole.

Week	Topic	Sub-Topic	General Aim	Specific Objective	Content	Resources	Evaluation
1	Getting to know your area	Place names around the town	To improve the vocabulary of the students.	To learn shops/bank bakery/hospital/school/market town hall .	Starting with a blank map of the town, adding in place names; looking out the window to identify different buildings.	Blackboard, window, magazines, flashcards.	Run through flashcards.
2		Directions: Part One		To be able to describe how to continue forward, turn around, turn to the left and the right .	Using a diagram of an imaginary map and a flow diagram of the directions to take; a vocabulary list.	Blackboard, desks and chairs.	Through directions shouted to a blindfolded student to guide them between the desks.
3		Directions: Part Two		To be able to use opposite, next to, above, below, round the corner and second left .	Revising last week's lesson with the diagram, and adding to it for the more complex language.	Blackboard. Name cards with somewhere in town they have to direct a fellow student to, who guesses where they are going to.	To describe the way home from school.
4		Asking for directions		To be able to ask, give and receive directions.	Use of the sentence structure ' How do I get from X to Y? ', and answering. Drilling	Blackboard; use of the classroom as a mini-town with different students pretending to be different buildings dotted around it.	Filling in the gaps in the basic sentence structure outline in 'content'.
5		Distance		To be able to ask, give and receive estimations of distance and time.	Demonstrate through an atlas, indicating far, close, time estimations .	Flashcards, blackboard, an atlas.	Test using flashcards that correspond to places near and far.

EVALUATING YOUR LESSONS

Teaching is an art which you cannot expect to master in the first month. Your style will develop, as will your confidence and understanding of what works and what may need adjusting. It's really important to keep thinking about your teaching as this will keep you fresh, as well as your lessons!

A really good way to enhance your own teaching is to watch other people. The form overleaf is designed to help you and your partner assess each other's teaching. Taking notes using the pointers on the form will help you to discuss each other's teaching style, to share ideas and experiences and to identify potential areas for improvement.

HELP FROM COLL

If you're particularly stuck, or particularly inspired we're here to help. Send your TESOL teaching questions to us and we'll reply. If you've come up with a particularly good idea that you want to share with your fellow TESOL teaching volunteers, send it in to us so we can collect the best to help with training in the future.

GOOD LUCK!

And don't forget to get in touch if you need advice or want to share ideas...

LESSON OBSERVATION SHEET

Volunteer:	Start:
Lesson Topic:	Finish:

Personal Qualities

Presence/Style/Rapport/Voice

Structure and Planning of Lesson

Obvious aim to lesson?

Suitably focussed subject matter?

Clear structure and flow?

Personal organisation

Timing

Implementation

Good introduction?

Use of open questions?

Use of questions to check comprehension?

What activities were used?

Did they work?

Ability to adapt/think on feet

Blackboard/handwriting

Use of visual aids

Evaluation

How did the teacher feel the lesson went?

Did the rest of the class feel the aims were achieved?



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