

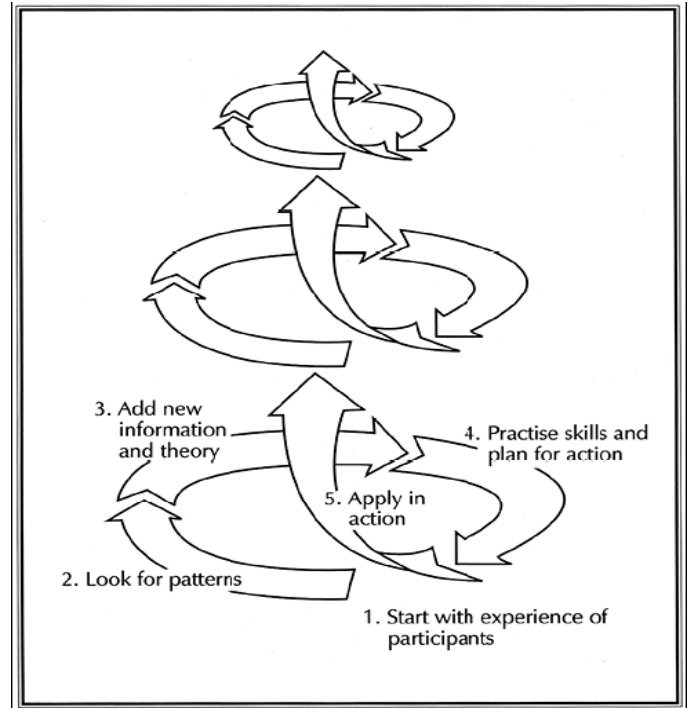
Second Language Acquisition: Adults vs. Children (See article 1)

“Myths”

- a. “Children learn easily”
- b. “The sooner the better”
- c. “Time is what matters most”
- d. “Speaking = proficiency”

Strengths of child language learners (0-10 yrs):

Strengths of adolescent and adult language learners:



Other insights from Second Language Acquisition (See articles 2 and 3)

- ESL vs. EFL
- Fluency vs. Accuracy
 - Time to fluency (5+ years; 10+ years)
 - Communicative Approach
 - Motivation and investment are key
 - Vocabulary and grammatical structures are best learned in a real-world context
 - Language learning involves both content and skills
 - Independent learning and reflection (metacognition!) are essential to retention

Critical Questions for English Language Teachers: (See articles 2 and 3)

1. What do my students need to **know** (content) and to **do** (skills)? Why?
2. What **prior knowledge/skills/experiences** can I build on?
3. What sorts of **practice and feedback** can I incorporate along the way?
4. What **resources and materials** are available, and how can I use them effectively?

TESOL Tasting...

SPEAKING/LISTENING

(Also see article 4)

Unit Objective: Offer basic information (name, address, etc.) verbally.

Why is this important? For whom?

Skills involved:

Sample vocabulary and lexical “chunks”:

Sample activities: Listening and dictation; Information gap

Sample resource:

<http://www.lsa.umich.edu/UMICH/eli/Home/Instruction/Migrant%20Workers/MigrantESLResourceBookletComplete.pdf> (pp. 20-25)

Unit Objective: Hear and produce stress patterns in words and sentences

Why is this important? For whom?

(**Ques:** How does stress matter in the sentence, “I hope to teach English someday.”?)

Sample activities and resources:

<http://www.eslteachersboard.com/cgi-bin/articles/index.pl?noframes;read=1625> (more structured)

<http://www.soundsofenglish.org/Presentations/WATESOL2001/multipleintelligencesactivities.htm>
(group)

http://www.englishraven.com/files/TeachingSentenceStress_1_.doc (full unit with multiple activities)

Unit Objective: Communicate effectively in a business meeting (or on a date) with a native speaker

Sample skills:

Sample vocabulary and lexical chunks:

Cultural knowledge:

Sample activity : Password game

Sample lesson/resource:

<http://www.esl-galaxy.com/boardgames/questioning.pdf>

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

READING/WRITING:

Unit Objective: Read and understand traffic signs and city maps
Why is this important? For whom?

Sample vocabulary and lexical chunks (including abbreviations, prepositions, directions, etc.):

Sample activity: Map design and drawing dictation; Write directions on party invitation
Sample resources: http://www.nc-net.info/ESL/Curriculum%20Guide/Domain7_Lesson1Directions.doc
http://eastsideliteracy.org/tutorsupport/documents/TalkTime/fall_06/TT_Wk3_Fall06.pdf

Multi-Unit Objective: Read for main ideas (textbooks, newspaper articles, internet research)
Sample skills: Pre-reading, Note-taking, Self-monitoring, Review

Sample activities and resources:
http://www.cast.org/teachingeverystudent/toolkits/presentations/AIR_Toolkit/HTML/10_Federal_Legislation/slide_10_02_notes.htm (“Jigsaw” reading) (**Ques:** What additional content/skills are needed here?)
<http://www.yourdictionary.com/esl/How-to-Teach-ESL-Reading.html>

Notes on GRAMMAR

Overall Objectives:
Students will learn their most common error patterns
Students will improve clarity in speaking and writing

- Sample activities and resources:
- *Generative:* Complete the sentence/paragraph; Write/speak in response to topic; Write dialogue/story/etc. using given structures
<http://freeology.com/journal/values.php> (**Ques:** Which vocabulary and structures might this elicit?)
http://www.educationworld.com/a_lesson/04/lp334-02.shtml
<http://coe.sdsu.edu/people/jmora/Grammar.htm> (scroll down)
 - *Corrective:* Correct sentence/paragraph errors; Oral “recast;” Error correction log

Notes on VOCABULARY:

Overall Objectives:
Students will use resources as needed
Students will monitor their own progress (**Ques:** Have you done this in your own language study?)
e.g. corpus: <http://www.collins.co.uk/Corpus/CorpusSearch.aspx> or Google (or Google Scholar?)
<http://2ndnature-online-eikaiwa.com/Articles/VocabularyNotebook.htm>
<http://www.bbc.co.uk/worldservice/learningenglish/radio/studyguides/pdfs/vocab.pdf>

SAMPLE LESSON PLAN for JUNTOS (Compañeros- ESL Program)

Unit: Talking on the phone

Specific Objective: Learn and practice vocabulary and structures needed to leave a message.

Before class:

- Make a list of key vocabulary words (up to 10), structures (less than 5), etc.
- Plan ways to present and practice them in a multi-modal way.
- Make handouts, flashcards, etc. if possible (or bring supplies to make them as a class)

During class:

Review: Vocabulary, Grammar, or Concepts from last class

- Follow up on homework or other questions
- Ask about immediate needs or concerns

Discuss: e.g. When do you need to use the phone? In what situations? What makes it difficult?

Preview: Key vocabulary and structures

- use lists/handouts/flashcards
- ask/answer questions about vocabulary
- practice using bilingual dictionary?
- play game (e.g. bingo, Password, pic-tades)?
- do a dictation or other listening activity?

Demonstrate/Discuss language in use

- Sample sentences or dialogues
- Listening, speaking, some reading/writing as needed
- Use pictures, scenarios, “realia,” and other elements to make learning authentic

Practice/Review

- Use earlier dialogue for practice
- Write new dialogue using similar vocabulary and structures
- Practice scenarios—take turns playing different roles
- Do ‘light’ assessment—short responses, quizzes, games, exercises, etc.

NOTE: This would be recycled and extended in future lessons.

Sample Resources for this lesson/unit:

<http://www.englishgateway.com/ArticleVm.aspx?SectionID=c93161e92c754ee9b5a37e5ddb8dcda4&ArticleID=dd5b722bb28a458da27925afb4c20898>

<http://www.businessenglishpod.com/2007/11/10/bep-72-int-telephoning-leaving-a-voicemail-message/>

http://esl.about.com/od/businessspeakingkills/a/t_message.htm

http://bogglesworldesl.com/telephone_roleplay.htm