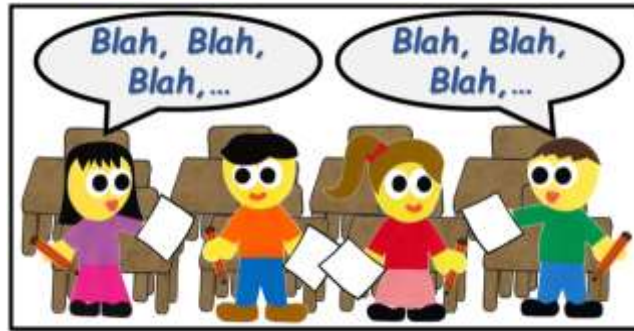


Teaching Speaking to Elementary ESL Learners

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Introduction

When I started teaching English in Taiwan in 2002, I had little experience teaching. I relied heavily on other teachers and I was lucky enough to have several teachers willing to help me out to ensure my lessons were not complete disasters. It has been over 15 years since I started my teaching career in Taiwan, I have earned a bachelor's of education, and I continue to learn from my colleagues (as well as from my own experiences). I wanted to compile and share some of the core principals and practices I have developed over my 15+ years of teaching English so that I can continue the cycle of sharing that had helped me so much in the beginning.

I feel there is a need for improvement in how speaking English is taught in Taiwan. Young learners in Taiwan are often confined to what is presented to them in their English textbooks and told to memorize vocabulary lists and passages from a book. Often times, an assessment of a learner's speaking ability is not really an assessment of how well they can communicate orally, but how well the learner can memorize something. With a shift in how speaking English lessons are taught, teachers can create lessons that are more authentic and meaningful for elementary ESL learners.

Knowing the Learner

I strongly believe that each learner is unique, but a lot of learners do have certain characteristics in common. Knowing how to handle different types of learners usually comes with experience. Here are some of the learners I have encountered and some techniques I have incorporated to get the most out of each learner. Teachers must have the requisite amount of patience and develop genuine trust with their learners so that all learners can succeed. Learners often pick up the characteristics of their teacher. If teachers exhibit a great deal of energy, their learners will reciprocate. If teachers demonstrate a lack of interest in their own lessons and search for the first chance to return to their seats for a sip of coffee and quick check-in on Facebook, you can guarantee the learners in their class will show a similar level of interest in the lesson.

Learner:	Characteristics:	What to Do:
<i>The Alphas</i>	These learners tend to dominate speaking lessons. Their preferred method of conveying what they know is through speaking (as opposed to writing). <i>Alphas</i> often plateau. They often are engaged in the lesson but every answer tends to be the same. It's amazing how some <i>alphas</i> can use "pizza" to answer almost any question.	Turn <i>alphas</i> into models. Commend them for their confidence and thank them for participating. After they give an answer, be sure to let other learners give answers. <i>Alphas</i> often repeat answers, tell the entire class before a question that certain responses won't be accepted. Ask <i>alphas</i> to offer another possible answer after their generic "pizza" answer has been used. Do not alienate these learners, turn them into allies. Chat with them after class and give them tips on how to progress.
<i>The Perfectionists</i>	Perfectionists listen intently and usually only participate when the whole class is speaking chorally. They often get high marks on speaking assessments because they have memorized answers and have spent a great deal of time practicing at home.	When any learner in the class makes an error, do not make a big deal out of it. If a <i>perfectionist</i> sees a classmate getting ridiculed for a mistake, they will never relax enough to speak freely. As with all your learners, but especially with the <i>perfectionists</i> , be sure to emphasise and celebrate authentic responses, even if that response isn't perfect.

<p><i>The Shy Ones</i></p>	<p><i>Shy ones</i> are nervous about speaking up at all. They have low confidence and will often make excuses for not being able to speak English. If these learners <i>do</i> speak, they will offer only quiet one-word responses.</p>	<p>During whole class activities, be sure to give them time to answer. Don't just let the <i>Alphas</i> answer and dominate. Be sure to give <i>Shy Ones</i> opportunities early in the lesson with easy to answer questions. Ask them directly. If they still refuse to answer, ask one of their friends to help them out and give a response. When <i>shy ones</i> give a response, give them a quick high five or tell them quietly after class that you were happy they participated. You can even write a note home to tell their parents you were happy they participated.</p>
<p><i>The Bored Ones</i></p>	<p><i>Bored ones</i> can speak well and perform well on speaking assessments but they do the minimum. They will give one-word responses quickly and think that their job is done. They may be over stimulated with video games and TV shows.</p>	<p><i>Bored ones</i> need to know that one-word responses are not enough. The goal for all my learners is to have them answering in full sentences. Do not accept one-word responses from these learners and ask them to repeat their response until it is in full sentence form. Try to create activities that are more fast paced and are presented in a more entertaining way. PowerPoint presentations are useful in that you can move the class along quicker, add animations and use interesting images from the web. Be sure to keep these learners participating by accepting as many answers as possible during any given task.</p>

You will encounter many different kinds of learners and the key is to make the learners feel comfortable and motivated to learn. I stop any form of teasing from others immediately. Learners need to feel safe. I don't ridicule mistakes, I simply ask learners to try again and let them know we will work on it. I stopped using extrinsic reward systems, like giving stickers or giving points for correct answers. A lot of learners are happy that they have made their teachers or parents proud. A simple smile, high-five or "Good Job!" goes a long way.

Hard to reach learners may need more attention. I make a point of talking to them after class and looking them in the eye when I tell them they did a good job. I make a point to tell their other teachers how well they have done. I make a point to write a positive note home when they have performed well during a given lesson. Try to be proactive with tough learners. Outside of class or as the learners are arriving, give hard to reach learners a quick compliment. Remember, young learners are good at tuning out teachers that consistently give them negative feedback or are insincere. Keep things positive and sincere and your learners will respond.

Vocabulary Activities

Learning new vocabulary is the starting point for learning a language. You can start with a set of words and once the learner has a firm grasp on the vocabulary, you can expand into grammar rules or sentence patterns. Repetition and practice is necessary for learners to understand new words and how to use them correctly. If repetition is necessary, you need to make it fun. Telling learners to memorize or study words on their own is not enough. Here is a list of my most effective activities for learning new words. I prepare them on PowerPoint slides, but with some creativity, they could be adapted to classrooms without projectors and screens.

Vocabulary Activities:

The Magic Man






Switcheroo

Hungry Monster

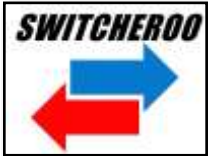


Picture Pieces

Listen and Write






3 Words

Activity:		Grouping: Whole Class
		Skill: Speaking (Recall and Pronunciation)
		Focus: Vocabulary
How it works:	<p>The target vocabulary is introduced and said aloud. Slides are shown with one of the words missing. Learners have to identify the missing word. The teacher asks multiple learners to say the missing word and allows time for multiple learners to say the word to keep the learners engaged. Repeat with a different missing word. Near the end, have multiple missing words to challenge the learners. This is not a new activity, but the presentation (The Magic Man) and delivery (allowing for multiple responses) are key to making this type of activity effective.</p>	
Slides:	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>(slide #1) A flare is used to highlight the word that has disappeared.</p> </div> <div style="text-align: center;">  <p>(slide #2) The word is missing and learners are asked to identify the word.</p> </div> <div style="text-align: center;">  <p>(slide #3) The answer is revealed and learners say the word chorally.</p> </div> </div>	
What it looks like:		

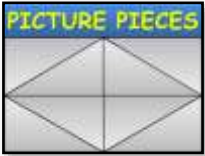


Magic Man is a straight forward game to help learners recall and identify new vocabulary. I often use this activity just after I have introduced new vocabulary. It helps expose learners to the words in a fun and easy manner. If learners are struggling to remember which word has disappeared, you can give clues about the word.

Activity:		Grouping: Whole Class
		Skill: Speaking
		Focus: Vocabulary (Identification)
How it works:	Introduce the target vocabulary. Show a slide with two of the images switched. Learners are asked to identify the words that have been switched. Ask for as many responses as possible before revealing the slide with the answer. Learners say the words chorally. Show the next slide with two different images switched. At the end, switch all the images.	
Slides:	 <p>(slide #1) The images for doctor and baker have been switched. (slide #2) The answer is highlighted and shown. Learners say the words chorally.</p>	
What it looks like:		



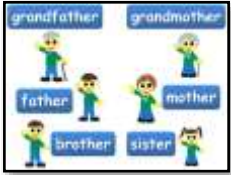

Switcheroo is a game where I switch the images attached with the new words. Learners have (are asked) to read the new words and figure out which images have been switched. There is a lot of brain activity going on so you have to allow time for the learners to figure out the two images that have been switched. You can read the words and give clues, but make sure you allow time for learners to figure out the answer themselves. This is a game I often use after I have introduced new vocabulary.

Activity:		Grouping: Whole Class
		Skill: Speaking (Phonics)
		Focus: Vocabulary
How it works:	Tell the learners that the Hungry Monster has eaten some letters. Show a slide with a letter that has been 'eaten'. See if the learners can identify the letter that is missing from the target vocabulary. If learners struggle to identify the missing letter, say the word with the letter missing, ex: the 'b' is missing from book, so say the word as "ook" and see if learners can identify the missing letter. Repeat and show more slides with different letters that have been 'eaten'.	
Slides:	   <p>(slide 1) A transition slide (slide 2) The 'b' has been removed from schoolbag and book. (slide 3) The answer is shown and learners say the words chorally.</p>	
What it looks like:		


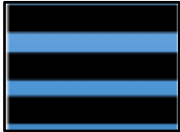
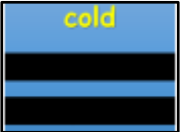




Hungry Monster is one of my more popular activities. This activity helps learners develop their phonetic and spelling awareness of target vocabulary. Initially this activity may take a few rounds before learners really understand how it works. Learners really enjoy hearing the words said with the various letters missing. Be careful which letters you are removing. If types of clothing are your target vocabulary, removing the 'r' from 'shirt' could be a problem. Also, when learners are saying the words chorally and the pronunciation sounds strange, don't be afraid to have the learners repeat the words so that their pronunciation can improve.

Activity:		Grouping: Whole Class	
		Skill: Speaking	
		Focus: Vocabulary/Grammar	
How it works:	Using PowerPoint and the animations, hide an image on the slide with colored shapes. Slowly remove the colored squares so that the image is slowly revealed to the learners. Have learners identify the target vocabulary. Encourage learners to answer early. Elicit as many answers from the learners as possible.		
Slides	 <p>(slide #1) A transition slide showing the question. (slide #2-4) The shapes are removed to reveal the image. (slide #5) The answers is shown and the learners say the answer chorally.</p>		
What it looks like:			

Picture Pieces is a good activity to introduce new words or to practice identifying words that have already been introduced. This activity can be adapted so that learners have to identify a word or use the image to complete the answer to a question. I feel presentation and delivery during practice tasks are essential. Once you have a template with animations in place, preparing a lesson similar to this is quite easy. There is a great deal of anticipation that is built up by slowly revealing the image and this can be a lot of fun for learners. Also, I like to find funny images of animals and insert them among the slides of the target vocabulary. Inserting random, funny images helps keep the *bored ones* in your class, attentive and learning.

Activity:		Grouping: Whole Class
		Skill: Listening
		Focus: Vocabulary
How it works:	Learners are shown the target vocabulary on the board/screen. You can show just the words or for younger learners the words and the images. I choose to show the words because the goal is to check the learner's listening comprehension, not their ability to spell the words. The learners listen to the clue I give orally, then they write the word they think I am talking about. As a class we take up the answers. Be sure to see which learners are trying to peek at their neighbor's answers and have a hard time writing down their answers.	
Slides:	  <p>(Slide 1) Learners are asked to set up their papers. (Slide 2) Target vocabulary is shown throughout the activity. *The images can be removed to increase difficulty.</p>	
What it looks like:	 <p>The learners are sitting at their seats writing their answers. I am off to the side of the class giving the clues for the words.</p>	

Listen and Write is a straight forward activity. In developing this activity, I found that I was neglecting the input side of the equation in my speaking lessons. I discovered that some learners may have trouble explaining or describing things. I remember asking a learner what a refrigerator was and their response was, "A refrigerator is a refrigerator." The learner had excellent speaking skills and yet when it came to describing something, they were lost for words. This activity also works nicely in settling a class down. I like to insert this activity after break times or in between two activities that require more learner participation.

Activity:			Grouping: Whole Class
			Skill: Speaking/Reading/Listening
			Focus: Vocabulary
How it works:	Three words are covered on a slide. The 3 words are related to one of the target vocabulary. The words are revealed one at a time. After each word is revealed, check to see if your learners have any ideas. Try to elicit as many responses as you can. Reveal the answer. Ask the learners if there are any other words they can think of that could have been used in connection with the answer. You can flip this activity around and show the learners the target vocabulary and have them come up with three words that are associated with one of their new words.		
Slides	    		
What it looks like:			

3 Words is an activity I developed after thinking about words and how learners remember them. Growing up, I would use a thesaurus to help me learn new words by looking at a list of similar words I already knew. This activity is essentially a word association game that helps learners make connections between new target vocabulary I am teaching them and words they already know. Making connections with words is key to making sure new words become concrete parts of their vocabulary. Word association activities like this are much more effective than asking learners to memorize a list words that are not connected or associated with anything. It is important for teachers to help their learners make connections, especially when teaching them new words. Using the animations tab in PowerPoint, you can have three rectangles covering the words and slowly reveal the 3 words. Remember, presentation is key. Learners are more likely to show interest in activities that will catch their eye.

Speaking Activities


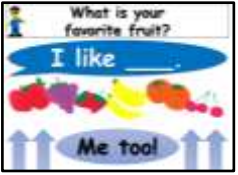

Learners enjoy speaking activities a great deal more when they are in control of what they say. Asking learners to repeat lines from a textbook, or worse, memorize a prepared dialogue, does not help them develop authentic speaking skills. They need to feel connected to what they are saying and should be given the freedom to express their own feelings, preferences, and ideas within the parameters of a lesson. The following speaking activities can be adapted and utilized for (almost) any grammar rule or sentence pattern taught in elementary ESL classrooms.

Speaking Activities:



Me Too

Guessing Game

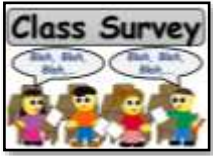




Class Survey

Activity:		Grouping:	Whole Class
		Focus:	Grammar / Sentence Pattern
		Skill:	Speaking & Listening
How it works:	<p>One learner comes to the front of the class. The learner at the front completes a given sentence pattern. ex: I like (fruit). The rest of the class, listens, and if they agree with the learner at the front, they stand up and say "Me Too!" Repeat with other volunteers and encourage learners to say something different each time. I often have the sentence pattern and vocabulary on the screen to help younger/lower level learners.</p>		
Slides:	<div style="text-align: center;">  </div> <p>(slide) The sentence pattern is shown on the board to help learners.</p>		
What it looks like	<div style="text-align: center;">  </div> <p>A learner has just said "I like ____." One learner has stood up and other learners are raising their hands to come to the front of the class. I am participating.</p>		

Me Too is one of my favorite activities. It allows learners to express their own feelings, preferences and opinions. (This is always a good thing.) This activity allows learners to get up off their seat. (This too is always a good thing.) Be sure to set rules for safety, there is always one or two learners who feel the need to stand up on their chairs. This activity also helps learners to feel comfortable speaking in front of a group. (This also is always a good thing.) Keep this activity simple and be sure to allow this activity to run its course. Do not be too quick to end this activity, you never know when one of the *shy ones* will want to come to the front.

Activity:		Grouping: Whole Class or Pairs
		Skill: Speaking & Listening
		Focus: Grammar / Sentence Pattern
How it works:	<p>Have the learners answer a question. ex: What fruit do you like? Have the learners write the name of the fruit on a piece of paper. Ask the learners to keep their answers secret. Have a learner come to the front and let the learners try to guess what the learner at the front wrote.</p> <p>Learner: Do you like ___?</p> <p>Learner at front: Yes, I do. / No, I don't.</p> <p>The learner at the front stays at the front until someone can make them say "Yes, I do." Have the learners work in pairs to increase "learner- talk-time".</p>	
What it looks like:	 <p>A learner is at the front holding his answer. Other learners are taking turns asking the learner a question trying to guess what he wrote.</p>	

A Guessing Game can be run a few different ways. I like to play a few rounds with the whole class and then let learners play with a partner. You want to make sure learners are using full sentences when they are asking and answering. Allowing learners to only say one-word answers or guesses does not allow them to fully learn the grammar or develop the necessary fluency. After I feel comfortable the learners are following my guidelines, I will allow them to play with a partner. While the learners are playing with a partner, I will be walking around monitoring the learners to make sure everyone is on task. Which ever way you want to run a guessing game remember to keep learners on task, it is a great way to maximise 'learner-talk-time' during your lessons.

Activity:		Grouping: Whole Class
		Skill: Speaking & Listening
		Focus: Grammar / Sentence Pattern
How it works:	<p>Have the learners write a question. Have the learners ask their question to at least 10 classmates. Have the learners record their results and discuss the results afterwards.</p> <p>Version 1: Do you like ____? Yes, I do. No, I don't.</p> <p>Version 2: What is your favorite fruit? apples/oranges/bananas</p>	
What it looks like:	<div style="display: flex; flex-wrap: wrap;">     </div> <p>(Top left) I am instructing the learners to complete the question. (Top right) The learners set up the rest of the survey. (Bottom left) The learners are completing their survey. (Bottom right) I am participating and making mental notes on learner performance.</p>	

A Class Survey is an activity that works well at the end of a lesson. Usually young learners can get restless after spending the majority of the class at their seats. Make sure learners have enough time to set up their papers. Their papers should be set up so that all they are doing when they are conducting their survey is putting checks on their papers. Be sure to be clear on the rules, no running, no shouting, etc. Do not make this activity a race. Make sure learners know the goal is to speak and learn new things about their classmates, not seeing who can get 10 check marks first. Teachers must be monitoring and participating. This is a chance for you to interact with your learners and to see how they are doing with regards to their speaking ability.

A Sample Lesson Plan

A typical class can last about 40-50 minutes. I like to follow a similar framework for my lessons. I begin with vocabulary activities and build to more grammar/sentence pattern activities that require more learner participation. Below is a sample lesson plan for a unit commonly found in Elementary ESL classrooms, talking about abilities. A similar lesson plan can be used for; verb tenses, adjectives, plural forms, etc.

Talking about Abilities: Using can/can't			
Task:	Activity:	Learners:	Teacher:
Intro 1 minute Whole Class	Introduction of the goal/focus question <i>What can you do?</i>	-Think about the question and start processing possible answers	-Introduces the goal of the lesson -Poses the Focus Question to the class, "What can you do?"
Warm-Up 10 minutes Whole Class	Me Too! -Sentence pattern is shown on the screen/board with picture prompts	-Volunteers come to the front of the class -Learner says something they can do "I can ___." -Learners at their seats stand and say "Me too!" if they are able to do the same thing as the learner at the front	-Selects the learners to come to the front one at a time -Helps only when necessary -If learner speaks too softly, prompt the learner to say their sentence again -Participates just as the learners at their seats do
Task 1 5 minutes Whole Class	Picture Pieces -Image of a person doing something is hidden -Image is slowly revealed until learners can identify the image	-At their seats and waiting for the image to be slowly revealed -Raise their hand and give a response in the form of a full sentence. "He can ___." "She can ___." "It can ___." "They can ___."	-Slowly reveals the image -Accepts responses from as many learners as possible -Reveals the answer and has learners repeat answer chorally -Repeats for other target vocabulary

Task 2 5-10 minutes Circulating Pairs	Guessing Game -Sentence pattern and target vocabulary are shown on the screen/board	-Write down something they can do on a sticky note -Find a partner, take turns guessing what the other can do -Find a new partner, play again	-Before the learners do the activity with a partner, models the activity with a learner -Monitors or participates with learners during activity
Task 3 10-15 minutes Circulating Pairs	A Class Survey -Fill in the black question and answers are shown on the screen/board	-Complete a survey question, "Can you ___?" -Ask their classmates (at least 10) and record responses -Discuss results	-Before the learners do the activity with a partner, models the activity with a learner -Monitors or participates with learners during activity -Asks learners what they learned about their classmates
Wrap Up 5 minutes One by One w/ Teacher	Exit Ticket: Connect to focus question; "What can you do?"	-Line up, wait for their turn with the teacher -Answer the question in a full sentence, "I can ___." -Learners cannot repeat the same answer as the learner in front of them	-Asks the question, "What can you do?" -Accepts only full responses -If needed, learner may need to repeat their answer if error occurs -Smiles and gives learner a crisp high-five -Makes quick note of any learner who struggles

For future lessons on abilities, I might focus on discussing other people's abilities, abilities of animals, things people and animals can't do, or things we can do well.

*The goal of each speaking lesson should be to maximise speaking time for learners and creating authentic use of the target language.

Assessments

Assessments are essential in helping teachers understand what is really happening in their classroom. A lot of questions pop up around assessment times. Are learners fully capable of meeting the goals and expectations the teacher has established? If the answer is 'no', why aren't the learners meeting those goals or expectations? Here are some common misconceptions that pop up around assessment time when teachers are reflecting on the results and when learners have not met the expectations...

<i>What teachers (may) think...</i>	<i>What teachers should be thinking...</i>
I don't have enough class time.	What can I do to maximise the time I have? What can I do to make my lessons more efficient? Do I need to improve my classroom management techniques?
The goals and expectations are too high. I should establish <i>easier</i> goals and <i>lower</i> my expectations.	Are all the tasks I have planned in my lessons connected to my goals and expectations?
My learners don't pay attention in class.	Are my lessons interesting enough for my learners? Would I want to be a learner in one of my lessons? Do I monitor the learners during my lessons and make sure they are on task?
My learners can't remember anything I teach them.	Am I creating lessons that allow learners to make authentic connections? Am I creating enough activities so that learners are seeing the vocabulary enough times?
My learners don't study enough at home.	What can I do to make sure my learners are practicing at home? <i>(*see section 6) Support for Learners at Home</i>

When assessing a learner's speaking ability, you need to make sure they are giving you authentic responses in a natural way...not a pre-programmed way. For example, if I have just finished a unit about abilities and I am assessing the learner's ability to discuss their abilities, I would ask 5 questions like this...

Sample Speaking Assessment Score Card

Question:		Answer:	Score:				
1	Can you swim?	Yes, I can. No, I can't.	1	2	3	4	5
2	Can he paint? (show learner image of a boy painting)	Yes, he can.	1	2	3	4	5
3	What can she do? (show learner image of a girl swimming)	She can swim.	1	2	3	4	5
4	What can you do?	I can ____.	1	2	3	4	5
5	Ask me a question...	Can you ____?	1	2	3	4	5
Teachers Comments:							

When giving scores on a formal speaking assessment, be sure to use a rubric with clear explanations so that parents, other teachers, and especially the learners themselves are aware of what the score *means*. Be sure to make the scoring rubric clear to parents, teachers, and especially the learners *before* any assessment is given so they will know what is expected of them. A number means nothing if you haven't attached some sort of meaning to it. Be sure to also add notes for improvement giving the learner even more information on how to improve.

Scoring Rubric

0	Learner gives no response.
1	Learner gives response in native language or response is not intelligible.
2	Learner gives somewhat accurate, one-word answer with pronunciation errors.
3	Learner gives accurate, one-word answer.
4	Learner gives full response with some pronunciation or grammatical errors.
5	Learner gives fluent response with no pronunciation or grammatical errors.



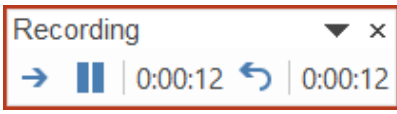



** Learners should be aware of the rubric and what it means. Give examples.*

Test Preparation Sheets

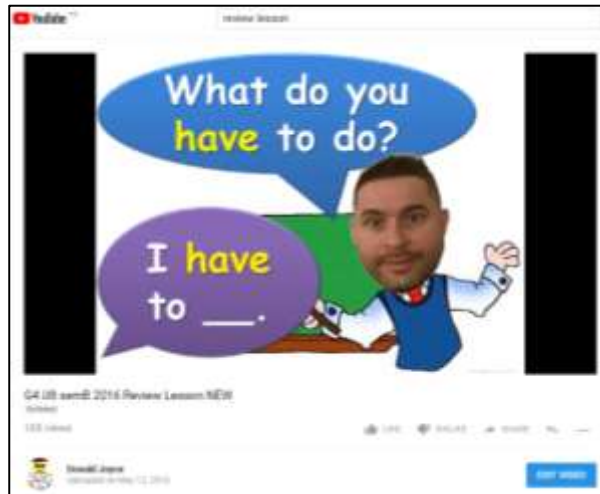
Should a teacher give test preparation sheets? I struggled with this question for a few years. If I give test preparation sheets, am I teaching to the test? If I give test preparation sheets, am I enabling those learners who don't participate during my lessons? I finally decided that giving test preparation sheets was a good thing. I designed my test preparation sheets so that learners could see the types of questions I would ask them, but I would show them a wide range of possible images that *might* be used on the actual assessment. If learners were going to practice at home, I would not give them the answers, only *possible* answers. Also, according to my rubric, in order to achieve the highest score (5), they would need to speak with some degree of fluency. Fluency only occurs through steady, consistent practice. Learners who rarely participated in class would have a hard time speaking with fluency during an actual assessment. Finally, I decided that with the test preparation sheets I provided, learners would likely be speaking a lot of English at home, and that would be a good thing. I also only made my test preparation sheets available via my class website, which had review lessons and other support material.

Support for Learners

How can a teacher help a learner improve their speaking at home? I have heard of teachers being asked to call learners at home, after class, to speak a little bit of English with their learners. Is this for the benefit of the learner, or the parents? One way that I have found to be incredibly effective is to create my own review lessons in video format. I take my lessons that I have already prepared for class, trimmed them down, and record them as a slide show in PowerPoint. With my review lessons, I try to talk as if I was actually talking with a learner next to me, like 'Dora the Explorer'. You will need a microphone and a quiet room to record in.

Step 1	Open up your PPT (power point) file and go to the "Slide Show" Tab. Click on "Record Slide Show"	
Step 2	Click on "Record from Beginning..." and begin talking and going through your slides like you would in class. If you make a mistake, you can stop the recording and use the "Record from Current Slide..." option.	
Step 3	The box in the corner appears during recording but won't appear on your video.	
Step 4	When your recording is done, you should see this icon in the lower right-hand corner of the slides.	
Step 5	When your recording is finished, Save as...Windows Media Video (.wmv)	
Step 6	Wait for your slide show to convert to video format.	<p><i>For a ten minute video, you could be waiting 30-60 minutes for the video to be done.</i></p>
Step 7	Upload the video to YouTube. YouTube will provide you with a link for your video. Copy and share the link with learners via social media, class website, chat groups, etc..	

Why make your own videos when the internet already has so many videos to help ESL learners? Making specific videos for your learners will help reinforce what you are doing in class. Shy learners can practice at home and likely feel more comfortable during your lessons at school. Videos can be used for future learners. One hour of your time creating a video can lead to many hours of learning for your learners. Lastly, it's fun and your learners will think it's cool that you are a 'YouTuber'.



Ten Key Things to Remember

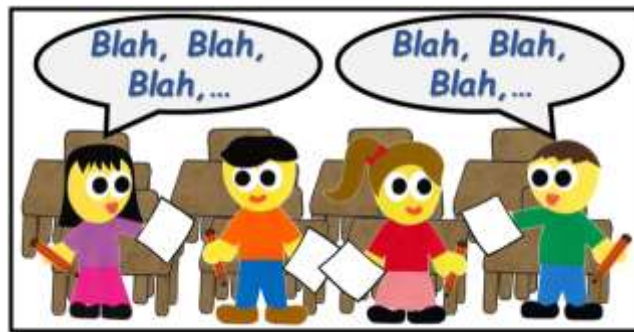
Here are some things I have learned along the way that I think are important to remember.

- | | |
|----|--|
| 1 | Learning is not always neat and tidy. Learners will need to stumble or even fail in order to persevere. |
| 2 | Learners will mirror a teacher's effort and enthusiasm, as long as it is sincere. |
| 3 | Maximise participation by asking for multiple responses. Ask other learners what they think before moving on to the next question. |
| 4 | Put yourself in your learner's shoes. Would you want to be a learner in a class being taught by you? |
| 5 | Be transparent and consistent. Let learners know everything they need to know with regards to what is expected of them. No secrets, no tricks. |
| 6 | Turn adversarial parents into allies. Explain your teaching practices and let them know you care about their child's learning as much as they do. |
| 7 | Teach the language, not the book. You can follow the content of a textbook without always having it open. |
| 8 | Learning is the reward. Point systems and reward charts will distract from your goals and create a competitive atmosphere instead of a cooperative one. |
| 9 | Reflect, but don't beat yourself up. Everyone has a bad day and bad lessons. Get feedback from your learners to see where your lessons might be lacking. |
| 10 | Add something new each semester. Each semester is a chance to try something new and to improve. Add something new and drop the stuff that isn't working. |

The purpose for me sharing a compilation of my activities and practices is not to have other teachers teach like me, it is simply to share. I have learned many things about teaching from books, case studies, YouTube clips and chats with fellow teachers. I learned what I could do but I also learned what I could do *instead*. Whether you found my compilation of teaching practices and activities useful or not, I hope it gave you some ideas about what you could do or what you could do instead.

Teaching Speaking to Elementary ESL Learners

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For more about teaching ESL, visit my website;

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