Making Your Speech More Comprehensible for English Language Learners

Do

- Speak in the "here and now."
- Refer to real objects or shared, common experiences.
- Talk about topics that are familiar to your listener.
- Support your speech with visuals (drawings, diagrams, key words).
- Use meaningful gestures.
- Emphasize important content words.
- Enunciate clearly (full forms, no reductions/blending, pauses between words).
- Repeat your utterances several times (but be careful with paraphrases).
- Rephrase your utterances (using simpler vocabulary and/or sentences).
- Slow down. Pause between grammatical groups.
- Check listener comprehension frequently (look at facial expressions, request a response) and make "repairs" accordingly.

Don't

- Shout (volume is not usually the problem).
- Use "Tarzan talk" (ungrammatical, insulting).
- Cater to the few students who understand you and ignore the rest.

Teacher Guidelines for
Thematic, Content-Based Language Instruction

From Suzanne F. Peregoy and Owen F. Boyle. *Reading, Writing, and Learning in ESL* (2nd edition). New York: Longman, 1997. p. 66, Figure 3.4 Effective English Learner Instruction Checklist.

1. **The teacher organizes instruction around grade-appropriate content, often theme based (e.g., literature, math, science, integrated themes, social studies).**
   a. Instruction provides "access to the core curriculum"
   b. Content is academically demanding
   c. Language objectives are established according to students' English language proficiency in relation to language demands of lesson
   d. Language and content learning are integrated
   e. Content is presented from multicultural perspectives
2. **The teacher designs appropriate learning sequences.**
   a. Assesses and builds upon students' interests and prior knowledge, including cultural knowledge
   b. Explains purpose of activity
   c. Helps students develop learning strategies for reading, writing, thinking, problem solving
   d. Provides multiple opportunities for students to process information verbally and nonverbally (draw, dramatize, discuss, review, question, rehearse, read, write about)
3. **The teacher modifies language used during instruction.**
   a. May use slightly slower speech rate
   b. Speaks clearly, repeating if needed
   c. Defines new words in meaningful context
   d. Paraphrases in simple terms when using more sophisticated forms of expression
   e. Limits use of idiomatic speech
4. **The teacher supports verbal explanations with nonverbal cues.**
   a. Gestures, facial expressions, action to dramatize meaning
   b. Props, concrete materials
   c. Graphs, pictures, visuals, maps
   d. Films, videotapes, overhead projector, bulletin board displays
5. **The teacher plans ways to ensure participation of all students, keeping in mind English proficiency of each student.**
   a. Monitors lesson comprehension and clarifies as needed
   b. Reviews main ideas and key vocabulary
   c. Plans for students to actively participate in learning activities verbally and nonverbally according to functional English abilities
   d. Provides opportunities for students to contribute based on their modalities of strength: e.g., visual, auditory, kinesthetic, oral, written
6. **The teacher provides a variety of flexible grouping formats to provide opportunities for social, linguistic, and academic development.**
   a. Heterogeneous groups
   b. Pair work
   c. Short-term skill groups
   d. Teacher-student conferencing
7. **The teacher provides a variety of assessment methods that permit students to display learning through their modalities of strength, e.g., oral, written, visual, kinesthetic, auditory.**
   a. Performance-based assessment
   b. Portfolio assessment
   c. Learner self-assessment
   d. If used, standardized tests are modified to accommodate English learners, e.g., extra time to complete

Suggestions for American Professors Teaching Chinese Students

Taken from Jinyan Huang's August 2000 M.A. thesis at Brigham Young University titled
English Academic Listening Tasks for Chinese Students: Challenges and Implications.

1. Write key words, phrases, and ideas on the chalkboard in class and use easy and understandable examples.

2. Slow down a little bit when teaching to give students time to absorb new information presented in an unfamiliar language and manner.

3. Give students guidance in American culture (teaching style, geographical/historical background, etc.)

4. Give the students a study guide and write the major points on the blackboard.

5. Use formal English when delivering lectures. (Casual, colloquial English is more difficult for most Chinese students to understand.)

6. Regularly get feedback from the students about the comprehensibility of lectures, etc.

7. Avoid using slang and colloquial expressions.

8. Take time to explain important points clearly in class.

9. Follow the textbook closely. If teaching something that is not in the textbook, provide students with related reading materials in advance.

10. Use true and easy examples to help students understand points in a lecture.

11. Develop empathy for Chinese students and give them individual help as appropriate.

12. Encourage students to listen actively and participate in class lectures.

13. Give students encouragement and timely praise.

14. Teach students to employ appropriate learning strategies.

15. Use appropriate body language to facilitate communication and learning.

16. Vary the pace of the lesson and break the content up into small, accessible units.

PEKING UNIVERSITY TOUR

PROJECT ONE   **FALL 2012**
ORAL AND WRITTEN CLASSES   **JACK AND RONDA ROSE**

Project one is this class taking me on a tour of campus to the ten most interesting places I need to visit and learn about. Each person will choose his/her ten most interesting places for me to visit. One of these places needs to be a personal favorite. The group will discuss and debate everyone's list and agree on the ten most interesting places.

The group will write together a brief description of the ten places and a brief reason why that place is interesting to the group. The description's must be in interesting common American English and must sound like an American wrote it. A translation program from Chinese to English will not sound like interesting common American English. Make sure you all agree on the language used in the descriptions.

1. Divide into groups of 4-5 persons.
2. Make sure you all can meet at the same time for one hour outside of class each week.
3. Elect a president and a secretary
4. Exchange contact information
5. Begin today!

THERE MUST BE ABSOLUTELY NO SPEAKING CHINESE WHEN DISCUSSING OR WORKING WITH YOUR GROUP. EVEN ONE CHINESE WORD WILL COST YOU 10% OF YOUR GRADE!

SCHEDULE

WEEK ONE--Individually pick your ten most interesting places to visit and bring to class.
WEEK TWO—Divide into groups, reduce everyone's ideas to what the groups feels are the ten most interesting places to visit AT PKU. As a group write the description of the ten most interesting place.
WEEK THREE—Describe why it is interesting.
WEEK THREE—Break No School
WEEK FOUR—The class will reduce the list to 8 places and take me on the tour. (BRING YOUR BIKES!)

GRADING (The Standard of Grading is Always Perfection)
There is 20 points possible for this project.
       5 points for interesting places chosen.
       5 points for good brief information about the places.
       10 points my opinion of how well you did the project
Ronda will have a separate grade for the written part of the project in her class.

INDIVIDUAL PARTICIPATION GRADE FROM GROUP
After this project is finished the group members will grade each individual in your group on participation. Each member will decide how much each of the other members supported and participated in the project. Each member will be scored on a continuum of 1 to 10. If each person feels the other members of the group fully participated then each member should receive a ten. But if a person was a slacker then you should give them less.

I will collect these participation grades from the group and apply it to the individual's group project grade.

SECOND PROJECT
TWO HOURS OF SIGNIFICANT SERVICE

PROJECT PURPOSE: TO SPEAK ENGLISH WHILE PLANNNING AND PERFORMING A SERVICE.
YOUR GROUP WILL SELECT, PLAN AND PERFORM 2 HOURS OF SIGNIFICANT SERVICE.

PROJECT REQURIEMENTS:
1. Choose a place you can perform two hours of significant service.
2. Make a process flow chart to help carefully plan this service activity.
3. Must include two English-speaking foreigners in the service. (Not involved in the planning)
4. You must receive some kind of recognition for this service. (Radio, T.V., News Paper, Bulletin)
5. You must perform the service.
6. Write a one-page summary with a photo of your service.

PROCEEDURE
1. Pick a president and secretary
2. Choose a significant service.
3. Make a flow chart that will show the process for solving the problem

What is Process Flowchart?
Process flowchart is a diagram that shows the process for accomplishing your goal.

Constructing a Process Flowchart

1: What is our goal?   (Perform two hours of significant service.)
Where does a process begin? (Select a 2 hour service.)
Where does a process end?   (Service is performed and written up.)

2: List the Actions (Steps) in no particular order
Brain Storm different opportunities
Contact people or schools
Make a list of everything that must be done.

3: Put Actions in the right Sequence
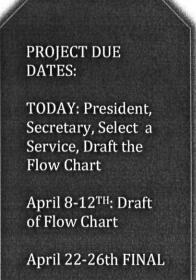Use piece of paper for each step so you can change the steps order. Then draw a flow chart.

4: What are the possible problems?
Look at each step and list all of the possible problems that might prevent you from accomplishing your goal. (An example: There is a cost involved. Don't know whom to contact. Etc.

5: Take each problem and write a possible solution

6: Set a date for completion of the step.

7: Finalize the Flowchart
Does the process feel like the right way to do it?
Make assignments for group members to do before next meeting.
Do all of the members of the group agree?

PROJECT DUE DATES:

TODAY: President, Secretary, Select a Service, Draft the Flow Chart

April 8-12TH: Draft of Flow Chart

April 22-26th FINAL

REMINDER: PENALTY FOR USING CHINESE WHILE WORKING ON THIS PROJECT.
(Except when speaking with persons outside your group. Example: police, companies who buy scrap metal, used bicycle dealers.)

CLASS DAY: M T W TH   (Circle one)   **CLASS TIME: 8:00 10:10 3:10 6:40**

Your English name & Pinyin family name: **Section #:**

On a scale of 1 to 10, 10 being perfect contribution to the group project and 1 being the least contribution to the group project, rate each group member. Evaluations will be private. Consider the following:

- o   Did they attend each group meeting in and out of class?
- o   Did they give input into the projects ideas?
- o   Did they help the project succeed?
- o   Did they complete on time any of their portions of the project and do it to the satisfaction of most of the group

Write the English name of the group members and circle the score. **Did your group use very much Chinese while working on the project?** <u>Circle the name of the president and Secretary</u>

<u>English name</u>	Circle Score	90% English Spoken?
1)	10 9 8 7 6 5 4 3 2 1	YES NO
2)	10 9 8 7 6 5 4 3 2 1	YES NO
3)	10 9 8 7 6 5 4 3 2 1	YES NO
4)	10 9 8 7 6 5 4 3 2 1	YES NO
5)	10 9 8 7 6 5 4 3 2 1	YES NO