

CHAPTER 6

Introducing New Vocabulary

Guided practice

Introduce new vocabulary

Sentences using new vocabulary

Suggestions for conducting basic vocabulary exercises

Correcting errors

An intentional, structured approach helps English language learners understand and speak their new language. These techniques are called drills or activities. Note how the drills build on each other. The techniques in this chapter are most effective for beginning and intermediate students. Advanced student techniques are addressed in Chapter 9.

For all levels, discourage the use of electronic translators. Students using them do not get the full benefit of the class time and distract others from the class activities and conversation.

GUIDED PRACTICE

The first half of the teaching session is guided practice. This includes ESL lesson plan sections:

- Introduce new vocabulary
- Sentences using vocabulary
- Additional pronunciation practice

In this part of the session, the teacher introduces the new material in a structured manner, and the students respond with set, predictable responses. The teacher provides the model; the students either respond physically or repeat and practice the model.

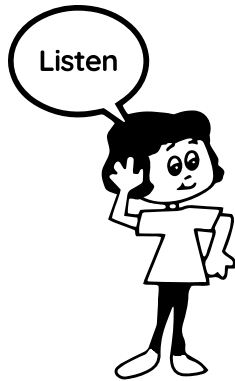
Guided practice lays the foundation for the second half of the teaching session—communication practice activities. Students are given structured activities that will prompt them to generate English sentences on their own. In the second-half activities, the students' responses are spontaneous instead of predictable.

INTRODUCE NEW VOCABULARY

Hand gestures

When the teacher does not speak the students' language and the students don't speak English, it is necessary to use hand gestures to show the students what is going to happen, who is to speak, and when. When the students have learned the verbal commands, the need for hand gestures diminishes.

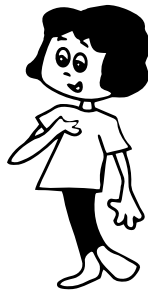
Use the illustrations on the next page to help you learn appropriate gestures for teaching students of other cultures.



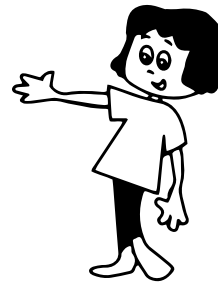
1. Hand cupped behind the ear, the teacher says, "Listen."



2. If needed, the teacher may indicate the students are to be quiet by putting her finger to her lips and saying "sh-h-h."



3. As the teacher says the word or sentence she points to herself with fingers together so the whole hand is used, indicating, "I'm going to say."



4. The teacher repeats the word or phrase pointing to the students with her fingers together and the palm down so that the whole hand is used, indicating, "You say."



5. The teacher says, "Ready?" or "Okay?" to let the student know she has stopped demonstrating and that it's time to do what she modeled.



6. The teacher says the word or sentence. Then with fingers together, palm facing her, she uses a sweeping motion toward herself, indicating the students are to repeat what she said.