

# Teaching English as a Second Language

Unit Four: ESL Materials, Media, and Technology

# The Production of Materials

## Publishing Companies

Private language schools, ESL K-12 programs, businesses

Multi-leveled skill building, cross-cultural communication, ESP, EAP, test prep, vocational skills, literature, etc

## Government Agencies

Public school in a country with a centralized education system

Specific focus

## Curriculum Development Teams

Some universities, well-established private language schools, some ESL K-12 schools, and large corporations with language programs

Specific focus and could be multi-leveled

## Classroom Teachers

Unsatisfied teachers!!

Individualized



# Advantages of Commercially Produced Texts

- Saves time
- Well organized materials guides teachers lessons
- A balanced, chronological presentation of information.
- Detailed sequence of teaching procedures
- Provide administrators/teachers with a complete program based upon latest research and teaching methodologies



# Disadvantages of Commercially Produced Texts

- Too many activities where students do ‘questions & answers’
- Reading selections often too easy
- Not motivating enough
- Not enough details in other aspects of language study



# Use Textbooks Wisely

Weakness	Student Difficulty	Ways to Overcome Problem
The textbook is designed as a the sole source of information.	Students only see one perspective on a concept or issue.	Provide students with lots of information sources such as trade books, CD-ROMS, websites, encyclopedias, etc.
Textbook is old or outdated.	Information shared with students is not current or relevant.	Use textbook sparingly or supplement with other materials
Textbook questions tend to be low level or fact-based	Students assume that learning is simply a collection of facts and figures.	Ask higher-level questions and provide creative thinking and problem-solving activities
Textbook doesn't take students' background knowledge into account	Teacher does not tailor lessons to the specific attributes and interests of students	Discover what students know about a topic prior to teaching. Design the lesson based on that knowledge
Reading level of the textbook is too difficult	Students cannot read or understand important concepts	Use lots of supplemental materials such as library books, Internet, CD-ROMs, etc
The textbook has all the answer to all the questions	Students tend to see learning as an accumulation of correct answers	Involve students in problem-solving activities, higher-level thinking questions, and extending activities



# Adapting Text

Why?



**Unsuitable material level**

**Too difficult**

**Too long or short**

**Use of grammar or language**

**Explore relevancy**

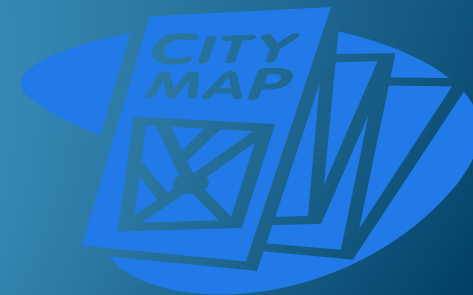
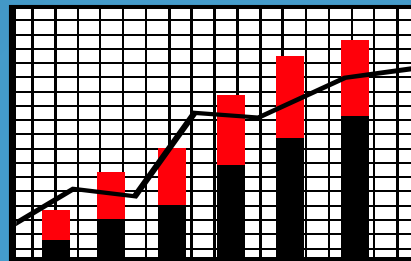
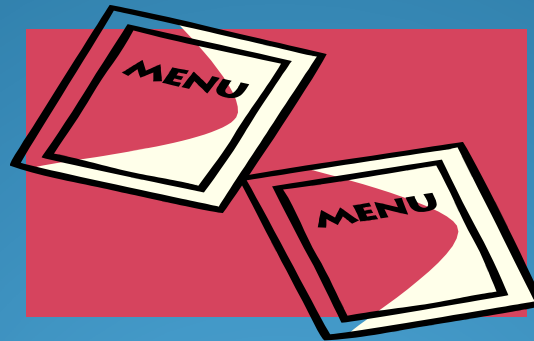
**Adapt for specific use**

**Adapt to student learning styles**



# Authentic Materials

What are they?





# Types of Authentic Materials Available



Authentic Listening/Viewing Materials



Authentic Visual Materials



Authentic Printed Materials



Realia Used in EFL/ESL Classrooms



# Choosing Authentic Materials

- Have sufficient copies for all students
- Avoid using items with multiple pages
- Use materials that cannot be outdated easily
- Use materials that spark student interests

# Using Authentic Materials



## Piano Student Questionnaire

Name \_\_\_\_\_ Date \_\_\_\_\_

*Rate the following on a scale of 1-5 (1 for the least or worst up to 5 for the most or greatest.)*

Your general progress over the past year	1	2	3	4	5
The consistency of your practice over the past year	1	2	3	4	5
The quality of your practice over the past year	1	2	3	4	5
Average days of practice per week					
Average length of practice per day					

*Answer the following questions in relation to your piano study over the past year.*

What do you feel was your biggest accomplishment? \_\_\_\_\_

What do you feel was your biggest challenge? \_\_\_\_\_

What did you enjoy the most? \_\_\_\_\_

What did you enjoy the least? \_\_\_\_\_

What was your favorite piece? \_\_\_\_\_

What did you like about the *Let's Have a Ball* theme? \_\_\_\_\_

Is there anything you didn't like about the *Let's Have a Ball* theme? \_\_\_\_\_

What areas would you especially like to focus on improving? \_\_\_\_\_

*On a scale of 1-5 (1 being the least, 5 being the most how interested are you in the following areas?)*

<b>Right-Playing</b> – being able to easily play any written music that someone puts in front of you.	1	2	3	4	5
<b>Ear-Playing</b> – being able to play fun four tones without using written music.	1	2	3	4	5
<b>Music Theory</b> – having a good understanding of all the elements, terms and symbols that make up music.	1	2	3	4	5
<b>Music History</b> – learning about composers and their music and the times in which they lived.	1	2	3	4	5
<b>Performers</b> – pushing pieces to a performance level and playing regularly for others.	1	2	3	4	5
<b>Ensemble</b> – playing with other pianists – duets, trios, etc.	1	2	3	4	5
<b>Accompanying</b> – being able to provide piano accompaniment for other instrumentalists or singers.	1	2	3	4	5
<b>Composition</b> – learning composition techniques and composing your own music.	1	2	3	4	5
<b>Other</b> _____	1	2	3	4	5



# Developing the Questionnaire

- Give students opportunity to practice English
  - Help students gain confidence
  - Expose students to cultural differences/customs
  - Help students develop their ability to find information quickly
1. Tour questions
    - easy m/c or fill in factual questions. Aim is to give students an overview of the materials
  2. Cultural and Personal Choice Questions
    - one word or written answers
  3. Challenging Questions

# Types of Questions & Sample Questions

## Handout 4A

### Multiple Choice:

1. How many *Navel Oranges* can you buy for a dollar? a) 3 b) 4 c) 5
2. Which is the cheapest? a) orange juice b) grapefruit juice c) tomato juice

### One Word Answer:

1. What country are the seedless grapes from? \_\_\_\_\_
2. On the back page it says *Chilean Asian Pears* for \$1.00 each. What do you think "Asian pears" are called in Japanese? \_\_\_\_\_

### Written Answer:

1. Why are the strawberries on the back page called *California Strawberries*?
2. How do you order coupons on the Internet for this store?

### Lists:

1. You want to make sandwiches for your family. What would you buy?
  1. Stone Ground Wheat Bread - 2 loaves - \$4.00
  2. \_\_\_\_\_ - \_\_\_\_\_ - \$ \_\_\_\_\_
  3. \_\_\_\_\_ - \_\_\_\_\_ - \$ \_\_\_\_\_
  4. \_\_\_\_\_ - \_\_\_\_\_ - \$ \_\_\_\_\_
  5. \_\_\_\_\_ - \_\_\_\_\_ - \$ \_\_\_\_\_
2. You are having a party for five friends at your house. You can spend only 50 dollars. What would you buy for the party?
  1. Cape Cod Potato Chips - 4 six ounce bags - \$6.00
  2. \_\_\_\_\_ - \_\_\_\_\_ - \$ \_\_\_\_\_
  3. \_\_\_\_\_ - \_\_\_\_\_ - \$ \_\_\_\_\_
  4. \_\_\_\_\_ - \_\_\_\_\_ - \$ \_\_\_\_\_
  5. \_\_\_\_\_ - \_\_\_\_\_ - \$ \_\_\_\_\_

### Factual:

1. How many large brown eggs can you buy for \$1? \_\_\_\_\_
2. How much are two jars of *Mayonnaise* on page 7? \$ \_\_\_\_\_

### Analytical (multi-step):

1. How much do 10 ears of *Florida Super Sweet Corn* and 2 pounds (lb.) of *Fresh Ground Round* cost? \$ \_\_\_\_\_
2. Which costs more, one lb. of *Fresh Boneless Shark Steaks* or one lb. of *Whiting Fillets*? \_\_\_\_\_

### Personal Preference:

1. Look at the back page. What fruit would you like to eat? \_\_\_\_\_
2. What flowers do you want to give to your mother on Mother's Day?  
\_\_\_\_\_ \$ \_\_\_\_\_

### Conversion:

1. How many ounces are there in a two liter bottle of *Pepsi One*? \_\_\_\_\_
2. How many grams of *Florida Red Potatoes* can you buy for five dollars? One pound is about 453 grams. \_\_\_\_\_

### Red Herring:

1. One *Florida Juice Orange* costs \$2.00. True or False (NOTE TO TEACHERS: The advertisement says one bag is \$2.00.)
2. Which is cheaper, one lb. of *Whiting Fillets* or one lb. of *Crunchy Clam Strip*?  
\_\_\_\_\_

### Obvious:

1. What is the name of this store? \_\_\_\_\_
2. What month is the Mother's Day Sale? \_\_\_\_\_

### Challenging:

1. Find something that is cheaper in Japan than in the USA. \_\_\_\_\_
2. What can you buy in a glass jar that is usually sold in a plastic bottle in Japan?  
\_\_\_\_\_

Belmont Community Adult School  
ESL Beginning High B  
Student Questionnaire

Name \_\_\_\_\_ Date \_\_\_\_\_

Phone Number \_\_\_\_\_ Country of Birth \_\_\_\_\_

When did you come to the United States? \_\_\_\_\_

What is your current job? \_\_\_\_\_

Do you use English at work?  Yes  No

What kind of work did you do in your home country? \_\_\_\_\_

What was the last grade you completed in your home country? \_\_\_\_\_

Do you read for pleasure in Spanish?  Yes  No

Do you have a library card?  Yes  No

How do you practice English outside the classroom (check all that apply):

Watch TV in English  Listen to music in English  Read the newspaper in English

Speak with friends/co-workers in English  Use the computer/Internet

Look up words in the dictionary  Other ( \_\_\_\_\_ )

What is your strongest area?  Listening  Speaking  Grammar  Writing

What is your weakest area?  Listening  Speaking  Grammar  Writing

Why do you want to learn English? \_\_\_\_\_

Write 5 sentences about yourself:

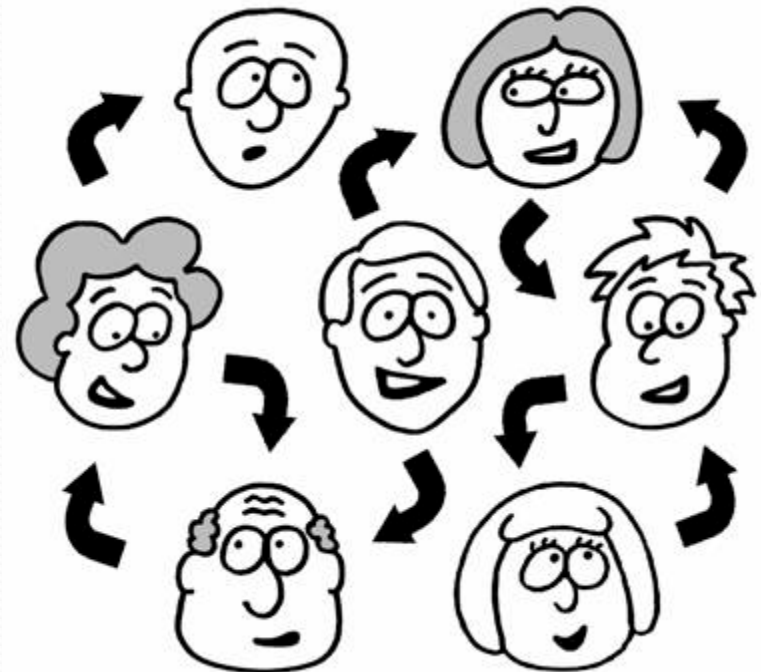
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



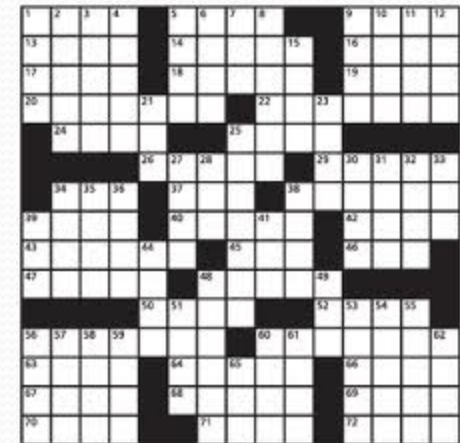
# Assignment 4A

Using some of the questions on the handout, design an ESL learning activity on a topic of your choice. Use authentic materials.



# Other Ways to Use Authentic Materials

- Word search
- Crosswords
- Personalizing
- Pair practice



# Using Authentic Materials

## Advantages

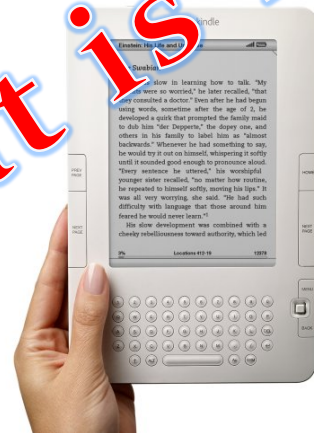
- Provides teachers with opportunities to go beyond the text
- Can reinforce for students the direct relation between the language classroom and the outside world.
- A way to contextualize language learning
- A valuable source of 'real' language input

## Disadvantages

- Takes time/effort to find & create the materials
- Difficult to make authentic materials/media comprehensible to students
- Some students will not accept authentic materials/media as a valuable learning source

# Technology in the ESL Classroom

Low tech → high tech



What is Technology?

A glowing blue world map is the central focus, set against a dark blue background filled with star-like light points. The map is overlaid with several concentric, glowing blue circles that radiate from various points across the globe. Bright, jagged lightning bolts in shades of blue and white strike across the map, adding a sense of dynamic energy and technology. The overall aesthetic is futuristic and digital.

“Technology is anything invented  
after you born,

everything else is just stuff.”

Alan Kay

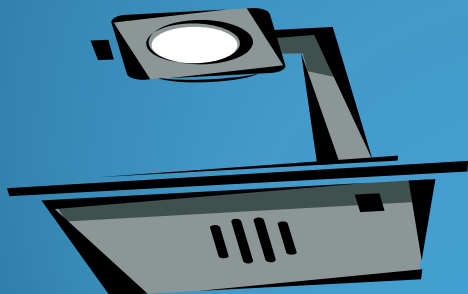


“It’s when people stop thinking of something as a piece of technology that the thing starts to have its biggest impact.”

The Guardian, Nov. 4, 2006--



# Low Tech



**MIND THE GAP**



# High Technology

WORKING WITH TEXT



# The Newspaper Clip Generator

(fodey.com)





# Wallshisher (wallwisher.com)

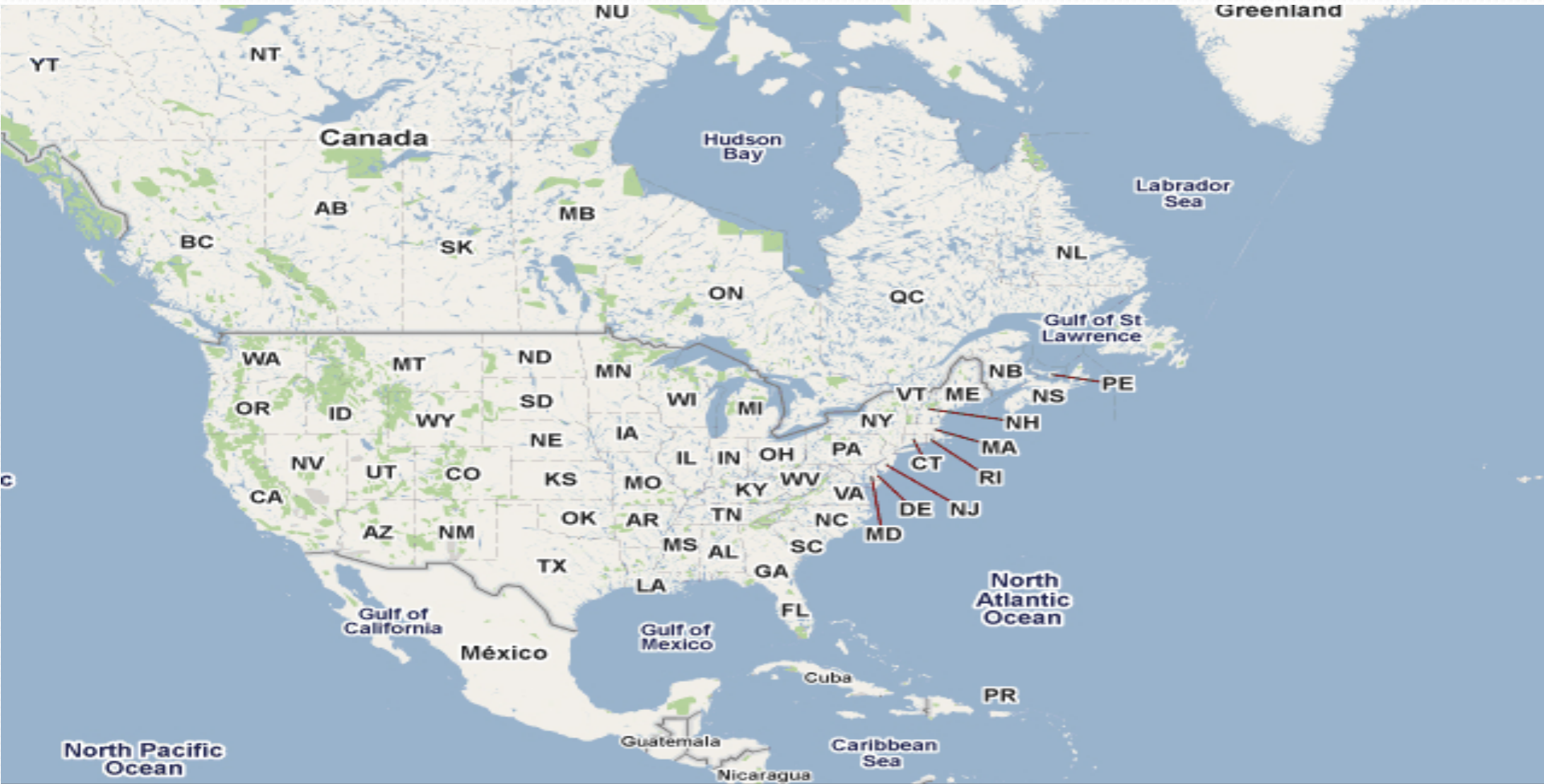
The screenshot shows a web browser window with the address bar at <http://wallwisher.com/demo>. The page title is "What do you think about Windows Vista? by Nitesh". The main content area has a green background and features a central title "What do you think about Windows Vista?" with a subtext: "Some like it, some hate it.. Microsoft's latest OS has certainly polarized the world." Below this, several user comments are displayed in green boxes, each with an "Edit" link and a date. The comments include:

- "Anand" says** (Apr. 27, 2008): "Apple made a superior OS long back. And it made one that was useful to programmers too."
- Nitesh says** (Apr. 8, 2008): "I think Vista is a wonderful OS. Yes, it is a tad slow, but well, if you are using antiquated hardware, it's unfair to complain that the OS is not working well!"
- Pranav says** (Apr. 8, 2008): "well, no one can argue that the Mac just looks beautiful.. have to give it to the apple guys, great job in making that thing look like so gorgeous..."
- "Mac Rocks" says** (Apr. 8, 2008): "Forget Vista, use leopard. !! MAC OSX rocks. Great on features and security."
- "Realist" says** (Apr. 6, 2008): "Didn't you read that Leopard got pwned in 2 minutes in the latest hacking challenge between Vista, Ubuntu, and Leopard? Wake up Macboy!"
- "Question" says** (Apr. 27, 2008): "Well, I think Vista was released before it was ready. I'm sure when you have Vista SP2/SP3, it'll be a good OS."
- Tejas says** (Apr. 8, 2008): "You keep hearing things like it looks slick, its really slow, but how many have really used its Windows Explorer? Its productive! Bottom line: Vista is great." (Includes a screenshot of Windows Explorer and a "ZOOM" button).
- "Anonymous" says** (Nov. 8, 2008): "shitty" (Includes a video player with a "PLAY" button).
- "Jake" says** (Apr. 8, 2008): "Vista.. ok la.. I used it for 4 month already, but too slow sumtime. need faster computers for it to work well ! but very easy to use! yo yo"

The browser's navigation bar includes "RSS", "Google", and "Me (Nitesh)". The page footer contains links for "Build a wall", "Go To...", "Do More...", "Help", and "Me (Nitesh)".

Wallshisher  
... a new way to  
communicate

# Scribble Maps (scribblemaps.com)



North Pacific Ocean

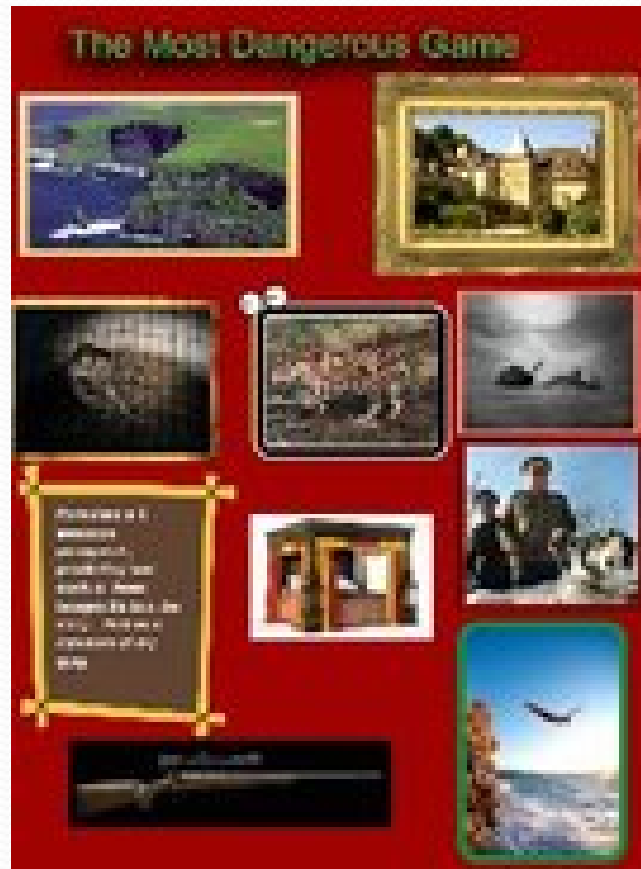
# Mind Meister (mindmeister.com)

The screenshot displays a web browser window showing a MindMeister mind map titled "Benefits of MindMeister". The central node is "Benefits of MindMeister". Four main branches radiate from the center:

- User Cases** (represented by a notepad icon):
  - Brainstorming
  - Note taking
  - Meeting Management
  - Recruiting Process
  - Personal Types
  - Business Types
  - Educational
- Mapping Features** (represented by a toolbox icon):
  - Text Styles and Formats
  - Icons & Images
  - Notes
  - Attachments
  - Task info
  - Search Function
- Main Benefits** (represented by a money bag icon):
  - Anywhere accessible
  - Independence
  - Self-Determined
  - Network Independence
  - Creativity anywhere
  - Direct Access @
  - Indirect Access @
  - Online App
  - Offline App
  - Types of Access
- Collaboration Features** (represented by two people shaking hands):
  - Real-time Collaboration
  - Easy sharing, asynchronous working
  - Notifications: Email, SMS / Twitter
  - Share with everybody

A green overlay on the right side of the screen reads "Also available for iPhone + iPad" with the Apple logo. A small inset on the right shows a mobile device screen displaying the same mind map content.

# Glogster (glogster.com)



# Working with Audio





# Vocaroo

([vocaroo.com](http://vocaroo.com))



Vocaroo

Vocaroo - The premier voice recording service.



# Text-to-Speech ([kakomessenger.com/voki.com](http://kakomessenger.com/voki.com))



# Voxopop

(voxopop.com)

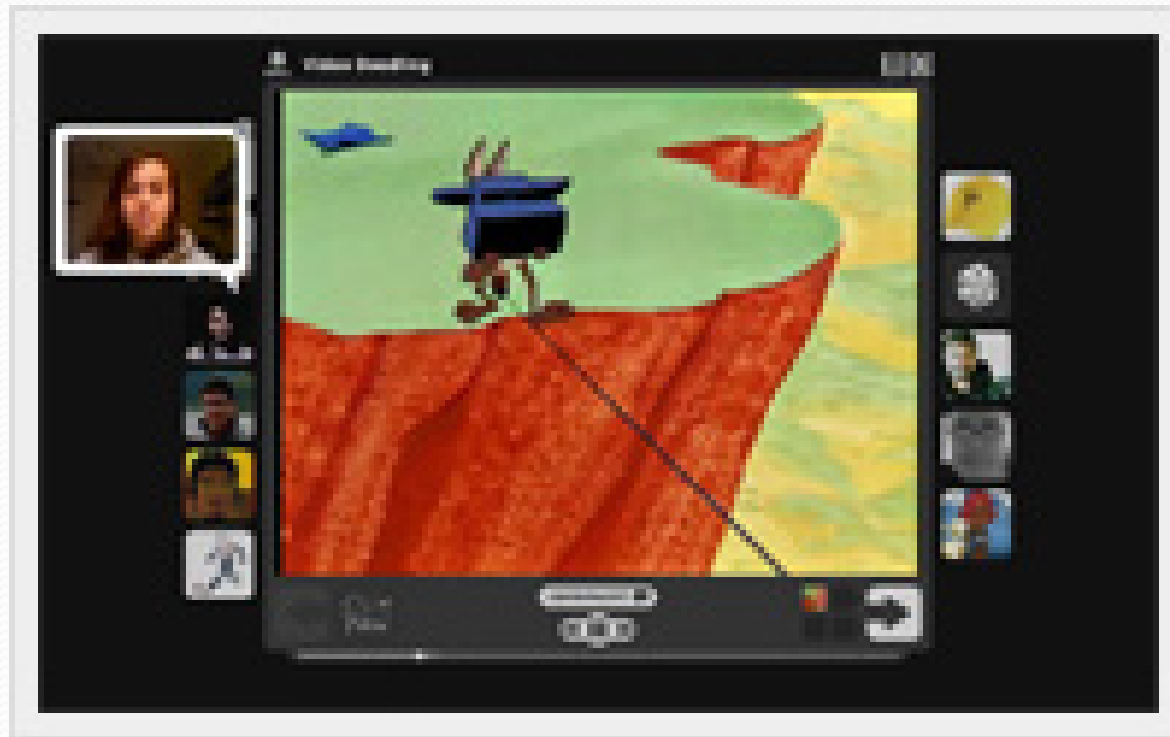


A voice-based e-Learning tool!

Create a talkgroup  
for your classroom



# Voicethread (voicethread.com)



# Working with Video

# Real English

(real-english.com)

*Real English*<sup>®</sup>

**Double-click** on any word for an English definition, **or translate**:



# Youtube

(youtube.com)

- <http://www.youtube.com/watch?v=VTTwBm4znAE>

# Other Useful Websites

Used by ESL teachers around the world





# Dave's ESL Café (eslcafe.com)



# Karin's ESL Partyland ([eslpartyland.com](http://eslpartyland.com))





# The ESL Wonderland ([eslwonderland.com](http://eslwonderland.com))

**The ESL Wonderland**  
**Resources for Students & Teachers**



# Advanced Composition for Non-native Speakers of English (eslbee.com)



**Advanced Composition for Non-Native  
Speakers of English**

# Thinkfinity.org [\(http://community.thinkfinity.org/index.jspa\)](http://community.thinkfinity.org/index.jspa)

- Sponsored by Verizon Foundation
- FREE educational resources, lesson plans, training, interactive games and more at Verizon Thinkfinity.org.

# Khan Academy

(<http://www.khanacademy.org/>)

- An online library of over 2,400 educational videos

# Encyclopedia.com (encyclopedia.com)

Encyclopedia.com has **more than 100** trusted sources, including encyclopedias, dictionaries, and thesauruses with facts, definitions, biographies, synonyms, pronunciation keys, word origins, and abbreviations.

# Problems Teachers Face with Materials, Media, & Technology

“I am forced to teach from the book.”

“Let the textbook do the teaching.”

“How do I locate useful websites for my students?”





# “I am forced to teach from the book.”

## Problems

- Stringent administrators
- Lessons provided and supervisors make sure they are followed

## What to do?

- Adapt by using pictures that correspond to a reading
- Have friends record a natural conversation based on language in a text
- Play scrabble with words from the text
- Negotiate with administrators for an ‘Authentic English’ day

# “Let the textbook do the teaching.”

## Advantages

- Saves time
- Provides structured guidance for new teachers

## Problems

- Can trivialize the learning experience for students

**BE CREATIVE: USE  
AUTHENTIC MATERIALS,  
MAKE LEARNING REAL**

# Assignment 4B

Explore one of the websites given in this unit and prepare a teaching activity using one of the technologies provided. Prepare a demonstration of this activity and how it can be used in an ESL teaching environment.

# References

1. Gebhard, Jerry G. (2009). Teaching English as a Foreign/Second Language. Ann Arbor, MI: The University of Michigan Press.
2. Tze-Ming Chou, Peter. (November 2010). Advantages and Disadvantages of ESL Course Books. The Internet TESL Journal, Vol. XVI, No. 11, November 2010. (<http://iteslj.org/>). August 12, 2011.

# Teaching Tool Website References

1. [www://fody.com](http://www.fody.com)
2. [www:// wordle.net](http://www.wordle.net)
3. [www:// wallshisher.com](http://www.wallshisher.com)
4. [www://scribblemaps.com](http://www.scribblemaps.com)
5. [www:// mindmeister.com](http://www.mindmeister.com)
6. [www:// glogster.com](http://www.glogster.com)
7. [www:// vocaroo.com](http://www.vocaroo.com)
8. [www:// kakomessenger.com/voki.com](http://www.kakomessenger.com/voki.com)
9. [www:// voxopop.com](http://www.voxopop.com)
10. [www:// real-english.com](http://www.real-english.com)
11. [www:// youtube.com](http://www.youtube.com)
12. [www:// eslcafe.com](http://www.eslcafe.com)
13. [www:// eslpartyland.com](http://www.eslpartyland.com)
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15. [www:// thinkfinity.org](http://www.thinkfinity.org)
16. [www:// enclyclopedia.com](http://www.enclyclopedia.com)
17. [www:// eslbee.com](http://www.eslbee.com)