

# Successful language teaching

ESA Model



# Agenda

Overview of course

Features

ESA: engage, study, activate

“Boomerang” procedure

Virtual Writing Tutor

Questions

How to reach me



# Overview: Teach academic writing

Elements of good writing

Skills - paraphrasing, summarizing, quoting

Techniques and strategies

Self-correcting process: REP

Interviews

Teach literature through film

Lesson Planning



# Features

The course begins with a self-graded 30-question pretest to check your knowledge of the writing process before you start the course.

Each module contains the following elements:

- **preview questions** to check your prior knowledge;
- **module introduction:** summary of all the lectures in the module
- a series of **audiovisual lectures** presenting the content through slide presentations and accompanying tapescripts
- an **interview** with an English language teaching specialist in three of the five modules (1, 4, 5)
- a **reading**
- a **self-assessment checklist**
- a **graded quiz**

The course also includes **Works Cited**, references cited in the course

## ESA Model

**E**ngage

**S**tudy

**A**ctivate



# Engage

## Bloom:

## Affective

## Domain

Category	Example and Key Words (verbs)
<p><b>Receiving Phenomena:</b> Awareness, willingness to hear, selected attention.</p>	<p><b>Examples:</b> Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p><b>Key Words:</b> acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands</p>
<p><b>Responds to Phenomena:</b> Active participation on the part of the learners. Attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p><b>Examples:</b> Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practice them.</p> <p><b>Key Words:</b> answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, presents, tells</p>
<p><b>Valuing:</b> The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p><b>Examples:</b> Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p><b>Key Words:</b> appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares</p>
<p><b>Organization:</b> Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p><b>Examples:</b> Recognizes the need for balance between freedom and responsible behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p><b>Key Words:</b> compares, relates, synthesizes</p>
<p><b>Internalizes Values (characterization):</b> Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most important characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p><b>Examples:</b> Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p><b>Key Words:</b> acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies</p>

# Engagement Activities

- Stimulating pictures
- Games
- Music
- Discussions
- Dramatic stories
- Amusing anecdotes



## Engagement: “The 39 Steps”



Phase	Activity: what students do	Mode	Materials
<b>Engage</b>	1 Guess what's happening	individual	Picture
	2 Take notes and share what they find	pair	Internet



## Study: focus on language

<b>Study</b>	1 Watch part of a film	whole group	YouTube
	2 a. Read the synopsis of Act one: define the meaning of verbs in paragraph 1	pair	Synopsis of play
	2 b. Define the meaning of other verbs in the text	pair	Synopsis of play
	3 Write down the main events in Act I	pair	Synopsis of play



The 39 steps HD with multilingual subtitles

## Study: activity 2a.



### Act 1

After heading to a London theatre to find some excitement, a man named Richard Hannay is watching a performance by a man with a photographic memory named “Mr. Memory”, when an unexpected gunshot rings out. As the audience clears out, a woman named Annabella follows him home, and that’s when the real excitement begins. She turns out to be a spy on a dangerous mission, trailed by assassins who want her dead. Aware of danger lurking outside, she warns Richard about a dark figure at the head of an international espionage ring and “The 39 Steps,” which she does not explain. Her plan is to seek help from a professor in Scotland at a place called Alt-Na-Shellach the next day, but before Richard can get more details, she is killed, sending Richard on the run in an effort to clear his name and save Britain from its enemies.

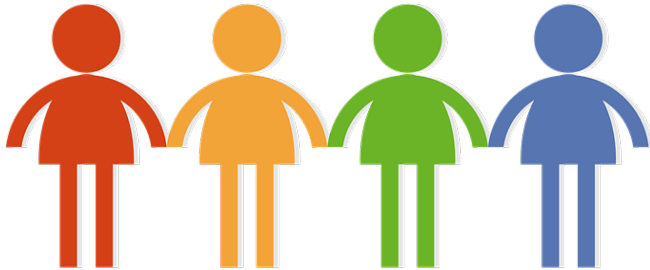
## Activate: use language

- Sharing
- Role-plays
- Debates
- Discussions
- Story, poem writing
- Writing in groups



## Activate: use language meaningfully

<b>Activate</b>	1 Write down descriptive words (use synonyms)	small groups	Live play
	2 Share information	individual	Live play



## Activate: practice

Category	Group 1	Group 2	Group 3	Group 4	Group 5
1 Script	complicated dynamic				
2 Acting	amusing energetic				
3 Costumes	realistic simple				
4 Props	innovative ingenious				
5 Music	essential professional				
6 Special effects	unconventional stunning				
7 Positive comment	funny entertaining				
8 Negative comment	long repetitive				



Write descriptive words

Use the words in context

# Summary

Phase	Activity: what students do	Mode	Materials
<b>Engage</b>	1 Guess what's happening	individual	Picture
	2 Take notes and share what they find	pair	Internet
<b>Study</b>	1 Watch part of a film	whole group	YouTube
	2 a. Read the synopsis of Act one: define the meaning of verbs in paragraph 1	pair	Synopsis of play
	2 b. Define the meaning of other verbs in the text	pair	Synopsis of play
	3 Write down the main events in Act I	pair	Synopsis of play
<b>Activate</b>	1 Write down descriptive words (use synonyms)	small groups	Live play
	2 Share information	individual	Live play

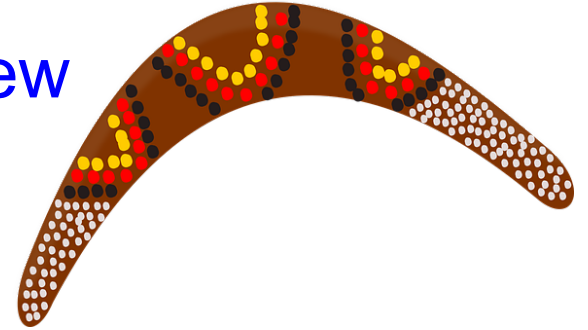
## Boomerang procedure: Job interview

Engage

Activate

Study

Activate



# Virtual Writing Tutor

Check grammar

Check punctuation

Check writing

Text to speech

Speech to text

Pen pal exchange project



# Questions



## How to reach me

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