

Procedure:

Teacher: gives a command and models the action with all the words, one at a time. For example, “Point to the chair,” or “Point to the table.”

Students: listen and observe but do not respond

Step 3:

Purpose: conveys to students that the teacher wants them to do the action when commanded.

Procedure:

Teacher: gives a command and models the action. (Teacher does this with each word, one at a time, gesturing for students to join in doing the action.)

Students: perform the action together but do not speak.

Step 4:

Purpose: checks to see if students are connecting sound with meaning by selecting the correct picture. If students are able to select the correct object/picture when given the command, the teacher knows they are connecting the sound with its correct meaning. To be effective, the students must have several (or all) the pictures to choose from. This is the most important step.

Procedure:

Teacher: gives a command but does **not** do the action.

Students: perform the action but do not speak.

(Repeat Step 4 with all new words until students can correctly match each word with its corresponding picture.)

Some common commands are these:

- Point to the...
- Pick up the...
- Put the... on the... (excellent for teaching prepositions)
- Walk to the...
- Touch the...
- Give me the... (excellent for teaching pronouns)

3. Practice saying the new words

ESL students need to practice saying the individual vocabulary words. A basic language teaching technique called repetition is useful here. Some ESL texts use the term “choral repetition”; others say “teacher models and student repeats.” This technique is used both for individual vocabulary words and for sentences. Repetition is the key to language learning. Repetition is important for all fluency levels—beginner, intermediate, and advanced.

● Repetition Procedures

Step 1:

Purpose: gives students time to hear and begin processing the sounds in a word

Procedure:

Teacher: says the vocabulary word five or six times while the students listen.

Students: listen

For beginners and intermediate students, if you have a picture or an object, hold it while repeating the word.

Step 2:

Purpose: alerts students to repeat what the teacher says when it's time.

Procedure:

Teacher: says the vocabulary word gesturing to him or herself, and then repeats the vocabulary word while gesturing to the students, demonstrating that the students will repeat what the teacher said.

Students: listen

Step 3:

Purpose: lets students know it is time to start repeating the teacher's model

Procedure:

Teacher: says, "Ready," as a signal that he has stopped modeling and the student will repeat what was said.

Students: listen

Step 4:

Purpose: gives students practice saying the word.

Procedure:

Teacher: says the word and gestures for students to repeat the word.

Students: Repeat the word

(Repeat Step 4 three or four times with one word. Then start over with Step 1 using a different vocabulary word. Continue this procedure until all new words have been practiced.)

Example:

Teacher: *sweater* (Holds picture, repeats 5 or 6 times)

Students: (Listen)

Teacher: *sweater* (Gestures to herself)

Teacher: *sweater* (Gestures to students)

Students: (Listen)

Teacher: says *Ready?*

Teacher: *sweater* (gestures to self)

Teacher: (gestures to students)

Students: *sweater* (Repeat this last sequence 3 or 4 times.)

4. Practice reading and writing the new words

ESL students like to see the words they are learning. This adds a visual element to help them remember new words and helps them practice reading and writing. However, it is best to introduce the words orally before they see the words in a written form.

A simple exercise called dictation guides the students to practice the reading and writing of the vocabulary words.

Dictation

Purpose of Steps 1-3: introduces the student to the written form of each word and connects each written form to its corresponding sounds.