

How to teach English...in English

TESOL Techniques

¿Listos? Y ya...

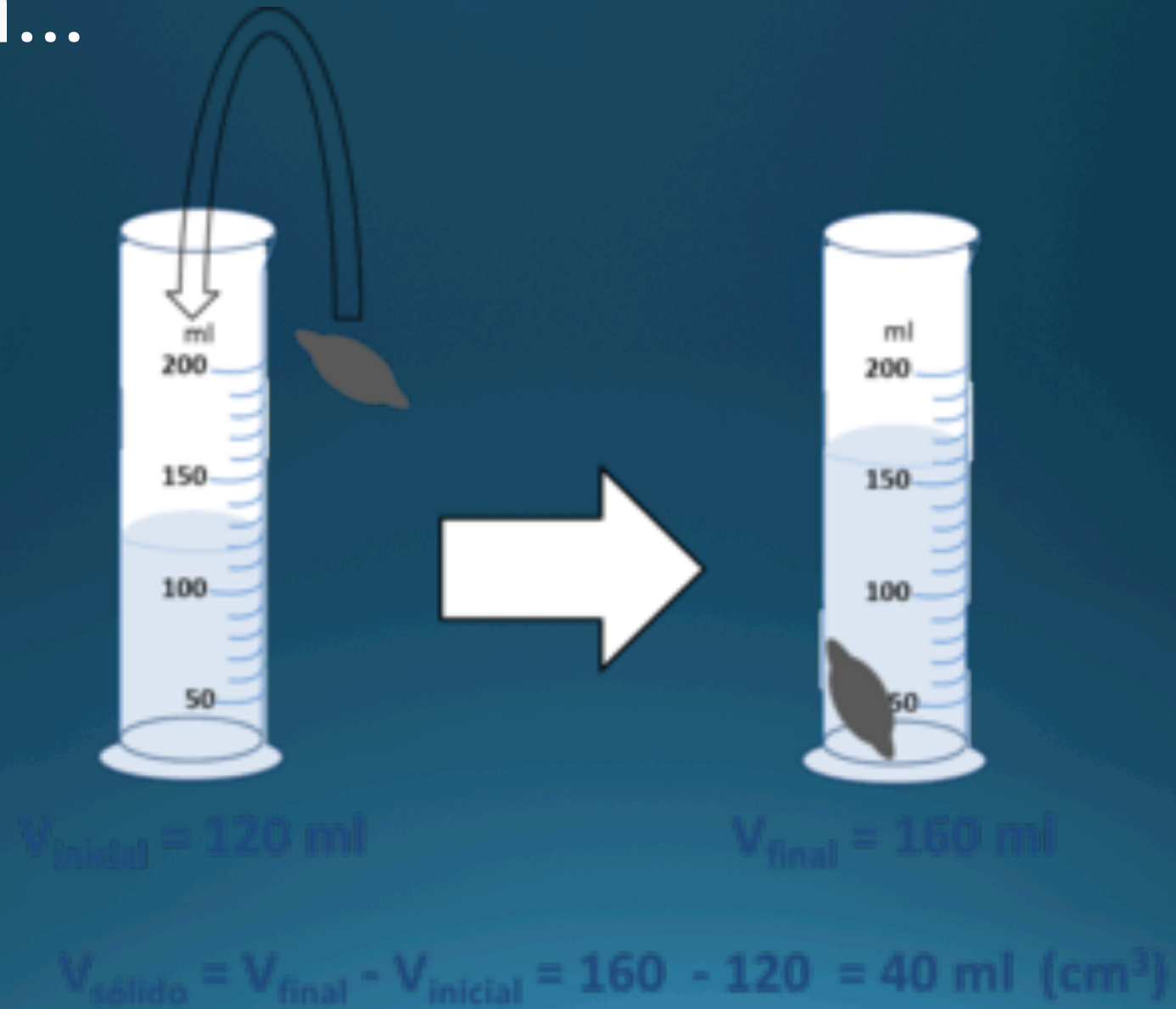
Write down your answers to these questions

- How did you feel?
- What was the topic of the lecture?
- What, if anything, did you understand?
- How did the presenter make you feel?

Una vez mas...

- P. 102
- Tema: ¿Que es 'densidad'?
- Tema anterior: Volumen

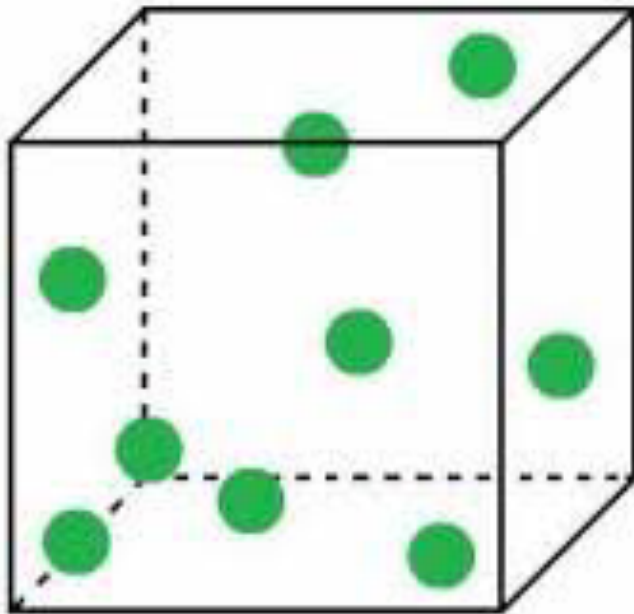
Recuerda...



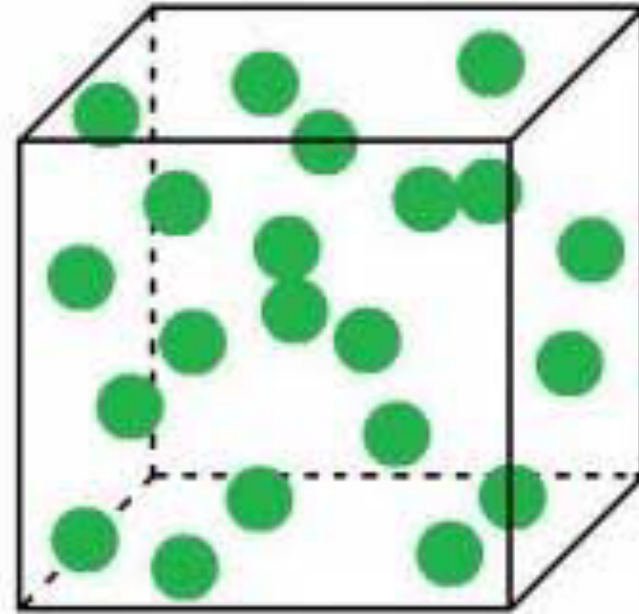
...pero...

¿Por qué?

A



B



Discuss your answers to these questions...again...

- How did you feel?
- What was the topic of the lecture?
- What, if anything, did you understand?
- How did the presenter make you feel?

TESOL

- Teaching English to Students of Other Languages
- Language acquisition is difficult, nerve wracking, and time consuming.
- The main focus of language acquisition is to have students be able to speak, read, write, and listen in the language.
- There are two types of language:
 - BICS – Basic Interpersonal Communication Skills
 - CALPS – Cognitive Academic Language Proficiency

Our Goals and Challenges

Goals

- We want students to be able to speak, listen, read and write
- Students should be able to hold a short, simple conversation in English
- Have students learn English that will be helpful

Challenges

- Learning language is scary
- English is a difficult language!
- There are not many chances to practice in Japan

First, a bit of theory...

BICS and CALPS

BICS

- Communication skills
- The most easily learned
- Usually takes between 6 months and 2 years of *continuous use* before proficient
- Usually the kind of language we teach

CALPS

- Academic language (science, mathematics, etc)
- Takes longer to learn (usually at least 5 years)
- *Can* be easier to learn by making academic connections
- Not usually the kind of language we teach

Learning Language

- We all *think* in our native language
- The temptation is to translate everything...but that is not usually the way we learn a language initially.
- Language is usually a symbol of something else, for example:

What do you think of when you see this picture?



- Did you think...
- Apple
- 林檎
- Manzana(?)
- All of these words share this same meaning.
- Translation adds another step, requiring a student to think of the word in Japanese, then change the word to English.
- Vocabulary acquisition goes faster if visual representations

What this means for Vocabulary

- Students will tend to think in their native language, so if you do brainstorming, let them write in Japanese.
- Try, where possible, to use representations rather than translations.
- Ideally, students should be learning to associate a word with what the word represents rather than another word

Least Restrictive Environment (LRE)

- Learning a new language can be scary. While stress can help with learning, fear tends to have the opposite effect
- Students should feel pressure to learn, but should not feel frightened.
 - Corrections – Make corrections relative to the point you are teaching. Give students time to finish the sentence before correcting them
- Make activities engaging! Lectures are good for information, activities are good for practice.
- Use student interests! For writing or speaking, let students choose a topic that interests them

Planning LRE

- Speak slowly! Nothing is worse for a language learner than feeling like they only caught every few words.
- Don't put undue pressure on students
- **Plan extra time**. This is especially important with student response. Remember: they are usually figuring out your instructions, working out a response, then trying to put that response into another language.
- Tell students what is expected of them. If possible, do a point by point breakdown of scoring (i.e. spelling is worth X points) so students know where you want them to focus

Realia

- A personal favorite
- Use a physical object to teach certain vocabulary. Be inventive! You can use one object to teach a variety of points.
- Let students see and touch the object.
- Use it to make some abstract concepts more real! This is an excellent way to teach students vocabulary.

Scaffolding Instruction

- This means drawing on prior knowledge to help students learn.
- It helps to make lessons related to what you taught before. This is critical if you want to teach a theme for conversation.
- Not only useful for English lessons! If students are learning something in another class, you can use it in your English class!
- Part of my demonstration was this: everyone here (should) know what density is.

Use of Visual Representations

- Useful for vocabulary
- How do you teach grammar this way? Use real examples.
- For example:
 - Superlatives – Find the tallest person in the class, find the youngest person in the class, etc
 - Comparison – Sean is (taller/shorter) than Kaito.
 - Use of indirect object – I threw Suzuki the ball. I did not throw Suzuki, I threw the ball.
- Use students in demonstrations if possible

Games

- Games and activities are a great way to get students to learn
- Make sure that games have an academic purpose: don't just play them for the sake of playing them
- These are a great way to trick students into learning and demonstrating knowledge

Let's practice a bit...

- Work with people near you. Try to create a short activity using what you've learned
- Have an objective for reading, listening, speaking and writing.
- Use an actual objective if you can!

¿Preguntas?