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Stretch Your Vocabulary: Instruction & Design by Geoffrey Pinchbeck and Katie Crossman
Mini Lessons as a Teaching Strategy by Susanna Fawkes
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SHARE, TESL Canada's eMagazine for EAL teachers is available to all TESL Canada members and EAL teachers across Canada through an interactive PDF file, readable and clickable online. SHARE is designed as an online magazine to enable TESL Canada members to print selected articles or the magazine in its entirety.

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WELCOME TO THE 2014 ISSUE OF SHARE!

SHARE, TESL Canada’s national eMagazine is committed to ‘sharing’ innovative and pragmatic teaching and learning ideas for the English language classroom and is written by English language practitioners from across Canada and around the world.

Feature Articles opens with ‘Cognitive Validity’ an article by Li-Shih Huang in which she identifies the concept of ‘cognitive validity’ as a critical aspect of language testing. In ‘Teaching Cultural Competence’, Richard Lewis makes a compelling case for classifying cultures into three groups: linear-active, multi-active and reactive. The three excellent articles that follow include Pinchbeck and Crossman’s ‘Stretch your Vocabulary: Instruction & Design’, Raji Khatri’s ‘Assessment and Evaluation: An Opinion’ and ‘EAL Support in Mainstream Classes’ by Yordanke Brunet Valle. All three articles are guaranteed to be of interest to English language teachers across Canada.

Teaching Ideas From the EAL Classroom features five outstanding articles including Ben Shearon’s thought-provoking article, ‘Language is a Sport’. Susanna Fawkes article about the importance of using ‘Mini Lessons as a Teaching Strategy’. Lisa Herrara describes an important new teaching resource in ‘Talking about Pain Lesson Package for Literacy to CLB 5 Students’. Duncan Minett-Westwood presents techniques for practising spoken fluency in his article, ‘Fluency Variations’. Baleghizadeh and Karamzade’s article discusses ‘Developing Oral Fluency and Creative Thinking Through Classroom Storytelling’.

TECH-TALK for EAL Teachers is chock a block full of great articles. Jack Massalski’s writes about ‘ESLTUBE.ORG: A New Website for ESL Teachers and Learners’. Ellen Servinis’ excellent article ‘Making the Most of TED Talks in the EAP Classroom” will appeal to EAP instructors everywhere. In ‘Time Travelling with Facebook’, Oliver Hipkins identifies Facebook is a “goldmine” for teaching verb tenses and authentic language. In ‘New LearnIT2teach Learner Support Features for Blended Learning’ John Allen invites us to explore the new support features created for ELLs using the LINC hardware provided by the T2 teach project.

EAL Resources in Review features four reviews written by four experts in English language instruction and provides readers with thoughtful and valuable analyses of new resources for teaching and learning English language. We end this issue with an ‘A Chuckle for English Language Teachers” and hope it will bring you a smile.

On behalf of our readers – heartfelt gratitude to the twenty one authors who through their commitment to sharing their teaching and learning ideas made this issue of SHARE possible.

Enjoy!

Jennifer Pearson Terell, Editor
jpterell@gmail.com
Assessment is perhaps one of the most essential learning and teaching tools. When properly developed and implemented, assessments can be an excellent source of information that inform administrators, instructors, and learners about teaching and learning processes and outcomes. At this year’s International Association for Teachers of English as a Foreign Language (IATEFL) annual conference in Liverpool, a session on listening assessment by John Field – one of the leading figures in language assessment -- captured a great deal of attention in the Twitterverse, with an audience member stating that it was “by far the most interesting and useful talk so far at this conference.” This response, together with the requests I have been receiving from various English-language centres for assessment-related work and the amount of interest on this topic in my Current Issues in Applied Linguistics course, lead us to this installment of the series regarding key concepts in the area of language assessment in the context of classroom teaching and learning.

John Field’s talk drew special attention to the concept of “cognitive validity” as a critical aspect of language testing. In this installment, I will briefly explain what “cognitive validity” entails in the “What does it mean?” section.

In the “What does research say?” section that follows, I will describe how researchers check the cognitive validity of a test, an account that might be of interest to our members who are participating in our association’s Teacher Inquiry Groups or who are contemplating doing action research (Huang, 2012). Then I will present the cognitive processes involved in each of the four language domains – reading, writing, listening, and speaking – that are generated from empirical evidence. Finally, in the “What can we do?” section, we will take a moment to consider how teachers can enhance the cognitive validity of their tests.

WHAT DOES IT MEAN?
Before explaining the term “cognitive validity,” it is important to identify the differences between “validity” and “reliability,” two commonly used terms in language testing. “Validity,” expressed simply, asks whether or not a test measures what it is designed or intended to measure (in other words, the extent to which the test provides an accurate representation of a learner’s language ability). The term “reliability” refers to a test’s consistency: It is “the actual level of agreement between the results of one test with itself or with another test” (Davies et al., 1998, p. 168). In other words, if a student/test-taker repeats the test or takes an alternative form of it, he/she would be expected to obtain the same score without measurement errors. The term “cognitive validity” is a less discussed type of validity in language assessment, as compared to other types of validity (e.g., content, construct, predictive, consequential, and face validity), but it has generated a great deal of attention recently since Weir’s (2005) work. Cognitive validity, in Weir and O’Sullivan’s (2011) model of conceptualizing test validity, centres on the processes that

1 Briefly defined, content validity refers to the extent to which the items or tasks in the test constitute a representative sample of items or tasks of the knowledge or ability to be tested. In a classroom-teaching context, they are related to a syllabus or course. Construct validity refers to the extent to which a language test is representative of an underlying theory of language learning. Predictive validity refers to the extent to which a test predicts performance in an external situation or future performance (e.g., performance in a job or academic setting). Consequential validity is an evaluation of the potential consequences of using test scores to ensure that test interpretation and use are in line with the intended testing purposes and other social values. Face validity refers to the extent to which a test appears to users to be an acceptable measure of their ability (refer to Davies et al., 1998).
test-takers or learners use in responding to test items and tasks. As such, the key question concerns "whether the tasks proposed by a test designer elicit mental processes resembling those which a language user would actually employ when undertaking similar tasks in the world beyond the test (Field, 2011, p. 67) or how valid the test is as a predictor of real-life language performance. For example, the cognitive validity of a speaking task in a test is a measure of how closely it elicits the cognitive processing involved in other contexts, specifically, in real-life speaking tasks.

WHAT DOES THE RESEARCH SAY?

In the area of cognitive validity research in second language testing, the approach to validation entails constructing an empirically substantiated model of the target skill, as demonstrated by expert users under non-testing conditions (Field, 2011). Researchers generally use two methods to investigate cognitive validity. First, cognitive validity can be checked through studying learners'/test-takers' behaviours, using various types of verbal reporting (e.g., introspective, immediate retrospective, and delayed retrospective) to elicit their comments on what they actually do in a speaking (e.g., Huang, 2013), listening (e.g., Field, 2009), reading (e.g., Khalifa & Weir, 2009), or writing test (e.g., Shaw & Weir, 2007). Second, a test's cognitive validity can be investigated by studying how an expert reader/writer/listener/speaker behaves or the processes that he/she uses in performing the same reading/writing/listening/speaking task in a non-testing or real-world situation (Field, 2013a, 2013b). Of course, there will be individual variation in cognitive processing; nonetheless, from the researchers' and test developers' perspectives, it is important to consider whether they want to elicit any specific common processes in the tests that make the process of performing a task/test more like the process in real life.

Briefly, here below are the cognitive processes (sometimes called "cognitive models" or "cognitive frameworks") that prominent researchers in the field have identified as being those that individuals engage in, based on empirical research in recent years. For a column of this length, it is not possible to elaborate on each of the processes to the extent that it deserves. Readers thus are encouraged to refer to the references provided at the end of the cognitive process summarized in each language domain for a complete explanation of each process model. The processes in the four domains of language skills are provided here in an effort to help practitioners reflect on their own task/test design or use in relation to the cognitive processes that they aim to promote or elicit in the various tasks or tests they use in their teaching.

In **reading**, researchers have identified the central cognitive process after visual input as including **word recognition** (matching the form of a word with a mental representation of the orthographic form) → **lexical access** (retrieving a lexical item from the lexicon) → **syntactic parsing** (grouping words into larger units at the clause and sentence level in order to understand the message) → **establishing propositional meaning** (interpreting literally what is on the page at the clause and sentence levels) → **inferenceing** (going beyond the explicitly stated ideas in a passage) → **building a mental model** (integrating new information and enriching the proposition) → **creating a text-level structure** (constructing an organized representation of the text) (refer to Khalifa & Weir, 2009; Weir & Khalifa, 2008).

For **writing**, the cognitive process involves **macro-planning** (gathering ideas and identifying constraints related to genre, readership, goals, and so on) → **organization** (ordering ideas and identifying relationships between/among them) → **micro-planning** (focusing on the part of the text that is about to be produced) → **translation** (prepositional content held in an abstract form is converted to a linguistic form) → **monitoring** (checking the mechanical accuracy of spelling, punctuation, and syntax) → **revising** (returning to the aspects of the text considered unsatisfactory and making revisions) (refer to Shaw & Weir, 2007).

In **listening**, the cognitive process includes **input decoding** (translating input into sounds) → **lexical search** (searching for words that match the sounds) → **parsing** (integrating groups of words into larger units lexically, syntactically, or phonologically) → **meaning construction** (adding meaning to what has been decoded using personal or world knowledge) → **discourse construction** (integrating new information into a larger discourse representation) (refer to Field, 2008, 2009, 2013a).

For **speaking**, the cognitive process involves **conceptualization** (generating an idea or set of ideas for expression) → **grammatical encoding** (constructing a syntactic frame and locating the lexical items needed) (similar to **micro-planning** in writing) → **phonological encoding** (converting the abstract output of the previous stage into a string of words that are realized phonologically (similar to translation in

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*Another source of cognitive validity relates to the strategies used by language learners/test-takers. Of particular concern in the testing context is test-takers' use of so-called "test-wiseness" strategies (i.e., responding to test items "without going through the expected cognitive processes") (Cohen, 2012, p. 264).*
writing) → phonetic encoding (adjusting the phonological sequence to make articulation easier) → articulation (producing utterance) (similar to execution in writing) → self-monitoring (focusing attention on the message immediately before and after it is verbalized to check for accuracy, clarity, fluency, and appropriateness) (similar to editing in the writing process) (refer to Field, 2011). Two distinctive features of speaking involve its online nature or tighter time constraints, as compared with the timing of writing or reading tasks/tests (e.g., the provision or lack of provision of pre-planning time in spontaneous spoken interactions vs. formal presentations) and the reciprocity of most speaking encounters (i.e., the consideration of the variety of speaker-listener relationships in real-life speech events) (Taylor, 2011). These key differences from writing or reading should be kept in mind in teaching/testing contexts.

From a cognitive perspective, a valid test in the reading, writing, listening, or speaking domain would involve learners’/test-takers’ engagement in the components described above in the process of assessing proficiency. It is worth pointing out that much of the existing research has drawn mainly from first-language research. Although much can be learned from first-language models of reading, writing, listening, and speaking, it should be noted that second-language processes may differ, and that there may also be variations across individuals and contexts that merit researchers’ and practitioners’ attention.

WHAT CAN WE DO?
Demonstrating the validity of any test is never a straightforward matter. Field (2006, 2013a, 2013b) has highlighted one particular issue in several of his talks: “Clearly we cannot reproduce the circumstances of a real listening event in the artificial environment of a test.” Still, few would argue against the idea that, in our teaching, we can design our language tasks or tests in ways that facilitate learners’ engagement in cognitive processes that resemble the ways they would read, write, listen, or speak in real-world situations. In addition, the question about whether the tests we design and use and the mental processes they elicit actually tap into or match the mental processes that we intend our learners to engage in or that resemble the processes that learners would use in real-world situations still deserves our attention if teachers or test-developers are using test scores or task performance to indicate how competently a learner/test-taker might be expected to perform in actual target language contexts.

Reflecting on the cognitive processes or models of the four skill domains presented in the previous section prompts us to think about the process of reading, writing, listening, or speaking in ways that are learner-centred and to question our usual way of approaching a language task. The models provide us with an empirically substantiated set of targets for teaching or testing purposes. These models also can help us identify where and why learners may have problems and develop tasks that enable learners to deal with challenges in individual reading, writing, listening, or speaking processes, to modify their performance, and to develop automaticity in important processes in both classroom and real-life contexts.

Some further insights can be gleaned from the literature that are specifically related to cognitive validity. Some of these pedagogically related reminders are:

1. Recognize that a test should not be all about assessing the linguistic knowledge (the product), but also about applying the skill (the process).
2. Keep the purpose of the test or task in terms of its relevant cognitive processes clearly in mind.
3. Determine what task type or task format would be most appropriate based on what you are teaching and what you intend to measure.
4. Consider whether the range of processes elicited by a task/test or a series of tasks/tests is comprehensive enough to be representative of behaviours in a real-world setting.
5. To the extent possible, match the test/task with the work covered in class.
6. When adapting existing tasks or tests, examine whether or not the cognitive processes can be identified and to what extent they match (or not) the processes/models put forward by researchers.
7. Use the task/test to identify where and why learners/test-takers have problems and to inform your teaching.
8. Be aware of tasks that require operations that are more demanding than normal listening, speaking, reading, or writing for learners/test-takers at various proficiency levels.
9. Experiment with different task types or test components (e.g., input, test formats) to elicit desired processes or behaviours, and recycle various task types or test components in different contexts to promote automaticity and appropriateness in processing.
10. Prepare learners for real-world language use as much as possible.
Validity has long been acknowledged as the most critical aspect of testing. The understanding and use of cognitive validity to measure and understand task demands, and actual cognitive processes, as well as the ways they differ across various learner groups are an essential, yet often overlooked and rarely understood or used component in the teacher’s toolbox. I hope that this brief article serves to support our teaching practice, so that the next time we introduce a task or a test, we will reflect on whether or not the task/test is in line with cognitive processes that resemble those engaged in in non-testing situations and that we intend to develop or measure in our learners.

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Cross-cultural consultants earn far more per hour than language teachers, yet the latter may be providing more or less the same service without realising it.

The question then arises as to how many adaptations or stances are required for e.g. international business. It is hardly likely that even the most informed and adaptable executive could envisage assuming 200 different personalities! Even handling the 28 different national types on EU committees and Cross-cultural consultants earn far more per hour than language teachers, yet the latter may be providing more or less the same service without realising it.

There are over 200 recognized countries or nation-states in the world; the number of cultures is considerably greater, on account of strong regional variations. For instance, marked differences in values and behaviour are observable in the north and south of such countries as Italy, France and Germany, while other states are formed of groups with clearly different historical backgrounds (the United Kingdom with her Celtic and Saxon components, Spain with her Castilians, Catalans and Basques, Fiji with her Polynesians and Indians, Russia with numerous sub-cultures such as Tatar, Finnic, Chechen etc.)

In a world of rapidly globalizing business, Internet electronic proximity and politico-economic association (EU, NAFTA, ASEAN etc.) the ability to interact successfully with foreign partners in the spheres of commercial activity, diplomatic intercourse and scientific interchange is seen as increasingly essential and desirable. Cross-cultural training followed by international experience goes a long way towards facilitating better relationships and reducing misunderstanding. Ideally, the trainee acquires deepening insights into the target (partner’s) culture and adopts a cultural stance towards the partner/colleague, designed (through adaptation) to fit in suitably with the attitudes of the other.

![Image of Cultural Types: The Lewis Model](image_url)

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working groups has proved a daunting task for European delegates, not to mention the chair-persons.

Such chameleon-like behaviour is out of the question and unattainable, but the question of adaptation remains nevertheless important. The reticent, factual Finn must grope towards a modus operandi with the loquacious, emotional Italian. Americans will turn over many more billions in trade if they learn to communicate effectively with Japanese and Chinese.

Assuming a suitable cultural stance would be quickly simplified if there were fewer cultural types to familiarize oneself with, can we boil down 200-250 sets of behaviour to 50 or 20 or 10 or half a dozen? Cross-culturalists have grappled with this problem over several decades. Some have looked at geographical divisions (north, south, east and west) but what is “eastern” culture? And is it really unified? People can be classified according to their religion (Muslim, Christian, Hindu etc.) or race (Caucasian, Oriental, African, Polynesian, Indian, Eskimo, Arab) but such nomenclatures contain many inconsistencies – Christian Norwegians and Lebanese, Caucasian Scots and Georgians, Muslim Moroccans and Indonesians, etc. Other classification attempts such as professional, corporate, or regional have too many sub-categories to be useful.

Generational culture is important, but ever-changing. Political classification (left, right, centrist) has many (changeable) hues, too. Writers such as Hofstede have sought dimensions to consider. His 4-D model looked at power distance, collectivism v. individualism, femininity v. masculinity and uncertainty avoidance. Later he added long-term v. short-term orientation. Edward Hall classified groups as monochronic or polychromic, high or low context and past- or future-oriented. Trompenaars’ dimensions came out as universalist v. particularist, individualist v. collectivist, specific v. diffuse, achievement-oriented v. ascription and neutral v. emotional or affective. The German sociologist Tonnies dwelt on gemeinschaft v. gesellschaft cultures. Kluckholn saw 5 dimensions – time, Nature, nature of man, form of activity and relation to one’s cultural compatriots. Samuel Huntington drew fault lines between civilisations – West European, Islam, Hindu, Orthodox, Japanese, Sinic and African.

**LINEAR-ACTIVE, MULTI-ACTIVE AND REACTIVE CATEGORIES**

My own research and experience led me to believe that cultures can be classified in 3 groups: linear-active, multi-active and reactive. My extensive exposure to Asians inclined me to think that European and American cross-culturalists had failed to categorize them succinctly. Japanese are not polychromic (like Italians) but neither are they monochronic (like Germans). While Koreans are clearly particularist, the Chinese are much less so, but neither are they universalist. Japan is high context but Indonesians and Vietnamese border on low context. Short-term and long-term orientation varies enormously between Korea and the Philippines on the one hand and Japan and China on the other.

For Asians I created a new category: reactive. Most Asians (with the notable exception of the Indians and Pakistanis) classify as reactive inasmuch as they will veer towards linear or multi-activity within the framework of their reaction to their interlocutor. Thus Japanese stress their qualities of punctuality, factuality and planning when dealing with Germans, but adopt a more flexible, people-oriented approach when confronted with multi-active Spaniards or Latin Americans.

The linear, multi-active and reactive categorisation cuts across racial, religious, philosophical and class divides. Protestant Scandinavians, Catholic Swiss, black and
white Americans, Semitic Israelis and rich and poor Australians are all linear as a whole. Multi-actives can be Latins, Slavs and Africans. Chinese, Koreans and Vietnamese are classical Confucian reactives, but quiet Finns have many reactive characteristics and Swedes and British often react thoughtfully and unhurriedly to proposals from more aggressive cultures.

The diagram below summarises the essential characteristics of each group and indicates different degrees of difficulty typically encountered when they interact with each other.

As far as information-gathering is concerned, I have paralleled the terms “high context” and “low context” with the more explicit terms “dialogue-oriented” and “data-oriented” and added a third group “listening culture” to describe reactive Asians, who embrace information technology but are also the world’s most effective networkers.

Many instructors of English include cultural elements in their teaching, either deliberately or unconsciously. The English language, like any other, cannot exist in a vacuum or be disembodied from its speakers with their innate sense of time, space, authority, appropriacy, morality and sensitivities (and their view of how these interact with other cultures).

Most language teachers are inherent, certainly potential, analysts of cultural competence. A short training course can launch them along the path to becoming clear-cut purveyors of cultural comparisons. Why should they not add another string to their bow and, in all probability, a substantial increase in their hourly fees? 

**RICHARD D. LEWIS**

Richard D. Lewis has been active in the fields of applied and anthropological linguistics for over 35 years. His work in communicative studies has involved him in the organization of courses for industrial and financial companies. His book *When Cultures Collide* is regarded as a classical work on intercultural issues. Richard is Chair of Richard Lewis Communications, an international institute for cross-cultural and language training. This article first appeared in VOICES [Issue 236]. Richard Lewis’ email address is Richard.lewis@ricglobal.com
STRETCH YOUR VOCABULARY: INSTRUCTION & COURSE DESIGN

BY GEOFFREY PINCHBECK & KATIE CROSSMAN

INTRODUCTION
As an EAL teacher, perhaps you’ve found yourself preparing for a lesson and questioned some of the textbook-specified target words (we’ve personally seen “zester” with absolute beginners and “dream” with advanced learners). Whether you have reservations about textbook’s choices or wonder what words to teach from authentic readings, this article suggests a wide range of often underused, yet effective, techniques that can be easily applied the EAL classroom.

Most teachers agree that vocabulary is key to language learning, although not all teachers agree on how to approach it. At one end of the spectrum are those who laud repeated exposure and communicative activities, while at the other end are practitioners who adhere to discrete and direct instruction. We argue that both views are ideal when used together.

Recognizing this as a promising area of research with many practical pedagogical implications, ATESL has recently welcomed keynote speakers such as Tom Cobb and Norbert Schmitt, who both specialize in corpus-based classroom vocabulary instruction techniques. Nevertheless, in Alberta, corpus-based teaching approaches are not used by the majority of practitioners. For example, while 93% of ATESL teachers report drawing learners’ attention to grammar in a written text, concordance or corpus analysis activities were only used by 33% of respondents (Ranta & Waugh, 2011). This article discusses some of the most accessible techniques to make vocabulary instruction more effective and interesting.

VOCABULARY ASSESSMENT
One of the first key steps in any language course is to determine the vocabulary level of the learners. There are certainly a number of commercially available (read: expensive!) tests that measure vocabulary, but fortunately, there are several free and user-friendly tests. The Vocabulary Size Test (Nation & Beglar, 2007) and the Productive Vocabulary Levels Test, which were designed and validated to measure receptive, and productive vocabulary competence, respectively, are both accessible on Tom Cobb’s lextutor.ca website. These tests are corpus-based; roughly meaning that test items progress from more common to more obscure English words.

The Vocabulary Size Test has 14 sections, each with ten questions similar to the following:
1. SEE: They saw it.
   a. cut
   b. waited for
   c. looked at
   d. started

Test items of increasingly difficult vocabulary are presented, and when test takers are unable to answer 8/10 questions in one level correctly, they stop and their level is recorded. This test only measures receptive vocabulary, which is useful when choosing appropriate reading and/or listening materials (see Choosing Materials below) and appropriate target vocabulary.

The Productive Vocabulary Levels Test measures controlled productive vocabulary by using a completion item type. For example:
1. He was riding a bi________
2. The package was de ________ two days after it had been sent.
3. The dress you are wearing is lov_______.

Test-takers here need to pay attention to not only the initial letters, but also the sentence context to find the appropriate words and word forms. Instructors can use the results from this test to choose target vocabulary items that learners may already be familiar with passively, but require additional instructional support to produce these words effectively and flexibly (see Choosing Target Vocabulary below).

Both of these tests can be taken directly online, or administered on paper. There are also bilingual versions of the receptive test for low-level learners who are literate in L1 (Nation, 2010). Most learners demonstrate less competence on the productive test than on the receptive test. The results of each of these tests determine what lexical items require attention and directly inform the choice of course materials and target vocabulary.

CHOOSING MATERIALS

There is a strong and well-established relationship between the lexical competence of readers’ ability to understand text. Therefore, when choosing reading materials for a course, the results of the Vocabulary Levels Test (receptive) provide a way to gauge the lexical difficulty of text. When choosing materials for a 6-week language program (Crossman & Pinchbeck, 2012), we used the following steps:

1. Create or obtain digitized-text files of candidate materials. Sometimes this means typing the transcript for audio/video, but often CD/DVD materials come with printed transcripts. Printed text can also be scanned and digitized with optical character recognition functions of software such as Adobe Acrobat.
2. Copy and paste the text of a candidate reading into the Vocabulary Profiler (http://www.lextutor.ca/vp/bnc/). Check the box “ALL Off-List Propers => 1k”, and then click “Submit.” The Cum% column will indicate how much of the text is covered by increasingly rare groups of word families: e.g. K1 Words = 1-1000 most common word families, K2 Words = 1001-2001 most common words, etc.

3. Compare the vocabulary profile of a text with the results of a learner’s Vocabulary Size Test. Following the findings of Hu & Nation (2000), we generally use texts that contain <5% words that are likely unknown to learners for instructional purposes and <2% of unknown words for independent reading with minimal dictionary support. For a learner whose passive vocabulary knowledge ends within the K2 word families, choose texts where >95% of the text vocabulary is within the K2 band. For example, 95% of the first Harry Potter book is covered by the first 4000 word families of English. Although the story might be engaging, the vocabulary would be unreasonably challenging for learners with knowledge of 2000 word families and a graded reader would likely be more appropriate.

COMPILE A CORPUS OF COURSE MATERIALS AND/OR TARGET DISCOURSE

Once materials have been chosen, it is helpful to then create a corpus of all the reading and listening texts from which language targets (e.g. vocabulary, grammar, functions) can be chosen. In this way, the course materials themselves provide the learning context.

For ESP (English for special purposes) or EAP (English for academic purposes) programs, a compilation of texts from subject-specific corpus textbooks allows language to be chosen and taught from the target contexts. In this way, the most germane domain-specific meanings, forms, and collocations of these words can be isolated and taught.
CHOOSING TARGET VOCABULARY FROM COURSE MATERIALS

Vocabulary Size Test results allow course designers and instructors to more precisely identify the range of high frequency words that can be excluded from targeted instruction. The next step is then to choose among the words that are 1) within the next most frequent band of words and 2) are already frequent within the chosen materials. The most frequent words in general English currently unknown to the learners are the most useful, and the words that are also frequent in the course materials will be more quickly acquired. If applying these two criteria doesn’t shorten the list of candidacy target words sufficiently, designers and teachers can then use their judgment to select words. Verbs and nouns that represent abstract concepts or are otherwise difficult to learn would be better targets than concrete nouns, which might be easier to master with other methods such as glosses, visuals, realia, or dictionaries.

PLAN FOR KEY WORDS, RARE WORDS, AND TECHNICAL WORDS

It is almost impossible to find materials that perfectly match instructional and learner needs. As a result, there will always be words in the materials that are not part of the target vocabulary but frustrate a learner’s understanding of the text. When learners get stumped by such words, it can detract from more useful language. It is better to deal with such words by pre-teaching those that are key to the topic. A teacher might help learners make connections between the technical and non-technical uses of the same words or explaining jargon through quick explanations, pictures or a gloss to keep the class focused on the text, rather than the non-target language. Alternatively, designers can also replace problem words with easier synonyms.

To summarize, the best target words for any language course are those that are both slightly beyond the limit of a learner’s current vocabulary and also most common in general English and in the course materials. Identifying target words takes some time and planning, but the learners will reap the benefits. Once a manageable list of words is in hand, there are many learning tasks that lay the ground for acquisition.

CLASSROOM APPLICATIONS

There are a number of tools that are indispensable to increase word knowledge. We are all likely familiar with completely decontextualized lists of English words and their L1 equivalents found in many students’ study notes. Clearly this rote understanding of a word is superficial as deep word knowledge includes all meanings, register, connotation, collocations, grammar, pronunciation, and suitable usage. This deeper knowledge of a word can be aided by many tools accessible to both students and instructors.

CONCORDANCERS

Concordancing a word provides information about how and where words work together and highlights collocation, connotation, grammar, and usage. A good concordancer can be freely accessed online (http://www.lextutor.ca/concordancers/) where a word is chosen, and a range of examples of how the word is used within a selected corpus are provided. For example, the word “afraid” is followed by “of” in 36/140 given examples, indicating that these words frequently occur together. A student can benefit from seeing how and where target words are used most frequently to more naturally produce these words in their own speech and writing.

Similarly, students also respond well to hearing target words in natural contexts. Target words can be highlighted from video or audio materials. In order to create such compilations, it is necessary to obtain or create transcripts. Using the find feature on any computer, target words can be isolated and then found in their natural context within the recording.

A compilation can be made of all target word utterances. An example of a video compilation we created for the word “community” can be found online (see Links, below). In the video, a target word was selected from a documentary film script, and all video segments in which the word appears were concatenated. Although creating these videos can be time consuming, they become much easier with a bit of practice and students can also create these types of videos with basic software such as iMovie.

STUDENT VOCABULARY ASSESSMENT

A valuable tool already mentioned is the vocabulary profiler. Vocabulary profiling can also be used to evaluate the lexical breadth of student writing. Instructors can use it as an impartial tool to better determine what kinds and levels of words students are producing and track student progress over time. Learners quickly learn to use these tools to evaluate their own word choices.

Finally, one of the simplest yet most effective ways of ensuring target word output is through the use of productive vocabulary writing assignments, which can be used with students at an intermediate level and beyond. At the end of a unit and after target words have been studied and practiced, students are then challenged to use them in context. In class they are given a list of the target words and a writing prompt. They must answer the prompt in a few paragraphs using target words, which they should underline. To assess these assignments the instructor awards a full mark for a correctly used word (in terms of grammar, collocations, usage, meaning, etc.). Besides requiring little preparation or complicated rubrics, these assignments push students to generate sentences using the words they’ve studied, taking vocabulary learning and instruction to its zenith (zenith, by the way, is a band 13,000 word).
CONCLUSION

We’ve addressed a number of current approaches to vocabulary instruction in the EAL classroom and as technology develops, so will new understandings, tools, and methods. Teachers can choose to what extent they will use these approaches, all of which complement more traditional vocabulary instruction and practice.

Recognizing that not everyone is keen to use computers or technology, it’s important to collaborate with colleagues and share ideas and projects. Working together and sharing knowledge, especially in terms of fresh technology is invaluable and fosters a community of engaged learners and teachers.

REFERENCES


LINKS

http://www.lextutor.ca/tests/levels/recognition/1_14k/

http://www.lextutor.ca/tests/levels/productive/

http://www.lextutor.ca/vp/bnc/

http://www.lextutor.ca/concordancers/

http://www.youtube.com/watch?v=4-z46jov1jc&feature=youtu.be (community compilation)

www.testyourvocab.com

www.wordle.net

GEOFFREY PINCHBECK

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ASSESSMENT & EVALUATION: AN OPINION

BY RAJ KHATRI

INTRODUCTION

Studies show that educators and administrators have always been very concerned about assessment and evaluation! Whether it is an academic committee meeting at a post-second institution, a norming session among teachers at a language school, or a PD day at a school district, arguments, regarding assessment in teaching-learning process, are incessantly raised and debates are augmented, hopefully prolific! Whether it is about the use of tools for assessment or about the purpose for assessment: traditional or alternative forms of assessment and multiple or essay type assessment tool. Traditional forms of assessment include discrete-point format, such as multiple choice, fill-in-the-blanks, and matching, and short answer questions that are still being used today, especially mostly prevalent in large scale standardized entrance exams though the advocacy for alternative forms of assessment is regularly made at institutions. Projects, portfolios, rubrics, rating scales, checklists, anecdotal records, journals, presentations, and conferences are some of the alternative forms of assessment teachers and administrators like to use based on student characteristics and learning styles. Regarding the purpose, assessment assesses teachers’ teaching and students’ learning, depending upon the purpose of assessment. The use of any of the forms or the instruments for assessing students’ understanding and knowledge depends upon what we as teacher want to test students for. I have been incorporating both of the forms of assessment while teaching English as a Second Language at a variety of institutions, ranging from district school boards to post secondary institutions. When there is a question, “Is there a place for both types of assessment?” my answer is ‘yes’ (even at this time of the twenty first century). Studies claim multiple and essay types of
assess assessment and traditional and alternative forms of assessment have their own places in determining what assessors are looking for in assessee. And, when language testing is concerned, depending upon skills being tested, any test type works, as long as test makers are considerate about Brown and Abeywickrama’s (2010) important principles of language assessment: practicality, reliability, validity, authenticity, and washback.

**TYPES: MULTIPLE OR ESSAY?**

While alternative forms of assessment, with their focus on both products and processes, are nonintrusive, are based on meaningful activities, and are crucial for students’ performance, creativity and production in real-world contexts (Brown and Hudson, 1998), studies also confirm that multiple-choice and essay questions are both used to assess mastery of the content concepts taught or learned. Multiple-choice questions are used to measure knowledge recall and higher order thinking. Students are encouraged to recognize, guess, infer, differentiate, identify the purpose and demonstrate the understanding of cause and effect and then select the most appropriate or correct response (Reiner, 2002). Upon the choice of essay questions, Reiner went on to add that essays questions are chosen over other forms of assessment instruments as students are required to be creative and produce appropriate response and note those responses down; students do not simply get to choose responses. Essay questions have students ‘create, reason, analyze, synthesize, and evaluate’, which encourages some teachers to prefer essay questions. The chief advantage of essay questions, according to Walstad (2005), is the freedom of response. Students have the opportunity to present the ideas in their own words, using higher order thinking wherever necessary, and not just selecting the best answer from among various alternatives. Walstad explained that, among six cognitive levels of thinking – knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom et al, 1956), multiple-choice items test students at the knowledge and comprehension levels as they provide a reliable and efficient way to measure understanding. Multiple-choice questions can also be used, as research claims, to measure simple achievement related to application, analysis, or evaluation. Unfortunately, multiple-choice items, as can be noticed and realized, can not do test synthesis. An essay question challenges students to choose among the best ideas, organize them, and integrate all of these ideas to construct a response, resulting in all features of synthesis. However, effects of poorly designed or stated questions, substantial investment of time for marking and limited available sampling of the content part seem to be solid disadvantages or pitfalls of essay questions. Two main purposes are widespread among educators, regarding essay questions. The first purpose is to assess students’ understanding of and ability to think, possibly critically at least, with subject matter content and the other, being to assess students’ writing abilities that account mainly for organizational, grammatical and mechanical levels. With the experiences gained in the field, especially in the teaching and learning of English as a Second or Foreign Language, I suggest both types of means for assessment be incorporated, whether it is for assessment for learning or assessment as learning or undoubtedly, assessment of learning, which will be touched up a little later.

Studies and experiences I have undergone so far suggest that students be assessed throughout their term, incorporating both alternative and traditional forms of assessment on a continuous basis. As Brown and Abeywickrama suggest, teachers should hardly stop assessing their students. I absolutely do not mean that we do assessing more than teaching or facilitating teaching! The use of both forms of assessment is found to be valuable in better serving the educational needs of students, which most of the educators agree upon. As we prepare and deliver our lessons, we take into consideration the factors such as Gardener’s Multiple intelligences, Krathwohl’s (2002) revised taxonomy, and learning styles. In the same way, as we prepare tests, we should remember that we might have students who can show their understanding and knowledge on the subject in different ways. If we use one form of assessment, we might be ignoring students who can prove their caliber in different ways. We should always keep in mind what Corcoran, Dershimer, & Tichenor (2004) claimed, “... as students become more competent readers and writers, the assessment strategies often reflect only paper and pencil tasks. However, authentic assessment techniques are effective with all students, even those with weaker writing skills.” It is clearly stated in Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) that the primary purpose of assessment is to improve student learning. This document points out assessment for learning and as learning. Whenever students are assessed, it is important that teachers observe students’ performance on a particular task in order to gain estimate on their knowledge, competence or skill in that area as indicated by Peregoy and Boyle (2005). Teachers can incorporate both forms of assessment: traditional and alternative – tests and quizzes, presentations, conferences, homework, projects, portfolios, interviews, peer and self-assessments, self-reflections, classroom discussions, and journals wherever and whenever applicable. By using both forms of assessment, teachers will thus find ‘no student left behind’ in their assessment strategies – I mean all students will have opportunities to answer questions one way or the other when both forms of assessment are used. If it is found that some students are unable to grasp the contents, teachers
can reteach or incorporate other strategies to help students meet the expectations. This way I believe a teacher can use assessment for learning.

**Reflection on Principles of Assessment and Evaluation**

By reading a variety of resources on assessment and evaluation, and by reflecting upon own experiences on efforts put to establishing an effective teaching-learning environment, I agree with Schwartz & Pollishuke (2005) in that assessment and evaluation are the foundations upon which teachers build their classroom program and daily activities. Let’s see some of the principles of assessment and evaluation.

1. **Purpose of assessment and evaluation is to improve student learning:** As I discussed above, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) that the primary purpose of assessment is to improve student learning. Although this document points out assessment for learning, as mentioned in Integrating CLB Assessment into your Classroom (2005) by Tara Holmes.

   The primary purpose of assessment for learning is to “provide descriptive feedback that will promote student learning.” Assessment as learning on the other hand encourages students to “be independent, set goals, monitor their own progress, determine next steps, and reflect on their thinking and learning” whereas assessment of learning “generally focuses on measurement and the product of learning and is most often translated into numbers, scores, and marks that can be used for outside reporting”.

2. **Communication about assessment is ongoing, clear and meaningful.** Before students are assessed, it is very important for teachers to communicate with students strategies and rubrics to be used for testing and assessment. Over time, I have learned that when students are not taught rudimentary information about how to take a test and how to meet the expectations based on the testing criteria or purpose or rubrics, they often fail. However, readers might argue that the purpose of the test is not only to pass, but also to learn and be educated. And, obviously, there is a possibility that students fail both the circumstances. Tests could be fair, reliable, and valid; however, if strategies on taking tests intelligently and assessment are not communicated, teachers might not get the clear picture of what they had thought of before teaching. Students should be made aware of rubrics, checklists, or holistic scoring sheets. This will help students identify important criteria by which their assignments are assessed, leading them to success.

   It is strongly suggested that teachers provide students with effective feedback that help them feel positive about assessment and also encourage them to fill the gap pointed out in the feedback by further providing opportunities to learn in the future. It should be kept in mind that specific feedback is provided, rather than general comment. While proving feedback, teachers should be aware of the following three steps (Holmes, 2005)

   a. recognition of the desired goal,
   b. evidence of the present position, and
   c. knowledge about how to close the gap between the two.

3. **Assessment and evaluation is intended to help students develop their thinking, skills and concepts.** For assessment, a variety of means should be incorporated: tests and quizzes, presentations, conferences, homework, projects, portfolios, interviews, peer and self-assessments, self-reflections, classroom discussions, and journals wherever and whenever applicable. This will help students develop their thinking, skills and concepts. As I said earlier, multiple-choice and essay questions are both used to assess mastery of the content concepts taught or learned.
CONCLUSION
I suggest that students be assessed, in spite of a wide array of possibly available forms and formats, the way that incorporates a variety of means of assessment forms and tools, which not only estimate students’ the magnitude of their learning, but also encourage them to think and produce responses critically, and develop their skills, knowledge, and concepts. It is important that these forms and tools are effective and appropriate, and adhere to the principles of assessment, whether it is a language assessment or entrance exam. It is essential that an assessment form or tool assess student knowledge and performance abilities, thoroughly considering Krathwohl’s (2002) revised taxonomy. As I have mentioned above, both forms of and all tools for assessment are important, depending upon whether it is assessment for learning, or assessment as learning, or assessment of learning.

REFERENCES


RAJ KATRI
Raj Katri is an ESL Instructor and doctoral student with TESOL concentration at the University of Regina, Raj has been teaching ESL in a variety of settings and capacities, including professor at Centennial College and ESL Instructor at Toronto Catholic District School Board, for over a decade. Committed to lifelong learning, he regularly attends and presents at provincial, national, and international ESL conferences. A certified member of TESL Canada, TESL Saskatchewan, OCT, and Saskatchewan Professional Certificate A, and professional member of TESOL and STLHE, Raj keeps interest in second language reading strategies, cultural influences in classroom practices, classroom strategies, and second language writing. This article first appeared in the TEAL Manitoba Journal [June 2013]. Raj Katri’s email address is rajkenglish@yahoo.com
My experience as an EAL teacher providing in class support has shown that actively supporting EAL students in a variety of ways allows them to acquire a better understanding of the subject studied and achieve good results at the end.

In order to achieve this, I implemented a variety of different strategies.

I have found it important to:

1. Keep in contact with the mainstream teachers regularly and systematically, whether face-to-face or by email.
2. Access the mainstream teachers plans weekly in order to prepare any modifications or additional resources that would enable the EAL students to do the tasks and activities set.
3. Have a meeting with the mainstream teachers once a week with the objective of sharing new ideas or suggestions related to their lessons.
4. Research the lesson topics in advance either through books or online in order to gain a deeper understanding of the subjects so you can anticipate any problems the EAL students could have.
5. Prepare graded materials, for instance, pictures, vocabulary or simplified explanations of the topic and print them out. These materials can be handed to EAL students in class as support during the lesson.

6. Prepare a file with all the information EAL students need in order to prepare for the school tests and assessments. EAL students should copy the file in advance.

7. Ask for the tests and assessments in advance so you can check if the instructions and rubrics are appropriate for the EAL students and ask the teachers to modify them if necessary.

8. Help any student in class, but particularly the EAL students, offering all your support, for example, explaining the meaning of new words, showing them how to research topics on the internet, helping them write summaries or reports and modelling some of the tasks if they appear difficult.

9. Have a brief feedback session with the mainstream teacher at the end of each lesson to talk about the EAL students’ participation in class and any progress they have made.

10. Maintain a good relationship with the mainstream teachers based on respect for them as professionals and human beings.

11. Keep up the contact with EAL students outside the class as well, in order to get lesson feedback or to hear of any other possible problems informally.

12. Foster a good relationship with the parents of EAL students, if appropriate, to share feedback and suggestions.

CONCLUSION

The population of students who are second language learners is increasing daily in our classrooms so it is necessary for English language teachers to explore strategies to enable EAL students to integrate into an educational context where English speaking students are part of the classroom as well.

The key issue is to increase the input and output of the EAL students so that they can develop their language skills sufficiently to be successful. In order to accomplish this, the EAL and mainstream teachers have to understand their students’ needs and weaknesses and work together to help their students overcome them.

Such understanding encourages teachers to integrate their current knowledge and practice into designing effective instruction and tasks for the EAL students. By understanding the issues involved in working with EAL students, teachers can be facilitators in their students’ language and academic progress.

YORDANKA BRUNET VALLE

Yordanka Brunet Valle MA TESOL was winner of the Trinity College London Teacher Trainer Scholarship in 2009 and is currently teaching English as an Additional Language [EAL] at the International School in Havana Cuba. She has published articles, on websites and in magazines as well as a book for training teachers to integrate videos in classes. This article first appeared in VOICES [Issue 235].

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Languages are sports, not subjects. They cannot be taught, or learned. Instead, they must be practiced. Language teachers aren’t really teachers, either (at least, the good ones aren’t). Rather they are coaches. They don’t lecture, they demonstrate. They don’t teach, they create training regimens.

I teach in Japan, and my biggest hurdle as a language teacher is my students’ assumptions about learning.

Many students think foreign languages are subjects to be memorized and studied late at night. They listen carefully to their teachers’ explanations, craft beautiful notes with intricate colour schemes, and wonder why they still can’t catch the meaning of simple spoken questions or put their thoughts down on paper.

Like in baseball, knowing the rules is just the first step towards being able to play.

Many students in Japan spend all their time learning grammar in classrooms. Imagine a baseball team that spent all it’s practice sessions inside, listening to the coach explain the rules. Players spend their time taking notes and memorizing positions.

Come game day, how are they going to do out on the field?

Let’s look at another team. The coach explains the rules, but only the basic ones, enough to let the players start. He demonstrates some basic skills, like throwing or batting. The players spend most of their time practicing, alone and with their teammates. Occasionally the coach gives individual instruction, pointing out useful techniques to players that need them. After a few months, they play the team described above.

Now move that to the classroom. The language teacher (coach) explains little, demonstrates when necessary, and encourages the students to practice, both alone and with classmates. Students work at developing fluency and automaticity, and learn how to study independently, where to find sources of input, and how to deal with problems.

The best language classrooms aren’t lecture halls where students sit attentively and write down discrete items to memorize later. They are noisy, chaotic places where students are practicing and refining techniques, wrestling with language, and learning how to get rescue communication when it breaks down.

Language teachers are like sports coaches. 🔺

Ben Shearon was born in Germany, but claims to be British. He has lived in Spain, the UK, China, and Japan. After arriving in Japan in July 2000, he has worked teaching English at the elementary, junior high, high school, and university levels, and after a stint as an advisor at the Miyagi Board of Education is now a lecturer at Tohoku University.

Ben regularly conducts workshops for teachers, is a member of the advisory school board for Nika Junior and Senior High School, and serves as educational advisor to Cambridge English, a private English school in Sendai. Current interests include student autonomy, independent learning, extensive reading and listening, vocabulary acquisition, testing, and the Japanese educational system. This article first appeared in CONTACT Volume 39, Number 4, November 2013 published by the TESL Ontario Association of Ontario. Ben Shearon’s email address is sendaiben@gmail.com
MINI LESSONS AS A TEACHING STRATEGY

BY SUSANNA FAWKES

A mini lesson can be used within a full lesson when teachers want to draw students’ attention to a specific problem/issue, which is not related to the topic, or teach a specific skill. Usually it is an impromptu lesson on a grammar point or cultural note. However, it can be any topic. Although often being triggered by a certain situation, a mini lesson can also be planned. The two examples of a mini lesson illustrate how a variety of topics can be covered within 10-15 minutes.

LESSON PLAN FOR A MINI-LESSON ON POSSESSIVES

Group Profile: Level 1, Beginners and Low Intermediate ESL learners

Lesson Length: 10-12 minutes.

Learning and Achievement Objectives: To draw SS’s attention to possessives

Rationale: Students love bringing their family photos to class. When a student shows in the very beginning of the class his/her family picture, I begin asking WH-questions, such as: Who is this? Who are these people? Whose house is this? Who is this baby? The student has to answer the questions, using possessives. Students normally use “my” and “your” correctly, but usually have problems with possessive nouns with apostrophe and possessive adjectives his, her, their, our. This can be either introduced or reviewed in a mini-lesson on possessives.
**PHASE** | **MINUTES** | **DESCRIPTION** | **GROUPING**
--- | --- | --- | ---
**Intro** | 1 | Draw SS’s attention to the family photo. With a planned lesson, ask SS to bring to class their photos. | Whole class |
**Main** | 8 | Ask the S, using WH question, who are the people on the photo. After each answer, change the sentence, using third form pronoun and possessive nouns with apostrophe. For example:  
S: This is my husband  
T: This is her husband  
T: This is May’s husband  
Put on the left board: she – her, and on the right board: May – May’s (if there is only one board in the classroom, divide it into two parts).  
When the S makes an error, correct her/him, using recast and emphasizing the correct form:  
T: Whose baby is this?  
S: This is my son daughter  
T: This is your son’s daughter  
T: This is his daughter  
T: This is May’s granddaughter  
Put on the left board: he – his, and on the right board: son – son’s.  
Ask question/s related to plural forms:  
T: Who are these people?  
S: They are our children. (If S cannot produce the form our, help her/him with this form)  
T: These are May and her husband, and these are their children - May’s and her husband’s children.  
Emphasize the possessives. Put on the left board: we – our; they - their, and on the right board: husband – husband’s.  
Thus, the picture on your left board/side will look as follows:  
<table>
<thead>
<tr>
<th>she</th>
<th>her</th>
<th>he</th>
<th>his</th>
<th>we</th>
<th>our</th>
<th>they</th>
<th>their</th>
</tr>
</thead>
</table>
Add I | my | you | your  
on the top. So you will have all the possessive adjectives except for it-its. This one can be learned later.  
Pointing to persons, say I – my, you – your, etc. Then draw SS’s attention to the right board and to the use of apostrophe with nouns.  
May – May’s  
Son – son’s  
Husband – husband’s  
**Close** | 1 | To close, point to a male S, and say first:  
He – his book  
Then use the S’s name:  
Eric – Eric’s book  
Then point to a female S.  
She – her pen  
Anna – Anna’s pen  
Then have SS practice a couple of times: you point to a male and female SS and have everybody use the possessive forms. | Whole class |
| **Materials I need** | Board, Document Camera, or OHP |
| **Questions I want to ask** | WH-questions such as: Who is this? Who are these people? Whose house is this? Who is this baby? |
COMMENTS

This is a good quick way to introduce or review possessives. The teacher can pretend to be confused about the relationships and ask such questions as, Is this your husband?, pointing to the son, or Is this your baby?, pointing to the grandchild, holding the picture, so everybody can see it (or using a Document Camera). Usually the students laugh, and the student whose photo is being used tries to give the correct answer. The teacher can ask everybody to bring their family photos to the next class, and have them work in pairs or in groups, practicing possessives.

If the mini-lesson is planned, the students have their family photos with them. If it is an impromptu lesson, the teacher asks the students if anybody has a family photo with him/her. If no one does, the teacher can use his/her photo. Of course it can be just a picture from a textbook or a magazine, but as a rule, the more personal the content of the lesson is the better students are engaged. Grammar forms taught in a context closely related to students’ life make more sense to them, so are they easier to acquire.

SUSANNA FAWKES

Susanna is an ESL instructor at Thompson Rivers University. She has taught language for over 16 years overseas and in Canada. She has also worked as an ELSA [LINC] instructor and as a Program Coordinator. Susanna earned her MA in Applied Linguistics (ESL Pedagogy) at UMASS in Boston. This article appeared in Spring 2013 issue of the TEAL Newsletter [Spring 2013 Issue]. Susanna Fawkes’ email address is Sfawkes@tru.ca
Just after Christmas 2011, my husband had chest pain strong enough to warrant going to the hospital. While the doctor was examining him, my husband was asked how much pain he was experiencing on a scale of 1 to 10, with 10 being the worst. My husband was able to indicate that his pain was around 6 on the scale.

Thanks to effective diagnosis and treatment, my husband was able to have angioplasty and avoid a full-blown heart attack (which would have been his second). After the procedure, during recovery and healing, my husband was again asked to assess his pain on a scale of 1 to 10 to decide what kind of pain medication he needed.

At the time, I was unaware that asking a patient to rate his or her pain on a scale of 1 to 10 is a common question asked by health care providers when confronted by a patient in pain. One of the reasons for using such a scale is that pain is personal. What is agonizing for one person may be tolerable for another. Only the sufferer knows how it feels. Rating the pain on a scale tells the medical professional how it feels to the patient, important information for diagnosis of problems as well as for treating the pain.
In spring 2012, ISSofBC Vancouver ELSA program hosted its regular community placement for nursing students from the Langara College Department of Nursing. For the community placement, two nursing students observe six different ELSA classes from literacy to level 5. The purpose of the observation is for the nursing students to learn about the different levels of English in ELSA classes; to see the communicative, interactive methodology by which ELSA teachers teach; and to ask the ELSA students about their needs for health information. Following the observation, the Langara nursing students decide on a health topic that is relevant to the ELSA students and design a lesson to meet their needs. In spring 2012, that topic turned out to be talking about pain utilizing the pain scale.

After some consultation with me as the Instructional Coordinator for the ELSA program at ISSofBC Vancouver, Langara College nursing students Simran Sihota and Gurjit Dhaliwal created communicative, interactive lessons for our ELSA students to describe their pain to a medical practitioner using the pain scale. With the help of ISSofBC Vancouver ELSA instructor Erin Swayze, the lessons were delivered to literacy to level 3 students in AM, PM and evening classes. Students and teachers at ISSofBC found the lessons so useful, it was decided they should be formalized and shared. Fortunately, the BC TEAL Charitable Foundation granted ISSofBC the Aids Health and Education Fund Award in 2012 to enable the Talking About Pain ELSA Lesson Package to be developed and expanded to ELSA levels 4 and 5.

The lesson for literacy and level 1 students is simple: students learn to state the location of pain on their body and to use the pain scale to describe their level of pain. At level 2, the lesson adds language for students to state if their pain is constant or intermittent. At level 3, the lesson is similar, but students read various scenarios of people in pain and turn them into appropriate dialogues with medical professionals. Finally, at ELSA level 4 and 5, students additionally learn language to describe pain that is chronic or acute, as well as expanded vocabulary for describing pain such as burning, cramping, tingling or throbbing. These lessons help ELSA students to describe their pain more clearly to medical practitioners which may speed diagnosis of medical issues and aid in the prescribing of pain medication.

Each lesson comes complete with all the materials needed for the lesson, including original illustrations and student handouts. Accompanying the lessons are short videos showing a person getting hurt and then describing her pain. The videos provide a visual introduction to the concept of talking about pain using the pain scale and make the lessons easier to understand, especially for the lower levels.

The entire Talking About Pain ELSA Lesson Package for ESLA Literacy to Level 5 classes, including the videos, is available as a free download on the ISSofBC website http://www.issbc.org/janis-esl/talking_about_pain.html. In addition, they are available as a link from the ELSA Net website, and through Tutela. The Lesson Package is 152 pages long and includes approximately 10 minutes of video in nine separate video tracks (three for literacy and level 1, and two each for level 2, level 3, and level 4 and 5).
One of the most popular and successful ways to practice spoken fluency is Maurice’s (1983) 4/3/2 technique. Originally, speakers were given 4 minutes for the first practice, 3 for the second and 2 for the third—hence it is called 4/3/2. One advantage of this technique is that the timings can be changed to suit different classes. Another is that it works with any class size while allowing the teacher to monitor every learner.

I have tried to discover variations to 4/3/2 activities which: maintain motivation and interest, are genuinely communicative and meet Nation’s (1989) criteria for fluency practice. Nation’s criteria are:

1) The speaker has a different audience each time they speak; so they focus on communicating the same message, not adding new information.

2) The speaker repeats the same talk; so they will have increased confidence and not need new vocabulary.

3) The time pressure is increased each time the talk is given; so the speaker must repeat their message faster to complete the activity.

Nation (1989) and Arevart & Nation (1991) found that meeting all three criteria results in improved fluency over time. De Jong and Perfetti (2011) found that the second of these criteria is essential for the maintenance of improved fluency over time.

**Steps in a standard 4/3/2 activity:**

1. Learners prepare to talk about a topic, statement or question that the teacher has provided. This can be done by: thinking individually, speaking in pairs or by writing keywords/notes.

2. The learners stand in two rows facing each other. One row will be speakers, the other listeners.

3. The speakers talk to the person in front of them for the set time. The listeners do not interrupt and do not ask questions (this ensures that unaided spoken fluency is practiced).

4. The speakers change partners by moving down the row.

5. The speakers repeat their message to their new partner, but in less time.

6. Step 4 and 5 are repeated once. This means that each speaker has said their message three times.

7. The speakers become listeners, and vice versa. Steps 3 through 6 are repeated.

8. The teacher may elicit or provide feedback after steps 3, 5, 6 or 7. Evidence of automatic fluency is shown by the production of “smooth and rapid” utterances (Gatbonton and Segalowitz, 1988, p326). So the teacher can ask if the learners: 1) finished talking about everything, 2) spoke faster or 3) spoke more smoothly (less pauses and hesitations) each time.

This can also be displayed visually in a diagram:
VARIATIONS TO MONITORING:

Standard Check Off: Learners prepare a list of topics/keywords during Step 1 above (preparation). The learners check these off the list when they talk about them.

Advantage: This makes it easier for learners and the teacher to monitor fluency development.

Standard Percent: The percentage (of the initial talk) completed is reported back to teacher.

Standard Topic Up: The number of topics increase and time stays the same when learners move. Disadvantage: As only part of the original talk is repeated throughout the activity, so one of Nation’s conditions is not met.

VARIATIONS FOR LISTENERS:

Standard Report: After everyone has spoken the A’s and B’s try to remember what they listened to in their groups. Advantages: Reporting what they heard encourages active listening. In large classes this allows the learners to hear more of the ideas.

Disadvantage: It takes more class time.

VARIATIONS FOR ALL LEARNERS:

The Standard Method usually has the learners standing up. I tried keeping them seated as I assumed that sitting was less stressful than standing. I used four seats at two tables in the classes, but other arrangements are possible, e.g. two rows of seats, or even numbers of rows if the rows are fixed to the floor.

Advantage: The speakers can have 3 different audiences without the need to change seats/tables. Disadvantage: The listeners report what they heard after hearing two speakers, not three. This arrangement also takes more time as both speakers must share their talk with each other (i.e. 4,3,2 not 4,3,2).

FURTHER VARIATIONS

The experimentation led me to a reconceptualization of variations into those which affected: the preparation, learners’ positions, listener’s actions, timing and the monitoring/feedback questions. This allowed me to present the learners with choices of which variations to use in class without referring to complicated diagrams or terminology.

<table>
<thead>
<tr>
<th>NAME</th>
<th>PROCEDURE &amp; TIMING</th>
<th>DIAGRAM</th>
<th>NATION’S CONDITIONS MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across Table</td>
<td>Round 1</td>
<td>A B A B</td>
<td>3 x New Audience 3 x Same talk 3 x Time pressure</td>
</tr>
<tr>
<td></td>
<td>-Learners sit at tables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-A’s talk to B’s next to them (green line).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-A’s talk to B’s diagonally across from them (yellow line), but for less time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-A’s change tables and talk to B’s next to them (green line), but for less time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round 2</td>
<td>-B’s talk to A’s next to them (green line).</td>
<td>A B A B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-B’s talk to A’s diagonally across from them (yellow line), but for less time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-B’s change tables and talk to A’s next to them (green line), but for less time.</td>
<td>A B A B</td>
<td></td>
</tr>
</tbody>
</table>

To meet all three of Nation’s criteria without changing seats/tables the Standard Report and Across Table Variations can be Combined:

<table>
<thead>
<tr>
<th>NAME</th>
<th>PROCEDURE &amp; TIMING</th>
<th>DIAGRAM</th>
<th>NATION’S CONDITIONS MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table Report</td>
<td>Like the Across Table arrangement except the final move:</td>
<td>A B A B</td>
<td>3 x New Audience 3 x Same talk 3 x Time pressure</td>
</tr>
<tr>
<td></td>
<td>-After each round the speakers talk to each other (blue line), and the listeners report to each other about the speakers’ topics (blue line), for 1 minute each.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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REFERENCES


INTRODUCTION
Almost all EFL teachers have to deal with multi-faceted tasks in their classes. For many language teachers and language learners, developing comprehensible and fluent English is of prime importance. In the absence of fluent speech, interaction will break down and that is why oral fluency is one of the main priorities in language classes.

In order to develop English language learners’ oral proficiency, there are a number of activities available to the teachers in EFL classrooms. One of the most widely used activities is language games. Every creative English teacher can design a game of his/her own, taking into account his/her students’ needs, strengths, and weaknesses. It goes without saying that by using games in the English class, teachers can improve the areas in which students need further practice. Every single type of game has a kind of interaction within it. According to Zizzo and Tan (2011), “With interaction, the opportunity to cooperate arises, even in the midst of conflict; conflict, on the other hand, can hinder cooperation” (p.987).

Similar to games, another kind of activity liked by most learners is storytelling regardless of whether the teacher narrates it or students do it. Students enjoy stories for many reasons. One of the obvious reasons is that almost all of us were told stories by our grannies or parents in the early years of our childhood. Likewise, language teachers can benefit a lot from storytelling in their classes. Storytelling is beneficial because of its influence on the child’s linguistic ability, thought process, imagination, and creativity (Wang et al., 2008).

Storytelling has been with human beings for centuries and has been widely used to educate people. As Wright (1995) puts it, in the process of language learning, storytelling is of crucial importance for children to develop their language expression, logical thinking, imagination, and creativity.

Storytelling in the classroom promotes both expressive and receptive skills. The rationale behind this idea is that storytelling offers two opportunities for language learners. With the teacher as the story teller, language learners can enhance their critical listening and with the students as the storytellers, their oral and written expression will be fostered (Peck, 1989). By frequently being exposed to the framework of the text, storytelling can also improve students’ reading and writing skills (Roney, 1989). Moreover, schema theorists claim that by fostering a “sense of story” in language learners, comprehending and producing different types of literature would appear easier (Golden, 1984).

According to Taguhchi and Iwasaki (2008), we still lack a firm conclusion regarding the methods or activities that can best enhance fluency. Yet, another benefit of using storytelling in the English classroom is the development of oral fluency. Lennon (2000) has defined oral fluency as “the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing” (p.28).

In addition to all the above-mentioned advantages of storytelling, it is safe to argue that it can foster students’ creative thinking.
It is a sad fact that many language teachers have conveyed the idea to the learners that they can only consume the knowledge produced by the teacher and that they lack the ability to create knowledge themselves (Popescu, 2013). Hence, learners need to be aware of the fact that they need to develop creativity themselves and teachers can facilitate this by providing the right atmosphere.

**GOALS OF THE STORYTELLING GAME**

Our recommended game is designed to improve students’ speaking skill (with the focus mostly on fluency) and creativity through storytelling by fostering their knowledge of grammar. This game is appropriate for students at intermediate and upper-intermediate levels. The time required to do this activity is 30 to 35 minutes. Although this game has the development of fluency and creativity as its main goal, teachers can add a dimension of grammar to the game depending on the students’ proficiency level. It goes without saying that one can remove the grammar dimension from the game if he/she believes that it is beyond the students’ competence or that they need to be free in using whatever grammatical form they prefer.

**MATERIALS**

Materials needed for this game are quite easy to prepare. The most important component of this game is the pictures based on which students are going to make a story. While choosing the pictures for this game, care must be taken to use those which are composed of at least five or six related pieces. The reason is that in one of the phases of the game, students ought to number the pictures in the order they assume is the best. Another material important to the game is a darts board and a dice. These two elements give a chance side to the game. Moreover, the issue of relating a sport activity to the language activity makes it more enjoyable and interesting for the students and makes them more eager to like to play the game in the later sessions. The last item needed is at least twelve little boxes or envelopes for putting the cards in.

**PREPARATION**

First, number the six boxes from one to six and put the six pieces of the related pictures of a story in each box. Now we have six boxes with six pictures in each. Depending on the size of the class, you can vary the number of boxes. As mentioned earlier, the pictures should not be numbered in advance because students are going to number them. (See Appendix A for a sample picture). When putting the pictures in the boxes the following point is highly important to be followed.

The pictures which clearly illustrate its story content should be located in boxes whose number is against the level of difficulty of scores on the darts. In other words, if students score a number on the darts which is closer to the center (a more difficult thing to do), they can take a box which has more tangible pictures (an easier thing to do) and if students score a number toward external parts of the darts (again an easier thing to do), they must take a box which contains fewer tangible pictures (a more difficult thing to do).

The next step is to number the other six boxes from one to six. On six separate small pieces of paper, write a grammatical tense or voice (depending on the students’ familiarity with the tenses and voices). For example, on a piece of paper write passive voice and put it in one box and on the other piece write the present perfect tense and again put it in another box until all the boxes have a piece of paper with one particular tense or voice assigned. After rolling the dice and receiving these boxes, which will be explained in the next part, the groups are required to follow these specific tenses or voices while creating their stories.

Before the game starts, the teacher should clarify what the students are supposed to do throughout the game so that all students are clear about their responsibility. The other reason is that lack of information about the game on the part of the students will kill its joy.
PROCEDURES

First, the teacher should divide the students into groups of two or three depending on the number of students. There should be no more than three students in each group so that everyone will be involved in the game. Otherwise, not everyone will have an equal opportunity to participate, share ideas and speak.

After arranging the groups, it is time to enter the element of chance into the game, which is throwing the arrow towards the darts board. One member of each group should stand in front of the darts board and throw the arrow toward it. The next step is getting a box of pictures. Here depending on the score obtained on the darts board, each group should take the box with that particular number on it. Then another student from another group should throw the arrow and choose a box. This procedure goes on until all the groups have one box of 6 pictures.

In the next phase of the game, another member of each group (not the one who threw the arrow to the darts board) should go toward the table on which the second group of boxes and the dice are located. Here again we have a chance aspect because of rolling the dice. After rolling the dice only once, and according to the number it shows (logically from 1 to 6), the group member should pick up the box with that particular number on it. As mentioned earlier, inside these boxes, there are grammar tenses or voices. This phase of the game is completely optional and the teacher can decide whether to include a grammar aspect to the game or not.

After doing this process for all the groups, the group members gather together and open the two boxes that they got by throwing the arrow and rolling the dice. In one of the boxes, there are six related pictures which are not numbered and in the other box there is one grammar tense or voice. All of the members in the group should try to first number the pictures and then create a story using the pictures and a particular grammar feature within a time limit set by the teacher. Needless to say, while grouping the students, the teacher needs to be careful to have groups with students of heterogeneous abilities in English so that the time limit would be fair for all the groups.

When all the groups are done with their stories within the time limit, the teacher randomly selects one of the members of each group to tell the story to the class. The reason for this random selection is that in each group the more proficient student usually volunteers to tell the story and in this case, the less proficient ones tend to be silent, because they know there is someone out there who is going to handle everything. After all the groups told their stories to the class members, the teacher can read the original stories out loud so that the students will find out how much they deviated from the original stories. The group with the closest story in terms of content to the original one will win the game.

VARIATION

Instead of adding a grammar dimension to the game, the creative teacher can ask the students to use some pre-selected idioms which he/she has taught to them in the previous sessions. In this case, the students would benefit from reviewing and using the idioms.

CONCLUSION

To conclude, it is our belief that games are one the most favored components of English classes. By thinking of novel games, English teachers can add the spice of variety to their classes and make them more fun. In addition to fun and pleasure, games are useful pedagogic tools to review and consolidate certain elements. One of the considerable benefits of utilizing games in language classes is the involvement of students in making active use of the concepts they have just been taught (Shubik, 2002). Moreover, games have the potential to enhance a sense of collaboration and group learning among students, particularly in countries where individual work is preferred to group work. Using games of this sort will inevitably make both teachers and students aware of the benefits of working and learning together.

REFERENCES


**APPENDIX A**

**A FISHY STORY**

Waldemar Andersen went fishing last weekend near the Norwegian city of Bergen and found the gold earring his wife had lost in the North Sea a week previously. He discovered the earring in the stomach of a cod fish.

Mrs. Andersen lost her earring two weeks ago while walking by the sea. Then last Saturday, her husband went fishing in the same place. He caught a fish and took it home. While he was cleaning it, he discovered his wife’s earring inside. “I couldn’t believe my eyes,” he said.

Andersen’s wife, Ranghild, had this to say: “Think of all the fish swimming around there and the same cod that swallowed my earring should bite on my husband’s fishing hook a week later. It’s incredible.”

Andersen said he had not realized that he was fishing from the spot where his wife lost the piece of jewelry.

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Using video in the classroom can greatly enrich students’ learning experience and having access to online video services such as YouTube or Vimeo can be an invaluable teaching resource. However, the incredibly vast amount of the available online video material can be overwhelming. After all, not all YouTube videos are useful, or suitable for ESL instruction, and finding just the right clip can take up a lot of valuable time we teachers simply do not have. It is for these precise reasons that I have recently developed a new website for ESL teachers and learners called ESL Tube.

In a nutshell, ESL Tube is a free, user-driven categorized collection of videos teachers can use either as an in-class resource, or as a tool for assigning homework. Videos are placed in categories such as Listening, Grammar, Test Preparation, For Teachers, or Humour, and are tagged with content-specific keywords making them easy to find.

In addition to viewing the videos, ESL Tube allows individual users to contribute to the existing database of materials by submitting links to their own video clips, or to any other videos found online. This can be accomplished by filling out a simple submission form. Another convenient ESL Tube feature allows users to discuss each video by posting comments. This feature is particularly useful when assigning videos as homework. Being able to share own opinions in this informal manner empowers learners to communicate with a much wider audience than just their teachers and peers. As a result of assigning weekly video journals to my lower level students, for instance, I was able to witness many of them become more confident about their learning. In many cases, my initially shy and reserved students started to quickly express interest in showing off their written comments on a big screen in class and in reading comments of their classmates. This simple activity has unintentionally turned the class into a little community of writers.

One more notable ESL Tube feature is the ability to “like” individual videos. This does not only make voting for popular videos possible, but more importantly, it also allows the user to compile an individual list of favourite videos which can then be easily accessed on the “My Likes” page for future viewing. This feature is particularly useful for teachers who may want to make a collection of videos they show in class often.

To sum up, if you already use short video clips in your classes or would like to start but at the same time find YouTube to be too vast and too distracting to navigate with ease, ESL Tube is sure to assist you by providing you with suitable classroom video material right out of the box. Moreover, the website offers an excellent virtual stage upon which you can showcase videos of your own authorship, or share any other helpful video resources available online. Finally, by directing your students to ESL Tube, you will be able to engage them as learners and communicators more fully.

In order to improve the ESL Tube user experience, I welcome your comments and suggestions. Please feel free to contact me either by email at jmassalski@tru.ca or via the website’s contact form.

JACK MASSALSKI
Jack Massalski developed a keen interest in the human language at McMaster University where he had completed his undergraduate studies in Modern Languages and Linguistics. Jack went on to earn his MA in Applied Language Studies from Carleton University. Then after having enjoyed a decade-long career of teaching, teacher training, and curriculum development in Japan, Jack returned to Canada in 2008 and has been teaching English for Academic Purposes at Thompson Rivers University in Kamloops BC ever since. Although in his spare time Jack enjoys dabbing into developing online learning tools such as ESLTube.org or EnglishMemes.com for his students, his main areas of interest include second language acquisition, blended learning, the use of social networking technology in language learning, and curriculum design. Jack Massalski’s email address is jmassalski@tru.ca
Like Toastmasters on steroids, TED — whose video lectures have garnered over a billion views — has raised public speaking to whole new level. TED talks are making people excited, inspired even, by algorithms and children and crowd-sourced solutions to food insecurity.

The TED phenomenon has also provided (through a very forgiving Creative Commons license) a wealth of new material for EAP instructors, especially those charged with the challenging task of “teaching listening.” When I first discovered TED talks, I was hesitant to use them in the classroom because of their advanced language level and speed.

The majority of my students, though officially high intermediate or advanced ESL, reported that they didn’t routinely watch or listen to anything in (unsubtitled) English outside of a classroom, with the exception of popular music. I suspected TED would be too difficult, and possibly frustrating for them. However, I experimented one semester, occasionally interspersing them among what I thought were more “appropriate” listening materials. At the end of the semester I surveyed the students about which materials they thought were most useful for practicing listening. TED was at the top of the list — hands down. In discussion after, the students told me what they valued about TED: the authenticity of the language; the enthusiasm of the speakers; the wide variety of topics; the fact they were current; and the built-in comprehension supports they could use at home, like multi-lingual subtitles and transcripts. After the survey results, I decided to spend more time looking for ways to integrate TED into the classroom effectively. Here are a few of the lessons I’ve learned in my EAP class.

**TEN TIPS FOR MAKING THE MOST OF TED**

1. Don’t worry that a talk isn’t “academic enough.” The skills we need teach our students can be practiced on a wide range of materials. Many TED talks lend themselves to these skills, regardless of the topic.

Best non-academic video that lends itself to teaching EAP listening skills: Ric Elias’s “Three Things I Learned While My Plane Crashed”. It’s only 5 minutes long, but you can use it for: predicting content; listening for cues for background information/main idea/organization; noticing repetition; taking notes; learning vocabulary (even has nine words from AWL); and paraphrasing ideas.

2. **Download the VLC media player** (http://www.videolan.org/vlc/). It’s free, and you can use it to play all kinds of media, not just TED lectures. Most useful feature: you can easily slow down the playback speed of many videos — by as much at 10-20% — without losing sound quality. To play a TED talk on VLC...
player, you’ll need to download the lecture first, rather than play it over the Internet. Fortunately, TED has provided an easy-to-use ‘download’ button for each video.

3. Engage students’ critical thinking. Some of the best videos for this are the ones rated “persuasive” by users. (Click ‘Rate’ under any video to find this). Have students discuss whether they agree with the rating, and why: analyze the speaker’s language, emotions, body language, PPT images, arguments, and evidence.

   Recommended talks rated “persuasive”: Sheryl Sandberg’s “Why We Have Too Few Women Leaders”; Kathryn Schulz’s “Don’t Regret Regret”, Jamie Oliver’s “Teach Every Child about Food”, Graham Hill’s “Why I’m a Weekday Vegetarian”, and Dan Pink’s “The Puzzle of Motivation”.

4. Take your time. Most of the talks are quite rich in content and language. Pre-listening vocabulary work is important. Also, remember that the speakers have a strict time limit and aren’t expecting anyone to be writing down their talk, so if students are taking notes, you should slow down the playback speed (see #2) and pause the video occasionally. Give students time afterward to answer comprehension questions and discuss the ideas in the lecture. Work on longer lectures (the longest is about 20 minutes) can sometimes be spread over two classes.

5. Take advantage of the transcripts. Read a lecture (or part of one) aloud for your students: no technology needed. And you can adjust the speed or vocabulary as you see fit, encouraging students to ask clarification questions. You can also create killer cloze exercises and vocabulary lists (The Compleat Lexical Tutor is great for this: http://www.lectutor.ca). Or extend a listening lesson with a reading activity based on the transcript (and vice-versa).

6. Don’t underestimate the value of a short talk. Click ‘Talks’ at the top of the homepage to search videos by length: you’ll find plenty of interesting, discussion-generating talks that are under nine minutes. There is the added advantage that you can replay them once or twice without taking up your entire class time.

   Recommended short talks: Graham Hill’s “Less Stuff, More Happiness” (6 min), Marco Tempest’s “The Magic of Truth and Lies (and iPods)” (5 min), Julian Treasure’s, “Five Ways to Listen Better” (8 min), and Matt Cutts’s “Try Something New for 30 Days” (3.5 min).

7. Use TED to teach presentation skills. This is especially useful for business or engineering students. Choose two videos and have students compare them in terms of:
   • Introductions – length, effectiveness
   • Delivery – speed, clarity, word stress
   • Body language – is it dynamic, fidgety, non-expressive?
   • PowerPoint – did it add to the presentation, or was it distracting?
   • Transitions – were topic changes clearly signaled?

   Recommended talks to compare presentation skills: Tali Sharot’s “The Optimism Bias” and Malcolm Gladwell’s “The Strange Tale of the Norden Bombsight” make for an interesting contrast in style.

8. Focus on academic vocabulary. Many of us teach mixed classes of students bound for various disciplines. When it’s difficult to find a topic that’s relevant to everyone, a reasonable compromise is to choose a lecture with general appeal, and then focus on vocabulary from the Academic Word List. The AWL highlighter at http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm allows you to copy and paste the transcript into a dialog box. It highlights all of the AWL words, breaking them down into their sublists.

9. Check out TED-Ed (http://ed.ted.com/). This is a recent addition to the TED site which takes short lessons by seasoned educators, and finds animators to create original artwork for them. You can customize quizzes based on the lectures for your own class, and track student results. Even if designing online quizzes is not your cup of tea, check out the site: its combination of creativity and brainpower is truly exceptional. Which brings me to my last tip...

10. Remember to occasionally turn off your teacher filter. Do you like creating teaching materials from authentic sources? Do you often approach print and electronic media thinking “what could my students get out of this?” If so, then you may be over-meditating the world through your “teacher filter.” This habit is useful at times (“I just found the perfect lecture for the final exam!”), but ultimately draining. It’s a little like the story of the man who found $20 on the street, and then spent his whole life with his head down, picking up dropped change while missing out on hundreds of sunsets, smiles and other random pleasures. So every once in awhile forget about your class, look up, and let yourself get carried away by an idea, not because your students would love it, but because you love it.

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TIME TRAVELLING WITH FACEBOOK: A GOLDMINE FOR VERB TENSES AND AUTHENTIC LANGUAGE

By Thursday, I am usually out of steam. The week has been a success, but I just don't have the familiar spring in my step and the vigor of the day prior. When this happens, I usually look for some inspiration away from the bookshelf for something I can comfortably manipulate. This might be an article or a photograph, fictional story or childhood memory.

This week’s topic is ‘Friends and Relationships’, and without asking the students to write about a close friend using a carefully selected handful of adjectives from a list, I need them to identify with what they are writing and saying. The questions I want to propose are:

1. Where's your friend living now?
2. Where did you meet?
3. How long have you known your friend?
4. What are they up to right now?
5. What have they been doing recently?
6. What are their plans for the future?

Enter Facebook! The best thing about Facebook is its brilliant approach to presenting peoples’ lives by way of a timeline. To add to this genius, it informs us of up-to-date details on what people are doing, where they are going and what they have planned for the future; a goldmine of tenses and authentic language just waiting to be fed into the language-learning environment.

THE PLAN
I started by writing the word ‘Facebook’ in the middle of the whiteboard and informed the students that we were about to go on a journey through space and time, whilst talking about our friends. I wanted to stay off the subject of the pros and cons of Facebook, but for future reference it could be a nice warmer and lead-in to the lesson. I then proceeded to elicit the appropriate tenses we would use to talk about the different points on a person’s timeline and wrote them on the board as follows: past tenses to the left, future tenses to the right and present tenses in the middle using the word ‘Facebook’ as my ‘current’ or ‘present day’ point of reference. After this mini presentation, we turned to our android phones and laptops to locate a worthy subject. For those who didn't own an android phone or laptop, I encouraged them to think of a close friend in the same way and try to recall as much information about that person's life as possible. After a short period of searching and scribbling, the students were able to inform each other of their friend's exploits, some even with a hint of criticism towards the picture their friend paints in comparison to the truth. Very entertaining.

This activity was a great opportunity to really practise certain tenses with an upper-intermediate class who were still struggling with usage. It also encouraged the students to ask some very pertinent questions that put us all to task. Sometimes, the best stuff is right under your nose.

OLIVER HIPKINS
Oliver Hipkins (BA, CELTA) works as an EFL teacher and music tutor at Katherine & King's College of London. He has been teaching for just over two years and is interested in the adaptability of music and technology in the language-learning environment. Let me know if you have any comments or suggestions for improvements.
Email - oliverhipkins@hotmail.com
The LearnIT2Teach Project has worked since 2010 to develop LINC online English-language-learner (ELL) courseware and train teachers how to implement it in blended learning. Through the surveys and interviews that constitute the project evaluation, it was determined that ELLs would benefit from improved preparation for online or blended learning and improved access to support for common technology questions. The training and support the project provides to settlement language training instructors, is now provided to students through help and how-to features embedded in the courseware.

This article outlines the new support features created for ELLs using the LINC Courseware provided by the LearnIT2Teach project. These new tools for learners encourage and train them in using the online courseware, and provide instructors with resources to support learners. The resources are of two types: “Learner readiness” mini-courses at each LINC level are preparation for online learning, and “How to” and “Courseware Basics” blocks that provide just-in-time help when learners need it. (See Appendix for mentioned terms, websites, & software).

The LearnIT2Teach LINC Courseware is a product of years of development of foundation resources, documents and policies. The courseware is built on the foundation of the Canadian Language Benchmarks, the LINC Curriculum Guidelines, and the LINC Classroom Activities Books (See Figure 1). The courseware includes more than 400 LINC E-Activities or LINC Learning Objects seeded throughout. Additional social-constructivist activities and the “NanoGong” speaking and listening feature add important functionality as well. When instructors implement the courseware, they add their own activities as well, and these become an integral property of a personalized course.

Instructors must attend a Stage-1 training session and enter the online Stage-2 course before they can use the LINC Courseware with students. Many instructors elect to start or complete Stage-3 of the LearnIT2Teach training to take greater control of the LINC Courseware in order and adapt it to their own use. The additional support features detailed below will make the going-live process easier for instructors and learners.
TWO TYPES OF HELP

LEARNER READINESS COURSES

Instructors are now invited to make the process of blending LINC Courseware with their teaching routine more efficient with a Learner Readiness course. The Learner Readiness courses are each designed for specific LINC levels. Instructors are advised to complete a Learner Readiness course from the student perspective before taking their students through a Learner Readiness course. Under a teacher’s direction, newcomer learners should expect to take three one-hour periods to complete a Learner Readiness course. When they complete it, students will have a practical understanding of and experience using the LINC Courseware features at their LINC level. To accommodate diverse learning styles, each lesson has a print option for those who wish to have a paper copy during the lesson.

Each Learner Readiness course has a common structure, beginning with “Getting Ready to Learn Online” and progressing to “Edlinc, The Basics” and “Reading, Writing and Listening Activities.” Classes should proceed through these items together discussing technical and pedagogical elements as they are encountered. Students will appreciate this involvement as they build their confidence as blended learners.

The “Getting Ready to Learn Online” section introduces general concepts such as blended learning, LINC Courseware, and communicating with your teacher. It also offers tips for making the blended learning experience a successful one and offers advice on using this mode of learning to improve reading, writing, listening, speaking and vocabulary development.

In the “Edlinc, The Basics” section, students are introduced to the information-technology skills required to use the LINC Courseware. This includes features such as using the course calendar, changing a personal password, and editing personal information.

The “Reading, Writing and Listening Activities” section guides the students through practical activities that can include using a course glossary, taking a poll, participating in forums, completing wikis or generating a blog. In this section students experience the tools firsthand.

Speaking Activities can include using Skype for discussion or recording software called Nanogong to practice speaking. In the new learner support features, students learn about these features and practice the use of course tools ‘hands-on.’

HELP BLOCKS

Just-in-time help for learners is also provided. Each LINC courseware course arrives with two help blocks. These are the “How To” block and the “Courseware Basics” block. These blocks, detailed below, are designed primarily for students to use if they require independent assistance.

The “how to” block. The “How To” block is a resource that is available on every course within the edlinc.ca service. Instructors can hide this block based on their requirements. This help support contains specific assistance for LINC Courseware users with specific task-based issues. These are the topics covered in the block:

- How to complete a SCORM activity
- How to complete a SCORM listening activity
- How to view your SCORM scores
- How to use a glossary activity
- How to edit a glossary activity
- How to do a choice activity
- How to do a NanoGong activity
- How to post to a forum activity
- How to do a blog task activity
- How to use Skype activity
- How to do a wiki task activity

Getting access to any of these resources simply requires choosing them from a menu. The “How to” pages are LINC level appropriate. This ensures that students and teachers of specific LINC levels experience the technical assistance and language level that are level suitable.

The “courseware basics” block. The “Courseware Basics” block is a support resource that is available in every course within the edlinc.ca service. Instructors can hide this block based on their requirements. This block covers basic features that are necessary for students to negotiate the LINC courseware. The issues covered with this resource are normally experienced within the first few uses of the LINC Courseware. By selecting the Courseware Basics block, learners open a window and view a list of the available topics.

These are the topics covered in this block:
- Using the course Calendar
- About the Latest News block
- Navigating through a course
- Using the news forum
- All about the Online Users block
- Finding people with the Participants block
- Changing a password
- Enhancing a profile
- How to contact the teacher
- An explanation of the edlinc resources

LOOKING FORWARD

The LearnIT2teach team is constantly working to upgrade services and improve the learning experience for LINC learners. The project is expanding across Canada in the current fiscal year. As well, the connection between project resources and the national digital repository for settlement language training, Tutela.ca, grows closer through uploading of resources and new launching training webinars for administrators on how to integrate into LINC settlement language training programs and manage it.
APPENDIX: TERMS, WEBSITES, & SOFTWARE

• Blended or hybrid learning involves combining computer-based activities with face-to-face classroom methods and resources. In blended situations, instructors can facilitate learning in a computer room, assign learners online work to be completed outside of class or integrate computer technology into a traditional classroom; for example, by incorporating a TeacherTube movie into language lessons.

  edlinc.ca Edlinc is the name of the server that hosts the LINC Courseware. All of the live courses are hosted on edlinc.ca. http://edlinc.ca/

  LearnIT2teach is available at http://learnit2teach.ca/wpnew/

  Moodle.org: A community where Moodle, a free web application that educators can use to create effective online learning sites, is made and discussed. http://www.moodle.org

  NanoGong: The Open and free Nanogong feature allows instructors and learners the ability to record and listen to audio within the course. http://gong.ust.hk/nanogong

  SCORM stands for Sharable Content Object Reference Model and is a technical standard applied to learning objects (individual units of learning) that facilitates moving them from one learning management system to another.

  TeacherTube: An educator and student friendly site for sharing educational videos, docs, audios and photos for classroom use. http://www.teachertube.com/


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JOHN ALLAN

John Allan is currently an instructional developer at the College of the North Atlantic in Qatar. He also serves on the TESL Ontario Social Media Committee. His interests include creating learning opportunities for language learners using online and blended learning solutions. He has been working in the TESOL field since 1990 as a teacher and CALL facilitator. In addition to undergraduate degrees in education and TESL, John has a masters of distance education and an MSc in CALL and TESOL. This article first appeared in CONTACT Volume 39, Number 4, November 2013 published by TESL Ontario. John Allen's email address is johnharoldallan@gmail.com
Once on a long while, someone comes out with a gem of a book which busy teachers can snap up, understand clearly, and use immediately. Bradbury’s Dialogue Exchange is one of these special books. It is 160 pages, soft-covered and easily photocopiable for classroom use. Inside its bright yellow and red cover one finds Mark Hill’s delightful illustrations for each of the fifteen chapters. For beginning teachers who are not ready to ‘just dive in’ the author provides an extensive explanatory section explaining the methodology in detail – a valuable section for any new to ESL teaching.

I have always found the best way of reviewing a teacher’s book is to try it out in a real classroom situation. So, having done this myself, I am quite happy to report that Diane Bradbury’s book passed the test – Dialogue Exchange does make it very easy to quickly prepare and teach good, effective ESL lessons.

Not only is this book easy and quick to use, the book is pedagogically sound. It promotes cooperative, interactive learning with vocabulary expansion and oral practice.

Different learning styles (visual, tactile, aural) are included by the use of pictures, vocabulary strips (on coloured paper), and scripted dialogues for two partners. The requirement to allow for creativity and flexibility are addressed by having students complete sentences or develop their own new sentences for each of their picture cards in the last stage of the lesson. Often Mark Hill’s interesting adult cartoon characters are pictured with empty speech bubbles above their heads prompting students to fill in the conversation.

Teachers facing multi-level classes will be pleased to learn how easy it is to adapt these lessons to the different levels because of the design of the materials. One starts with the picture sequence to introduce the subject and key vocabulary before the printed words are seen. Then activities are added one by one to suit the level of each group of students. For example, in my class of twenty students all students started with the picture sequence and subject with basic vocabulary established orally, and all students then worked with the vocabulary strips.
matching them to the pictures and learning to recognize the words. Upper students then received the paired dialogues, first listening to me read with a volunteer and then reading the dialogues with their own partners. At the same time, the lower level students repeated matching their re-mixed pictures and vocabulary strips and followed my lead in oral reading of the word strips. After that, the lower level student pairs received the dialogues and followed along while I and a volunteer modelled the language. The uppers meanwhile went on to create their own dialogues using additional elicited vocabulary and the lower level students went on to copy their vocabulary into their notebooks and to think about what they had learned. It was a very effective lesson which involved and engaged every student in the class. And, through the use of Bradbury’s book for ESL Beginners it was prepared in fifteen minutes. Follow-up lessons could have included any of the additional activities described in the book such ‘dialogue pick-up cards,’ ‘dictation relay,’ and role playing of new dialogues with correction activities added.

Each of the book’s fifteen chapters is a complete lesson on a topic targeting a subject most beginning English students want and need to learn; topics such as “Asking for Directions,” “Applying for a Job,” and “Taking a Taxi” make the lessons meaningful. Each lesson contains all the elements of a good, interactive lesson and moves through all the learning steps that Beginners need. The materials are thoughtfully designed to facilitate working in pairs or small groups. Since every lesson begins with an illustrated scenario, learners are intrigued and engaged, they begin to postulate about possible conversation content. Students immediately grasp the subject matter from the pictures and struggle to find words to express the meaning in the pictures and are therefore strongly motivated to accept new vocabulary as it is presented. They may begin to add some words or expressions which they already know or may just remain in eager anticipation of the learning experience to come.

In conclusion, I feel that Dialogue Exchange would be a very useful asset to the library of any teacher of ESL Beginner Adults.

SANDRA PRICE-HOSIE
Sandra Price-Hosie left a career in broadcast to begin her ESL teaching career in 1990 with a TESL Certificate from Vancouver Community College plus a B.A. in History and a Diploma in Journalism. She has taught and developed curriculum and courses from ESL Literacy level to TESL programs. Now retired, she is enjoying tutoring and volunteer teaching New to English at the Old Barn Centre at UBC. Ms. Price-Hosie is the author of All About Literacy, a book for teachers of Adult ESL Literacy, and of All About Learning English available in English with Chinese or Korean translations written to make learning English easier for ESL adult learners. You can learn more at ‘pricehosie.com’.
In conclusion, *Language Learning with Technology* is a must-have new book which is suitable for both new and experienced teachers, with lesson aims focusing on language rather than technology and suggestions for recommended software or websites to supplement lessons. I think this new book is going to be a hit!


*Language Learning with Technology* is the latest in the handbook series for teachers published by Cambridge University Press and contains eleven chapters. The book can be utilized by experienced or newly qualified language teachers who are keen to incorporate technology into their lessons. The book has over 130 activities that the reader can choose to supplement their course book or current materials with.

The initial chapters, ‘Integrating technology’ and ‘Building a learning community’, focus on introducing technology into the classroom. The remaining chapters offer suggestions to teachers to help them incorporate various ideas when teaching of different skills and systems. All skills and language areas are mentioned, including assessment, project work and pronunciation. It is very bold for any book to tackle such a broad and ever-evolving subject in education.

The introduction of *Language Learning with Technology* focuses on the benefits of using technology in the classroom, as well as developing a principled approach to integrating technology. One attempt of the book is to assist teachers in developing skills which are required to ensure a lesson involving technology is successful. The teacher is referred to selected lesson ideas, such as setting up a language wiki for their class (page 35), and is then provided with further information on how to set a Wiki up (Appendix B). Appendix B correlates to the various teaching ideas within the book and provides a list of websites that the reader can visit for more ideas and information. Appendix A is a ‘technologies guide’ and offers ideas on how best to record and edit speaking, develop and introduce learners to a class blog, as well as use Google Forms as a surveying tool. The author assumes some previous base technical knowledge and is by no means a complete guide for teachers who are new to the various suggested technologies introduced in the series. However, as with anything, it is advisable for technical neophytes to learn through doing and, as most professional teachers would agree, the preparation of lessons, combined with the teaching of the classes, is an integral component of integrating this new information.

In conclusion, *Language Learning with Technology* is a must-have new book which is suitable for both new and experienced teachers, with lesson aims focusing on language rather than technology and suggestions for recommended software or websites to supplement lessons. I think this new book is going to be a hit!

**MARTIN SKETCHLEY**

Martin Sketchley has been an English language teacher for over 8 years with teaching experience in South Korea, Romania and the UK. He holds an MA in English Language Teaching from the University of Sussex, holds a Diploma in ELT, completed the CELTA in Seoul and also holds a Trinity young learner certificate (TYLEC). He is a member of the IATEFL Young Learner SIG and is also a Young Learner Coordinator for LTC Eastbourne. His other responsibilities include supporting a local charity as a Trustee to provide ESOL courses for migrants and asylum seekers. You can find out more about Martin Sketchley on his website www.eltexperiences.com as well as find him on Twitter (@ELTExperiences). Email: Martin.Sketchley@ltc-eastbourne.com
Scott Thornbury’s Big Questions in English Language Training is a short e-book. It is divided up into 21 chapters. Each chapter is based on a ‘big’ question in the English language teaching field. The questions all come from Thornbury’s (highly recommended, but now inactive) blog, A to Z in ELT. As he states in the preface, “the same issues come round and round… the blog has become a little unwieldy, especially for new visitors, so I decided to condense (things) into a friendlier format.” Thus, the book.

Anyone who is, or has, taught English as a Second Language (ESL) or English as a Foreign Language (EFL) will be familiar with the issues raised in the book. Thornbury presents the issues in a fairly accessible way and he always provides plenty of references, both to academic journals and to the original blog posts for anyone interested in following up any of the topics raised. Unfortunately, following up on the topics is necessary as the book contains a good breadth of topics it lacks any depth. While the author obviously benefitted from the back and forth possible on a blog that allows an issue to be investigated in depth and from many sides, it would be nice to see more of the same depth which makes the blog unwieldy find its way into the book.

Nearly all of the issues raised in the book are of practical classroom concern for ESL/EFL teachers. In fact, if you are a teacher, you have probably asked yourself many of the questions posed in the book. Why are some learners unwilling to communicate (Chapter 2)? Is the use of the learners’ mother tongue a good idea (Chapter 4)? What is the best age to start (Chapter 7)? What is fluency and how do you teach it (Chapter 8)? Why focus on form (Chapter 10)? What is scaffolding and how do you do it (Chapter 11)? Is there anything wrong with rote learning (Chapter 13)? Do rules help you learn a language (Chapter 19)?

Big Questions in ELT introduces many interesting ideas. An unwillingness to communicate in Chapter 2 is explained through a process of “infantalization” where a lack of competence means the learner must accept a (social) role below which he would normally maintain. Thornbury quotes Harder here, “in order to be a wit in a foreign language you have to go through a stage of being a half-wit – there is no other way.”

In Chapter 1 “How many words do learners need to know?” an answer, 6000, is provided. The book would be a lot more satisfying if this were the case throughout, but seeing as the latest research is still unable to answer most of the questions raised, it may be asking too much. Still, when a question such as “Is there a best method?” (Chapter 12) is raised, an answer, or at least an attempt at one, is expected. Instead, the chapter suggests we are now in a ‘post method’ era and “what the majority of teachers teach and how they teach [is] now determined by textbooks.” The textbooks are the methods. Unfortunately, this still leaves the novice teacher at a loss as to how to supplement the text. At other times, the discussion gets bogged down in defining terms. In Chapter 10 ‘focus on form’ is introduced, but a large part of the chapter is dedicated to a philosophical discussion of what is meant by ‘overtly’ and ‘incidentally’ and to sample dialogues from a
Lyster study. A more direct explanation along with examples would be more helpful to the majority of readers.

Despite all the issues discussed in *Big Questions in ELT* being relevant to ESL teaching, there is precious little practical in-class advice provided. Again, there are a few exceptions. In Chapter 9 several great tips on how to ‘push’ students to improve are explained. But, for the most part, the discussion is theoretical. So, is the book useful? It could be very helpful in shaping one’s teaching philosophy. It is be a great introduction (or review) of the field depending on your level of expertise. It could serve as great fodder for discussion in the teacher’s room at any language school or as a starting point for deeper study of any of the issues it raises. The book would probably be most helpful for anyone doing teacher training. Each chapter ends with a set of thought provoking questions around which a course could easily be set up. An example from Chapter 4: Do you accept the argument that there is more positive than negative transfer from the first language to the second language? On what grounds?

*Big Questions in ELT* is an interesting read and a good introduction, or refresher, for anyone in the language teaching field. While it may not provide a lot of depth or as many answers as you would like, it brings up the most intriguing issues in the field and provides the opportunity for discussion and further study. Overall it is a highly recommended read, and if you don’t want to spring for the book, there is always the blog.

CHARLES FULLERTON
Charles Fullerton has taught English in Costa Rica and South Korea for over 12 years. He has spent the last 8 years at Hongik University in Seoul where he now teaches Basic Science and Engineering English and TOEIC Speaking classes. He completed a Masters in Education from Framingham State University in 2009. Since then he has published and presented at KOTESOL and other Korean English teaching organizations as well as taken over the running of an ex-pat hockey team. He also volunteers as a proofreader for The English Connection, KOTESOL’s quarterly publication. His research interests include errors and error correction. Charles’ email address is charfull@yahoo.com

Oxford EAP, A Course in English for Academic Purposes is a real “bang for one’s buck”. It is chock full of materials and exercises to prepare all aspiring students for the skills needed in reading, writing, listening and speaking at the university level regardless of their field of study.

Comprised of 12 units, each based around a theme with a central academic focus, the text hones in on such essential skills as identifying and writing main ideas and topic sentences, recognizing connections (cause and effect, compare and contrast, argument etc.), evaluating and summarizing language, analyzing and responding to a wide variety of writing styles as well as presenting information both formally and informally. Each unit consists of scaffolded tasks in each of the 4 main skill areas with an additional section dedicated to academic vocabulary. For example, the theme of Unit 6 is ‘Change’ and the academic focus of the unit is ‘describing a process’, so the subsequent reading section includes an authentic text segment about a process with tasks that give students practice in predicting, checking comprehension, breaking down text, using intransitive and transitive verbs and recognizing and using signpost language. The next sections in the unit (writing, listening and speaking) follow this same basic outline, however, the listening and speaking sections are further supported with both video and audio lectures provided on a DVD in the teacher’s handbook. This is one of the main highlights of this text!

On the whole, this text and the accompanying teacher’s handbook are a wealth of information, densely packed into 12 units. Although the authors claim it is meant for an ‘Upper intermediate’ student, I think it would also be appropriate for advanced students, or a student who has already been accepted into university and is looking to practice the essential skills at that level. As I am currently teaching EAP, I really liked the listening lectures and I am inclined to use bits and pieces of the units. However, I feel that I would need to provide further practice to shore up understanding of the main tasks presented in each of the skill areas. That being said, I believe this book is well designed and would be beneficial for any teacher teaching EAP.
Hi Everyone:
I received a copy of this ‘hotel brochure’ from a teaching friend and haven’t laughed so much in ages. She keeps it for whenever she feels the need of a good chuckle. Apparently it was translated directly word for word into English by the hotel staff using their English dictionaries. I hope it brings you a smile. It seemed a good way to end our 2014 issue of SHARE.

Jennifer

**GETTING TO THE HOTEL**
Our representative will make you wait at the airport. The bus to the hotel runs along the lakeshore. Soon you will feel pleasure in passing water. You will know that you are getting near the hotel, because you will soon go round the bend.

**THE HOTEL**
This is a family hotel, so children are very welcome. We of course are always pleased to accept adultery. Highly skilled nurses are available in the evenings to put down your children. Guests are invited to conjugate in the bar and expose themselves to others. But please note that ladies are not allowed to have babies in the bar. We organize social games, so no guest is ever left alone to play with them self.

**THE RESTAURANT**
Our menus have been carefully chosen to be ordinary and unexciting. At dinner, our quartet will circulate from table to table and fiddle with you.

**YOUR ROOM**
Every room has excellent facilities for your private parts. In winter, every room is on heat. Each room has a balcony offering views of outstanding obscenity. You will not be disturbed by traffic noise, since the road between the hotel and the lake is used only by pederasts.

**THE BED**
Your bed has been made in accordance with local tradition. If you have any other ideas please ring for the chambermaid. Please take advantage of her. She will be very pleased to squash [wash] your shirts, blouses and underwear. If asked, she will also squeeze [press] your trousers.