



SEND Relief



TEACHING ENGLISH LANGUAGE LEARNERS
THE GOOD NEWS

A Guide for Church-Based ESL Ministries
Revised

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||>> SEND Relief

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Revised

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Every creation or revision of a text such as this is not done in isolation. Retired North American Mission Board literacy missions missionary Kendale Moore acknowledged that when this manual was revised and published in 2005. He credited Gayle Leininger, also a retired literacy missions missionary, with the vision to create practical training materials. The two of them, along with many experienced English as a Second Language (ESL) volunteers, made the vision for training materials reality.

In 2012, a group of Southern Baptist state conventions met to both affirm the role of literacy missions in their states and to determine a future course for training and ministry support. The result of that meeting was the National Literacy Missions Partnership.

The Partnership serves alongside Send Relief to promote literacy missions ministries, train workers, and support state conventions as they begin and continue literacy missions ministries to meet the needs of the community while sharing Christ. We work with Send Relief to assist those interested in English as a Second Language, English as a Foreign Language, Tutoring Children and Youth, and Adult Reading and Writing ministries.

Partner states celebrate the opportunity to work with Send Relief to update and revise this important ESL training manual. Send Relief, along with countless literacy missions volunteers—including the retired missionaries, has made this version of the manual possible. We gratefully acknowledge the Send Relief team for their willingness to partner with us.

Since 1958, literacy missions volunteers have ministered with a single purpose: using one of aforementioned ministries to lead people to faith in Jesus Christ. Under the National Literacy Missions Partnership, our purpose remains unchanged. At the same time, we are focused on God's future for this ministry and our role in it.

We know that God has a future and a hope for both students and teachers who participate in ESL ministries. We gratefully acknowledge God's leadership and provision.

Claudean Boatman

Coordinator National Literacy Missions Partnership

INTRODUCTION

CHURCH-BASED ENGLISH AS A SECOND LANGUAGE (ESL) MINISTRIES CHANGE LIVES.

Students learn and develop skills necessary to function effectively in North America. Lifetime friendships are begun and nurtured. Spiritual lives are transformed as students are introduced to the gospel of Jesus Christ and personally respond by making Jesus Christ Lord of their lives. Many of these students would never have heard or seen the gospel in action if it hadn't been for the local church-based ESL ministry that offered to meet their specific, felt need—the need to learn to speak English more effectively.

Volunteer ESL teachers' lives are changed as they discover and respond to their calling as literacy missionaries. Many volunteers say, "I've found it! I've found what God wants me to do as a ministry of service and outreach." The teacher, like the student, learns many new things. It reveals new teaching skills, and new and interesting things about the English language. Teachers discover new things about North America, as well as other countries and cultures. Like their students, teachers develop and nurture lifelong friendships. Each teacher says, "My students teach me more than I teach them." Each teacher also develops a closer relationship with God as they pray continuously for the physical needs and spiritual lives of their students.

Volunteer ESL teachers in church-based ministries impact the world as they demonstrate and share the gospel of Jesus Christ with the students that God has sent to their communities and local ministries.

Church-based ESL ministries often result in the beginning of new ethnic language congregations. Bible studies grow into worship services, fellowships, and missions—and new bodies of believers are born.

This manual is a guide for volunteers beginning church-based ESL ministries. It includes tips for organizing a ministry, instruction on basic ESL teaching techniques that have proven effective, and help for planning and preparing session lessons. It gives clear ways to incorporate biblical materials into lessons. Most important, though, it teaches volunteers how to share their faith in Jesus Christ effectively with their students.

After the initial training workshop, this guide can be used often as a resource book for ideas, reminders, and ministry problem solving. It should be placed with the curriculum your ministry chooses as a reminder that teachers have a comprehensive resource at their fingertips.

Our prayer as you begin your journey as a local literacy missionary is that you allow God to lead you to effectively and intentionally demonstrate and share His love with the English language students He is already preparing for you.



CHAPTER 1

Church-Based ESL Ministries: An Effective Mission Outreach Tool

Opportunities for church-based ESL ministries

Church-based ESL ministries are effective mission outreach tools

OPPORTUNITIES FOR CHURCH-BASED ESL MINISTRIES

In communities all across the United States, its territories, and Canada, the number of people who want and need to learn to speak English is increasing rapidly. Non-English speakers come to these areas as refugees, migrant workers, international students and their families, wives of military personnel, families of diplomatic personnel and international business people. Don't limit your search for students to those groups. Many ethnic communities are found in our cities and states. Small rural communities, towns, medium-sized cities, large cities, major metropolitan areas—east, west, north, and south—each have people who need and want to learn to speak English. They are our neighbors.

God has commanded us to love our neighbors. He even specifically commanded us to love the foreigners who live in our land.

The LORD your God is supreme over all gods and over all powers. He is great and mighty, and he is to be obeyed. He does not show partiality...he loves the foreigners who live with our people, and gives them food and clothes. So then, show love for those foreigners, because you were once foreigners in Egypt. (Deut. 10:17-19, GNT)

One of the best ways to demonstrate and share God's love with our non-English speaking neighbors is through local church-based English as a Second Language, commonly known as ESL, classes.

CHURCH-BASED ESL MINISTRIES ARE EFFECTIVE MISSION OUTREACH TOOLS

The primary goal of church-based ESL ministries is to intentionally share and demonstrate the gospel of Jesus Christ as we help people learn to speak English.

Church-based ESL ministries are effective at this task for several reasons.

Church-based ESL ministries build relationships with people.

Through church-based ESL ministries, you will meet many individuals you would not meet in any other setting. Many of your students would never come to your church to attend a worship service or Bible study. However, they will come to have a specific felt-need met—learning English.

Working with students weekly over an extended period of time and demonstrating genuine concern for them will build positive relationships and trust.

Your students will be more open to listen and carefully weigh the words and opinions of someone they know and trust. Because of this, hearing your experience with Jesus Christ will have a greater impact than hearing the same message from someone with whom they do not have a relationship.

Church-based ESL ministries help meet basic human needs.

The ability to speak English is essential for employment in the United States. Many ESL students are highly educated in their own countries. However, limited English language skills restrict their employment opportunities in the United States. Teaching English to these students helps meet a basic economic need—obtaining a better job so they can better provide for their families.

ESL ministries also meet their emotional needs by providing supportive relationships and friendships. Many nonnative English speakers isolate themselves in their homes. They speak only to their families or others who speak their language. Church-based ESL ministries provide a nonthreatening opportunity to build friendships and develop emotional support. As a German student told her class and teachers, “You are my lifeline.”

Helping people meet their basic physical and emotional needs opens the door for more effective communication about spiritual matters. Church-based ESL ministries help meet the

spiritual needs of individuals as the gospel is presented in a variety of formats. Bible study and Christian fellowship inform the seeker and strengthen the believer.

Church-based ministries physically demonstrate Christ's love.

Your involvement in meeting the needs of individuals in Christ's name effectively communicates the gospel. Usually your first witness will be your identification as a Christian. You may be many ESL students' first contact with a Christian. As a Russian student observed, "I've read about people like this. But this is the first time I've ever met any in real life." Through your classes, they are seeing Christ's love demonstrated, not just talked about.

Church-based ESL ministries provide a natural setting for sharing the gospel.

Most church-based ESL ministries are taught in the church building. Teaching about Jesus within the church is natural. Praying, having group devotionals, and using Scriptural materials help you keep the focus on sharing the gospel. Students consistently ask, "Why are you doing this for free?" or "Why are you treating me differently from the way others do?" These questions provide a natural opportunity to tell about God's love for you and the student.

Church-based ESL ministries often result in new missions and church starts.

Most ESL ministries result in at least one new Bible study group. These usually begin as an international Bible study for multiple language groups. Some branch out and begin individual language-group Bible studies.

From these groups, many new congregations have developed across the United States, including Spanish congregations in Florida and Oklahoma, Korean congregations in Alaska and Kansas, Japanese congregational expressions in Georgia and Tennessee, Indo-Chinese congregations in Ohio and California, and Russian congregational expressions in Washington and Rhode Island.

Church-based Literacy Ministry	Community-Based Literacy Program
The goal is to use literacy as a missions outreach for sharing the gospel. Involvement is a way to respond personally to the gospel and to introduce Jesus Christ to people who do not usually attend church worship services.	The primary goal is to meet literacy needs in the community.
Volunteers are enlisted from the church’s membership. To share the good news of Jesus, more than “a degree of caring” is needed. A volunteer must have accepted Christ as personal Savior and Lord.	Volunteers are enlisted from the community. As one advertisement said, “All you need is a degree of caring.”
The ministry trains volunteers to use teaching materials, to relate to their students, to tell others about Jesus, to use the Bible as a resource and to be missions-outreach workers for local churches.	The program may or may not train volunteers to use the teaching materials, to relate to their students, and to understand the philosophy and goals of the community organization.
The ministry locates students through advertising and through contacting local community agencies that are in touch with people who need their services. Students are then assigned to volunteer teachers.	The program locates students through advertising and through contacting local community agencies that are in touch with people who need their services. Students are then assigned to volunteer teachers.
The ministry receives funding from the church and/or association.	The program raises funds from all possible sources—private donations, foundations, industry, government, etc.
The ministry has the church to provide ongoing support for teachers and their students.	The program may or may not use its organization to provide ongoing support for volunteers, teachers and their students.



CHAPTER 2

Organizing an ESL Ministry

Recruit volunteers for your church's ESL ministry

Train volunteers for your church's ESL ministry

Determine when the ESL ministry will meet

Determine where the ESL ministry will meet

Determine how long classes will be

Recruit students for your church's ESL ministry

Develop church support for the ESL ministry

Appendices

There are seven basic tasks in organizing an ESL ministry:

1. Recruit volunteers.
2. Train volunteers.
3. Determine when to hold classes.
4. Determine where to hold classes.
5. Determine how long classes will be.
6. Recruit students.
7. Develop church support for the ministry.

TASK 1: RECRUIT VOLUNTEERS FOR YOUR CHURCH'S ESL MINISTRY

Number of volunteers required for ministry

You only need one volunteer whose efforts are recognized by the church as a part of its outreach efforts, to have an ESL ministry. Of course, the more volunteers you have, the more students' lives you will be able to impact with the gospel of Jesus Christ.

Do volunteers need to speak a foreign language or be a professional teacher?

No. If you can speak, read, and write English, you can learn how to teach English to speakers of other languages. The vast majority of volunteers in church-based ESL ministries are not professional teachers. They are individuals who have a love for internationals and nonnative English speakers in their communities and a desire to demonstrate and share the gospel with them.

Volunteer tasks

A. Teaching

Teaching English is the foundational task of an ESL ministry. However, many other volunteer jobs can and should be done to facilitate the operation of an ESL ministry.

B. Administration

Each ministry needs a director. There are many details to be coordinated to help an ESL ministry function well. Someone needs to take the leadership role in handling these details. Even if there are only two volunteers, one needs to be designated the director.

The ESL director needs to be responsible for and oversee:

- Recruiting volunteer workers
- Arranging training for volunteers
- Recruiting students
- Enrolling and placing students
- Handling logistical details and resource needs of the ministry
- Supervising volunteers
- Evaluating the ministry
- Recognizing volunteers, and
- Organizing socials and other related activities.

If you have three or more volunteers, the director should not be assigned to teach a class. In an open enrollment ministry, new students arrive each week. Placement interviews must be given to determine the class to which they will be assigned. The director usually deals with this and other administrative details. If the director were teaching a class, he or she would

be constantly interrupted to answer questions and deal with individual needs and situations. This would be a disservice to the students she was trying to teach.

An assistant director is critically needed. Someone must be in charge if the director is absent or has to resign suddenly. Many ministries have ended because the director did not prepare someone to take his or her place. Assistant directors also make good built-in substitute teachers since they are present every week.

Even small ministries with only a few teachers and fewer than 20 students should share administrative responsibilities.

C. Transportation

It is not necessary to provide transportation for students to have an ESL ministry. However, providing transportation increases the number of potential students that you can serve. Your ministry needs to choose what is best for your situation.

Providing transportation requires a great deal of volunteer time and coordination. If you decide to provide transportation, it would be beneficial to assign someone other than the director to be responsible for this aspect of the ministry.

D. Childcare

It is not necessary to provide childcare for students to have an ESL ministry. However, providing childcare increases the number of potential students for your ministry and may make your classes more effective learning settings. Some students will come to class and bring their children. A screened volunteer or paid nursery worker should supervise the nursery. The director cannot do this and administer the classes.

E. Refreshments

Providing refreshments is an important job because fellowship is a vital part of the ministry. Small groups within the church could help with this task. Someone other than the director or teachers in the ministry should help coordinate this activity.

Some ministries do not serve refreshments every week. They may serve them only once a month or even less often. The first class of the month is a good time to celebrate birthdays. Students can help as well. They may enjoy bringing food representing their countries to share with the group.

Recruit volunteers

A. Prepare job descriptions

Before enlisting volunteers, write a job description. (See the sample in the Appendix.) The job description should clearly define the roles, specific duties, qualifications, and expectations of the volunteer. This helps avoid future problems.

Look for volunteers who can do the job described. Avoid the temptation to just fill the positions. Pray and wait for the right people.

B. Set dates for volunteer training

It is easier to enlist volunteers if they are told when training for the ministry will be held. A person's readiness for training is greatest just after he or she volunteers.

C. Review church rolls

A common mistake is to consider only those people who immediately come to mind. Take time to browse through the church roll, adult Sunday school roll, and talent/interest files compiled by the church for potential workers. Also, make a list of people recommended, people with ability and availability, and people who indicate an interest in the ministry.

D. Personally contact potential volunteers

Personal contact is always the best way of recruiting volunteers. There are many advantages

to personal contact:

- People can ask questions and get immediate responses. If volunteers are not sure whether they are qualified, the director can explain the requirements and reassure them.
- People feel important because someone singled them out and made contact.
- Some people will not serve unless they are specifically asked to, even when they would like to serve.

E. Advertise

You can advertise in newsletters, bulletin inserts, posters, and handouts.

Include the name and phone number of a contact person. A tear-off section on newsletters, inserts, and handouts can be provided for volunteers to put in the offering plate or give to the church office. Make it easy for them to respond.

Be sure to indicate that it is not necessary to be a certified schoolteacher or to speak a foreign language to be a vital part of this ministry.

F. Speak to church groups

Don't wait to be asked to speak. Contact the leaders and ask for opportunities to publicize the ministry and to encourage volunteers to become involved.

Always take a sign-up sheet or cards when you speak. Signing up does not obligate an individual, but it means you will contact the person and further discuss the ministry.

When prayer requests are made, include your request for volunteers for the ESL ministry.

G. Set up sign-up booths

Have a sign-up booth on Sundays or during midweek services. Have recruiters dress in international costumes or specially designed T-shirts.

H. Invite church members to visit existing ESL classes

Often people become involved in the ministry because they enjoy meeting the international students during a visit.

I. Invite volunteers from other churches

Many ESL ministries are sponsored by an individual church and begin with volunteers from their own congregation, but later open their ministry to volunteers from other churches in their association.

Other ministries begin and are sponsored through the local associations or partnering churches and recruit volunteers from several churches.

TASK 2: TRAIN VOLUNTEERS

The quality of work a person can do is directly linked to his or her preparation for the task. Experience has shown that the dropout rate is higher among teachers who do not receive training before starting the ministry. This happens because they run out of ideas or, worse, they develop inadequate teaching methods that are not easily changed during later training.

Initial training — a basic ESL workshop for teachers

A basic ESL training workshop should introduce volunteers to basic language-teaching techniques, language-teaching resources, basic witnessing techniques, and Bible teaching materials. Plan to conduct a basic training workshop yearly to train new volunteers for your church ministry.

Recognizing all who complete the basic workshop during a church service helps to affirm the volunteers and highlight the ESL ministry.

You might ask the pastor or a staff person to present the training awards for completing the

basic training during a Sunday service. Or have a prayer of dedication or commissioning for the new volunteers and their task of demonstrating and sharing the gospel to internationals in your community. In the appendices of this chapter, you will find “A Responsive Reading for the Commissioning of ESL Literacy Missionaries.”

Continuing in-service training

The basic workshop is just that—basic. Teacher burnout and high student dropout rates are often caused by lack of continuing education. Conscientious teachers will want more training and spiritual direction. The director should lead in seeking additional training. Some ideas for continuing training opportunities are listed below.

A. Teachers’ meetings

It is best to have teachers’ meetings every month. However, if this is not feasible, bimonthly or quarterly meetings are a must. Teachers can teach one another by sharing ideas and frustrations.

At the meetings you can:

- Ask for input and evaluation from a student’s perspective.
- Pray for needs and concerns of the teachers and students.
- Have a teacher give a report or evaluation of a particular pre-assigned book or method that he or she has been using.
- Ask other teachers about suggestions for dealing with a problem.

B. Invite a specialist

Have an ESL professor from a local university, a professional ESL teacher from the local high school or adult education program, an ethnic pastor, or other person speak on a subject relevant to the ESL ministry—such as English pronunciation, cross-cultural concerns, witnessing to ethnic people, and the importance of prayer in ESL ministries.

C. Teacher retreats

This can be a three- to five-hour retreat, or can last all day and even overnight. It should be held away from the church and usual ESL surroundings. This should be a time of spiritual and educational training, as well as fellowship. Often teachers run into their classes, teach, and leave without really getting to know each other. Yet some of their greatest support and empathy can come from other teachers.

D. Observation of other programs

If other ESL classes are held in your city or nearby, call the directors and ask if your teachers may observe their ministries.

Many high schools, adult education programs, community colleges, and universities have ESL classes or departments. Ask if your teachers may observe classes.

E. State and community ESL training events

There are many ESL training events offered by church, community, and professional groups that are open to volunteer teachers. Watch for those available in your state and community.

TASK 3: DETERMINE WHEN TO HOLD CLASSES

Many ESL classes meet only once a week during the public school year. ESL classes usually don’t meet when schools are on vacation. A break during the summer tends to renew the motivation of teachers and students alike.

Some ministries do have summer classes, but they usually have fewer students, and their classes are less structured.

Several ministries have classes twice a week—once during the week, where secular material is

the primary text, and once on Sunday or Wednesday, with biblical material as the primary text. Those classes are advertised as English Language Bible Study. The attendance at the Bible-based class is usually about 20 to 30 percent of the number who attend during the classes where secular material is the primary text.

Some ministries offer classes several days during the week. Different volunteers teach on different days. The choice is yours, depending upon the availability and flexibility of your volunteers.

TASK 4: DETERMINE WHERE TO HOLD CLASSES

The church building is the most common meeting location. Don't limit your vision about the possibilities. Even if a class meets in another location, it can be church-based and used as an opportunity to share the Gospel.

ESL classes also meet in:

- Places of business
- Apartment complexes
- University campuses, and
- Any place where God opens the doors.

TASK 5: DETERMINE HOW LONG CLASSES WILL BE

Most ESL ministries meet for two hours, mixing small-group classes and full-group interaction.

Small-group classes

A common schedule is to begin with a 45-minute small-group class, divided by fluency level—beginner, intermediate, advanced. This is followed by a 30-minute full-group time and a final 45-minute small-group class session.

Some ministries alter the sequence by putting the large group time at the beginning or at the end of the individual class time.

Full-group interaction

The time all the students and teachers are together is important for fellowship and witnessing. This may be the only time the classes have to interact with one another.

A typical full group time includes:

- Simple refreshments (*10 minutes*).
- Singing (*10 minutes*)—Simple English songs or choruses with much repetition are good. Christian songs and choruses are appropriate.
- Short devotionals (*3-5 minutes*)—Do not be afraid of offending your student by thanking God and talking about your faith. In many cultures, religion permeates the life of the individual and the society. Your students have chosen to come to ESL classes offered by a Christian church. They would be surprised if you did not talk about your faith. If your motive is sincere and your spirit is humble, you will not give offense. This is an opportunity to tell your students about Jesus, and about God's love for them and all mankind. Your relationship with Jesus Christ is a vital part of your life and you should let your students know it. Help them to understand that they can have that same kind of relationship.
- Announcements (*1-2 minutes*)—If possible, list announcements on the board or on a handout. Most students need visual as well as verbal instructions. Announcements may include upcoming events and introductions of new students and workers. Recognize those with birthdays and new U.S. citizens.

- Prayer (3 minutes) — Ask for prayer requests. Many students truly appreciate this opportunity to express concern for their families, countries, and other needs. This is an important time to teach the value and effectiveness of prayer. Some ministries choose to have prayer time in the smaller classes — either in addition to or in place of large-group prayer.

Other large-group activities might include:

- Advanced students presenting short skits.
- Students from one country giving a 5 to 10-minute presentation about their country and culture using pictures, costumes, flags, songs, artifacts, and national items.
- Special church singing groups.
- Teaching and practicing jazz chants.
- A student performance of a musical talent.
- A 5-minute interview with a student or teacher.
- Playing an ESL game.
- Outside speakers, such as policemen, firemen, IRS representatives, and pastors.

TASK 6: RECRUIT STUDENTS

Ways to recruit students

Advertise. Make flyers, posters, and/or business cards to distribute. Use simple English, as this example shows:

FREE ENGLISH CLASSES

At Calvary Baptist Church on 1340 Main Street

Every Tuesday from 7:00 to 9:00 p.m.

For more information, call 733-5698 Monday to Friday
from 9:00 a.m. to 5:00 p.m.

FREE nursery care for students' children during classes.

Make a point of sharing information about the ESL ministry, both in writing and verbally, with the church secretary or whoever answers the phone number you give in your advertisements. Many potential students have given up because they could not get adequate information when they called the church.

Here are some ideas for distributing the advertising:

- Give flyers and cards to church members to distribute to internationals they know.
- Post information on the church's website.
- Post a sign in front of the church.
- With permission, distribute and display signs in these places:

Public schools

Apartment complexes

Ethnic businesses

- Restaurants
- Government offices
- Refugee resettlement agencies
- Universities
- Military Chaplains' offices
- Laundromats

Once classes have begun, a satisfied student is the best source for enlisting new students. Probably 75 percent of all students come by word of mouth. If teachers are well trained, the ministry is well organized, and prayer is constant, students will come.

Student attendance

It is usually easier to enroll students than to keep them. The dropout rate of adults in foreign language classes is very high. The average dropout rate in church-based ESL classes is probably 50 percent—and that is low compared to university and community college foreign-language classes. Students may drop out because of problems that have nothing to do with how the ESL ministry functions. Remember, students face many problems besides learning English. Also, remember that you are offering a service. Students choose for their own reasons to accept the service or not.

However, some students do drop out because they are uncomfortable with ESL methods that stress conversation. Many foreign language classes overseas focus primarily on reading and writing English.

Every student that signs up will not attend every class. Each class will have a varying group of students. If 12 students are assigned to a class, your average attendance will generally be six to eight, but they will not be the same six to eight every week. There will be a core group of three to four that will work hard to be there each week. The other three to four in attendance will be made up of a combination of the other students who signed up. Don't be discouraged. This is normal. Your students have many responsibilities and will not be able to attend every class, even if you would like them to do so.

Be sure to check on students who are absent. Ask other class members if they know why the student is not in class. There may be a need that a volunteer can help with, such as transportation. The student or a family member may be ill. Send the student a card, or if he or she can understand English well enough, call or text to express your care.

If student retention is a problem, you may need to evaluate your ministry's teacher training, organization, and commitment of the volunteers. Also, look at any changes in the international community, the days and times classes are scheduled, or the impact of local community events, such as plant closings or military transfers.

TASK 7: DEVELOP CHURCH SUPPORT FOR THE MINISTRY

Become recognized as part of the church's evangelistic outreach

Congregations provide support and encouragement for efforts they view as their mission and evangelistic outreaches. Church groups are not intentional in providing support for activities that they view as someone's personal ministry.

One of the clearest indicators that your ESL ministry is viewed as a part of the corporate outreach of your congregation is being included in the budget, even if the amount is only \$20.00. Seeing the name of your church's ESL ministry listed in church financial reports is a sign of acceptance.

Regularly display promotional materials about the ministry

Use bulletin boards or have display tables on Sunday or during midweek services. Display materials used in the ministry, pictures of the students, or videos of the classes.

Have an open house for church members

Conduct classes as usual, and let church members take a tour. Some people have to see a ministry in action to understand its significance.

Meet with the pastor or another staff person at least quarterly

Request a time to meet with the pastor or staff person that relates to your ESL ministry. Share the victories, prayer requests, budget needs, and concerns of the ministry. Ask for advice and prayer support.

Also, ask them to visit your classes while they are in session if they have not already done so.

Make written and oral reports about the ministry to the church

Request time to present this report at a business meeting or to leadership groups.

Make regular prayer requests to the church

When your church or groups in the church meet, consistently make prayer requests for the ESL ministry. This keeps your congregation aware of your ministry and helps focus corporate prayer to support your ESL ministry.

Enlist prayer supporters

Prayer is essential for accomplishing the goals of church-based ESL ministries. Since we are seeking spiritual results, we must enlist and use spiritual resources.

Many people in your congregation would like to be part of your ministry, but physically can't be present to help at class time. However, they can provide prayer support—agreeing to pray for the teachers and students while class is going on and throughout the week.

Circulate a sign-up sheet asking for prayer supporters. Assign each prayer warrior specific student and teacher names for whom to pray. Keep the prayer warriors informed of specific needs and results.

APPENDICES

ORGANIZING AN ESL MINISTRY

Basic resources used in ESL ministries

A job description for an ESL volunteer teacher

Additional ideas for the ESL ministry

A Responsive Reading for the Commissioning of ESL Literacy Missionaries

Student registration form

BASIC RESOURCES USED IN ESL MINISTRIES

Each ministry requires some basic material to start. Specific names of resources are not listed here because publishers frequently change what is offered and publishers change hands and go out of business on a regular basis. Contact English as a Second Language publishers to get catalogs of what is currently available.

Each ministry will need material in these categories:

- Picture dictionary (some come with teacher guide and other resources)
- ESL textbook series (some reproducible texts are available)
- Pronunciation resource
- Communication practice resource
- Discussion resources

A JOB DESCRIPTION FOR AN ESL VOLUNTEER TEACHER

Job Title:

Volunteer ESL teacher

Job Summary:

To teach English to adult internationals, refugees, and immigrants so they can function more fully in the United States/Canada and to intentionally demonstrate and share the love of Jesus Christ with ESL students.

Qualifications:

1. A sense of mission or calling from God to this ministry.
2. Ability to speak, read, and write English as a native speaker.
3. Completion of a basic ESL workshop.
4. Commitment to teach for a period of at least one school year. (Classes run concurrent with the school year.)

Responsibilities:

1. Prepare for and teach an ESL class once a week when public school is in session. (List day and time of classes.)
2. Arrange for someone else to teach your class when you can't be there.
3. Demonstrate and model the love of Jesus Christ in every contact with your ESL students.
4. Regularly pray for and with your ESL students.
5. Intentionally share the gospel of Jesus Christ with your ESL students.
6. Contact students by phone, letter, personal visit, or card when they are absent more than two weeks in a row.
7. Attend teacher's meetings.
8. Attend additional teacher training events when possible.

ADDITIONAL IDEAS FOR THE ESL MINISTRY

Banquets and socials

Many ministries have at least one banquet or dinner during the year. Some have it at Thanksgiving time, some at Christmas, and some have a graduation dinner at the end of the year. Students, teachers, and their families are invited. Often students dress in their national costumes.

The church may provide the dinner, or students may bring dishes representing their countries and serve an international smorgasbord.

Usually there is a program. It may consist of singing, recognition of teachers and students, musical performances, testimonies by students, or a devotional given by the pastor or another guest.

Luncheons and dinners held in homes are also very important. Students learn more about North American culture when visiting in private homes. Teachers can invite their classes over, or if the ministry is small, invite the entire group for a meal or have students bring covered dishes.

Student/teacher recognition and graduation ceremonies

These usually are held at the end of the year in the church sanctuary or as part of a banquet. Certificates are given to the students for attendance and to teachers for service. Teachers with significant years of service or students with special achievements—perfect attendance, 5 or 10 years of participation, new U.S. citizenship—should receive particular awards. If new citizens are being recognized, a judge or a U.S. Immigration and Naturalization Service (INS) official may be invited to speak.

One way to conduct the recognition service is to have the director present certificates to teachers and workers, then have the teachers present certificates to their students.

Vacation Bible Schools

Have a Vacation Bible School (VBS) for your adult ESL students at the same time your church has VBS for children. International students' children can attend classes with the other children. For those ministries that dismiss during the summer, this is an excellent opportunity to meet with students again. Activities may include singing, large- or small-group Bible study, crafts, and North American culture and cuisine.

Retreats and camps

A teacher or teacher-and-student retreat is a good avenue for spiritual enrichment and fellowship. Personal needs are more easily expressed in an unhurried, relaxed atmosphere. The retreat may be an all-day or overnight event. Enlist good Bible study leaders to teach on a specific theme or to lead devotionals. Allow time for private and collective prayer. Sharing time is also important. A fun time—games, skits, or free time—might be an added feature.

Some ESL ministries conduct international family camps. They usually are held from Friday night until Sunday night.

Citizenship classes

Many ESL ministries offer citizenship classes for students preparing to take the citizenship exam.

Field trips

Excursions outside the classroom are excellent opportunities for English teaching. Lessons learned in context, such as at the grocery store or mall, are remembered longer. Visiting nearby

historical sites is a good way to teach U.S. history. Attending a wedding, funeral, or party can also effectively teach North American culture. Other field trips might be to factories, newspaper offices, museums, and entertainment centers.

Scrapbooks

Some ESL ministries have kept scrapbooks and records of previous years. These are invaluable materials and should be preserved.

Be cautious about taking photographs. Not all students want their pictures taken, for whatever reason. One ministry, after taking a class photo of a growing Sunday school class, had none of the students return to the Sunday School class or to the English classes. Ask before you take photos.

Newsletters

A newsletter is an excellent way to inform students of upcoming events, students' birthdays, announcements about students, and to give other information concerning and of interest to students. Students should be invited to write articles for the newsletter.

Social Media

A closed or private social media group may be used for announcements.

Anniversary celebrations

As your ESL ministry reaches a milestone year, you may want to have a celebration at the church. The entire church and perhaps the community should be invited to attend. Usually these celebrations are held during Sunday services with special recognition of teachers and students. Former teachers and students also should be invited. A luncheon or reception could follow the service.

Many ministries have had two to three-day celebrations for more significant anniversaries (25 years or more). One program had a graduation/recognition service for teachers and students on Friday night, a Saturday morning brunch honoring the teachers, and special recognition during the Sunday morning service.

A RESPONSIVE READING FOR THE COMMISSIONING OF ESL LITERACY MISSIONARIES

Leader:

Jesus Christ has called us to tell the good news that God's love and salvation are available to all people, no matter what language they speak, what country they come from, or what culture has nurtured them. Yet, untold numbers living in our community have never heard this message.

There are individuals who have responded to God's call to intentionally demonstrate and share the love of Jesus Christ. They are going to fulfill this calling by teaching English as a Second Language to internationals living in our community. They will be our literacy missionaries.

Congregation, as members of the body of Christ, will you commit to pray for these missionaries as they demonstrate and share the gospel of our Lord Jesus Christ in our community?

Congregation:

Yes, we commit to lift up our literacy missionaries and pray for them as they demonstrate and share Christ's love in our community.

Leader:

Congregation, will you commit to pray that the Holy Spirit will move in the lives of the internationals in our community and that they will understand and respond to Christ's love?

Congregation:

Yes, as the body of Christ, we will pray for the salvation of the students in our ESL classes, and we pray for the day they will become our brothers and sisters in Christ.

Leader:

Congregation, will you encourage these literacy missionaries when they become discouraged, and rejoice with them when they experience victory?

Congregation:

Yes, as the body of Christ we will weep with those who weep and rejoice with those who rejoice. We will provide nurture and support for our literacy missionaries.

Leader:

Literacy missions volunteers, you have responded to God's call to intentionally demonstrate and share Christ's love with internationals as you teach English as a Second Language in our community.

Will you commit yourself wholeheartedly to this task?

Volunteers:

With the help of God, we will.

Leader:

God's grace be with you, and with us all, as we represent and serve Him in our community.

STUDENT REGISTRATION FORM

Name: _____

Male Female

Native language: _____ Native country: _____

Address: _____

City: _____

ZIP code: _____ Telephone: _____

Birthday (dd/mm/yyyy): _____

Are you married? Yes No

Do you attend a church? Yes No

Which church? _____

Do you have children? Yes No

What are their names and birthdays?

Name: _____ Birthdate: _____

Name: _____ Birthdate: _____

Name: _____ Birthdate: _____

Name: _____ Birthdate: _____

Name: _____ Birthdate: _____

Notes:

THINK IT OVER

Answer these questions to apply this information to your potential ministry.

1. Who are potential volunteers in your church's ministry? What tasks would they have?
2. Who are the potential students of your ministry?
3. How will you advertise your ministry?
4. When will your church offer ESL classes? Why do you think this is a good time?
5. Where will your church have classes? Why is that a good place?
6. List the pros and cons of your ministry providing extras such as transportation and childcare.
7. What area of the church will the ministry relate to? Why?
8. When would be a good time for teacher meetings?

CHAPTER 3

Understanding Student Fluency and Class Placement

What are student placement interviews and why conduct them?

How do you know if an ESL student is at a beginner, intermediate or advanced level?

How many levels of classes should you have in your ESL ministry?

When and where should you conduct placement interviews?

Who should conduct the placement interviews?

How do you conduct the placement interview?

What do you do after the placement interview?

Activities for the first class session

Placement interview material

WHAT ARE STUDENT PLACEMENT INTERVIEWS AND WHY CONDUCT THEM?

Student placement interviews are one-on-one interviews that determine the student's English language fluency level. A casual chat with a student is not sufficient for proper placement.

It is important to conduct student placement interviews for two reasons:

- Students placed in classes that are too difficult or too easy will drop out.
- It will let you know which ESL text and resource materials you need to use to help your students improve their English.

HOW DO YOU KNOW IF AN ESL STUDENT IS AT A BEGINNER, INTERMEDIATE OR ADVANCED LEVEL?

These are broad descriptions of basic English language fluency levels.

Beginners

- Know fewer than 100 words.
- Rarely use complete sentences.
- Cannot carry on a conversation in English.

High beginners and intermediates

- Have a moderate oral and written vocabulary
- Can carry on limited conversation in English.
- May use complete sentences, but use poor grammar.
- Have difficulty with prepositions and verb tenses.
- Know few idioms or slang words

Advanced level students

- Can converse freely in English.
- Have a problem with sentence structure.
- Need help with pronunciation, expanding vocabulary, idioms and slang.

Literate or non-literate

A student's speaking fluency level does not always indicate whether they are literate or non-literate in English.

A. Literate students

- know and can read the Roman alphabet
- may read some English

B. Non-literate students

- don't know the Roman alphabet
- may be illiterate in his or her own language

It is important to determine if the student is literate or non-literate in English. You may need to offer classes to help your students learn to read English as well as speak English.

HOW MANY LEVELS OF CLASSES SHOULD YOU HAVE IN YOUR ESL MINISTRY?

The fact that there are three general fluency levels does not mean that you will have all three levels in your ESL ministry. Two factors determine the class levels for your specific ministry.

The first factor is the number of volunteer teachers you have in your ESL ministry.

The number of volunteer teachers limits the number of classes you can offer.

If you have three volunteers available to teach once a week, you can't have three different classes. One person needs to be the director who deals with weekly administrative details.

Some large ministries have classes divided into four or more different fluency levels.

The second factor is the result of the student placement interviews.

You aren't required to have a beginner level class, an intermediate level class and an advanced level class. You won't know which class levels you need to have until you have finished the initial placement interviews. While you may have enough volunteers to have classes for three different fluency levels, your placement interviews may show that the students God has sent to your ministry require two beginner level classes and one higher level.

The fluency level designations you give to your classes are not limited by a fixed scale. They are broad descriptions of fluency levels. The terms beginner, intermediate and advanced will reflect the individual ministry's mix of volunteers and students. The language skill level of students in a class designated advanced in one ministry may be equal to an intermediate class in another ministry. Don't be concerned about that. The designations are for the convenience of your individual ministry. They give you an opportunity to place your students with others who have approximately the same fluency level. You may have two teachers and 10 students. Six of the students scored as beginners on the Placement Interview, two scored as intermediates, and two as advanced level. So there will be one class of beginners and one class of intermediate/advanced students. Every class you have will really be a multi-level class.

WHEN AND WHERE SHOULD YOU CONDUCT PLACEMENT INTERVIEWS?

Conduct placement interviews at the first class of each semester or the first time a student visits.

The first day of classes should be devoted to a general overview about the ministry and placement interviews.

As students arrive at the first class meeting, give them registration forms to complete. Some students may need help. Enlisting helpers who are bilingual is beneficial. Remember, though, that some students may speak languages your helpers don't know.

After registration forms are complete, tell the students you would like to talk to them individually for a few minutes to determine which class will be best for them. Never say you are going to test their English fluency!

Students who come to your ESL ministry after the first day of classes should be interviewed for placement in the proper class.

Conduct the interviews in a quiet place, away from the group as a whole.

It may be a separate room or the corner of the large room in which you meet. Only the student and the interviewer should be present for the interview. Spouses and friends should wait elsewhere.

WHO SHOULD CONDUCT THE PLACEMENT INTERVIEWS?

On registration day, trained volunteers should be designated to conduct placement interviews.

Ideally, for consistency of evaluation the same person should interview all students. However, in ministries with a large number of students this isn't practical. Several volunteers need to be involved in the process.

In existing ministries, experienced teachers should conduct the interviews.

After the first day of class, the director or assistant director need to do this task.

New students arrive through the semester, sometimes weekly. This means someone needs to be available to do the placement interviews. This is one of the reasons that ministry directors, if at all possible, should not teach a class.

HOW DO YOU CONDUCT THE PLACEMENT INTERVIEW?

There is a student placement interview provided in this chapter.

Many graded ESL text series have their own placement instruments. If your existing ministry uses such a text, you may want to use their instrument.

The placement instrument you use is not important. Conducting a placement interview is necessary.

Overview of placement interview material

The placement interview in this book consists of a set of questions to help evaluate the student's

- Comprehension—the student's ability to understand English
- Speaking—the student's ability to generate English language sentences
- Reading—can he read the alphabet and read and understand a few English language sentences
- Writing—can he legibly write his name, four short words and one simple English language sentences

The Placement Interview has two pages with questions and directions for the interviewer. The first page records your evaluation of comprehension and speaking. The second page records reading and writing results. The two picture pages and one page of reading materials are used by students during the interview.

Preparing for the interview

Make several copies of the placement interview form (front to back). You will need one form for each student. NOTE: This form is two-sided to make it easy to record information. Another form is modified to fit on one page. You may copy the one-page form on the back of the student registration form, so you will have fewer papers to keep up with.

Make one copy of the two pages of pictures and the reading section for each interviewer. Put them in sheet protectors in a notebook to use for the interviews. Also include lined paper in the notebook and have a pen available for the writing portion.

Conducting the interview

The interviewer sits across from the student. He will show the student the pictures and the reading page and ask the questions. He will ask the student to write his name, four words, and one sentence. The interviewer will mark on the interview form how the student responds

either with a check mark or an X. Later he will count the number of check marks and circle the appropriate fluency level on the bottom first page of the Interview Form.

A. General information

The top of the placement interview form provides a place for the student's name, the interviewer's name, and the date of the interview.

Student's Name: _____	Date: _____
Interviewer: _____	Placement Level: _____

When conducting the placement interview...

- Don't ask questions more than two times.
- Don't explain or try to teach vocabulary. This is not a time of instruction.
- If the student can't respond, simply smile and move on.

B. Evaluating fluency level

There are two boxes on the interview form. Box one outlines the directions and questions for evaluating the student's ability to understand and speak English. This box contains two sections: Comprehension and Speaking.

C. Comprehension

There are two parts to this section: Greetings, and Questions related to the Comprehension Pictures.

D. Greetings process

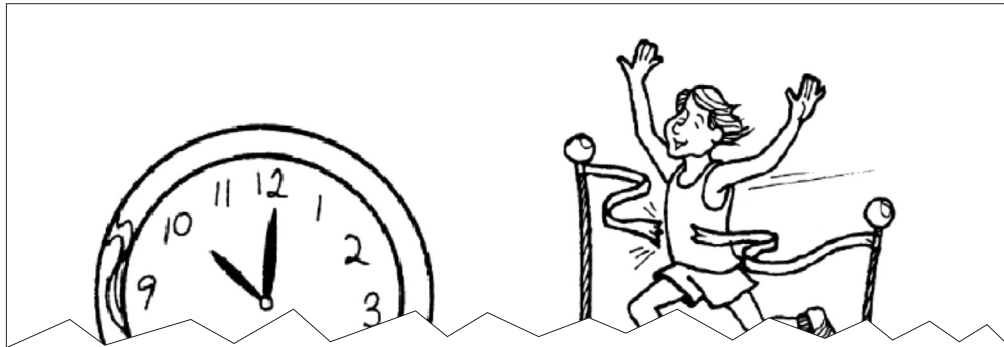
Comprehension: Greetings <i>(Fill in student's response.)</i>
My name is _____. What's your name? _____ Circle one: ✓ or X
What country are you from? _____ Circle one: ✓ or X
How long have you lived in the United States / Canada? _____ Circle one: ✓ or X
Have you studied English before? (If yes) Where? _____ How long? _____ Circle one: ✓ or X

You are evaluating the student's English fluency from the very beginning of the interview.

1. Introduce yourself
2. Ask the student's name
 - There is a place on the form to mark how the student responded.
 - Mark ✓ for responded or ✗ for didn't respond.
3. Ask the student, "What country are you from?"
 - There is a place on the form to record his answer.
 - Mark ✓ for responded or ✗ for didn't respond.
4. Ask the student, "How long have you have lived in the USA/Canada?" (Name only the country you are in.)
 - There is a place on the form to record his answer.
 - Mark ✓ for responded or ✗ for didn't respond.
5. Ask the student, "Have you studied English before?"
 - If the answer is yes, ask "Where?" and "How long?" Record the answers.
 - Mark ✓ for responded or ✗ for didn't respond.

E. Questions for comprehension pictures

1. Show the student the Comprehension Picture page.



2. On the placement interview form, below the heading Comprehension: Pictures, there are four numbered lines. Each line has three columns.
3. Process for lines one through three:
 - a. In the left hand column you are asking the student to point to a picture.
 - b. In the center column you are asking the student to tell you the number of a picture.
 - c. In the right hand column you are asking the student a question related to the picture
 - d. In each blank, mark ✓ for responded correctly, or x for responded incorrectly.

Comprehension: Pictures Mark ✓ for responded correctly, or X for responded incorrectly.

ALERT: If the student doesn't respond to the Greetings questions and line number 1, move on to Reading.

- | | | |
|--------------------------------|--|---|
| 1. Point to a house ____ | What number is it? (No. 4) ____ | What is your address? ____ |
| 2. Point to a man running ____ | What number is it? (No. 2) ____ | Why is he running? (He's in a race.) ____ |
| 3. Point to a clock ____ | What number is it? (No. 1) ____ | What time is it? ____ |
| 4. Point to the mother ____ | How many children are in the picture? (1) ____ | Tell me about your family. ____ |

4. Process for Line 4:

Line number four is slightly different. Since there is only one picture that has not been used, the questions will differ.

 - a. In the left column you are asking the student to point to a specific person in the picture.
 - b. In the center column you are asking how many children are in the picture.
 - c. In the right column you are asking the student to tell you about his family.
 - d. In each blank, mark ✓ for responded correctly, or ✗ for responded incorrectly.

Note the **ALERT** shown after line 1. If the student DOES NOT respond to the questions in the *Greetings* section or to the directions and question in *Line 1*, skip to the *Reading* Section. There is no need to ask the questions remaining in the *Comprehension* section or in the *Speaking* section. You do need to check, though, whether the student can read the Roman alphabet.

F. Speaking

This part of the interview will help you determine the student's ability to generate English language sentences on his own.

Speaking: Mark ✓ for accurately and X for inaccurately.

Picture A: 1. What is happening?
 a) Used a few basic words, phrases (✓) ____
Or
 Used complete sentences (✓✓✓) ____
 b) If student used complete sentences-Used correct grammar (✓) ____

2. What will happen next?
 a) Used a few basic words, phrases (✓) ____
Or
 Used complete sentences (✓✓✓) ____
 b) If student used complete sentences-Used correct grammar (✓) ____

1. Show the student the Speaking Pictures, one at a time.

Picture A



Picture B



2. Ask the student: *In Picture A, What is happening? What will happen next?*
 NOTE: there is no “correct” answer for each picture, but what the student says should be a possible interpretation.
3. Evaluate whether the student:
 - a. Used a few basic words, phrases.
 Mark ✓ for yes or ✗ for no or no response. *Do not mark this column if the student uses complete sentences.* If you put a ✓ here, place an ✗ beside the *Used complete sentences* and *Used correct grammar* lines.
 - b. Used complete sentences.
 Mark three ✓✓✓ for yes or ✗ for no or no response. Using three ✓✓✓ increases the weight of using complete sentences in communication and helps in correctly placing students. If you put a ✓ here, place an ✗ beside the *Used a few basic words, phrases* line.
 - c. Used correct grammar.
 Mark one ✓ for yes or ✗ for no only if the student used a complete sentence.

4. Ask the student: *In picture B, what is each person doing? What will happen?*
5. Evaluate whether the student:
 - a. Used a few basic words, phrases.
Mark ✓ for yes or ✗ for no or no response. *Do not mark this column if the student uses complete sentences.* If you put a ✓ here, place an ✗ beside the *Used complete sentences* and *Used correct grammar* lines.
 - b. Used complete sentences.
Mark three ✓✓✓ for yes or ✗ for no or no response. Using three ✓✓✓ increases the weight of using complete sentences in communication and helps in correctly placing students. If you put a ✓ here, place an ✗ beside the *Used a few basic words, phrases* line.
 - c. Used correct grammar.
Mark one ✓ for yes or ✗ for no.

You will count the checkmarks after the placement interview is completed. During the interview, go directly to the next part of the interview.

Evaluating whether the student is literate

The next section on the interview form outlines the directions and questions for determining whether the student is literate or non-literate. This box contains two sections: Reading and Writing.

G. Reading

This portion of the interview is to determine if the student can read the Roman alphabet and read and understand a few English language sentences.

Reading:

1. Ask the student to read the letters of the alphabet aloud.
Circle letters that are missed. ALERT: If the student fails to respond or misses 3 letters, STOP the interview.

A N V B O F Q C K P W D M X E L S G Y R H Z T I J U

2. Ask the student to read the sentences aloud.
Read accurately _____ (Mark ✓ for yes or X for no)
ALERT: *If the student cannot read the first sentence, move on to the writing section.*

3. Ask the student the following questions: (Mark ✓ if answered correctly or X for incorrectly)

Where does Peter Smith live? (Chicago) _____ How many children does he have? (7) _____

Who told Peter about the English classes? (His brother, Robert) _____

1. Show the student the reading page.
2. Ask the student to read the letters of the alphabet. The letters are not in alphabetical order.

Reading

A N V B O F G C K P W D M X E L S G Y R H Z T I J U

My name is Peter Smith. My family lives in Chicago, Illinois. My wife Martha and I have seven children.

My mother, Greta, lives with us. My brother Robert told me about the English classes.

3. Circle on the Placement Interview Form any letters the student missed. Note the **ALERT** shown before the list of letters. If the student fails to respond or incorrectly identifies 3 letters, stop. Conclude the interview by thanking the student. Be positive in speech and action.
4. If the student makes fewer than 3 errors in reading the alphabet, ask him to read aloud the three sentences on the reading page.
5. Indicate if the student read the sentences accurately and smoothly. Mark ✓ for yes or ✗ for no.
6. Ask the student the two questions to determine if he understood what he read.
7. Indicate if the student answered the questions accurately. Mark ✓ for yes or ✗ for no.

H. Writing

The writing portion is to determine if the student can print legibly and write a few words.

Writing:

Give the student a pen and blank piece of lined paper.

(Mark ✓ if the student writes name legibly; spells dictated words correctly; and writes a complete sentence.)

1. Please print your name. _____ **ALERT:** *If the student can't write their name, STOP. Conclude the interview.*
2. Please print the word: red ___ stop ___ bank ___ sister_____
3. Write one sentence about your family. _____

1. Give the student a pencil or pen and a piece of lined paper.
2. Ask the student to print his name.
3. Indicate if the student wrote legibly and correctly. Mark ✓ for yes or ✗ for no.
Note the **ALERT** shown after the direction to print your name. If the student cannot legibly print his name, conclude the interview.
If the student **can** write his name legibly:
Ask the student to write *red, stop, bank, and sister*. Mark ✓ for accurate and legible or ✗ for not accurate or legible.
4. Ask the student to write one sentence about his family.
5. Indicate if the sentence was legible and understandable. Mark ✓ for yes or ✗ for no.
 - a. Do not evaluate grammar or sentence structure unless it interferes with meaning.
 - b. Evaluate if the sentence makes sense.

Conclude the interview

- Thank the student.
- Ask if he has any questions.

WHAT DO YOU DO AFTER THE PLACEMENT INTERVIEW?

Determine fluency level

Count the number of checkmarks in the *Greetings* and *Comprehension* sections. Record this number at the bottom of the page.

Total number of ✓'s for Comprehension and Speaking _____			
Circle one:	Beginner A—0-7 ✓ marks	Intermediate A—14-19 ✓ marks	Advanced A—25-28 ✓ marks
	Beginner B—8-13 ✓ marks	Intermediate B—20-24 ✓ marks	Advanced B—29-32 ✓ marks

Between the two boxes on the interview form are six fluency level designations.

Beginner A: 0-7 ✓ marks

Intermediate A: 14-19 ✓ marks

Advanced A: 25-28 ✓ marks

Beginner B: 8-13 ✓ marks

Intermediate B: 20-24 ✓ marks

Advanced B: 29-32 ✓ marks

Circle the appropriate fluency level.

Determine if the student is non-literate or literate

Look at the bottom of the second page of the interview form:

Circle One: Non-literate Literate

The student's performance in the reading Section and writing Section indicates whether the student is non-literate or literate. You won't have to count the ✓ marks to make that evaluation. Remember, you are only evaluating whether the student can read and print the Roman alphabet and legibly print a few words. *You are not evaluating how literate the student is.*

Some ministries have a separate class or additional class time before or after the regular class for non-literate students to work on basic literacy skills.

Assign students to classes

Place students of similar fluency levels together. *Your class levels will not be precise, but you should be consistent within your ministry.* The number of teachers available will impact how you structure and divide your classes. In many instances, a broad range of fluency levels exist within one class.

You won't know which levels you will have until after you have completed the placement interviews.

Average attendance and enrollment numbers will likely be different. Enrollment in intermediate and advanced classes could be as high as 21. Here is what many ministries have experienced with attendance:

Beginner—3-8 weekly attendance with 6-12 enrolled

Intermediate—5-10 weekly attendance with 8-15 enrolled

Advanced 5-10 weekly attendance with 8-15 enrolled

If you are not sure which fluency level to assign a student, always place in the lower level. When a student isn't in the right class level, offer to move him. If he wants to stay in the class to which he was originally assigned, allow it. If the student wants to go to a different class

to be with a friend, let him. Do what you can to encourage the student to remain in a class that is appropriate for his or her ability. Your students come to class because they want to. Sometimes being in a specific class, even if it is different than the one you think is best for them, encourages students to come. Make it easier for your students to improve their English by encouraging them to attend the class in which they are comfortable.

ACTIVITIES FOR THE FIRST CLASS SESSION

The first class of the ESL ministry year has three main goals.

First, registering students and obtaining their contact information is essential. Having several bilingual or multilingual volunteers available for the first class is very helpful. The sample registration form is in the appendix of Chapter 2.

The second task is communicating the basic information about how the ministry will function. Providing this information in writing and orally is helpful:

- When classes will meet
- Class attendance expectations
- Child care information, if provided (where, requirements such as bringing diaper bags)
- Transportation information, if provided
- Materials that will be used and the cost of those materials (Provide this information during registration if registration is not the first class day.)
- Information about the Bibles and biblical material available to students
- Teacher introduction
- Other information specific to your ministry

The third essential task is conducting the placement interview so students can be appropriately assigned to classes. Since placement interviews are conducted one at a time, ministries need to provide something for students to do when they are not being interviewed.

These activities should be:

- Welcoming
- Low-risk
- Fluid — students can easily flow in and out
- Fun
- Active

The number and experience of volunteers, the number and needs of students, ethnicity of students, and available space will impact the activities you choose. Some activities can be conducted in the registration room. If your ministry has a large number of students, some activities may be done in smaller groups in the classrooms.

Activity suggestions

A. Magazine search

1. Give each student a magazine and a pair of scissors.
2. Ask students to find pictures of five words they know and understand in English and five pictures they do not.
3. Put students in groups of three to share with the group the five words they know and do not know in English. Group members may help one another with unknown English words.
4. Have students return to the large group. The teacher puts known words on the board. Before sharing the English words for the unknown pictures, ask other students to identify them.

B. Create a story

1. Give each student a magazine.
2. Ask each student to describe what he sees in one picture or to create a story about a person in the picture.
3. Place students in pairs or small groups to share their descriptions or stories.

C. Learning circuit

Before the session prepare at least four stations that students will visit during the registration time. Each topic should be relevant to the students: food, clothing, illnesses, car maintenance, and school supplies are examples. Every stop could include pictures or actual examples, labels, and a recording with correct pronunciation.

D. Teach simple songs with physical activity

Sing the *Hokey Pokey*. This is a good game for learning parts of the body and left and right. *Head, Shoulders, Knees and Toes* teaches body parts and has lots of movement. *If You're Happy and You Know It* is another simple song that gets students moving.

E. Around the world

1. Attach a large world map to a wall with a pin stuck in your location.
2. Share your background and your heritage with your students and place a pin on the state you are from.
3. Allow the students to come, one at a time, to share what they can in English about their home country and any languages they can speak.
4. Ask the student to place a pin or sticker on the country from which he comes.

F. Bingo

Make 4-5 bingo cards with the same pictures arranged in different sequences. Make a larger version of each picture to use as a draw pile to call out the item name. You might use food pictures from advertisements.

Distribute the bingo cards and pencils to your students. Demonstrate how the game is played. You will draw out a picture, show the students the picture, say the name and ask the students to say the name.

They will mark the picture on their bingo card. When they have 5 in a row the students will shout "Bingo."

Variation: Following the procedure described above, create several versions of a "What's in the Classroom?" bingo card. Add the name of the item below the picture. Include these items: markers, books, chairs, tables, pens, erasers, dry erase board, clock, teacher, students, window, door, lights, ceiling, floor, walls, games, name tags, CD player, laptop computer or tablet, masking tape, dictionary, prizes, supply box, and pencils. Use large versions of the pictures and words on strips of paper for calling the game.

If you want to re-use the cards, small squares of paper can be used to cover the spaces.

G. Airplanes

Before the session create picture instructions for making a paper airplane.

1. Give each student a sheet of paper. Ask students to write three things about themselves. Suggestions include favorite color, something the student doesn't like to do, something the student likes to do, etc. Beginning students could draw pictures or use one-word answers. More accomplished students could write sentences.
2. Have students follow the instructions for making paper airplanes.
3. Ask students to fly their airplanes.
4. Gather the airplanes and place them on a table.

5. Ask a student to select one of the airplanes, open it and read it aloud to the class. If the student is hesitant, read the items for him.
6. Allow the rest of the class to guess who the airplane belongs to.
7. Variation: Use index cards instead of paper airplanes. Fold the cards in half and place them in a bowl or bucket.

H. Students introduce themselves to other students

Before the session, place a United States/Canada map on a focal wall. Place world maps on the walls. You will need index cards, pencils, and small self-stick flags.

1. Distribute the index cards and pencils to each person.
2. The teacher and a volunteer model this exchange: Teacher: *Hello. My name is _____.* (Teacher makes an **x** on her own index card.) Volunteer: *Hello. My name is _____.* (Volunteer makes an **x** on his own index card.)
3. Ask all students to repeat, *Hello. My name is _____.*
4. Instruct students to walk around and introduce themselves to each other and to make an **x** on the index card for each person they meet.
5. When introductions are complete, the teacher and volunteer models this dialog: Teacher: *Hello. I come from the United States.* (Point to or place a self-stick flag on the map.) Volunteer: *Hello. I come from _____.* (Point to or place a self-stick flag on the map.)
6. Ask all students to repeat, *Hello. I come from _____.*
7. Instruct students to walk around and tell each other where they come from. Tell them to make an **x** on their index cards for each person they tell. Allow them to place a flag on the maps.

APPENDICES

UNDERSTANDING STUDENT FLUENCY AND CLASS PLACEMENT

Student placement interview form (2 pages)

Comprehension pictures

Speaking Picture A

Speaking Picture B

Reading section

Alternate placement form

STUDENT PLACEMENT INTERVIEW FORM PAGE 1

Student's Name: _____ Date: _____

Interviewer: _____ Placement Level: _____

Comprehension: Greetings (Fill in student's response.)

My name is _____. What's your name? _____ Circle one: ✓ or X

What country are you from? _____ Circle one: ✓ or X

How long have you lived in the United States / Canada? _____ Circle one: ✓ or X

Have you studied English before? (If yes) Where? _____ How long? _____ Circle one: ✓ or X

Comprehension: Pictures Mark ✓ for responded correctly, or X for responded incorrectly.

ALERT: If the student doesn't respond to the Greetings questions and line number 1, move on to Reading.

1. Point to a house ____ What number is it? (No. 4) ____ What is your address? ____
2. Point to a man running ____ What number is it? (No. 2) ____ Why is he running? (He's in a race.) ____
3. Point to a clock ____ What number is it? (No. 1) ____ What time is it? ____
4. Point to the mother ____ How many children are in the picture? (1) ____ Tell me about your family. ____

Speaking: Mark ✓ for accurately and X for inaccurately.

Picture A: 1. What is happening?

a) Used a few basic words, phrases (✓) ____

Or

Used complete sentences (✓✓✓) ____

b) If student used complete sentences-Used correct grammar (✓) ____

2. What will happen next?

a) Used a few basic words, phrases (✓) ____

Or

Used complete sentences (✓✓✓) ____

b) If student used complete sentences-Used correct grammar (✓) ____

Picture B: 1. What is each person doing?

a) Used a few basic words, phrases (✓) ____

Or

Used complete sentences (✓✓✓) ____

b) If student used complete sentences-Used correct grammar (✓) ____

2. What will happen next?

a) Used a few basic words, phrases (✓) ____

Or

Used complete sentences (✓✓✓) ____

b) If student used complete sentences-Used correct grammar (✓) ____

Total number of ✓'s for Comprehension and Speaking _____

Circle one: Beginner A—0-7 ✓ marks Intermediate A—14-19 ✓ marks Advanced A—25-28 ✓ marks

Beginner B—8-13 ✓ marks Intermediate B—20-24 ✓ marks Advanced B—29-32 ✓ marks

STUDENT PLACEMENT INTERVIEW FORM PAGE 2

Reading:

1. Ask the student to read the letters of the alphabet aloud.

Circle letters that are missed. **ALERT:** If the student fails to respond or misses 3 letters, STOP the interview.

A N V B O F Q C K P W D M X E L S G Y R H Z T I J U

2. Ask the student to read the sentences aloud.

Read accurately _____ (Mark ✓ for yes or X for no)

ALERT: If the student cannot read the first sentence, move on to the writing section.

3. Ask the student the following questions: (Mark ✓ if answered correctly or X for incorrectly)

Where does Peter Smith live? (Chicago) _____ How many children does he have? (7) _____

Who told Peter about the English classes? (His brother, Robert) _____

Writing:

Give the student a pen and blank piece of lined paper.

(Mark ✓ if the student writes name legibly; spells dictated words correctly; and writes a complete sentence.)

1. Please print your name. _____ **ALERT:** If the student can't write their name, STOP. Conclude the interview.

2. Please print the word: red ___ stop ___ bank ___ sister _____

3. Write one sentence about your family. _____

Circle one: Non-literate Literate

Comprehension pictures



1



2



3



4

Speaking Picture A



Speaking Picture B



Reading

A N V B O F Q C K P W D M X E L S G Y R H Z T I J U

My name is Peter Smith. My family lives in Chicago, Illinois. My wife Martha and I have seven children.

My mother, Greta, lives with us. My brother Robert told me about the English classes.

ALTERNATE PLACEMENT FORM PAGE 1

Student's Name: _____ **Date:** _____

Interviewer: _____ **Placement Level:** _____

Comprehension: Greetings (Fill in student's response.)

- My name is _____. What's your name? _____ **Circle one:** ✓ or X
 What country are you from? _____ **Circle one:** ✓ or X
 How long have you lived in the United States / Canada? _____ **Circle one:** ✓ or X
 Have you studied English before? (If yes) Where? _____ How long? _____ **Circle one:** ✓ or X

Comprehension: Pictures Mark ✓ for responded correctly, or X for responded incorrectly.

ALERT: If the student doesn't respond to the Greetings questions and line number 1, move on to Reading.

1. Point to a house _____ What number is it? (No. 4) _____ What is your address? _____
 2. Point to a man running _____ What number is it? (No. 2) _____ Why is he running? (He's in a race.) _____
 3. Point to a clock _____ What number is it? (No. 1) _____ What time is it? _____
 4. Point to the mother _____ How many children are in the picture? (1) _____ Tell me about your family. _____

Speaking: Mark ✓ for accurately and X for inaccurately.

Picture A: 1. What is happening?

- a) Used a few basic words, phrases (✓) _____ **Or** Used complete sentences (✓✓✓) _____
 b) If student used complete sentences-Used correct grammar (✓) _____

2. What will happen next? _____

- a) Used a few basic words, phrases (✓) _____ **Or** Used complete sentences (✓✓✓) _____
 b) If student used complete sentences-Used correct grammar (✓) _____

Picture B: 1. What is each person doing?

- a) Used a few basic words, phrases (✓) _____ **Or** Used complete sentences (✓✓✓) _____
 b) If student used complete sentences-Used correct grammar (✓) _____

2. What will happen next? _____

- a) Used a few basic words, phrases (✓) _____ **Or** Used complete sentences (✓✓✓) _____
 b) If student used complete sentences-Used correct grammar (✓) _____

Total number of ✓'s for Comprehension and Speaking _____

Circle one: Beginner A—0-7 ✓ marks Intermediate A—14-19 ✓ marks Advanced A—25-28 ✓ marks
 Beginner B—8-13 ✓ marks Intermediate B—20-24 ✓ marks Advanced B—29-32 ✓ marks

Reading:

1. Ask the student to read the letters of the alphabet aloud.

Circle letters that are missed. **ALERT:** If the student fails to respond or misses 3 letters, STOP the interview.

A N V B O F Q C K P W D M X E L S G Y R H Z T I J U

2. Ask the student to read the sentences aloud.

Read accurately _____ (Mark ✓ for yes or X for no)

ALERT: If the student cannot read the first sentence, move on to the writing section.

3. Ask the student the following questions: (Mark ✓ if answered correctly or X for incorrectly)

Where does Peter Smith live? (Chicago) _____ How many children does he have? (7) _____

Who told Peter about the English classes? (His brother, Robert) _____

Writing:

Give the student a pen and blank piece of lined paper.

(Mark ✓ if the student writes name legibly; spells dictated words correctly; and writes a complete sentence.)

1. Please print your name. _____ **ALERT:** If the student can't write their name, STOP. Conclude the interview.

2. Please print the word: red ___ stop ___ bank ___ sister _____

3. Write one sentence about your family. _____

Circle one: Non-literate Literate

THINK IT OVER

Answer these questions to apply this information to your potential ministry.

1. Why is a Placement Interview an important part of an ESL ministry?
2. What are three characteristics of beginning students?
3. What are three characteristics of high beginner and intermediate students?
4. What are three characteristics of advanced students?
5. What is the difference between speaking fluently and being literate in English?
6. What two factors determine the number and level of classes offered in your church's ministry?

7. Where is a good place in your ministry setting to do a placement interview?

8. What strategies help on the first night of class when many students need to be interviewed?

9. After the first night in class, who will conduct the placement interviews when new students come?

10. Why should the ministry provide activities for students before and after their interviews?

CHAPTER 4

Learning and Teaching a Foreign Language

Basic language-learning skills

Differences between learning the first and second languages

Learning to speak a language

General teaching suggestions

BASIC LANGUAGE-LEARNING SKILLS

There are four basic skills involved in learning a language—listening, speaking, reading, and writing. While learning our first language, we learned these skills in the following sequence.

A. Listening

Listening is the foundational language skill. It is the first skill developed as we learn our first language.

From our very first moments we hear language in the context of our surroundings. Soon we begin to understand the vocabulary and sentences we hear based on what is happening. “Do you want a cookie?” “Let’s play ball.” We begin to comprehend these phrases because of the context, even though we cannot verbally respond. We begin to distinguish one word from another, where one ends and another begins. We listen, comprehend, and react, but we don’t necessarily speak.

We progress to creating and mimicking the sounds we hear. Listening skills are necessary for us to accurately produce words and sentences. We must hear the language’s individual sounds, rhythm, stress, and intonation patterns before we can say them correctly. Developing and practicing listening skills are essential to learning to speak any language.

B. Speaking

Your ability to speak your first language is built upon countless attempts to produce sounds, words, and sentences. As a baby, you heard words and phrases and tried to mimic or verbally respond to them.

Some of your words were understood, though many were mispronounced. Most sentences were incomplete and grammatically incorrect, but you tried to use words and sentences in the context of a particular situation to communicate your needs and wants.

Your delighted parents encouraged your attempts to talk. They never emphasized your mistakes. They repeated the words and phrases correctly until you said them accurately. This was how you started learning grammar—contextually, in relevant, everyday conversations. Formal teaching of grammar rules most likely did not happen until you entered school.

As a child, you used vocabulary and sentence structures appropriate to your age. The things you talked about related to your interests, needs, experiences, and surroundings. As you grew older, your usage of spoken language expanded because you experienced and learned more. The more experiences you had, the more you understood. Your vocabulary grew to thousands of words and your grammar improved.

C. Reading

Learning to read a language requires learning a different set of skills than those used to speak the language. To learn to read, you must learn to decode and comprehend written symbols that represent the spoken language. Many people may speak a language but are not able to read it.

When you learned to read your first language, you spoke the language for several years before you began to read it.

D. Writing

Learning to write occurred at approximately the same time you learned to read. You probably learned to read the alphabet and then a short time later to write it. Eventually, you were writing words and sentences. This led to writing compositions. The use of proper grammar and spelling became more important. Your skills in grammar, spelling, and composition developed as you practiced communicating in writing.

DIFFERENCES BETWEEN LEARNING THE FIRST AND SECOND LANGUAGES

There are some major differences between learning your first language and learning another language as an adult.

When learning your first language, everything you did contributed to learning how to understand and communicate in that language. You did not view yourself as learning a language; it just happened naturally.

When learning a second language as an adult, you are very aware that you are trying to learn a language. It is an intentional process.

When learning your first language, you used and heard the language in all of your interactions and settings.

Many second language learners use their target language only in the classroom and don't hear it or practice using it regularly outside the classroom.

When learning your first language, you are learning vocabulary and sentence structure without interference from a different language's vocabulary and structures.

When learning a second language, you are relearning vocabulary, sentence structure, grammar, pronunciation, cultural concepts, etc. Habits and practices from the first language carry over. This can be confusing.

When learning your first language, you were generally not afraid to try again and again after making mistakes.

When learning a second language, you may be embarrassed when you make a mistake speaking the new language. You become reluctant to try again or reluctant to speak for fear of making a mistake. This makes it more difficult to learn to speak the language. The best language learners are those who are willing to take risks, even if it means making mistakes.

When learning your first language, you initially required a small vocabulary and simple sentence structure to communicate. Our need for increased vocabulary and fluency gradually developed over several years.

When learning a second language as an adult, we are immediately faced with the need for a large vocabulary and more complex language forms. It can seem daunting and overwhelming.

When learning our first language there were several years of listening and speaking it before we learned to read and write the language.

When learning a second language as an adult, all four steps—listening, speaking, reading, and writing—are usually presented and taught together.

LEARNING TO SPEAK A LANGUAGE

Many people can read a foreign language, but not speak it well enough to be understood by or to understand a native speaker. This isn't unusual. Foreign language classes often focus on reading and writing, rather than conversation skills. Students practice the passive skill of understanding words on a printed page, rather than the active skills of verbally generating sentences in the target language or understanding its spoken form. This happens frequently when the teacher is a nonnative speaker.

However, if you wish to interact with people who speak another language, you must develop the ability to speak and understand their oral language, not just their written language.

Learning to speak a language is different from learning to read and write it

Spoken language has elements not present in the written language—individual sounds and groups of sounds with structure, rhythm, stress, and intonation patterns.

To understand a native speaker, you need to develop the ability to hear and derive meaning from the sounds they produce.

To be understood by a native speaker, you need to learn how to physically produce those sounds in the proper sequence with the proper rhythm, stress, and intonation patterns.

Practicing speaking the language is essential

Speaking a language requires more than intellectual knowledge. Word meanings and grammar rules are basically knowledge. Speaking English requires a combination of knowledge and skill. Think of some of the aspects you must consider when speaking — choice of words, correct grammar, structure and content, pronunciation, body language, etc. Just knowing word meanings and grammar rules is not enough.

Speaking a language is a skill that requires coordinated physical and mental reflexes and responses developed through prolonged practice and repetition.

Learning to speak a language is like learning to play the piano. Knowing the names of the notes written on the music and their location on the keyboard doesn't mean you can play the piano. It is only through physically practicing the skill that you are able to master it.

In order to master a new word or phrase, a student must hear and use it 40 to 60 times before it becomes a part of his or her vocabulary.

To help your students learn to speak a language, you need to *focus most of your class time on the listening and speaking skills*. They can practice the reading and writing skills by themselves. This doesn't mean to avoid introducing or using reading and writing exercises. It means the greatest portion of your class time should focus on giving your students practice in speaking and responding to spoken English.

GENERAL TEACHING SUGGESTIONS

There are many different methods for teaching ESL. However, there is not one method that will work with all students. The best approach is an eclectic one — using a variety of teaching activities and approaches.

The dominant current language teaching approach to help students develop proficiency in interactive communication is called the communicative approach. This approach is organized around language functions and topics, rather than around strict grammatical sequences and structures. The approach uses games, simulations, role-plays, small-group work, etc., to practice generating English language communication. This is the foundational approach that we suggest you use. Specific suggestions for using these techniques will be given later.

Initially, here are some general suggestions to keep in mind.

Create a low-anxiety environment

Language learning is stressful, and the higher one's stress level, the more difficult it is to learn. In order to have an optimum setting for language instruction, you must first build a sense of a safe and comfortable place for risk-taking. The student should not feel threatened or fearful of making mistakes. A classroom that is full of encouraging words, smiles, laughter, and fun will greatly enhance the student's ability to learn the language. Students who know their teacher is their friend will be more receptive learners.

Use material relevant to the student

Students will learn new words and sentences quicker and retain them longer if they are relevant and useful to daily living. If they have no use for the vocabulary they are presented, they won't practice it outside of class. You need to plan lessons that are relevant to the lives of students.

Build on what the students already know

Create opportunities for the students to use the language they already know as they are learning new vocabulary and structures. This will help them reinforce the material they already know and give a framework to help incorporate and remember the new material.

Enunciate clearly

Students need to clearly hear the sounds of English with its rhythm, stress, and intonation patterns. This does not mean that you should exaggerate or slow down your pronunciation. Just remember not to mumble or speak too quickly.

Use visuals

Comprehension of new material is essential. Pictures help the students understand the vocabulary and phrases that are introduced.

Use lots of nonverbal communications including gestures and facial expressions

When you and your students lack a common vocabulary, you need to use nonverbal communication to help them comprehend the vocabulary and the teaching procedures. You also need to teach your students North American nonverbal communication.

Demonstrate rather than explain

You do not teach a spoken language by explaining it. You present the accurate model and the student responds. Using vocabulary that the student doesn't understand only adds confusion. *The greatest teacher error is talking too much.*

Structure classes so students do most of the speaking

Students learn more and retain information longer if they have an active role in learning rather than a passive one. Students need to go beyond rote repetition of words and phrases. They need to learn how to spontaneously generate language to meet their needs. They need to know how to respond to questions and requests presented in a variety of forms.

Teachers should select class activities that make maximum use of student talking time—giving them opportunities to express themselves in a variety of activities and settings. Working in pairs or groups maximizes the opportunities for students to talk. The teacher can give guidance regarding what students should talk about, assist with errors, and facilitate the activities, but should not do most of the talking. Remember, the greatest teacher error is talking too much.

If you speak the student's language, do not translate

Translation will become a crutch and the result is triangulation—hearing in English, thinking the equivalent in the native tongue, then translating back to English. If this happens, the student will take six months to learn what he or she could learn in six weeks. The teacher must help the student make an immediate association in the new language and extinguish the translation step as quickly as possible.

The student must learn to think in English.

It is acceptable, however, for the teacher to translate instructions for a procedure. If the student still does not understand a word or phrase after using other techniques for comprehension—visuals, acting out, synonyms, sentence context—then translation can be used as a last resort.

Encourage students to speak, listen to, and use English each day.

Encourage students to watch at least 30 minutes of English-speaking television every day. Many people learn a second language simply by watching television. Recommended programs are

newscasts, family situation comedies (lots of North American culture here), and movies. Ask students to speak English every day for at least 15 minutes for beginners, and 30 minutes for intermediate and advanced students.

Keep these suggestions in mind as you plan your lessons. They will help you meet the needs of your students and give them success.

CHAPTER 5

Planning Your ESL Lesson

The starting point — an ESL textbook

Your teaching guide — an ESL lesson plan

First steps in planning your lesson

Preparing an ESL lesson plan

Blank ESL lesson plan

Sample lesson plans

THE STARTING POINT—AN ESL TEXTBOOK

A basic ESL textbook provides a starting point for lesson preparation. Textbooks are written by professionals. They provide teaching suggestions and ideas, vocabulary, grammar points, conversations that students practice in repetitive drills, and student generated conversations. Textbooks also provide controlled progression.

Textbooks are idea books. You cannot pick up a textbook and teach what is on page 1, then teach what is on page 2. You must select material from different sections of the lesson to present to your students.

There are no perfect textbooks. The wise ESL teacher will customize a textbook's lesson to meet the needs of the students in that church's ministry.

Most textbooks have more material in a single lesson than can be taught in a teaching session that is only an hour to two hours long. Just because it says Lesson 1 in the textbook, it doesn't mean that you will teach everything in that lesson in one teaching session. It may take several sessions to cover the material.

Several companies have ESL text series. Some are reproducible. An Internet search will help you find companies that produce materials. Ask other ministries what they use. Be aware that working with advanced level students will require a variety of resources including newspapers and discussion aides.

YOUR TEACHING GUIDE—AN ESL LESSON PLAN

The ESL textbook is a *beginning* point. However, your guide for each teaching session is an *ESL lesson plan that you have prepared*. You will be selecting the amount and type of material from the textbook that is appropriate for your class level and can be presented in the time you have allocated for your class. An hour and a half is good class length. You also may need to use materials from other sources to supplement the material in the textbook.

A prepared lesson plan:

- Provides structure for you as you select material you will teach
- Helps you cover the basic areas of language learning in the correct sequence: listening, speaking, reading, and writing
- Provides a teaching outline to use while you are teaching
- Helps you teach more effectively
- Shows your students that you are prepared
- Frees your mind to be sensitive to your students' needs and the Holy Spirit's leadership in your class—instead of your need to figure out what to do next
- Gives a substitute teacher specific guidance if you have to miss a class

True flexibility comes only when you are prepared.

FIRST STEPS IN PLANNING YOUR LESSON

A. Pray.

Prayer is the foundation of literacy missions ministry. Seek God's guidance at each step. He knows your needs and those of your students. He will help you prepare effectively. If you skip this preparation step, you are not taking advantage of the Christian's most powerful and effective teaching resource.

B. Read the lesson introduction or overview provided in the textbook.

This will give you an overview of the book and a description of each section of a lesson.

While you may not use each section as instructed, at least you will get an idea of what the author has in mind. Often, the description of how to do the ESL activities is presented only in the introduction. A good textbook should have a built-in review. If it does not, you need to provide it.

C. Review the lesson content.

Look carefully at the lesson content to determine the lesson objective or purpose and the skills that are taught.

D. Select the material and activities you will use for the class session.

Select material based on what your students need. Choose activities that will engage and interest the learners. The lesson in the text will probably have more than you will be able to teach in one class session.

E. Complete the lesson plan form.

When you complete the lesson plan, do not leave any step out. The form is designed to lead your students through a specific language-learning progression. Each part of the lesson is included for a purpose. Leaving a portion out will make your lessons less effective and less beneficial to your students.

In the next few pages you will find detailed instructions for completing an ESL lesson plan. A blank lesson plan form and some sample lesson plans can be found at the end of this chapter.

PREPARING THE ESL LESSON PLAN

A. Pray for your students.

ESL ministries are founded and based on prayer. From the beginning of your lesson preparation, you need to ask the Holy Spirit for guidance and insight to help your students master the English language. This is also a good time to pray for each student by name.

B. Select the lesson topic.

Beginning with your ESL textbook, select which topic or lesson you will focus on in your teaching session. Most textbook series will provide topics that are relevant to your students' lives. However, you still need to be careful. You may not be able to use all of the lessons presented in an ESL textbook. If the next lesson in sequence in your ESL textbook is about taking the bus and subway and your community does not have public transportation, you may not choose to use that material. Just because material is presented in the textbook does not mean that you have to teach it. If you choose to skip a lesson because of its topic, check for any new grammar or language functions that are introduced so you can incorporate them in your next lesson.

ESL textbooks present material in a specific sequence with controlled vocabulary and language structures. However, you are not limited to following the topic sequence of the text. Sometimes you will select topics that are out of sequence in the ESL textbook because of your students' needs. For example, you have finished lesson five of your ESL textbook. Some of your students have family members who will be going to the hospital, and the students need to learn vocabulary related to that life situation.

However, your ESL textbook doesn't present vocabulary and information about visiting doctors and going to the hospital until lesson nine. You can choose to teach that topic out of sequence. The textbook is an idea book to help you teach the materials that will meet your students' needs. The book does not limit you. You need to teach the students, not the book.

Write the lesson topic — along with the name of the ESL text and related page numbers — on the appropriate lines at the top of the lesson plan form.

Suggestions for materials to use with advanced students can be found in *Chapter 9: Working*

with and Planning for Advanced Students.

C. Select the lesson objective.

The objective of your lesson should be what you want your students to be able to do when they leave the class. It may be the ability to order food from a restaurant menu, or to ask for directions to places in their community. Perhaps the objective is to teach them how to accept or decline an invitation. Most ESL texts will list the objective for the lesson either in the student book or the teacher's guide. You may have to adapt it slightly to meet the needs of your students.

Write the objective in appropriate lines in the box on the ESL lesson plan. The objective is your guide as you choose each material and activity. Each item you choose to include in the lesson should point back to the objective. If an activity does not relate to the objective, it should not be included.

D. List the visual or teaching aids you need to teach this lesson.

Visual aids are essential for helping the students understand the vocabulary and situations being presented. Making a list of what you need will make it easier to gather your materials together and will help you verify that you have all of the visual aids necessary to your lesson. Your ESL text often has illustrations and supplementary picture cards. However, you will find that you will still need other resources.

List the materials needed on the appropriate lines on the ESL lesson plan.

E. Choose the greeting, scripture and prayer.

As your students come in, greet them by name. Some of your students have names that may be difficult for you to pronounce. Don't get in the habit of shortening their name for your own convenience. Do not say, "Oh, I'll just call you Joe." Invest the time in learning to say their names accurately. Your students are trying to learn an entire language. The least you can do is learn to say their names properly. If you are working on a particular greeting during class (e.g. Hello. How are you?), you can model that greeting as students come in.

Read the Scripture for the day and distribute copies to the students in English and in their language, if possible. The goal of a church-based ESL ministry is to present the gospel while people learn to speak English. Presenting a short Scripture in English during each lesson and giving your students copies of that Scripture in both English and their native language will help accomplish that goal. Relating spiritual issues to the topic you are teaching will also be beneficial.

This introduction to each class session is important. The Bible verse may relate to the lesson topic or to the students' lives in other ways. The Scripture should not be randomly chosen or chosen simply because the teacher likes it.

Pray aloud. If your students' language level is sufficient, ask for prayer requests. Pray for their requests. Thank God for your students. Many of your students may not be Christians, but they will respect your faith. Experience has shown that even those who are nonbelievers will begin asking for prayer. They will say, "I don't believe in God, but I know you do. Will you pray to your God for me?" Experience also shows that when prayer is a regular part of your teaching session, if you leave it out, the students will ask you to pray before the session is over.

Secular ESL texts will not provide you guidance for this task. Resources that list God's promises or provide topical Scripture compilations will be useful. Pray for the Holy Spirit to lead you to the verse and topic that will have the greatest impact on your students.

Write the Scripture reference in ESL lesson plan under Greeting, scripture and Prayer.

F. Select the warm-up activity.

A warm-up activity is a short introductory activity that sets the stage and focuses the students' attention on the topic and on English. It is also used to help activate the students' prior knowledge about the topic. Your ESL text usually provides suggestions for these activities. ESL texts may use a different phrase to describe this activity — such as getting ready or previewing the vocabulary — but they serve the same purpose.

Write the name of your warm-up activity on the ESL lesson plan under *Introducing New Vocabulary*.

G. Select new vocabulary to teach.

Using an ESL text as your starting point, select eight to 12 new vocabulary words or phrases to work on during your teaching session. There will always be more vocabulary words in a lesson than you can teach in a single teaching session. Helping your students focus on a few words and phrases at a time will help them develop confidence and success as language learners. Many students grow frustrated and drop out of foreign language classes because they do not believe that they can learn the material. Often, the reason is the teacher has presented too much material too quickly for the students to be able to process.

Focusing on 8 to 12 new words gives the students the opportunity to practice the new vocabulary words individually and in sentences during the class time. That does not mean that you will only use 8 to 12 English words in the class, or practice only the sentences that use the new vocabulary words. Many words are learned in context and may not be the focus words for the class. However, they are a part of the normal sentence patterns in which the focused vocabulary is used. As your students progress, they will be learning new vocabulary and practicing it in the context of the vocabulary they have already mastered.

Select words that will give the students the opportunity to have an adequate feel for the topic or language function that you will be working on in the lesson.

Remember to select words that are relevant to the students' lives and can be used outside the classroom.

List the focus words on the ESL lesson plan, under *Introduce new vocabulary*.

H. Select sentences using the new vocabulary.

Learning individual vocabulary words is a beginning point. However, in order to learn to speak a language and be more than a one-word communicator, you must learn how to combine and use the new vocabulary in sentences. The ESL text will usually have conversations, dialogues, and exercises that use the new vocabulary words. Select a few that will help the students practice the new words.

You need to include both statements and questions. Being able to ask and respond to questions are foundational communication skills. Three or four sentences should give adequate initial practice. As students progress, and their vocabulary and knowledge of sentence patterns and structures increase, you will be able to expand the number of sentences you use.

List the statements and questions you will use on the ESL lesson plan, under *Sentences using new vocabulary*.

I. Select additional pronunciation exercises.

As the teacher, you model correct pronunciation and help the students practice saying the new words and sentences accurately. You apply the proper rhythm, stress, and intonation patterns.

Your students, however, require additional pronunciation practice. Just as every language has its own vocabulary words, every language has its own sounds. There are many sounds that

exist in English that do not exist in other languages. Being able to hear and produce these sounds is very difficult and requires practice. This practice is not focused on learning new words or sentences, but on hearing and producing these sounds.

Sometimes your ESL text will have additional pronunciation exercises provided. However, you will often need to supplement the text material with ideas and exercises from resources specifically designed to help improve pronunciation. An Internet search for ESL pronunciation teaching resources will provide several potential resources.

List the names of the activities, the resources, and the page numbers from which they come on the ESL lesson plan under *Additional pronunciation practice*.

J. Select communication practice activities.

The object of an ESL class is to help the students be able to generate English sentences on their own. To move beyond learning vocabulary by memorizing set dialogues, the students must practice generating their own original sentences.

Communication practice activities are structured to help the students intentionally generate English language sentences using the new vocabulary that was presented in the first part of the session. These activities are interactive and primarily focused on speaking and listening. They are generally done in pairs and small groups so that everyone has practice time. Some of the activities should include reading and writing.

ESL textbooks provide suggestions and directions for communication practice activities. Each text uses different terms to describe these activities. Look for terms such as *expansion activities or communicative practice activities*. All these are focused on the same task—helping the students generate English sentences on their own.

There are also many ESL communication practice resource books that provide ideas and reproducible resources.

Include the groupings you will use (e.g., place in pairs, switch pairs, place in groups of 3 or 4) along with the activities.

Example:

1. Place in pairs—Role Play—Customer asks the store clerk for winter clothing. (10 minutes)
2. Clothing Bingo game—From *The Great Big Bingo Book*, page 21. (10 minutes)
3. Place in new group of four—Clothing in my Country discussion questions—From *It's Time to Talk*, page 27. (15 minutes)

List the activities you will do and the length of time you think each activity will take on the ESL lesson plan, under *Communication practice activities*.

K. Select review activities, homework assignments, and prayer focus.

Plan a quick review of the vocabulary words you can do with students at the end of class.

It is beneficial to give your students assignments to practice the new vocabulary that you have introduced. The assignment may be to do the written exercises in the student text, write in a journal, or give a report in English about a specific topic. It may consist of listening for the new vocabulary while watching television or movies, or listening to the radio. Whatever assignment you choose, be sure to encourage your students to practice using the English vocabulary in conversations during the week.

Choose a prayer focus with which to end the class, but be open to the Holy Spirit's leading.

Final thoughts on lesson plans

The lesson plan form gives you an outline of all the activities you plan to do. Specific teaching directions for each activity would be written or listed elsewhere. Be sure to include the source of

the activity and page numbers. That information is essential for a substitute teacher.

It is always wise to plan more activities than you think you will have time for. Sometimes an activity will take much less time than you anticipated. It is better to have too many activities planned than to have too few prepared.

This manual provides specific teaching techniques for vocabulary (Chapter 6), pronunciation (Chapter 7), and communication practice (Chapter 8).

Advanced language learners are the focus of Chapter 9. You will find that advanced learners require different material and adaptations of the techniques taught in chapters 6-8. A detailed lesson plan is still an essential tool.

ESL LESSON PLAN

Date used: _____

Pray for your students

Name of book, lesson title and/or number, pages:

Lesson objective:

Visual or teaching aids needed:

Greeting, scripture and prayer (*Approximately 5 minutes*)

Introduce new vocabulary: list 8-12 new words (*Approximately 15 minutes*)

Use warm-up activity, visuals, mime, Total Physical Response, repetition, and dictation.

Sentences using new vocabulary: list sentences and questions (*Approximately 15 minutes*)

Use repetition, substitution, and question and answer exercises.

Additional pronunciation practice: list activities or resource name and page
(Approximately 5 minutes for beginners; 10 minutes for intermediate and advanced students)

Communication practice activities: list each individual activity *(Approximately 40 minutes)*

Review new words, homework assignment, and prayer *(Approximately 5 minutes)*

SAMPLE LESSON PLANS

In the following pages are English as a Second Language lesson plans written for three levels of students. As you study the following lesson plans, keep these student characteristics in mind.

Beginner

- Knows fewer than 100 words
- Rarely uses complete sentences
- Cannot carry on a conversation in English

Intermediate

- Has a moderate oral and written vocabulary
- Can carry on limited conversation in English
- May use complete sentences but uses poor grammar
- Has difficulty with prepositions and verb tenses
- Knows few idioms or slang words

Advanced

- Can converse freely in English
- Has problems with sentence structure
- Needs help with pronunciation, expanding his or her vocabulary, and using idioms and slang
- Your church-based ministry may have more than three levels. You may have high beginner classes and high intermediate classes. Follow the same lesson planning steps for those classes, focusing on the student needs.

Pray for your students

Name of book, lesson title and/or number, pages:

Step Forward Introductory Level, 104-109

Lesson objective:

To be able to describe illnesses to a health care professional

Visual or teaching aids needed:

Picture of people in a waiting room that shows where their problem is; individual pictures showing where the person's problem is. Use has/have, a/an, do/don't correctly in relation to illnesses.

Greeting, scripture and prayer (Approximately 5 minutes)

Jesus heard them and answered, "Healthy people don't need a doctor, but sick people do" (Mark 2:17a, CEV).

Introduce new vocabulary: list 8 to 12 new words (Approximately 15 minutes)

Use warm up activity, visuals, mime, Total Physical Response, repetition, and dictation. Warm-up activity: picture of people waiting in a doctor's waiting room who have the ailments taught in the new words.

- | | |
|---------------|---------------|
| a cold | a headache |
| a cough | a stomachache |
| an earache | a fever |
| a sore throat | the flu |

Sentences using new vocabulary: list sentences and questions (Approximately 15 minutes)

Use repetition, substitution, and question and answer exercises.

What's wrong?

I have a cold (cough, sore throat, headache, stomachache, fever).

He/she has a (cough, sore throat, headache, stomachache, fever).

He/she has an earache.

He/she has the flu.

We have _____.

They have _____.

Additional pronunciation practice: list activities or resource name and page

(Approximately 5 minutes for beginners, 10 minutes for intermediate and advanced students)

ough - f sound: cough, rough, tough, enough

ache - k sound, e is silent: earache, headache, toothache

Communication practice activities: list each individual activity (Approximately 40 minutes)

- Place students in **pairs**. Using the picture of the doctor's waiting room, ask students to tell why the patient is there. (He/she has _____.)
- Place students in **2 lines facing each other**. Give each student a picture of one person with

one of the ailments (or the ailment written on a card). Have students ask each other: S1 asks S2: *What's wrong?* S2 replies *I have _____.*

Then S2 asks S1 and S1 replies.

One student moves to the end of the line and others move over to a new person. Repeat the questions and answers. Students can change the answer if they choose.

3. Place students in **pairs**. One student will be the doctor, one the patient.

Dr. asks: *Do you have a/an/the _____?*

Patient answers: *Yes, I do* or *No, I don't.* (Patient gets to choose what ailment they have.)

Switch roles.

4. Place students **in groups of 3**. Provide pictures of individuals with various ailments.

S1 hold his/her picture up. S2 asks S3 *Does Abuk have a sore throat?*

S3 replies (looking at the picture) *Yes, she does* or *no, she doesn't.* Go around the group changing pictures as needed.

Review new words, homework assignment, and prayer (*Approximately 5 minutes*)

Homework: Fill in the blanks for sentences on p. 104 (ailments), p. 107 B & C (have/has), p. 108 B (Yes he does, no he doesn't)

P. 109 "Test Yourself" Write sentences about three of the pictures in Exercise 3 (pictures of individuals with various ailments.)

Pray for your students

Name of book, lesson title and/or number, pages:

Future English for Results, p. 105–111

Lesson objective:

Getting a refund or repair for a defective purchase.

Visual or teaching aids needed:

Pictures of broken or defective products; samples of product warranties

Greeting, scripture and prayer (*Approximately 5 minutes*)

In everything, do to others what you would want them to do to you (Matt. 7:12a, NIRV).

Introduce new vocabulary: list 8 to 12 new words (*Approximately 15 minutes*)

Use warm up activity, visuals, mime, Total Physical Response, repetition, and dictation. Use pictures in the textbook of broken/defective items. Ask: “What is the problem in each picture?”

- | | |
|-----------|-------------|
| bent | dented |
| broken | defective |
| cracked | frayed |
| damaged | leaking |
| scratched | merchandise |
| warranty | |

Sentences using new vocabulary: list sentences and questions (*Approximately 15 minutes*)

Use repetition, substitution, and question and answer exercises.

Pairs

- A. I got a package, but it’s dented.
 B. Look inside and see if the merchandise is _____ or _____.
- A. I bought a new _____. When I got home I saw that it was _____.
 B. Does it have a warranty?
 A. Yes, the warranty is for 3 years.
 B. Then, I would _____.

Additional pronunciation practice— list activities or resource name and page

(*Approximately 5 minutes for beginners, 10 minutes for intermediate and advanced students*)

Tongue twisters with voiced and voiceless th

this thin that thatch these themes those thorns the thug they thank

They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing.

Communication practice activities— list each individual activity (*Approximately 40 minutes*)

- 1. Pairs:** Teacher writes new words (*bent, broken, cracked, damaged, dented, defective, frayed,*

leaking, scratched) on index cards. Ask students to write 2 things that they might buy that could have the problem on the back of the card. Items do not have to be in the pictures. In the **whole group**, ask others to share what they wrote. Compile a list of products for each problem listed.

2. Read the camera warranty in the textbook (p. 107). In **groups of 3**, asked students:
Which kinds of products is it most important to get a warranty for?
Do you have a warranty for any products you own? What are they?
3. **Interview:** Each student will ask 3-5 other students the following questions and check their response in the appropriate column.

Problem	Try to fix it	Call repair service	Buy a new one
Water is leaking from the refrigerator			
Vacuum cleaner electrical plug is cracked			
Oven will not heat			
Toaster burns the toast			
Air conditioner is not cooling			

4. **Pairs:** Practice conversation with customer service about defective product. (p. 110)
 - A. Continental customer service. May I help you?
 - B. Yes, I think my _____ is broken.
 - A. What seems to be the problem?
 - B. (Describes the problem)
 - A. Give me the model and serial number, please.
 - B. The model number is RM3062, and the serial number is 64003130.
 - A. Do you have the proof of purchase?
 - B. Umm...yes, I'm sure I have it somewhere...Here it is.
 - A. OK. We may need to send out a technician. Please hold.

Review new words, homework assignment, and prayer (*Approximately 5 minutes*)

- p. 107 Matching sentence (problem) with response (solution).
- p. 111 Unscramble the sentences. Write the sentences with noun clauses in your notebook. Start with a phrase from the box.

Pray for your students

Name of book, lesson title and/or number, pages:

The Best ESL Conversation Questions, "Work-Life Balance," p. 121-122

Lesson objective:

To think about the balance between work and life; to think about changes that might need to be made at their work place or in their personal lives.

Visual or teaching aids needed:

Interview form

Greeting, scripture and prayer (*Approximately 5 minutes*)

Work at everything you do with all your heart. Work as if you were working for the Lord, not for human masters (Col. 3:23, NIRV).

Introduce new vocabulary: list 8 to 12 new words (*Approximately 15 minutes*)

Use *warm up activity*, visuals, mime, Total Physical Response, repetition, and dictation.

Ask the class,

- “Do you work to live or live to work?”
- “Do you find your job stressful?”
- “How does your job compare with 10 years ago? Is it more stressful or less stressful?”

New words:

to be susceptible to something	personality
burnout	under pressure
recreation	balance
to address an issue	taboo
suggestions	recommendations

Sentences using new vocabulary: list sentences and questions (*Approximately 15 minutes*)

Use repetition, substitution and question and answer exercises.

Students make sentences with the new words, substitute synonyms for the new words, make a question using the new word, or use the new word in the answer to the question.

Additional pronunciation practice— list activities or resource name and page

(Approximately 5 minutes for beginners, 10 minutes for intermediate and advanced students)

Jazz chant: “It’s a wonderful/terrible place to work”

A Wonderful Place to Work!

You should apply for a job in that place.
 It’s a wonderful place to work!
 The hours are short.
 The breaks are long.
 The pay is good.
 The boss is kind.
 The people are nice.
 The work is fun.
 It’s a wonderful place to work!

A Terrible Place to Work!

Don’t apply for a job in that place.
 It’s a terrible place to work!
 The hours are long.
 The breaks are short.
 The pay is poor.
 The boss is mean.
 The people are nasty.
 The work is dull.
 It’s a terrible place to work!

Communication practice activities — list each individual activity (*Approximately 40 minutes*)

- Whole group** discussion questions:
 - What do you do to make sure you have a good work-life balance?
 - Do you have a good way of dealing with stress?
 - Have you ever been burned out, or know anyone who has become burned out?
 - Is admitting you are burned out a taboo in your company (or country)?
- Some companies have many recreation activities at the workplace for employees (a gym, cafes, and gaming rooms). Do you think having leisure activities in the workplace is a good idea? **With a partner**, discuss the pros and cons of this idea. Share your opinions with the class.
- Interview:** Give students a copy of the interview questions and let them ask 3-5 people the questions. Put a check mark in the yes or no column for each person who responds. When students have finished, try to find a consensus from the whole group.

Question	Yes	No
Are some personality types more susceptible to burnout?		
'Modern employees are constantly under pressure to do more work in less time.' Do you agree?		
Does your company try to make sure employees have a good work-life balance?		
How would you like your company to address the issue?		
How important are: a) exercise, b) diet and c) family-life to a good work-life balance? Put a check mark after the answer.	Not important	
	Somewhat important	
	Very important	

- Teacher:** “Your HR manager has asked you and your team to come up with a list of recommendations for reducing burnout and promoting a good work-life balance for the employees of the company. What would you change in your company to achieve this?”

Students work in **small groups**. Students could be grouped by the type of work they do, or the company they work for if several work at the same place. Determine 5 suggestions and their reasons for those suggestions. Present those to the class.

Review new words, homework assignment, and prayer (*Approximately 5 minutes*)

Interview someone who is not in the class who works outside the home. Ask if there is stress in their work place, if the company tries to address the issue, and how they do that. Ask how *they* think the company could reduce stress levels to provide a better work-life balance.

THINK IT OVER

Answer these questions to apply this information to your potential ministry.

1. What are three benefits of having a lesson plan?
2. Why is it important to review a textbook's lesson content carefully?
3. What is the difference between a session topic and a session objective?
4. What do you anticipate to be some of the spiritual needs of your students?
5. Why should each blank on the lesson plan form be completed?

6. What would happen in your ministry if you left out the Scripture?

7. What is the purpose of the two parts of the lesson plan related to introducing new vocabulary?

8. What is the purpose of the pronunciation practice?

9. What is the purpose of the communication practice?

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.

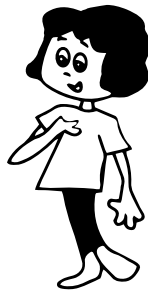
Use the illustrations on the next page to help you learn appropriate gestures for teaching students of other cultures.



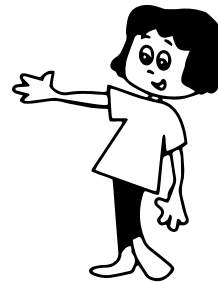
1. Hand cupped behind the ear, the teacher says, "Listen."



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.

1. Warm-up activity

A warm up activity is a short introductory activity to set the stage and help focus the students' attention on the topic and on English. It is also used to help activate the students' prior knowledge about the topic. The activity should take no longer than five minutes.

Activities may be as simple as showing a picture and saying, "Today's lesson is about things in a kitchen." Or pantomiming actions that take place in a kitchen while saying, "I cook in the kitchen. I open the refrigerator. I take out the milk," etc. The activity may include the students looking at a picture of a kitchen and identifying the words they already know, and the teacher writing those words on the board. It could consist of brainstorming about the topic—writing the word *kitchen* on the board and asking the students what they think about when they hear the word.

The activities you select will vary according to the language level of your students. Your ESL text usually provides suggestions for this type of activity. The ESL texts may use a different term to describe this activity—but they serve the same purpose. Look for labels such as *getting ready* or *previewing the vocabulary*.

2. Hearing and comprehending the new words

ESL students must hear and understand the individual vocabulary words before they are required to say them. A teaching technique called Total Physical Response (TPR) helps accomplish this first step. TPR is a comprehension drill to help the student begin to hear and understand the meaning of the words. It is the least stressful drill because it does not require the students to speak. Instead of speaking, students demonstrate they are connecting the sound of a word to its meaning by responding to a command such as *point to*, *pick up*, or *walk to*. Connecting physical actions with learning new vocabulary helps beginner students master and retain the material more quickly.

When you don't have to say a word, but only physically respond to commands, the stress level is much lower. This technique is primarily used to introduce vocabulary to beginner and low-level intermediate students. However, it can be adapted for use with higher level students.

Use pictures, diagrams, real objects, pantomime, etc., to aid in comprehension.

Introduce and practice the vocabulary words in groups of four or five. Do not overwhelm the ESL students by trying to teach too much at one time.

Total Physical Response (TPR)

Step 1:

Purpose: allows students to hear sounds of new vocabulary words and begin to connect those sounds to meaning through the use of pictures or real objects.

Procedure:

Teacher: says each word 4 or 5 times while showing a picture illustration or object and then places the picture or object where all students can see it—on a wall or table. The teacher continues until all new words are displayed.

Students: watch (Students remain silent.)

Step 2:

Purpose: shows students an action (command) that connects the sound of a word to its meaning (picture).

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.

Step 1:

Procedure:

Teacher: writes the words on a board in a numbered list form.

Step 2:

Procedure:

Teacher: indicates that the students should copy the words on a piece of notebook paper.

Students: write the numbers and words

Step 3:

Procedure:

Teacher: points to a number, says the number, and then points to the word and says the word.

Students: repeat the number and word.

(Continue Step 3 until all numbers and words have been repeated.)

Step 4:

Purpose: verifies students can identify a word they hear as they choose the number next to the written form of the word. To be effective, the teacher should only say the word and not point to any words or numbers on the board.

Procedure:

Teacher: (gestures to self) says a word out of sequence

Teacher: (gestures to students) says the corresponding number

Students: listen

Teacher: (gestures to self) says a different word out of sequence

Teacher: (gestures to students) says the corresponding number

Students: listen

Teacher: says *Ready?*

Teacher: (gestures to self) says word out of sequence but does NOT point to it

Teacher: gestures to students

Students: say the corresponding number

(Repeat this last exchange until all words and corresponding numbers have been said.)

Step 5:

Step 5 reverses what was done in Step 4

Purpose: checks to see if students can produce the correct sounds of words when looking at their written forms—read what is written.

Procedure:

Teacher: (gestures to self) says a number out of sequence

Teacher: (gestures to students) says corresponding word

Students: listen

Teacher: (gestures to self) says a different number out of sequence

Teacher: (gestures to students) says corresponding word

Students: listen

Teacher: says *Ready?*

Teacher: (gestures to self) says a number out of sequence

Teacher: gestures to students

Students: respond with the corresponding word

(Repeat this last exchange until all numbers and corresponding words have been said.)

Step 6:

Purpose: checks to see if students can write what they hear. *It's okay to leave the words written on the board* so students can spell them accurately, but it's *best not to point to the words at this time* unless students are struggling. You want to see if they can choose the correct word to write when they hear its sound, which shows that they are connecting the sounds and written forms correctly.

Procedure:

Teacher: asks students to write numbers on a blank paper (the number of vocabulary words)

Students: write numbers

Teacher: says the words out of sequence

Students: write words as the teacher says them

SENTENCES USING NEW VOCABULARY

ESL students need to learn how to use their new vocabulary words in simple statements. For beginner and intermediate students, the teacher needs to select these sentences from the ESL textbook dialogues and conversations.

1. Hearing and saying the new words in statements

Repetition of Sentences Procedure

Step 1—Set the Pattern

Purpose: helps the students grasp what the drill is intended to teach, and to recognize that the same sentence pattern can be used for each vocabulary word. Setting the pattern step should be repeated for each different sentence pattern in a lesson. Some lessons may only have one sentence pattern; others may have two or more.

Procedure:

Teacher: says the sentence pattern using several of the vocabulary words and showing the pictures/objects

Students: listen

Step 2

Purpose: allows students to hear and begin processing the whole sentence, using one new word at a time

Procedure:

Teacher: says sentence 2 or 3 times with one vocabulary word

Students: listen

Step 3

Purpose: alerts students they will repeat the sentence when it's time.

Procedure:

Teacher: (gestures to self) says the sentence

Teacher: (gestures to students) says the sentence

Students: listen

Step 4

Purpose: alerts students it's time to start repeating.

Teacher: *Ready?*

Students: listen

Step 5

Purpose: gives students the repetition needed to master the material.

Procedure:

Teacher: (gestures for students to respond) says sentence

Students: repeat sentence

(Repeat Step 5 three to four times)

(Then go back and do Steps 3-5 *with each vocabulary word.*)

Example:

Teacher: *It's a sweater.*

(change picture/object) *It's a glove.*

(change picture/object) *It's a coat.*

Teacher: *It's a sweater.* (Repeats 2 or 3 times)

Students: (Listen)

Teacher: (Gestures to self) *It's a sweater.*

Teacher: (Gestures to students) *It's a sweater.*

Teacher: *Ready?*

Teacher: (Gestures to self) *It's a sweater.*

Teacher: (Gestures to students)

Students: *It's a sweater.*

(Repeat this last sequence 3 or 4 times)

2. Additional practice of new words in statements

Substitution Drill

The substitution drill naturally follows the repetition drill with sentences. It helps students continue to comprehend and practice basic sentence patterns, with the added benefit of reduced “teacher talk.” After the teacher has modeled a pattern numerous times during the repetition drill, he can prompt students—by saying just one word or phrase from the sentence—to continue practicing the whole sentence pattern.

Step 1—Set the Pattern

Purpose: helps the students grasp that each time the teacher says a word, they should respond with the whole sentence

Procedure:

Teacher: (gestures to self) says the word

Teacher: (gestures to students) says whole sentence using the word

Students: listen

Teacher: (changes picture or object, and gestures to self) says the word

Teacher: (gestures to students) says whole sentence using the word

Students: listen

Note: The teacher can repeat Step 1 as many times as she feels is necessary to set the pattern, using a *different* word each time.

Step 2

Purpose: alerts students it's time to start responding

Procedure:

Teacher: *Ready?*

Students: listen

Step 3

Purpose: gives students continued repetition practice of statements without the teacher having to model the whole sentence every time.

Procedure:

Teacher: (gestures to self) says word, then gestures to students

Students: say the whole sentence

(Repeat Step 3 as many times as needed for practice, using a different word each time.)

Example:

Teacher: (gestures to self) *sweater*

Teacher: (gestures to students) *It's a sweater.*

Students: listen

Teacher: (gestures to self) *coat*

Teacher: (gestures to students) *It's a coat.*

Students: listen

Teacher: *Ready?*

Teacher: (gestures to self) *Sweater*

Teacher: (gestures to students)

Students: *It's a sweater.*

Teacher: (gestures to self) *coat*

Teacher: (gestures to students)

Students: *It's a coat.*

Continue in this fashion using all the words.

3. Practicing asking and answering questions

Question and Answer Procedures

ESL students need to practice asking and answering questions. These are fundamental communication skills.

When working with beginning level students, you must teach the answer before you teach the question. Questions are abstract and can only be understood in context. If the student knows the answer, he will learn the question in context.

The sentences that the students practiced earlier will be the answers to the questions that you ask in this section. There are two parts involved in question and answer drills. In Part 1, the teacher asks the question and students answer. In Part 2, the students ask the question and the teacher answers.

Tip: Draw a question mark (?) on a 5x8 card or piece of construction paper to help students comprehend that they are now practicing question/answer patterns. On the opposite side of the card draw a period (.) to prompt the answers to the questions. You will use this card to help you demonstrate when asking and answering a question. You could also place the punctuation marks on separate cards. Laminating the card will preserve it.

Part 1 Question/Answer Procedure: Teacher Asks/Students Answer

Step 1—Set the Pattern

Purpose: helps students grasp they will now practice asking questions and answering with statements already practiced. It also helps them see that the same question applies to several of the statements learned.

Procedure:

Use gestures and voice intonation along with the ? and . prompt card throughout this drill to help students understand you are asking and answering questions.

Teacher: (holds ? card and one picture) asks question

Teacher: (flips to . side of card, using same picture) answers question

Students: listen

(Repeat this process with at least three different vocabulary words before going to Step 2.)

Note: Anytime there is more than one question/answer pattern in a lesson, you will have to set the pattern for each one before the students practice that pattern.

Example for Note:

Set the Pattern 1:

What's wrong? I have a cold. (Practice this pattern with all the vocabulary words that fit.)

Set the Pattern 2:

What do you need? I need cold medicine. (Practice this pattern with all the vocabulary words that fit.)

Purpose: Steps 2-4 allow students to practice hearing the question and answering using statements they have already practiced.

Step 2

Procedure:

Teacher: (gestures to self) asks question

Teacher: (gestures to students) answers question

Students: listen

(Repeat Step 2 with a different word/picture.)

Step 3

Procedure:

Teacher: *Ready?*

Step 4

Procedure:

Teacher: (points to self) asks question

Teacher: (gestures to students to answer question)

Students: answer question

(Repeat Step 4 with all the words (picture cards). Switch the picture each time the teacher asks the question. This is the natural way we speak.)

Example

Teacher: (holds ? card and one picture) *What's this?*

Teacher: (flips to . side of card, using same picture) *It's a sweater.*

Teacher: (holds ? card and a different picture) *What's this?*

Teacher: (flips to . side of card, using same picture) *It's a shirt.*

Teacher: (holds ? card and a different picture) *What's this?*

Teacher: (flips to . side of card, using same picture) *It's a coat.*

Students: (Listen)

Teacher: (holds ? card and one picture, gestures to self) *What's this?*

Teacher: (flips to . side of card, using same picture, gestures to students) *It's a sweater.*

Teacher: (holds ? card and different picture, gestures to self) *What's this?*

Teacher: (flips to . side of card, using same picture, gestures to students) *It's a shirt.*

Teacher: (holds ? card and a different picture, gestures to self) *What's this?*

Teacher: (flips to . side of card, using same picture, gestures to students) *It's a coat.*

Students: listen

Teacher: *Ready?*

Teacher: (gestures to self) *What's this?*

Teacher: (gestures to students)

Students: *It's a sweater.*

(Repeat asking the question, using pictures to prompt the students' answers. Switch the picture each time the teacher asks the question.)

Part 2 Question/Answer Procedure: Students Ask/Teacher Answers

Purpose: Steps 1-3 allow students to practice asking the question and receiving an answer.

Procedure:

Step 1

Teacher: (holds ? card and one picture; gestures to students.) asks question

Teacher: (holds . card and same picture; gestures to self) answers question

Students: listen

(Repeat Step 1 with a different word/picture.)

Step 2

Teacher: *Ready?*

Step 3

Teacher: (gestures for Ss. to respond)

Students: ask question

Teacher: (gestures to self) answers question

(Repeat Step 3 using all the pictures, prompting the students to ask the question while the teacher answers. Change the picture each time the students ask the question.)

Note: If the students struggle with asking the question, stop and do a repetition drill with the question itself.

Example

Teacher: (holds ? card and one picture; gestures to students.) *What's this?*

Teacher: (holds . card and same picture; gestures to self) *It's a sweater.*

Teacher: (holds ? card and a different picture; gestures to students.) *What's this?*

Teacher: (holds . card and same picture; gestures to self) *It's a coat.*

Students: listen

Teacher: *Ready?*

Teacher: (gestures for Ss. to respond)

Students: *What's this?*

Teacher: (gestures to self) *It's a sweater.*

(Repeat prompting the students to ask the question while the teacher answers using each of the different words/pictures.)

4. Chain drill Procedure

The chain drill is a variation of the question and answer drill. One student is prompted to ask the question, and another student is prompted to answer. The question goes from one student to another, much like a chain, until all students have both asked and answered.

Purpose: Having students ask and answer each other allows the teacher to determine how well each student has mastered the material.

Procedure:

Teacher: (holding a picture) prompts Student 1 to ask question

Student 1: asks question

Teacher: prompts S2 to answer

Student 2: answers question (according to picture shown)

(Move the chain)

Teacher: (holding a different picture) prompts S2 to ask question

Student 2: asks question

Teacher: prompts S3 to answer

Student 3: answers question (according to picture shown)

Continue the chain until all students have had a chance to both ask and answer questions at least once. Remember to *change the word/picture* that prompts the answers *each time* a student asks a question and another one answers. This keeps the question/answer pattern more like our natural way of speaking.

Different ways to prompt questions and answers

- Show Student 1 the ? prompt card and show Student 2 the . prompt card. They will catch on quickly if you used those cards during the question/answer drill.
- Gesture to Student 1 and say *ask*. Gesture to Student 2 and say *answer*.
- Use the students' names: *Bill, ask; Mary, answer*.

Note: By the time the teacher conducts a chain drill, students have had considerable practice of both the question and the answers. There is no need for the teacher to continue to model those *unless the students are struggling. If they are, the teacher should go back to group practice with the question/answer drill until the students are ready for the chain drill.*

Example:

Teacher: Prompts Juan to ask the question.

Juan: *What's this?*

Teacher: Prompts Carmella to answer.

Carmella: *It's a sweater.*

Teacher: Prompts Carmella to ask the question.

Carmella: *What's this?*

Teacher: Prompts Roberto to answer.

Roberto: *It's a coat.*

Continue this chain until all students have asked and answered questions at least once. It is fine if the students take up the sequence without further directions. If a student needs help, prompt him.

SUGGESTIONS FOR CONDUCTING BASIC VOCABULARY EXERCISES

Here are some suggestions for making your basic vocabulary exercises effective.

- Speak naturally. Do not slow down or elongate words or sentences. The students need to hear the language as they will hear it used outside of class.
- Be consistent in your pronunciation. Try not to vary the rhythm, stress, or intonation of the words or sentences. There is a tendency to do this for the sake of variety. However, the students need to hear a consistent model.
- Conduct the exercises briskly. Move smoothly and quickly from one exercise to the next. This helps to keep the students' interest, makes effective use of your time, and shows that you are prepared.
- Vary the order of the words presented in the exercises.
- Review the words and sentences throughout the exercises.
- Encourage the students verbally. Language learning is difficult. Frequent encouragement provides a positive learning environment. It helps the students feel that the effort that they invest will produce results and helps them to keep working at the task.

- When practicing the words and statements, practice first with the class as a whole, then practice with groups of students to respond. Finally, as much as time allows, prompt individuals to respond. When you call on individuals, begin with the most confident students first.

CORRECTING ERRORS

When learning to speak a language a person often forgets words, mispronounces words, uses the wrong words or endings, or puts words in the incorrect order. These efforts are a natural part of the learning process. *They should not be viewed as errors but as essential efforts for learning.*

To effectively master speaking a language, a student needs to be in an environment where he or she is not fearful of making these mistakes. The teacher can greatly help the students' learning experience by creating an environment that does not condemn, scold, or embarrass the students while they are practicing the language. Use positive facial expressions and body language. Express pleasure and encouragement. If a student makes an effort to speak, consider it improvement. Use words such as *perfect*, *good*, and *better* to affirm effort.

Here are some things to keep in mind when dealing with inaccuracies and miscues:

- Allow time for students to respond. When learning a new language, the response time is slower than if you are using your native language.
- Allow time for students to correct themselves. Students get frustrated and are reluctant to try again when you don't allow them time to correct themselves.
- Do not correct all of the errors. There will be more than you have the time to deal with, and it can be very discouraging for the students.
- Avoid negative expressions such as *no*, *that's not right*, *you made a mistake*, or *wrong*.
- When you need to provide an accurate model, either say, "Listen" and provide an accurate model, or simply repeat the statement.
- Never interrupt and correct a student when he is expressing a thought. If you do, he will be reluctant to try again.
- Review errors common to the class.
- Do not correct errors in a social setting. Even if the student says he wants you to correct his errors, don't. The classroom is the proper place for that.

6. Which errorp-correcting behavior will be the most difficult to follow?

7. On a scale of 1 to 10, how well do you understand the necessity of each drill/activity explained in this chapter?

Total Physical Response

Repetition (words)

Dictation

Repetition (sentences)

Substitution

Question and answer

Chain

CHAPTER 7

Pronunciation

Teaching pronunciation

Elements involved in teaching

Using pronunciation techniques in your teaching session

The sounds of English

TEACHING PRONUNCIATION

Look again at the sample lesson plans at the end of Chapter 5. You begin teaching pronunciation from the beginning of your teaching session. In the Greeting, Scripture, and Prayer section, your students are hearing you accurately model the rhythm, stress, and intonation of the language. When you present the new vocabulary and sentences using the new vocabulary, you help your students practice hearing and saying the words accurately. In *Additional pronunciation practice*, you will focus on areas of pronunciation that are difficult for your students, but were not covered in the new vocabulary words you presented or in the sentences used. The material in this chapter will present teaching techniques that can be used in the ESL lesson plan to help your students be more clearly understood. It will also help them understand native English speakers better.

There are two major forms of English pronunciation—North American English and British English. North American English pronunciation differs from British English pronunciation. It uses different rhythm, stress, and intonation patterns. Many students who have studied English overseas were taught British pronunciation. Because of the differences, it is often difficult for native North American English speakers to understand students speaking British English, and vice versa. Students who are seeking to live and work in the United States or Canada need to learn North American English pronunciation.

ELEMENTS INVOLVED IN TEACHING PRONUNCIATION

There are seven basic elements involved in teaching pronunciation:

1. How to produce individual English sounds
2. How to hear the difference between English sounds
3. Stress
4. Intonation
5. Rhythm
6. Phrasing
7. Reduced or relaxed speech

In the *Additional pronunciation practice* portion of your lesson, you will focus on only one or two of these elements.

1. How to produce individual English sounds

While there are 26 letters in the English alphabet, there are approximately 50 different and distinct sounds in English. Just as each language has its own vocabulary, every language has its own sound vocabulary. We call our sounds vowels and consonants. There are some sounds that exist in English that don't exist in other languages, as there are sounds in other languages that don't exist in English, so it is often necessary to teach your students how to produce some of the individual sounds of English.

NOTE: Sounds of letters are represented with the letter between two slashes like this: /s/. Names of the letter are represented by the letter alone, like this: s.

Basic factors involved in producing the sounds of English

Lip or jaw position

How the lips are shaped makes a difference in the sound produced.

Say the sound /s/, as in the first sound in the word *see*. Continue producing the sound. Now, without stopping the breath flow, switch to the sound /sh/, as in the first sound of the word *she*.

Did you feel your lips move from a smile to a puckered position? Did you hear the sound change when you changed your lip position?

How far apart your jaws are also influences the sound produced.

Put your hand under your chin. Say the long vowel sound /e/, as in the word *beet*. Continue making the sound. Keep your hand under your chin and say the vowel sound /e/, as in the word *bet*.

Did you feel your jaw drop?

Tongue position

Where the tongue is placed and what part of the tongue is used makes a difference in how a sound is produced.

The tip of the tongue is placed behind the teeth to produce the sound /t/, as in the first sound in the word *toe*.

The tongue is placed between the front teeth to produce the sound /th/, as in the first sound in the word *though*.

The tongue is arched and the middle of it is placed against the roof of the mouth to produce the sound /k/, as in the first sound of the word *kid*.

Flow of air

English is a breathy language. Whether the flow of air is continuous or stopped makes a difference in how a sound is produced.

Say the sound /f/, as in the first sound in the word *food*, and hold it. Feel the continuous flow of air through the lips.

Say the sound /p/, as in the first sound in the word *pay*. Did you feel the explosion of air and the sound stopping? You cannot hold the sound /p/ like you can the sound /f/ because the airflow ceases once you make the sound.

Say the word *see*. Did you hear the continuation of the final vowel sound /e/? Say the word *seat*. Did you hear the final sound stop?

Vocal Chords

Whether the vocal chords are used makes a difference in how a sound is produced.

Sounds that use the vocal chords are called voiced. All vowels and some consonants are voiced.

Put your fingertips on your throat and say the sound /b/, as in the first sound in the word *bat*. Did you feel your vocal chords vibrate?

Sounds that don't use the vocal chords are called voiceless.

Put your fingertips on your throat and say the sound /p/, as in the first sound of the word *pat*. There was no vibration.

If you are not certain about the difference, say the sound /b/ and then the sound /p/ with your fingers on your throat.

Helping your students produce the sounds

To help your students produce sounds of English that are difficult for them, you must demonstrate how to make the sound. You will find descriptions of how to physically produce the sounds of English at the end of this chapter. Several pronunciation texts also provide this information.

Have your students watch your mouth as you produce the sound. This is one time that you want to say the sound slowly and exaggerate. However, you must return to normal

conversational speed for later practice. You can also have your students practice making the sound in front of a mirror. They should watch their lip and jaw position so they can see themselves producing the sound.

2. How to hear the differences between English sounds

Listening exercises are important pronunciation exercises. You must be able to hear a sound before you can produce it. If the English sound doesn't exist in the student's language, he or she will have difficulty hearing it and will substitute the closest sound in their language. Practice in distinguishing one sound from another is valuable pronunciation practice.

An exercise called *minimal pairs* is a good teaching tool. Minimal pair exercises compare two words where the only difference between them is a single sound.

The sounds compared may come at the beginning of words — *pet-bet*, in the middle of words — *staple-stable*, or at the end of words — *tap-tab*.

NOTE: When teaching minimal pair exercises, do not spend time defining words. Word comprehension is not the objective in these exercises — hearing the sound is. Students must work hard at listening, not translating words. If they ask for definitions, say you will explain them later.

Minimal pair exercises would be used in ESL lesson plan, *Additional pronunciation practice* section.

Four types of minimal pair exercises

Use the following sequence with each exercise.

- Teacher writes the sample on the board and models pronunciation.
- Teacher presents the example; students respond.
- Students present the example; students respond.

Same or Different?

Write *Same* and *Different* on the board. Students will respond either orally or with written answers.

Same	Or	Different
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+O

bet-bet

bet-pet

Teacher: *bet-bet* (Pointing to the *same* group) *same*

Teacher: *bet-pet* (Pointing to the *different* group) *different*

Students: (Listen)

Teacher: *bet-bet* — *same or different?*

Students: *Same*

Teacher: *bet-pet* — *same or different?*

Students: *Different*

Repeat process several times, mixing up the pairs.

This activity can be done by changing middle and end sounds (e.g. correct/collect, tire/tile).

Which is different? 1, 2, or 3?

Write three words on the board. Two are the same and one is the different word in the minimal pair. Number the words. Students respond orally, hold up the proper number of fingers, or write their answers—whichever the teacher has instructed.

Same	Same	Different
bet	bet	pet
1	2	3

Teacher: *bet-bet* (Point to the words while saying *same*)

Teacher: *pet* (Point to the words while saying *different*)

Teacher: *bet-bet-pet. Which is different? 1, 2, or 3? Bet-bet-pet. 1, 2, or 3?*

Students: 3

Teacher: *pet-bet-bet. Which is different? 1, 2, or 3? Pet-bet-bet. 1, 2, or 3?*

Students: 1

Repeat the process several times, mixing up which number is different.

How does it begin or end?

Write two sounds on the board. Example: /b/ or /p/. Beneath them, write a minimal pair that begins with the sound and a word that ends with the sound. Students respond orally or write the answer. Repeat the exercise with other minimal pairs that begin with b and p.

/b/	Or	/p/
bat		pat
tab		tap

Teacher: */b/* (Points to */b/*)

Teacher: */p/* (Points to */p/* and repeats the groupings)

Students: (Listen)

Teacher: *Pat. Which sound does it begin with, /b/ or /p/? Pat. /b/ or /p/?*

Students: */p/*

Teacher: *Bat. Which sound does it begin with, /b/ or /p/? Bat. /b/ or /p/?*

Students: */b/*

Teacher: *Tab. Which sound does it end with, /b/ or /p/? Tab. /b/ or /p/?*

Students: */b/*

Teacher: *Tap. Which sound does it end with, /b/ or /p/? Tap. /b/ or /p/?*

Students: */p/*

Which did I say?

Write two minimal pair words on the board. Students respond orally or write the answer.

led	or	red
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Teacher: *Led*. (Points to the word)

Teacher: *Red*. (Points to the word and repeats the groupings)

Students: (Listen)

Teacher: *Led. Which did I say? Led or red?* (Points to the words)

Students: *Led*.

Teacher: *Red. Which did I say? Led or red?* (Points to the words)

Students: *Red*.

More advanced students can do these types of exercises in pairs or small groups.

3. Stress

In English, individual syllables in a word and different words in a sentence are stressed to convey meaning and importance. A stressed syllable or word in a sentence is louder, longer, and higher pitched than the other syllables or words.

Stress in individual words

English words are divided into sound groups called syllables. Each syllable has one vowel sound. Each word has one syllable that is stressed more than any other. Knowing where that stress comes is important both to understanding and meaning.

Words such as *conduct* and *suspect* can be pronounced two different ways and have two different meanings. The difference in pronunciation and meaning is determined by the stressed syllable.

To help your students see which syllable is stressed, you can write the word with the stressed syllable in capital letters.

con-DUCT or **CON-duct**
SUS-pect or **sus-PECT**

Knowing how many syllables a word has and which one is stressed is important for accurate pronunciation. A dictionary is a good tool to help students learn the number of syllables in a word and identify which syllable receives stress.

Another technique to help your students determine the number of syllables in a word is for the teacher to say the word slowly and have the students clap and count the sound units.

A good technique for helping students hear and pronounce all of the syllables in a word with several syllables is called *backward build-up*. In this technique, the teacher pronounces the syllable and the students repeat it. Then you add the preceding syllable, and the students repeat it. Then you add the preceding syllable, and the students repeat. Continue the sequence until you have pronounced the whole word.

For example, if your students are having difficulty with the word e-LEC-tric, you model it from the back forward.

Teacher: tric

Students: tric

Teacher: LEC-tric

Students: LEC-tric

Teacher: e-LEC-tric

Students: e-LEC-tric

Students can use their hands to help see and feel the syllables that are longer, louder and higher pitched. Put the palms of both hands together in front of your chest. On the stressed syllable raise the hands above your head and separate them to shoulder width apart.

Teacher: THIR-ty

(Exaggerate the first syllable by raising and separating your hands. Reduce the distance between the hands on the second syllable.)

Teacher: Thir-TEEN

(Exaggerate the second syllable by raising and separating your hands. Reduce the distance between the hands on the second syllable.)

Teacher: Thirty

Student: Thirty

Teacher: Thirteen

Student: Thirteen

Students also could stretch rubber bands hooked over their thumbs on the stressed syllable to help them feel that the vowel sound is longer.

Stress in sentences

In English, not every word in a sentence gets equal stress.

We stress only the important content words—nouns, verbs (not forms of *to be* or the helping verbs), adjectives, adverbs, and question words. Note the content words underlined in the following sentence:

My grandmother saw a crocodile.

The most important content word(s), called focal words, get the most stress. These are the words and message that you wish to emphasize.

In each sentence below, the words *ate*, *whole*, and *pie* receive stress. But if the word *whole* is the focal word, it will be louder, longer, and higher pitched than the other words in the sentence. Say it aloud and hear the stress.

He ate the whole pie!

Note the stress words in the sentences below indicating focus and emphasis.

Was it the brown dog? No, it was the black dog.

Students can use their hands to feel where the stress comes in a sentence, as you did with the stressed syllable in individual words.

Teacher: He ate the whole pie! (Stretch the rubber band as you say the word whole)

Students:(Stretch the rubber band as they say the word whole)

4. Intonation

Language changes pitch. It moves from low pitch to high pitch, or high pitch to low pitch. This changing of pitch is called intonation. This is the fourth element of teaching pronunciation.

Intonation can convey meaning.

You can say the word “oh” and convey several different meanings just by the intonation variation you use.

Try it. Say the word “oh” and use it to mean surprise, disgust, a question, and disappointment.

Intonation can tell you whether a sentence is a statement or a question.

For many questions there is a noticeable rising pitch at the end of the question.

Intonation conveys certainty or uncertainty.

Say the following sentence with certainty:

The capital of Kentucky is Frankfort.

Now say the sentence with uncertainty you’re not sure Frankfort is the right answer. Did you notice the difference—the rising intonation at the end of this sentence, in comparison to the descending pitch at the end of the first one?

Intonation conveys cooperativeness or the lack of it.

Say the following sentence in a cooperative way.

Sure, I will.

Now say it in a way that communicates lack of cooperativeness. Think about a reluctant teenager saying this.

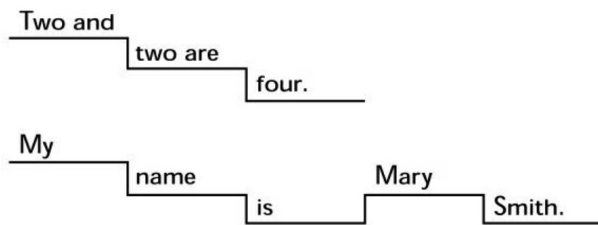
Intonation conveys the feelings of the speaker.

Doubt, conviction, enthusiasm, reluctance and other emotions can be heard in how something is said. Say the sentence below with great excitement and enthusiasm.

That's great!

Now say it like what happened was not welcome and is going to cause a problem.

English sentences usually move in a descending stair-step pattern from higher pitch to lower pitch.



You can show intonation shifts by marking sentences to show where the pitch rises or falls.



You can use your hand to show the rise and fall of the pitch.

You can hum or use the sound oo to sing the intonation patterns so students can learn the common intonation tunes.

Hum the following sentences:

I don't know.

Hello, how are you? Fine, thank you. And you?

5. Rhythm

Rhythm is the beat of the language. Every language has its own rhythm. In North American English—more than many other languages—accents tend to occur at regular intervals.

Look at these two sentences. The underlined syllables are accented or stressed. Clap on the underlined syllable as you say the two sentences aloud—one immediately after the other. Keep the same rhythm or beat for both sentences.

Yesterday was Wednesday; tomorrow's Friday.

Yesterday was Wednesday; on Thursday I'll go home.

Did you notice that in the last part of the second sentence you got more sounds in between the beats, but you kept a steady beat?

You just said those words faster and gave them less stress or accent. As a native North American English speaker, you wanted and expected the accents to come at regular intervals and you sped up or slowed down to accommodate that.

Have you noticed that nonnative English speakers usually sing English better than they speak it? The reason is that the music provides the rhythm, stress, and intonation patterns for the singer. The words come out the way we are expecting to hear them. When nonnative

English speakers create sentences on their own, they have to supply the rhythm, stress, and intonation patterns.

Jazz chants

Jazz chants are fun exercises that can help your students practice rhythm, stress, intonation, and phrasing.

Jazz chants are structured dialogues that use rhythmic clapping, snapping of fingers, or taped accompaniment music. Carolyn Graham is the leading proponent and author of jazz chant resource books. However, you can write your own.

Here is a simple example:

A	B
Hello, how are you?	Fine, thank you, and you?
I'm fine.	That's good.
Gotta go.	See ya.
Bye.	Bye.

How to teach a jazz chant

NOTE: If you have musical accompaniment, have your students listen to the chant first, and then teach them the text. Then use the text with the accompaniment.

- a. Print the jazz chant in 2 columns—one headed A, the other B.
- b. Make two cards—one with A, one with B. Use these to indicate which group is to speak.
- c. Display the jazz chant.
- d. Have students begin to tap a steady rhythm.
- e. Cover all but the first phrase under Column A. The teacher models the first phrase of column A several times while students tap the rhythm.
- f. Students continue to tap the rhythm. The teacher models the phrase and all the students respond.
- g. The teacher divides the group in two. Designate A by holding up the card. Designate B by holding up the card.
- h. Students continue to tap the rhythm. Group A models the phrase. Group B models the phrase.
- i. Students stop tapping the rhythm. The teacher models the phrase and the whole group responds. The teacher models the phrase and indicates that Group A responds.
- j. The teacher models the phrase and indicates that Group B responds. The teacher models the phrase and indicates that the whole group responds.
- k. Go to column B, first phrase. Repeat the procedure.
- l. Teach the remaining phrases using this procedure.

After the group has practiced the jazz chant with the rhythmic clapping or music, the students need to practice the dialogue without the supplied rhythm.

6. Phrasing

We speak English in thought groups and phrases; we don't say each word one at a time. We blend words together to form thought groups—saying them as if they were a single word. Then we pause at the end, before we begin the next phrase or thought group.

Read the following passage aloud. Notice how you blend words together to form a thought group—say them without a breath or pause between them. Notice when you do pause. Sentence punctuation helps identify where the pauses and thought groups are.

The Lord is my shepherd; I shall not want. He makes me to lie down in green pastures; He leads me beside the still waters. He restores my soul. Psalm 23:1–3a, NKJV

If each word is given equal stress and we don't hear the accents at the intervals we expect or the thought groups clearly delineated, it can be difficult for native English speakers to understand what is being said.

To help your higher level students learn to phrase properly:

- a. Help your students learn to identify and draw lines between thought groups.
- b. Have students underline content words and focal words within thought groups.
- c. Help your students see where words are blended and linked within the thought groups and, thus, pronounced differently than they would be if they were said individually.

Say the word *it*.

Say the word *had*.

Now say, *I had it*.

Did you notice that you didn't say, *I had it*. You blended, linked, two words and said, *I hadit*. Several pronunciation texts and resources describe the rules and techniques for linking words.

- d. Have your students practice reading passages with the proper phrasing and pauses.

7. Reduced or relaxed speech

Native North American English speakers do not clearly enunciate each word in a sentence, except for instances where we are trying to make special emphasis.

We don't usually say: *He is here*.

We say, *He'z here*.

We don't say, *What are you doing?*

We say, *Whaddaya doin'?* Or *Whattcha doin'?*

This is called reduced or relaxed speech. ESL students need to learn to understand this form of pronunciation—even if they don't use it themselves. This is what they will hear spoken outside of the classroom.

When you teach basic sentence patterns, teach your students to pronounce them in relaxed or reduced speech. This way they will sound more fluent to a native North American English speaker.

USING PRONUNCIATION TECHNIQUES IN YOUR TEACHING SESSION

In the *Introducing new vocabulary* portion of your lesson, demonstrate clear pronunciation of new vocabulary words.

In the *Using new vocabulary in sentences* portion of your lesson, demonstrate accurate, consistent rhythm, stress, and intonation patterns. Use your hand to show whether the pitch is

rising or falling if your students aren't clear.

In the *Additional pronunciation practice* portion of your lesson, notice that the pronunciation section of the basic lesson plan lists the time as only five to ten minutes. The higher the language level of your students, the longer you can spend focusing specifically on pronunciation.

Speaking a language is a physical skill. You use the muscles in your face, your lips and tongue, and your breath to produce the sounds, words, and sentences. It is a physical strain when you are asked to use your muscles in ways they aren't accustomed to being used. Your students can endure only so much.

Vary the activities you use in this section. You can select from those suggested below and mentioned in this chapter, or use activities that you find useful in your ESL or pronunciation text. Remember to watch your time—five to ten minutes.

- Have your students practice hearing the difference between English sounds that are difficult with minimal pair exercises.
- Demonstrate sounds that are difficult for your students and have them practice producing the sound.
- Practice counting syllables in words and identifying the stressed syllables.
- Practice pronouncing vocabulary words from previous lessons that were difficult for your students.
- Use jazz chants to practice rhythm, stress, and intonation.
- For higher level students, mark the intonation rise and fall in written sentences. Then practice saying them.
- For higher level students, do the phrasing exercises described under **6. Phrasing** in this chapter.

THE SOUNDS OF ENGLISH

The four factors in the production of a speech sound are:

1. Lip (or jaw) position
2. Tongue position
3. Flow of air
4. Vocal cords

The basic difference in sound between vowels and consonants is that vowels are singing sounds. Air flows freely through the speech mechanism with the vocal cords vibrating. The different sounds are made by the movement of the jaw and tongue.

Consonant sounds, with one exception, are made with a stopping or blocking of air at some point with the lips, the teeth, or the tongue. The air is voiced or unvoiced. The exception is the sound /h/, which is unvoiced air flowing freely without a stop.

The following six pages are taken from the *Handbook for Literacy Missions*, written by Mildred Blankenship and Ruth Wagner Miller (Home Mission Board, 1986). The sounds on the following chart are presented according to how they are formed in the mouth.

Unvoiced**h**

Part the lips and breathe out with a sigh.

Say: *hand, hit, hot, hold, ham.*

wh

Round the lips as if to blow out a candle. Blow.

Say: *whistle, when, which, wheel.*

p

Lips together, blow them open with a puff of air.

Say: *pan, pet, pill, pot, lip.*

t

Touch the tongue to the gum ridge between the upper teeth. Lips and teeth parted slightly, let breath blow the tongue tip downward.

Say: *tent, tan, ton, tug, sit.*

Voiced**w**

Round the lips as if to blow out a candle. Hum as you blow.

Say: *wide, web, will, wood, wag.*

b

Lips together, hum as you blow lips open.

Say: *bird, bed, bill, bond, grab.*

d

With the tongue touching the gum ridge behind the teeth, lips, and teeth slightly parted, hum as breath blows the tongue downward.

Say: *dish, dad, dig, dull, doll.*

Nasal**m**

Lips together as for /p/ and /b/. Hold the lips together as air is forced through the nose with a hum.

Say: *mat, met, miss, moss, him.*

n

With the tongue touching the gum ridge behind the teeth, lips and teeth slightly parted, keeping tongue up, force voiced air through the nose.

Say: *neck, nap, nose, nut, tan.*

l

With the tongue tip on the gum ridge as with /t/ and /d/, keep the tongue up and let the breath flow around the sides of the tongue as you hum.

Say: *lag, log, live, let, lull.*

r

Shift the tongue back slightly from the position for /l/, with the tip curling upward, sides touching the upper teeth. Make the sound in the throat. The air comes along the roof of the mouth over the tip of the tongue.

Say: *river, road, rat, run, rot.*

Unvoiced

k

Tap the back of the tongue quickly against the soft palate as you send your breath out.

Say: *kick, cake, cup, key, kite.*

Note: ca, co, cu, ck = the sound /k/

f

With the lower lip against the upper teeth, blow out gently.

Say: *fish, fan, fog, fed, puff.*

Note: Sometimes ph makes this sound as in: phone, Phillip, phase.

th1

Hold the tongue tip lightly between the upper and lower teeth. Blow gently.

Say: *thank, think, thin, mouth, teeth, with.*

s

Hold the teeth together with the tip of the tongue up but not touching the gum ridge. Blow air past the tongue with a hissing sound.

Say: *snake, sits, sass, set, city, cell.*

Note: ce, ci, cy = the sound /s/

Voiced

g

Tap the back of the tongue quickly against the soft palate as before. Hum as you send your breath out.

Say: *girl, gate, gun, go, hug.*

v

With the lower lip against the upper teeth, blow gently while humming.

Say: *valley, very, vine, five.*

th2

With the tongue in the same position as for the voiceless /th/, hum as you blow air out.

Say: *this, then, there, weather, teethe.*

z

Hold the teeth together with the tip of the tongue up but not touching the gum ridge. Hum as you blow air past the tongue. Sometimes S makes this sound.

Say: *zipper, zoo, zebra, buzz, bees, nose, is.*

Nasal

ng

Make the back of the tongue touch the soft palate. Force air through the nose. Make the sound in the nose.

Say: *ring, sing, clang, think, drink.*

Unvoiced

sh

Push the lips forward. Lift the tongue slightly without touching the roof of the mouth. Blow.

Say: *shop, shell, she, fish, dish, ash.*

ch

Slide the sound of /t/ and the sound of /sh/ together.

Say: *children, church, chop, check, each, search.*

x

Use your breath. Say the sounds of /k/ and /s/ together.

Say: *box, tax, six, fox, socks, locks, picks.*

Voiced

zh

Push the lips forward, and lift the tongue slightly without touching the roof of the mouth. Blow out the air with a hum.

Say: *pleasure, measure, usual.*

j

Place the tongue tip on the gum ridge. As the tongue drops the sound, /d/ glides into a voiced /z/.

Say: *jump, jar, jam, jig, jack.*

Note: Sometimes this sound is spelled /ge/ as in gem, /gi/ as in gin, and /dge/ as in edge.

y

Place the tongue against the teeth at the top of the mouth so that it is flat on each side. Pass voiced air over the tongue. Sometimes it has the sound of /e/ as in we.

Say: *yells, yet, yam, yes, ear, year, east, yeast.*

qu

Sound /k/ and /w/ close together. English always uses a q with a u.

Say: *quarter, quick, queen, quilt, quack.*

Vowels

All vowels are singing sounds. They have voice. The movement of the jaw changes the position of the tongue. The movement of the tongue and jaw make the difference in the vowel sounds.

The vowel sounds in these words are similar to sounds that occur in many languages: *he, hay, hod, hoe, hue*. They are longer in English. They are more like diphthongs. A diphthong is two vowel sounds coming together to make a compound sound.

The three basic diphthongs in English are

<i>i</i>	l, file, tie, die, my, cry
<i>ou, ow</i>	how, now, brown, cow, house
<i>io, ou</i>	toy, boy, joy, oil, voice

North American English has 11 basic vowel sounds.

Short Vowels

a

The jaw is somewhat lowered. The tongue is down in front.

Say these words: *apple, at, bat, as, map, mat*.

e

The lips and teeth are apart. The tongue and jaw are lowered halfway.

Say: *egg, elm, let, wet, leg, mesh*.

Sometimes *ea* will make the short sound of *e*.

Say: *read, bread, dead, head, tread*.

i

The teeth are about a half-inch apart. The tongue is high and relaxed.

Say: *in, it, sit, with, fish*.

y sometimes takes the /i/ sound. Usually this is when *y* occurs at the end of a word of more than one syllable.

Say: *baby, daddy, funny, family*.

o

The jaws are wide open. The tongue is down.

Say: *olive, odd, top, fog, hot, cot*.

u

The jaws are open halfway, the lips relaxed, and the tongue down.

Say: *up, cup, must, jug, hub, hut*.

NOTE: Unaccented vowels may take this sound.

Say: *alone, above, responsibility, this is a bird*.

Long Vowels

Usually when a vowel is followed by a consonant in a short word or in a syllable, the vowel sound is short. When a vowel sound is long, usually one of three factors is present.

1. The vowel is at the end of a short word or accented syllable.

Say: *se´cret, li´lac, ba´by, we, go*.

2. The *e* at the end of the word is silent but makes the vowel before it say its name.
3. Two vowels are side by side in the word. The first usually will say the name of the vowel and the second will be silent.

Say: *pail, day, eat, coat, pie.*

a

The jaws are open about a half inch. The tongue is down.

Say: *baby, cake, nail, day.*

e

The lips are drawn back and the jaw is dropped slightly so that the teeth are apart. The tongue is raised midway.

Say: *see, tree, eat, seat, me, we.*

i

i is a diphthong—that is, two vowels are sounded together to make a compound sound. The jaw moves in producing this sound. Start with the jaw open wide for the /a/ sound, and close part way for the /i/ sound.

Say: *bi´cycle, i´dea, like, vine.*

NOTE: *-igh* in a word also says /ai/.

Say: *high, light, sight, sigh.*

y sometimes takes the /ai/ sound, as well.

Say: *cry, my, fry, spy, why.*

o

The lips are rounded. The jaw is dropped about one inch. The tongue is down.

Say: *go, so, hope, rope, coat, road, blow, snow, throw.*

NOTE: the *w* in *blow, snow, and throw* is equal to *u*, and follows the rule of two sounds side by side; the first says its name and the second is silent.

u

To say the name of the letter *u*, saying the sound of *y* is necessary. The jaw is slightly lowered, and the lips are in a smiling position and move to a whistling position. The tongue is down.

Say: *cube, fuse, hue, few, pew.*

NOTE: *ew* sometimes makes the sound of a long *u*. The *w* takes the vowel form of *u* saying its name. This is silent.

oo

The lips are in a whistle position. The tongue is in the middle position.

Say: *too, zoo, moon, boot, blew, crew.*

NOTE: in some words *ew* has the sound /u/.

oo

The lips are in a whistle position. The tongue is down.

Say: *book, foot, wool, look, stood.*

aw

The jaw is down and the lips are rounded. The tongue is in the middle-back position.

Say: *saw, jaw, crawl, haul, fault, all, call, or, for, horn.*

NOTE: this sound is written *aw, au, al,* and *o(r).*

oi

This is one of the three basic diphthongs. The jaw is dropped, and the lips are rounded and drawn to a smile position, while the jaw is closed slightly.

Say: *joy, boy, boil, join, voice.*

ou, ow

A diphthong. The jaw is down and moves up to a whistle position.

Say: *how, now, frown, bout, house, loud.*

ur, er, ir

Some linguists use as many as four different symbols for this sound. To simplify, combine the sounds of /u/ and /r/.

Say: *bird, sir, irk, fur, curl, urn, her, fern, verb.*

a(r)

This is a combination of sounds—as if saying the name of the letter *r*. These letters and *or, er, ir, ur* have been called murmuring vowels. A murmuring vowel is a vowel followed by *r* and changed by it. (These letters are also known as *r-controlled* vowels.) This is not true if the *r* is followed by another vowel sound as in *very*.

Say: *arm, car, star, harsh, mark.*

THINK IT OVER

Answer these questions to apply this information to your potential ministry.

1. What would the student miss if you did not include pronunciation activities in your lesson plan?
2. Why does teaching pronunciation have to be intentional?
3. Look at the seven basic elements involved in teaching pronunciation found at the beginning of the chapter. Which one do you believe will be the easiest to teach? Why?
4. Which of the seven basic elements involved in teaching pronunciation will be the most challenging for you to teach? Why?

5. What is the purpose of minimal pairs?

6. When is backward build-up used?

7. What does stress in a sentence do for the listener?

8. What does intonation do?

9. Why are jazz chants a good way to teach rhythm?

10. Why is teaching phrasing important?

11. Give an example of relaxed or reduced speech you use regularly.

CHAPTER 8

Communication Practice Activities

What are communication practice activities?

What are the roles of the teacher and students?

Ten basic types of communication practice activities

Communication Practice Activity Sampler

WHAT ARE COMMUNICATION PRACTICE ACTIVITIES?

Communication practice activities—sometimes called communicative practice activities—are structured activities that provide a framework for the student to practice the new vocabulary in context. *Communication practice is probably the most important part of the lesson.*

The goal of language teaching is that the student be able to generate English language sentences on his or her own. Memorizing vocabulary words and prepared dialogues will not accomplish this. Those activities provide a foundation upon which to build, but the student must have the opportunity in class to practice creating sentences within context.

Communication practice activities should be designed to help the students use the new vocabulary that has been introduced and practiced in the guided practice section of the lesson. However, unlike the guided practice activities, the student responses are spontaneous and unstructured.

Use more than one type of communication practice activity during each class. Write the activities in detail on the lesson plan under Communication practice activities. Plan more than you think you'll need.

WHAT ARE THE ROLES OF THE TEACHER AND STUDENTS?

The role of the teacher in communication practice activities is different than his or her role in guided practice activities.

In guided practice activities, the teacher models the material and the students respond with set, structured responses. The teacher provides correction by accurately modeling the material again.

In communication practice activities, the teacher:

- Demonstrates the activity so the students understand what to do.
- Circulates among the groups while the students are doing the activity, verifying that the students understand the task and are using English.
- Does not correct errors during the activities because it discourages the student from speaking. Complete accuracy is not the main objective—generating meaning in English is.

While doing communication practice activities, the students generally work in pairs or groups of three or four. Groups should not have more than five students. This increases the amount of time a student can speak English. Working with a partner or small group, the students relax more, are less afraid to speak, and are not so embarrassed when they make mistakes.

During the communication practice activities section of your lesson, each student should have the opportunity to interact with as many other students as possible. This increases interest and participation by the students, provides variety, and reduces the possibility that one person will dominate all of the interaction.

Students should not be assigned to one pair or one group for the entire 40 minutes of communication practice activities.

You don't have to change activities to change the arrangement of students. You can rearrange them and do the same activity with a new mix of students.

WAYS TO ARRANGE AND RE-ARRANGE STUDENTS FOR COMMUNICATION PRACTICE

Use your imagination to create other variations.

Work as individuals and interact with the group as a whole

Find a partner

The students have pictures, words, or phrases and must find their match/partner by asking questions.

- Animal names or pictures (cat/kitten, dog/puppy, the word lion/picture of lion)
- City, state, or country (Denver/Colorado, Alberta/Canada)
- Phrases or sentences (The Empire State Building/is in New York City)

Interviews

Interview every class member to discover specific information. Sample topics are below.

- Where were you born?
- How many brothers and sisters do you have?
- When did you move to the United States?

Work as pairs

Partners

Do the assigned activity with one partner. Change partners and do the same activity with a different partner.

Lines

Place the students in two equal lines, facing each other. Do the assigned activity with the person you are facing. While one line remains in place, the second line shifts one person to the right. The person on the right end moves to the left end of the line. Do the same activity with the person who is now across from you. Continue until the person across from you is the one with whom you started.

Concentric circles

A variation of the lines activity is done by placing students in facing circles. One circle moves, and the other remains in place.

Groups of four

Combined pairs 1

Combine pairs to compare the results of their assignment.

Combined pairs 2

Assign each pair half of an assignment, Part A or Part B. Combine each Part A pair with a Part B pair to share information.

One through four

Number individuals in the group one through four. Assign pairings to make sure each person interacts with the others: one and two, three and four, one and four, two and three, one and three, two and four.

Rearrange groups so students with the number one are together, number twos are together, etc. Make sure that you have no more than five students per group. Do the same activity or report the results from the first group.

TEN BASIC TYPES OF COMMUNICATION PRACTICE ACTIVITIES

There are many varieties of communication practice activities. You will find them in your ESL text and resource books. Many of the resource books have reproducible activity sheets that you can use with your students. An Internet search for “ESL communication practice activities” may yield resources.

You will find several specific communication practice activities listed in the Communication Practice Activity Sampler later in this chapter.

Here are brief descriptions of ten basic types of communication practice activities. The first seven can be used with beginner, intermediate, and advanced students. The last three can be used with intermediate and advanced level students.

Each of the activities can be adjusted to the language level of your class. Each of the activities can be used with multilevel classes, permitting the students to participate in the activities together, while using their own language skill level.

Remember that the activities you choose should create opportunities to use the new vocabulary presented in your lesson. Do not choose an activity or vocabulary unrelated to what you have presented during your lesson.

1. Role Play

This is one of the simplest and most versatile communication practice activities. The teacher places his or her students in pairs.

He or she assigns a different role to each partner—for example, store clerk and customer asking for specific clothing, public school teacher and parent, etc. For lower level students, having a sign to show each role—for example, one sign says clerk, the other says customer—may help. The teacher models the activity with one or two of the students to verify everyone knows what to do. The students do the activity and then switch roles. You can vary the activity by changing partners.

2. Games

Games are wonderful teaching activities. They provide challenge, competition, and are fun. There are many different games that you can use—20 questions, Bingo, concentration, card games, board games, etc.

Select games that require the students to speak and interact verbally.

There are many ESL game resource books.

3. Interviews

Finding out information about class members is a good conversation activity. It helps students practice asking and answering questions. It gives them the opportunity to talk about themselves and what they feel or believe.

The questions may be factual:

- What is your name?
- What is your address?
- What is your phone number?
- Where were you born?
- When did you come to the United States?

They may be opinions:

- What was the best part of your day yesterday?
- What would you like to do tomorrow?
- Would you like to go to New York City on a vacation? Why?

4. Information Gap

In an information gap activity, pairs have handouts that have similar information on them, but each handout is missing a portion of the information. Students take turns asking their partner questions to get the information that they are missing.

A sample information gap exercise follows. One partner has the top half, A, and the other has the bottom half, B.

You can make your own information gap exercise with information relating to your vocabulary and topic. You may copy, with permission, information gap exercises that are part of your ESL text or supplementary teaching resources.

Information gap exercise sample

Job Openings A (Take turns asking your partner for the missing information.)

Job	Hourly Wage	Hours
Security guard	_____	11:00 p.m.-7:00 a.m.
Teller	\$12.00 per hour	_____
Receptionist	_____	8:30 a.m.-5:30 p.m.
Salesperson	\$9.00	_____
Computer programmer	_____	7:00 a.m.-3:00 p.m.
Accountant	\$20.00	_____

Job Openings B (Take turns asking your partner for the missing information.)

Job	Hourly Wage	Hours
Security guard	\$23.00 per hour	_____
Teller	_____	8:00 a.m.-4:00 p.m.
Receptionist	\$15.00	_____
Salesperson	_____	3:00 p.m.-9:00 p.m.
Computer programmer	\$30.00	_____
Accountant	_____	9:00 a.m.-5:00 p.m.

5. Describing and discussing pictures

Pictures make a wonderful springboard for discussion.

The most effective pictures:

- Tell a story
- Show action
- Show people doing things
- Show culture and cultural differences
- Have no text – or very little
- Can be used in more than one way
- Are large enough to be easily seen

You can collect pictures from magazines, advertisements, catalogues, and books. Putting the pictures in sheet protectors or laminating them will help preserve them as long-term resources.

Activities you can do with pictures include these:

- Each group member names one thing he sees.
- Each group member names one thing that happened in the picture.
- Each group member predicts one thing that will happen.
- Use the picture as a springboard to discuss the type of situation shown in the pictures. Students could describe people in a wedding picture. They could describe and talk about their own wedding or that of a friend or sibling. Students can compare wedding customs in their country and North America.
- Compare pictures. Many resources include pictures that are very similar, but have six to eight differences that you must find and identify. You can also compare pictures with similar subject matter. For example, three pictures of recreational activities, four pictures of families, etc.

More suggestions for using pictures can be found in the Communication Practice Activities Sampler at the end of this chapter.

6. Storytelling

Listening to, watching, or creating stories and retelling them provide a broad variety of ways to encourage students to generate language.

In this activity the goal isn't for the student to repeat the story word for word. Rather, they use the language they know to tell as much of the story as they can.

With beginning students the story needs to be short and use simple, subject-verb-object sentences.

With intermediate and more advanced students, the story may be longer and use more complex language.

Add-on stories are fun. The teacher gives a title. One student begins the story with one sentence. The next student repeats the first sentence and adds another. This continues until the story is finished. The story should have at least six to eight sentences.

7. Lipson Method

This teaching technique combines pictures and storytelling. The new words in the sentences are taught with the basic drills from earlier in the lesson.

Basic process overview:

- Write a story in simple, subject-verb-object sentences.
- Make simple line drawings to illustrate the main points of the story.
- As you tell the story, have the students repeat each sentence.
- Point to the pictures to help the student learn, remember, and retell the story.
- As you tell the story, ask questions about the sentences you use to tell the story.

Teacher: *A man had two sons.*

Students: *A man had two sons.*

Teacher: *Who had two sons?*

Students: *A man had two sons.*

Teacher: *How many sons did the man have?*

Students: *The man had two sons.*

- Ask the students to retell the story. Prompt them by pointing to the picture if they hesitate.

- Use the story's situation as a starting point for discussion.

What do you think will happen next?

What should the father do?

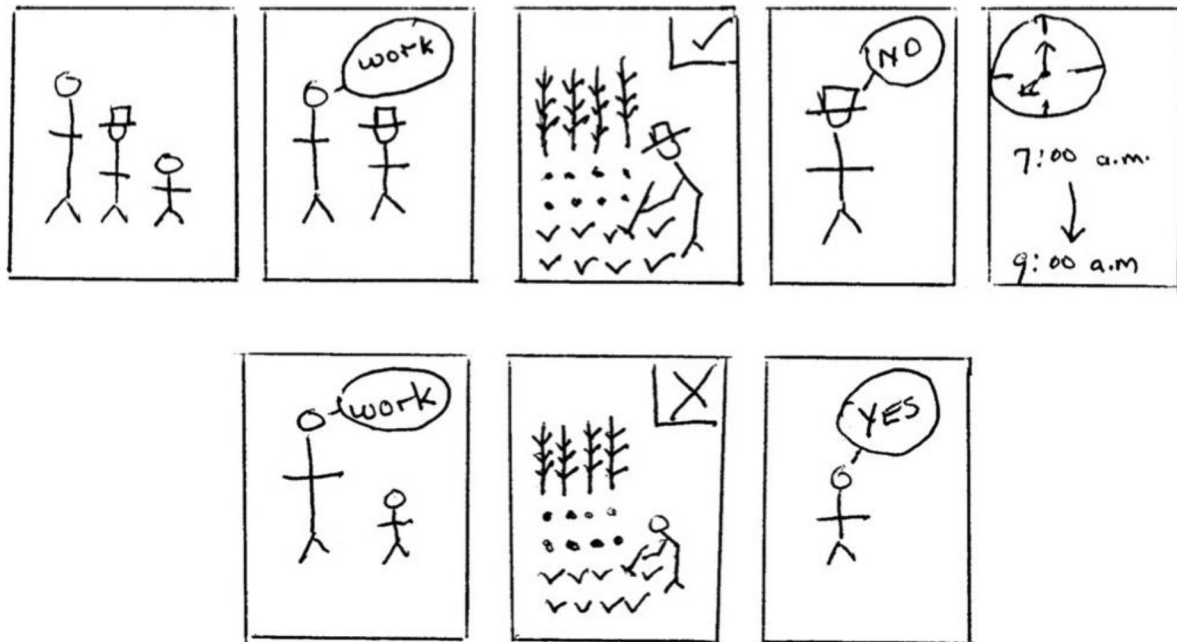
Did you always obey your father?

What happened when you didn't obey your father?

Do your children always obey you?

What is the best way to discipline children?

Sample Lipson story based on Matthew 21:28-31



1. A father had two sons. (Who, how many)
2. He told the oldest son, "Go work in the garden." (Who, what, where)
3. The son said, "No." (What)
4. But, later, he did go to work. (Who, what, when)
5. He told the youngest son, "Go work in the garden." (Who, what, where)
6. The son said, "Yes." (Who, what)
7. But later, he did not go to work. (Who, what, when)

The **X** in the box in the upper right corner of the picture of the son hoeing in the garden means *did not*.

The **✓** means *did*.

8. Discussion

Assign a topic or specific questions for discussion. Your ESL text books and other resource books provide many possibilities. Here is an example:

Assign each group one proverb.

- The grass is always greener on the other side of the fence.
- You reap what you sow.

- A bird in the hand is worth two in the bush.
- Don't count your chickens before they hatch.

Discuss the proverb.

- What do you think it means?
- What cultural values does it represent?
- Create a situation where you would use this proverb in conversation.
- Is there a proverb in your country that means the same or something similar? If yes, what is it? If no, tell any proverb and what it means.

9. Debate

Presenting different viewpoints is a good way to develop the use of persuasive language.

The topic you select should not be a highly controversial one, such as current political issues or religious issues. Possible topics might be these:

- Is it worth it to recycle?
- Is it important for people to always be honest?
- Should you limit the amount of television your children watch?

Assign small groups one side of the presentation. Let them work together to prepare the presentation. Then, mix the groups and let them present their sides of the issue.

10. Problem solving

This is sometimes referred to as choosing a course of action. Small groups are given a problem and must come up with a solution.

- A friend of yours has just come to the United States. Make a list of four problems he will face and suggest how he can solve those problems.
- Your house is on fire. You have time only to take five things with you before the house burns down. What five things should you take?

Mix the groups and let them share the list their group created.

COMMUNICATION PRACTICE ACTIVITY SAMPLER

The following list of communication practice activities offers a variety of ideas for beginner to advanced students. Ideas must always be adapted to suit students' speaking abilities and needs. These are just ideas—springboards to creativity. Some are listed as advanced activities, but with adaptation they could possibly be used with lower levels.

1. Pantomime

Level: Beginner—pairs, small groups, whole class

Material: pencils and paper

Procedure: Ask a student to draw a picture and pantomime the action, such as sweeping or crying. The class should guess the action. Pantomime is good practice for vocabulary.

2. Describe a picture

Level: Beginner—pairs, small groups

Materials: pictures with action and/or story

Procedure: Show a picture that has a story or lots of activity. Let each student describe the picture. A more challenging activity is to show the picture, then remove it from view and ask students to describe what they remember about it. Then look at the picture again and describe what they forgot.

3. Where do I put it?

Level: Beginner—small groups, whole class

Materials: pencils and paper with grids (grids may be already printed on paper or drawn by students)

Procedure: Give each student a grid divided into 6, 9, or 12 sections with instructions to place, or draw, a small picture, letter, or number in one of the sections—for example, top right section. This activity is effective for reviewing new words and learning directions.

4. Add-on

Level: Beginner—small groups

Materials: none

Procedure: The teacher models the procedure. A sample sentence pattern should be written on the board.

Student 1: I'm going to the store to buy a dress.

Student 2: I'm going to the store to buy a dress and a coat.

Student 3: I'm going to the store to buy a dress, a coat, and a blouse.

Give each student an opportunity to add on. Then start again by saying, "I'm going to the store to buy a blue dress."

5. Take a walk

Level: Beginner—small groups, whole class

Materials: none

Procedure: Go for a walk and let the students describe the surroundings.

6. Make a sentence and ask a question

Level: Beginner—pairs

Materials: index cards

Procedure: Sample sentence pattern should be written on the board. Make two sets of index cards—one for the first blank in the sentence and one for the second blank in the sentence. Student A draws one word from each pile and makes a sentence following the sentence pattern on the board. Student B asks a question that can be answered by the sentence Student A created.

Example:

Sentence pattern: personal pronouns, locations

_____ is at the_____.

Student A draws the words he and school. He creates the sentence, He is at the school."

Student B says, Where is he? or Who is at the school?"

Here are a few possibilities:

- Occupations
- Community locations
- Pronouns (possessive/personal)
- Prepositions of place
- Question words (can work in pairs for scoring)
- Clothing
- Food
- Verbs
- Color

Sample sentence patterns:

Pronouns or name and verbs

_____ is _____

_____ likes to _____.

Food, clothes, personal pronouns, and prepositions of place (on, in, etc.)

_____ is _____ the table.

Clothes and possessive pronouns (mine, his, hers, etc.)

That _____ is _____.

Personal pronoun, color, and clothes

_____ am wearing a _____.

7. House furnishings and prepositions of location

Level: Beginner — pairs

Materials: pictures of a room — two pictures alike for each pair of students

Procedure: One student asks where questions — “Where is the lamp? Where is the pillow?” The other student answers, using appropriate prepositions of location — on, next to, under, between, etc.

8. True or false?

Level: Beginner — pairs, small groups, whole class

Materials: assorted pictures

Procedure: Select one picture and make statements about it. Students indicate whether the statements are true or false.

Variation: Ask *yes* and *no* questions instead of true or false. For example: *Is the ball blue?*

9. Draw and describe your neighborhood

Level: Beginner and low intermediate — small groups

Materials: pencil and paper

Procedure: Ask each student to draw his or her neighborhood. They should draw their homes, nearby shops and houses, and stick figures to represent neighbors. Draw your neighborhood to demonstrate what they should do.

After students sketch their neighborhoods, ask students to describe the people and places.

10. Use the telephone

Level: Beginner and low intermediate — pairs

Materials: none

Procedure: Model and practice several common sentences associated with the intended phone call. Students should practice asking their partner to repeat a sentence or speak more slowly, if necessary. Students should sit back-to-back.

Some possible phone call conversations:

- Take a message for your husband or wife
- Check on a bus, airline, or movie schedule
- Excuse yourself for dialing a wrong number
- Plan to meet a friend for lunch or invite a friend to dinner
- Call a doctor’s or teacher’s office and make an appointment
- Call your teacher and report that you will be absent from class

- Order food to be delivered
- Report a fire or auto accident

11. How did you feel?

Level: High beginner through advanced — pairs, small groups

Materials: pictures depicting various emotions

Procedure: Divide students into groups of three or four. Give each group pictures of people expressing emotions. Have students in each group select a picture and describe to the other group members a time when they experienced that emotion.

12. What are they saying?

Level: High beginner and intermediate — pairs

Materials: one picture of people conversing — one per pair

Procedure: Each pair creates a dialog that is related to the action or event illustrated in the picture. Combine pairs and they share the dialog they created.

13. Introduce yourself

Level: High beginner, intermediate, and advanced — pairs

Materials: none

Procedure: Have students introduce themselves by telling where they were and what they were doing in a specific month or year.

14. Introduce your classmate

Level: High beginner, intermediate, and advanced — pairs

Material: none

Procedure: Group students in pairs. Instruct them to get to know their partner's names, countries, favorite foods, interesting things about their families, favorite sports, or hobbies. Combine pairs and ask each student to introduce his or her partner.

15. We're in order

Level: High beginner, intermediate, and advanced — small groups, whole class

Materials: none

Procedure: Have the class, or teams, line up alphabetically in order of last names, or native countries, months in which they were born, or chronologically in order of birthdays or years in the United States. After they line up, instruct them to tell their names, countries, etc.

16. In the United States/Canada

Level: High beginner, intermediate, and advanced — small groups, whole class

Materials: map of the United States/Canada

Procedure: Show a map of the United States. Review the names of each state. Ask students to tell which states they would like to visit or have visited and why.

17. Create a story

Level: High beginner through advanced — pairs, small groups

Materials: different colored index cards or paper and pencils

Procedure: Give students four different colored index cards. Tell students to write a noun on one color paper, verb on another, adjective on another, and an adverb on the last. Tell them which color is for which word. Make a pile of each color with words face down. Let each student take one of each color and create a story using the words.

18. What's in a bag?

Level: High beginner and intermediate—small groups, whole class

Materials: bag, items to place in the bag

Procedure: Place an item in a bag. Let students ask one question at a time to guess what it is. Questions may be answered only with yes or no.

Variation: instead of using an item, a student could draw a picture of an object and have others guess what it is.

19. Twenty questions

Level: Beginner and intermediate—pairs

Materials: pairs of pictures of different animals, or two pictures from any same category

Procedure: Students work in pairs without showing each other their pictures. Students take turns asking yes and no questions, and guessing what is in their partner's picture.

20. Who has my match?

Level: Beginner and intermediate—whole class

Materials: pairs of pictures that are not identical but have some similarities

Procedure: Give each student a picture. Students walk about to locate another person who has a picture that is similar to their own. Students discuss what their pictures have in common.

21. Storytelling

Level: Low intermediate and advanced—small groups

Materials: list of vocabulary words on the board

Procedure: Read or tell a short—20 to 25 sentences—folk or fairy tale. Write the basic words of the story on the board. Have individual students retell the story to their group. Tell each group to rewrite or retell the story using modern examples and situations. Combine groups and let them tell their modern version.

22. Shuffled comics

Level: Intermediate and advanced—pairs, small groups

Materials: comic strips cut into individual panels and pasted on index cards

Procedure: Cut a comic strip from Sunday's newspaper for each student. Be sure the language in the comic strip is geared to your students' level and doesn't contain excessive slang. Cut each frame from the strip and glue to a 3" x 5" card. Shuffle the cards, and instruct students to place frames in the correct order. After the strip is in order, tell the comic strip story. Have others ask questions about each frame.

23. My roles in life

Level: Intermediate and advanced—pairs, small groups

Materials: pencil and paper

Procedure: Tell students to make a list of the different roles they play in life, such as son, daughter, sister, brother, student, worker, father, and mother. After they make their lists, ask them to name their three most important roles and why they are most important.

24. Famous names

Level: Intermediate—whole class

Materials: the names of famous people written on cards or paper and pins or tape

Procedure: Pin or tape the name of a famous person—preferably famous now—on the back of each student. Instruct students to ask questions about each person's identity that can be

answered with only yes or no.

25. Conversation between famous pairs

Level: High intermediate and advanced — pairs

Materials: index cards with two famous people listed on each card

Procedure: Group students in pairs. Give each pair the card with two famous people listed on the card. Instruct them to create a dialogue that gradually reveals specific clues to the identities. Have each pair present its dialogue to another pair and have them guess their identities.

26. Memories

Level: Intermediate and advanced — pairs, small groups

Materials: objects to share memories about

Procedure: Show the students an object — such as a flower or toy — and have them share the memories that the object evokes. Example: *When I see a flower, it reminds me of my great-grandmother who loved to grow flowers.*

27. Values

Level: High intermediate and advanced — pairs, small groups

Materials: a list of 1-15 values arranged in alphabetical order, pencil, and paper

Procedure: Give a copy to each student. Ask students to rank the values in order of importance to them. After they have ranked their values, have them tell their top three values and why they are important to them.

28. My choice

Level: Advanced — pairs, small groups

Materials: question(s) written on board

Procedure: Write one of the following questions on the board. Have students give and discuss their answers.

Suggested questions:

- If you could spend one whole day with your best friend, who would it be and what would you do?
- Which of your senses — sight, sound, taste, smell, touch — would you hate most to lose and why?
- What have you done in the past three months that made you feel proud?
- When do you feel most peaceful?
- If you had only two weeks to live, what would you do?

29. Agreeing/disagreeing

Level: Advanced — pairs, small groups

Materials: quotation written on the board

Procedure: Write a quotation on the board. Tell students to decide whether they agree or disagree, and tell why.

30. Only 20 words spoken here

Level: Advanced — pairs, small groups

Materials: pencil and paper

Procedure: Tell students, *You are an ESL teacher going to a remote area of the world to teach English. You have only a short time to do this and have decided to teach only 20 words of*

English. Ask the students to write down the 20 words they think they should teach. Remind them that if a person from that remote area came to the United States, these would be the only 20 words he or she could use to communicate. Allow students 5 to 10 minutes to make individual lists. Then the pair or group decides on the final 20 words.

31. Heads and tails

Level: Intermediate — pairs

Materials: magazine pictures of people cut in half so that the heads/chests and bodies are on separate cards that are all the same size. Each student has at least five cards.

Procedure: Give all heads to one partner, and bodies to the other. Students must not see each other's cards. The student with a head begins by describing a face. The partner tries to find a body to match, and describes it. They compare cards to see if they are correct.

32. The ad game

Level: Intermediate — pairs, small groups

Materials: pictures of magazine ads with the text removed

Procedure: Give each group a picture. Each pair creates the text for the ad. They create the name, slogan, promises, etc. Combine pairs or groups and tell about your product and advertisement. Those who didn't create the ad tell whether they would purchase the product and why.

33. Pass the picture

Level: Intermediate and advanced — small groups

Materials: pictures of individuals

Procedure: Give each group a picture. The teacher reads a question about the picture, and the person holding the picture answers the question for the group. He passes the picture to his right. The teacher asks another question. The student with the picture answers the question about the picture for his group. The teacher continues to ask questions until each person in the group has had a chance to answer a question. Then each person tells the story about the person in the picture.

Sample questions:

- What's this person's name?
- Where is he/she from?
- What does he/she do for a living?
- Is he/she single, married, or divorced?
- What are three adjectives that describe this person?
- What does he/she do in his/her spare time?
- What is something exciting that has happened to this person?

34. Talking about the past

Level: Intermediate and advanced — pairs, small groups

Materials: pictures of children doing things

Procedure: Ask students to identify what the children are doing in the pictures. Then use the phrase "used to" to talk about things they "used to" do as children.

35. Disasters

Level: Advanced—small groups

Materials: pictures of tornadoes, floods, and hurricanes

Procedure: Ask students to pretend they were present when the disaster happened. Ask them to tell what they did when the disaster struck.

36. Comparing pictures

Level: Advanced—small groups

Materials: two pictures for each group

Procedure: Each person takes a turn telling one thing that is similar in the pictures. Then each person takes a turn sharing one thing that is different in each picture.

THINK IT OVER

Answer these questions to apply this information to your potential ministry.

1. Define communication practice activities.
2. What activities should you choose for a particular class session?
3. What is the role of the teacher in a communication practice activity?
4. What is the role of the student in a communication practice activity?
5. Why should the teacher plan more than one activity during a class session?

CHAPTER 9

Working with and Planning for Advanced Students

Characteristics of advanced students

Ministries targeting advanced students

Materials for advanced students

Lesson planning for advanced students

CHARACTERISTICS OF ADVANCED STUDENTS

Advanced students are very different from beginning and low intermediate students. High intermediate students may share characteristics of both beginning and advanced students.

Generally speaking, advanced students converse easily with English speakers around them. They may need targeted help in the following areas:

- Vocabulary expansion
- Sentence structure
- Idioms and slang expressions
- Pronunciation
- Writing skills

Advanced students often want to learn more about North American culture, history, and literature. Many advanced students are preparing to take the Test of English as a Foreign Language, commonly called TOEFL exam. Still other advanced students are seeking North American friends.

MINISTRIES TARGETING ADVANCED STUDENTS

Some ESL ministries target advanced students. They may take a theme approach to attract a particular demographic. A variety of themes have been used successfully, including North American idioms and slang, North American culture, basic English grammar review, academic English, and conversation corner—an open-discussion group in which students may practice speaking on a variety of topics.

MATERIALS FOR ADVANCED STUDENTS

There are some texts for advanced level students. However, you do not have to be tied to a text in planning lessons for this level. You will want to find material that meets specific needs of the students in your class. Using a variety of real-world materials and topics your students encounter on a regular basis will increase the value of the class in the students' eyes.

Materials to consider include, but are not limited to, these:

- Newspapers
- Idiom texts
- Conversation/discussion texts
- Specialized texts for pronunciation, specific jobs and occupations, TOEFL preparation and citizenship
- Student reports and presentations.

LESSON PLANNING FOR ADVANCED STUDENTS

Use the same lesson plan form that is used for beginning and intermediate students. The subheadings below correspond to the lesson plan subheading. Complete each portion of the lesson plan in detail. Refer to the advanced lesson plan sample in Chapter 5 for an example.

Begin your lesson planning for advanced students the same as you do for beginning and intermediate students. Complete the block at the top of the lesson plan. Identify specifically the name of the text or material and lesson objective. Write down any visual aides you need to help you as you gather materials.

Greeting, scripture and prayer

Refer to this topic in Chapter 5 for more guidance on this portion of the lesson. This introduction to each class session is important. The Bible verse may relate to the lesson topic or to the students' lives in other ways. The teacher should be intentional when choosing a Scripture so that it relates to the learning topic or to the students' lives. The Scripture should not be randomly chosen or chosen simply because the teacher likes it.

Learning new vocabulary: list 8 to 12

(Approximately 15 minutes)

(Use warm-up activity, visuals, mime, Total Physical Response, repetition, and/or dictation.)

Vocabulary words should come from the lesson materials. They should not be a random list of teacher-generated words. When introducing new vocabulary to advanced level students you will still use a variation of repetition exercise used with beginner and intermediate students. TPR is not usually used with advanced students. Hand gestures can be used if needed for understanding.

Advanced students require two significant changes to using drills. First, students define the words themselves. Second, they make up their own statements and questions using the new vocabulary.

Advanced students may have trouble correctly pronouncing the new words. They still need to hear and practice saying new vocabulary words. The teacher models the word and the students practice saying the word. The difference is that the teacher asks the students to define the words. If they can't, the teacher provides the definition. The teacher can also ask the students for synonyms, which are words that mean the same, and antonyms, which are words that mean the opposite. This helps the advanced student incorporate the new word with vocabulary they already know.

Here is an example of how introducing vocabulary could be done.

Teacher: *Extraordinary* (Repeat 5 or 6 times.)

Student: (Listens.)

Teacher: *Ready?*

Teacher: *Extraordinary*

Student: *Extraordinary*

(Repeat the above exchange 5 or 6 times.)

Teacher: *Who can tell me what extraordinary means?* (If the students do not know what the word means, the teacher gives the definition.)

Student: (Responds.)

Teacher: *Who knows a synonym, a word that means the same as extraordinary?*

Student: (Responds.)

Teacher: *Who knows a word that means the opposite of extraordinary?*

Student: (Responds.)

Dictation helps students gain skill in spelling, listening, understanding, and writing. Dictation exercises with advanced students focus on what students can do independently. Advanced students will be able to write sentences as well as individual words. Students may write what the teacher or another student says and later compare what they wrote to the original. Here is one way to use sentence dictation in an advanced class:

Step 1: Repeat a sentence that uses one or more of the vocabulary words at least three times.

Step 2: Students write the sentence. Use a variation of the backward build-up technique

described in the pronunciation chapter if students are struggling with the sentence.

Step 3: Ask a student to be the first to write the sentence on the board. Give other students opportunity to correct the spelling, punctuation, capitalization, and accuracy of the sentence.

Sentences using new vocabulary: List sentences and questions

(Approximately 15 minutes)

(Use repetition, substitution, and question and answer exercises.)

Advanced level students create their own sentence to use the new vocabulary words.

The teacher may ask one or more students to make a sentence using the word *observe*. He could ask other students to make sentences using the word in the past tense and future tense. He could also ask students to use two different vocabulary words in the same sentence. Each student should create a sentence using one or more of the vocabulary words. In larger classes, having the students work in pairs saves time and keeps everyone actively involved.

Substitution drills are effective with advanced learners. These drills can also be used to reinforce meaning for advanced level students. You do not need to use this technique with every vocabulary word, but it is a helpful tool for the times a word seems difficult for your class to master.

Here is how the substitution drill could be altered for the advanced learner.

The teacher asks students for synonyms for the vocabulary words and writes them on the board. Examples: observed = saw, watched, looked

Teacher: *Observed. Tu, make a sentence using the word observed.*

Student: *I observed the children playing.*

The teacher writes the sentence on the board, underlining the word *observed*.

Teacher: *Juan, say the same sentence using the word saw instead of observed.*

Student: *I saw the children playing.*

The teacher writes the word *watched* beneath the word *saw*.

Teacher: *Sushiela, say the same sentence using the word watched instead of observed.*

Student: *I watched the children playing.*

Teacher: *Class, I will say a sentence with the word saw or watched. You repeat the sentence using the word observed.*

Teacher: *I saw the car drive by.*

Student: *I observed the car drive by.*

Teacher: *I watched the man at work.*

Student: *I observed the man at work.*

Question and answer drills are adapted to fit the needs of advanced learners. Advanced level students create their own questions and answers using the new vocabulary words. A question and answer drill for *observe*, the word used in the substitution drill example, could look like this: the teacher could ask one student to ask a question using the word *observe*. She could ask a different student to ask a question, any question, and ask another student to respond using the word *observe*.

Chain drills are used as described in the chapter on vocabulary.

Additional pronunciation practice—list activities or resource name and page

(Approximately 5 minutes for beginners, 10 minutes for intermediate and advanced students)

The additional pronunciation practice for advanced students can be longer than for beginning

students. Students in this class will work on more complex rhythms, phrasing, and reduced/relaxed speech. This manual's pronunciation chapter has information to assist you. Choose activities that address needs you have observed in your students.

Activities such as jazz chants can help teach rhythm and phrasing. Minimal pairs can help students identify sounds more precisely. Using stress and intonation may assist students in identifying humor, sarcasm, and other hard-to-learn functions of North American English.

Communication Practice—list each individual activity

(Approximately 40 minutes)

Communication practice is as important for the advanced student as it is for the beginning and intermediate learners.

In addition to the first seven types of communication practice activities described in the communication practice chapter, advanced learners can do the more complex activities: discussion, debate, and problem solving.

Follow the guidelines for communication practice activities given in this manual. Be careful to plan multiple activities and to switch partners during this time. Use the activity sampler provided in the communication practice chapter for ideas.

6. What types of communication practice activities are appropriate for advanced learners?

7. What skills and personality traits do you have that would make you an effective advanced class teacher?

8. What appeals to you about working with advanced learners?

9. What doesn't appeal to you about working with advanced learners?

CHAPTER 10

Dealing with Cultural Misunderstandings

Dealing with cultural misunderstandings

Culture and its role in society

The major cause of cultural misunderstandings

Misunderstanding nonverbal communication

Ways to deal with cultural misunderstandings

DEALING WITH CULTURAL MISUNDERSTANDINGS

In your ESL ministry, you will deal with people who come from many different cultures. As you work with your students over an extended period of time, it is inevitable that there will be misunderstandings that occur because of your different cultural backgrounds.

These misunderstandings can have a negative impact on the relationships you have with your ESL students. The misunderstandings may result in some students not returning to class. They also may result in your students rejecting or not being open to the gospel.

In this chapter, we will look at some of these inevitable misunderstandings and ways you can deal with them.

CULTURE AND ITS ROLE IN SOCIETY

A nation's culture encompasses its traditions, patterns of living, and ways of expressing itself through the arts, beliefs, values, and behaviors.

Culture and language are intertwined

A culture so permeates a society that it impacts and is intertwined with the society's language. To fully understand a language, you must know and understand the culture in which it is spoken.

For example, many expressions in English come from sports. To understand the following expressions, you must be familiar with the sport. If you didn't know about the sport, its rules, and how it is played, it would be difficult to understand the phrases.

Can you identify the sport from which the following phrases come? Try expressing their meanings in different words.

- That's par for the course.
- The ball is in your court.
- They're running neck and neck.
- I can't get to first base.
- He's a heavy weight.
- I've got to punt.

Culture and religion are often intertwined and often shape one another

In many areas of the world, school, business, and community calendars operate around the observation of religious festivals of the culture's dominant religion. In every society, the culture shapes how the people express their religious beliefs. The culture and religion mingle to shape how you mark, recognize, and commemorate the passages of life—birth, marriage, and death.

Often culture and religion are so closely intertwined that if you come from a specific country or region, people assume that you are an adherent of a specific religion. For example, if you come from Thailand, it is often assumed you are Buddhist. If you are from Iran, people may assume that you are Muslim. If you are from Spain, many may think that you must be Catholic. Many of your ESL students may think that since you are from North America, you're a Christian.

For many of your ESL students, the religion identified with their culture or country is not a personal faith. However, it still is an integral part of their culture, and they fear that if they become Christians they will lose their cultural identity.

Culture and values are intertwined

From birth we are taught what is proper and improper behavior. The culture of our community sets the framework for determining those boundaries. Every choice we make is impacted by the culture in which we were raised.

Our culture provides an unwritten structure that permits us to know:

- What you can or cannot do
- What you can or cannot say
- Who you can say it to
- When you can say it

Our culture lets us know what is of value and what is not.

THE MAJOR CAUSE OF CULTURAL MISUNDERSTANDINGS

The most frequent cause of cultural misunderstanding is misattribution. Patty Lane, in *A Beginner's Guide to Crossing Cultures*, defines this as, "Attributing meaning or motive to someone's behavior based on your own cultural values and experience."¹

We judge and evaluate the conduct of other people based upon our assumptions of what is proper and improper behavior. We emotionally respond and react to behaviors that conflict with what our culture has taught is the way to behave.

Here is a situation involving an ESL teacher and one of her students.

At 6:00 p.m., an ESL teacher is waiting in a parking lot for a student she agreed to take to class. Class starts at 6:30, and it takes 20 minutes to get from there to the church. At 6:10, the student is still not at the parking lot. The teacher leaves so she can get to class on time. At 6:15, the student arrives at the parking lot and there is no one there to take her to class.

There were two people involved in this situation. Take a piece of paper and draw a line down the middle of it. On one side write Teacher at the top and on the other side write Student at the top.

Now make a list of what the ESL student may have thought about the teacher. Include what the student may have perceived as the teacher's attitude toward the student and her involvement in the ESL classes. Make a list of what the teacher may have thought about the ESL student. Include what the teacher may have perceived as the ESL student's attitude toward the teacher and the class.

Did your two lists have some similar evaluations? Did they include comments such as:

Never on time, always late	Undependable
Runs on (fill in country) time	Untrustworthy
Impatient	Wasted my time
Always in a hurry	Didn't care about me
Rude	Didn't care about the ESL classes
Inconsiderate	Didn't want me at the ESL classes

Did you notice that all of the terms you used were negative? Did you notice the character judgments? Do you think this situation will impact the relationship between the student and teacher? In all probability, it will.

In the situation above, two very strong North American cultural values shaped the teacher's actions. The first was punctuality. It was very important for the teacher to be on time and in her place so she could get class started on time and not lose any time or waste anyone's time.

The second cultural value that came into play was being task-centered. She couldn't wait, because she had things to do and she needed to be at church so she could take care of business. It was more important to the teacher to be on time and ready to teach the class than

¹ Patty Lane, *A Beginner's Guide to Crossing Cultures*, Intersivarsity Press, 2002, p. 27. Used with permission.

it was to wait for one student—especially since she did not know if the student would ever come.

The teacher, using North American cultural values as a guide, made negative value judgments about the student because she wasn't punctual. The student, using different cultural values, made negative value judgments about the teacher because she was task-centered rather than people-centered.

Both the teacher and the student were guilty of misattribution. They attributed meaning or motive to someone's behavior based on their own cultural values and experiences.

MISUNDERSTANDING NONVERBAL COMMUNICATION

Cultural misunderstandings and miscommunication can occur with a gesture, a look, a touch—even through how close or far apart we stand when we converse.

People communicate not only with words but also nonverbally. Many who study communication maintain that a higher percentage of our message is communicated through our facial expressions, gestures, and body language than through our words. We assume that while our words may not be understood, our body language is.

Just as vocabulary differs from language to language, nonverbal communication varies as well. Gestures and body language that convey one meaning to a native English-speaking North American may convey very different messages to someone from another culture, and vice versa.

Misinterpreting nonverbal communication signals can lead to cultural misunderstandings and conflict. Here are a few examples.

Gestures that are socially acceptable in North American culture may be offensive to other cultures. These are only some of the gestures:

- Pointing at someone with one finger
- Thumbs up
- Circled thumb and first finger indicating okay
- Point the bottom of your shoe or foot toward someone

How close or far apart we should stand to talk to someone is taught by our culture. If we are too close or too far apart, we feel uncomfortable.

For North Americans, a comfortable conversation distance is about four feet—just outside arms' reach. If people get closer we feel like our space is being invaded. For several Middle Eastern cultures, the comfortable and proper conversation distance is much closer.

It can be amusing to watch people from these two cultures try to get close enough or far enough away to comfortably carry on a conversation. However, it can be uncomfortable for the participants who wonder what is wrong with the other person.

The North American may wonder why the ESL student is so aggressive. Why is he trying to get in my face? The Middle Eastern student may wonder why the teacher is trying to avoid him. Doesn't he want to talk to me? Both of them may feel that the other person is being rude.

Touching is part of nonverbal communication.

The rules of etiquette for whom you can touch, when you can touch them, and where you can touch them vary from culture to culture.

Touching someone when you talk to him or her seems normal and natural to some, yet it seems offensive and causes discomfort for others. The cultural rules differ in situations of men touching men, women touching women, and men and women touching.

Rubbing or patting the top of children's heads is a common North American sign of affection.

Yet some Asians are appalled by this type of touching because they believe that people are trying to steal the spirit of the child by touching his head.

The appropriateness of hugging as a greeting varies from culture to culture. For some it is the norm, for others such touching is considered totally inappropriate.

How long you look at someone without looking away is an element of nonverbal communication. For North Americans, if you look at someone longer than what we consider appropriate, it is considered staring, which is rude and threatening. Some other cultures, though, permit looking at someone for a longer time span without it being considered offensive.

Looking someone in the eye for an extended time, or locking eyes with them, is often interpreted as a challenge. Being the first to blink acknowledges the dominance of the other person.

Where you look is another consideration.

North Americans believe one way to know if you are telling the truth is to look someone in the eye when you are speaking. If you don't, you probably aren't telling the truth. Yet in some cultures it is considered rude to look someone in the eye when speaking to him or her. This is true particularly if you are a child speaking to an adult, a woman speaking to man, or you are speaking to someone who is considered of higher class or status.

WAYS TO DEAL WITH CULTURAL MISUNDERSTANDINGS

Five strategies can help an ESL teacher deal with cultural misunderstandings.

1. Be aware of your own cultural values and attitudes.
2. Do not attribute meaning or motive to your ESL students based on your own cultural values.
3. Teach your students about North American cultural values, attitudes, and nonverbal communication.
4. Learn about your student's cultural values.
5. Show grace and Christ's love.

1. Be aware of your own cultural values

The first way to combat cultural misunderstandings is to learn about your own cultural values. If you are feeling upset with an ESL student, in all likelihood they have violated one of your cultural values. They have done something that you think is improper.

Here are a few important North American cultural values and the phrases or statements that we often use to express those values.

- Independence— You need to stand on your own two feet. Make your own choices.
- Self-reliance— If you don't look out for yourself, no one else will. Some day you'll be on your own.
- Individual identity— Do your own thing. Be your own man. I need a place of my own.
- Equality— Each individual should have an equal opportunity for success. You can be whatever you put your mind to.
- Informality— Just call me Joe. The dress will be business casual. Let's dispense with the formalities and get down to business.
- Direct communication— Tell it like it is. Speak up. Say what's on your mind.
- Time consciousness— Time is money. Don't waste it! Be on time.
- Task centeredness— Don't goof off. Keep your nose to the grindstone.
- Focus on achievement— Nothing succeeds like success. The end justifies the means.

- Action oriented—Don't just sit there, do something about it. Can't visit long, I have something to do.
- Competitiveness—You've got to go for the gold. Be number one. Quitters don't win, and winners don't quit.
- Future oriented—I'm saving for a rainy day. Invest in our youth, for they are our future.

These values are important to North Americans. We judge and evaluate people based upon whether they live by these values. However, not every culture believes these values are positive. They choose not to live by these values, so misunderstandings occur.

Here are some evaluations ESL students may make about North Americans when they look at these values.

- Independence—cold, aloof
- Self-reliance—not strongly committed to family
- Individual identity—too focused on self and not others
- Equality—this is not true; people are not really treated equally
- Informality—not respectful of others; relationships are superficial
- Direct communication—pushy, assertive, too emotional
- Time consciousness—impatient, robots who are slaves to a clock
- Task centeredness—more concerned about things than people and relationships
- Focused on achievement—materialistic
- Action oriented—compulsively active
- Competitive—under constant emotional strain and pressure to win
- Future oriented—not concerned with the past, do not show proper respect for parents and elderly

Identify the American cultural values at work in the following story. How could they be misinterpreted by someone of a different culture?

An ESL teacher invited her 10 students along with 5 children to eat dinner in her home. Most of the guests were Chinese. One couple and their son were Korean. The Korean family brought the teacher a bouquet of flowers wrapped in cellophane. The teacher was busy finalizing a Chinese dish that needed immediate attention, so she quickly got out a vase and put the flowers in it. She could see that the family was disappointed. She instantly knew her actions had offended the guests. As soon as the dish was finished and before the other guests were called to the table, the teacher turned her attention to the flowers, cutting the stems and arranging them in the vase. She expressed her appreciation to the Korean family for their thoughtful gift.

Later the teacher admitted that she was being time conscious and task-centered—wanting to get the meal ready at the appointed time and in the way she had learned in her cooking class. Fortunately, she realized her error in time to become more relationship-focused.

Identifying the American cultural values that drive behavior is an important step to building meaningful relationships with students.

2. Do not attribute meaning or motive to your ESL students based on your own cultural values

Realize that your ESL students don't live by the same cultural values you do. When your student's conduct or actions violate your values, suspend negative character judgments. Such attitudes and evaluations can make it difficult for you to have a positive relationship with that student. Don't attribute meaning or motive to someone's behavior based on your own cultural values (misattribution).

3. Teach your students about North American cultural values, attitudes and nonverbal communication

Help them understand the values that impact choices of behavior.

Teaching your ESL students North American cultural values and etiquette will help your students understand how to relate more effectively to their North American neighbors.

There are resources to help you with this task. An Internet search or a visit to your local library will prove helpful.

4. Learn about your students' cultures

Another way to reduce cultural misunderstanding is to learn about your student's culture. This will help you understand their values, actions, and attitudes. It will also help you know the important times in the cultural life of your students. You can learn about their culture in several ways.

- Ask your students about it.
- Ask other people from that culture about it.
- Read about it.
- Look for books and Internet sources to help you understand various cultures.

5. Show grace and Christ's love

One of the most effective things you can do when faced with cultural misunderstanding is to show grace and Christ's love. God showed and extended grace to you. You should do the same for others.

The only reaction you can control is your own. When ESL students do something that offends you, demonstrate the characteristics of Christ's love set forth in 1 Corinthians 13. Love is...

- Not proud
- Not self-seeking
- Never rude
- Doesn't keep a list of wrongs
- Kind
- Patient
- Ever loyal
- Ever faithful
- Ever hopeful
- Ever trusting

When you think you have done something to offend your student, apologize to them in private. Say it simply: *I'm sorry I offended you. I didn't mean to. I apologize.*

Your love for your students will help overcome any possible misunderstanding. Your demonstration of grace and Christ's love will clearly show God's love.

Remember that the gospel transcends all cultures.

For the Scripture says, Everyone who believes on him will not be put to shame, since there is no distinction between Jew and Greek, because the same Lord of all richly blesses all who call on him (Rom. 10:11-12, CSB).

5. Think back to the chapter on learning vocabulary. When an ESL teacher gestures to the class, which part of the hand is used? Why?

6. Look at the list of North American cultural values. Which values most describe you?

7. How could those values impact, positively or negatively, on your teaching?

8. What is the most effective approach to take if you have a cultural misunderstanding with a student?

CHAPTER 11

Incorporating Biblical Material in your Class

The reason to incorporate biblical materials

Ways to incorporate biblical materials in your classes

Appendices

THE REASON TO INCORPORATE BIBLICAL MATERIALS

Sharing the good news of the gospel of Jesus Christ is the goal of literacy missions ministries. One way to do this is to intentionally incorporate biblical materials and concepts in every aspect of your classes. This section will give you ideas and suggestions of ways that you can do this.

Do not be concerned that you will offend your students by talking about God or Jesus, as long as the presentation is done in a non-confrontational manner.

Your students have come to the ministry of a Christian church. Hearing people talk about God and Jesus in the church building is natural. They would wonder about your relationship with Jesus if you did not talk about Him in the church.

Your relationship with Jesus should be so transparent and such a part of you that it flows from you naturally. Telling others about that relationship can be done in ways that are not offensive.

WAYS TO INCORPORATE BIBLICAL MATERIALS IN YOUR CLASSES

During full group time

This is the 20 to 30 minutes when all students and teachers are together. Full group time provides wonderful opportunities for presenting biblical thoughts and using biblical material.

Display posters with verses on them

Many of your students can read English. Placing simple Scripture verses on colorful posters will provide opportunities for your students to read and absorb Scripture. This simple approach will permit the verses to speak for themselves.

Remember, "The word of God is living and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart." (Hebrews 4:12, NIV).

Use posters from Sunday school materials, Christian bookstores, American Bible Society, etc.

Use songs and music

Use 5 to 10 minutes for the full group to sing simple Christian songs or choruses in English.

Songs that use repetition are best. The music will help the students practice English pronunciation, rhythm, stress, and intonation. Music also helps communicate the joy found in Christ.

Using seasonally appropriate music, such as Christmas carols, helps students learn cultural information and provides an opportunity for teaching the meaning of the text.

Using the same choruses each week helps the students learn them and provides a familiar activity in which they all can participate.

Do not take time to teach the meaning of all the words during full group time. You can give or ask for brief definitions or translations of words that you believe are essential to understanding.

Have the words of the song either projected on a screen or printed for the students to read. Many of your students will be able to read the words, even if they don't understand what they mean.

Be sure to follow copyright laws in projecting and copying songs. Request to use your church's license for this.

Before you introduce songs or choruses to the students, practice them with the teachers and volunteers.

Below is a suggested sequence for introducing new songs. This introduction will increase the comfort level of the student and will increase student participation.

- Have the students listen to the tune.
- Have those who know it sing the song through twice.
- Ask the students to join in.
- Sing the song through two more times.

Invite individuals or musical groups to sing Christian songs

While instrumental music is enjoyable, without words the message is not conveyed.

If you invite someone to sing, it is important that you still have a group singing time, even if it is only one song.

Give short devotionals

Short means three to five minutes. Full group time is limited and there is much to do. Your students' attention will be pulled in many directions. Shorter devotionals have a greater chance of being heard and remembered.

Use simple English so the majority can understand. Realize that everyone will not understand everything you say.

Write the Scripture on the board or project it. Distribute a written copy of the Scripture, with translations in other languages, if possible.

Use a simple English translation of the Scripture. There are several translations of the Bible now available in simple English.

- Contemporary English Version by The American Bible Society
- The New Life Bible by Barbour Publishing
- New International Reader's Version by International Bible Society

Have a simple one-sentence point for your devotional. This helps you focus your devotional and helps your students understand and remember the point.

Telling why we celebrate a specific holiday is a good topic.

Conclude each devotion time by saying something like, "Remember, God loves you. Jesus loves you. And we love you."

During small group classes

In every lesson, present a Scripture verse during the Greeting, Scripture, and Prayer time of the session outline

The Scripture should correlate to the day's lesson. Read the verse at the beginning of class. Give your ESL students copies of the Scripture in both English and their native language, if possible. You can ask bilingual students or friends to locate the Scripture to be copied. Have them verify that you have the correct verses.

You can check Internet sites that provide the Scripture in multiple languages. Here are a few Internet sites to get you started.

- Bible Gateway (www.biblegateway.com)
- Bible Data Base (www.bibledatabase.net)
- YouVersion (www.bible.com/versions)
- GospelGo (<http://gospelgo.com/bibles.htm>)

Secular ESL texts will not provide guidance for this task. Resources such as books that list God's promises or provide topical Scripture compilations are good resources. Pray for the Holy Spirit to lead you to the verse and topic that will have the greatest impact on your students.

You could incorporate biblical materials in a portion of your lesson

The following are suggestions to consider. Don't use every suggestion in every lesson. Vary your

approach depending upon your students' needs, the nature of the lesson you are teaching, and the Holy Spirit's leading. *Make certain that any biblical materials, including proverbs and sayings, relate to that lesson's objective.*

The majority of your students didn't come to your ESL classes for Bible study, but to learn everyday, functional language. Be careful that you allow adequate time in your lesson to present and practice the functional language you selected from the ESL text. You don't want to lose the opportunity to share and demonstrate the gospel because the student quit coming.

Your new vocabulary and sentences using the new vocabulary could include words used in Bible verses, biblical places, or characters.

- In a lesson that includes the new vocabulary word garden, you could teach about the Garden of Eden. "The first garden was the Garden of Eden."
- In a lesson that includes the new vocabulary word book, you could teach the word Bible. "The Bible is a book about God."
- In a lesson that includes the new vocabulary word son, you could teach that Jesus is God's son.

If you are teaching higher level students idioms, one or two of the idioms you teach could be biblical allusions or idioms with biblical roots. Here are some:

- The handwriting is on the wall.
- Man does not live by bread alone.
- The spirit is willing, but the flesh is weak.
- He thinks he walks on water.

You can find an extensive list and explanation of such phrases and allusions in *The New Dictionary of Cultural Literacy: What Every American Needs to Know* (E.D. Hirsch, Joseph F. Kett, James Trefil. 2012).

You could use biblical material during pronunciation practice

For listening exercises play a Christian song. Have students listen for the words that start with the sound /c/. They can make a mark on their papers every time they hear the sound, and then count the marks.

Write and teach jazz chants based on Scripture. A sample is found in the appendices of this chapter. A good resource is *Bible Verse Chants* by Glenda Reece (eslts.com).

You could use biblical material in one of the communication practice activities that you use

Assign different biblical proverbs to small groups. Have them discuss the meaning of each. Ask them to share a proverb from their own culture that is similar, if they have one.

For example: Kind words are like honey — they cheer you up and make you feel strong. (Proverbs 16:24, CEV)

If you used the term *good Samaritan* as one of your vocabulary words, your ESL students could role play asking someone if they need help, asking someone for help, and calling 911. They could discuss, "If you saw someone on the highway who was injured, would you stop to help? Why or why not?" Or, "Have you ever been a good Samaritan? Has someone been a good Samaritan for you?"

The entire lesson may be based on biblical materials

Some ministries only offer Bible-based classes. While this is an option, it doesn't meet the basic English survival needs of most students. The Bible doesn't teach about finding an apartment, going to buy groceries, etc.

Other ESL ministries offer Bible-based classes as an option during regular class time. This class is offered to those students with better English skills who have been coming several

years. Several offer English classes that use the Bible as the primary text on a different day than regular class—usually Sunday or at midweek service.

Materials for the lessons can come from a variety of sources.

You could create your own using a single Bible story. You could use resource books that provide material and ideas for using the Bible with ESL students. These may include the following:

- *English Lessons from the Bible, the Book of Mark* (Glenda Reece, North American Mission Board). Contact your state convention or the National Literacy Missions Partnership (coordinator@LiteracyMissionsSBC.net) for FedEx ordering instructions.
- *Learning of Jesus Through ESOL* (Doris Edwards, South Carolina Baptist Convention. <http://www.scbaptist.org/sending/missions/literacy-esl/>)

It is worth noting that *English Lessons from the Bible, the Book of Mark* is designed for high-beginners and intermediates. If using the text with beginners, adjustments will be necessary. There are often more pictures on a page than is needed for the story. Copy the pictures needed for the lesson and paste them on a different sheet to make it simpler.

With forethought, you can and should intentionally incorporate biblical materials into your classes.

APPENDICES

INCORPORATING BIBLICAL MATERIAL IN YOUR CLASS

Jazz chant based on Philippians 1:3

Overview of *English Lessons from the Bible, the Book of Mark*

Lesson plan based on a lesson from *English Lessons from the Bible, the Book of Mark*

Sample pages from *English Lessons from the Bible, the Book of Mark*

Reference charts for *English Lessons from the Bible* lesson planning

Jazz Chant based on Philippians 1:3

A

Every time

Every time I think of you

I thank the Lord.

Every time I think of you

I thank the Lord

B

Every time

Every time I think of you

I thank the Lord.

I thank the Lord.

Every time I think of you.

A and B together

Every time I think of you

I thank the Lord.

Every time I think of you

I thank the Lord.

Overview of English Lessons from the Bible, the Book of Mark

This is a text that uses the Gospel of Mark as the basis for teaching ESL. It is a two-volume set. Each volume has both a teacher and student book.

It is intended for high beginners to intermediate students.

Pictures are used to help the student remember the story and to give him or her a cue when not certain. You have permission to copy the pictures for displays (electronic or physical) to use with your students.

The book focuses on conversation. Be sure all exercises in the book are taught orally in class. The text includes workbook pages that the student can do at home. Avoid making your class primarily a reading, fill-in-the-blank work session.

Like all textbooks, *English Lessons from the Bible* (ELB) uses some descriptive terms that are unique.

- Core sentences—the English sentences used to tell the story
- Buzz words—vocabulary words that help students make English sentences that are more than subject-verb-object sentences including prepositions and connector words such as *in, above, with, and, also, however*.
- Adaptation questions—questions that are intended to develop discussions related to the Scripture topic.
- A Deeper Look—adaptation questions with a spiritual focus.

The text is divided into units and each unit into several lessons. The different elements necessary for completing a lesson plan are found throughout the unit. You will find charts on pages at the end of the appendices that show where you can find the elements for your lesson plan.

On the following pages is a sample ESL lesson plan and sample pages from *English Lessons from the Bible* that were the beginning point for the sample lesson plan.

ESL LESSON PLAN

Date Used: _____

(High Beginner/Low Intermediate Level)

Pray for your students

Name of book, lesson title and/or number, pages:

English Lessons from the Bible, Book 1 - Unit 1, Lesson 2, first paragraph of Scripture passage.

Lesson objective:

The student should be able to tell who or what he or she has seen, tell about his or her family, and tell about his or her occupation.

Visual or teaching aids needed:

Picture of activities at a lake, copy of page 9 to project or enlarged picture to show.

Greeting, Scripture, and prayer (Approximately 5 min)

Mark 1:16-18: Students read in their own language, or some may read it aloud in English.

Introduce new vocabulary: List 8-12 new words (Approximately 15 min)

Use warm-up activity, visuals, mime, Total Physical Response, repetition, or dictation.

English Lessons from the Bible, pages 9-10, from Scripture, core sentences, vocabulary.

Warm Up: Show picture of lake with people doing several activities. Project or have an enlarged copy of *English Lessons from the Bible*

lake	walk/walked	Jesus
fish	see/saw	Simon Andrew
fishermen	catch/caught	brother
net(s)	come/came	

Sentences using new vocabulary: List sentences and questions (Approximately 15 min)

Use repetition, substitution, and question and answer exercises.

Developed from *English Lessons from the Bible*, pages 9-10, from Scripture, and core sentences.

Project or have an enlarged copy of *English Lessons from the Bible*, page 9. Ask questions after each sentence.

Point to pictures.

Jesus walked along the lake.

Who walked along the lake?

Where did Jesus walk?

What did Jesus do?

Point to pictures.

Jesus saw Simon.

Who did Jesus see?

Who saw Simon?

Point to pictures.
Jesus saw Andrew.

Who saw Andrew?

Point to pictures.
Simon and Andrew are brothers.

Who is Simon's brother?
Who is Andrew's brother?

Point to pictures.
Simon and Andrew are fishermen.

What does Simon do?
What does Andrew do?
Who is a fisherman?

Point to pictures.
Simon and Andrew are catching fish in nets.

Who are catching fish?
How are they catching fish?

Point to pictures.
Jesus said "Come with Me! I will teach you
how to bring in people instead of fish"
(Mark 1:17, CEV).

What did Jesus say?
What would Simon and Andrew catch with
Jesus?

Point to pictures.
Andrew and Simon went with Jesus.

What did Simon and Andrew do?
Who went with Jesus?
Who did Simon and Andrew go with?

Additional pronunciation practice: List activities or resource name and page. (*Approximately 5 min for beginners, 10 min for intermediate and advanced*)

English Lessons from the Bible, page 16, pronunciation

Teacher writes the alphabet on the board, and points to each letter as the class recites the English alphabet.

Divide students into pairs. Teacher says each Bible character's name and spells the name aloud. Each student says and spells the name out loud. Repeat the sequence with each Bible character's name.

In pairs, Student A says and spells his or her name out loud. Then Student B says and spells Student A's name aloud. Student B says and spells his or her name out loud. Then Student A says and spells Student B's name aloud.

Communication practice: List each activity (*Approximately 40 minutes*)

Remain in the same pairs from the pronunciation practice.

Each partner tells the Bible story and asks:

Do you have a brother? How many brothers do you have?

Do you have a sister? How many sisters do you have?

Combine pairs into groups of four.

Each person tells the others about his or her partner's siblings.

For example: Juan has two brothers and one sister.

One at a time, each person asks the person on his or her left:

Have you walked along a lake? Where was the lake? What did you see at the lake?

Make new pairs with people not in the groups of four. Each partner tells about his group's answers to the questions about the lake.

For example:

Cisco walked along a lake. It was in Mexico. He saw fishermen.

Maria has not walked along a lake.

Gustoff walked along a lake. It was in Germany. He saw castles.

I walked along a lake. It was in Vietnam. I saw boats.

Class interview

Walk around and say to each student, "Simon and Andrew were fishermen. What do you do?" For example: Students should answer something like, "I am a mechanic," or "I am a cook."

Review new words, homework assignment, and prayer (*Approximately 5 minutes*)

Review new words: Class reads each new word as you point to it on the board.

Homework: Write the vocabulary words three times. For each word, write a sentence using the word. Also, tell a friend or family member the Bible story in your language and then in English.

Memory verse— "*Nothing is impossible for God*" (*Luke 1:37, CEV*).

Prayer— God, we thank You for our families—our brothers and sisters, fathers and mothers, and our sons and daughters. Help us to love them like Jesus loves them.

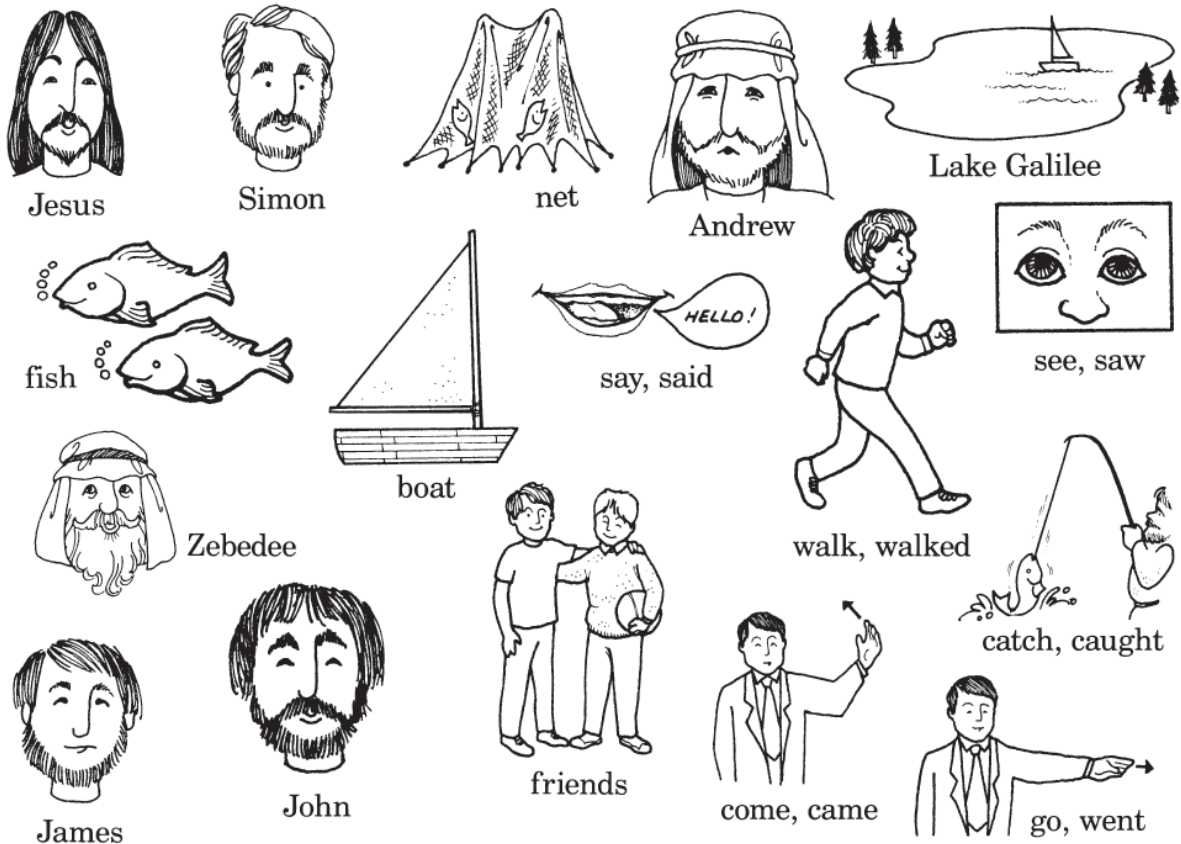
UNIT 1, LESSON 2

Unit 1, Lesson 2

I. As Jesus walked along the shore of Lake Galilee, he saw two fishermen, Simon and his brother Andrew, catching fish with a net. Jesus said to them, "Come with me, and I will teach you to catch men." At once they left their nets and went with him.

He went a little farther on and saw two other brothers, James and John, the sons of Zebedee. They were in their boat getting their nets ready. As soon as Jesus saw them, he called them; they left their father Zebedee in the boat with the hired men and went with Jesus.

Mark 1:16-20, GNB



UNIT 1, LESSON 2

A. Dialogue

SIMON: Who's that?
 ANDREW: That's Jesus.
 SIMON: Who is He?
 ANDREW: He's a teacher.
 SIMON: He said, "Come with Me." I will go with Him.
 ANDREW: Yes, I will leave my boat and go with Jesus.

B. Core Sentences

1. Jesus walked along the lake.
2. Jesus saw men.
3. Jesus saw fishermen.
4. He saw Simon
5. He saw Andrew.
6. Andrew had a net.
7. Andrew caught a fish.
8. Simon and Andrew are brothers.
9. Jesus talked to Simon and Andrew.
10. Jesus made friends.
11. He saw James and John.
12. James and John are brothers.
13. Zebedee was in the boat.
14. Zebedee is the father of James.
15. James and John went with Jesus.
16. Andrew and Simon went with Jesus.

II. VOCABULARY

Nouns	Verbs	Buzz Words	Question Words
boat family fish lake man, men name net people shore	to catch, caught to come, came to go, went to have, had to leave, left to make, made to say, said to see, saw to talk, talked to walk, walked	along and in not to with	what who
			Place
			Lake Galilee

UNIT 1, LESSON 2

A. Action Verbs

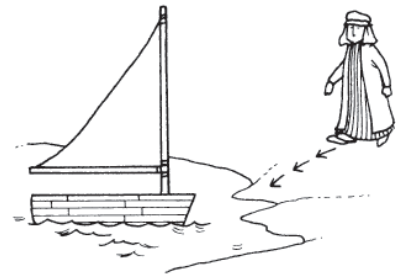
1. **to catch, caught:** to take and hold (something moving).

- a. Simon **catches** fish.
- b. John **is catching** fish now.
- c. Yesterday, the fisherman **caught** many fish.



2. **to come, came:** to move forward, approach.

- a. Jesus **comes** to see the fisherman.
- b. Simon **is coming** with many fish.
- c. The men **come** to Jesus.



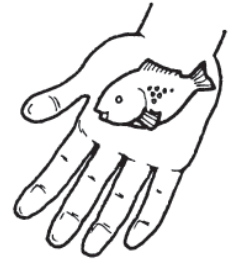
3. **to go, went:** to move along.

- a. Andrew **goes** to see Jesus.
- b. Simon **is going** to the boat.
- c. James and John **went** with Jesus.



4. **to have, had:** to hold in one's keeping or to hold in one's hand.

- a. We **have** many fish in the nets.
- b. John **is having** fish for lunch.
- c. They **had** fish in their boats.



5. **to leave, left:** to go away.

- a. Andrew **leaves** his boat.
- b. The boat **is leaving** the shore now.
- c. John **left** his father.



UNIT 1, LESSON 2

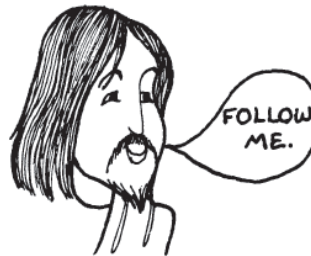
6. **to make, made:** to put together, to bring into being.

- a. Jesus **makes** many friends.
- b. I **am making** friends now.
- c. He **made** four fishermen happy yesterday.



7. **to say, said:** to speak.

- a. We **say** many words in English class.
- b. He **is saying** the vocabulary words.
- c. Jesus **said**, "Follow Me."



8. **to see, saw:** to look at.

- a. We **see** fish in the net.
- b. Now Andrew **is seeing** Jesus.
- c. Jesus **saw** two fishermen yesterday.



9. **to talk, talked:** to speak.

- a. I **talk** to my friends.
- b. He **is talking** on the telephone.
- c. Jesus **talked** to Andrew and John.



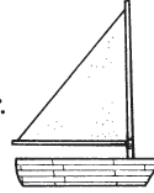
10. **to walk, walked:** to go on foot.

- a. Jesus **walks** along the shore.
- b. I **am walking** home today.
- c. The friends **walked** with Jesus.

UNIT 1, LESSON 2

B. Nouns

1. **boat:** a small open vessel for traveling on water.



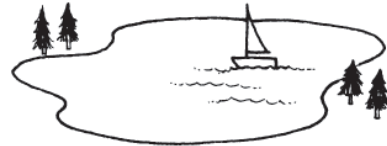
2. **family:** mother, father and their children as a group; a group of related people.



3. **fish:** a living thing which lives in water.



4. **lake:** a body of water surrounded by land.



5. **men:** plural of man.



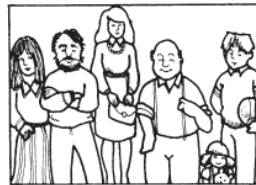
6. **name:** the word by which a person, animal, place, or thing is spoken of.



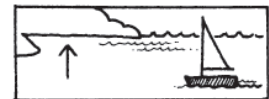
7. **net:** an open fabric made of string, cord, thread, or hair to leave small or large holes regularly arranged.



8. **people:** men, women, and children.



9. **shore:** land at the edge of the sea or lake, river, or other body of water.



UNIT 1, LESSON 2

Fill in the blank with nouns from the preceding list.

1. A fisherman catches _____.
2. My _____ is John. What's your _____?
3. The plural of man is _____.
4. The boat was on the _____.
5. Andrew catches fish in his _____.
6. Jesus walked along the _____ of the lake.
7. Zebedee, James, and John are a _____.
8. The fishermen are _____.
9. The fishermen are in a _____ on the lake.

III. GRAMMAR AND DRILL

A. Make sentences using the model.

EXAMPLE:

_____ walked along the lake. (Jesus)
Jesus walked along the lake.

1. _____ walked along the lake. (Andrew)
2. _____ talked to the teacher. (Use all the names in the story, the teacher's name, and the names of the students.)

UNIT 1, LESSON 2

B. Use the words in parentheses to complete the sentence.

EXAMPLE:

(Jesus) _____ saw the _____. (lake)

Jesus saw the lake.

1. (Andrew) _____ went to the _____. (net)
2. (Simon) _____ came to the _____. (man)
3. (Jesus) _____ saw the _____. (boat)
4. (John) _____ left the _____. (lake)
5. (James) _____ caught the _____. (fish)

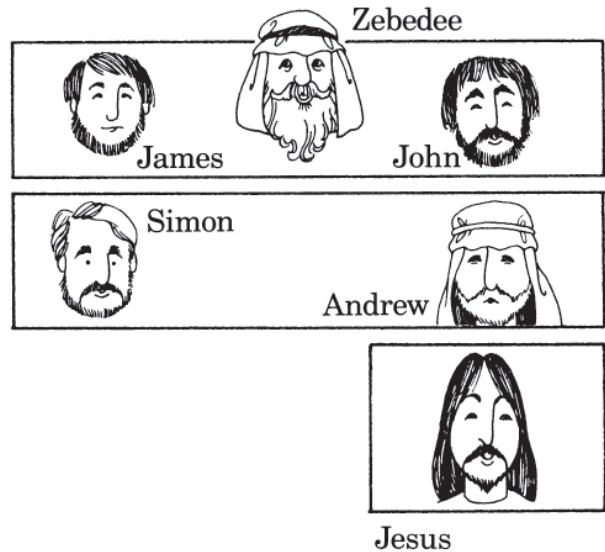
C. Make positive and negative statements. Be sure they are true.

EXAMPLE:

John is not _____ father.

John is not Simon's father.

1. Zebedee is _____ father.
2. James is _____ son.
3. Zebedee is not _____ father.
4. Andrew is not _____ brother.
5. Jesus is not _____ son.
6. Jesus is not _____ brother.
7. Andrew is _____ friend.



UNIT 1, LESSON 2

D. Answer the following *who* and *what* questions.

1. Who went with Jesus? _____
2. Who was a fisherman? _____
3. Who talked to Jesus? _____
4. Who walked along the shore? _____
5. What did James catch? _____
6. What was in the boat? _____
7. What was in the net? _____

IV. PRONUNCIATION

- A. Spell the names of the Bible characters aloud.
- B. Spell the student names aloud.
- C. Recite the English alphabet by calling each letter by name.
- D. The sounds of English: *b* sound is /b/.

Initial	Medial	Final
be	about	rob
bed	subject	robe
boat	label	grab
brother	bribe	cab

V. WRITING

In your notebook, write the core sentences in this lesson.

UNIT 1, LESSON 2

VI. MEMORY VERSE

“For with God nothing shall be impossible.”

Luke 1:37, KJV

VII. HOMEWORK

A. Read the following paragraph.

Andrew sees Jesus. He walks near the boat. Simon catches a fish. Jesus says, “Come with Me” to Simon and Andrew. Simon and Andrew leave their nets.

B. Write the answers in your notebook.

1. Who does Andrew see? Andrew sees Jesus.
2. Who walks near the boat? _____
3. What does Simon catch? _____
4. What does Jesus say? _____
5. What do Simon and Andrew do? _____

C. Change the underlined nouns to personal pronouns.

EXAMPLE:

Jesus saw them.

He saw them.

1. James and John are the sons of Zebedee. _____
2. Andrew is a fisherman. _____
3. John and I walk along the shore. _____
4. Jesus said, “Andrew, come with Me.” _____
5. What do Simon and Andrew do? _____

Reference Chart *English Lessons from the Bible, the Book 1*

	Pictures	Vocabulary	Core Sentences	Pronunciation	Writing	Adaptation Questions	Deeper Look	Homework	Memory Verse
Unit 1									
Lesson 1 <i>Mark 1: 1-2</i>	•	•	•	•	•			•	•
Lesson 2 <i>Mark 1: 16-20</i>	•	•	•	•	•			•	•
Lesson 3				•	•	•			•
Lesson 4 <i>(Pr. Ex.)</i>							•	•	
Unit 2									
Lesson 1 <i>Mark 1: 29-31</i>	•	•	•	•				•	•
Lesson 2				•	•			•	•
Lesson 3				•	•	•			•
Lesson 4							•	•	
Unit 3									
Lesson 1 <i>Mark 1: 35-38</i>	•	•	•	•	•			•	•
Lesson 2				•	•			•	
Lesson 3				•	•	•			
Lesson 4							•	•	

Reference Chart *English Lessons from the Bible, the Book 1*

	Pictures	Vocabulary	Core Sentences	Pronunciation	Writing	Adaptation Questions	Deeper Look	Homework	Memory Verse
Unit 4									
Lesson 1 Mark 2: 1-3	•	•	•	•	•			•	•
Lesson 2 Mark 2: 1-5	•	•	•	•	•			•	•
Lesson 3 Mark 2: 1-7	•	•	•	•	•	•			•
Lesson 4							•	•	
Unit 5									
Lesson 1 Mark 2: 8-12	•	•	•	•	•			•	•
Lesson 2				•	•			•	•
Lesson 3	•	•	•	•	•	•			•
Unit 6									
Lesson 1 Mark 2: 13-17	•	•	•	•	•			•	•
Lesson 2				•	•			•	•
Lesson 3	•			•	•	•			•
Lesson 4							•	•	

Reference Chart *English Lessons from the Bible, the Book 1*

	Pictures	Vocabulary	Core Sentences	Pronunciation	Writing	Adaptation Questions	Deeper Look	Homework	Memory Verse
Unit 7									
Lesson 1	•	•	•	•	•			•	•
Lesson 2 Mark 3: 1-6				•	•			•	•
Lesson 3	•			•	•	•			•
Lesson 4							•	•	
Unit 8									
Lesson 1 Mark 4: 1-8	•	•	•	•				•	•
Lesson 2				•				•	•
Lesson 3				•	•	•			•
Lesson 4							•	•	
Unit 9									
Lesson 1 Mark 4: 13-20	•	•	•	•	•			•	•
Lesson 2				•	•			•	•
Lesson 3				•	•			•	•
Lesson 4							•	•	

Reference Chart *English Lessons from the Bible, the Book 2*

	Pictures	Vocabulary	Core Sentences	Pronunciation	Writing	Adaptation Questions	Deeper Look	Homework	Memory Verse
UNIT 1									
Lesson 1 <i>Mark 6:31-37</i>	•	•	•	•	•			•	•
Lesson 2 <i>Mark 6:38-44</i>	•	•	•	•	•			•	•
Lesson 3				•	•	•		•	•
Lesson 4							•	•	
UNIT 2									
Lesson 1 <i>Mark 8:31-33</i>	•	•	•	•	•			•	•
Lesson 2 <i>Mark 8:34-38</i>	•	•	•	•	•			•	•
Lesson 3				•	•	•		•	•
Lesson 4							•	•	
UNIT 3									
Lesson 1 <i>Mark 11:15-19</i>	•	•	•	•	•			•	•
Lesson 2				•	•			•	•
Lesson 3				•	•	•		•	•
Lesson 4							•	•	

Reference Chart *English Lessons from the Bible, the Book 2*

	Pictures	Vocabulary	Core Sentences	Pronunciation	Writing	Adaptation Questions	Deeper Look	Homework	Memory Verse
Unit 4									
Lesson 1 Mark 12: 28-33	•	•	•	•	•			•	•
Lesson 2	•			•	•			•	•
Lesson 3	•			•	•	•		•	•
Lesson 4							•	•	
Unit 5									
Lesson 1 Mark 14: 1-2	•	•	•	•	•			•	•
Lesson 2	•	•	•	•	•			•	•
Lesson 3						•		•	•
Lesson 4							•	•	
Unit 6									
Lesson 1 Mark 14: 32, 40-46	•	•	•	•				•	•
Lesson 2		•	•	•	•		•	•	
Lesson 3 Mark 14: 53-55, 60-64	•	•	•	•	•	•		•	•
Lesson 4							•	•	
Unit 7									
Lesson 1 Mark 15: 1-2	•	•	•	•	•	•		•	•
Lesson 2 Mark 15: 24-26, 37-39	•	•	•	•	•	•		•	•
Lesson 3 Mark 16: 1-7	•	•	•	•	•	•		•	•
Lesson 4							•	•	

CHAPTER 12

Sharing your Faith with your Students

Preparing to share your faith

How to become a Christian

Scriptures to keep in mind

Things to keep in mind when sharing your faith

How to create opportunities to talk about spiritual matters

Other ways to demonstrate your faith to your students

What to do if a student expresses a desire to become a Christian

Appendices

SHARING YOUR FAITH WITH YOUR STUDENT

A literacy missions volunteer who is called by God looks for opportunities to share his or her faith. As you share your time and knowledge with your students, you should not hold back or hide the most important information you possess—the salvation that comes from and through Jesus Christ.

Do not be afraid of offending your student by talking about your faith. In many cultures, religion permeates the life of an individual and a society. Your faith is a vital part of your life. You should let your student know this. One Buddhist student said to a friend, “My teacher’s faith must not be very important to her. She never tells me about her attachment to her Christ, her Bible, or her church.” If your motive is sincere and your spirit is humble, you will not give offense.

Commit to yourself and God that you will share your own experience with Christ with your ESL students.

PREPARING TO SHARE YOUR FAITH

Prepare through personal prayer. Pray for guidance from the Holy Spirit about when, where, how, and with whom to share your faith.

ESL ministries are founded and based on prayer—teachers praying for students, volunteers praying for the Lord to lead them where they are to minister, and pastors and denominational leaders praying for volunteers to meet the needs of individuals in Christ’s name.

The effectiveness of your ministry and your introducing people to Jesus will be directly proportional to the amount of time you and others involved in the ministry spend in prayer.

- Enlist others to pray for you as you share your faith and for the person with whom you are sharing.
- Pray silently during the class for each student to hear and respond to the Holy Spirit.
- Pray aloud at the beginning or end of the class. This shows you have a personal relationship with God and demonstrates that you can pray directly to God without an earthly intermediary. This also indicates that God is interested in every aspect of your life.
- As you pray for your students’ needs, you show your concern for them. Answered prayers communicate God’s love and power. Your students will begin bringing their prayer requests to you whether they are believers or not.

You will find a prayer entitled Literacy Missions Prayer at the end of this chapter’s appendices.

Prepare to tell about your own experience with Jesus Christ, using simple, clear language. Keep it short and simple—two or three minutes.

- Review How to Become a Christian and the Scripture passages presented in the following section.
- Avoid church jargon which are words that have special meaning to Christians but may not be understood by non-Christians. See the Witnessing Word Chart in the appendices of this chapter to help you become aware of those words.
- Be positive. Emphasize the benefits of your relationship with Christ, rather than listing the things you don’t do.
- Be current. Include recent experiences of God working in your life.
- Give adequate details of why you needed Christ and how you accepted Him as Lord.
- Practice writing out your own experience with Christ. Use the outline and suggestions provided in this chapter’s appendices.

HOW TO BECOME A CHRISTIAN

A Christian is a follower of Jesus Christ. A Christian has a growing relationship with Jesus Christ, tries to obey Him in all things, and draws on His strength to help with problems.

God made us for Himself and our souls are restless until they find rest in Him. Only God can fill the void in your life. The answer to your search is accepting Jesus Christ as the Lord and Savior of your life. To become a Christian, you need to know these basic facts from the Bible:

1. God loves you. Because of God's love for all persons, He desires that you have unbroken fellowship with Him. (John 3:16; Ephesians 2:4-5)
2. You are a sinner. All persons are sinners in that they disobey God. Sin is choosing to go your own way and do your own thing as opposed to being obedient to God. (Isaiah 53:6; Romans 3:10)
3. Sin separates you from God. Sin forms a barrier that prevents you from entering into unbroken fellowship with God, Who is holy. As an unholy sinner, you can't have fellowship with God. You are headed for a Christ-less eternity that the Bible calls hell. (Isaiah 59:2; Romans 3:23)
4. You can't save yourself. People often think that through their efforts they can overcome the sin barrier between themselves and God. That isn't true. There's nothing you can do to restore the broken relationship with God. You can't earn God's salvation. (Ephesians 2:8-9; Titus 3:5; Romans 4:4-5)
5. God sent His Son Jesus to remove the sin barrier. The death on the cross of Jesus Christ, God's Son, removed the sin barrier between you and God. Jesus died for your sins, taking your punishment on Himself. God did for you in Jesus Christ what you couldn't do for yourself. (1 Peter 2:24; Romans 5:8; 2 Corinthians 5:21)
6. You can receive Jesus Christ through faith. Faith is trusting in what Jesus has done for you rather than trusting your own efforts to restore fellowship with God. Faith is complete reliance on Christ to put you in right relationship with God, allowing Him to live His life through you. Faith also involves repentance or genuine sorrow for sin and willingness to turn away from sin. (John 14:6; Acts 16:31; Romans 10:9-10)
7. Through prayer you can trust in Jesus Christ. Admit to God that you are a sinner. Express sorrow or repentance for your sinfulness. Ask Him to forgive your sins. Invite Jesus into your life as Savior and Lord. Thank Him for entering your life. Commit yourself to live for Him.
8. Accepting Christ is the beginning. After accepting Him, be obedient by following Christ in baptism and by uniting with a church. When you do, you will find that life truly does have purpose and meaning. Talk with another Christian about your decision for Christ.

(Taken from The Baptist Hymnal, p. 667 Copyright 1991. Used by permission of the Sunday School Board. Nashville: Convention Press)

SCRIPTURES TO KEEP IN MIND

All have sinned and fall short of the glory of God. Romans 3:23 (NIV)

For the wages of sin is death. Romans 6:23 (NIV)

But God demonstrates his own love for us in this: While we were still sinners, Christ died for us. Romans 5:8 (NIV)

Christ died for our sins according to the Scriptures, and that He was buried, and that He was raised on the third day. 1 Corinthians 15:3-4 (NASB)

For God so loved the world that He gave His only begotten Son, that whoever believes in Him

shall not perish, but have eternal life. John 3:16 (NASB)

That if you confess with your mouth, "Jesus is Lord," and believe in your heart that God raised him from the dead, you will be saved...for "Everyone who calls on the name of the Lord will be saved." Romans 10:9, 13 (NIV)

If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness. 1 John 1:9 (NIV)

For it is by grace you have been saved, through faith—and this not from yourselves, it is the gift of God—not by works, so that no one can boast. Ephesians 2:8-9 (NIV)

But as many as received Him, to them He gave the right to become children of God. John 1:12a (NASB)

THINGS TO KEEP IN MIND WHEN SHARING YOUR FAITH

Be prepared at any opportunity to tell how Jesus Christ makes a difference in how you deal with life's experience.

Vary your witness. Every situation will be different.

After you have shared your experience with Christ, ask your student, "What is your relationship to Jesus Christ?"

Find out what the person believes about Jesus. Find out whether the person follows another religion and how that influences his or her life. Individuals' beliefs may differ from the basic tenants of the faiths they claim, just as individual commitment levels to our religious beliefs vary. Ask and listen. Start where the person is, not where you think he or she may be.

Try to understand the faith to which a student belongs, if any. Read books and pamphlets on that faith. Today, it is not unusual to hear ESL students say, "I don't have a faith or religion. My parents do, but I don't."

Don't tear down someone else's religion or faith. You don't argue someone into the kingdom of God. As one ESL student said, "I want to know more about your religion, but don't begin by telling me mine is all wrong."

Simply share what Christ has done for you and the joy you have as a Christian. Your joy and peace will communicate more loudly than theological arguments.

Be open to questions. You will have to clear up some misconceptions about Christianity. Your ESL students may have strong, preconceived ideas about Christianity. Many think North America is made up of Christian nations, and that all North Americans are Christians. Others believe that western culture is synonymous with and a result of Christianity. It is important to help them understand that North American culture and Christianity are two different things.

Charts comparing basic beliefs of historic Christianity and some major world religions and worldviews are in the appendices of this chapter.

Christian concepts may be difficult for internationals

There is one and only one God (see Deuteronomy 6:4). Some believe there are many gods. Some think Christianity worships three gods—the Father, the Son, and the Holy Spirit. Some think the Virgin Mary is part of the Trinity.

God is a loving God, concerned for the well-being of each individual (John 3:16; 1 John 4:8). Many world religions believe in impersonal gods who act capriciously with no love or concern for individuals.

Man cannot earn a right relationship with God (see Romans 4:4-5; Ephesians 2:8-9; Titus 3:5). Many world religions believe that specific actions are required to earn the favor of their gods.

Personal faith in Jesus Christ is the only way to have a right relationship with God (John 6:40; Acts 4:12). Many believe there are many paths to God and all religions are equal.

If your student points out non-Christian conduct by Christians, acknowledge it. However, point to the life and teaching of Christ as the model to be followed.

If your student indicates unwillingness or unreadiness to accept Christ as Lord, provide a booklet or tract for them to keep.

Many students want to consider this step cautiously. Some students view their religion as a part of their national identity. They fear if they become Christians they will be abandoning their homeland and heritage. For some students, becoming a Christian will literally result in being ostracized from their families.

Be prepared to wait for results

Our responsibility is to share what Christ has done in our lives. The Holy Spirit does the wooing, the leading, and the convicting. Sometimes our most difficult role is to stand by quietly, pray, and wait.

You must be patient. Don't give up easily. It will take time for the student to understand and respond, especially if you do not speak his or her language. Professions of faith often come only after someone has spent two or more years consistently demonstrating and expressing Christ's love.

And remember, not everyone you present the gospel to will respond. Not every person who met Christ accepted Him as Lord.

HOW TO CREATE OPPORTUNITIES TO TALK ABOUT SPIRITUAL MATTERS

Every time you meet with your student:

Constantly give God the credit for His creation. *What a beautiful day God has given us!*

Cultivate a thankful spirit. *I'm so thankful to God for giving me good health.*

Call upon God in moments of decision, difficulty, doubt, and crisis. *Let's just stop right now and ask God to help us learn this difficult sound.*

Other opportunities

Visit with students outside of class. If the only time you spend with your students is during classes, you will miss many opportunities for ministry and witness. Students will generally talk more openly about spiritual and personal matters one-on-one.

Visit students' homes. Students will generally talk more openly about spiritual and personal matters in their homes. They enjoy having teachers visit them.

Invite students to visit your home. ESL students always enjoy coming to your home. They like to experience North American home and family customs. It provides a time to demonstrate Christian hospitality and to reaffirm your personal testimony.

Visit students during times of crisis and celebration. As you would any other friends, you should visit students in the hospital, attend funerals and weddings of family members, and celebrate special occasions with them. Your pastor or another church staff member might join you during crisis visits.

Provide Bible study classes. Do this as soon as possible. This can be either an English Bible Sunday School class or a weekday Bible class. You can offer a Bible study class during regular meeting time, as well as a class on a separate day. This enables students to study English at least twice a week. Or provide Bible studies in the students' native languages.

Provide bilingual Bibles and Bibles in the students' languages. Make bilingual and foreign language Bibles available free to students if possible. These can be given either when students enroll, after they attend a certain number of classes, or as Christmas presents. Or you can simply have them available on a table for students to take at their own discretion.

Provide Christian reading materials for students to pick up if they choose.

Explain the significance of holidays and church events.

Invite students to worship services and church activities. Invite and encourage students to attend services in the church, especially at Thanksgiving, Christmas, and Easter. Students particularly enjoy musical presentations.

OTHER WAYS TO DEMONSTRATE YOUR FAITH TO YOUR STUDENTS

Christ shines through you as a literacy missions volunteer in the following qualities and attitudes:

- Being patient by letting students set their own learning rates, by repeating important principles many times and in many ways, and by listening to students.
- Being flexible enough to put aside your plans to meet the expressed needs of students.
- Making your ministry important enough to plan before meeting students for a lesson. This frees you to be sensitive to students and to the Holy Spirit.
- Expressing joy — for joy is contagious. Your time with students should be enjoyable. Make it fun.
- Demonstrating a kindness that does not embarrass, scold, criticize, or make a student feel uncomfortable — even by a look or gesture. Students are already painfully aware of their failures and shortcomings. Saying yes to what a student says, then bringing the student to the correct response will help build self-confidence.
- Being thoughtful by making every minute of the lesson count, beginning and ending on time, and not talking more than necessary.
- Being selfless by recognizing students' abilities and letting them set the pace for lessons. Praising students and rejoicing with them in their progress.
- Accepting students for who they are, where they are, and what they can become in Christ. Putting aside their past failures, inadequacies, and frustrations will help them build self-confidence and create a healthy new self-image.
- Being aware that students may not be able to read or speak English, but that there is something to be learned from them, will help build a constructive relationship.
- Accepting each person as unique, valuable, and worthy of respect. This attitude will foster feelings of self-worth and self-respect.
- Being willing to become personally involved in students' lives. This ultimately may contribute to each student's wholeness as a person by building a healing relationship.
- Desiring to understand students' feelings, ideas, and goals — even if their goals and yours are not the same.

Above all, remember that you need to love your ESL students. The most effective ESL literacy missions volunteers are the ones whose students know their teacher loves them.

You must accept your students as equals and be concerned for them as people, not only concerned for their salvation.

Students who find in you a deep respect for them and all that concerns them, feel you are their friend, and feel comfortable with you are open to what you have to say concerning the love of Christ.

WHAT TO DO IF A STUDENT EXPRESSES A DESIRE TO BECOME A CHRISTIAN

Beware of asking questions that can be answered with yes or no.

The question, “Do you want to accept Jesus as your Savior?” may be answered yes. However, the answer may have been prompted by the student’s cultural orientation to always answer questions with yes in order to avoid offense with the desire to gain the teacher’s approval.

Questions that seek to clarify the student’s understanding of the decision are more helpful. Use questions such as these:

Why do you want to become a Christian?

How will becoming a Christian change you?

What made you think about becoming a Christian?

What do you think or feel about your relationship to Jesus?

Why do you want to be baptized?

Use Scripture

Having the student read Scripture passages that explain the plan of salvation is helpful. Reading the passages in the student’s language, if possible, is best.

When there are questions, refer the student to Scripture references. Let the Holy Spirit speak to the student through God’s Word. Never argue with a student about Scripture or God’s plan of salvation.

Here are a few Scripture passages you can use.

The Roman Road

- Romans 3:23— All have sinned.
- Romans 6:23— The result of sin is eternal separation from God.
- Romans 5:8— A way of escape: Jesus paid the price.
- Romans 6:23— Salvation is a free gift.
- Romans 10:9, 13— The way to accept Christ is to confess, believe, and call on Him.

ABC

- All have sinned— Isaiah 53:6, Romans 3:23, Romans 6:23
- Believe— John 3:16, Acts 16:31
- Confess— Matthew 10:32, Romans 10:9-10

Many other Scriptures can be used, including John 1:1, 1:14, 3:3, 3:16, 3:36, and Colossians 1:12-23.

If the student wishes to make a profession of faith, lead him or her in a prayer that gives the person an opportunity to confess sin and acknowledge Christ as Lord.

Here is an example:

I’m sorry, God, that I have disobeyed you. I want to follow Your ways and not my own. I believe that Jesus is Your Son and that He died and rose from the dead to bring me back to You. Thank You for loving me. I pray this in Jesus’ name. Amen.

Explain the role of baptism as an outward sign of the decision the student has made and the importance of prayer, Bible study, and church membership.

Help your new brother or sister in Christ begin the road to discipleship and Christian growth.

APPENDICES

SHARING YOUR FAITH WITH YOUR STUDENT

Witnessing word chart

Personal testimony outline

Personal testimony worksheet

Comparison with the elements of faith of historic Christianity

Islam

Hinduism

Buddhism

Secular Humanism

New Age Movement

Roman Catholicism

Scripture alphabet

Literacy missions prayer

Witnessing Word Chart

Church Jargon	Misunderstanding	Alternative
sin	do something wrong; specific acts that are wrong	disobeying God; not following God's ways
lost	misplaced; gone; not knowing where you are	separated from God; following a way that leads away from Christ
repent	say you are sorry (as in I'm only human.)	tell God you are sorry for not following His ways and that you want to change
believe	think, guess (as in I believe it might rain tomorrow.)	know to be true; accept as true
ask Jesus to come into your heart	ask Jesus to crawl inside your heart muscle	ask Jesus to be with you and be your constant leader, guide and friend so He can help you choose to want to do only what pleases God
give your heart to Jesus	take your heart muscle out of your body and hand it to someone; give Jesus a valentine	choose to follow the ways of Jesus in everything you want and do
take Jesus as your Savior	take Jesus with you somewhere to save you from danger	choose to follow the ways of Jesus in everything you want and do so you will not be separated from God.
have faith in Jesus	think Jesus might be who He says He is	have complete trust and confidence that Jesus is God's Son who died and was brought back to life so we would not be separated from God
commit your life to Christ	do something to Christ—like you commit a crime	start to live your life with a new and different focus and purpose—following the ways of Jesus
trust Jesus to forgive you	believe Jesus will say, "That's alright. Just don't do it again."	trust and believe God will forget and never remember that you disobeyed Him because Jesus took the punishment for you
make Jesus Lord of your life	make Jesus a knight or king; character in a video game or fantasy game	promise Jesus that you will always try to follow His ways and please Him in all you want and do
confess that Jesus is Lord; confess your faith	admit something that was bad, like confessing a crime	say and believe that Jesus is God's Son who died and was brought back to life so we would not be separated from God
make a profession of faith	have a job as a full-time minister	tell others that you have chosen to follow Jesus ways
born again; to be born again	reincarnated	changed, given a new way of looking at and dealing with the world; becoming a child of God and follower of Jesus
saved	rescued from danger; put away for use later	saved from eternal separation from God

Personal Testimony Outline

1. My life before I made a commitment to follow Jesus.

Consider words or phrases that described your life separated from God.
Your feelings—for example, emptiness, loneliness, lack of purpose.

Transition: I realized I needed a change in my life.

2. How I came to know Jesus personally.

Consider how you became aware of your need for God. How you became aware of sin in your life. At what age did you first realize that “all have sinned” (Rom. 3:23, NIV) included you?
Was it over a long time and series of events or a short time and a single event?
Include your confession of sin, your repentance, and your acceptance of God’s forgiveness.

Transition: My life has changed.

3. My life since I came to know Jesus personally.

Consider your vision of God’s purpose for your life. How you deal with life’s experiences as a Christian. The joy and peace you have as a Christian.
Include recent experiences of God’s work in your life.

Transition: What is your relationship to Jesus Christ?

Personal Testimony Outline

1. My life before I made a commitment to follow Jesus.

Transition: I realized I needed a change in my life.

2. How I came to know Jesus personally.

Transition: My life has changed.

3. My life since I came to know Jesus personally.

Transition: What is your relationship to Jesus Christ?

Comparison With the Elements of Faith of Historic Christianity

Elements Of Faith	Historic Christianity	Islam
Supreme Being	One personal supreme God who is Creator and Lord. He eternally exists as Triune God: Father, Son, Holy Spirit.	(Allah) is one. Strict monotheism- “There is no God but Allah.”
Person of Jesus Christ	One divine person, eternal, with two natures — human and divine. Born on earth as a fully human being. Supreme example of God’s character and His love for humanity. Full and final revelation of God and His love.	A major prophet, spirit of Allah (or God), without sin, but not divine; His miracles are signs that He came from God.
Work of Jesus Christ	Jesus was born, lived and died in a given time and place, as a unique historical event. He lived a sinless life, died on the cross, arose from the dead, and ascended into heaven. He is the Messiah (Christ), Lord, and Savior, who forgives sin and will come again in glory and power.	Jesus was sent to the children of Israel and faithfully showed the signs of Allah, taught prayer, and brought the gospel (Injil). He did not die on a cross, but Allah took Him into heaven.
Sources of Authority	Bible (Old and New Testaments) — unique, revealed, factual, accurate, and inspired Word of God. Sole authority for faith and practice.	Qur’an (Koran)
Doctrine of Humanity	Humanity is part of creation, but distinct from the rest of creation and from God. Human beings are created in God’s image. Every person is a unique, precious being of dignity and worth.	Humans are basically pure, but fallible and need guidance. Created by Allah with ability to follow his will, human beings must give account of their conduct on the day of judgment.
The Basic Human Problem	Sin: By their free will, human beings have chosen to sin against God, rejecting His nature, and pursuing a course of life that is opposed to His essential character and revealed law.	Sin: disobedience of responsible human beings to the law of Allah. Human weakness, forgetfulness, and a spirit of rebellion cause sin.
Solution to the Basic Human Problem	Salvation — release from the guilt and power of sin — is God’s gift of grace through Christ’s atonement, received through personal faith in Christ.	Allah (the Merciful One) acts in mercy. A person’s salvation depends largely upon personal observance of the Pillars of the Faith and submission to Allah.
Ethics (Value System)	Ultimate values for humanity are based on God’s character and His Ten Commandments. Human beings are potentially good, but not inevitably good. They always need God’s grace to renew their character.	Allah judges human beings for their actions in submitting to Allah , obeying the Shari’ah (holy law), and advancing the Ummah (people of Islam).
Life After Death	Eternal communion with God (heaven) or eternal separation from God (hell).	Paradise (heaven) for faithful believers and hell (punishment) for nonbelievers and those who commit shirk (apostasy).

Comparison With the Elements of Faith of Historic Christianity

Elements Of Faith	Historic Christianity	Hinduism
Supreme Being	One personal supreme God who is Creator and Lord. He eternally exists as Triune God: Father, Son, Holy Spirit.	Impersonal Ultimate Reality; or “The absolute” Major Triad: Brahma, Shiva, Vishnu .
Person of Jesus Christ	One divine person, eternal, with two natures—human and divine. Born on earth as a fully human being. Supreme example of God’s character and His love for humanity. Full and final revelation of God and His love.	For some Hindus. Jesus was an avatar or incarnation of God—one among many avatars; a great spiritual teacher, a guru.
Work of Jesus Christ	Jesus was born, lived, and died in a given time and place, as a unique historical event. He lived a sinless life, died on the cross, arose from the dead, and ascended into heaven. He is the Messiah (Christ), Lord, and Savior, who forgives sin and will come again in glory and power.	Jesus was a great religious teacher whose teachings can be valuable today.
Sources of Authority	Bible (Old and New Testaments) — unique, revealed, factual, accurate, and inspired Word of God. Sole authority for faith and practice.	Vedas, Upanishads, Epics, Puranas, and a host of other sacred writings.
Doctrine of Humanity	Humanity is part of creation, but distinct from the rest of creation and from God. Human beings are created in God’s image. Every person is a unique, precious being of dignity and worth.	Divine eternal soul, part of God or ultimate reality. Physical body has little worth.
The Basic Human Problem	Sin: By their free will, human beings have chosen to sin against God, rejecting His nature, and pursuing a course of life that is opposed to His essential character and revealed law.	The human condition is samsara (the flow of reality in which souls are continually dying and being reborn). The present existence is an illusion; people are unaware of their oneness with God .
Solution to the Basic Human Problem	Salvation — release from the guilt and power of sin — is God’s gift of grace through Christ’s atonement, received through personal faith in Christ.	Goal of life is to gain release (liberation) from the cycle of reincarnation and to pass beyond illusion to become one with the divine nine ultimate reality by following the proper yoga path or discipline.
Ethics (Value System)	Ultimate values for humanity are based on God’s character and His Ten Commandments. Human beings are potentially good, but not inevitably good. They always need God’s grace to renew their character.	Deeds are right if they produce good conditions: deeds are wrong if they produce harm to one’s self or to the world in general.
Life After Death	Eternal communion with God (heaven) or eternal separation from God (hell).	Cycles of reincarnation until union with or re-absorption into ultimate reality. The desired ultimate state of existence is moksha (“final release”).

Comparison With the Elements of Faith of Historic Christianity

Elements Of Faith	Historic Christianity	Buddhism
Supreme Being	One personal supreme God who is Creator and Lord. He eternally exists as Triune God: Father, Son, Holy Spirit.	Southern Buddhism: irrelevant. Northern Buddhism: Buddhahood.
Person of Jesus Christ	One divine person, eternal, with two natures — human and divine. Born on earth as a fully human being. Supreme example of God’s character and His love for humanity. Full and final revelation of God and His love.	Teacher who may possess Buddhahood or Enlightenment.
Work of Jesus Christ	Jesus was born, lived, and died in a given time and place, as a unique historical event. He lived a sinless life, died on the cross, arose from the dead, and ascended into heaven. He is the Messiah (Christ), Lord, and Savior, who forgives sin and will come again in glory and power.	Jesus was a great religious teacher whose teachings can be valuable today.
Sources of Authority	Bible (Old and New Testaments) — unique, revealed, factual, accurate, and inspired Word of God. Sole authority for faith and practice.	Sutras: Triptaka (The Three Baskets).
Doctrine of Humanity	Humanity is part of creation, but distinct from the rest of creation and from God. Human beings are created in God’s image. Every person is a unique, precious being of dignity and worth.	One lifetime for each person composed of Skanda (parts). Concept of anatta (no self) denies existence of a self beyond mental and physical attributes.
The Basic Human Problem	Sin: By their free will, human beings have chosen to sin against God, rejecting His nature, and pursuing a course of life that is opposed to His essential character and revealed law.	The human condition is suffering, caused by attachment to things and the craving (desire) accompanying this attachment.
Solution to the Basic Human Problem	Salvation — release from the guilt and power of sin — is God’s gift of grace through Christ’s atonement, received through personal faith in Christ.	Goal of life is nirvana to eliminate all desire of attachment, particularly by following the Eightfold Path.
Ethics (Value System)	Ultimate values for humanity are based on God’s character and His Ten Commandments. Human beings are potentially good, but not inevitably good. They always need God’s grace to renew their character.	The Eightfold Path stresses moral virtue, including right action and right vocation. Right conduct includes loving-kindness, selfless giving to others, and efforts to alleviate human hurts.
Life After Death	Eternal communion with God (heaven) or eternal separation from God (hell).	Possible attainment of nirvana (negation of suffering), a state of being that is realized through eliminating desire.

Comparison With the Elements of Faith of Historic Christianity

Elements Of Faith	Historic Christianity	Secular Humanism
Supreme Being	One personal supreme God who is Creator and Lord. He eternally exists as Triune God: Father, Son, Holy Spirit.	Secular Humanists are atheists. They do not believe in the existence of a supernatural Supreme Being.
Person of Jesus Christ	One divine person, eternal, with two natures—human and divine. Born on earth as a fully human being. Supreme example of God’s character and His love for humanity. Full and final revelation of God and His love.	Secular Humanists view Jesus as just another human teacher. They deny that Jesus is divine.
Work of Jesus Christ	Jesus was born, lived and died in a given time and place, as a unique historical event. He lived a sinless life, died on the cross, arose from the dead, and ascended into heaven. He is the Messiah (Christ), Lord, and Savior, who forgives sin and will come again in glory and power.	According to Secular Humanists, the death of Jesus Christ has no impact on anyone living today.
Sources of Authority	Bible (Old and New Testaments)—unique, revealed, factual, accurate, and inspired Word of God. Sole authority for faith and practice.	Humanists reject supernatural beliefs and doctrines. There are no holy writings in Secular Humanism.
Doctrine of Humanity	Humanity is part of creation, but distinct from the rest of creation and from God. Human beings are created in God’s image. Every person is a unique, precious being of dignity and worth.	Man is a part of nature. Humanity controls its own destiny since there is no God.
The Basic Human Problem	Sin: By their free will, human beings have chosen to sin against God, rejecting His nature, and pursuing a course of life that is opposed to His essential character and revealed law.	Humanists believe that many of humanity’s problems are caused by ignorance, lack of education, and outdated beliefs in the supernatural.
Solution to the Basic Human Problem	Salvation—release from the guilt and power of sin—is God’s gift of grace through Christ’s atonement, received through personal faith in Christ.	Many Humanists believe that the human condition can be improved by using science and its methods of criticism to understand the universe.
Ethics (Value System)	Ultimate values for humanity are based on God’s character and His Ten Commandments. Human beings are potentially good, but not inevitably good. They always need God’s grace to renew their character.	Ethics is autonomous and situational, needing no supernatural sanction.
Life After Death	Eternal communion with God (heaven) or eternal separation from God (hell).	Secular Humanists believe that there is no life after death. They deny that there is a soul or spirit that survives.

Comparison With the Elements of Faith of Historic Christianity

Elements Of Faith	Historic Christianity	New Age Movement
Supreme Being	One personal supreme God who is Creator and Lord. He eternally exists as Triune God: Father, Son, Holy Spirit.	God (Ultimate Reality) is an impersonal power, often spoken of as energy, consciousness, mind, or truth. God is everything; everything is God.
Person of Jesus Christ	One divine person, eternal, with two natures—human and divine. Born on earth as a fully human being. Supreme example of God’s character and His love for humanity. Full and final revelation of God and His love.	Jesus was one of many appearance of God throughout the ages, one of many people who were fully aware of their true divinity.
Work of Jesus Christ	Jesus, was born, lived and died in a given time and place, as a unique historical event. He lived a sinless life, died on the cross, arose from the dead, and ascended into heaven. He is the Messiah (Christ), Lord, and Savior, who forgives sin and will come again in glory and power.	Christ is separate from Jesus, the way-shower. Christ is the perfect God idea—the awareness of divinity within each person.
Sources of Authority	Bible (Old and New Testaments)—unique, revealed, factual, accurate, and inspired Word of God . Sole authority for faith and practice.	There is no objective source of authority. Sacred writings and devotional material from many traditions have spiritual value.
Doctrine of Humanity	Humanity is part of creation, but distinct from the rest of creation and from God. Human beings are created in God’s image. Every person is a unique, precious being of dignity and worth.	Humanity is not distinct from God. Human beings are essentially divine: God is within each person. Everyone has the “Christ spirit.” Everyone is potentially good.
The Basic Human Problem	Sin: By their free will, human beings have chosen to sin against God, rejecting His nature, and pursuing a course of life that is opposed to His essential character and revealed law.	Illusion, ignorance, or lack of perception. People are unaware of their true identity as divine, as one with God. They need to be “enlightened,” to find ultimate spiritual knowledge and liberation from the cycle of reincarnation. Their primary need is for holism to be integrated with the whole.
Solution to the Basic Human Problem	Salvation—release from the guilt and power of sin—is God’s gift of grace through Christ’s atonement, received through personal faith in Christ.	People overcome lack of perception by using techniques to change (transform) consciousness. They can attain enlightenment when they step outside ordinary mode of perception into altered state of consciousness that dispel illusory boundaries of individual existence.
Ethics (Value System)	Ultimate values for humanity are based on God’s character and His Ten Commandments. Human beings are potentially good, but not inevitably good. They always need God’s grace to renew their character.	No moral absolutes. Individual self-rule should be the norm as people follow their own intuition. Root causes of evil are selfish living habits.
Life After Death	Eternal communion with God (heaven) or eternal separation from God (hell).	Souls are evolving toward union with God and will eventually find spiritual knowledge and liberation from the cycle of rebirth.

Comparison With the Elements of Faith of Historic Christianity

Elements Of Faith	Historic Christianity	Roman Catholicism
Supreme Being	One personal supreme God who is Creator and Lord. He eternally exists as Triune God: Father, Son, Holy Spirit.	There is only one God. God has revealed Himself as three Persons: God the Father, God the Son, and God the Holy Spirit. He is Creator and Lord of everything that exists.
Person of Jesus Christ	One divine person, eternal, with two natures—human and divine. Born on earth as a fully human being. Supreme example of God's character and His love for humanity. Full and final revelation of God and His love.	One divine Person, eternal, fully human, and divine. Supreme example of God's character and His love for humanity, full and final revelation of God and His Love.
Work of Jesus Christ	Jesus was born, lived and died in a given time and place, as a unique historical event. He lived a sinless life, died on the cross, arose from the dead, and ascended into heaven. He is the Messiah (Christ), Lord, and Savior, who forgives sin and will come again in glory and power.	Jesus was born, lived and died in a given time and place, as a unique historical event. He lived a sinless life, died on the cross, arose from the dead and ascended into heaven. He is the Messiah (Christ), Lord, and Savior, who forgives sin and will come again in glory and power.
Sources of Authority	Bible (Old and New Testaments)—unique, revealed, factual, accurate, and inspired Word of God. Sole authority for faith and practice.	Catholics accept the Bible, (Old and New Testaments, and Apocrypha) as the inspired revelation of God. They also accept church tradition and magisterium (teaching and authority of the church) as sources of authority.
Doctrine of Humanity	Humanity is part of creation, but distinct from the rest of creation and from God. Human beings are created in God's image. Every person is a unique, precious being of dignity and worth.	Humanity is part of creation, but distinct from the rest of creation and from God. Human beings are created in God's image. Every person is a unique, precious being of dignity and worth.
The Basic Human Problem	Sin: By their free will, human beings have chosen to sin against God, rejecting His nature, and pursuing a course of life that is opposed to His essential character and revealed law.	Sin: By their free will, human beings have chosen to sin against God, rejecting His nature, and pursuing a course of life that is opposed to His essential character and revealed law. Catholics distinguish between venial sins and mortal sins.
Solution to the Basic Human Problem	Salvation—release from the guilt and power of sin—is God's gift of grace through Christ's atonement, received through personal faith in Christ.	Salvation is an infused process of grace gained over one's lifetime through faith plus observance of church sacraments and rituals.
Ethics (Value System)	Ultimate values for humanity are based on God's character and His Ten Commandments. Human beings are potentially good, but not inevitably good. They always need God's grace to renew their character.	Ultimate values for humanity are based on God's character and His revelation to humanity. Human beings are born under sin and always need God's grace to renew their character.
Life After Death	Eternal communion with God (heaven) or eternal separation from God (hell).	Agree with historic Christianity on heaven and hell. However, Catholics also believe in purgatory, a temporary state where those who die in a state of grace are purified of their sins over time.

Scripture Alphabet

A	Ask and you will receive. (Matthew 7:7, CEV)
B	Be kind and merciful, and forgive others. (Ephesians 4:32, CEV)
C	Come to me and I will give you rest. (Matthew 11:28, CEV)
D	Don't condemn others, and God won't condemn you. (Matthew 7:1, CEV)
E	Every good and perfect gift comes down from the Father. (James 1:17, CEV)
F	Forgive our sins, as we forgive everyone who has done wrong to us. (Luke 11:4, CEV)
G	God is love. (1 John 4:8, CEV)
H	Holy, holy, holy is the Lord, the all-powerful God. (Revelation 4:8, CEV)
I	If we confess our sins to God, He can always be trusted to forgive us and take our sins away. (1 John 1:9, CEV)
J	Jesus came into the world to save sinners. (1 Timothy 1:15, CEV)
K	Keep us from being tempted and protect us from evil. (Matthew 6:13, CEV)
L	Love your neighbor as much as you love yourself. (Luke 10:27, CEV)
M	My house should be called a place of worship for all nations. (Mark 11:17, CEV)
N	Nothing can separate us from God's love. (Romans 8: 38, CEV)
O	Only God is good. (Matthew 19:17, CEV)
P	Pray for everyone. (1 Timothy 2:1, CEV)
Q	Quietly trust in me. (Isaiah 30:15, CEV)
R	Remember God's teachings. (Psalms 37:31, CEV)
S	Search for wisdom. (Proverbs 2:4a, CEV)
T	Teach your children right from wrong. (Proverbs 22:6, CEV)
U	Use wisely all the time we have. (Psalms 90:12, CEV)
V	Value Wisdom and hold tightly to her. (Proverbs 4:8, CEV)
W	We worship you, Lord. (Psalms 32:6, CEV)
X	(E)xplain the mystery about Christ. (Colossians 4:3, CEV)
Y	You are God's children because of your faith in Christ Jesus." (Galatians 3:26, CEV)
Z	Zacchaeus ... gladly welcomed Jesus. (Luke 19:6, CEV)

Literacy missions prayer

Heavenly Father, I cannot do this alone. I lean and depend upon You for wisdom, guidance, and strength.

Enable me to always demonstrate Christ like attitudes and use only words of love and encouragement as I work with my students.

Give me the spiritual wisdom to see each individual student as the person he or she is, the person he or she longs to be, and the person You want him or her to be.

Help me to see with the eyes of Christ the true worth of the individual soul and the importance of the individual life.

I pray that the Holy Spirit will move in the lives of my students and create a thirst for spiritual knowledge and a hunger in their heart for Your divine love.

Thank You for the joy of seeing my students open the Bible and discover Your love for them.

I pray that those who do not have a personal relationship with you will accept Your gift of grace and love and become children of God.

Sustain me in my efforts and give me steadfastness in zeal, effort, and “stick-to-itiveness.” Grant me patience to wait, if necessary, till eternity to see the results of my efforts.

May I never lose sight of the fact that my efforts are only a part of a chain of love that reaches from God, through Jesus Christ, to a lost and dying world.

If these efforts of mine can bring God’s message of love to one person, whether to save his soul or to enrich his spiritual life, I will be eternally grateful to You and give You all the praise and glory.

This I pray in the name of Christ, my Redeemer. Amen

Adapted by Kendale Moore from a prayer written by Opal Smith, Douglas, Georgia. Used by permission.

7. How can you create opportunities to talk about spiritual matters with your students?

8. Why is it important to demonstrate your faith?

9. When you present the Gospel to a student, why should you avoid yes or no questions?

10. What is the role of baptism in the life of a Christian?

A FINAL WORD

Beginning a church-based ESL ministry is the first step toward maintaining the ministry. Here are some places you should be able to find help for your ministry.

1. State Convention: Each Southern Baptist State Convention has a person who is responsible for literacy missions ministries. Some have volunteer State Coordinators whose tasks include supporting ministries.
2. National Literacy Missions Partnership: The Partnership is a group of states organized specifically to help Send Relief promote, train, and support literacy missions. The Partnership is responsible for the annual Leadership Workshop in which Basic Workshop Leaders are trained. The group maintains the training materials and assists State Conventions with related needs. The Partnership website has current resource lists: www.LiteracyMissionsSBC.net
3. Organizations: Groups related to English as a Second language can be found with an Internet search.
4. Curriculum Publishers: Publishers merge, go out of business, and start up often. Any printed list of publishers is out of date almost immediately. An Internet search or conversations with other ministries will help you find appropriate curriculum.

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LEARN TO TEACH ENGLISH AS A MISSIONS OUTREACH.

All across the United States, its territories, and Canada, the number of people who want and need to learn to speak English is increasing rapidly. East, west, north, and south—people who need and want to learn to speak English are our neighbors. One of the best ways to demonstrate and share God’s love with our non-English speaking neighbors is through local church-based English as a Second Language (ESL) ministries.

You don’t have to speak another language or be a professional teacher to learn to teach English to internationals as a missions outreach.

You can learn to share the gospel with people from all over the world without leaving your own community.

In this book you will learn:

- How to organize a church-based ESL ministry
- How to determine a student’s fluency level and place them in appropriate level classes
- Basic principles of teaching a foreign language
- Basic language teaching techniques and resources
- How to plan and present a basic ESL lesson
- How to incorporate biblical material in your classes
- How to deal with cultural misunderstandings
- How to share your faith with your students
- For general information about literacy missions ministries visit www.sendrelief.org or www.literacymissionsbc.net.



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