

ESL

Useful Methods



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from Takarazuka-Kita SHS

Visual Approach

Their goal is to be able to tell exactly what happened to their partner, using targeted grammar structures, etc.

Procedure: This is What Happened

- 1) If necessary, pre-teach a list of vocabulary words that are associated with the movie you are going to use.
- 2) Divide the class in halves.
- 3) Instruct the first half of the student to go outside and wait.
- 4) Instruct the group inside the class that they will be watching a scene from a movie.
- 5) Instruct the group inside that they must take notes, and write down vocabulary they need to use to explain the scene clearly.
- 6) Call the group outside to come in and instruct them to partner up with one of the students who already watched the movie.
- 7) Instruct the students who already watched the movie that they must narrate what they've seen.

Procedure: Guess the Ending

- 1) If necessary, pre-teach a list of vocabulary words that are associated with the movie you are going to use.
- 2) Show the movie towards the end of the climax.
- 3) Divide the class into groups of four or five.
- 4) Assign the class to brainstorm the ending of a movie and have them write out a script of how they think the movie should end.
- 5) Have the groups present their stories to the class.

Vocabulary Build

Before class preparation:

- 1) Take a reading passage and type up as much as you want for this Activity.
- 2) Take one paragraph and change vocabulary words to its definition or simpler synonyms.

In class presentation:

- 1) Put students in pairs. One student is A and the other is B.
- 2) Give A the altered paragraph. B reads their textbook (original unaltered paragraph).
Tell As to read their paragraph to B. B has to yell stop every time they hear something different
- 3) Switch. B gets another altered paragraph and A reads their textbook. Repeat step 2.
- 4) When everyone is done, gather class together and teacher can review vocabulary together.

NOTE:



The first time doing this might be confusing, so teacher should demonstrate with an altered paragraph and the students read the original passage and yell, "Stop!"

Listen and Sketch

Before class preparation:

- 1) Choose your text that you've already read with your class.
- 2) Mark 4-6 dividing points. These will be the places where you stop to allow students to sketch.
- 3) Prepare a graphic organizer for the students with boxes for drawing and key word/transition words at the top.
 - a. If you'd like, you can add lines at the bottom for students to write a summary.
 - b. OR, you can write sentence frames using selected grammatical forms. The students finish the frames in writing.

Example:

<p>First,</p> <p style="text-align: right;">-Sawmill -Gold</p> 	<p>Next,</p> <p style="text-align: right;">-Ghost town</p> 	<p>Then,</p> <p style="text-align: right;">-Prospectors -Around the world</p>	<p>Finally,</p> <p style="text-align: right;">-Forty-Niners -Census</p>
<p>Marshall tested the yellow metal that he found. As a result, he.....</p>	<p>Sam Brannan spread the news all over San Francisco. Consequently, San Francisco.....</p>	<p>People heard the news all over the Western US and all over the world. As a result, prospectors.....</p>	<p>California now had a lot of people living in it. Consequently,.....</p>

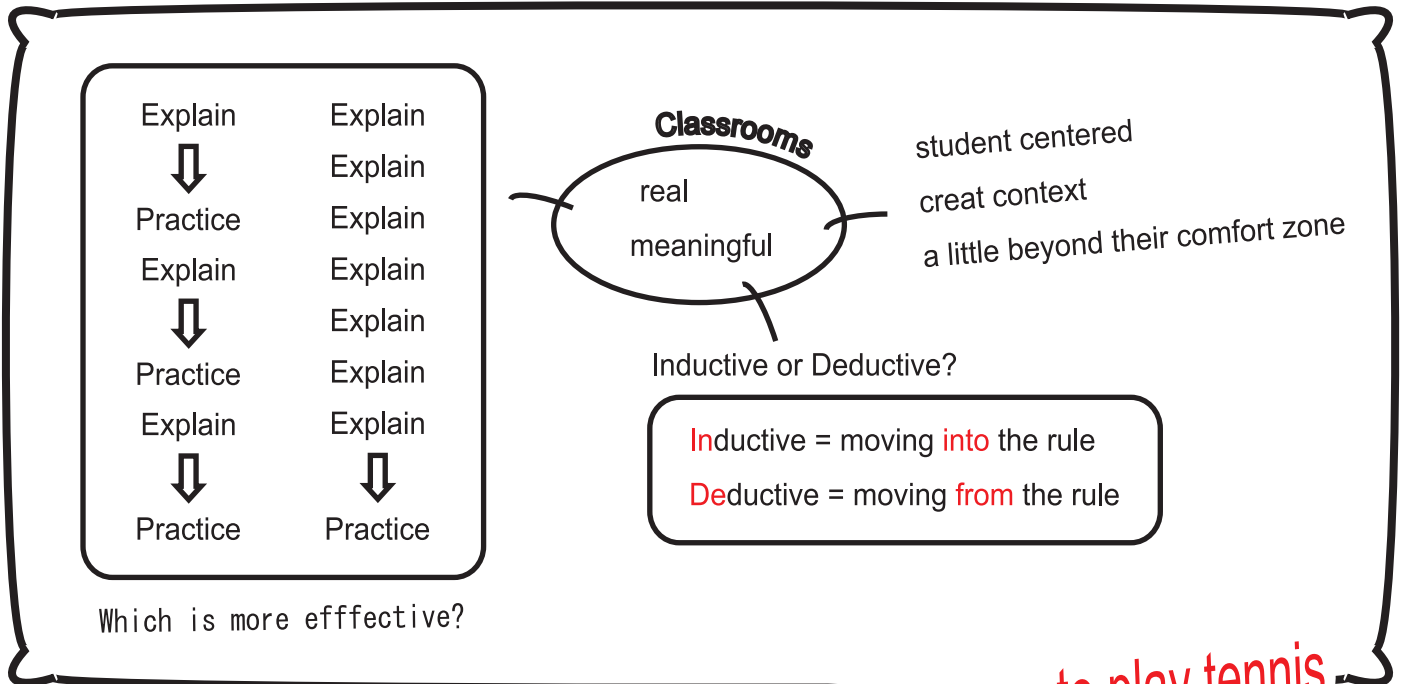
In class presentation:

- 1) Give out the graphic organizers.
- 2) Read aloud and stop at each stopping point.
 - a. Students quickly sketch and label.
 - b. Students retell using the featured words and complete sentences.
- 3) When you're done reading and sketching, you can have students either write a summary under each box or finish sentence frames with selected grammatical forms.

Content - Based Instruction (CBI)

A learner is successful when the focus is on content rather than on mastery of language

CBI is built on the principals of **Communicative Language Teaching (CLT)**



Teaching grammar is like teaching someone to play tennis.

- ◆ People learn a L2 when they use the language to acquire information. This relates to motivation.
- ◆ It better reflects learners' needs for learning a second language. Many ESL/EFL programs focus on preparing students for academic studies or for mainstreaming.
- ◆ People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful and leading to a desired goal.
- ◆ Language learning is more motivating when students are focusing on something other than language, such as ideas, issues and opinions.
- ◆ Some content areas are more useful as a basis for language learning than others.
Why would Geography be one good choice for CBI?

Resources for this Workshop

Following Directions

Adapted from Roger Dupuy, Pattern and Process.

You can find many more free this kind of activities on the internet website.

Just google “read all directions before reading ESL”

Visual Approach

Adapted from Rachel E. Cerdenio, Using Multimedia Resources to increase vocabulary learning among ESL/EFL Students.

You can find many funny clips on YouTube. Just type “super bowl commercial”.

Vocabulary Build

Adapted from Emily Wong, FROM BORING VOCAB TO FUN VOCAB

Listen and Sketch

Adapted from Jean F. Blashfield, The California Gold Rush

Adapted from Meg Parker, Listen and Sketch

CLT and CBI

Adapted from Marla Yoshida, Teaching Grammar Communicatively

Adapted from Roger Dupuy, Presentation of Content-Based Instruction

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