

# Teaching English as a Second Language

Unit Two: Teaching Language as  
Communication Among People



# The Communicative Classroom

- ☼ Use language proficiently
- ☼ Understand the language in a variety of settings with varying degrees of formality (with a friend vs. with a boss)





# I. Linguistic Competence

- ☼ Knowledge of grammatical forms, spelling, vocabulary and pronunciation
- ☼ It is the building blocks of the language





# Linguistic Competence: Phonetics

## Different sound patterns

Consider:

1. Sound & form may not exist in native language. (e.g. /str/) Will create difficulties in spelling & pronunciation.

## Tone differences

Consider:

I want to go home.

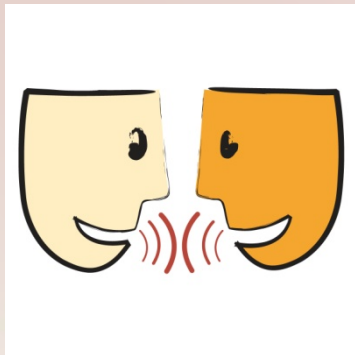
# Understanding Tone

## Defined

- ☼ Quality of sound produced by the voice when saying words
- ☼ Is an expression of speaker attitude at the time of speaking

## Use of Tone

- ☼ Conscious or unconscious use
- ☼ Is a feature of non-verbal communication.
- ☼ Varies by language
- ☼ Are the first elements used by children learning an L1.
- ☼ ESL students struggle with tone





# Linguistic Competence: Grammar

Sentence structure differences

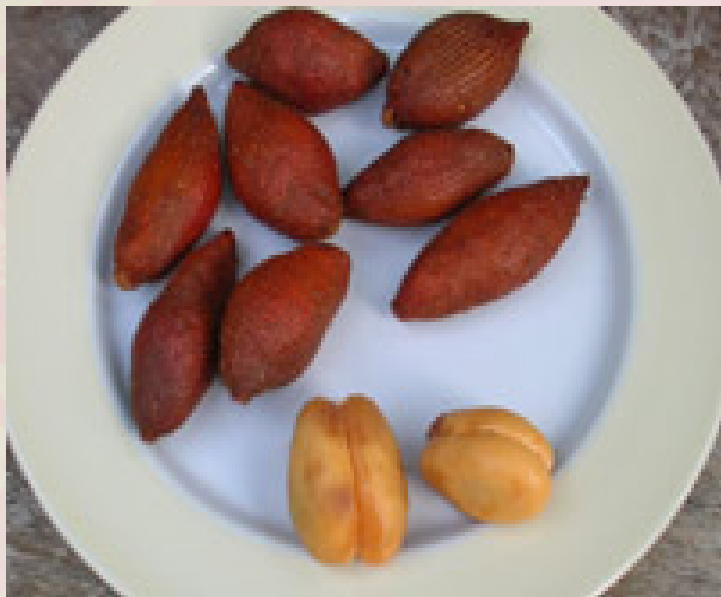
The beautiful bird is flying slowly.

Article + adjective + noun + verb(s) + adverb



# Linguistic Competency: Vocabulary

Word Does Not Exist in  
Native Language



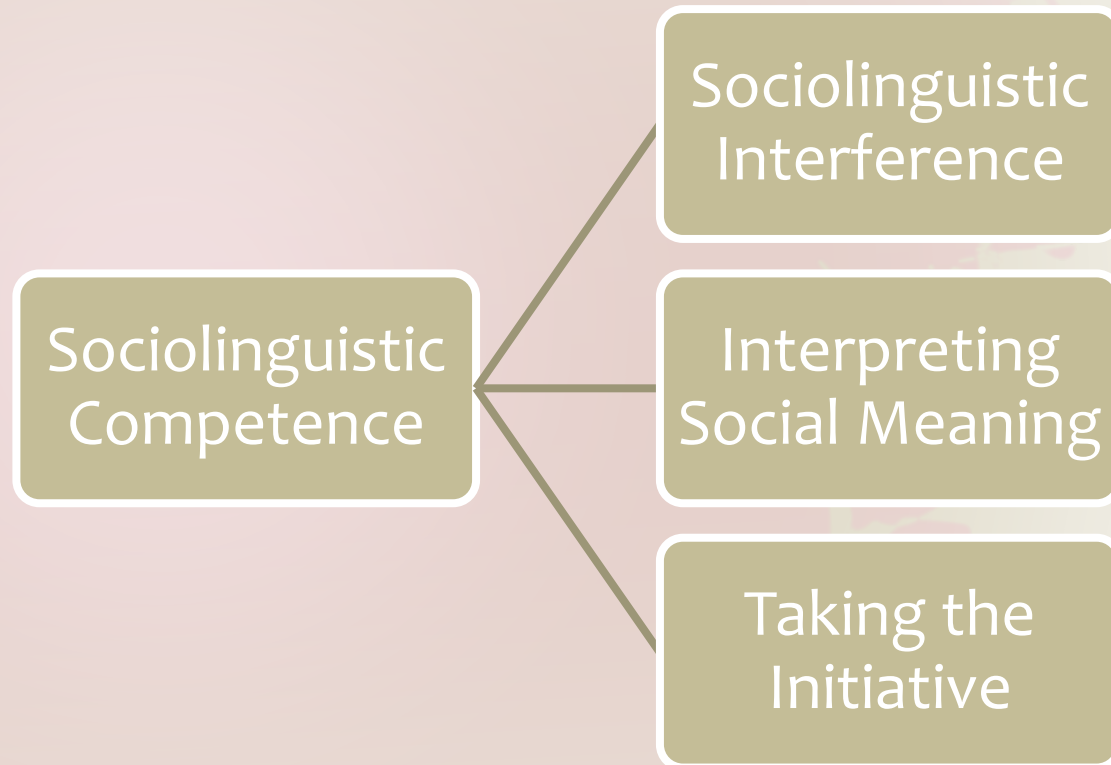
Differences






## II. Sociolinguistic Competence

- ☀ The ability to use language, both verbal and nonverbal, appropriately in social contexts.





# Sociolinguistic interference

 In what social aspects does English differ from the native language?

Example 1:

‘Two adults and one child upstairs, please.’

Example 2:

“Hello, how are you” vs.  
“Hey, watcha been doing?”



# Understanding & Teaching Sociolinguistic Interference

**Part A. Match these situations with the responses that you think would be most appropriate. Remember that silence is sometimes an appropriate response.**

## Situation

1. Getting out of a crowded bus.
2. Wanting to leave a party.
3. Finding the cost of something.
4. Asking for tickets at the cinema.
5. Waiting at a bus stop with a stranger.
6. Seeing a friend for the first time since the death of his father.
7. Trying to get a shop assistant to serve you.
8. Helping someone who has fallen over.
9. Someone asks you the way but you are new to town.
10. Seeing someone who is carrying many parcels.

## A Possible Response

- How much is this, please?  
Excuse me, please.  
Would you like some help?  
I'm sorry, I'm a stranger myself.  
I think I'd better go now
- Could you serve me, or are you busy?  
Two adults and one child upstairs, please.  
I was very sorry to hear that your father had died.
- Are you all right? Have you hurt yourself?



# Understanding & Teaching Sociolinguistic Interference

**Part B. Now make up your own first remark for these situations.**

- a) You have picked up a purse that you saw someone drop.
- b) Asking a friend to look after your child for two hours.
- c) Asking a shop to deliver a chair you have just bought.
- d) Telling a taxi-driver where you want to go.
- e) Giving your name to a clerk who can't spell it.
- f) Complaining about something you have bought which is not satisfactory.



# Interpreting Social Meaning

Example:

Situation: Bob and Susan are at an amusement park and have been riding the rides for many hours. Bob is now feeling rather 'ill' and would like to go home. He says:

Bob: Haven't you had enough?



# Interpreting Social Meaning: Implications

**Part A:** Read what 'X' says. Then, think of the implication of the remark in two or three different settings and then provide some possible replies: provide at least one where Y agrees with X and one where Y disagrees with X.

Example: X says.....  
"Isn't it awful weather?"

Implications: X thinks the weather is bad and expects Y to agree.

A possible reply for Y if he is agreeing with X: "It certainly is."

A possible answer for Y if he is disagree with X: "Well it's better than yesterday."

- Isn't there room for another?
- Wasn't that a boring lecture?
- Did it really cost as much as that?
- Have you started to work yet?
- Have you stopped worrying about your son?
- Aren't you tired?
- I'm rather busy at the moment.
- My daughter is very shy with strangers.



# Interpreting Social Meaning: Implications


**Part B:** Choose one of the following pairs of sentences and give an appropriate response to each.

1. Can you swim?  
Can't you swim?

3. Do you know Mary Brown?  
Don't you know Mary Brown?

2. Have you read Oliver Twist?  
Haven't you read Oliver Twist?

4. Did you give me six?  
Didn't you give me six?





# Taking the Initiative

The need to develop detailed interpretive responses.

1. practice in contributing material to a conversation,
2. in providing information which their conversational partner can pick up and
3. develop, and in taking responsibility themselves for developing a conversation.







# Taking the Initiative

 Consider the following exchange

A: Good evening. Where do you come from?

B: From Vietnam.

A: Oh! Vietnam. Why have you come to Australia?

B: I'm a student.

A: Uh-uh. What are you studying?

B: Food technology.

A: How long have you been here?

B: One month.

A: How long will you stay?

B: Four years.

**BORING!!!**



# Taking the Initiative


When asked a question, answer it AND then ask a question yourself related to something in your answer

A: Are you a student?

B: Yes, I've come to study Business. Are you a student?

OR

Yes, I've come to study Business. Do all American universities teach Business?



# Taking the Initiative: Not able/unwilling to answer

Too personal

- A. Are you feeling homesick?
- B. I'm not sure. Many things are very different here. Have you ever lived in another country?

What are some questions that YOU think would be too personal to answer?

# III. Discourse Competence

- To understand/construct monologues or written texts of different genres

Understanding  
Textual Discourse

Understanding what  
is going on & what is  
important

- Involves being able to relate information in a way that is coherent to readers & hearers

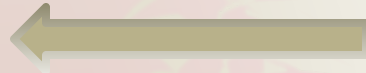
- reading
- writing
- conversation

Improved abilities



# To Understand & Create Forms of the Language

The Space Cadets ate the rocket ship. It  
was delicious!!





# How texts relate to the context or situation: Cohesion

☼ The car is in the driveway.

☼ The pencil is in the cup.





# Consider:

‘The party was a blast! After Melvin opened his presents and everyone played with this new Star Wars light saber, it was time to eat. Melvin blew out the candles and the Space Cadets ate the rocket ship. It was delicious! Served with real astronaut ice cream. Melvin’s parents really knocked themselves out this time.’



# Coherency

#1 The theoretical discussions are excellent. Brew in any coffee maker. If you have questions about your symptoms call First help. Sam wants to know what twelve o'clock means. Miss Honey and her boyfriend Bruno called to take the children for a picnic in the park. Where can you buy this convenient flashlight?

#2 Phillip's Chicken Pie. Delicious and ready in two minutes! Three tantalizing varieties available with your choice of noodles, mashed potatoes or our special mushroom gravy. Complete on-the-go meals for the busy gourmet!



# Discourse Competency

## Top Down Processing

- ☀ Knowledge and information a student brings with them

## Bottom Up Processing

- ☀ Focuses on the specifics of the language (vocabulary, grammar, intonation, phonetics, etc.)

Look at this text:

我们有大量免费电话，请您选择再送：收讯加强器，免持耳机，皮套，车上充电器


**\$19.99**  
每天600分钟晚上周一至周五无限时通话  
全美漫游

**\$29.99**  
每天600分钟晚上全美  
全美漫游

内置相机 彩色显示屏 世界通		三频彩色世界通 内置数码相机 可拍摄彩照 内附中文显示屏	
全球最小 三频彩色 世界通 中文		三频彩色世界通 内置数码相机 内附中文显示屏	



# Social Cultural Competency

 Able to adapt the use of English to the ways people in a culture interact

 Affected by:

- 1) history and culture
- 2) holidays & famous people in history
- 3) accents

 ‘9-11’

 ‘11-M’

 Thanksgiving

 The Songkran Festival in Thailand



# IV. Strategic Competence

- ☼ Knowing what to do when you don't know a word
- ☼ Knowing how to manage a social situation when you aren't sure about the rules of etiquette



# Degrees of Strategic Competence

☀ Gesture and facial expression

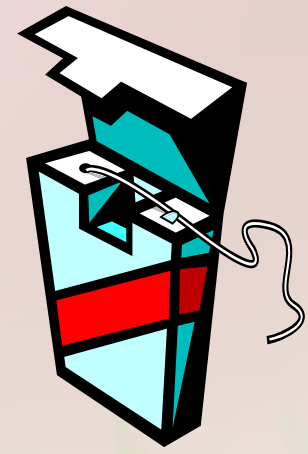


☀ Gesture

☀ Word coinage

☀ Circumlocution

☀ Give up!





# Providing Opportunities for Students to Communicate in English

Precommunicative Activities





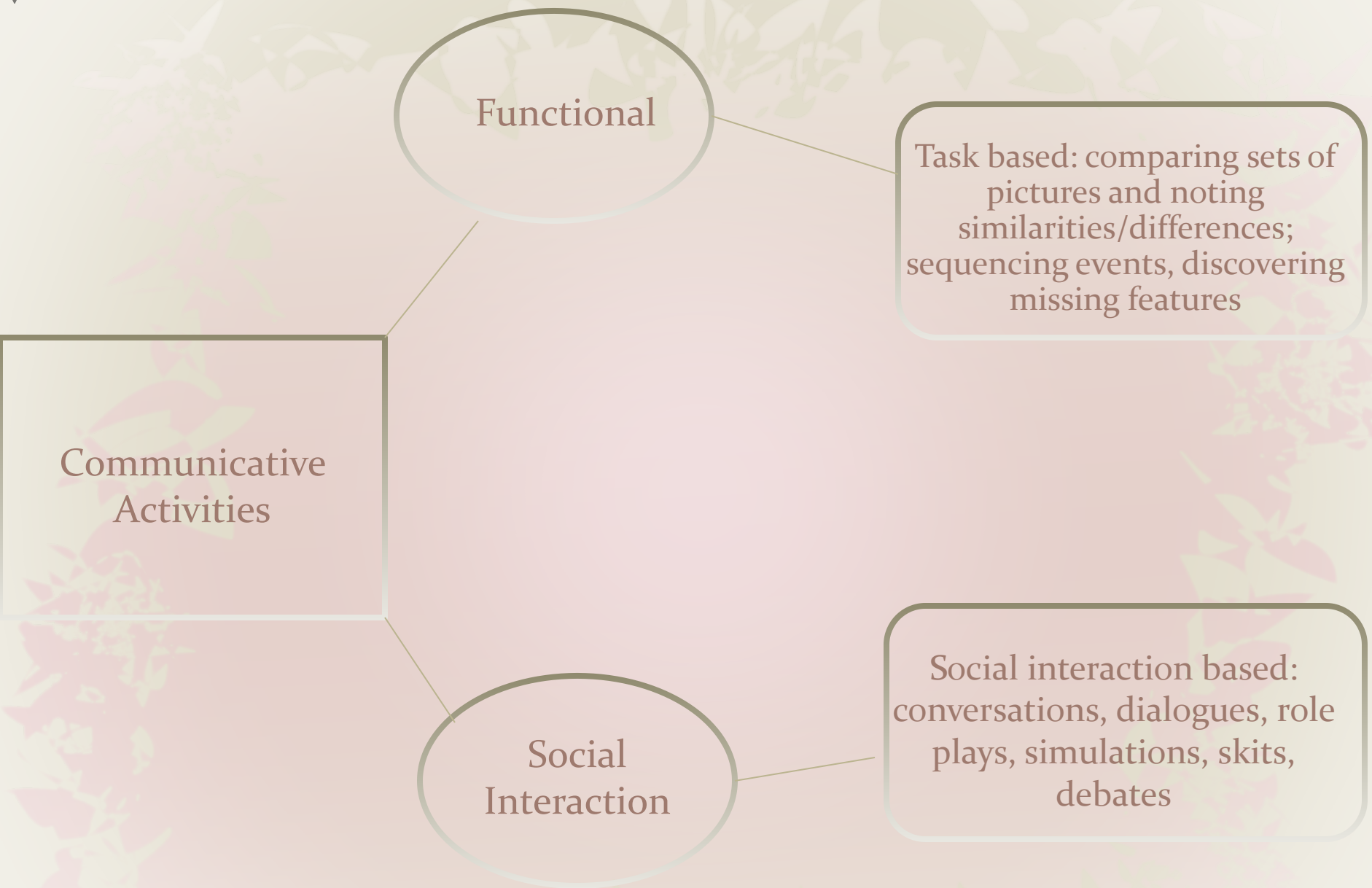
Structural Activities

e.g. I was very late for the film. But I wasn't too late for the film.

Pre-communicative Activities

Quasi-communicative Activities

Situational dialogues, open-ended dialogues, timetable, map, food list, shopping list, etc.



Functional

Task based: comparing sets of pictures and noting similarities/differences; sequencing events, discovering missing features

Communicative Activities

Social Interaction

Social interaction based: conversations, dialogues, role plays, simulations, skits, debates

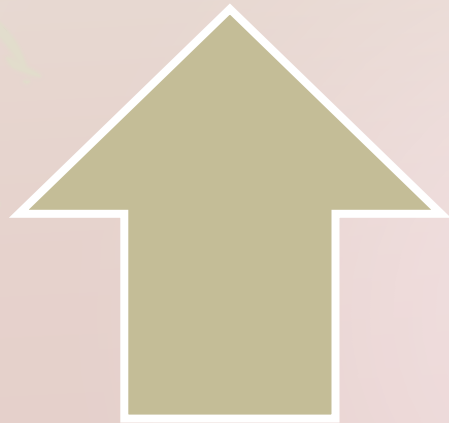
# Factors Contributing to a Communicative Classroom







# Factor One: Reduce the Role of the Teacher



Increase  
student  
participation



Reduce the  
role of the  
teacher

# Factor Two: Appreciate Student Uniqueness





# Factor Three: Provide Students with Opportunities to Communicate

- ☼ Expression of thoughts and ideas
- ☼ How to negotiate meaning
- ☼ Clarification, confirming, asking/answering questions and responding appropriately



# Factor Four: Give Students Choices And Making Appropriate Choices

Clip 1:

<http://www.youtube.com/watch?v=z2tQtlaQSY4>

Clip 2:

<http://www.youtube.com/watch?v=y4moqOluTE4>

# The Role of the ESL Teacher

Language abilities

Meaningful interactions



# Language Ability Roles

- ☼ Language authority
- ☼ Cultural informant
- ☼ Model English speaker



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# Culturally Sensitive Questions

- ❁ How do I ask a girl/boy out on a date?
- ❁ What do American families do on the Fourth of July?
- ❁ Can same sex friends hold hands in public?
- ❁ How much money do you make?
- ❁ How do I use the bus?/train/subway?
- ❁ How much do you weigh?






# Meaningful Interactions Role

- ☼ Needs assessor
- ☼ Classroom manager
- ☼ Text adaptor
- ☼ Entertainer







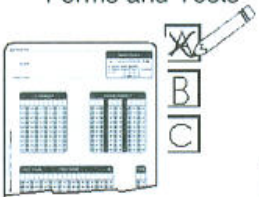


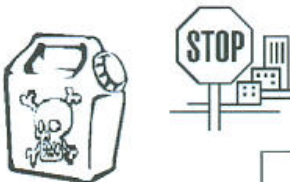
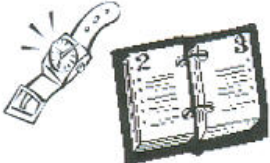

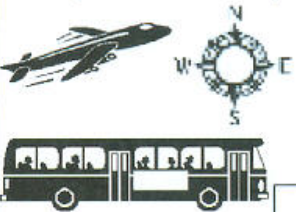
# Needs Assessor Role

-  Teacher interviews
-  Dialogue journals
-  Questionnaires

**NEEDS ASSESSMENT**  
for the ESL Beginning Low Course





**PLEASE CHECK**  **ONLY 3 PICTURES.**

I want to study English for \_\_\_\_\_.

<p>Social Conversation</p> 	<p>Work</p> 	<p>Forms and Tests</p> 
<p>School and Children</p> 	<p>Shopping and Money</p> 	<p>Signs and Labels</p> 
<p>Time and Calendar</p> 	<p>Health and Safety</p> 	<p>Transportation and Maps</p> 

**PLEASE CHECK**  **ONLY 2 PICTURES.**

I want to practice \_\_\_\_\_ in English.

<p>Listening</p> 	<p>Speaking</p> 	<p>Reading</p> 	<p>Writing</p> 
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# Classroom Manager

- ☼ Control the amount of ‘teacher talk’ that goes on in the classroom
- ☼ Manipulate questioning behaviors
- ☼ Control the way we give instructions
- ☼ Orchestrate group and pair work
- ☼ Keep learners on task
- ☼ Make language comprehensible to students
- ☼ Handle affective variables of classroom life



# Text Adaptor

-  Adding additional materials
-  Games
-  Dialogues
-  Skits
-  Vocabulary adjustments

# Entertainer



# Problems Faced by ESL Teachers when Teaching

The Bandwagon Problem

The Overly Anxious Problem

The Engagement Problem



# The Bandwagon Method of Instruction

Defined	Positives	Negatives
The latest teaching methodologies	Provide confidence & useful techniques	Can be problematic if teachers cannot see beyond the 'in way' of teaching
Are fashionable, most up to date methods, materials, & techniques	Easy to share ideas with other instructors who follow the same thought	May stem teacher creativity



# What is Anxiety?

How would you define anxiety?

- ☼ Fear
- ☼ Apprehension
- ☼ Uneasiness
- ☼ Self-doubt
- ☼ worry






Why do you think ESL students show anxiety in the ESL classroom?

- ☼ Inability to pronounce sounds and words
- ☼ Not knowing the meaning of words or sentences
- ☼ Reputation of the language class as a place for failure
- ☼ Peer criticism
- ☼ Not knowing or understanding course goals or requirements
- ☼ Testing, especially oral testing
- ☼ Previous unsuccessful language-learning attempts
- ☼ Encountering different cultural values and behaviors





# Facilitating Anxiety

-  Do not criticize, but encourage language production/use through paraphrasing student responses
-  Do not single students out for error correction
-  Pair strong with weak students



# The Engagement Problems

- ☼ Teacher relinquishes some control over the communicative tasks to the students
- ☼ Atmosphere conducive to interactions

# Homework: Choose one of the following and write a one-two page response

1. Design your own pre-communicative activity.
2. Reflect on the kinds of roles ESL teachers play in the classroom. Which role(s) would you feel comfortable playing? Which ones would you not feel comfortable in? What do you need to learn to play some roles more professionally?
3. Research some of the sociolinguistic interferences an English language learner from Mexico, Japan or South Korea may have.

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