USEFUL GUIDE TO Completing YOUR CERT IV IN TESOL COURSE
Certificate IV qualification type descriptor

**Purpose:** The Certificate IV qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning.

**Knowledge:** Graduates of a Certificate IV will have broad factual, technical and theoretical knowledge in a specialised field of work and learning.

**Skills:** Graduates of a Certificate IV will have:
- Cognitive skills to identify, analyse, compare and act on information from a range of sources
- Cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems
- Specialist technical skills to complete routine and non-routine tasks and functions
- Communication skills to guide activities and provide technical advice in the area of work and learning

**Application of knowledge and skills** Graduates of a Certificate IV will demonstrate the application of knowledge and skills:
- To specialised tasks or functions in known or changing contexts
- With responsibility for own functions and outputs, and may have limited responsibility for organisation of others
- With limited responsibility for the quantity and quality of the output of others in a team within limited parameters

**Volume of learning:** The volume of learning of a Certificate IV is typically 0.5 – 2 years. There may be variations between short duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work.
I. Your Course

1.1 The Written Component

Your course comprises 11 unit assessments and 6 hours of practical teaching. It is recommended that you finish all the written components first before commencing your practicum. It is also advisable that you submit one unit assessment at a time to know the assessor’s feedback first before continuing on another unit.

The 11 units are as follows:

1. TESKTR401 Develop TESOL knowledge and teaching roles
2. TESKTM402 Develop TESOL teaching methodology
3. TESPPT403 Formulate a personal philosophy of teaching statement
4. TESDLS404 Develop listening skills in TESOL
5. TESDSS405 Develop speaking skills in TESOL
6. TESDRS406 Develop reading skills in TESOL
7. TESDWS407 Develop writing skills, spelling and punctuation in TESOL
8. TESDGV408 Develop grammar and vocabulary knowledge in TESOL
9. TESAVT409 Develop audio-visual and information technology techniques in TESOL
10. TESDSA410 Plan and develop student assessment materials
11. TESPPT411 Private tutoring in TESOL

We also call them units 401, 402, 403 and so on. Upon submitting a unit, please rename the file with “your name and unit number”. e.g. John Smith 401 or Jane Doe 402 resubmission

Please allow 15 working days for your submitted assessment to be marked. Please email nrc@ataonline.edu.au if you don’t receive any feedback after 15 working days.

Your assessment would be returned for completion or revision if:

- You failed to answer one or more questions.
- Your lesson plans were incomplete, or you did not follow the ATA lesson plan template.
- Your lesson plans were copied from the ATA resource manual. (The lesson plans in the ATA training manual can only be used as a guide.)
- Your answers, lesson plans and activities were identical to someone else’s work.
1.2 The Practicum

You are required to do a 6-hour teaching practicum. One lesson can run from 45 minutes to 1 hour, or it could also be for 2 hours if it requires a comprehensive activity. There are 7 practical tasks that need to be completed over the 6 hours of teaching.

The practical tasks are as follows:
- Apply a technique using the Communicative Approach
- Apply a technique incorporating listening
- Apply a technique incorporating speaking
- Apply a technique incorporating writing
- Apply a technique incorporating reading
- Teach a lesson incorporating pair or group work
- Teach a grammar point

Ideally, practical tasks should be observed by a TESOL teacher/tutor who may supervise with the guidance of an ATA trainer/assessor. If this is not possible, the practical sessions should be recorded on video, and the recording must be submitted to ATA. It is best to upload the videos in YouTube, Vimeo or the like, and send the link to nrc@ataonline.edu.au.

When planning and teaching the tutoring session, the following checklist needs to be adhered to, to ensure all practical requirements have been completed.

- A lesson plan is completed for the session using the ATA lesson plan format.
- The lesson plan is age, level and interest appropriate and relates to the student’s specific needs.
- A self-evaluation of the lesson is completed with comment on the lesson outcomes and effectiveness of the activities.
- Feedback from the student/s and/or supervising management is submitted.
- Copies of all worksheets used in the lesson are submitted.
- A copy of the student’s work from the lesson is submitted.

1.3 Application for RPL (Recognition of Prior Learning)

An RPL can be approved after the documents submitted have been evaluated by an assessor.

Some of the evidence that you may submit to support your application are:
- Your resume or CV
- Certificates or qualifications
- References from employers/statements of service
- Job descriptions/ duty statements
- Teaching programs/ timetable
- Evaluations from supervisors
- Letter from grateful clients/ students

Please download Cert IV in TESOL RPL Assessment tool for further details.
II. Lesson planning

Most of the assessments would require you to create a lesson plan to better prepare you for your TESOL journey. We are also aware that receiving your assessments back for revision is cumbersome. Allow us to guide you on how to make competent lesson plans to avoid this. It is required that you follow the ATA lesson plan template whenever you are asked to make a lesson plan for the assessments. Please refer to pages 65-67 of the ATA Training Manual for further explanation of each component.

Here are the basic components that your lesson plan should have:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Level:</th>
<th>Age:</th>
<th>Length:</th>
<th>No. of Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL Methodology:</td>
<td>Language skills:</td>
<td>Lesson objectives: (Students will be able to…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources:</td>
<td>Warm-up/ Pre-task: (conduct either a warm-up OR a pre-task)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching 1:</td>
<td>Task 1:</td>
<td></td>
<td></td>
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<tr>
<td>Teaching 2:</td>
<td>Task 2:</td>
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<tr>
<td>Teaching 3:</td>
<td>Task 3:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Follow-up:</td>
<td>Home-work:</td>
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</tbody>
</table>

Here are some useful reminders to help you state the right details in your lesson plans.

✔ For the TESOL Methodology, you have to choose the approach (found on pages 36-39 of the ATA Manual) and the method (techniques in the order they will be used).

Incorrect: Eclectic approach
Correct: Communicative approach: flashcards, debate, role play, worksheet
Correct: Eclectic approach: video, discussion, game, vocabulary worksheet

✔ For the Language Skills, you can state any or even all of these: listening, speaking, reading and writing, depending on the goals and activities for that lesson. These are the skills that the students would be using for that lesson.
For the **Lesson Objectives**, you are required to state the goals that you wish your students to achieve by the end of the lesson. Remember that it is NOT what you are planning to do but what the **students** are to do.

**Incorrect:** To teach phrasal verbs  
**Correct:** Students should be able to use at least 3 phrasal verbs in complete sentences.

We encourage you to use **SMART objectives** for this will also help you gauge the effectiveness of your goals.

- **Specific** – Is the learning objective very clear?
- **Measurable** – Could it be measured easily? How?
- **Achievable** – Can the students really do it?
- **Relevant** – Is it needed by the students and appropriate for their level, age and interest?
- **Time bound** – Can the students finish it in the time set?

**Not SMART:** To learn and understand idioms.  
**SMART:** To explain the meaning of 3 idioms and use at least one example in a role play.

We should avoid using abstract words like *learn, understand, know, feel* and *experience* because they are difficult to assess. We should be able to measure at the end of the lesson if the students have indeed achieved the lesson objectives.

If you would want to see more examples of verbs for measurable objectives, you can refer to this site: [http://www.au.af.mil/au/awc/awcgate/edref/bloom.htm](http://www.au.af.mil/au/awc/awcgate/edref/bloom.htm)

This site features verbs that we can use for our learning objectives according to Bloom’s Taxonomy.

The **Teaching** and **Task** part should go hand in hand. (Teaching 1, Task 1, Teaching 2, Task 2 and so on.) The Teaching part is basically what the teacher will do, and the task is what the students should do. Remember that younger students will need a variety of activities prepared to keep them engaged. If your students are teens to adults, 3 sets of teaching and tasks would be enough. We should also allot time for their communication practice. The usual length of one class is only 45 minutes and we have to make sure the activities would be finished in the time set.

The **Follow up** is a short extension activity where you could assess if the students have indeed achieved the lesson goals. It could be a worksheet, a cloze activity or whatever you think that is attainable by the students after all the activities. Not only will you be able to evaluate the students, your students will also be happy knowing that they were able to accomplish or learn something from that lesson.
III. Useful tips

1. If you can’t find the answers in the training manual, you may do some personal research either on the internet or from other resources or give your personal opinion.

2. There are no rules regarding the length of your answers unless the word count is specifically stated. It is acceptable to answer briefly as long as the thought is already evident and understandable.

3. If you are working with a group or a partner and are planning to submit similar answers, you must ensure that the lesson plans and activities are completely different to avoid having them returned. This is for us to assess that each of you is competent and deserving to be certified. You must also state on the cover page the name of the person/s you’re working with.

4. For your lesson plan activities, you may use ideas from the internet and just modify them to suit the level, age and interest of your students.

5. Use spell check and proofread your work first before submitting it to show your competence in spelling and grammar as well.

IV. FAQs

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do I do the referencing?</td>
<td>Please put a Reference list at the very last page of your document indicating all the resources that helped you in answering your assessments.</td>
</tr>
<tr>
<td>2. How do I make a practicum rubric?</td>
<td>Please refer to pages 361-365 of the ATA TESOL Training Manual for the explanation and examples of rubrics. Create a rubric specifically for the activity and for each student as we should also consider their level. We normally create a rubric for speaking and writing tasks to grade them objectively. Categories may include grammar, pronunciation, content, spelling/capitalisation/punctuation (writing), etc. For listening and reading tasks, you may just use an answer key to check the student’s comprehension.</td>
</tr>
<tr>
<td>3. How do I know what language skills are suitable for different ages?</td>
<td>As much as possible, we would like our students to use all the 4 language skills in every lesson. But for beginner students, especially younger ones, we should not require them to do extensive reading or writing. We should always give appropriate activities to our students depending on their skills.</td>
</tr>
</tbody>
</table>
## GUIDE TO AVOID COMMON MISTAKES

<table>
<thead>
<tr>
<th>Unit</th>
<th>Element and Question #</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 401</td>
<td>Element 2 Q2</td>
<td>Please give <strong>3 level descriptors</strong> for each language at each level. You may find pages 51-55 of the manual useful. E.g. Beginner – 3 descriptors for listening, 3 descriptors for speaking, 3 descriptors for reading and 3 descriptors for writing.</td>
</tr>
<tr>
<td>Unit 401</td>
<td>Element 3 Q2</td>
<td>Please do not write the 4 different learning styles separately. If you want to include them, you may just write it as one answer. Other language differences are different alphabets, structure of the language, the level of literacy in first language, and other languages a student may know. Then write a strategy on how you can deal with them in the classroom.</td>
</tr>
<tr>
<td>Unit 402</td>
<td>Element 2 Q2</td>
<td>Please write <strong>3 TESOL approaches</strong> for each learning situation and briefly explain why you think they would be suitable for the target students. There should be a total of 9 approaches for this item.</td>
</tr>
<tr>
<td>Unit 404</td>
<td>Element 2 Q3</td>
<td>On the first column (listening techniques), please write the specific activities or tasks such as role-play, listening to news and debate. On the second column (listening function), please choose among the 5 written on pages 165-166. On the third column, explain why you think it’s a good listening technique.</td>
</tr>
<tr>
<td>Unit 406</td>
<td>Element 3 Q1</td>
<td>Please write one specific example for each reading material you have written on the second column. There should be a total of 15 specific examples on the third column.</td>
</tr>
<tr>
<td>Unit 408</td>
<td>Element 2 Q3</td>
<td>The terms “vocabulary retention technique” and “contextualising strategies” are not specifically mentioned in the manual, but for this item, you just have to create an activity that would help students to recall or memorise at least 5 words which are focused on a specific topic. It could be a form of a game, a drill or any task that would help them remember the words.</td>
</tr>
<tr>
<td>Unit 410</td>
<td>Element 3</td>
<td>For the listening and reading assessments, please provide an answer key. For speaking and writing assessments, please provide a rubric.</td>
</tr>
</tbody>
</table>
EXTRA RESOURCES FOR STUDENTS TO HELP WITH ASSESSMENTS
Appendix 1

Unit 401 Element 3 Q1

Culture Change, East West Cultural Differences, Cross Culture Business in Southeast and East Asia

What or who is actually an ex-pat or expat which is an abbreviation of ‘expatriate’? While the term is commonly used to refer to a Westener who resides in a 'foreign' country, it comes from the Latin 'ex patria'. Translated it means 'outside the native land'. This has appeared in Latin texts for more than 2000 years and refers to Roman soldiers who left their homeland to fight battles for the expansion of the Roman Empire. Anyone who lives away from their home country can be described as a foreign resident, expatriate, ex-pat or expat. The Thai government calls them aliens while the people refer to them as farangs or falang. Indonesians call them bule.

To be successful and happy as an expatriate it is important to recognise and accept that there are differences in the way of life between 'home' and a 'foreign' country. Study and research beforehand will be beneficial, but only time and the experience of living, working (or retiring) in one or more different countries will ensure settling into new environments and feeling almost 'at home' again. It is possible, usually after a period of adjustment.

There are wide areas of different thinking and different ways of reacting to and handling life’s situations in other countries, both personal and in business. This definitely applies to Asia. In some parts it’s more noticeable than others. Religion, faith and philosophy as well as traditions affect the culture of a particular country, or even a sub-area within that country. But for living in Southeast Asia, our primary area of coverage, it is important for ‘an outsider’ to be aware of the underlying cultural differences between East and West (including Christian) thinking, which all affect behaviour, culture, tradition and values in the various Asian countries. Japan has its own culture, as does China. There are similarities and differences without and within. China’s traditional culture can also be at odds with both Buddhism and Confucianism, and there are differences between these and other religions including Hinduism, Islam, Judaism, Shinto, Sikh and Taoism.

'Home'

From a Western perspective, back in the home country – maybe the UK or Europe, the USA, Canada, Australia, New Zealand, the Middle East or even an African country, while you were growing up, you subconsciously developed an ingrained sense of the ‘way things work’. A common language gave you the ability to communicate effectively with the people around you – your family, friends, work colleagues and even with strangers in public; you learned something of your country’s history, people’s habits, likes and dislikes, politics, religion, traditions; legal and judicial systems including your rights as a citizen; you learned about acceptable social behaviour within the family and tolerance of others’ actions; and many other parameters and facets of life. This understanding influenced your own behaviour, and what you expect of others.
You also have some idea of what people can or should not do without consequences – good or bad! You have certain rights and protection under the law. If you are accused of a crime or other transgression, you are (hopefully) entitled to professional defence. In some countries (by no means all), so-called civil rights like freedom of speech allow you to voice your opinions – vocally or in writing, and freely draw support from others who agree with you.

And 'Away'

Living abroad, it doesn’t take long to realise that many things that don’t ‘work’ the same, especially when moving from ‘the West’ to ‘the East’. Apart from different languages (and you will benefit greatly if you can learn to understand, speak or write some of them), each country has its own social systems and laws and ways of implementing them to resolve problems and disputes. You will find some of them strange and alien. There will be times when you feel alienated or uncomfortable because you realise that things are not the same as you think they ought to be.

This is what has become known as ‘Culture Shock’. It may sound like a clichéd joke, but it’s definitely not and every country in Asia has its own cultural traditions that need to be recognised and understood by foreign visitors, especially if they are spending extended time in any of these countries. The rules are usually easy enough to learn; the difficulty is understanding some of them when they are often in direct conflict with one’s own ingrained habits!

Living in an environment with an unfamiliar culture can cause stress, anxiety or worse – mental or physical illness or even suicide in some instances. The term culture shock was first used by Finnish-Canadian anthropologist Kalvero (Kalervo) Oberg in 1954. It is the shock of experiencing an unknown or new culture. It is unpleasant because it is unexpected; it can also lead to a negative evaluation of one’s own culture. Cross-cultural adjustment is the period of anxiety, distress and confusion suffered when entering a new culture. It can have effects on a person’s emotions, intellect and behaviour. This adjustment can be divided into four main phases or stages of cultural shock comprising (1) the honeymoon or tourist phase, (2) the crises or cultural shock phase, (3) the adjustment, reorientation and gradual recovery phase and (4) the adaptation, resolution or ‘acculturation’ phase.

Acceptance is the key that unlocks the final door. The realisation of the need to adjust, or even reverse, ideas of handling particular situations. It comes in time! One thing is certain: it is far easier to accept the new order of things than try to change them. In fact you will save yourself a lot of frustration and mental anguish the sooner you are able to do this!

If you inadvertently or intentionally ‘cross the line’ by arguing with or upsetting your local work colleagues, friends, family or even worse, the authorities, you will eventually come off second best, although you might not think so at the time. Most Asians are tolerant with foreigners and accept strange habits and behaviour, not only when it might be to their benefit (e.g. money) but out of inbred politeness and restraint in front of others (face). Westerners should not take advantage of this. After all, they are guests in these countries and there are limits to any host’s goodwill. As such they must try to
abide by local rules and codes of behaviour. It would be the same if the situations were reversed. How tolerant generally are Western countries inhabitants with those of different nationalities, faiths, ideologies and backgrounds?

Some East-West Philosophical Differences

The Yin Yang symbol, seen by some as two fish swimming head to tail, is well recognised. Over 2,500 years ago, the Chinese philosopher Confucius explained this essence of Chinese culture in his classic work I Ching. Yin and yang refer literally to the dark and sunlit sides of a hill. Although Yin and yang could be viewed as opposites like male and female, hot and cold, black and white, sweet and sour etc., they are really complementary pairs, and life’s mishaps and problems are caused not by opposing forces, but by disharmony or imbalances in the environment. Balance is essential for harmony.

Another reason for basic philosophical differences existing between East and West and which applies to Thai and Lao people, is that many are followers of the prophet Buddha. Buddhism (like Confucianism) preceded Christianity by more than 500 years. Long before these ideologies, though was animism and this is still practised in many Asian countries. Animism is the belief that all things in nature, like trees, mountains, the sky, even buildings, have souls or consciousness; belief in an unseen supernatural force that animates and organises the universe. It is also the belief in a spirit than can exist separately from a physical body or person.

Buddhism provides a spiritual structure which influences many aspects of the daily life of its followers. Buddhists see time as circular rather than linear. They are taught about reincarnation and fate or karma. Simply put, karma refers to the notion that what happens to someone in ‘this life’ is due to their behaviour and actions towards others in ’past lives’; these actions dictate what fate will befall one in the ‘next life’ on earth and what pain and suffering one must endure.

Because of this belief, Buddhist Asians tend to endure the the pain and suffering of ‘this’ life simply by accepting what life brings. They feel what happens is inevitable and there is no point in trying to alter things they believe cannot be changed by human intervention. In many cases, this gives some people little motivation to try to improve their lives and make changes for the better. They conveniently forget the ‘future life can be better’ concept. Western thinking is geared more towards anticipating risk or potential problems before they arise. Asians rely more on luck (fate). If someone is injured or even dies in a possibly avoidable accident, they weren’t careless, negligent or taking unnecessary risk or putting other lives in danger, they were just unlucky that day! It was ‘decreed’.
Here are the personal observations of the differences in emphasis between Eastern and Western cultures made by an Asian Christian cleric now living in the West. Some might disagree with the generalisations as in some societies they may not be altogether true:

<table>
<thead>
<tr>
<th>East</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live in 'time'</td>
<td>Live in 'space'</td>
</tr>
<tr>
<td>Value rest and relaxation</td>
<td>Value activity</td>
</tr>
<tr>
<td>Passive, accepting</td>
<td>Assertive, confronting</td>
</tr>
<tr>
<td>Contemplative</td>
<td>Diligent</td>
</tr>
<tr>
<td>Accept what is</td>
<td>Seek change</td>
</tr>
<tr>
<td>Live in nature (part of nature itself)</td>
<td>Live with nature (co-existing with nature)</td>
</tr>
<tr>
<td>Want to know meaning</td>
<td>Want to know how it works</td>
</tr>
<tr>
<td>Freedom of silence</td>
<td>Freedom of speech</td>
</tr>
<tr>
<td>Lapse into meditation</td>
<td>Strive for articulation</td>
</tr>
<tr>
<td>Marry first, then love</td>
<td>Love first, then marry</td>
</tr>
<tr>
<td>Love is silent</td>
<td>Love is vocal</td>
</tr>
<tr>
<td>Focus on consideration of others' feelings</td>
<td>Focus on self-assuredness, own needs</td>
</tr>
<tr>
<td>Learn to do with less material assets</td>
<td>Attempt to get more of everything</td>
</tr>
<tr>
<td>Ideal: love of life</td>
<td>Ideal: being successful</td>
</tr>
<tr>
<td>Honour austerity</td>
<td>Honour achievement</td>
</tr>
<tr>
<td>Wealth or poverty: results of fortune</td>
<td>Wealth or poverty: results of enterprise</td>
</tr>
<tr>
<td>Cherish wisdom of years</td>
<td>Cherish vitality of youth</td>
</tr>
<tr>
<td>Retire to enjoy the gift of one’s family</td>
<td>Retire to enjoy the rewards of one’s work</td>
</tr>
</tbody>
</table>

**Honesty & 'Truth'**

Another difference between Western – Judao/Christian (also Islam) thinking is the concept or interpretation of 'honesty'. In the West, although it's not always adhered to, the truth is real and very important. In some Eastern cultures, truth is at its best something to be searched for and at its worst, irrelevant (compared to Western perspective). For example, with regard to Chinese or Korean history, the Japanese will say that they have different views of events. Westerners can accept there are different opinions, but facts are facts even if there is some uncertainty or disagreement as to what those facts are.
Style vs. Substance

Westerners living in some SE Asian countries will start to notice basic differences in mentality, interests and 'intellectual' discussion. Thai and Lao people have very astute observational skills, but most are not focused on things that Westerners consider significant. They rarely anticipate events, often **failing to consider in advance** the driving force that could precipitate an accident or a potential future development; one that might later have great significance in their lives. They are more interested in viewing the results of a road accident, blood and dead bodies, than pondering on what might have caused it, or even less, how it might have been avoided. ‘Face’ (how you are perceived by others) is everything.

Confrontation

One area worth mentioning is **problems, arguments, disagreements, disputes**, even **crimes**. In the West we have laws and judicial systems to take care of the more serious ones. We also have old adages and expressions like 'taking the bull by the horns', 'a problem faced is a problem solved', 'speaking your mind', 'not mincing your words', 'facing problems in the eye', 'not being afraid to speak out', 'telling it like it is', 'calling a spade a spade', anticipating problems and analysing them afterwards for 'cause and effect'.

A good number of those concepts and ideas that might seem **natural** and **logical** to Westerners, or the 'right thing to do', can be almost the **direct opposite** of how Asian minds think or react when life is not running as smoothly as it might. In case of dispute, Asians usually go out of their way to **avoid direct confrontation** or argument, often resorting to what Westerners would call **lying** – 'white lies' or worse, **hiding their feelings** behind what appears to be a genuinely friendly smile, or just simply **silence**. Thoughts remain unspoken, but inner anger builds up nevertheless as Asians are sensitive people, and they will respond, but not at the time and possibly not in the way a Westerner might expect.

**Family ties** are the 'king-pin' – a singularly important and integral part of Asian culture generally. Far more so than in the West, where this has become less apparent in many societies. Asian women, especially, value their children and own family more than their husbands (whether Asian or foreign).

In matters requiring arbitration and or redress between families, local solutions at community level are sought and imposed before resorting to judicial or legal ones. Legal ones often result in a worse situation or a more expensive solution, so in some ways there might be good reason for this in certain countries in Asia. But fairness and justice take on different meanings within the Asian context too.
The best advice that one who has lived in the East for some time can give is: be tolerant of local thinking; make an effort to accept 'the Asian way', even try to emulate it. Even when you desperately want to get your point of view understood, try to see things from the opposite perspective. When provoked, 'bite your tongue' and contain your anger. Smile even though your jaw might crack with the effort! There are probably other ways to solve the problem, difficult as that may seem at the time, especially when frustration, anger and misunderstanding seem to surround you. There is probably nowhere where it’s as important to keep your cool as in Asia.

Learning the language helps a lot in understanding the people and will be an asset in many aspects of living, socialising as well as doing business with the locals. Visit our language learning and talking dictionaries pages.

East-West ‘cross-cultural’ friendships and relationships can be extremely successful as long as both partners make the effort to understand and accept the differences in each other’s culture and traditions. Human nature makes us all think ‘our way’ is best. This is not necessarily true!
Appendix 2

Unit 401 Element 3 Q2

Introduction to language differences

Preamble: The pages on this subsite contain descriptions of the most significant differences between English and other languages. Only 16 of the thousands of world languages are included here. These have been chosen a.) on the basis of the number of native speakers they have, and b.) to reflect the languages spoken by the major nationality groups at Frankfurt International School.

The primary target audience for these pages are mainstream teachers of ESL students who wish to understand some of the language problems experienced by the non-native speakers in their classes. The intention is not to provide a comprehensive description of the languages themselves. I have focussed on the most important areas of likely interference or negative transfer. The selection of examples is based on my experience as an ESL teacher with more than 20 years of experience in an international school, but also draws heavily on the sources listed below.

Interference: Interference or negative transfer are the terms used for the negative influence of the learner’s mother tongue when he or she is speaking or writing English*. Below are three examples of the interference problems that German learners of English might have when trying to convey their thoughts correctly in English. In the first two cases the learner has wrongly assumed that the tense used to express a particular meaning in German is the same as the tense used in English to convey the same meaning. The third mistake is using false friends - words in the one language that are identical or similar to words in the other, but whose meanings are different.

German:  Ich sage es ihm, wenn ich ihn sehe.

Interference: I tell him when I see him. ✗

Correct:  I’ll tell him when I see him.

German:  Ich lebe hier seit 1998.


Correct:  I have been living here since 1998.

German:  Was meinst du?

Interference: What do you mean? ✗

Correct:  What do you think?
Information sources: The most important source of the information in these pages is the excellent *Learner English: A teacher's guide to interference and other problems.* (1987) eds. Swan, M. & Smith, B. Cambridge University Press. I also frequently consulted *Wikipedia*'s language pages. These are a helpful resource for anyone who wants very detailed descriptions of the languages themselves (although the entries are of varying quality). Readers without some background knowledge of linguistics and phonology will probably find much of the information very difficult, however.

Other sources:


Two excellent web sources of phonological information are:

- Non-native pronunciations of English on Answers.com.
- The Speech Accent Archive

George Mason University

Further information: These pages contain many language words: *auxiliary, modal verb, cognate,* and so on. Site visitors who are not familiar with such terms can read an explanation of them, together with examples, on the page entitled *Language words.* There is also information for site visitors who would like to learn more about the nature of the English language and about language families.

Wikipedia can be consulted for further information on all other aspects of language that are mentioned but not explained in detail in these web pages. For example: the differences between stress-timed and syllable-timed languages. Wikipedia also has samples of alphabets/language scripts that cannot be easily represented here; Arabic, Hindi, Japanese, etc.

A brief introduction to *phonetics and phonology* is available on this website for those wanting to know about the speech system and the reasons why some learners find it so hard to produce the sounds of English correctly.
* There is considerable controversy over the extent to which interference (negative transfer) accounts for the numerous mistakes made by anyone learning a new language. Some researchers claim that most mistakes are consistent with the learner's developing rule system, called an interlanguage, and are due to faulty inferences about the target language rather than to interference from the first.

The analysis of language difference on this website seems to come down in favour of the interference theory, since this is the term used again and again in the web pages. Certainly, it seems to me that a German student making the mistakes listed above is drawing false inferences about English based on patterns in his or her own language. However, this is not to imply that I believe all mistakes to be those of interference. I do not. And it is certainly not true that differences between the native language and English inevitably lead to the learner to making mistakes in those areas. The situation is much more complex.

It is to be hoped, however, that SLA (second language acquisition) research will soon provide some more definitive answers to this question. The optimal pedagogical methodology to help the students gradually eradicate mistakes clearly depends to a large extent on why he or she makes them.
Appendix 3

Speaking: Teacher Talk Time vs Student Talk Time

This article regarding Teacher Talk Time in the TESOL classroom was taken from the following website:

https://www.teachingenglish.org.uk/article/teacher-talking-time

Why reduce TTT?

Many training courses based on CLT insisted that teacher talking time (TTT) was counterproductive and that teachers should reduce TTT for a number of reasons:

- Excessive TTT limits the amount of STT (student talking time). If the teacher talks for half the time in a 60 minute lesson with 15 students, each student gets only 2 minutes to speak.

- A large amount of TTT results in long stretches of time in teacher-to-class (T/class) mode and a monotonous pace. Student under-involvement inevitably leads to loss of concentration, boredom and reduced learning.

- TTT often means that the teacher is giving the students information that they could be finding out for themselves, such as grammar rules, the meanings of vocabulary items and corrections. Teacher explanations alone are often tedious, full of terminology and difficult to follow. There may be no indication of whether the students have understood.

- If the teacher takes the dominant role in classroom discourse in terms of initiating the topic, allocating turns and evaluating comments, the student’s role is only that of respondent. Opportunities for developing the speaking skill are therefore severely limited.

- If the teacher is constantly dominant and controlling, the learners take no responsibility for their own learning but learn what the teacher decides and when. Student autonomy is thus limited.

Strategies for reducing TTT

The over-use of TTT is often the product of the under-use of communicative techniques in the classroom. Many activities do not need to be teacher led – pair work (PW) or group work (GW) can be used instead. An activity might be set up in T/class mode, demonstrated in open pairs (students doing the activity across the class), and done in closed pairs (all the students working at the same time). Some mechanical activities need to be done individually (IW) but can be checked in pairs. What is most important is that activities and interaction patterns (T/class, PW, GW, IW) need to be varied. The amount of time spent in T/class mode will depend on factors such as the students and how much they know, the stage of the lesson, the time of day and what is being taught,
but a useful guideline is a limit of 30% of a lesson, and no more than 10 minutes at one time.

Other common strategies for reducing TTT include:

- Using elicitation rather than explanation. If students are presented with clear examples and guiding questions, they often do not need to be “told”. This kind of guided discovery leads to better understanding and more successful learning. Organising activities as pair work also means that all the students have the chance to work on the new language.

- The use of body language, mime, gestures and facial expressions rather than words. The position of the teacher in the classroom can also indicate to the students what is expected of them at a particular stage of the lesson.

- Getting students to give feedback on tasks to each other rather than to the teacher. This is often done in pairs, but answers can also be checked against a key. Student nomination, whereby one student nominates another to answer a question, is also a useful technique. Feedback involving the teacher is therefore limited to problematic questions rather than every question in an exercise.

- Eliminating unnecessary TTT. Grading language is important, but over-simplification can lead to unnatural models from the teacher. Instructions should be kept simple, while explanations need to be carefully worded and repeated if necessary rather than paraphrased. Simple concept questions should be asked to check understanding. If explanations are clear and concept checking is effective, there should be no need for re-explanation or interrupting an activity to reteach or re-instruct.

- Tolerating silence. Inexperienced teachers in particular tend to fill silences by unnecessary talking. Silence is important not only when students are working individually, but also provides ‘processing time’ between instructions, during explanations, while waiting for a student to respond, and during monitoring of activities. Prompting, providing clues and rephrasing the question are often counterproductive when the student merely needs time to answer.

This article comparing Teacher Talk Time and Student Talk Time was taken from the following website:

http://www.betterlanguageteaching.com/esl-articles/57-teacher-student-talk-time

At the simplest level, teacher talk time (TTT) refers to how much the teacher talks during a lesson. However, this will vary according to the stage of the lesson. For example, the teacher needs to speak more when providing explanations of and examples for the target language early in the lesson. Elsewhere he may speak less as students need ample opportunity to practice the new material. Overall, however, the teacher should
roughly limit his speaking to 20% to 30% of the class time, with the remainder devoted to speaking/use of the language by the students.

On the other hand, Student Talk Time (STT) should be around 80% during the course of the lesson. Their use of the language should further promote qualitative thought. For example, this means that choral drills, substitution drills, and other exercises remain important because students need these activities to become familiar with and absorb the target language. However, too many drills or other, similar activities result in students who switch off their brains. The fail to critically observe, analyze, and practice with the new language.

Talk time by the teacher and students accomplishes the following:

1: It allows the teacher to restrict his speaking to vital areas of the lesson. When he then speaks, students know the information is important. They listen more attentively and work harder to successfully process the information.

2: Students get to speak more. When students speak more, they have increased opportunities to become familiar with the new material.

3: Students have more chances to experiment with and personalize the language. They can mix previous vocabulary and grammar structures with the target language of the lesson, as well as steer conversations towards their individual interests.

4: As students speak more, they must also rely on their skills. For example, if two students fail to understand one another, they must work together to repair the miscomprehension. This better prepares the class for the real world, where they can’t rely on the teacher for help.

5: As the teacher speaks less, students have added opportunity for interest and challenge. For example, think back to your life as a student. Which classes did you enjoy the most, ones with a long lecture or ones that allowed active engagement?

From the above five points, it should be clear that the class greatly benefits from limited talking by the teacher. What’s more, these are but a few of the positives available with low TTT.

**Speaking: IPA and Connected Speech**

Here is a link to the IPA:


Here is a link to some pronunciation activities:

http://www.esl-lounge.com/pronunciationindex.php
The article below is about teaching connected speech (as opposed to “text book” speech) in the TESOL classroom and was taken from the following website:

http://elt-resourceful.com/2012/10/24/helping-students-with-connected-speech/

There is a huge difference between what our students see printed on a page and what we actually say in everyday speech.

In a recording of a TESOL Spain Presentation on Youtube (well worth watching), Mark Hancock makes the following joke:

Patient: Doctor, Doctor, I’ve got two theik, a near rake, sore rise, bruise darms a stummer cake and I far tall the time.

Doctor: I see, perhaps you’d like to way tin the corridor?

(Try reading it aloud)

The joke [apologies for the vulgarity ;) ] showcases a good number of examples of features of connected speech. Teacher can tend to shy away from highlighting these in the classroom, but research shows that teaching learners about connected speech can really make a difference in terms of how well they understand native speakers. See for example, Authentic Communication: whyzit important ta teach reduced forms (Brown 2006) . Equally, some ability to use these features in their own speech will also be likely to make students more confident and fluent speakers.

Features of connected speech

As a brief overview, there is a strong tendency in English to simplify and link words together in the stream of speech, in order to help the language flow rhythmically. Some of the most common features:

Assimilation

This is when the sound at the end of one word changes to make it easier to say the next word. For example:

‘ten boys’ sounds like ‘tem boys’ (the /n/ sound changes to the bilabial /m/ to make it easier to transition to the also bilabial /b/)

Incidentally bilabial just means two lips together, which is a good example of the kind of jargon that puts people off!

Catenation

This is when the last consonant of the first word is joined to the first vowel of the next word. This is very very common in English, and can be very confusing for students. For example:

’an apple’ sounds like ‘a napple’ (Teacher, what is a napple?)
Elision

Elision means that you lose a sound in the middle of a consonant cluster, sometimes from the middle of a word. E.g. ‘sandwich’ becomes ‘sanwich’.

Or from the end of a word. For example:

‘fish and chips’ ‘fishnchips’

Intrusion

This is when an extra sound ‘intrudes’. There are three sounds that often do this /r/ /j/ and /w/

E.g. ‘go on’ sounds like ‘gowon’
I agree sounds like ‘aiyagree’
Law and order sounds like ‘lawrunorder’

[I probably should have used a phonemic keyboard!]

If you want to discover more about features of connected speech- and I think it’s fascinating stuff, there’s a list of useful books at the end of the post, but now let’s look at some activities to help raise awareness and encourage more natural sounding speech.

Connected speech activities

I remember reading somewhere that there are three ways to deal with pronunciation in the classroom: integrating it into other activities, dealing with it discretely, and completely ignoring it. ;) Let’s assume we aren’t going to do the latter, and look at the other two approaches.

Integrated activities

I strongly believe that students should be made aware of the basics of connected speech right from the start. I don’t mean that you should be teaching your beginners exactly what catenation is, but you can certainly show them how words link together and what happens to sounds in the stream of speech. You don’t have to be an expert, and you don’t even need to know very much about the technical aspects; you just need to listen to yourself very carefully and notice what is happening in your mouth as you speak.

Drilling and using the board

At lower levels, we tend to teach quite a lot of functional chunks, such as ‘What’s your name?’ Phonetically that could be transcribed as /wɔːtsjɪˈneɪm/. However, this is likely to confuse (terrify) the students. Instead, using the board, you can just show the students how the words link by using arrows, and write the schwa /ə/ over the top of ‘your’. Alternatively, you can use your fingers to show how the three words (separate fingers) meld into one long sound (push fingers together). And model and drill the phrase as it is said naturally.
If students struggle with longer phrases, try the technique of back-chaining, starting from the last sound and working up to the whole sound bit by bit. For example with ‘Where do you come from?’ you drill ‘frum’ ‘kumfrum’ ‘dz-kumfrum’ ‘where-dz-kumfrum’ I have no idea why this works but it does.

**Using recording scripts**

Where new language has been recorded (or by recording it yourself), ask students to first look at the chunk of language written down and try saying it a few times. Then play the recording several times and ask them to write down what they hear, however they want to spell it. Use the two written forms to elicit the differences (such as the use of the schwa) and then drill the more natural pronunciation. You could of course just say the phrase for them, but it can be hard to keep repeating something exactly the same way.

**Make it part of presenting new language**

Whenever you are dealing with new language, you need to be thinking about the meaning, the form AND the pronunciation. So if you’re teaching ‘Have you ever + past participle’, make sure you’re teaching it as something like /əvjuːw’evə/ not ‘Have... you... ever...’ You don’t need to explain that the first /h/ is elided or that there’s an intrusive /w/- just provide a good model.

Incidentally, I say ‘something like’ because individual ways of connecting and simplifying speech do vary a bit.

**Be aware of the difficulties connected speech may cause with listening**

If students struggle to understand something in a recording, or that you say, be aware that they may actually know all the words, just not recognise them in the stream of speech. A great example of this is the student who asked me what ‘festival’ meant. I went into an explanation, giving examples of different festivals...but teacher, he said, why do you always say it at the beginning of the lesson? (I was saying First of all...).

If students don’t understand a phrase, see if they do understand it written down and then take the opportunity to highlight the differences between the written and spoken forms.

**Discrete activities**

As well as teaching connected speech as you go along, it is also worth doing some discrete activities for the purpose of awareness-raising.

- A good activity to start learners thinking about connected speech and weak forms is to dictate just part of some phrases. For example: ‘uvbin’. After students have written these down as best they can (this should be a light-hearted activity), you dictate the full phrase, in this case ‘I’ve been to Paris.’.

- After doing a listening activity, try doing a dictation where you handout the recording script, with chunks of 2-3 words missing. These should include some
Aspects of connected speech. Students have to complete the gaps, which will help to develop their decoding skills.

- Mark Hancock has some great activities in Pronunciation Games and on the HancockMacDonald website. I particularly like The Word Blender, a game for A2/B1 students which starts to help students identify some of the features of connected speech.

Speaking: Pair and Group Work

The following article lists some advantages of using pair and group work, offers tips on how to conduct pair and group activities, and lists some commonly used activities. The article was taken from the link below:

http://www.teachingenglish.org.uk/article/working-pairs-groups

The tendency with primary learners is to treat the class as a whole group and underestimate their ability to work in pairs or in small groups. Even very young learners can become independent in their learning and guided early on they will be more likely to grow into autonomous and successful language learners.

The advantages of pair work and small group work

- Gives learners more speaking time
- Changes the pace of the lesson
- Takes the spotlight off you and puts it onto the children
- Allows them to mix with everyone in the group
- Gives them a sense of achievement when reaching a team goal
- Teaches them how to lead and be led by someone other than the teacher
- It allows you to monitor, move around the class and really listen to the language they are producing.

Pit falls and how to avoid them

- You could lose control of the class. Set up a signal before you start, like a visual time out with your hands, so that they know when to stop. Don’t shout for them to stop as they will just shout louder!
- You are not able to listen to everyone at once and hear what they are saying – set up groups of three where A and B talk while C monitors. Then swap roles. They are producing language; you just want to make sure the language they are producing is English. Have a fun system of every mother tongue word you hear the monitor must stand up and then stay standing. The activity stops if all monitors are
standing. This will make them aware of using English as much a possible and using their first language as little as possible.

- The classroom will get very noisy. This is OK, as long as they aren’t shouting. Move them into different places in the room so that they can hear themselves speak.

How to set up pair and group work

- Be sure to fully explain the procedure before splitting the class up.
- Always demonstrate either yourself of with the help of a volunteer exactly what they have to do.
- Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding.
- Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven’t just finished early because they misunderstood what they had to do.
- Don’t forget to have feedback time after pair work so that the children don’t feel that they have been wasting time. It’s important to share their work as a whole group although this doesn’t have to be systematic.
- Set a clear time limit.
- Control who works with who so children aren’t always being dominated or dominating others.

Activities which lend themselves to pair work

- **Roll the ball**
  This can be used to practise any language that requires a question/answer pattern. They can roll the ball to each other and have to say the appropriate sentence as they roll the ball. E.g. “Hello” “Hello” “What’s your name?” etc. Remember the sentences they practise should be fairly short.

- **Information gap**
  Give each pair a picture. The pictures should be nearly the same with two or three elements missing from each picture. Without showing each other the pictures they should describe the missing objects. They will practise colour, prepositions of place, and adjectives such as big, small... Then they can compare their pictures.
• Telephone conversations
  Sitting back to back they can practise telephone language or just simple exchanges that don’t have to be connected to the telephone itself. Sitting back to back should arouse their interest and help train them with listening skills. It’s a challenge, but a fun one!

Activities which lend themselves to group work

• Posters
  Used to practise categorizing skills, reviewing colours and names of toys. The children can be in charge of finding pictures of toys and grouping in terms of colour or type of toy and displaying their work.

• Cuisenaire rods
  If you can find a set of these wooden, colour coded rods you’ll find they come in handy for a whole host of activities. Give a random selection to the small groups. Together they must imagine a scene and build it to then describe to the class.

• Weather dressing
  Bring in a selection of items of clothing. You can ask the children to bring in one item each the week before but bring a few extra yourself to account for those who forget. Put the items in four piles around the room to make access easier and to avoid a scramble on one pile. The class should be in four groups – one for each season. They have a few minutes to collect a certain number of items that they could wear in that season. Everyone must have at least one item. But no-one in the group must have the same item as their other group members. The language they use can be describing to their group what they’re wearing, using colours and clothing vocabulary, and saying in what weather conditions they would wear the item. The other group members can say if they think it’s appropriate for their season or not.

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Further information, tips and advice about pair and group work can be found here:
http://www.slideshare.net/ctjonline/pair-work-group-work
Appendix 4

Classroom Management:

Classroom management is vital for the TESOL classroom and is often an area where many teachers, particularly those new to the field, struggle. There are many elements to consider when developing a classroom management strategy such as good planning and preparation, building rapport with students, varied activities, reward systems, etc. Below are some links with many help guidelines and tips for classroom management:

http://www.teachingenglishgames.com/Articles/Classroom_Management.htm

http://www.gooverseas.com/blog/classroom-management-strategies-for-ESL-teachers

http://www.teachingvillage.org/2013/06/18/classroom-management-with-esl-students-by-natalie-britton/