

# Methods and Materials for Successfully Teaching English as a Foreign Language in China

Workshop presented at the Kennedy Center for International Studies, BYU  
by Dr. Lynn Henrichsen, Department of Linguistics and English Language, BYU  
August 4-15, 2014

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## Special ESL/EFL teaching resources available on the World Wide Web:

- Previous participants in the China Teachers Program have posted a huge amount of electronic teaching materials and lesson plans on “China\_Teachers” at **Box.com**. If you register and get access privileges to this collection, you will find a “gold mine” of proven teaching resources.
- *Basic Training and Resources for Teaching English to Speakers of Other Languages* (BTRTESOL) is a web-based teacher-training program that may be very helpful to you. The URL is **<http://www.btrtesol.com>**.
- For those of you who are not experienced teachers or who are unsure about the basics of lesson planning, there is a special BTRTESOL unit at **[http://www.btrtesol.com/units/02designing\\_courses\\_lessons/2c\\_design\\_lessons.php](http://www.btrtesol.com/units/02designing_courses_lessons/2c_design_lessons.php)**. Also, an older hypermedia tutorial, which takes you through the principles and procedures of effective lesson planning, titled *Planning Effective Lessons for Language Teaching and Learning* is available at **<http://linguistics.byu.edu/faculty/henrichsen/LessonPlanning/index.html>**.
- For everyone, the “Teacher Resources” and “Student Resources” sections of BYU’s Office for English Language Services Website at **<http://oels.byu.edu/>** may also be very helpful. The Student Resources section has information on American holidays, idioms and proverbs, and much more.
- In addition, BYU’s Department of Linguistics & English Language offers an ESL lesson plan database at **<http://linguistics.byu.edu/resources/lp/home.html>**. Many more online resources for teaching English as a second/foreign language are listed on pages 4.A.1-4.C.3 of your packet materials.

## Workshop Objectives

The primary objective of this workshop is to prepare you (China Teachers Program participants) to have a more successful and enjoyable teaching experience in China by...

- (1) Introducing you to basic concepts and widely used practices in the teaching of English to speakers of other languages which you can then use when teaching English in China,
- (2) Making you aware of some of the special challenges of learning a foreign language and of teaching English as a foreign language (as opposed to teaching content or refining native-language skills) and giving you strategies for dealing with those challenges,
- (3) Helping you understand key aspects of the learning/teaching situation in the People's Republic of China, how this situation differs from the teaching/learning situation in the United States, and how you can work in the Chinese context, and
- (4) Providing you with (and guiding you in the preparation/collection of) resource materials for future use and reference as you teach English in China.
- (5) Familiarizing you with conceptual tools that you can use to analyze and improve your own teaching as you go through your year in China.

<p><b>#1</b></p> <p>Monday Aug. 4, 2014 (10:00- 12:00)</p>	<p><b><i>Orientation to Teaching English in China</i></b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• What is China like? What is teaching in China like? (Various audiences and types of teaching) How has it changed in recent years?</li> <li>• Overview of the English teaching system in China Video: Chinese elementary, middle school, and high school English classes</li> <li>• Envisioning yourself teaching English in China Video: Overview, collage of vignettes of BYU China Teachers at work</li> <li>• “Getting the Lay of the Land” (MTNS, 2)</li> </ul> <p><b>Short Break</b></p> <ul style="list-style-type: none"> <li>• Explanation of lesson plan creation and sample teaching demonstrations (next Wednesday and Thursday)</li> <li>• Class management in China</li> <li>• Case study: large class, unfamiliar students, roll in Chinese Participant information cards and photos Video: Model class #1 (excerpts from a two-hour block), observation/analysis/discussion of important characteristics</li> </ul> <p><b>Assignments for next time:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fill out China Teachers TEFL Workshop Participant Information Card</li> <li><input type="checkbox"/> Do language learning style and strategy inventories on pp. 2.E.1, 2.G.1, &amp; 2.H.1.3 in packet.</li> <li><input type="checkbox"/> Skim “Understanding Chinese language and culture” on pages B-2.A.1-18 of your packet</li> <li><input type="checkbox"/> Skim “Bridging the gap between teaching and learning styles in East Asian contexts” on pages B-2.B.1-7 of your packet.</li> <li><input type="checkbox"/> Skim packet pages B-1.A.1 through B-1.M.3 and B-10.A.1-13 (background information on China and the system, challenges, and rewards of teaching English in China)</li> </ul>
<p><b>#2</b></p> <p>Tuesday Aug. 5, 2014 (10:00- 12:00)</p>	<p><b><i>Important Student Characteristics: Native Language, Maturity, Language-Learning Styles &amp; Strategies; Course Curriculum Planning; Lesson Planning</i></b></p> <ul style="list-style-type: none"> <li>• Finish (add photos) and turn in participant information cards</li> <li>• Language teachers as decision makers</li> <li>• The “cardinal rule of good teaching”</li> <li>• Chinese students’ native language and its effects on English learning</li> <li>• Value of Chinese language knowledge/skills</li> <li>• Maturity (adulthood) of most Chinese students you will be working with Adult-level activities for language teaching in China Video: <i>Understanding, Appreciating, and Respecting Adult ESL Learners</i></li> </ul> <p><b>Short Break</b></p> <ul style="list-style-type: none"> <li>• Multiple intelligences, language learning/teaching styles and strategies</li> </ul>

	<ul style="list-style-type: none"> <li>• Preferred learning styles of (most) Chinese students</li> <li>• Language-learning strategies</li> <li>• Case study: No curriculum for your courses in China</li> <li>• Language curriculum development processes and factors Planning your course (MTNS, 3)</li> <li>• Planning lessons for a two-hour instructional block</li> </ul>
	<p><b>Assignments for next time:</b></p> <p><input type="checkbox"/> Learn as much as you can (from former teachers and other sources) about the students you will be teaching and the educational institution where you will be teaching in China</p>

<p><b>#3</b></p> <p>Wed. Aug. 6, 2014 (10:00- 12:00)</p>	<p><b><i>Comprehensible Teacher Talk; Content-based Language Instruction; Project-based Language Instruction</i></b></p> <ul style="list-style-type: none"> <li>• Case study: Communicating with Chinese students when you don't know any Chinese and their oral English skills are minimal</li> <li>• Comprehensible input and language acquisition</li> <li>• "Special English" teacher talk</li> <li>• Other "scaffolding" procedures to increase comprehension &amp; learning</li> </ul> <p>Video examples and teacher-talk/scaffolding analysis activity</p> <ul style="list-style-type: none"> <li>• Thematic, content-based language instruction (a.k.a. SDAIE: Specially Designed Academic Instruction in English)—general principles and procedures</li> <li>• Teaching-style suggestions for American professors teaching Chinese students</li> </ul> <p><b>Short Break</b></p>
	<ul style="list-style-type: none"> <li>• Video examples of BYU teachers in China using a thematic, content-based approach in their classes</li> <li>• Project-based language instruction</li> <li>• Video examples of BYU teachers in China using a project-based approach</li> </ul>
	<p><b>Assignments for next time:</b></p> <p><input type="checkbox"/> Practice adjusting your spoken English to make it more comprehensible to English language learners</p>

<p><b>#4</b></p> <p>Thursday Aug. 7, 2014 (10:00- 12:00)</p>	<p><b><i>Materials Selection and Adaptation; Vocabulary Teaching</i></b></p> <ul style="list-style-type: none"> <li>• Case study: Plagiarism?</li> <li>• Materials for teaching EFL in China (PHLT, 10) Internet resources and online materials Making and using simple teaching aids Sample practice activities using teacher-made, teacher-collected, or adapted materials (picture cards, word cards, numbers, drawings) Commercial books and software for teaching English Collecting realia and other authentic materials for use in China Newspapers and magazines for teaching English in China</li> <li>• Principles and procedures for successfully adapting less-than-ideal language teaching materials</li> </ul>
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	<p><b>Short Break</b></p> <ul style="list-style-type: none"> <li>• Unplanned, “spur of the moment” vocabulary teaching (procedures and practice activity)</li> <li>• Planned, direct teaching of vocabulary (PHLT, 1; MTNS, 11)</li> <li>• Teaching English idioms</li> <li>• Examples of procedures and materials used successfully by BYU teachers in China for teaching idioms, proverbs, etc.</li> </ul>
	<p><b>Assignments for next time:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notice the various listening activities that you (and others) engage in and think about the challenges associated with each of these activities for English language learners</li> <li><input type="checkbox"/> Start planning (and writing out) a two-hour lesson that you plan to use in China. If necessary, consult PHLT, MTNS, and other resources for ideas.</li> <li><input type="checkbox"/> Start planning your own, individual, ten-minute, in-class teaching demonstration for presentation to a “class” of about eleven group members next week. This short demonstration lesson should fit within the context of your two-hour lesson plan (see assignment above).</li> </ul>
<p><b>#5</b> Friday Aug. 8, 2014 (10:00- 12:00)</p>	<p><b><i>Oral English—Listening Comprehension</i></b></p> <ul style="list-style-type: none"> <li>• Developing students' listening skills (PHLT, 19; MTNS, 7)</li> <li>The importance of listening; the challenges of listening in a foreign language</li> <li>Characteristics of real-life listening tasks</li> <li>The necessity of listening practice</li> <li>Comprehensible input for language acquisition</li> <li>• Longman Video: <i>Focused Listening</i></li> </ul> <p><b>Short Break</b></p>
	<ul style="list-style-type: none"> <li>• Other activities for developing/practicing listening skills</li> <li>Using a thought/quote for the day</li> <li>Video and live demonstration: “I’m thinking of a card” listening activity</li> <li>• Chinese textbooks for teaching listening skills</li> <li>• Listening skills required on English language tests in China</li> <li>• Video: Listening test preparation activities created by BYU teachers in China</li> <li>• Total Physical Response (TPR) principles and procedures</li> <li>Video examples of TPR activities used by BYU teachers in China</li> <li>Chinese numbers and exercise and/or taxi directions (TPR activity)</li> <li>• Mid-course reactions to this TEFL workshop (formative evaluation)</li> </ul>
	<p><b>Assignment for Wednesday/Thursday afternoon:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If you haven’t already done so, start planning (and writing out) a two-hour lesson that you plan to use in China. If necessary, consult PHLT, MTNS, and other resources for ideas.</li> <li><input type="checkbox"/> If you haven’t already done so, start planning your own, individual, ten-minute, in-class teaching demonstration/explanation for presentation to a “class” of 10-12 group members. This short demonstration lesson should fit within the context of your two-hour lesson plan (see assignment above).</li> </ul>

## WEEK TWO

<p><b>#6</b> Monday Aug. 11, 2014 (10:00- 12:00)</p>	<p><b><i>Oral English—Speaking</i></b></p> <ul style="list-style-type: none"> <li>• Share results of formative evaluation</li> <li>• Developing students' "oral English" listening and speaking skills (PHLT, 22; MTNS, 8)</li> <li>• Types of speaking practice: imitative, rehearsed, and extemporaneous</li> <li>• Imitative speaking practice (repetition drills)</li> <li>• Rehearsed speaking practice activities (news reports, project reports, prepared speeches [Toastmasters], and readers' theater) used successfully by BYU teachers in China</li> </ul> <p><b>Short Break</b></p>
	<ul style="list-style-type: none"> <li>• Rhythmic chants for rehearsed speaking practice</li> <li>• Extemporaneous speech and free discussion</li> </ul> <p>Extemporaneous speech practice activities (impromptu speeches with picture prompts, creative storytelling, free conversation/discussion, discussion topics/wheels, conversation games, etc.) used successfully by BYU teachers in China</p>
<p><b>#7</b> Tuesday Aug. 12, 2014 (10:00- 12:00)</p>	<p><b><i>Oral English—Communication</i></b></p> <ul style="list-style-type: none"> <li>• Formation of groups for teaching demonstrations/explanations (10-12 per group) on Wednesday and Thursday</li> <li>• Assessing students' speaking proficiency (rubrics and procedures)</li> <li>• Giving Chinese students feedback on their English</li> <li>• Oral proficiency interviews</li> </ul> <p><b>Short Break</b></p>
	<ul style="list-style-type: none"> <li>• Types of language-learning practice: mechanical, meaningful, communicative</li> </ul> <p>Mechanical-meaningful-communicative language-learning experience</p> <ul style="list-style-type: none"> <li>• Longman Video: <i>Dialogue/Drill</i></li> </ul>
	<p><b>Assignments:</b></p> <p><input type="checkbox"/> If you haven't already done so, write out a two-hour lesson plan you expect to use in China, and then start planning your own, individual, ten-minute, in-class teaching demonstration/explanation (excerpted from the larger lesson) for presentation to 10-12 fellow China teachers on Wednesday or Thursday.</p>
<p><b>#8a</b> Wed. Aug. 13, 2014 (10:00- 12:00)</p>	<p><b><i>Oral English—Information Gap, Games, and Songs</i></b></p> <ul style="list-style-type: none"> <li>• Case study: Loose campus calendaring and communication</li> <li>• Longman Video: <i>Information Gap</i></li> <li>• Encouraging creative, communicative language use (PHLT, 18, 22, esp. pp. 289-ff) Klippel's <i>Keep Talking</i></li> <li>• Video examples of small-group, communicative activities used by BYU teachers in China (e.g., "Survival," group talk, shared decision making, silly situations, synonyms to find partner)</li> </ul> <p><b>Short Break</b></p>

	<ul style="list-style-type: none"> <li>• Games for oral English practice (PHLT, 12)</li> <li>• Songs for oral English practice</li> </ul>
<p><b>#8b</b> Wed. Aug. 13, 2014 (3:15- 5:00)</p>	<p><b>Teaching demonstrations/explanations</b> in small groups and break-out rooms:</p> <ul style="list-style-type: none"> <li>• In ten minutes (sorry; we don't have any more time), present your own, individual, in-class teaching demonstration/explanation to a "class" of fellow China teachers when it is your turn. Receive/give feedback. As an introduction to this demonstration, you can provide a brief overview of your entire two-hour lesson plan to the other group members. Explain your overall objectives, the various activities you have chosen, and why you have chosen them. Teach only a small (7-9-minute), selected portion of this two-hour lesson. (Half the group will teach today; the other half will teach tomorrow.)</li> </ul>
<p><b>#9a</b> Thursday Aug. 14, 2014 (10:00- 12:00)</p>	<p><b><i>Storytelling Activities; Pronunciation Teaching; English Corner</i></b></p> <ul style="list-style-type: none"> <li>• Story telling and retelling activities for developing students' oral English skills</li> <li>• Pronunciation teaching: Understanding and teaching English pronunciation (PHLT 16-17)</li> <li>• Analyzing and correcting students' pronunciation mistakes/errors; Chinese students' common pronunciation mistakes</li> </ul> <p><b>Short Break</b></p> <ul style="list-style-type: none"> <li>• Techniques and activities for teaching pronunciation (beyond repetition drills)</li> <li>• Case study: Going to a lecture and receiving a surprise Being prepared to give special presentations (lectures, speeches, performances)</li> <li>• The evolution of "English Corner" and current possibilities</li> </ul>
<p><b>#9b</b> Thursday Aug. 14, 2014 (3:15- 5:00)</p>	<p><b>Teaching demonstrations/explanations</b> in small groups and break-out rooms:</p> <ul style="list-style-type: none"> <li>• (Same procedure/activity as yesterday, but different people today.) In ten minutes (sorry; we don't have any more time), present your own, individual, in-class teaching demonstration/explanation to a "class" of fellow China teachers when it is your turn. Receive/give feedback. If you wish and if your demonstration/explanation is related to the two-hour lesson plan you shared yesterday, you can show your written two-hour lesson plan to the other group members and walk them through it. State your overall objectives and explain the various activities you have chosen and why you have chosen them. Teach only a small (five-minute), selected portion of this two-hour lesson.</li> </ul>
<p><b>#10</b> Friday Aug. 15, 2014 (10:00- 12:00)</p>	<p><b><i>Culture Teaching and Test Orientation in China</i></b></p> <ul style="list-style-type: none"> <li>• Case study: BYU teachers' service project in China</li> <li>• Culture teaching and learning</li> <li>• Understanding different aspects/types of culture</li> <li>• Preparing students for culture shock and dealing with it yourself</li> <li>• Video examples of BYU teachers in China teaching American culture</li> </ul> <p><b>Short Break</b></p> <ul style="list-style-type: none"> <li>• Rankings of universities in China</li> <li>• Case study: Test orientation among Chinese students</li> </ul>

	<ul style="list-style-type: none"><li>• Test pressure/preparation/orientation in Chinese schools generally</li><li>• Major English language tests in China<ul style="list-style-type: none"><li>CET-College English Test</li><li>TEM-Test for English Majors</li><li>TOEFL-Test of English as a Foreign Language</li></ul></li></ul> <p><b>Summative Evaluation</b></p> <ul style="list-style-type: none"><li>• 3-2-1 reactions to this TEFL workshop (summative evaluation)</li></ul>
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**Recommended ESL/EFL teaching books and resources**  
for Kennedy Center China Teachers Workshop participants to purchase

(Note: You may find many of these books in your apartments in China—left there by previous BYU teachers. If you have problems finding these books at the BYU Bookstore, ask at the north information desk on the main floor. If the supply is exhausted, you can place a special order at the desk on the third floor of the bookstore or get them through Amazon.com, etc.)

Don Snow. *More than a native speaker*. Alexandria, VA: Teachers of English to Speakers of Other Languages, 1996. ISBN 0-939791-64-1 (Revised edition, 2006, ISBN 9-781931-185325)

David Cross. *A practical handbook of language teaching*. New York: Prentice Hall International, 1992. ISBN 0-13-380957-9 (Out of print, but used copies are available online)

Laurel Pollard, Natalie Hess, Jan Herron. *Zero Prep: Ready-to-go Activities for the Language Classroom*. San Francisco: Alta, 1997. ISBN 1-882483-64-2

Laurel Pollard, Natalie Hess, Jan Herron. *Zero Prep for Beginners: Ready-to-go Activities for the Language Classroom*. San Francisco: Alta, 2001. ISBN 1-882483-82-0

W. R. Lee. *Language teaching games and contests*. Oxford: Oxford University Press, 1979. ISBN 0-19-432716-7

Friederike Klippel. *Keep talking: Communicative fluency activities for language teaching*. Cambridge: Cambridge University Press, 1984. ISBN 0-521-278716

Claire Maria Ford. *101 Bright ideas: ESL activities for all ages*. Addison-Wesley, 1997. ISBN 0-201-89529-3

Marianne Celce-Murcia and Diane Larsen-Freeman. *The grammar book: An ESL/EFL teacher's course* (2<sup>nd</sup> ed.). Boston: Heinle & Heinle, 1999. ISBN 0-8384-4725-2

"The Ungame" (pocket size) SPCN 5-90024-021-5, (couple's version) SPCN 5-90024-025-8

*Oxford picture dictionary* (and workbooks) (Oxford University Press)

*Jazz chants* (various titles, all published by Oxford University Press)

*Boy Scout Songbook* 1970, 1993 (BSA) ISBN 0-8395-3224-5

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# The English Teaching System in China: An Overview

Prepared by  
Zeng Tiangui, Beijing Normal University  
and  
Lynn Henrichsen, Brigham Young University  
©1993

LEVEL	STUDENTS	PROGRAM	CHINESE TEACHERS	FOREIGN TEACHERS
<b>General</b>	Adults, youth, and children ) at home or in the workplace	Television English programs (>2 hrs/day in most cities) e.g., "Family Album USA."	Work in tandem with foreign teacher. Children's programs may include exemplary Chinese children speaking model English	Work in tandem with Chinese teacher.  Actors use English in various situations
<b>Adult Education— Television University</b>	Adults (at home or in the workplace) enroll for credit. Tuition is paid by work unit. Students take exams. If pass, earn certificate or B.A. degree.	Television university courses in English (and many other subjects)	Do most of the teaching.	Specialists may provide some help with course or textbook design.
<b>Adult Education— Night School</b>	Adults attend classes in vacant rooms in school buildings or on university campuses.	Night school courses in English (and many other subjects). Sponsored & operated by universities (continuing education).	Do most of the teaching. Typically younger university professors moonlighting.	A few (usually younger) teachers may teach these courses to earn extra money.
<b>University or Institute— Graduate (M.A. or Ph.D.)</b>	M.A. students. Mostly recent B.A. graduates; some older, returning students (usually with poorer English skills).	TEFL (English teacher preparation) Class size is relatively small.	Typically teach linguistics, methodology, testing, literature.	"Foreign experts" (Ph.D. holders) Typically teach lang. acquisition, contrastive analysis, methodology, syntax, semantics, literature.
	M.A. students.  Need to pass qualifying exam (including English) to go on to Ph.D. level.	Other fields of study Class size is relatively large (35). Qualifying exam includes listening, reading, vocabulary/structure, translation, cloze, composition.	Typically teach intensive reading, extensive reading, grammar, writing, listening.	"Foreign teachers" (B.A. or M.A. holders, native speakers of Eng.). (Typically teach oral classes such as speaking, video, culture) or writing.

(continued)

LEVEL	STUDENTS	PROGRAM	CHINESE TEACHERS	FOREIGN TEACHERS
<b>University or Institute—Undergraduate (B.A. or B.S.)</b>	Prospective English teachers, translators, interpreters, tour guides (during vacations) and joint-venture business employees. Scored high on National Entrance Examination—Gaodeng Jiaoyu Kaoshi (Gao Kao).	English major (four years devoted primarily to English language study). Class size is relatively small (<20).	Most have M.A. (B.A. in the past) in English or related field. Teach intensive and extensive reading, composition, culture (for juniors and seniors), reading (newspapers, magazines).	Common. Most are "foreign experts." Teach reading (newspaper, magazines), speaking (conversation), literature, American culture.
	Students in disciplines other than English Scored high on National Entrance Examination—Gaodeng Jiaoyu Kaoshi (Gao Kao).	Other majors, but coursework in English (2 years in English Dept., 1 year in own dept.) is usually required. Class size is relatively large (35).	Do most of the teaching for these students.	Unusual for foreign teachers to work with non-English majors. Those who do are typically "foreign teachers."
<b>Teacher Training School</b>	High school graduates (with lower scores on National Entrance Exam).	Duration=2-3 years. Trains teachers for middle schools.	Do almost all of the teaching. Most have B.A.	Few foreign teachers work in these schools.
<b>High School</b>	Ages 15-18. Grades 1,2,3.	Duration=3 years. Three years of English required.	Do virtually all of the teaching. Most have B.A. in English. Teach vocabulary (presentation and repetition) and reading (T gives background, reads passage aloud, and asks questions. Ss read aloud & answer questions.)	Foreigner teachers are rarely involved in classroom teaching at this level.
<b>Middle School</b>	Ages 12-15. Grades 1,2,3.	Duration=3 years. Three years of English required.	Do all of the teaching. Some hold B.A.; others are graduates of teacher training school. Emphasize memorization of vocabulary and grammar rules, and some pronunciation (pinyin-based).	Foreigner teachers are not involved in classroom teaching at this level.
<b>Primary School</b>	Ages (5 or) 6 through 12. Grades (K or) 1 through 6.	A few schools (mostly in Beijing) offer English classes in grades 4-6.		Foreign teachers are not involved in classroom teaching at this level. (4 August 1993)

## Procedures and Guiding Questions for Sample Lessons and Teaching Demonstrations

- Presented in SMALL group (12 fellow China Teachers)
- TEN (10) minutes MAXIMUM (part explanation, part demonstration)
- Suitable for use in CHINA
- PRACTICAL for use in China (no fancy AV, heavy preparation, or high expense)
- Presented within the context of a TWO-HOUR lesson plan (typical in China; explain/show this larger plan briefly)
- Well PLANNED and structured (see lesson planning guidelines if you need help)
- Clear, LANGUAGE-related objectives
  - Conversation
  - Pronunciation
  - Listening
  - Reading (intensive or extensive)
  - Writing
  - Content-based (business, chemistry, etc. AND English)
  - Vocabulary
  - Culture

### **Questions to discuss in groups after each lesson**

1. What was good about this lesson?
2. How could it be improved?
3. For what types of learners (age, proficiency level, etc.) would this lesson be best?
4. How might this lesson need to be adapted to be most effective in China?

## China Teachers TEFL Workshop

**Guiding Questions for Observation, Analysis, and Discussion of Model Classes**

1. How many students are there in this class? How are they seated/arranged in the classroom?
2. What is the students' level of...
  - a. English proficiency?
  - b. Maturity?
  - c. Academic/world/life knowledge?
3. What are the classroom facilities like? What characteristics stand out in your mind?
4. What are the teaching/learning objectives of this class? In other words, in this class, what English language skills are being developed? At what level?
5. How many different presentation/practice/evaluation activities are there in the class period? What are they? (Outline them to keep track.) How long does each activity last?
6. How do these different activities connect to each other and to the overall lesson objectives?
7. What types of listening/speaking/reading/writing practice do students engage in?
8. What elements of culture are taught along with language? How?
9. How does the teacher ensure that students are understanding and communicating in English?
10. How much real communication is there in this class—between the teacher and the students, among the students themselves?
11. What is the ratio of *presentation* to *practice* to *evaluation*?
12. How is the teacher's speech simplified? What other "scaffolding" procedures do you notice?
13. What do you notice about the teacher's physical location and movement in the classroom?
14. How does the teacher involve students and keep their attention?
15. How does the teacher interact with the students?
16. How do the students interact with each other?
17. How does the teacher respond to students' errors?
18. How and how much does the teacher "push" students to perform at a higher level?
- 19.