

## **Cambridge TEFL Diploma®**

CITC TEFL cuts through the fluff and filler and gets you to the heart of TEFL teaching faster than any other course.

How to do a Demonstration Lesson?  
It's here.

Grammar? Learning Theory? Boardwork? Group and Pair Work?  
All here.

Will you know what to do first day on the job? You bet!

This course contains the following units:

- How to Get Started**
- TEFL Teaching Methods**
- Lesson Planning**
- Boardwork**
- How to do a Demo Lesson**
- Grammar**
- Pronunciation**
- Edutainment**
- Teaching Reading**
- Teaching Writing**
- Teaching Listening**
- Teaching Business English**
- Teaching English for Special Purposes**
- Error Correction**
- Discipline**
- Gestures and Cueing**
- Student Motivation**
- Games and Activities**
- Finding a Job**
- EFL Resources**

The ideal time to complete this course is 90 hours online .

## **Starting your TEFL Training**

### **This course is intended for self study**

It is designed to be easy to follow and to get you ready to teach an "English as a Foreign Language" (TEFL) class as quickly as possible. You WILL, after the completion of this course have a strong understanding of what is required to provide quality instruction in an English as Second (ESL) or Foreign Language classroom.

The course follows the sequence of units on the main menu and you will need to do at least the first three units in order [TEFL Methods, Lesson Planning and Boardwork] for a general understanding of the coursework. After that you can move around as your interest dictates.

Each segment begins with a "Basic Concepts" section that explains the elementary principles involved in simple language. After that, an "Expanded Concepts" section will provide further information, downloadable Word or PDF documents, and links to other sites for additional required study.

It is important to read EVERY segment of the course to gain the knowledge and skills equivalent to a full 120 hour TEFL Training course. This is a "thinking person's" course and anyone who wants to be a successful teacher should not rely solely on the basic methodologies of any TEFL Certificate course. Once you gain employment as an EFL teacher - or if you are already employed as one - you should experiment with methodology and modify method to best meet the needs of your students.

Method courses such as this typically require only a high school education and thus, by design, need a workable process by which potential teachers can quickly access the knowledge needed to go to work immediately after finishing the course. That method and process is provided for you here. Learn it and use it, but also modify it, expand it, and develop your skills as a "thinking" teacher.

Each Unit will require a different amount of time depending on the difficulty and complexity of the topic as well as the quantity of the material to be covered.

Start your training work on [TEFL Teaching Methods](#) Unit.

# TEFL Teaching Methods

TEFL Methodology: Methods for Teaching English in an EFL Classroom

## Basic Concepts:

**TEFL Methodology taught in training programs is generally either "PPP" or "ESA"**

**"PPP" - means Presentation, Practice, and Production**

"Presentation" is where the target language (the language to be taught to the students) is "presented" to the students generally through eliciting and cueing of the students (to see if they know it - generally someone knows some or all of it) and then providing the language if no one does.

The target language is usually put on the marker board either in structure (grammar-type) charts or in dialogs. Presentation features more "teacher talk" than the other stages of the lesson - generally as much as 65-90% of the time. This portion of the total lesson can take as much as 20-40% of the lesson time.

Next comes "Practice" where the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured (as they master the material).

These activities should include as much "student talk" as possible and not focus on written activities - though written activities can provide a structure for the verbal practices. Practice should have the "student talk time" range from 60-80 percent of the time - with teacher talk time being the balance of that time. This portion of the total lesson can take from 30-50% of the lesson time.

"Production" is the stage of the lesson where the students take the target language and use it in conversations that they structure (ideally) and use it to talk about themselves or their daily lives or situations. Practice should involve student talk at as much as 90% of the time - and this component of the lesson can/should take as much as 20-30% of the lesson time.

As you can see the general structure of a PPP lesson is flexible - but an important feature is the movement from controlled and structured speech to less-controlled and more freely used and created speech. Another important feature of PPP (and other methods too) is the rapid reduction of teacher talk time and the increase in student talk time.

One of the most common errors untrained teachers make is that they talk too much. EFL students get very little chance to actually use the language they learn and the EFL classroom must be structured to create that opportunity.

**"ESA" - means Engage, Study, and Activate**

Roughly equivalent to PPP, ESA is slightly different in that it is designed to - and allows - movement back and forth between the stages. However, each stage is similar to the PPP stages in the same order. Proponents of this

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method stress its flexibility compared to PPP - and the method as defined by Jeremy Harmer (its major advocate) uses more elicitation and stresses the "Engagement" of students in the early stages of the lesson.

ESA is superior method to PPP when both are looked at from a rigid point of view. But, EFL is not rigid and you should not adhere to any one viewpoint or method. PPP is often an easier method for teacher-trainees to get a handle on.

## Expanded Concepts:

Read the following - they will download as Word documents:

[PPP Basics](#)

[PPP Awareness Session](#)

[PPP Alternative - "ESA"](#)

[Communicative Teaching](#)

An excellent set of pages for reading about and understanding the major methodologies in TEFL are here:

[English Teaching Methodologies](#)

When you have finished the readings you will be ready for the unit on [Lesson Planning](#).

## Lesson Planning for the EFL and ESL Classroom

### Basic Concepts:

A Lesson Plan is simply a step-by-step guide to what an EFL teacher plans to do in the classroom on a given day. The more detailed the step-by-step, the better. Ideally, you could not go to work on a given day and another teacher could read your lesson plan and know exactly how to teach your class on that day. A good lesson plan might even include specific gestures and cues used for various parts of the lesson. That's how detailed your plan should be.

There are literally hundreds of types of lesson plans, but there is not one format accepted by all schools. Many schools have their own set format, others will let you use whatever format you like. There is; however, some general agreement about what should be included in a good lesson plan.

Generally agreed components of a lesson plan include:

Day/Date:

Lesson Name: What will you call the lesson?

Class/Level: Age, topic, skill level, class name

Materials: List everything you need to teach this lesson. List every possible thing you will need to take to the classroom, and/or obtain from the school to complete the lesson. This list can help you make sure you don't forget any handouts or special materials that you need to take to the class.

Textbook/Course book name: From what book are you working - or drawing the lesson from?

Unit—title—page number: Specifically where in that book?

Goal/Aim: What are we working towards today. Describe the final result of the lesson in this format -

The students will be able to     (do what?)    .

Example: *The students will be able to ask and answer questions about their hobbies and interests*

Grammar Structures Employed: (How are they formed?): Show the structures. Use a structure chart if needed.

Questions and Answers Relevant to your lesson: to be asked during the warm-up to elicit from students what they may or may not know about the topic to be covered.

NOTE: Lesson Begins Here

Warm-up: This includes a review (revision) of the previous lesson linked to this new lesson; questions and answers you have written above, used to elicit conversation using the new structures and function; to show examples of what your students will learn in this lesson. In some countries and with some age groups this may come in the form of a specifically designed game.

Presentation (or ESA format): Note the target language to be taught - and how you will teach it. Include how you will stimulate the student's interest in the language and how you might elicit from the students the language you are planning to teach. Include details as specific as when you might model structures and dialog - and when you will require a repeated response (choral response) from the students. Include a structure chart for the grammar - or the dialog you intend to teach.

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Practice: Include the specific activities and attach any handouts to the lesson plan. Include up to three practice activities - sequencing them from most to least structured - slowly giving the students more freedom.

Production: This is where students really learn and generalize a new language skill. Allow/encourage the students to talk about themselves, their lives, or specific situations using their own information - but focusing on the target language that was taught in the presentation - and practiced in the previous activities. Include exactly what you will ask the students to do - and that you (as throughout the lesson) intend to monitor students and encourage and correct them as needed in their use of the target language.

Conclusion: Discuss/recap what you have studied and learned during the lesson. In some countries and for some ages - this will be followed by a game that uses the target language.

## Expanded Concepts:

You can find literally thousands of EFL/ESL lesson plans on the Internet. Take a look at few and you will rarely see the same format used. But - they will generally have, in one form or another, most of the information indicated above.

Try these websites and see what they have and note the similarities and differences between the lesson formats. Don't get stuck in a rigid idea of what a lesson plan should look like. You'll notice many that are called "lesson plans" really aren't!

[The Internet TESL Journal: EFL and ESL Lessons and Lesson Plans](#)

[ESL Teacher Lesson Plans & Worksheets](#)

Here is a "Lesson Plan Format" based on the lesson plan in the Basic Concepts section above. It will open in a new window - in Word.

[Lesson Plan Format](#)

One of the best pages for on the web for understanding what is behind lesson plans is here:

[Lesson Planning](#)

and that page includes two very useful (PDF) downloads:

[Guide to Lesson Planning and Reflective Teaching Notes](#)

[Lesson Planning Sheets and Reflective Teaching Notes](#)

Now you are ready for the section on [Boardwork](#).

## Boardwork for the EFL and ESL Classroom

### Basic Concepts:

Organizing the marker board for a more effective lesson is the mark of a skilled EFL teacher. KISS or "Keep it Simple for Students" is a good rule. Walk through your lesson and as you do it, put everything on the board. Ideally, you don't erase anything in one lesson and it should, by the end of the lesson, look very well-organized and understandable. Even from the back of the room. Go to the back and look.

Usually the best way to organize your board work is to literally present the lesson in a dry run and write everything on the board - including target language, grammar structure, and vocabulary (off to the side). As you think your way through the lesson - you will probably notice that you need to reorganize or restructure your thinking. This is an excellent practical exercise just to catch the flow of your lesson as well as for organizing your boardwork.

Note that in many classrooms, students will not be able to see the bottom one-third of the board from the back of the room (other students are in the way). And, in many classrooms, the far left and right sides of the board may not be visible to students on the far opposite of the room due to the extreme angle or from bright light from windows (in the front). Glare from windows and lights can make parts of the board unreadable for many students. If there are curtains in a room to block bright light in the front of the room - use them.

What this means is that you should probably only use the top two-thirds of your board - and the middle 60%. Write on the board in a classroom and walk around the room to see if your writing is BIG enough, clear enough, and visible to everyone. You will probably be surprised how LITTLE of the board is visible to everyone in the room

Never erase anything from the board without asking your students first. Why? Your very best students are taking notes! Just a simple, "Okay if I erase this?" and a fast look around the room will do the job. It's only polite, isn't it? Good teachers certainly don't mind waiting while their best students are taking notes.

A good lesson plan should have an example of what the board will look like - on the last page. This will help you plan your boardwork in advance.

### Expanded Concepts:

Sadly, there is very little on the Internet about boardwork. It is a fine art - that the best teachers practice improving regularly. Help your students by presenting your lesson clearly, visibly, and in an understandable manner. You are now ready for the [Demonstration Lesson](#) Unit.

## Demonstration Lessons for TEFL and ESL Jobs

### Basic Concepts

Many employers will ask you to perform a "Demonstration Lesson" as part of the interview process when they are considering you for a teaching position. This is a very common practice, specially in fields/sectors like the education, [CSR jobs](#), online teaching and the likes. While an uncomfortable proposition, often with "fake" students, this is not something to be feared. In fact, it is a chance to show off what you know.

Schools are not necessarily looking for a perfect teacher as much as they are looking for someone who is friendly, outgoing, smiles, and is able to structure a decent lesson.

When you have a demonstration lesson requested, ask for whom the lesson is intended, their skill level, the intended target language or topic, and the length of the time of the lesson. Often you will be allowed, within reasonable boundaries, to determine most of these things.

Once you know who, what, and how long you are to teach, design a simple lesson plan for that lesson. Be sure to take two copies of it (with any handouts attached) to the demonstration lesson. One for you, one for the interviewers.

Follow your lesson plan carefully, make sure your boardwork looks sharp, and be sure to minimize teacher talk time - put on a big smile, dress appropriately and, most likely, the job will be yours. You may teach the full lesson - but many times the interviewers will see that you know what you are doing and will tell you to stop within ten or fifteen minutes.

Practice your lesson repeatedly before going to the demonstration lesson - and you should do just fine.



## Grammar Review for TEFL Teachers

### Basic Concepts:

Grammar skills - and the ability to simply explain grammar - is another hallmark of a skilled EFL teacher. Students expect their teacher to be skilled in grammar and if you aren't you will probably lack confidence in the classroom. So, get skilled!

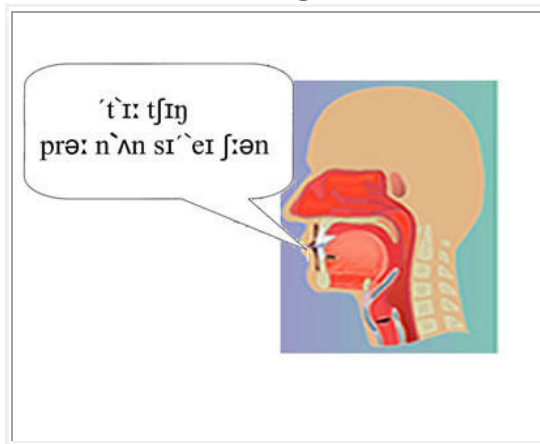
While TEFL CITC would like to give you a simple explanation and a couple easy links to read, as in most the other sections, there is not really a super easy way to master grammar. However, TEFL Boot Camp recommends <http://a4esl.org/q/h/grammar.html>

Click on the link below to practice your grammar

<http://a4esl.org/q/h/grammar.html>

After you finish and get a handle on grammar, you will be ready for the **unit on teaching [Pronunciation](#)**.

## Teaching Pronunciation in the EFL Classroom



### Basic Concepts:

Pronunciation is an area of great difficulty for the untrained EFL teacher. But, with a little training and practice you can facilitate the improvement of your student's pronunciation almost as well as the seasoned professional. For our purposes here, "Pronunciation" will include the instruction of Stress, Rhythm and Intonation.

Everyone is familiar with the old jokes about Asian students ordering "Flied Lice" and, in fact, such pronunciation problems persist today. To a large extent, EFL students have problems with pronunciation and stress primarily due to that fact that their native tongue may not have that particular sound (their native grammar may even prohibit making that sound) and the absence in many languages of "consonant clusters" (strings of consonants).

When studying and teaching pronunciation you will need to learn to use a respelling system to help students get the feel of the language. Some people advocate the use of the International Phonetic Alphabet (IPA), but a problem with that system is that few students know it and you will spend an inordinate amount of time teaching it to them only to have them move on to another teacher - who doesn't use it. Additionally, there are at least ten other major phonetic systems that appear in dictionaries and pronunciation and listening books.

A simple system is used in the listening book *Sound Advice* and in the pronunciation book *Sound Advantage* - both authored by Stacy A. Hagen. You will see this system used in some of the downloads farther down this page. A simple system that is intuitive and easy to use is critical to your success in helping your students succeed in speaking in a comprehensible way.

EFL teachers are all too familiar with students that approach them and speak clear complete sentences of something that is not even remotely understandable. A student may well have a good understanding of English and an excellent vocabulary, but if their pronunciation is so poor that they can not communicate - all is lost. That is, until you come on the scene!

### Expanded Concepts:

Students NEED to hear natural fast relaxed pronunciation as we speak it every day - not a carefully over-articulated overly-pronounced one-word-by-

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one-word phrasing of sentences. Speaking too slowly and too emphatically - is a common characteristic of the untrained teacher.

Speaking unnaturally hurts your students for two reasons. One, they will imitate your speaking style and speak unnaturally too, and two, they will not recognize and understand natural rapid speech when they hear it. This doesn't mean you shouldn't slow your speech down a bit to help your students get some basic ideas - but it does mean that you should speak naturally most of the time. It also means that you need to TEACH them what natural speech sounds like. There is some evidence that says that if students don't speak naturally - they won't recognize normal speech when they hear it.

Consider the following:

*My name is Fred* really sounds like *Mi naeh miz Fred*.

*How much is it?* really sounds like *How muh chi zit?*

The idea of the end of one word connecting to the beginning of the next word is called "Linking" and there is some information about it at the bottom of this page.

If you habitually speak slowly and over-enunciate your students will listen for *How much is it?* and won't understand when they hear the normal speech sounds of *How muh chi zit?* The skilled EFL teacher instructs her students in these differences - how to pronounce them - and how to listen for them.

Consider:

*Sue wants to get a better water heater* - say it quickly in normal speech and see what it *really* sounds like.

It will sound more like: *Sue wuhnstuh gettuh bedder wadder heeder*.

The idea of words sticking together and some sounds becoming smaller is called "Reduction" and there is more information about reductions at the end of this page.

There is, of course, some variation by country and region in how we speak - learn to use respelling to help your students get it right.

It is important that you get this concept. Untrained teachers will say, "I don't speak like that!" But they do - you do - everyone does.

What about Respelling?

Should you memorize and use the International Phonetic Alphabet? No, your students won't usually know it. Look in a variety of books and adopt a simple method similar to the one used above. Will your students confuse "respelling" with the correct spelling of words? No, not if you just tell them, "It *sounds* like this" while pointing at the respelling. Students intuitively "get it." Must you respell absolutely correctly? No, but be as accurate as you can. The way you respell will be different from someone else - as we all have some minor variations in our pronunciation.

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### Word and Sentence Stress

Add to respelling the notion of word and sentence stress. Many EFL students around the world will have different stress patterns in their language.

When you pronounce words with two or more syllables - one syllable will be stressed more than the others. Until you practice a bit - you may have trouble hearing stress because it is such a natural part of a native-speaker's speech. Here is what to listen for: Tone, length of time, loudness.

For example:

Banana - sounds like buh NAEH nuh

If you listen carefully the middle syllable has a slightly higher tone, lasts longer, and is slightly louder.

Thai students, for example will say: buh naeh NUH

Sentences will have similar stress patterns that students need to learn, and respelling can help them with that too. Some words are not so important to hear - and are reduced in time, loudness and tone. Some are more important and are louder, longer, and have a higher tone. The important words are called "Content Words" - they are nouns, main verbs, adjectives and adverbs. Less important words are called "Function Words" and are pronouns, helping verbs, conjunctions, and prepositions. These rules are not ALWAYS true, but are good general guidelines.

Example: *My name is Bob* when written showing sentence stress sounds/looks more like: *my NAME is BOB*.

Don't overdo word and sentence stress - it is important to speak naturally when teaching your students stress. You, after all, want your students to speak naturally too.

Think about sentence stress a bit like this: When you talk on a mobile or cell phone - you often don't hear every word - and you don't need to. You get the "gist" of the sentence from hearing the important words. Those are the words that are stressed in a sentence.

Word and sentence stress takes a lot of practice. But the practice is well worthwhile as your students will benefit greatly from your efforts. Don't worry about getting it slightly wrong. It is more important that you just try it and work with it and develop your skills with it. It WILL make you a much better teacher in the long run.

There is a lot to study here - as there is a lot to learn. The suggested readings are ranked in the order of difficulty and the order in which they are best read:

[Linking](#) - a Word document

[Pronunciation Notes](#) - a Word document

Links to Important Readings on Pronunciation:

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[Word Stress](#)

[Sentence Stress](#)

[More on Linking](#)

[Kent University Phonetics Resource Page](#)

[The British Council Pronunciation Page](#)

Once you have conquered pronunciation - it is time to move on!

### "Edutainment" in TEFL



As you might guess - "Edutainment" is the marriage of education and entertainment. Depending on how seriously you might want to take yourself as an educator, check into the scene in the country and school where you will seek work. Some countries are very serious about education and are more concerned that lessons have good content and relevant language. They expect you to deliver skills in exchange for their money. Others, want more entertainment (in English) and hope students absorb their language skills that way.

If edutainment is the agenda for a school, go there prepared with many games and fun activities that use English as their medium.

Students can, in fact, pick up a fair amount of language this way - so all is not lost. But, if you respect yourself and the profession, be wary of schools that are looking for a "dancing monkey" and not a teacher. Such schools do exist and your level of job satisfaction will be quite low if you take that type of position.

The Internet is full of great places to pick up games and activities. See the "Games and Activities" page on the menu for the best way to use them in the classroom.

## Teaching Reading in the EFL Classroom



### Basic Concepts:

Teaching reading in EFL is a bit different than the way native speakers are taught to read. While vocabulary is an important part of reading - teaching the reading skills of surveying, skimming, scanning, inference, predicting, and guessing are just as important.

Research tends to indicate that a student's reading comprehension can be improved by focusing on teaching students skills in the following areas:

#### Vocabulary

Many languages do not have the word building concepts that English does. In teaching vocabulary, the idea of "root" words, and prefixes and suffixes - helps students build a larger vocabulary quickly. Affixes (prefixes and suffixes) help us create a variety of words from one base word. many EFL students won't recognize that *contain* is the root word of *container* and *containment*; or that *desire* is the root word of *undesirable* and *desirability*. When teaching new vocabulary it is important to point out these connections and we can quickly help students expand their vocabulary - with the base words they already know. Teaching affixes is only one of several strategies for teaching vocabulary. See the links below for more.

#### Surveying, Scanning, Skimming

In an academic setting we rarely read an entire text word for word. More typical is that we look at the contents of a book, the chapters, headings, subheadings, sidebars, pictures, illustrations, words in italics and bold type - and dive in to find the information we need. These are the concepts of surveying, scanning and skimming - moving from the big ideas of a reading down to the specific details. These are skills that EFL students don't usually have and must be taught. The linked readings below will give you more specifics on these skills.

#### Guessing and Predicting from Context

Students also need to be taught to guess the meanings of words based on the context of the reading and to draw from the reading an ability to predict what might happen in the next paragraph. Links below will lead to more information on these skills.

### Expanded Concepts:

[Teaching Reading](#) - read the entire section and subsections

[Teaching Reading Skills](#) - download this PDF file

[Skimming and Scanning](#)

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[Scanning Exercise](#)

[Skimming, Scanning, and SQ3R](#)

British Council: [17 Excellent Articles on Vocabulary Acquisition](#)

When you finish these readings, proceed to the section on [Teaching Writing](#).



*“Good news.  
The test results show it’s a metaphor.”*



## Teaching Writing in the EFL Classroom



### Basic Concepts:

Teaching writing is often about teaching grammar. If grammar comes up anywhere in EFL, it is in the writing classroom. Most EFL students will have some writing skills when you get them. But they will often have an idea that their writing is quite good and generally it will be quite poor.

Many EFL students will have had some experience with paragraph and essay writing, but, in fact, will have quite poor writing skills at the sentence level. Therefore, you will need to take them back to sentence level and begin to teach them very basic structure and how to write simply. Run-on and fragmented sentences will be very common until you correct those errors.

The more basic you get with your writing students, the better. Once a good foundation is built, you can move on to basic paragraph writing and on to essays. These skills take time to develop though and you will find that most textbooks will move your students forward too quickly.

### Expanded Concepts:

Read and review these links:

[General Writing Concerns](#)

[Sentence Writing Skills](#)

[Teaching Sentence Fluency](#)

Two EFL writing textbooks are available to you free. Download them and read them and you will see EXACTLY how to go about teaching basic writing skills to EFL students.

[Sentence Writing Text Book](#) - a draft manuscript for a sentence writing book - you can use this with your students too! Downloads as a PDF file. 1.827kb

You can also download an "Advanced" writing Textbook written for university students in Korea who were ready for paragraph writing. The book prepares students for better paragraphs and eventual essay writing:

[Advanced Writing Textbook](#) - draft manuscript - downloads a PDF file 8,215 kb

## Teaching Listening in the EFL Classroom



### Basic Concepts:

Listening skills are tied to speaking and pronunciation skills. Most likely if a student can correctly pronounce something and speak it in a natural and common way - she will understand it when she hears it spoken. When you have the opportunity to teach pronunciation and listening together - you will see many similarities in the content that you are covering.

Once again you will be teaching students about reductions, linking,

stress, and rhythm in natural speech. But you will also - as in teaching reading (listening and reading are "receptive skills") - be teaching students to listen for main ideas and details. And like pre-reading - you also set the stage with pre-listening activities to set the context for listening.

Teaching listening skills is rewarding as students can often make good gains rather quickly - with proper instruction.

### Expanded Concepts:

Read the following links for discussions about teaching listening skills

[The British Council Listening Page](#) - Read the sub-pages too. This is one of the best sections about listening on the Internet.

[Listening Comprehension](#) - Concepts and Exercises

[Teaching Listening Skills](#) - an EXCELLENT page, read the sub-pages too.

## Teaching Business English in the EFL Classroom

### Basic Concepts:

Teaching Business English, or any kind of ESP (English for Specific Purposes - or sometimes for "Special Purposes"), should be considered once you have a some experience in TEFL. Business English, or other ESP classes, usually pay better than teaching "conversation" English classes, and some teachers find them more enjoyable.

Obviously, these classes will center around a work environment and utilize business or ESP vocabulary. Early in your TEFL career you should probably NOT teach these type classes unless you have prior work experience in business or other ESP areas - or some specialized training. Why? Because businesses

usually have a very focused aim as to what they want to accomplish - and if you have little experience in the business world - you may have little understanding of what is required.

Business English students are usually quite different from typical language school students. They are often older, more experienced, tired from a long day at work - and have a definite idea about what they want to learn. Also, sometimes, they are required to take English classes if they want to progress in their company. If you are seen as being "wet behind the ears" and as having little or no knowledge of their world - you will typically be replaced rather quickly.

Some EFL teachers think that teaching Business English is the same as teaching regular English classes - but having a little business vocabulary thrown in. Some teachers think that all you might need to do is to change *The book is on the desk* to *The report is on the photocopier*. No, not good enough. These older, more skilled business people also need you to have some interest and knowledge of the business world - as you need and are expected to pique their interest and create relevant contexts for your lessons. If you have no awareness of the context of their work, this will be quite difficult to do. However, if you do find yourself in this situation - research the business where you will teach and learn as much as you can about what they do - their products and services - and include as much of that as possible in the lessons.

Simply using a Business English course book is not enough.

Basic methodology for Business English is the same as for regular EFL classes.

Expanded Concepts:

Read the following links for more detailed information about teaching Business English

[The BBC - Business English Section](#) - an excellent resource



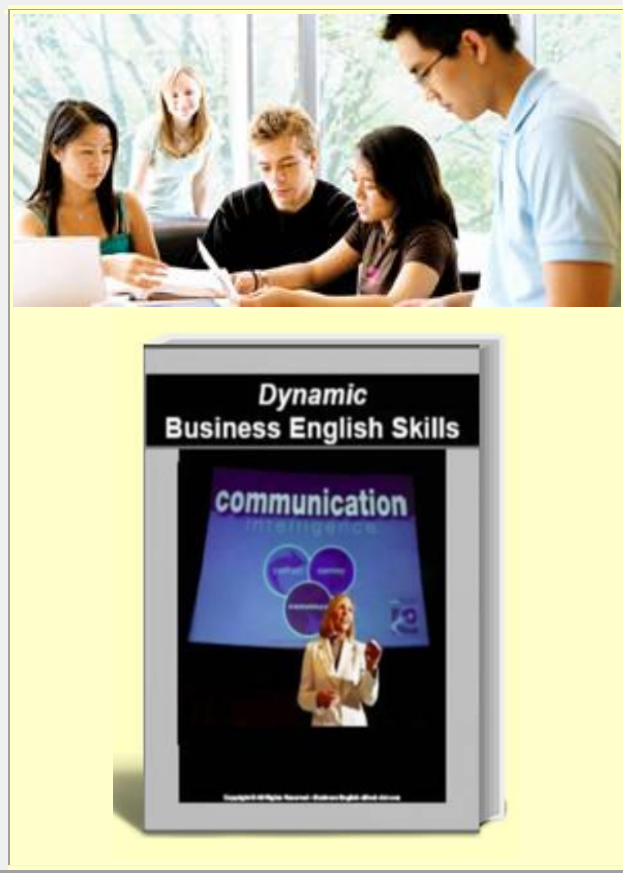
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[Business English exercises](#)

[Useful Expressions in Business English](#)

[Tips for Teaching - Business English](#)

## Teaching English for Special Purposes in the EFL Classroom



### Basic Concepts:

Many people, when transitioning to a career in TEFL, forget that they have lots of experience, and sometimes education, in a specialized area. Rather than starting at the bottom rung in TEFL consider finding your own special niche where you can probably make more money, do a better job - and enjoy yourself more.

Many people from Information Technology (IT) careers come to TEFL, for example. Their best job strategy would be to seek an English teaching position at a college or university that has an IT specialty. Many occupational specialties in foreign countries need English training. The need it either for university

study and papers, research (most international research is published in English), or to run a business.

If you have a background in a special area, it is in your best interest to use it. One, you will know the specialized vocabulary of the business, you will know how the business works - and you will even have a curiosity about the business that other teachers won't have. This makes you ideal to teach in that special niche.

Consider nursing, aviation training, business and marketing, chemicals, general medicine, engineering, hospitality (restaurant, hotel, and tourism industry), IT, law, construction technology, and every other possible major at a university or college. If you have such a skill/knowledge it would be well worth your time to seek employment in that area. DON'T go to the English department of a college or university - go to the department of your specialty and have them recommend you to the English department. You WILL be in demand.

### Expanded Concepts:

Read the following links to get a better understanding of teaching ESP.

[Teaching English for Specific Purposes \(ESP\)](#)

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Two excellent examples of niche employment - that the smart people look for - are immediately below. Teach a few reception desk staff in an air conditioned classroom at a 5-star resort on a tropical island - or 50 screaming kids in a hot classroom? Teach a small class of businesspeople at corporate headquarters - or back to the screaming kindergarteners . . . Up to you . . . ESP has its advantages!

## Correcting Errors in the EFL Classroom

### Basic Concepts:

When and how to correct students errors in the EFL classroom is an issue of concern for every EFL teacher. What should we correct, when should we correct it, and how should it be corrected?

How do we give students the feedback they need and want to improve, without damaging fluency and motivation?

Research tends to indicate that three types of errors should be addressed: high frequency errors, stigmatizing errors, and errors that block meaning or the understanding by the listener. We might add another - errors in using the target language of the lesson.

When and how should these errors be corrected? There is, unfortunately, no conclusive evidence/research about these issues.

Research seems to indicate that the most effective ways to deal with errors and offer corrections seem to include:

When hearing an error - speak the corrected statement

Listen for errors - and make a general review of them at the end of the activity segment

Encourage peer correction

Correct the student personally (use this less than the other methods)

EFL teachers always need to be careful of the balance between fluency (ability to speak quickly and smoothly without much thought) and accuracy (ability to speak in a grammatically correct manner). There is a tension between fluency and accuracy - where too much desire or struggle for accuracy denies a student fluency. And too much emphasis on fluency, can result in spoken gibberish that follows no rules at all.

Teachers need to stay tuned in to how their students are doing and attempt to keep a good balance of fluency vs. accuracy in the classroom. Not an easy task - but generally, in a speaking or conversation class, error on the side of fluency.

### Expanded Concepts:

[Error Correction and Language Improvement](#) - Read all three pages - good explanation of methods for correction.



## Discipline in the EFL Classroom



### Basic Concepts:

The best way to deal with discipline issues in the EFL classroom is to have a good lesson that is active and encourages the participation of every student in the room. An active student is not usually a problem student.

That said, many students are not in the EFL classroom because they want to be. Many are there because their school or university program requires it, their company/employer requires it, or their parents put them in the

class. So, sometimes, problems can be expected.

No matter what the problem, the best policy is to keep your cool. In fact, the best advice is to always act on a problem BEFORE you get upset, while you can still think rationally and calmly about solving it. Plan ahead for dealing with common problems.

Set clear rules and explain them to students the first day of class. Be serious about the rules, enforce them consistently, without showing any upset, and you are on your way.

Students who talk a lot, or misbehave in a mild manner, can often be quieted just by your presence if you stand next to them. Even quite disruptive teenagers can often be settled down with a simple gentle hand placed on their shoulder. You don't have to say anything, they get the message. Try not to take things too seriously, just enforce rules with a smile on your face - so as to not upset the rest of the class. Adults generally are not too problematic, though in some cultures they can be.

Children present a special challenge. Remember the old rule that the length of an activity for a child should be no longer than double their age minus two. Thus a four-year-old child can probably only tolerate an activity of six minutes or less - then you better move on.

Children will often act out for your attention and it would be best to study some basic psychology and behavior modification techniques to keep a handle on them. Generally speaking, giving a child attention for unwanted behavior is not a good idea. It is far better to target the child right next to the misbehaving child and reward them for doing what you want the problem child to do (like sitting down, or working on the assigned task).

It is important to get some idea from your employer what rules they feel should be enforced and what they recommend you do about discipline problems. Language schools are typically private businesses and need you to deal with any problem gently, positively and in a way they doesn't chase their customers away. Ask the other teachers at a school what the school enforces



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and if they "back up" their teachers. Some don't - and it is better to know that BEFORE you have to press the point - and lose.

Know that what might be perceived as "cheating" in the Western world is sometimes considered "helping your friends" in some other cultures. Here, prevention is the best action - spreading desks far apart and even all the way up to the front and back walls if need be - during examinations. Don't allow cheating - but don't get too stressed by it - it is a cultural issue more than anything else.

Discipline in the EFL classroom is no different than discipline in any other type of classroom.

Expanded Concepts:

Read the following links for excellent advice, information, and help with discipline issues in the classroom.

[DisciplineHelp.com](http://DisciplineHelp.com) - a great website!

[\*\*11 Techniques for Better Classroom Discipline\*\*](#)

[\*\*Top 10 Tips for Successful Classroom Discipline\*\*](#)

Those sites should give you a good start - and get you thinking about positive discipline

## **Gestures, Cueing and Modeling in the EFL Classroom**

### **Basic Concepts:**

It is common sense that students in an EFL classroom may not always understand what their instructor wants them to do when given directions in English. Obviously, they are there to learn English and don't and won't get every nuance of your requests. Thus the importance of gestures and cueing.

An effective EFL instructor will use their body to help give students additional information about what they want them to do. Modeling (doing what you want students to do to show them what is wanted), gesturing to prompt behaviors, and cueing with more subtle movements all provide assistance to the students.

The target language you are teaching is the most important component of any lesson and you don't want to get stuck in a lesson with students not knowing what to do. Always model any activity first, gesture to show students when you want them to respond chorally - "listen" (put your hands behind your ears) and "repeat" (move your hands away from your mouth), and give cues by pointing to target language on the marker board.

Give only the amount of gestures and cueing needed and withdraw it as soon as you can. Increase usage when needed - and reduce it as the students seem to get what is wanted.

Effective use of these tools will make your class go much more smoothly. As the image of the book above indicates - do ask and be aware of any cultural differences in gestures. In many cultures pointing with a finger is quite rude as is gesturing with your palm facing up versus down.

## **Student Motivation in the EFL Classroom**

### **Basic Concepts:**

Sparking student motivation is an important part of any teacher's function. Effective teachers will make sure that students know WHY they need to learn the language that is the target of the day's lesson.

There are several things that the instructor can do to drive student motivation. First, at the beginning of the lesson, build a context where the target language might be used. Then - when building a dialog or structure chart on the marker board - attempt to elicit as much of that language as possible from the students. The more the language actually comes from the students - the more they will be interested in it.

During the "production" or "Activation" component of the lesson be sure that students are using the target language to talk about their lives, feeling, and interests. This makes the lesson more personal and thus more interesting - building motivation. Most people enjoy talking about themselves.

Relevance - is another important factor in building student motivation. Adults need to talk about adult things, kids need to talk about kid things - teenagers need to talk about teenager things - to build their interest in the lesson. You will sometimes have to step away from coursebooks to make this work. One popular coursebook for young learners actually has dialogs about buying cars and airplane tickets - things that those students would never do at that age. Buying a stuffed toy or video game would be much more interesting and motivating to them.

Realia, the use of authentic items in lessons, also builds interest. When teaching about fruit bring some fruit. In a work environment use documents from their daily work as a base for lessons.

### **Expanded Concepts:**

[Understanding and Increasing Student Motivation](#) - downloads a Power Point file

[Motivation: Some General Theories and Classroom Strategies](#) - some excellent articles about student motivation

## Games and Activities in the EFL Classroom



### Basic Concepts:

Games and activities are an important part of almost every EFL classroom. Games and activities create situations where students can use the target language of the lesson in a playful situation (a game) or in presentation or production (study or activation) exercises. Games and activities allow opportunities to use language repeatedly and to build a habit from the structures provided.

Most EFL classes should start with a "warm-up" activity to help the students relax and settle into the class. The warm-up is often a game, just to start things on a "fun" level. Structured activities will be provided to students during the practice

and production stages of the lesson as well, and if time allows a short language game may also be used at the very end of the class.

The basic idea is to let the class play, have a couple laughs and some fun right at the very beginning - work them very hard in the middle - and finish up the class with some fun. Following this process, where the class begins and ends with anxiety-reducing activities or games, we should find the students more motivated for their next class.

Every experienced EFL teacher has several favorite games and activities that require minimal preparation - ready to go at any time. These games and activities also come in handy should you be asked to teach a class for someone else - when you don't know the students and have not had an opportunity to prepare. Such surprises are not uncommon in the EFL teaching world.

### Expanded Concepts:

The Internet is full of websites of games and activities. Probably the best place to start is the "Idea Cookbook" at Dave's ESL Cafe.

[The Idea Cookbook](#)

Spend some time at Dave's ESL and find five or six games that you enjoy and understand. Think about how to use those games in a variety of settings, with different age groups and for different topics.

Do a web search yourself and see how many websites you find. There are literally hundreds.

### Finding Your First EFL Teaching Job



The demand for EFL teachers worldwide is so great that you will find it surprisingly easy to land your first job offer. BUT - take your time, find the right position, check out your employer, talk to other teachers there and make sure you will be happy.

Whether thinking about a two-year "lark" teaching overseas - or if you would like TEFL to offer you a long-term career - give the website a good read. No, it doesn't really have all the

answers, because the answers are as individual as each person thinking of entering the field. Your needs, interests, skills, and goals are unique. But, TEFL .com can at least help you address each issue and get on the road to finding exactly what might fit you best.

