

The Free 120 Hour

TEFL & TESOL

Course Book



**Travel, Teach
& Get Paid!**

Max Diamond

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Regards
Max Diamond

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Module 1 - Introduction

This course is designed to be easy to follow and to prepare you to teach an "English as a Foreign Language" (EFL) class as quickly as possible. After the completion of this course, you will have a strong understanding of what is required to provide quality instruction as a teacher of English as a Second (ESL) or Foreign Language (TEFL or TESOL).

The course follows the sequence of units on the contents page and you will need to do at least the first three units (TEFL Methods, Lesson Planning and Board-work) in order for a general understanding of the coursework. After that, you can move around as your interest dictates.

It is important to read every segment of the course to gain the knowledge and skills, this also means studying the books and pages where we have provided you with web links. This is a full 120-hour TEFL Training course and is for anyone who wants to be a successful teacher.

This course can take from several weeks, to several months to study and complete (depending on how much time you dedicate to it!). Those people that really 'get stuck in' will generally complete the course within two weeks.

If you decide you wish to take our exam (on completion of the course!) and be awarded your full TEFL Certificate's, simply visit the website link below, where you will find the application form to order your exam and certification.

The TEFL & TESOL Universities exams are based on this exact course

Once you gain employment as an ESL teacher or if you are already employed as one, you should experiment with methodology and modify methods to best meet the needs of your students.

Method courses such as this typically require only a secondary or high school education and by design need a workable process by which potential teachers can quickly access the knowledge needed to go to work immediately after finishing the course. That method and process is provided for you here.

Learn it and use it but also modify it, expand it and develop your skills as a "thinking" teacher.

Each unit will require a different amount of time depending on the difficulty and complexity of the topic as well as the quantity of the material to be covered.

As a bonus, download two Peace Corps Manuals. These manuals will give you a good introduction to teaching English overseas. If you have the discipline to study them in detail, you will have a good start.

Manual #1:

TEFL/TESOL: Teaching English as a Foreign or Second Language

<http://www.teflebooks.com/PCManualTeachEFL.pdf>

This Peace Corps publication was designed for use by Peace Corps Volunteers with no previous teaching experience. It combines general teaching practices with specific language teaching techniques and outlines and assesses each of the commonly used approaches to language instruction. Sessions cover techniques for teaching grammar and the four basic

language skills (speaking, listening, reading, and writing) including lesson planning and testing.

Manual #2:

Teaching English as a Foreign Language to Large Multilevel Classes

<http://www.teflebooks.com/PCManualTEFLlargeclasses.pdf>

This manual draws on suggestions from volunteers working under difficult conditions with limited resources. It offers ideas and activities to help teachers deal with very large classes or a lack of textbooks. It also addresses such issues as student interests and needs, classroom management, theme-based lesson planning, the national curricula and resistance to group

work. It aids teachers in creating classrooms where students are given opportunities to think critically, work cooperatively, and enjoy the experience of learning.

Note: Your students really need you to know what you are doing. In many cases their future depends on it. **Both manuals download as PDF files**

Lastly, while I do what I can to make sure that the website links in this book are ACTIVE at the time of publishing, there may be a few links that may become INACTIVE after.

If you find an inactive link, I suggest that you visit **The TEFL University** (link below) and check out their 'Free Resources' section (you can find this page in their website menu). They generally replace dead links from the book, with alternatives on their website.

Visit **The TEFL University** or **The TESOL University** for a Range of Great Courses:

<http://thetefluniversity.com> <http://thetesoluniversity.com>

Module 2 - TEFL/TESOL Methodology

TEFL Methodology taught in most ESL training programs is generally either "PPP" or "ESA".

"PPP" means Presentation, Practice, and Production.

Presentation is the part of the lesson when the target language (the language to be taught to the students) is presented to the students generally through eliciting and cueing of the students to see if they know it and then providing the language if no one does.

The target language is usually put on the board either in structure (grammar-type) charts or in dialogs. Presentation features more "teacher talk" than the other stages of the lesson, generally as much as 65-90% of the time. This portion of the total lesson can take as much as 20-40% of the lesson time.

Next comes the Practice section when the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured as they master the material.

These activities should include as much "student talk" as possible and not focus on written activities, though written activities can provide a structure for the verbal practices.

Practice should have the "student talk time" range from 60-80 percent of the time with teacher talk time being the balance of that time. This portion of the total lesson can take from 30-50% of the lesson time.

"Production" is the stage of the lesson when the students take the target language and use it in conversations that they structure and use it to talk about themselves or their daily lives or situations. Production should involve student talk at as much as 90% of the time and this component of the lesson can/should take as much as 20-30% of the lesson time.

As you can see the general structure of a PPP lesson is flexible, but an important feature is the movement from controlled and structured speech to less-controlled and more freely used and created speech. Another important feature of PPP (and other methods too) is the rapid reduction of teacher talk time and the increase in student talk time

Notes: One of the most common errors untrained teachers make is that they talk too much.

ESL students get very little chance to actually use the language they learn and the ESL classroom must be structured to create that opportunity.

"ESA" means Engage, Study, and Activate.

Roughly equivalent to PPP, ESA is slightly different in that it is designed to allow movement back and forth between the stages. However, each stage is similar to the PPP stages in the same order.

Proponents of ESA method stress its flexibility compared to PPP and the method as defined by Jeremy Harmer (its major advocate) uses more elicitation and stresses the engagement of students in the early stages of the lesson.

ESA is a superior method to PPP when both are looked at from a rigid point of view. But, ESL is not rigid

and you should not adhere to any one viewpoint or method. PPP is often an easier method for teacher-trainees to get a handle on.

Below are an excellent set of pages for reading about and understanding the major methodologies in TEFL/TESOL.

A good review of a variety of ESL teaching methods so you don't get stuck in just one is at the website of Dr. Jill Kerper Moran of San Diego State University:

Second Language Teaching Methods

<http://moramodules.com/ALMMMethods.htm>

Another overview of various methodologies is at English Club:

<http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>

Note: Don't get stuck in one method. A smart teacher picks and chooses what works best for their students.

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<http://thetefluniversity.com> <http://thetesoluniversity.com>

Module 3 - Lesson Planning

A lesson plan is simply a step-by-step guide to what an EFL teacher plans to do in the classroom on a given day. The more detailed the steps are, the better.

Ideally, if you could not go to work on a given day, another teacher could read your lesson plan and know exactly how to teach your class on that day. A good lesson plan might even include specific gestures and cues used for various parts of the lesson. That's how detailed your plan should be.

There are literally hundreds of types of lesson plans but there is not one format accepted by all schools. Many schools have their own set format; others will let you use whatever format you like. There is, however, some general agreement about what should be included in a good lesson plan.

Generally agreed components of a lesson plan include:

Day/Date:

Lesson Name: What will you call the lesson?

Class/Level: Age, topic, skill level, class name

Materials: List everything you need to teach this lesson.

List every possible thing you will need to take to the classroom, and/or obtain from the school to complete the lesson.

This list can help you make sure you don't forget any handouts or special materials that you need to take to the class.

Textbook/Course book name: From what book (if any) are you working or drawing the lesson?

Unit-title-page number: Specifically where in that book?

Goal/Aim: What are we working toward today?

Describe the final result of the lesson in this format: The students will be able to ... (do what?)

Example: The students will be able to ask and answer questions about their hobbies and interests

Grammar Structures Employed: Show the structures. Use a structure chart if needed.

Questions and Answers relevant to your lesson: Ask during the warm-up to elicit from students what they may or may not know about the topic to be covered.

NOTE: The actual lesson-what you will be doing during the class - starts below.

Warm-up: This includes a review (revision) of the previous lesson linked to this new lesson; questions and answers you have written above, used to elicit conversation using the new structures and function; to show examples of what your students will learn in this lesson. In some countries and with some age groups, this may come in the form of a specifically designed game.

Presentation (or ESA format): Note the target language to be taught and how you will teach it. Include how you will stimulate the student's interest in the language and how you might elicit from the students the language you are planning to teach. Include details as specific as when you might model structures and dialog and when you will require a repeated response (choral response) from the students. Include a structure chart for the grammar or the dialog you intend to teach.

Practice: Include the specific activities and attach any handouts to the lesson plan. Include up to three practice activities, sequencing them from most to least structured slowly giving the students more freedom.

Production: This is where students really learn and generalize a new language skill. Allow/encourage the students to talk about themselves, their lives or specific situations using their own information but focusing on the target language that was taught in the presentation and practiced in the previous activities.

Include exactly what you will ask the students to do and that you intend to monitor students and encourage and correct them as needed in their use of the target language.

Conclusion: Discuss/recap what you have studied and learned during the lesson. In some countries and for some ages, this will be followed by a game that uses the target language.

Sample Lesson Plan:

Teacher: Damien

Topic: Talking about future plans

Aim: The aim of this lesson is for the students to be able to relate and talk about their future plans. They will also practice and improve their reading and writing skills. In this lesson the students will focus on communicating in the future tense and understand the correct grammar and functions related to the future tense. They will also work on improving their sentence structuring.

Materials: A copy of the hand out to every student.

Anticipated problems: The students may be unfamiliar with or find it difficult to understand the correct grammar points and functions. They may also be confused with when to know how to use either will or going to in the future tense. They may also be unfamiliar with some of the vocabulary in the hand out and their spelling may also be weak.

Solutions: I will first write the following words on the board and give the Thai (for example) translation.

Probably:

Definitely:

Biggest:

Hope:

I will then draw a time line on the board to explain the grammar points.

PAST-----PRESENT-----FUTURE
was am will /going to

Controlled practice:

I will explain how and when we use either will /going to in the future tense. I will explain to the class that it depends on the question form. I will write the following 2 question's on the board as examples for the class.

Q1: Where are you going tomorrow?

A1: I am going to.....

Q2: What will you do tomorrow?

A1: I will.....

I will explain to the students that you'll is short for you will. I will explain to the students that we use going to if it is in the question.

Free practice:

I will then have the students give their answers to the questions. I will walk around the class monitoring the students, checking for correct grammar and sentence structure. I will then put the students into pairs and have them ask each other the questions.

Controlled practice: I will then have different pairs stand at the top of the class and role play out the questions to the rest of the class. As always depending on time, I will go through as many students as possible.

Approved by: (school representative)

Date:

Comments:

Sample work sheet for lesson plan above

There would obviously be spaces below each question, allowing students to fill in their answers

Q1. What were you doing five years ago?

Q2. What do you think you will be doing in 15 years' time?

Q3. Where are you going after this lesson?

Q4. Name one thing you will probably buy today.

Q5. Name one thing you are definitely not going to buy today.

Q6. Name one thing you will probably eat today.

Q7. Name one thing you are definitely not going to eat today.

Q8. What is your biggest hope for the future?

Note: You will find literally thousands of EFL/ESL lesson plans on the Internet. Take a look at few and you will rarely see the same format used. But they will generally have, in one form or another, most of the information indicated above.

Try the websites below and see what they have and note the similarities and differences between the lesson formats. Don't get stuck in a rigid idea of what a lesson plan should look like. You'll notice many that are called "lesson plans" really aren't!

The Internet TESL Journal: EFL and ESL Lessons and Lesson Plans

<http://iteslj.org/Lessons/>

ESL Teacher Lesson Plans & Worksheets

<http://www.usingenglish.com/lesson-plans.html>

Here are two very useful web pages:

Guide to writing lesson plans

<http://712educators.about.com/od/lessonplans/ht/lessonplans.htm>

How to Write a Lesson Plan: 5 Secrets of Writing Great Lesson Plans

<http://busyteacher.org/3753-how-to-write-a-lesson-plan-5-secrets.html>

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Module 4 - Boardwork

Organizing the board for a more effective lesson is the mark of a skilled ESL teacher. KISS or "Keep it Simple for Students" is a good rule. Before teaching a lesson, walk through it and as you do, put everything on a board.

Ideally, you don't erase anything in one lesson and by the end of the lesson, it should look very well-organized and intuitively understandable. Check it from the back of the room.

Usually the best way to organize your board-work is to literally present the lesson in a dry run and write everything on the board including target language, grammar structure and vocabulary.

As you think your way through the lesson, you will probably notice that you need to reorganize or restructure your thinking. This is an excellent practical exercise just to catch and better plan the flow of your lesson as well as for organizing your board-work.

Note that in many classrooms, students will not be able to see the bottom one-third of the board from the back of the room.

In some classrooms, the far left and right sides of the board may not be visible to students on the far opposite side of the room due to the extreme angle or from bright light from windows. If there are curtains in a room, use them.

Write on the board in the classroom and walk around the room to see if your writing is BIG enough, clear enough and visible to everyone from every angle and from every seat.

Never erase anything from the board without asking your students first. Why? Your very best students are taking notes! Just a simple, "Okay if I erase this?" and a fast look around the

Room, will do the job. It's only polite, isn't it? Good teachers certainly don't mind waiting a moment while their best students are taking notes.

A good lesson plan should have an example of what the board will look like on the last page. This will help you plan your board-work in advance.

Board-work is a fine art that the best teachers practice improving regularly. Help your students by presenting your lesson clearly, visibly and in an understandable manner.

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Module 5 - Teaching Grammar

Grammar skills and the ability to explain grammar simply is another hallmark of a skilled ESL teacher. Students expect their teacher to be skilled in grammar and if you aren't, you will probably lack confidence in the classroom.

Below is a downloadable grammar e-book that is written for people intending to teach English or teachers who wish to brush up on their grammar skills. It emphasizes the idea of staying flexible and understanding grammar at a deep level.

It also presents grammar-related vocabulary so you don't have to feel intimidated when the subject of grammar comes up.

You should be able to read this e-book, check a few other resources and bring yourself up to speed.

Most native-speakers of English already know grammar intuitively. It is only that they don't know how to explain what they already know in an easy-to-understand manner. In fact, non-native speaker teachers are usually better at this than most untrained native speakers. They've had to think it through and try to relate it to their native grammar.

Read the e-book below, with the idea that you will be introduced to a variety of new ideas about grammar. Note, for example, that some grammar books say there are eight parts of speech. Some say nine; some say more. Keep your thinking flexible and understand that different authors say different things.

Just get to know the vocabulary of grammar so you have an idea what people are talking about.

Download the e-book, do all the exercises, pre-tests and post-tests and you will be in good shape with grammar.

Don't worry, the book is written with lots of graphics, practical examples and exercises and a bit of humor. The author knows that grammar is not a favorite topic of study.

Find your grammar e-book here:

Fast Track Grammar Review for EFL Teachers

http://www.teflebooks.com/Grammar_Book222.pdf

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<http://thetefluniversity.com> <http://thetesoluniversity.com>

Module 6 - Teaching Pronunciation

Pronunciation is an area of great difficulty for the untrained ESL teacher, but, with a little training and practice, you can facilitate the improvement of your student's pronunciation almost as well as the seasoned professional. For our purposes here, "pronunciation" will include the instruction of stress, rhythm and intonation.

Everyone is familiar with the old jokes about Asian students ordering "Fried Lice" and, in fact, such pronunciation problems persist today. So let's help our students solve them.

To a large extent, ESL students have problems with pronunciation and stress primarily due to that fact that their native tongue may not have that particular sound (their native grammar may even prohibit making that sound) and the absence in many languages of "consonant clusters" (strings of consonants).

When studying and teaching pronunciation, you will need to learn to use a respelling system to help students get the feel of the language.

Some people advocate the use of the International Phonetic Alphabet (IPA) but a problem with that system is that few students know it and you will spend an inordinate amount of time teaching it to them only to have them move on to another teacher who doesn't use it.

Additionally, there are at least ten other major and well known phonetic systems that appear in dictionaries and pronunciation and listening books around the world.

A simple system is used in the listening book: **'Sound Advice'** and in the pronunciation book **'Sound Advantage'**, both authored by Stacy A. Hagen. You will see a similar system used below. A simple system that is intuitive and easy to use is critical to your success in helping your students succeed in speaking in a comprehensible way.

ESL teachers are all too familiar with students that approach them and speak clear complete sentences of something that is not even remotely understandable.

A student may have a good understanding of English and an excellent vocabulary but if their pronunciation is so poor that they cannot communicate, all is lost.

Students need to hear natural fast relaxed pronunciation as we speak it every day, not a carefully over-articulated overly pronounced one-word-by-one-word phrasing of sentences.

Speaking too slowly and too emphatically is a common characteristic of the untrained teacher.

Speaking unnaturally hurts your students for two reasons. First, they will imitate your speaking style and they too will speak unnaturally, and second, they will not recognize and understand natural rapid speech when they hear it.

This doesn't mean you shouldn't slow your speech down a bit to help your students get some basic ideas but it does mean that you should speak naturally most of the time. It also means that you need to teach them what natural speech sounds like. There is some evidence that says that if students don't speak

naturally, they won't recognize normal speech when they hear it.

Consider the following:

My name is Fred, really sounds like: **Mi naeh miz Fred.**

How much is it? really sounds like: **How muh chi zit?**

The idea of the end of one word connecting to the beginning of the next word is called "linking" or "liaisons" [depending on who wrote the pronunciation book].

If you habitually speak slowly and over-enunciate, your students will listen for How much is it? and won't understand when they hear the normal speech sounds of How muh chi zit?

The skilled ESL teacher instructs her students in these differences, how to pronounce them, and how to listen for them.

Consider: **Sue wants to get a better water heater**

Say it quickly, several times, in normal speech and see what it really sounds like.

It will sound more like: **Sue wuhnstuh gettuh bedder wadder heeder.**

The idea of words sticking together and some sounds becoming smaller is called "reduction".

There is, of course, some variation by country and region in how we speak. Learn to use respelling to help your students get it right.

It is important that you understand this concept. Untrained teachers will say, "I don't speak like that!" But they do - you do - everyone does. You just aren't used to listening for it.

Do your students a favor and start listening to how people really speak.

What about Respelling?

Should you memorize and use the International Phonetic Alphabet? No, your students won't usually know it. Look in a variety of books and adopt a simple method similar to the one used above.

Will your students confuse respelling with the correct spelling of words?

No, not if you just tell them, "It sounds like this" while pointing at the respelling. Students "get it."

Must you respell absolutely correctly?

No, but be as accurate as you can. The way you respell will be different from someone else as we all have some minor variations in our pronunciation.

Word and Sentence Stress

Add to respelling, the notion of word and sentence stress. Many EFL students around the world will have different stress patterns in their language.

When you pronounce words with two or more syllables, one syllable will be stressed more than the others. Until you practice a bit, you may have trouble hearing stress because it is such a natural part of a native-speaker's speech.

Here is what to listen for: Tone, length of time, loudness.

For example: Banana - sounds like buh NAEH nuh If you listen carefully, the middle syllable has a slightly higher tone, lasts a bit longer and is slightly louder.

Thai students, for example, will say: buh naeh NUH

Because of the different pronunciation rules in Thai, they will tend to stress and raise the tone of the last syllable.

Sentences will have stress patterns that students need to learn and respelling can help them with that also.

Some words are not so important to hear and are reduced in time, loudness and tone. Some words are more important, louder and longer and have a higher tone.

The important words are called "content words". They are nouns, main verbs, adjectives and adverbs. Less important words are called "function words" and are pronouns, helping verbs, conjunctions and prepositions. These rules are not always true but are good general guidelines.

Example: My name is Bob when written showing sentence stress sounds/looks more like: my NAME is BOB.

Don't overdo word and sentence stress. It is important to speak naturally when teaching your students stress. After all, you want your students to speak naturally too.

Word and sentence stress takes a lot of practice. But the practice is worthwhile as your students will benefit greatly from your efforts. Don't worry about getting it slightly wrong. It is more important that you just try it and work with it and develop your skills with it. It will make you a much better teacher in the long run.

Here is a simple activity for teaching/practicing pronunciation.

Get your students to sit back to back in pairs. Ask them to say one of the following words. The other student has to listen carefully and decide which column the word comes from.

Sound1	Sound2
Sea	She
Sue	Shoe
Sip	Ship
Ass	Ash

You can use pictures or flashcards to help your students.

Another good method to teach pronunciation is called block building. This is when you start by using two letter words with the class. Every week or lesson you can build on it by using three letter words and so on. This is a very common and successful way of teaching pronunciation in an ESL class.

Note: Think about sentence stress a bit like this. When you talk on a mobile or cell phone, you often don't hear every word and you don't need to.

You get the "gist" of the sentence from hearing the important words. Those are the words that are stressed in a sentence. Those are the "function words".

There is a lot to study here as there is a lot to learn.

The suggested readings are ranked in the order of difficulty and the order in which they are best read.

Links to Important Readings on Pronunciation:

Word Stress

<http://www.englishclub.com/pronunciation/word-stress.htm>

Sentence Stress

<http://www.englishclub.com/pronunciation/sentencestress.htm>

More on Linking

<http://www.englishclub.com/pronunciation/linking.htm>

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Module 7 - Teaching Reading

Teaching reading in ESL is a bit different than the way native speakers are taught to read. While vocabulary is an important part of reading, teaching the reading skills of surveying, skimming, scanning, inference, predicting and guessing are just as important.

Research tends to indicate that a student's reading comprehension can be improved by focusing on teaching students skills in the following areas:

Vocabulary

Many languages do not have the word building concepts that English does. In teaching vocabulary, the idea of "root" words and prefixes and suffixes helps students build a larger vocabulary quickly. Affixes (prefixes and suffixes) help us create a variety of words from one base word.

Many ESL students won't recognize that contain is the root word of container and containment or that desire is the root word of undesirable and desirability.

When teaching new vocabulary, it is important to point out these connections and we can quickly help students expand their vocabulary with the base words they already know. Teaching affixes is only one of several strategies for teaching vocabulary. See the links at the end of this section for more information.

Surveying, Scanning, Skimming

In an academic setting, we rarely read an entire text word for word. More typical is that we look at the contents of a book, the chapters, headings, subheadings, sidebars, pictures, illustrations, words in italics and bold type and dive in to find the information we need.

These are the concepts of surveying, scanning and skimming, moving from the big ideas of a text down to the specific details. These are skills that EFL students don't usually have and must be taught. The linked readings below will give you more specifics on these skills.

Guessing and Predicting from Context

Students also need to be taught to guess the meanings of words based on the context of the reading and to draw from the reading an ability to predict what might happen in the next paragraph.

The links below will lead to more information about reading skills.

Teaching Reading - read the entire section and subsections

<http://www.nclrc.org/essentials/reading/reindex.htm>

Teaching Reading Skills - download this PDF file

<http://www.davidenglishhouse.com/journalpdfs/vol3no1/sections/spring2002reading.pdf>

Skimming and Scanning

[\[http://42explore.com/skim.htm~http://42explore.com/skim.htm#\]](#)

Scanning Exercise

<http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp2.htm>

Skimming, Scanning, and SQ3R

http://www.studyskills.soton.ac.uk/studytips/reading_skills.htm

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Module 8 - Teaching Writing

Teaching writing is often about teaching grammar. If grammar comes up anywhere in ESL, it is in the writing classroom.

Most ESL students will have some writing skills when you get them and they will often have an idea that their writing skills are quite good. Unfortunately, they will very often be quite poor.

In fact, they often will have quite poor writing skills even at the sentence level. Therefore, you will need to take them back to sentence level and begin to teach them very basic structure and how to write simply. Run-on and fragmented sentences will be very common until you correct those errors.

The more basic you get with your writing students, the better.

Once a good foundation is built, you can move on to basic paragraph writing and on to essays. These skills take time to develop though and you will find that most textbooks will move your students forward too quickly.

Read and review these links:

General Writing Concerns. Look around this website a bit. It is an excellent resource.

<https://owl.english.purdue.edu/owl/section/1/>

Teaching Sentence Fluency

<http://www.kimskorner4teachertalk.com/writing/sixtrait/sentencefluency/menu.html>

Two excellent EFL writing manuscripts are available to you as a part of this course. Download them and read them and you will see exactly how to go about teaching basic writing skills to EFL students.

Sentence Writing Manuscript - Good for your students to use.

<http://teflebooks.com/SentenceWriting.pdf>

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<http://thetefluniversity.com> <http://thetesoluniversity.com>

Module 9 - Teaching Listening

Listening skills are tied to speaking and pronunciation skills.

Most likely if a student can correctly pronounce something and speak it in a natural and common way, she will understand it when she hears it spoken. When you have the opportunity to teach pronunciation and listening together, you will see many similarities in the content that you are covering.

Once again, you will be teaching students about reductions, linking, stress and rhythm in natural speech. But you will also, as in teaching reading, be teaching students to listen for main ideas and details. Like pre-reading, you also set the stage with pre-listening activities to set the context for listening.

Teaching listening skills is rewarding as students can often make huge gains rather quickly if given proper instruction.

Read the following links for discussions about teaching listening skills:

Help Your ESL Students Improve Their Listening: 7 Ideas that Really Work

<http://busyteacher.org/14777-7-listening-ideas-that-really-work.html>

The Challenge of Teaching Listening Skills

http://esl.about.com/cs/teachinglistening/a/a_tlisten.htm

Excellent pronunciation and listening videos for EFL students provided by Stacy Hagen can be found HERE at YouTube.

<http://www.youtube.com/user/EnglishwithStacy>

These videos are primarily for ESL students, not so much for teachers, but they can give you an excellent idea of how to teach the very things we have addressed on these pages. These are really worth watching. Stacy is one of the most skilled, practical and straight-forward ESL teachers you will ever find.

You will find that you can make either a pronunciation lesson OR a listening lesson from any one of her videos. Excellent!

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Module 10 - Error Correction

Correcting students' errors in the ESL classroom is an issue of concern for every ESL teacher. What should we correct, when should we correct it and how should it be corrected?

How do we give students the feedback they need and want to improve, without damaging fluency and motivation?

Research tends to indicate that three types of errors should be addressed: high frequency errors, stigmatizing errors and errors that block meaning or the understanding by the listener.

We might add another, errors in using the target language of the lesson.

When and how should these errors be corrected? Unfortunately, there is no conclusive evidence/research about these issues.

Research seems to indicate that the most effective ways to deal with errors and offer corrections seem to include:

- when hearing an error, speak the corrected statement
- listen for errors and make a general review of them at the end of the activity
- encourage peer correction
- correct the student personally (use this less than the other methods)

ESL teachers always need to be careful of the balance between fluency (ability to speak quickly and smoothly without much thought) and accuracy (ability to speak in a grammatically correct manner).

There is a natural tension between fluency and accuracy where too much desire or struggle for accuracy denies a student fluency. Too much emphasis on fluency can result in spoken gibberish that follows no rules at all.

Teachers need to stay tuned in to how their students are doing and attempt to keep a good balance of fluency vs. accuracy in the classroom. This is not an easy task but generally, it is better to err on the side of fluency.

The reason for this bias, particularly if you are teaching overseas, is the utter lack of confidence many EFL students exhibit. They are often afraid to make any kind of statement at all out of fear of reprimand.

Go to the following link for more information:

Error Correction and Language Improvement

<http://www.onestopenglish.com/support/methodology/english-for-specific-purposes/english-for-specific-purposes-conversationalfeedback-effective-error-correction/146482.article>

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Module 11 - Discipline in the Classroom

The best way to deal with discipline issues in the ESL classroom is to have a good lesson that is active and encourages the participation of every student in the room. An active student is not usually a problem student.

That said, many students are not in the ESL classroom because they want to be. Many are there because their school or university program requires it, their company/employer requires it or their parents put them in the class. So, sometimes, problems can be expected.

No matter what the problem, the best policy is to keep your cool. In fact, the best advice is to always act on a problem before you get upset, while you can still think rationally and calmly about solving it.

Plan ahead for dealing with common problems.

Set clear rules and explain them to students the first day of class. Be serious about the rules and enforce them consistently, without showing any upset, and you are on your way.

Students who talk a lot or misbehave in a mild manner can often be quieted just by your presence if you stand next to them. Even quite disruptive teenagers can often be settled down with a simple gentle hand placed on their shoulder.

You don't have to say anything; they get the message.

Try not to take things too seriously. Just enforce rules with a smile on your face so as to not upset the rest of the class.

Adults generally are not too problematic though in some cultures they can be.

Children present a special challenge. Remember the old rule that the length of an activity for a child should be no longer than double their age minus two. Thus a four-year-old child can probably only tolerate an activity of six minutes or less and then you should move on. If you don't, you can soon expect inattention and possibly behavior problems to appear.

Children will often act out for your attention and it would be best to study some basic psychology and behavior modification techniques to keep a handle on them.

Generally speaking, giving a child attention for unwanted behavior is not a good idea. It is far better to target the child right next to the misbehaving child and reward them for doing what you want the problem child to do (like sitting down or working on the assigned task).

It is important to get some idea from your employer what rules they feel should be enforced and what they recommend you do about discipline problems.

Language schools are typically private businesses and need you to deal with any problems gently, positively and in a way that doesn't chase their customers away.

Ask the other teachers what the school enforces and if they "back up" their teachers. Some schools don't and it is better to know that before you have to press the point and lose.

Know that what might be perceived as "cheating" in the Western world might be considered "helping your friends" in some other cultures. Here, prevention is the best action. Move desks far apart and even all the way up to the front and back walls during examinations.

Don't allow cheating but don't get too stressed by it. It is a cultural issue more than anything else.

Discipline in the ESL classroom is no different than discipline in any other type of classroom.

Read the following link for excellent advice, information and help with discipline issues in the classroom.

Top 10 Tips for Successful Classroom Discipline

<http://712educators.about.com/od/discipline/tp/disciplinetips.htm>

This should give you a good start and get you thinking about positive discipline.

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<http://thetefluniversity.com> <http://thetesoluniversity.com>

Module 12 - Student Motivation

Sparking student motivation is an important part of any teacher's function.

Effective teachers will make sure that students know why they need to learn the language that is the target of the day's lesson.

There are several things that the instructor can do to drive student motivation.

First, at the beginning of the lesson, build a context where the target language might be used. Then when building a dialog or structure chart on the board, attempt to elicit as much of that language as possible from the students. The more the language actually comes from the students, the more they will be interested in it.

During the "production" or "activation" component of the lesson, be sure that students are using the target language to talk about their lives, feelings and interests. This makes the lesson more personal and thus more interesting while building motivation. Most people enjoy talking about themselves.

Relevance is another important factor in building student motivation. Adults need to talk about adult things; kids need to talk about kid things; teenagers need to talk about teenager things. All to build their interest in the lesson.

You will sometimes have to step away from course-books to make this work. One popular course-book for young learners actually has dialogs about buying cars and airplane tickets.

Things that those students would never do at that age.

Buying a stuffed toy or video game would be much more interesting and motivating to them.

Realia, the use of authentic items in lessons, also builds interest. When teaching about fruit, bring some fruit. In a work environment, use documents from their daily work as a base for lessons.

Additional Readings and Resources are on the next section.

Excellent references for motivation readings:

Motivation in the Classroom

<http://www.engines4ed.org/hyperbook/nodes/NODE-62-pg.html>

The Failure of Extrinsic Motivation

<http://www.engines4ed.org/hyperbook/nodes/NODE-148-pg.html>

Ideas for Motivating Students - an older but excellent page of ideas

<http://www.virtualsalt.com/motivate.htm>

When Students Do Not Feel Motivated for Literacy Learning: How a Responsive Classroom Culture Helps

http://curry.edschool.virginia.edu/go/clic/nrrc/rspon_r8.html

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Module 13 - Gestures & Cueing

It is common sense that students in an ESL classroom may not always understand what their instructor wants them to do when given directions in English. Obviously, they are there to learn English and don't and won't get every nuance of your requests. Gestures and cueing are important.

An effective ESL instructor will use their body to help give students additional information about what they want them to do.

Modeling (doing what you want students to do by showing them what is wanted), gesturing to prompt behaviors, and cueing with more subtle movements all provide assistance to the students.

The target language you are teaching is the most important component of any lesson and you don't want to get stuck in a lesson with students not knowing what to do.

Always model any activity first, gesture to show students when you want them to respond chorally, "listen" (put your hands behind your ears) and "repeat" (move your hands away from your mouth) and give cues by pointing to target language on the marker board.

Give only the amount of gestures and cueing needed and withdraw it as soon as you can. Increase usage when needed and reduce it as the students seem to understand what is requested of them.

Effective use of these tools will make your class go much more smoothly. As the image of the book to the left indicates, ask and be aware of any cultural differences in gestures. They can be surprisingly important.

Just as a simple, but important example, in many cultures, pointing with a finger is quite rude as is gesturing with your palm facing up versus down. Palm facing up is for animals in much of Asia and Africa. Palm facing down is for humans.

Learn about these things and don't accidentally insult your students when you are trying to teach them.

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Module 14 - Games & Activities

Games and activities are an important part of every ESL classroom.

Games and activities create situations where students can use and practice the target language of the lesson in a playful and non-threatening situation or in presentation or production exercises.

Games and activities allow opportunities to use language repeatedly and to build a habit for the structures provided.

Most ESL classes often start with a "warm-up" activity to help the students relax and settle into the class.

The warm-up is often a game, just to start things on a "fun" level. Structured activities will be provided to students during the practice and production stages of the lesson as well and if time allows, a short language game may also be used at the very end of the class.

The basic idea is to let the class play, have a couple laughs and some fun right at the very beginning, work them very hard in the middle and finish up the class with some fun. Following this process, where the class begins and ends with anxiety reducing activities or games, we should find the students more motivated for their next class.

Every experienced ESL teacher will have several favorite games and activities that require minimal preparation and can easily be adapted to most lessons with little advanced planning..

These games and activities also come in handy should you be asked to teach a class for someone else when you don't know the students and have not had an opportunity to prepare.

Such surprises are not uncommon in the ESL teaching world.

The Internet is full of websites of games and activities.

Probably the best place to start is the "Idea Cookbook" at Dave's ESL Cafe. The Idea Cookbook:

<http://www.eslcafe.com/ideas/index.html>

Spend some time at Dave's ESL and find five or six games that you enjoy and understand. Think about how to use those games in a variety of settings, with different age groups and for different topics. Once you have done that, you will never be at a loss in a surprise situation. Pick games that you enjoy.

If you are having fun, probably your students are too.

Do a web search and see how many EFL games and activities websites you find. There are literally hundreds.

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Module 15 - Edutainment

As you might guess, "Edutainment" is the marriage of education and entertainment. Depending on how seriously you might want to take yourself as an educator, you may want to check into the situation in the country and school where you will seek work.

Some countries are very serious about education and are more concerned that lessons have good content and relevant language. They expect you to deliver skills in exchange for their money. Others, want more entertainment (in English) and hope students absorb their language skills that way.

If edutainment is the agenda for a school, go there prepared with many games and fun activities that use English as their medium.

Students can, in fact, pick up a fair amount of language this way so all is not lost. But, if you respect yourself and the profession, be wary of schools that are looking for a "dancing monkey" and not a teacher. Such schools do exist and your level of job satisfaction will be quite low if you take that type of position.

The Internet is full of great places to pick up games and activities. The games pages at Dave's ESL (see the previous chapter) has more games and activities than you can ever imagine using. Find six or eight that you enjoy and adapt them to the levels and interests of your students.

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Module 16 - Teaching Business English

Teaching Business English or any kind of ESP (English for Specific Purposes or sometimes for "Special Purposes"), should be considered once you have some experience in TEFL/TESOL.

Business English, or other ESP classes, usually pay better than teaching "conversation" English classes and some teachers find them more enjoyable.

Obviously, these classes will center around a work environment and utilize business or ESP vocabulary. Early in your TEFL career you should probably not teach these type classes unless you have prior work experience in business or other ESP areas.

Why? Businesses usually have a very focused aim as to what they want to accomplish and if you have little experience in the business world, you may have little understanding of what is required.

Business English students are usually quite different from typical language school students. They are often older, more experienced, tired from a long day at work and have a definite idea about what they want to learn. Also, sometimes, they are required to take English classes if they want to progress in their company.

If you are seen as being "wet behind the ears" and as having little or no knowledge of their world, you will typically be replaced rather quickly.

Some EFL teachers think that teaching Business English is the same as teaching regular English classes but having a little business vocabulary thrown in. Some teachers think that all you might need to do is to change 'The book is on the desk' to 'The report is on the photocopier' this is not good enough.

These older, more skilled business people also need you to have some interest and knowledge of the business world. You would be expected to pique their interest and create relevant contexts for your lessons. If you have no awareness of the context of their work, this will be quite difficult to do. However, if you do find yourself in this situation, research the business where you will teach and learn as much as you can about what they do and their products and services and include as much of that as possible in the lessons.

Simply using a Business English course book is not enough. Basic methodology for Business English is the same as for regular ESL classes.

The absolute best Business English Resource on the Internet?:

Business English eBook

<http://www.businessenglishebook.com/>

Read the following links for more detailed information about teaching Business English:

The BBC - Business English Section - an excellent resource

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/>

Useful Expressions in Business English

http://www.eslgold.com/business/useful_expressions.html

Tips for Teaching - Business English

http://www.eslgold.com/business/teaching_tips.html

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<http://thetefluniversity.com> <http://thetesoluniversity.com>

Module 17 - Teaching English for Special Purposes

When transitioning to a career in ESL, many people forget that they have lots of experience or education in a specialized area.

Rather than starting at the bottom rung in TEFL/TESOL, consider finding your own special niche where you can probably make more money, do a better job and enjoy yourself more.

For example, many people from Information Technology (IT) careers come to TEFL/TESOL. Their best job strategy would be to seek an English teaching position at a college or university that has an IT specialty.

Many occupational specialties in foreign countries need English training. They need it either for university study and papers, research (most international research is published in English) or to run a business.

If you have a background in a special area, it is in your best interest to use it. You will know the specialized vocabulary of the business and how the business works and you will even have an interest in the business that other teachers won't have. This makes you ideal to teach in that special niche.

Consider nursing, aviation training, business and marketing, chemicals, general medicine, engineering, hospitality, IT, law, construction technology and every other possible major at a university or college.

If you have such skill/knowledge, it would be well worth your time to seek employment in that area. Don't go to the English department of a college or University. Go to the department of your specialty and have them recommend you to the English department. You will be in demand.

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Module 18 - Teaching Large Classes

First day scenario: Walk in and 60 students are staring at me! OMG!

Often when teachers are faced with large classes they begin to worry about how they will teach. It's tempting to simply let the classes become teacher fronted and turn into lectures.

If the entire course is like this it's a bit of a shame, as opportunities for students to practice and use the language are quite limited. In this respect, large classes are viewed as problematic and in a negative light. However, this does not need to be the case. Yes, large classes, especially those of 100+, are a challenge but there are many positive aspects to such classes.

One of the biggest plusses is the dynamic nature of such classes. With so many students there are lots of opportunities to get people to work together, compare, discuss and benefit from the variety of voices.

Advantages of Teaching Large Classes

- **High Energy:** Classes with many students may be noisy, but they are also fun and exciting.
- **Timing:** Classes go by quickly in a large class, and you will rarely catch yourself looking at the clock. You will regularly find yourself with extra activities that you did not complete that you can save and use in your next class.
- **Participation:** There is always someone who is willing to answer questions even if they are just guessing. Make sure to take answers from a variety of students.
- **Fillers:** Teachers have less need for fillers since core activities and lessons take longer to complete.

Challenges of Teaching Large Classes

- **Intimacy:** Remembering student's names can take a while. Teachers may feel that they do not get to know their students as well as they would like to.
- **Anxiety:** Some teachers feel anxious being so outnumbered by the students. In addition, some students are afraid to ask questions or participate in a large class.
- **Student needs:** Meeting individual needs can be difficult or impossible when class size is very large.
- **Marking:** Grading assignments and tests can be very time consuming, and your pay will generally be the same for a smaller class.
- **Distractions:** There are more distractions for teachers in large classes, such as latecomers and people chatting while you are teaching.

- **Preparation:** Making photocopies for a large class can be very time consuming. Other teachers may be bothered by how much time you spend using the photocopier.
- **Noise level:** Large classes can become out of hand when students are working in pairs or groups. At times you may feel more like a disciplinarian than a teacher.
- **Monitoring students:** Teachers may find it difficult to keep students on task as they monitor pair and group work.
- **Space:** There is limited space in a classroom for energetic activities such as role-playing.
- **Textbooks and resources:** There may not be enough textbooks or computers available for all students.

Strategies for Coping with Large Classes

- **Use a teacher's notebook:** Attach a small notebook and pen to your belt loop. Take notes while you are monitoring pair or group learning. Review common errors as a whole group after an activity is complete.
- **Spread out:** Find another space that your class can use for energetic whole group activities. Find a lobby or spare classroom in the building that your students can spread out into when they are preparing a project or performance. Take students outside if there is no indoor space available.
- **Create a participation grade:** Make homework and attendance count by doing regular checks and making it part of their final grade. Giving a daily exam tip also encourages attendance.
- **Encourage competition:** Establish a fun and competitive atmosphere within the class, by dividing the class into teams. You may change the teams once in a while or leave them the same throughout a semester. Teams can win points for certain accomplishments (If noise and behaviour is a problem, students can lose points too.).
- **Relax:** Find ways to relax before class so that you don't feel anxious. Never attempt to prepare a lesson in the morning, right before class. Always have a water bottle handy. Always have an extra activity on hand in case something doesn't go as you expect it to.
- **Establish trust:** Learn unique ways to remember names and do your best to get to know something about each of your students. Create a seating chart on the first day and ask students to stick with it for a while. Tell your students at least one or two things about yourself beyond your role of teaching.
- **Manage the noise:** Establish a signal that you want your class to stop what they are doing and listen. This should be done from the first day, so that students become accustomed to it right away. Be careful not to use gestures or sounds that would offend anyone.
- **Reduce marking and preparation time:** Design quizzes and tests in a way so that you can reduce the amount of marking. Use peer evaluations when possible. If students submit journals, just read them and

leave a short comment and/or suggestion, rather than fixing every grammar mistake. Designate a specific time when the teacher's room is slow to do most of your photocopying for the week. This will save you from feeling guilty for taking up the photocopier for a long time when another teacher only has a few copies to make.

- **Enforce a late policy:** Notify students of your late policy on the first day and stick to it. For example, don't let students enter your classroom after a warm-up has ended. If students miss class, make it their responsibility to catch up, not yours.
- **Share your e-mail address:** In a large class, you will find yourself feeling drained before and after class if you let students come early or stay late to ask questions every day. This alone can make you hate your job, especially if you are not paid for hours when you are not teaching. Encourage students to e-mail you with questions, and answer them on your own time. If you don't like the e-mail suggestion, try finishing your class ten minutes early once in a while and allow your students free conversation time. Take questions on a first come basis during this time.

Activities to use in Large Classes

- **Small group discussions:** Use topics related to a theme, or ask students to submit topic suggestions.
- **Who Am I?:** Tape the name of a famous person to the back of each student. Students go around the room asking questions and trying to identify themselves. Once they guess who they are they can place their nametag on the front and continue helping other students identify themselves.
- **Team spelling contests:** Each student who gets the spelling correct gets a point for their team.
- **Balderdash:** Large class can be split into teams. Teacher calls out a word and students have to write down the part of speech and definition. Each student to get both correct gets a point for her team.
- **Write the question:** Large class can be split into teams. The teacher calls out an answer and the students have to write the question. (ex. "Lynn") Each student to write the correct question gets a point. (ex. answer: What's your middle name?")
- **Questionnaires:** Students circulate around the room asking each other questions. Students can create their own questions on a given topic or theme, or you can provide the questionnaire handout. Follow up by asking each student to report the most interesting answer they received.
- **Categories:** The teacher calls out a category, such as fruit, and each student has to name a fruit when it is his turn. If a student hesitates for more than five seconds, he or she has to choose a new category and sit out the rest of the game. The last person to get out wins.

Quick Tips:

Plan, Plan, Plan - To keep a large class engaged, you need to keep things moving and have a lot of energy. That means you need to know exactly what you and the students are doing next. Dead time while you are shuffling through textbooks or notes trying to find the right page or choose an activity is the perfect time for students to get distracted and start misbehaving.

Establish Routines - Routines are one of the most important things to have in terms of maintaining order in the classroom. When students know exactly what is expected of them, what books they need to have ready, and how to do certain activities, the class flows by easily and efficiently.

Be Strict about Discipline and Rules - This doesn't mean you have to be a mean teacher. It does mean that you can't let students get away with little things like talking to their neighbor or starting fights. At all. Make it clear from the first day of class what you won't tolerate, and enforce it consistently. If you have to stop class to manage a conflict between two students, don't expect the rest of the students to sit there twiddling their thumbs silently.

Have Fall-Back Activities - In the event that you do have to deal with one or two students' behavior or leave the classroom for some reason, have something prepared for the students to work on independently. Keep a stash of worksheets, or have some reading activities that they can do. Be sure to offer rewards to the students or team who finishes first or most accurately.

Manage Your Time Carefully - With so many students, it's easy to let a game or activity take up a lot of time. Have a clock visible and keep a close eye on it, or bring a timer to keep a strict limit on activities. Always have extra activities planned and ready to go in case you have extra time.

Seating - Have a seating plan ready. If you know the students, think about which students are most likely to start chatting or fighting during class. Also think about which students are struggling, and try to seat them next to students who have a strong grasp of the material. Make some notes during the first week of classes about what problems have come up, and don't hesitate to rearrange the seats to nip any problems in the bud.

Divide the Class into Teams - Having a fun, competitive environment can help motivate students. By rewarding points for the quietest team, best behavior, or fastest to finish their work, you can keep their behavior in check, too.

Give Every Student a Chance to Participate - In a large classroom, it's easy for quieter students to fade into the background while the more outgoing ones answer the questions and participate. Whether you are keeping track of who you call on, playing games where everyone has to participate, or doing partner work, make sure that every student is involved.

Reinforce and Review - Before starting any independent work, practice lessons, patterns, or new vocabulary thoroughly. You don't have much time or resources to give individual attention to a lot of students, so make sure that the whole class really understands everything and can do the work pretty independently.

Learn everyone's name and get to know them. When you've got a high-energy, fast-paced activity going on, the last thing you want to be saying is "You...no, you, in the red shirt, um...Tim? Tommy?" Know everyone's name within the first couple of days of class. Plan name-based, "get-to-know-you" activities to help establish rapport.

Don't overlook the fact that, although teaching a larger class has many challenges, it also has its own set of rewards and benefits. Since there are so many students, you'll very rarely find yourself facing a wall of blank stares-someone will almost certainly be willing to participate or take a crack at answering a questions. Class time tends to fly by, too, since activities and games take much longer when there are a lot of students. Large classes tend to have a lot of energy and, if well-managed, can be very rewarding and fun for the students and the teacher.

<http://www.reachtoteachrecruiting.com/wp-content/uploads/2012/05/Large-Class.jpg>

Always Warm Them Up First

Plan activities that encourage students to volunteer answers, work together in teams, or in some other way participate in the lesson. **The most important thing is to get them thinking and speaking in English.** If it is a particularly sluggish class, plan to have students out of their chairs and moving around the classroom. Fast paced activities will increase student talking time and engage more students in the exercise

Teachers always need to have an activity or two on hand in case a lesson takes a little bit less time than expected or does not work out exactly as planned.

Some activities that work well in one class totally flop in another so you will have to be **flexible** with your lesson plan and able to adapt when necessary.

Here are some short activities for a class:

Short Reading Activities

With a reading passage, you can conduct this short **reading race** to give students some more pronunciation, speaking, and even listening practice. Have students stand up and tell them that each column of students is a team. For this activity the first student should read the first sentence, the second student should read the next one, and students should continue reading sentences until the entire passage is complete and then sit down. The first team to read all the sentences and sit down wins. You can play again using the same passage starting with the student in the back or make each row a team instead. To help students make their reading sound more natural, introduce **slash reading**. To do slash reading, simply read the passage aloud to the class pausing when it is natural to do so while students repeat after you and make slashes or breaks in their text.

Short Writing Activities

Shiritori is a Japanese game that has been adapted for ESL classrooms. For this game make each column of students a team and give them space on the board to write. You should write one word on the board and a member from each team should rush to the board to write a word that starts with the last letter of your word. The next team member then has to think of a word that starts with the last letter of the word his team member wrote. Students continue taking turns writing words on the board until you stop the game. It should be very fast paced. You can stop when groups start running out of space to write and decide the winner based on number of words or points. One point for 1-4 letter words and two points for 5 letters or more seems to work well but words with spelling errors and duplicates do not count. **Boggle** is another activity students can do in groups. Give each group a piece of scrap paper, draw a boggle letter grid on the board, and have students find as many words as they can within the time limit. You can create your own grids but be sure that there are enough word possibilities for your students to find. Give students a scoring system, ask them to score their papers and hand them in. In the next class you can announce the winning team and the best word. Another popular favorite is **Hangman** but it is best to avoid the hanging imagery in the classroom so a scoring system would be better. You can choose the sentences and have students work in groups, taking turns, to figure out the answer

Short Speaking Activities

Crisscross is a great warm up game. Ask students to stand up and start by asking a question, the student who answers correctly can choose his row or column to sit down, continue by asking another question. The game ends when everyone is sitting down. You can add a twist if there are a lot of questions you want to review with the class. Have just the first row of students stand up and when a student gives the correct answer, have him sit down and ask his team member, the student sitting directly behind him, to stand up. For this activity teams should be even or you will have to work in a way of making them even and you can draw this activity out by keeping the teams neck and neck. **Fruit Basket** is another speaking game where students sit in a circle with one less chair than participant. One student stands in the middle of the circle and makes a sentence. After the sentence has been said everyone that the sentence applies to must switch seats leaving another student in the center. Sentences such as "I am a student." are sure to get everyone moving. **Chinese Whispers** is another speaking activity that can be done in the classroom. Think of some sentences to use, form teams, and ask the first student in each column to come to the front of the classroom or into the hallway to be given the sentence. The first team who writes a sentence on the board should receive points but the most points should go to the team that has the sentence most similar to the original.

Short Listening Activities

Bingo is a classic game that you can use not only in numbers lessons but also when talking about letters

or even words and phrases. If you have noticed that students struggle with the pronunciation of numbers such as thirteen and thirty, you can have a short Bingo session using only these numbers. Rather than make Bingo cards, have students fill in the grids themselves. **Karuta** is another Japanese game. Have students sit in groups and spread vocabulary cards face up on the desks. When you say a word aloud, the student who grabs the correct card first gets to read it aloud and keep it. The student with the most cards at the end of the game wins. This can help students with spelling, listening, and pronunciation

Choral drilling

With a large group, choral drilling can work quite well. In its most basic form, choral drilling involves you giving an oral model of a word or phrase and the whole class repeating it.

Choral drilling can be quite a lot of fun, and it can make some bits of language more memorable. Just ask Li Yang, the founder of Crazy English - a method of learning English in China. He has classes of over twenty thousand (20,000 that's right!) and uses choral drilling as part of his method - getting his students to shout phrases out loud.

Use choral drilling to practice new words or phrases, especially phrases that will be useful in a future communicative activity. You can also do choral drilling for dialogues (first you say and they repeat, then you say one bit and they say the other, then they do it in two large groups) before asking students to practice it in pairs together.

Think, pair, share

Pairs and groups are good for production exercises unless you want students to do a writing activity, in which case you should consider having students work individually.

It is important that students work with one another because they can help each other while you are busy assisting different groups whereas individuals have only their knowledge to draw on and thus are less likely to notice their own mistakes. Just like with the practice activities above, be sure to have students present their material from this part of the lesson to the class.

This gives you the chance to deliver individualized feedback and allows students to hear some more examples. This is kind of late in the class for students to realize they have been practicing something incorrectly but it is better late than never and you can always encourage students to ask questions about anything they are uncertain about. Students are often hesitant to ask questions but by creating an open, friendly, and constructive learning environment, you will have gone a long way towards setting your students at ease

This is a technique we learned from large university lectures in North America. Put up on the board or project the words: THINK-PAIR-SHARE. Briefly explain the meaning:

- Think individually about your answer to the question.
- Pair with the person next to you.
- Share your thoughts, in English.

Then ask your first question and point to the word THINK. Ask them to think quietly about their answer. Then point to PAIR and let them turn to a partner. Then point to SHARE and gesture for them to share their answers - in English

Dictogloss

A wonderful technique that really lends itself well to large classes, especially when there is limited movement because of layout issues. Pick a short text. Ask your students to close their notebooks and put down their pens. Explain that you will read a text and you want them to listen carefully.

Read the text and then ask students to write down everything they can remember. Put students in pairs or small groups and ask them to share ideas and try and reconstruct the text. If you want you can read it out again, but make sure students aren't writing while you are dictating. You could also write up a series of questions on the board (these could be the comprehension questions) and tell students that the answers to the questions will help them reconstruct the text.

Using an anecdote

Choose an anecdote and tell your students you are going to read out a short story that happened to someone. You might want to take the opportunity to turn this into a prediction activity. You could read out a few lines and then ask students to talk in pairs or small groups and predict what happened next. Then continue the story and watch a few of your students to see who got it right - you'll easily be able to tell from their reaction.

You could also turn it into a vocabulary prediction activity. Read a part of the story and then stop. Ask students to write down the next word. Again, get them to compare with a partner before continuing with the story. Both of these ideas give students an extra reason to listen and will help them focus. Of course, as a follow-up you could ask students to work in small groups and share their own anecdotes around a certain topic.

Group leaders

With a class of 148 students, group-work is going to be very difficult. However, we have seen group-work used in large classes. One thing that helps is asking groups to assign a leader. So, in a class of 100 you might have twenty groups of 5 students. The group leaders can:

- report back on a speaking activity
- collect written work and hand it back to the teacher (or exchange with another group and do peer correction)
- be responsible for checking answers to an exercise (you prepare copies of the answers and give a copy to each group leader once they have finished doing the exercise)

If you and your students get into using groups, you may want to experiment with the following favourite techniques.

As many of you have experienced, the meaning of large varies around the globe and the reality is, English classes of 30-70 students is the norm in many parts of the world.

What is a large class and how best do you teach a class with 30+ ELLs (English Language Learners)?

First and foremost as I said above, large is in the eye of the beholder. To a teacher who normally has 7-15 students, a group of 25 students seems like a large number. Be prepared and know the number you are expected to teach. Institutes and public schools will have a good understanding of class size, so ask!

I believe that classroom management affects what happens in the classroom, both the input and the output! So let's get started on some general strategies.

Jigsaw texts

Another technique is to take a longer text and make 30 copies. You could use the material in the Reading Skills section. Cut the text into five sections (A-E). Put your students into groups of five and give each student within a group one section of the text. Each student reads their text and then summarizes the content for the other students.

Follow-up activities can include deciding on the correct order of the five sections and the standard comprehension question that would normally be done for the whole text. Of course, both these activities require the students within a group to work together and help each other.

Running Dictation

This activity is a favourite of many teachers but requires a little extra thought with large classes. After all, you can't really have 74 students running backwards and forwards! However, if you divide your class into groups of five or six, one student can be the messenger and must read a text that is posted on the wall of the classroom. They then run between the text and the other four or five students in their group. These students listen to the 'runner' and write the text. Each time the 'runner' goes back to the text to read the next piece the 'scribes' can compare what they have written and help each other. This means in a class of 148 there are thirty runners. This activity works best where the texts are no longer than a paragraph.

Here is a useful page about teaching large classes:

<https://www.englishclub.com/teaching-tips/teaching-large-classes.htm>

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<http://thetefluniversity.com> <http://thetesoluniversity.com>

Module 19 - Teaching with Limited Resources

When you teach abroad, you are likely to find yourself having to do without many familiar teaching materials. Art supplies, markers, textbooks, a photocopier, games and computers could all be in short supply for you and your students. But don't be discouraged-this is the perfect chance to let your creativity and resourcefulness shine through in the ESL classroom.

If you know that you are traveling to an area where schools are under-funded and in need of support, you can prepare in advance to be teaching with limited resources.

Find out about what is likely to be available and how limited the resources are, and bring some materials with you. Construction paper, crayons, a small ball, and speakers for your computer or ipod can all make a big difference in your class.

It is also a great idea to look into TEFL courses that have a module on teaching with limited resources. This can help you be even more prepared before you go.

During class, focus on games or activities that involve a lot of speaking.

Role playing, conversations, and drama activities can get your students speaking and learning with virtually no resources.

Write up a short script before class, or write a conversation on the board.

Allow students to substitute words or phrases, if they are able to.

Let your students be creative, and have fun.

When it's time for games, keep things simple-you can communicate a lot, and have a lot of fun, with simple games and ideas.

There are tons of fun games that you can play which require almost no materials at all.

Here are a few ideas:

Spelling Game: Say a vocabulary word and spell it. If you spell the word right, the first one to sit down is the winner. If you spell it wrong, the first one to raise his or her hand and spell it correctly is the winner. You can try this with sentences and grammar, too.

Spelling Race: You can have individuals come to the board and race to finish writing a word first. You can also play this game in teams, where each team member writes one letter, then hands the marker or chalk off to the next team member. They'll be writing fast, so make sure you include a rule that the word has to be legible to count!

Hot Potato: You'll need a ball and a timer. Students sit in a circle, and each one has to say one letter of a spelling word, or ask a question before passing the ball to the next student. When the time is up, whoever is holding the ball has to sing a song, do a dance, or something equally fun.

Bear-Ninja-Cowboy: A life-sized version of rock-paper-scissors! Teach your students actions for bear, ninja, and cowboy. Then teach them the rules: Bear eats Ninja, Ninja chops Cowboy, Cowboy shoots Bear. Students start off back-to-back, and take three steps as you and the rest of the class chant "Bear, Ninja, Cowboy, turn!" When they turn, each student does one of the actions. You can let the winner choose a spelling word for the loser to spell, or ask a question that the loser has to answer. Or you can just play and have some fun!

Two Truths and A Lie: Perfect for older kids who already have a good vocabulary and grasp of basic sentences. One student says or writes three sentences. They can be about anything, but two have to be true, and one has to be a complete lie. The other students then try to guess which one is a lie.

Here are some other ideas:

Starter level

Speech bubbles: speaking

- For lower-level students, choose a picture in their coursebook (or magazines - choose famous stars) that has several people in and have them think about what each person is saying.
- This could be as simple as What's your name? or How are you? but encourage students to be as creative as they can.
- Give them time to think of their ideas, then tell them to write what they think each person is saying in a speech bubble on the picture.
- Finally, put students into groups to practice the conversations they have made.

Pictionary: speaking

This is a good game to review vocabulary that students have covered in class, such as household objects,

animals, jobs, food, sports, etc.

- First, make a list of twelve or fifteen words that you want to review.
- Then draw a line down the middle of the board to split it into two sections.
- Divide the class into two teams and explain that one person from each team must come to the board and draw a word that you give them.
- Explain that the students in their team must correctly guess the word.
- When their teammates have correctly guessed the word, they should sit down and another person from their team should come to the board and draw the next word.
- Explain that they have to guess as many words as they can in the time available.
- The team with the most number of correct guesses at the end is the winner.
- Tell each team to elect one person to go first. Give them each a different word from your list to draw and begin the game!

Elementary level

Describe the picture: speaking

- Choose an interesting photograph or illustration from your course book and put students into pairs to describe what they can see. You might want students to concentrate on using a target structure you have recently covered. For example, an elementary class might review the present continuous by saying what each person in a picture is doing. She is sitting on a chair/He is speaking on the phone, etc.
- You could turn this into a game by putting students into groups of three or four and having one student ask a question (e.g. What is she doing?/Who is speaking on the phone? etc.) while the other students compete to be the first to answer. Students gets one point for each correct answer. The winner is the person at the end of the game with the most points.
- Alternatively, choose a picture that allows them to recycle the vocabulary they have covered in the class, such as clothes, adjectives appearance and character, etc. He looks shy, I think she's very intelligent.

Describe the picture: writing

- Tell students to find an interesting photograph or illustration in their coursebook and to write a few

sentences to describe what they can see.

- Monitor and provide help as necessary. When they finish, put students into small groups and tell them show their picture while they read aloud their sentences.
- You may wish to make this more challenging by telling students to include three factual errors. For example by writing The man is wearing a blue shirt when the shirt is actually white. As they read their sentences their partners must listen carefully to identify the three errors.
- Note: You might want to include useful language for describing a picture, such as In the foreground/background, on the left/right, in the middle, I think it may/might be...because..., etc.

Intermediate level

Story building: speaking

- Choose an interesting picture from the course-book that includes some people and put students into groups to talk about it.
- Tell them to choose one person in the picture and to think in detail about them; they should decide on the person's name, age, job, what they are saying or thinking, where they are going, why, who they are going to see, etc.
- Encourage students to build up as big a story as possible using the picture as a prompt.
- Explain they have to remember all the details as they cannot make notes.
- When students are ready, mix the groups and tell each student to say who they chose and then talk about the story they made up about them.

Vocabulary definitions: vocabulary

- Put students into pairs with one person in each pair facing away from the board so they cannot see what you are writing.
- Write on the board about ten words that you want to review from work previously done in class.
- Tell the students facing the board to choose a word and describe it to their partner.
- Give them a time limit and tell them to record how many words their partner can guess.
- When they finish, have students swap chairs and repeat the activity with a different list of words.

Grammar mime: grammar

You can review grammar structures such as the past simple and past continuous through simple mime, by making a story.

- Write Last night on the board and then mime to the class what you did (watched television, ate dinner, etc).
- Have the class call out what you did as you mime each action. When you finish, repeat the mime with students all calling out what you did. Then put students into groups to do the same.
- Encourage them to think up their own original stories and mime them to their classmates.

Vocabulary mime: vocabulary

You can use mime to review certain vocabulary sets, such as sport, jobs, character adjectives, etc.

- Begin by putting students into groups to make a list of as many words as they can connected to each vocabulary set you want to review.
- Have the group with the most words write their list on the board. Check spelling and add any additional words, then model the pronunciation and have the class repeat after you.
- Then choose one word from the board and mime it to the class. For example, pretend to play tennis, be a doctor, be miserable, etc.
- Encourage students to call out the word you are miming. Mime a few more as examples and then put students into groups to do the same.

Upper-intermediate level

Link the pictures: speaking

- Tell students to turn to a page in their course-books that has several pictures and to try to think of a situation to connect all the pictures.
- Tell them to build up a story with as much detail as they can. Then tell each group that they must prepare a role play of their story to the class.
- Give them time to decide their roles and what each of them says, then tell them to perform their role play.

Good for any level

How many ... can you find?

A good way to revise grammar is to choose a text from the course-book and tell students to count the number of times they can see a certain structure. For example, ask How many examples of the past simple can you find? or How many irregular verbs are there? You can also focus on word forms this way, by asking How many adjectives/adverbs are there? etc.

Spelling check

- Choose ten new words that students have recently covered from a unit in the course-book.
- Write them at random on the board.
- Give students one minute to memorize them, then erase the words from the board and tell students to write down every word they remember.
- Have volunteers come to the board and write the words. Then tell students to turn to the unit where you took the words from and to find each word and check the spelling themselves.
- Finally, practise pronunciation and review the meaning of each word.
- As a variation, rather than choose the words for this activity yourself you could tell the students to look through a unit and make a list of words themselves that they think are difficult to spell. When they finish, have them dictate their list to a partner.

Word jumble

- Choose ten words that you want to review and write them on the board but with the letters jumbled up. For example, jantosirlu (journalist), roeevrttx (extrovert), etc.
- Tell students to unscramble the words as quickly as they can. Then have them look through a unit they have completed and choose five words to jumble for their partner.

As long as you are prepared for the limited resources that you may find in the classroom, you can have plenty materials and ideas ready to go.

The most important resources that you need to create a fun and enriching environment are, after all, your own creativity and imagination!

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Module 20 - Teaching English to Young Learners

The Early-Learning Teacher's Tools

If children are to pick up English in a “natural way”, their early classroom experience should be essentially in English and language should ideally be “acquired” in a similar way to the bilingual child with the teacher taking a similar role to the bilingual parent.

This means learning the foreign language through the learning process itself in a communicative way.

At this stage, children are learning:

to communicate

to learn to live with others in harmony

to interact confidently

to know about the world and life

to respond to stimuli

to control their responses

to use their different forms of intelligence creatively

to love, to play and to work together in harmony

All these concepts and more are part of the child's learning experience and should also be part of the bilingual classroom. The foreign language “class” is an extension of the general early-learning setting, which can be achieved if the teacher has a reasonable command of a range of “linguistic tools”. For example:

- * A repertoire of nursery songs, rhymes and stories
- * Some knowledge of children's games and activities
- * Some knowledge of children's VIPs
- * “Teacherese” (typical teacher-pupil language routines)
- * Instructions for setting up activities and games
- * A repertoire of “running commentary”

This means the kind of language that can be used to lead the class in general and not specifically for activities, i.e. for filling time when children are carrying out an activity that is not necessarily oral or for “real-life” interaction. Exclamations, comments, expressions of approval or disapproval, question tag statements, talking about the weather, etc., are all kinds of running commentary.

- * Some knowledge of how children acquire language

To the above can be added some general “early-learning” tools to help the FL teacher to enable children to learn their second language through learning itself and through play, in what we could call a Young Learner Friendly environment. For example:

- * The experience of infant teacher colleagues

- * Access to the early-learning classroom, materials and equipment: toys, posters, pictures, books, P.E. and play apparatus, art materials, etc.

- * Knowledge of the early-learning curriculum in general and of associated activities: activities which link language with physical movement include action songs, rhymes and story-telling, role play and practical experiences, like cookery, games, drama, sport and excursions. Activities which encourage "receptive" language acquisition include listening/drawing, listening/creating, reading, writing, and "total immersion", i.e. their surroundings offer the opportunity to look at, hear and learn about printed language (posters, pictures, books, labels and classroom areas for the exclusive use of English), music and general conversation.

Finally, in the same way as the mother/father/grandparent figures form the focal point of the child’s out-of-school environment, the teacher(s) plays a similar role at school and is thus in an ideal position to foster the learning process. Your attitude and performance in the classroom can make or break! Learning can be aided by the following Young Learner Friendly skills:

- * Enable children to feel confident, loved and safe

- * Respect each child’s rate of learning, including silence

- * Avoid pressure, hurry and stress

- * Make language easy. Speak slowly and clearly, separate thought groups clearly, use intonation and stressing, use plenty of repetition, gestures, body-language, sensorial aids, demonstration of what you mean, etc.

- * Use “invisible” error correction. Answering for the child, repeating, rephrasing, etc.

- * Provide “comprehensible” input with a suitable ratio of known or familiar words, inferable words and new words.

- * Use language for authentic and interesting purposes to communicate with a “foreign” teddy, teacher, other children, to play, to solve problems, to talk about their world, etc.

All are essential if the child's experience of English is to be enjoyable, participative and productive. At the same time, these can help the teacher to keep the class mainly in English, to use correct pronunciation and intonation and to give the children basic building blocks of language with which to communicate. The

KEY to early FL learning is:

Knowledge: of language and linguistic culture - songs, rhymes, games, routines, social skills, etc - of how children acquire language and of the general curriculum in all areas;

Experience and Enthusiasm: of early-learning in general; your own, your colleagues' and your pupils'

Young Learner Friendly Environment: both physical - classroom and equipment - and affective - a teacher who brings confidence, affection, security, interest and enjoyment to learning and who respects each child's learning process and rhythm.

Early Learning Language Acquisition

The following points are characteristic of how small children learn language.

- * Assimilation and Reception: Young children understand much more than they say
- * Language blocks: Young children learn "chunks" of language not elements
- * Silence: Young children go through silent periods
- * Concepts: Young children learn concepts not word translations
- * Semantic fields: Young children learn through topics (e.g. the weather, the seaside, my house, etc.)
- * Intonation and Pronunciation: Young children enjoy the sound of language
- * Repetition: Young children enjoy hearing the same language. Young children enjoy copying the same language. Young children need to hear familiar language
- * Alliteration: Young children enjoy playing with sound
- * Song and rhyme: Young children learn through using their senses
- * Total Physical Response (TPR): Young children learn through movement-concept association
- * Play: Young children practice life through play
- * Motivation: Young children use language to achieve a purpose

* VIP dependence: Young children need affection and confidence very important people in their lives are family members, special toys like Teddy and you, their teacher.

What to expect and when

Remember: Do not demand of the "second language" child a response that would not be expected from a "mother tongue" child of a similar age.

The following stages have been adapted and abridged from "Communication, language and literacy", (QCA Qualifications and Curriculum Authority, 2000, Department for Education and Employment, UK). These are developmental features that have been observed to be usual at any moment during each stage but are not necessarily either sequential or compulsory. Children may miss out a stage or features, revisit or jump from one directly to another without passing through an intervening stage or features. However, it is a useful guide of what to expect.

Stage 1 - Around three years old

The child:

- * Will use isolated, familiar words especially those connected with people or objects which are important to them, e.g. hello, my pencil, my mum and/or gestures, eye contact and facial expression to communicate.
- * Will join in with repeated refrains, e.g. Run, run as fast as you can...; Someone's been eating my soup; Hello, Mrs. Dog, how are you today?, etc.
- * Will respond to simple instructions, e.g. come in, sit down, etc.
- * Will listen when in small groups or one to one.
- * Will use actions/limited words related to "now" and will accept running commentary from the teacher and understand some words used.
- * Will be able to identify different sounds and enjoy rhythmic activities, such as alliterative jingles e.g. bees buzz, five fat frogs, two tiny teddies or animal and street sounds, etc.
- * Will be able to listen to stories and join in with isolated words, in small groups.
- * Will be able to draw, paint and participate in hand/eye co-ordination activities, such as cutting with scissors, cooking, pouring, etc.

Stage 2 - Around four years old

The child:

- * Will use simple statements e.g. Child: "Man in car" Teacher: "Yes, that's right, the man is in the car. Very good, Pablo. The man is in the car and he's driving" and questions in affirmative form with rising intonation e.g. Child: "Man in car?" Teacher: "Yes, that's right, Mary, the man is in the car. What's he doing? Is he driving? Yes, he's driving a car" or Child: "Table red? " Teacher: "Yes, it is. It's red. The table's red" etc.
- * Will often link speech to gestures.
- * Will use intonation, rhythm and phrasing (word groups) to make meaning clear.
- * Will listen to stories with attention and take part in describing the main settings, characters and events.
- * Will recognize rhyme, alliteration and rhythm in the spoken word.
- * Will understand that words can be represented in print and begin to shape and recognize letters.
- * Will begin to use "possession" language, e.g. my doll, Pablo's car, and "receptive" vocabulary, i.e. words learnt previously but not yet spoken aloud by the child.

Stage 3 - Around five years old

The child:

- * Will begin to have enough self-confidence to speak to others.
- * Will begin to ask simple questions, usually with where/what, e.g. What's your name? What colour is this? Where's my book? etc.
- * Will talk in English in a group, but at the same time as other children rather than interacting.
- * Will use language to gain attention but actions to demonstrate or explain.
- * Will listen and note other children's answers and negotiate, e.g. Can I? Will you? I think..., etc.
- * Will extend vocabulary for grouping, sorting and sequence, e.g. first, last, next, before, after, all, most, some, each, every, etc

- * Begin to give explanations, e.g. because, too, very, etc.

Stage 4 - Around six years old

The child:

- * Will begin to use more complex time concepts to talk about yesterday, today and tomorrow
- * Will negotiate and interact with the teacher and classmates.
- * Will take turns.
- * Will enjoy spoken and written language and will respond to stories, songs, rhymes, jingles, chants, etc.
- * Will begin to relate the spoken word to the written word.
- * Will begin to use more complex constructions in statements and questions.
- * Will speak more clearly and audibly and use conventions such as hello, bye, please, thank you, etc.
- * Will give explanations, draw conclusions and make predictions.
- * Will name and sound the letters of the alphabet, identify initial and final sounds in words and write simple words.
- * Will read familiar words and simple sentences.
- * Answer questions of Where, Who, Whose, Why and How, e.g. Teacher: "Where's the duck?" Child: "in the pond", Teacher: "Who's this?" Boy/girl: "He's Aladdin, She's Jasmine", etc.

At around seven years old, children begin to show systemic awareness, begin to break down block language into separate constituents and begin to show a desire to understand exact equivalents in their mother tongue. Some structures are still used as blocks but language starts to be adapted for specific purposes. Whilst Total Physical Response, songs, stories and rhymes are still important, language is gradually used for more inter-communicative purposes such as problem-solving, elementary project work, tasks, etc. By around 11 years old, children are using language to acquire the language itself as well as cross-curricular knowledge. Systemic awareness is strong and information gap, task solving, creative activities and project work are now important parts of the FL learning process.

Ten hints for keeping the class in English

It's amazing how much time you can spend speaking in English if you try and that's just what your children need! Here are ten ideas to help you.

1. Know what specific topic you are going to do each day and prepare the language for it. The following are typical topics for early learners:

- 1) The weather
- 2) Parts of the body
- 3) Action and movement
- 4) Clothes
- 5) The family
- 6) The environment (city and country, local area, etc)
- 7) Colours
- 8) Places to visit (farm, zoo, seaside, school, fire station, shops, park, etc.)
- 9) Counting
- 10) Animals and animal noises
- 11) People and professions
- 12) Magical characters (witch, Goldilocks, princess, etc.)
- 13) Food and drink
- 14) Adjectives (size, shape, appearance)
- 15) Music and instruments
- 16) Games and toys
- 17) Location (prepositions, here/there, etc.)
- 18) Special occasions (Christmas, Easter, Birthday, etc)
- 19) The house (building, rooms, furniture, crockery and cutlery, surroundings, etc.)
- 20) The natural world (sun, moon, stars, sky, rainbow, ground, tree, flower, etc.)
- 21) The passage of time and change (seasons, times, days, months, ancestors, holidays, growing up, etc.)
- 22) Personal identification (girl/boy, you/I, you/me, your/my, this/that, a/the, names, introductions, etc.)

2. Keep "routine times" using the same language every day. Learn a set of expressions and phrases that

can be used in every session. The following are some ideas for routines.

- * Coming in, taking places and greeting
- * Taking the register and individual comments, by teacher or Teddy, e.g. Is María here? Oh yes, there you are. That's a nice sweater. Oooh it is cold today, Where's Ana today? etc.
- * Doing the weather, date, season and clock chart
- * Changing Teddy's clothes and/or a wall-chart child's clothes according to the weather
- * Watering the plants or looking after a pet
- * Getting out equipment
- * "How are you today, Teddy?" Circle Time
- * "Teddy asks the questions" Circle Time
- * "Let's count" wall chart time
- * "Let's play a game" time
- * "Let's sing" time
- * "Let's paint a picture" time
- * "Let's make" time
- * "Let's look at the world" time
- * "Let's chant" time
- * "Let's listen to the cassette" time
- * "Let's do a puzzle" time
- * "Let's tell a story" time
- * "Let's guess" time
- * Putting things away
- * Putting on coats
- * "Time to go (home)". Saying goodbye and leaving

3. Use Teddy or another mascot to encourage expression and to attract and keep attention.

4. Use stories, songs, rhymes and associated games and activities as a fundamental part of the session.

5. Dramatize the stories, songs, etc. with your voice, puppets and the children themselves.

6. Learn language associated to various festivals.

7. Don't use a song, story or rhyme once only. Turn it into a routine and use it many times throughout the course.

8. Use wall-charts, picture books and posters as routines.

9. Learn a series of expressions and ways of building your own expressions for behavioural purposes.

10. Learn ways of helping children to "bring out" language, such as:

- * giving options after a question, e.g. How big is it? Is it big or small

- * leaving a word open for children to say whilst gesturing. Yes, it's very (big), isn't it?

- * using a song that the children know as a "tell-it-yourself" story. To do this, stop speaking at parts that the children know well and let them "fill in" those parts themselves, e.g. "When Goldilocks goes to the (house) of the (bears), what do her (blue eyes) see? A (bear) that is (big) and a (bear that is small) and a (bear) that is (tiny) and (that is all) and she (counts) them (one, two, three).

- * telling stories with refrains.

- * letting children speak through puppets, teddies, etc.

- * using linguistic routines

Finally, if you build up your own personal repertoire of songs, rhymes, stories and associated activities, you will be able to make spontaneous use of these without having to depend on a CD or cassette!

Being able to say something, even just a song or rhyme, gives children confidence.

Linguistic Culture

Children's songs, rhymes, stories and games form an intrinsic part of linguistic culture and are important not only for the acquisition of schematic knowledge (language and notions that all members of the mother tongue share) but also because:

- *they provide a natural way of learning blocks of language.

- *they help you to keep the class in English.

- *they can be used to acquire certain skills.

- *they are essential for intonation.

However, linguistic culture also includes essential concepts such as behavioural norms and their associated language, social attitudes and so on.

Why sing and chant in class?

Firstly, because everybody remembers songs and rhymes learnt at school or learnt at any time during life. Music and rhythm produce a feeling of pleasure, which inspires us to learn in order to repeat. Any vocabulary or structures taught through a song will be remembered at a later stage and will help the older child to adapt and put into practice the knowledge accumulated.

Secondly, children's songs and nursery rhymes include many expressions, concepts and elements of collective memory, which eventually form part of a language.

Finally, and perhaps the most important reason, young children have an intrinsic interest in and will spontaneously take part in, sound, rhythm and music, thereby practicing pronunciation, stress and intonation, which are the equivalents in language of sound, rhythm and music. Song is the musical representation of a language, and can be used in the classroom together with rhymes, jingles, chants and story refrains to help children acquire and use the English "music" or intonation.

A few basic hints on intonation

These three very simple notions are easy to learn and apply and will make a huge difference to your intonation in the classroom.

1. The voice tends to go up when information is not finished and for YES/NO questions.
2. The voice tends to go down when information is finished and for WH-questions and the second part of option questions.
3. The voice tends to sound louder longer and higher on stressed words (usually main verbs, nouns, adverbs, adjectives, negative and final place auxiliaries and modals). In English songs, especially children's songs, the tune tends to show the same voice movements as the words, so the song itself can help children to reproduce intonation

Block language and structure assimilation through songs and rhymes

Look at this children's rhyme. Can you say what aspects of English a child can naturally assimilate with this rhyme? You will find some suggestions below.

Pussy Cat, Pussy Cat, where have you been? I've been to London to see the Queen.

Pussy Cat, Pussy Cat, what did you do there? I chased a little mouse under a chair.

Here are just a few suggestions:

- * Downward voice movement for WH-questions
- * Stressing and linking according to meaning and function
- * Use of where and what
- * Structure of questions
- * Difference between been and gone
- * Use of present perfect for completed actions without an established time
- * Relationship between time and place
- * Change of tense - present perfect to past simple - when place is determined
- * Contraction of I've
- * Adjective + noun
- * Use of determiners a and the
- * Function of to for movement and purpose
- * Preposition of place - under
- * Diminutive of cat

However, in the Early Learning environment, children not only assimilate linguistic aspects such as those suggested above. They are also learning about their world in general and incorporating other concepts into their store of knowledge, such as:

- * What a cat is
- * What a mouse is
- * The characteristic behaviour of cat and mouse
- * The concept of chasing and fleeing for survival
- * The spatial concept of under a chair

- * Size - big and small
- * Size in relation to space (i.e. fitting in/under)
- * Comparative size - a cat is bigger than a mouse, a cat is smaller than a child
- * Past time
- * Power relationships (cat v. mouse, queen, etc.)
- * Geographical notions and distance - other places exist outside the local environment
- * Forms of address - double use of name for respect and for attracting attention (typically found in children's stories and jokes - e.g. doctor, doctor; mummy, mummy, pussycat, pussy cat.

At the same time, if they play the game related to the rhyme, children are learning to learn, to control different kinds of movement, to take turns, to participate, etc. as described in the general Early Learning goals below. It is amazing how much a child can learn from such a little rhyme!

Learning across the curriculum - Black is Black!

Perhaps the hardest part for an experienced teacher just moving into Early Learning is to get used to teaching concepts rather than equivalents. When older Young Learners (6+) learn to give a very simple example, that "red" is the English word that corresponds to "rojo", they already have an understanding of the concept of "red" in their "knowledge of the world". However, the early learner is learning that "red" is "red", i.e. the name "red" and also what "red" is. We are teaching not only language, but also the world.

So, it makes sense to work hand in hand with the general curriculum teacher and to be aware of general early learning goals, whilst recognizing that these are a guideline on children's development, not something which each child is required to demonstrate! A lot will depend on personalities and it is important that children are treated as individuals.

Our resources, therefore, should ideally cover all areas and ultimate goals of the early learning stage, which might be very simply summed up as follows:

Creative development:

Exploring colour, texture, shape, form and space in 2 or 3 dimensions; using imagination in art and design, music, dance, imaginative play, role play and stories; exploring and using sound, rhythm, musical instruments and movement; responding in a variety of ways to what they see, hear, smell, touch and feel; communicating their ideas, thoughts and feelings by using a widening range of materials, suitable

tools, imaginative role play, movement, designing and making, and a variety of songs and musical instruments

Mathematical development:

Recognizing numerals, using number names in familiar contexts; counting objects reliably up to 3, 5 and 10; calculating, solving practical problems, relating addition to combining two groups of objects, relating subtraction to 'taking away'; comparing quantity, size and weight, talking about, recognizing and recreating simple patterns, describing the shape and size of solid and flat shapes; using everyday words to describe position

Physical development:

Gross motor skills - moving with control, coordination, confidence, imagination and safety in a range of ways, e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping, jumping off an object and landing, balancing, climbing equipment/steps and directions, e.g. backwards, sideways and forwards; using apparatus - pushing, pulling, sliding, swinging, touching, patting, throwing, kicking, catching, retrieving; fine motor skills - manipulating materials and objects, hand-eye coordination and one-handed activities, picking up, releasing, arranging, threading, posting, buttoning, fastening; sense of space - stopping and starting, adjusting speed or changing direction to avoid obstacles, negotiating space successfully when playing games, judging space, respecting others' personal space; health and body - understanding good health habits for eating, sleeping, exercising and hygiene, etc., knowing own body.

Knowledge and understanding of the world:

Showing an awareness of change, investigating objects and materials using all senses as appropriate, finding out about and identifying features of living things, objects and events observed; constructing objects using appropriate resources, tools and techniques; finding out about and identifying the uses of everyday technology and using information and communication technology and programmable toys to support their learning; gaining a sense of time and place - finding out about past and present events in their own lives, and in those of their families and other people they know observing and identifying features in their local environment and in the natural world

Personal, social and emotional development:

Being aware of home, school and community and learning to become independent, developing awareness of own needs, views and feelings and those of others, learning to respect other cultures, religions and beliefs; learning to show curiosity and initiative, concentration and self-control, self-confidence and self-esteem; working as part of a group or class, taking turns and sharing fairly; understanding the need for agreed values and codes of behavior, understanding what is right and wrong and why, considering the consequences of words and actions.

Crocodile Curriculum

Here is a very simple but extremely enjoyable rhyme for young children.

The crocodile game is self-explanatory, but remember that when the crocodile SNAPS with its arms and catches a monkey, that monkey becomes part of the crocodile, making a “train” behind the “head” until all the monkeys are eaten. We have shown how the rhyme links across the curriculum and included some other activities (see below) apart from the game itself, although we are sure you can think of many more!

Three/Five little monkeys - Age 3+

(Three) Five little monkeys sit in a tree. Along comes a crocodile very quietly “Hey, Mr Crocodile, you can’t catch me!” SNAP

Knowledge and understanding of the world

- * Concept of crocodile, characteristic, habitat, food, etc.
- * Concept of monkey, characteristic, habitat, food, etc.

Creative development

- * Exploring sound and rhythm (fast and slow).
- * Learning a rhyme.
- * Drama. Acting out the song.
- * Exploring colour and shape.
- * Making masks.
- * Making puppets.

Physical development - fine motor skills

- * Tracing a zigzag crocodile shape (head and teeth). Tracing rounded monkey shapes. Colouring. Cutting out. Making hand and finger puppets. (See below).
- * Using finger puppets to dramatize the rhyme.
- * Using yogurt pot crocodiles to catch monkeys. (See below).

Physical development - gross motor skills

- * Moving slowly and quietly.
- * Catching.
- * Making a crocodile train to cross the room.

Mathematical Development

- * Number recognition, addition + subtraction.
- * Position.

Personal, social and emotional development

- * Learning to take turns (to be the crocodile or monkeys).
- * Learning to work together (to form the crocodile and move together to catch the monkeys).
- * Learning that eating makes you grow.
- * Considering the consequences of words and actions (taunting produces a reaction).

Language development

- * Reciting a rhyme
- * Stress, rhythm and linking
- * Sound clusters - thr, tr, cr, kw, sn
- * Title of respect - Mr
- * Singular (crocodile comes) and plural (monkeys sit)
- * Subject-verb inversion after adverb of direction

- * Adverb of manner ending “ly”
- * Number + adjective + noun group - three little monkeys
- * Modal - can’t
- * Hey - attracting attention
- * Block language - you can’t catch me
- * Speech act - SNAP

Mr Crocodile Activities

1. Mr Crocodile Game

3, 5 or 10 children, according to age, are monkeys. 1 child is Mr Crocodile. All children chant and dramatise the rhyme. Mr Crocodile comes along very quietly (lower voice to loud whisper level for this line) with arms stretched in a scissor movement. Monkeys only sing the taunting line. Mr Crocodile snaps arms round a monkey and takes the monkey away. That monkey makes a train holding the first child by the shoulders or waist and Mr Crocodile is now a bit longer. The chant is repeated until all the monkeys have been “eaten” and Mr Crocodile is very big.

2. “Catching Monkeys” game.

- a) Use yoghurt cartons or plastic cups.
- b) Draw a crocodile, paint it green and stick it on the bottom of the carton/cup.
- c) Draw circles (3 or 5) on a sheet of A4 paper using the rim of the carton/cup.
- d) Draw, cut out and stick monkeys in the circles.
- e) Teacher calls a number and children must catch the right number of monkeys.
- f) Alternatively, children throw a dice and catch the right number of monkeys.

3. Finger puppets.

- a) Make a large poster of a crocodile and a tree with several branches.
- b) Stick 5 pieces of Velcro in the crocodile's tummy and 5 on different branches of the tree.
- c) Draw, color and cut out 5 monkeys (small enough to fit into the crocodile's tummy) and stick a piece of Velcro on the back of each monkey.
- d) Stick the monkeys on the poster using the Velcro. If 4 are in the tree, 1 is in the crocodile's tummy, etc.

5. The Crocodile's Tummy Puzzle Sheet 1

- a) Draw five crocodiles.
- b) Draw a tree with 5 branches and a large number (1-5) on each branch.
- c) Draw a number of monkeys in each crocodile's tummy.
- d) Children join each crocodile to the correct number in the tree according to the number of monkeys in its tummy.

6. The Crocodile's Tummy Puzzle Sheet 2

- a) Draw a series of five crocodile-tree images.
- b) Draw a number of monkeys in the crocodile's tummy for each image.
- c) Children complete the images by drawing the number of monkeys left in the tree.

Visit **The TEFL University** or **The TESOL University** for a Range of Great Courses:

<http://thetefluniversity.com> <http://thetesoluniversity.com>

Demonstration Lessons

Some employers will ask you to perform a demonstration lesson as part of the interview process. While an uncomfortable proposition, often with 'fake' students, this is not something to be feared. In fact, it is a chance to show off what you know.

Schools are not necessarily looking for a perfect teacher as much as they are looking for someone who is friendly, outgoing, smiles and is able to structure a decent lesson.

When you are requested to give a demonstration lesson, ask for whom the lesson is intended, their skill level, the intended target language or topic and the length of the time of the lesson. Often you will be allowed, within reasonable boundaries, to determine most of these things.

Once you know who, what and how long you are to teach, design a simple lesson plan for that lesson. Be sure to take two copies of it (with any handouts attached) to the demonstration lesson, one for you, one for the interviewers.

Follow your lesson plan carefully, make sure your board-work looks sharp, be sure to minimize teacher talk time, put on a big smile, dress appropriately and most likely, the job will be yours. You may teach the full lesson but many times the interviewers will see that you know what you are doing and will tell you to stop within ten or fifteen minutes.

Practice your lesson repeatedly before going to the demonstration lesson and you should do just fine.

Another use web page about demo lessons can be found here:

<http://teflbootcamp.com/tefl-skills/tefl-demonstration-lessons/>

A good nine-minute video about demonstration lessons is here:

Preparing for a demonstration lesson at interview

The demonstration lesson is becoming an accepted part of the application process for teachers. But it's shorter than the average lesson at usually just twenty minutes. Education consultant Sara Bubb joins the

NQT Induction Programme in Lambeth where she talks to three teachers about their concerns and experiences. There's planning; not knowing the children or their names; or how well the children will cope with a different teacher. Sara offers tips on making the lesson stand out ? for all the right reasons.

<http://teflbootcamp.com/tefl-skills/tefl-demonstration-lessons/>

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<http://thetefluniversity.com> <http://thetesoluniversity.com>

Teacher Resources

Internet Resources for Learning More and about Life Abroad

<http://www.englishbanana.com>

Amazing Site. Teach with magic tricks on videos

<http://www.teachbymagic.com>

Great resource for lesson plans

<http://www.lessonplans.com>

Lessons, Worksheets, Fun Games, Tutorials, Powerpoint, Flashcards

<http://english-4kids.com>

Top educator sites ranked by popularity

<http://www.sitesforteachers.com>

Characterization Lesson Plans

<http://www.characterization.ca>

Free Printables For Teachers, Math Worksheets, Coloring Pages, Clipart, Lessons, Stories, Games and more

<http://www.resources-teachers.com>

Lots of amazing stuff here!

http://www.dmoz.org/Kids_and_Teens/School_Time/English/

Learning Games

http://www.dmoz.org/Kids_and_Teens/School_Time/Learning_Games/

ABC Teach: Includes dozens of free printable activities, research and report help, project and writing ideas, and diorama themes to print

<http://www.abcteach.com>

Apples4theteacher.com: Features games and fun activities in art, music, foreign languages, English, math, science, and social studies. For students from kindergarten to the 6th grade

<http://www.apples4theteacher.com>

BBC - Learning Schools: Learning resources for kids at home and at school. Find activities and games

<http://www.bbc.co.uk/schools/>

Classroom Clipart: Provides educational clipart to be used on projects and reports. Clipart categories include countries, dinosaurs, animals, space, and weather

<http://classroomclipart.com>

EZSchool: Interactive tutorials, printable worksheets, and games

<http://www.ezschool.com>

Education Place: Free games, activities, and resources for students studying math, reading, social studies and science

<http://www.eduplace.com/kids/>

Enchanted Learning: Site for K-3rd grade students includes both online and printable activities for all subject areas

<http://www.enchantedlearning.com/Home.html>

Time for Time: Features interactive games, quizzes, animated time zones, class clock and the history of telling time. Includes lesson plans and create-your own worksheets for teachers

<http://www.time-for-time.com>

Priceless Teaching Strategies provides hundreds of teaching strategies for elementary school teachers on topics such as classroom management, student motivation, classroom games and much more.

<http://www.priceless-teaching-strategies.com>

An educational website where primary teachers will find FREE materials to supplement their drug prevention curriculum.

<http://www.firstgradeplus.com>

Just point and click, fill in the blanks, choose a picture and you will have a professional, colorful teacher website.

<http://www.teacherwebsite.com>

Google for Teachers!

<http://www.allteacherwebsites.com>

Lots of teachers sites to browse through here!

More Links to help you!

<http://teacherfaves.gotop100.com/index.php>

http://www.eslmonkeys.com/teacher/books/free_esl_book.php

<http://www.usingenglish.com/teachers/>

<http://mastersinesl.com/2012/40-best-sites-for-esl-study-materials-textbooks-and-software/>

<http://esl4free.blogspot.com>

<http://www.eslpdf.com>

<http://www.ielanguages.com/lessonplan.html>

<http://www.anglomaniacy.pl/resources4.htm>

<http://www.eslsite.com>

<http://www.stickyball.net>

<http://www.elcivics.com>

<http://www.englishbaby.com>

<http://www.ego4u.com>

Grammar and Vocabulary

1. English Language Centre Study Zone

This site, from the University of Victoria, has clear, concise grammar lessons. Readings come with interactive comprehension questions and tasks.

<http://web2.uvcs.uvic.ca/elc/studyzone>

2. English Grammar in Use

If you ask me, Raymond Murphy's grammar texts for ESL learners are damn near perfect; they have clear explanations, lots of practice exercises, and are thorough. I've been hoarding his books for years, and I was thrilled to find one online, accessible for free.

<http://englishgrammarinuse.net>

3. John Flemings ESL Grammar Help

I wouldn't send my ESL students to this page, but it's a great refresher for native English speakers who are a bit rusty on their grammar rules and terminology. It includes the simple stuff (subjects, prepositions) all the way to the toughies (modal auxiliaries, adjective clauses).

[http://faculty.deanza.fhda.edu/flemingjohn/stories/storyReader\\$14](http://faculty.deanza.fhda.edu/flemingjohn/stories/storyReader$14)

4. ESL Blues

A thorough resource with interactive Q&As on tons of grammar-based topics. The flash animations are simple but pretty cute.

<http://ww2.college-em.qc.ca/prof/epritchard/>

5. Label Me!

This resource of printable worksheets is great for teaching new vocabulary. It has images for students to label and, if they're feeling creative, to expand on ("now draw a mirror on the bedroom wall... now draw a cat under the table.") These handouts would suit a range of levels, and the site has a hefty selection of

holiday-themed worksheets.

<http://www.enchantedlearning.com/label/simple.shtml>

Speaking and Listening

6. Ello

This site is a great resource for audio clips, categorized by topic, level, and speakers' accents. I dig this site for providing a great mix of accents. It's not just native speakers chatting; you won't find any cheesy dialogues like "Angus and Jeremy compare Scottish and American holidays!" Instead, the dialogues have accented English from a mix of native and non-native speakers. This is a smart practice in my books, as in many situations English functions as the lingua franca of the world.

<http://www.ello.org/english/>

7. TEFL Tunes

This is a bank of song-based lessons, with an easy browser where teachers can search by level, theme, artist or grammatical point. Using "If You Don't Know Me by Now" to teach the first conditional? Cool. These activities are a great way to frame song-listening activities around lessons, as opposed to just playing music in class for the sake of it.

<http://www.tefltunes.com/grammarsongs.aspx>

8. Musical English Lessons

This site is a bit jumbled format-wise, but it offers scores of free worksheets with ready-made lyric gap-fills. There's a long list of artists, and each lyric sheet has tips on how to use the song in class. I'm keen to try, "Do You Want to Know a Secret?" for reported speech or maybe even "Whenever, Wherever" to practice gerunds and infinitives.

<http://www.musicalenglishlessons.org/music-index.htm>

9. English Club

English Club's talking point worksheets are mini lessons with a huge range of subjects. There are topics like biofuel and kidnapping for your more serious lessons, and topics such as shopping for lighter discussions. Each lesson includes a bit of vocabulary and a dense list of discussion questions related to the topic.

http://www.englishclub.com/esl-lesson-plans/worksheets_tp.htm

10. Randalls ESL Cyber Listening Lab

This is the biggest bank of ESL listening activities that I've found so far; Randall's is a great resource. The sound clips have pre and post-listening exercises, and comprehension questions too. Most of the content would suit low-to-high intermediate students, but there are some resources for beginners and advanced learners too.

<http://www.esl-lab.com/>

11. Takakos Great Adventure

This site hosts one of my favorite listening-based lessons: a 10-part story of a Japanese girl's adventure in Canada when a man claiming to be her pen pal's uncle meets her at the airport. Mysterious! Each installment has vocabulary and comprehension questions. You could plan a semester's worth of tasks based on Takako's story. The narrations are lengthy and best-suited for high-level learners.

<http://international.ouc.bc.ca/takako/index.html>

Reading and Writing

12. Tall Tales

This bank of "did they really happen?" stories has a good selection of offbeat reads about topics like animal heroism and dumb burglars. The content reminds me of Reader's Digest; it's nothing groundbreaking, but the mass appeal is great for structuring classroom activities. Some stories have a good deal of supplementary exercises for students.

<http://strangenewsstories.eslreading.org/home/sitemap.html>

13. Academic English Cafe

This is a good source for creative writing prompts. As the name suggests, this material is better for high-school or older, as the topics get abstract. It's high-level but good stuff.

<http://academicenglishcafe.com>

Lesson Plans

15. The Internet TESL Journal

The journal offers a hefty collection of lesson plans categorized by target skill (reading, culture, icebreakers). Plans are submitted by site users, so they vary a fair bit in terms of content and structure. Still, there are great materials here. The site hosts many abstract lesson topics (modern art, manners) that would suit secondary students and adults learners.

<http://iteslj.org/Lessons/>

16. Waygook.org

Here, you'll find lengthy message boards with lesson plans, PowerPoints, and dialogues about language and teaching. The site has a lively forum, focused on working in Korea; public school textbooks are heavily referenced. Still, there are good teaching resources for anyone. Free registration is required to gain access to links and files.

<http://www.waygook.org/>

17. Using English

This site has a long list of pdf lesson plans for different levels. This is one of the few sites with test prep materials which are crucial for English language learners looking to study abroad. You'll find IELTS prep lessons and reading exercises based on the Cambridge ESOL. Using English also has printable online quizzes on a mix of grammar-based and general topics.

<http://www.usingenglish.com>

18. ESL Galaxy

Here is a bank of (wait for it...) over two thousand printable worksheets, mostly for beginner and intermediate students. The materials include games and puzzles, holiday exercises and readings with comprehension activities. There are also free PowerPoint presentations that are mostly suited for young learners.

<http://www.esl-galaxy.com>

19. TEFL.net

My favorite tool here is the simple "worksheet generator" for ESL teachers who need to prep an exercise in a hurry. The site is also one of the biggest resources for lesson plans, ready-made worksheets, reading exercises and games. The site's "English Planner" section has a fun selection of daily class warm-ups too, such as slang of the day and cartoon of the day. In addition, you'll find a good library of articles on teaching tips and ESL methodology.

<http://www.tefl.net>

Games

20. A Game a Day

If you have a computer in your classroom, this site has a calendar's worth of small games for those last five minutes of class. Most of the upper level games are vocabulary-related. The general review section is a big hit with my higher level students.

<http://www.agameaday.com>

21. Super Simple Songs

I absolutely love these songs and their simple, bouncy videos. The lyrics seem basic, but they're always a huge hit with younger learners. Play a video in class and your students will be mesmerized, good for classes that tend to get unruly.

<http://www.supersimplesongs.com>

22. Comic Creator

If your students enjoy creative activities, the comic creator is a great way to structure and illustrate the stories they write. They can design each panel with backgrounds, characters, and speech bubbles. It's very fun; you can try it with adult students too.

<http://www.readwritethink.org/files/resources/interactives/comic/index.html>

23. Armored Penguin

This site makes word searches, crossword puzzles, and word jumbles. It's very easy to use and has ready-made puzzles that change daily. It's also a source of classroom conversation starters, like optical illusions and funny quotes.

<http://www.armoredpenguin.com>

24. Lanternfish/Bogglesworld

Here you'll find a collection of ready-to-print flashcards, worksheets and puzzles: a great resource for kids. A lot of material is centered around Western holidays, so come to this site first if you're planning a Halloween lesson.

<http://bogglesworldesl.com>

25. Puzzlemaker

The mother of all puzzle-makers, Puzzlemaker has the standard crosswords and word searches, plus cryptograms, letter phrases, and all sorts of puzzles I haven't seen since leafing through my Nana's Large-Print Super Stumpers. My students in South Korea can't get enough of the puzzles.

<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=10458696&CFTOKEN=32289894>

Adult Learning Materials

26. BBC Learning English

This is one mega-resource. It hosts grammar, quizzes, lesson plans based on current events and a deliciously British animated series called "The Flatmates" for English learners. It's a great site if you teach adult ESL classes, as it has sections for teaching business English and lessons framed around practical life skills like renting an apartment and riding the subway.

<http://www.bbc.co.uk/worldservice/learningenglish/>

27. Breaking News English

Here, you'll find whole lesson plans with vocabulary, discussion questions and more on current event news articles. It's all for intermediate/high-intermediate learners, but text can be edited and simplified for lower levels. Great material for adults/teens.

<http://www.breakingnewsenglish.com>

28. Business English Materials

These are quite literally English lessons about businesses. A partner site of Breaking News English, it has lesson plans about dozens of different successful companies from Apple to Zara. Lessons include readings, games, comprehension activities and quizzes.

<http://www.businessenglishmaterials.com/>

29. Postscript

Linguarama's Postscript magazine offers mini-lessons and worksheets. Look under "Themes" for lessons categorized under very precise headings like management, banking, and marketing. It's straightforward stuff, best for ESL classes that are intermediate and higher.

<http://www.linguarama.com/ps/index.htm>

30. Adult Education ESL Teachers Guide

The lesson plans on this university-based site don't have many bells and whistles; they're straightforward lessons that would be perfect for newcomers to an English-speaking country. The best resource on the site is the section for teaching non-literate adults, a rare and invaluable resource

<http://humanities.byu.edu/elc/Teacher/TeacherGuideMain.html>

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<http://thetefluniversity.com> <http://thetesoluniversity.com>