

500
TIPS

for
TESOL

(TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

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10 Tips for...

Responding to learning needs

1 Promote self-esteem.

- Praise and encouragement.
- Mention particular areas of improvement when giving feedback to individual learners.
- Personalized, detailed praise is most meaningful.

2 Provide cognitive challenge.

- Tasks can engage more cognitive abilities than strictly language learning ones.
- Example: trying to work out a grammar 'rule' on the basis of examples develops inferential skills as well as improving their language awareness.

3 Provide a feeling of security.

- Challenges are important, but sometimes it's hard for learners to take this risk in public.
- Controlled practice, 'rehearsals' in pairs or small groups—may help learners to feel safer.

4 Allow personal expression.

- Talking about ourselves is a universal human need.
- Learners expressing their own meanings can make learning memorable.

5 Use your learners' areas of interest.

- Interest is a good criterion for selecting topics and texts.
- Making the class relevant.
- Involving their different interests to personalize the class.

6 Help them to develop links with native English speakers.

- via mail, e-mail, social media, etc, as well as in person.
- Many learners would like to develop such links.
- Successful with native speakers.

7 Bear in mind your learners' other educational experiences.

- Adults have their own approaches to language learning.
- Strike a balance between respecting your learners' expectations and preferences, and introducing your ideas.

8 Share the rationale for what you are doing.

- Revealing your plan is a way of asking your learners to cooperate with you and showing them that you trust them.

9 Discuss learning strategies explicitly.

- Encourage learners to think about what sort of activities best help them to learn.
- This awareness will help them in many situations, inside and outside the classroom.

10 Involve learners in decision making where you can.

- Learners who have input into the direction of a course or a lesson are likely to engage in it more deeply.
- Create an atmosphere where learners' suggestions can be heard.
- They should be aware the teacher has the long-term view and holds the course together.