

ESL Instruction and Lesson Planning

Alysan Croydon, Seattle Goodwill April 2, 2016

Agenda

Intro and overview
Warm up
Language lesson and debrief
Transferrable teaching techniques:
 Visuals
 Question hierarchy
 Grids
 TPR
 Dialogues and Role-plays
Determining the needs of your students
Developing a curriculum
Lesson Planning
Lesson plan structure
Lesson Planning practice
Tips for communicating with ELL's
Resources

ADULT LEARNERS NEED:

Relationship- Create a comfortable learning environment so that your student(s) interact with each other and with you

Relevance- The content of classes needs to be linked to the adult's real-life needs and interests. If not immediately obvious, then help make that connection for students.

Rigor- Adult learners need to see and know that they are learning and their time is used efficiently.

Curriculum (content of lessons) should be:

- Flexible and responsive to the needs and goals of the students
- Reviewed and recycled over time
- A balance of new material and practice
- Balance skills of learning to understand, speak, read and write

Learning activities should:

- Require students to produce language in a variety of ways
- Have a concrete hook
- Be connected to a real purpose
- Build from what is already known to new material
- Be demonstrated
- Be used more than once
- Challenge the student to stretch but not too much

Arabic Lesson Debrief (take notes)

Helped

Didn't help

Other Principles for Language Teaching

TECHNIQUES AND ACTIVITIES

ESL Question Hierarchy

The following structures for asking questions are arranged from easiest to most difficult in the range of language required to answer them.

1. Yes/No Questions

Do you live in Seattle?

Is this your son?

2. Either/Or Questions

Do you live in Seattle or Tacoma?

Is this yours or your daughter

3. Wh and H Questions

What is your name?

When is your birthday?

Where do you live?

How many children do you have?

4. Inference/ open-ended questions

Tell me about...

What do you think ?

Grids

Procedure

- ◆ Introduce the topic or vocabulary set. Use pictures, a dialogue, TPR, discussion, etc.
- ◆ Elicit or put the pictorial information on the grid.
- ◆ Model the new language. Grids most naturally lend themselves to questions/answer format, but statements also work well.

Do you like pizza?

Do you like tea?

Do you like ice cream?

Do you like crab?

- ◆ Mark the student's answers on the grid.
- ◆ Repeat for the next student.
- ◆ Whenever students are ready, they can take over the role of the questioner. Grids can also be handed out for students to complete in groups or as individual surveys, rotating the role of asking questions.

Do you like tea?

Do you like ice cream?

Do you like crab?

- ◆ Mark the student's answers on the grid.
- ◆ Repeat for the next student.
- ◆ Whenever students are ready, they can take over the role of the questioner. Grids can also be handed out for students to complete in groups or as individual surveys, rotating the role of asking questions.

■ Line-up

If students need more practice with the target language in order to complete the grid, set up a line-up. Have students line up facing each other. Have students ask each other the questions. Move a student on one side of the line from one end of the line to the other. Students shuffle one partner to the right, facing a new partner. Repeat the process until everyone in the line has paired with everyone on the other side.

Once the information on the grid has been elicited, recorded, modeled, and practiced in this way, pick and choose from these optional practice and literacy activities:

■ True / False

Make statements about the information on the grid. *Mohamed likes pizza.* Point to the squares on the grid as you do so. Have students identify it as *true / false or right / wrong*. Repeat a number of times.

■ Point to squares silently and have students produce appropriate statements.

■ Practice various types of questions and answers:

Yes/no questions

Do you like pizza?

Does your daughter like pizza?

Either/or questions

Does Hawa like pizza or ice cream?

Who likes ice cream? Hawa or Mohamed?

“WH” questions

What does Mohamed like?

Who likes ice cream?

- **Students count, add, compare, contrast, analyze, summarize, generalize, or speculate about the information on the grid.**

What do most people in your family like?

How many people like crab?

Do many Somali students like coffee?

- **Learn words and phrases to make connections.**

*I like pizza, but my daughter doesn't.
Mohamed likes tea and coffee.*

- **The grid works as a great context to introduce new vocabulary and structures.**

Everybody / nobody

Nobody likes tea and coffee.

Conjunctions

Hawa hates red but loves blue.

Negatives

My husband doesn't like rain.

Third person statements

She likes tea and crab.

- **Discuss the information in a general way.**

How often did you eat it?

Where did you get it?

How did you cook it?

Did you eat it in _____ (country)?

- **Ask anything that the students can understand in this context that helps to extend the practice.**

TPR or Do what I say

- TUTOR DEMONSTRATES AND GIVES COMMANDS.
 - Students watch and listen.
- TUTOR AND STUDENTS DO ACTIONS TOGETHER.
 - Tutor gives commands, students listen.
- STUDENTS DO ACTIONS.
 - Tutor observes and gives commands.
- STUDENTS DO ACTIONS.
 - Tutor gives commands, mixing up the order and recombining.

- STUDENTS GIVE COMMANDS TO TUTOR OR EACH OTHER.

Dialogues and Role-plays

When students have needs to communicate in specific situations, dialogues and role-plays are a natural way to practice speaking in a context for a specific purpose.

Dialogues

Dialogues are scripted conversations that respond to a clear purpose your students have for communicating. Your students may have told you that they want to interact at the post-office, call –in sick or speak to their doctor. They may consist of a few lines:

Hi, How are you?

Fine, thanks

or they may involve several exchanges:

Customer service: May I help you?

You: I need to return this shirt

Customer service: Is this exchange or refund?

You: Excuse me?

Customer service: Do you want to change it for another one or do you want your money back?

You: I want my money back

Procedure:

- Set the scene. Use pictures or drawings. Make it clear who is talking, where and about what.
- Model the dialogue. Play both parts or recruit someone to help
- Check Comprehension. What did they say? Why are they talking, etc?
- Model again if necessary
- Teach the students' speaking part line by line. Drill for pronunciation and accuracy
- Practice the dialogue with the teacher
- Students practice in pairs

Students may want a written copy of the dialogue if they read well. However, dialogues should be practiced and memorized not read. If students want to see the written form for security, ensure that they also practice without the script. An alternative is to write the dialogue on the board to begin with but erase whole lines and words as students become more accurate.

Role-plays

Role-plays are open-ended as students use any language at their disposal to meet the goal of the role-play.

Students read about their role and problem on a role-card. There is no script. A role-play may include several people in a conversation. They are effective activities to teach some of the

cultural rules of communication such as making eye contact and using a tone and volume appropriate to a given situation.

Example:

Look at the job announcement. Think of questions you want to ask about this job.

Ask the person at the front desk your questions

Procedure

- Set the scene. Include students world and personal experience
Has anyone looked for a job/ What happened? What did you do?
- Perform role-play. Teacher circulates and takes notes of good and bad responses
- Provide feedback on errors and communication style from your notes

Role-plays make a good assessment. See if students are able to produce the appropriate vocabulary and structures you have already practiced to meet the communication purpose without prompting from you.

NEEDS ASSESSMENT

To develop individual lessons and curriculum around students needs and interests we first need to find out their goals and assess their ability in English. Some of these needs will emerge and change over time as you get to know your students better and they meet new situations.

However, begin to assess your students' needs from the very beginning. There are both formal and informal ways to find out what your students need and want to be able to do in English to carry out their purposes and fulfill their roles.

Mapping Activities

A map gives you background information on your students lives. You can learn about their family, employment and community connections. They make good springboards for conversation as well as paint a picture of their use and exposure to English. After a mapping activity, follow up by asking in which of the situations English is difficult to understand, speak, read or write. This information gives you contexts to plan instruction that directly connects to when and where your students use English.

Mapping topics are:

- A typical day
- A map of a typical week
- The events in a typical year
- A day at work
- A floor plan of a house
- A map of the neighborhood
- A time-line showing past, current and possible future events
- A picture of the student's family or family tree
- A map of daily tasks at home

Programs assess English competency on entry and program coordinators will be able to share their local procedure and the information they gather. However, asking your students explicitly is always best as it makes learning transparent. Use some of the tools below.

- In a group setting, post pictures of community places and ask students to choose or prioritize the places they go and need help with English.
- Use a checklist
- Administer a goals/needs survey
- Do a brainstorming activity with the students about their needs in English
- Give students a picture dictionary and select up to five different pages that are interesting

CURRICULUM DEVELOPMENT

Once we have some idea of the needs of our students we can start to plan the curriculum around these needs. The next step is to break each need or goal into smaller chunks that we can plan lessons around. A student may have the overall goal of wanting to find a job. Giving information about how to go about a job search is useful background information but students really need to learn and practice language that will be useful to them in their job search. Take each goal or need that you know and brainstorm the skills and knowledge necessary for your students to be able to handle that situation independently.

LESSON PLANNING

Lesson plan structure

Warm up

This stage contains activities that all students can participate in. Often this is an informal or fun way to start things off. This is a stage where you can preview what is to come by checking necessary vocabulary, structures or syntax, or talking about the topic you are doing in a general way to connect it to the students' experience and world knowledge. If you have an open-entry program, this time is helpful to assess and incorporate newcomers.

Activities: Games, 10 things, informal chat, sharing object/food/ craft/picture,

Review

Language from the previous lesson is practiced again using the same activity as before or a parallel one. If lessons are linked together, then activities in this stage are an essential building block of your sequence and practice. Students need repeated exposure over time to gain mastery with new language. Beginners benefit especially from review and repetition of basic structures and vocabulary but all students benefit from review.

Opening Activity/Introduction of new language

This is a teacher-directed activity that introduces the topic and sets up small group work. This sets the context of where the language will be used and for what purpose. For beginning students this may be simply modeling a dialogue that is picked apart and practiced later. For higher-level students this could involve reading texts, explanation of grammar and introduction of vocabulary. This stage provides exposure to language and examples of natural usage in spoken or written texts.

Activities: Chalk talks, pictures, realia, listening activities including TPR.

Controlled practice

Controlled practice activities give initial oral practice of the lesson objective. They are controlled in that they focus on the language for that lesson only and the teacher focuses correction on this. At least two different activities are used for controlled practice. In essence, many controlled practice activities are a form of drill where students get a chance to say the language but in limited contexts with lots of support both visual and oral. Teacher corrects accuracy during this stage of the lesson. The purpose is to give students practice and confidence in hearing, reading and saying the target items.

Literate students also want a written record of new language, which can be provided at this stage.

Activities: Grids, information gap, structured dialogues, games, oral drills, picture stories.....

Applied Practice/Conversation/Assessment

This is a chance for students to engage in less-structured oral work. They use any English they know including but not exclusively the language introduced in the lesson. The purpose of this stage is to allow students opportunities to apply what has been practiced to a real or simulated situation. Activities in this stage get students putting language together for themselves to say something that has not been rehearsed. For low-level learners this stage might be very short. Other students engage in discussion or expansion of the material.

Error correction is limited but instructors can record errors that are helpful to inform future teaching and/or share corrections after the activity is completed. The teacher also helps to supply vocabulary as necessary. Applied practice builds assessment into the lesson plan.

Activities: Role plays, brainstorm, some games, mapping and drawing, brainstorm, ranking.....

Closing Activity

This is the lesson wrap up to review the main content. A simple recall of new language will do. Students have an opportunity to ask questions about anything that happened during the lesson. Higher-level students may do some error correction based on utterances the teacher has recorded during applied practice.

It is helpful for pre-literate students to have this final step of reflection and review. It is a chance to record information in some way. Pre-literate students have little experience of organizing notebooks and papers and recording information in a systematic fashion.

TIPS FOR TALKING WITH ENGLISH LANGUAGE LEARNERS

- Anything that helps communication "goes": pictures, drawings, and body language. Be creative and good spirited.

- Don't worry about errors - yours or theirs! Limit your correction to controlled lesson stages
- Laugh a lot. Humor eases tension and makes communication fun.
- Try to be quiet. Wait at least 5 seconds after asking a question.
- Don't speak more loudly.
- Try rephrasing.
- Ask person to tell you what they have understood.
- Don't be afraid to tell someone that you don't understand. Tell what you have understood and where you got lost.
- Go from the known to the unknown, from the simple to the complex.

Resources

Teacher resources: Places to find activities, games or how-tos

<http://bogglesworldesl.com>

<http://puzzlemaker.com>

<http://azargrammar.com>

<http://handouthub.com>

<http://englishclub.com>

www.caela.org An archive of useful short articles on ESL teaching topics.

www.apsva.us/reep has lesson plans on common topics

www.iteslj.com Has a useful list of conversation questions

www.eslcafe.com/ The “ideas cookbook” has lots of tasks and activities

A LESSON PLAN TEMPLATE

Warm Up

Introduction of new language (grammar, vocabulary, functional phrases)

Controlled Practice

Applied/Conversation Practice

Lesson Wrap up

