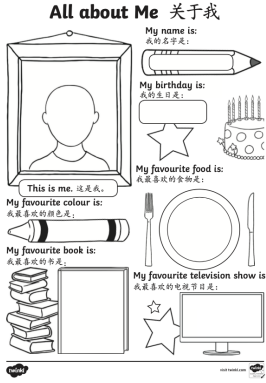


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Thinking for Learning in Life.
TESOL Scrapbook.

	Actions	Anticipated Problems and Solutions	Time
	- Greet Students. - Review the class rules.	N/A.	5.
	Introducing the topic.		5.
	Each student should complete a poster. First drawing a picture of themselves, then answering their name, birthday, favourite food, favourite colour, favourite book and favourite television show.	Some lower level students may have difficulties answering in English, therefore teaching assistants will help at this stage! This is an introductory activity so that I get to know the students, as a teacher I will complete one too!	15.
	Ball games to encourage group work and to be able to use English to say "My name is...what is your name."	- The ball colliding with objects in the schoolroom. - Pupils becoming overly excited. - The ball is keeping the students' attention away from the language. - Students who are unable to catch are either frustrated or causing a stifling of the game. - Students squabbling over who should have the ball next, who won a point, and so on. - Students wasting time, for example, by throwing the ball far away from the next person - Students doing nothing while waiting for the ball	15.

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		(which could take a long time). - Students being singled out (by not having the ball thrown to them, having the ball thrown to them too often or too hard, having the ball thrown to a place that is difficult to catch, etc)	
	- Circle time. - Review the About Me topic by asking the students to ask teachers About Me Questions.		10.
https://www.youtube.com/watch?v=yqlbn_nl2w8	If the students have been well-behaved and have completed all tasks and we have watched all slides, they can be rewarded with a game/song.		5.

Example of Lesson Plan 2

Introcuccion.	Play a guessing game to introduce the topic. Draw a simple stick figure and label it 'me'. Drawing a mother and father elicit the words by pointing and saying, 'This is...' Students guess. When a learner correctly guesses, write 'mum' and 'dad.' Add more stick figures to represent family members.	10
Core.	- Look for any unfamiliar terminology and make a decision to either pre-teach terms or allow students to guess the meaning from the context. - Divide the class into twos	20.

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	and distribute the text and image cards for pattern recognition. • Tell the students that they must read the family examples as well as match every description to the matched picture. Keep an eye on students as they read and match. Wherever possible, assist and guide. • Collect answers from the entire class. One method is to read each text aloud and ask students to hold up the right image.	
Conclusion.	Ask students whether any of the families in the pictures resemble one's own. 'Does this sound the same as your household?' Motivate students to consider the elements of every family and also to identify differences and similarities. Point out the fact that all families have commonalities and dissimilarities, and that each family is unique.	20.
Extension.	Students can create a sketch about their own family.	10

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What is TEFL?

Teaching English as a Foreign Language, or TEFL, is an acronym for English language instruction for non-native speakers. It's also known as TESOL (Teaching English to Speakers of Other Languages), ELT (English Language Teaching), and ESL (English as a Second Language). (Bentley, 2022) A TEFL (Teaching English as a Foreign Language) certificate is a globally recognised professional credential that authenticates the holder's ability to teach English as a foreign language. People with a TEFL certificate can teach English to non-native speakers abroad or online. (Bentley, 2022)

What is TESOL?

TESOL (Teaching English to Speakers of Other Languages) courses are very similar to TEFL courses, and the acronyms are frequently used interchangeably. TEFL is primarily used in the United Kingdom, whereas TESOL is more commonly used in Australia or the United States. It can also be used correctly to refer to the education of immigrants or refugees who arrive in a native English-speaking country. Their needs differ greatly from those of a TEFL learner; a TEFL learner will only hear English in their classroom, whereas a TESOL learner will hear English all around them as they learn to live in their new country. (What is TEFL, TESOL, CELTA & DELTA? | Your Questions | The TEFL Org, 2022)

TEFL/TESOL Teaching Methods.

The Direct Method.	The Natural Method is another name for the direct method of teaching English. It is used to teach a variety of languages other than English, and the main idea behind the Direct Method is that it only uses the target language that the students are attempting to learn. Its primary focus is oral skill, which is taught through repetitive drilling. Grammar is taught inductively, with students attempting to guess the rules based on the teacher's oral presentation. Callan and Berlitz are two popular forms of the Direct Method today.
The Grammar Translation Method.	This is the traditional method of learning a language, and it is still widely used for some languages. Some countries prefer this teaching method, and the core principle is that students learn all grammar rules so that they can translate a variety of sentences. This is especially common among people who want to learn literary works in depth.
The Audio Lingual Method.	The Audio Lingual Method, also known as the New Key Method or the Army Method, is based on the behaviourist theory that things can be learned through constant reinforcement. This is similar to the Direct Method, and it, too, only uses the target language. The primary distinction between the Audio Lingual Method and the Direct Method is the emphasis on teaching. The Direct Method focuses on vocabulary instruction, meanwhile the Audio Lingual Method focuses on specific grammar instruction.
The Structural Approach.	Any language is made up of complex grammar rules,

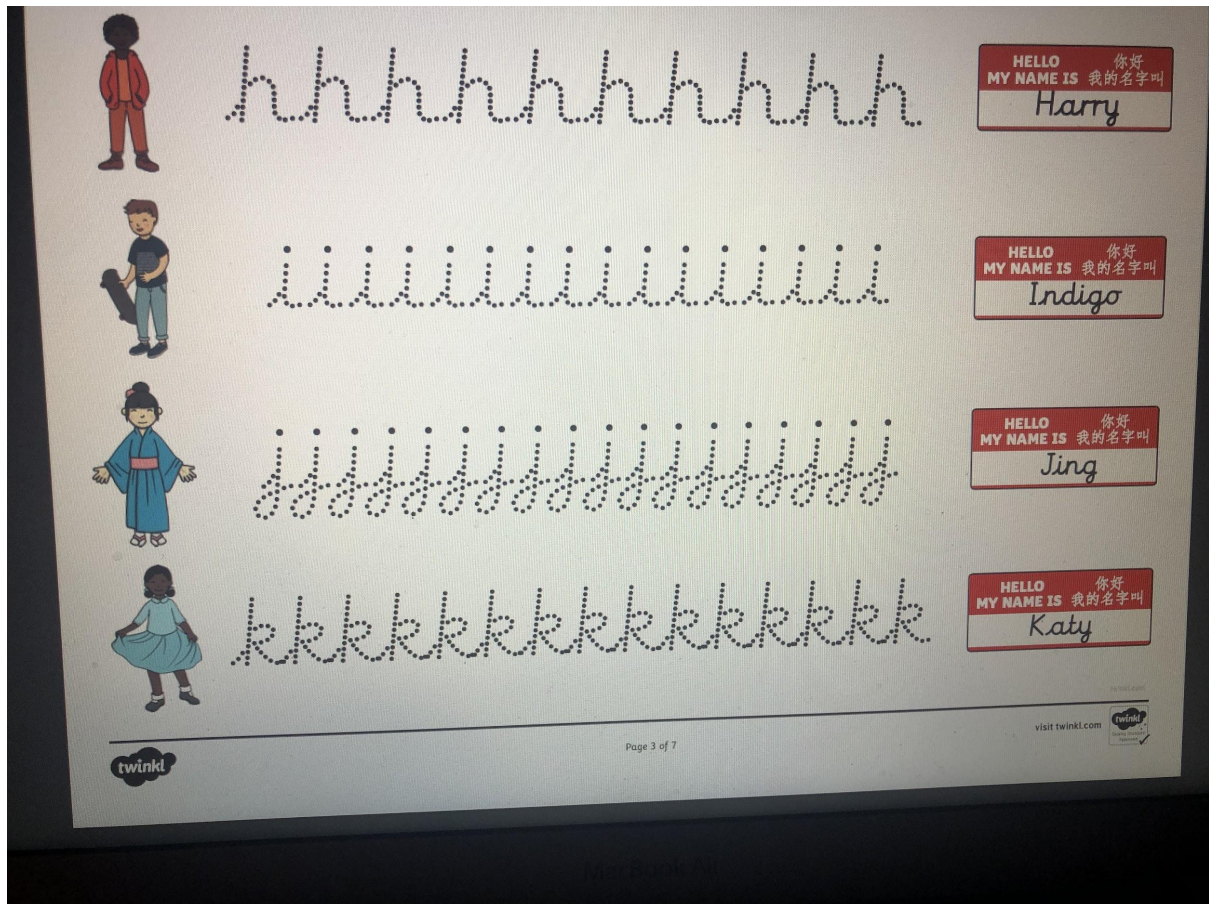
	according to this theory. According to this technique, these regulations must be learned in a specific order; for example, it would be sensible to teach the verb "to be" before teaching the present continuous, which needs the use of the auxiliary form of the verb "to be."
Suggestopedia.	This is a behaviourist theory that is associated with pseudoscience. This method is highly dependent on students' belief in the method's usefulness. This theory is aimed to provide learners with a variety of options, which will help them become more active learners. It is heavily influenced by the class's environment and surroundings. It is critical that all students feel at ease and confident. There is however a lot of music involved in classroom practice to use the Suggestopedia method. Every Suggestopedia class is divided into three areas: 1. Interpretation 2. Live performance 3. Explanation.
Total Physical Response.	Total Physical Response, or TPR, is a method based on the idea of 'learning by doing.' Beginners would then learn English by repeating actions like "stand up," "open your book," "close the door," and "walk to the window and open it."
Communicative Language Teaching (CLT).	The aim of this method is to enable the students to communicate better and properly in realistic scenarios which they may experience. This teaching method focuses on the critical characteristics such as suggesting, thanking, inviting, complaining, and asking for directions, to name a few.
The Silent Way.	The Silent Way puts a focus on autonomous learning. The teacher's role is a facilitator, inspiring students to actively participate in their learning. The main idea behind this method of instruction is for the teacher to say the minimum so that students can take control of their learning.
Community Language Learning.	This method has a strong emphasis on the relationship and connection between both the student and teacher, this is likely one of the English teaching techniques in which the learners feel the safest.
Task Based Language Learning.	The primary goal of this method of teaching is assignment completion. The teacher usually assigns relevant and interesting tasks, and students are expected to use their prior knowledge of English to accomplish the task with as little mistakes.
The Lexical Approach.	The Lexical approach is based on previous computer studies that identified the most commonly used words. This teaching method focuses on vocabulary development and teaching lexical chunks in order of frequency and use.

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Teaching English in China.

I have included some examples of resources I discovered when researching TEFL.

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Handwriting practice sheet for the letter 'h'. The sheet features four rows of dotted 'h' characters for tracing. To the left of each row is a cartoon illustration of a child: a boy in a red jacket, a boy in a blue shirt, a girl in a blue dress, and a girl in a blue dress. To the right of each row is a name tag with the text 'HELLO MY NAME IS' and the child's name: Harry, Indigo, Jing, and Katy. The Twinkl logo is in the bottom left corner, and the page number 'Page 3 of 7' is in the bottom center.

HELLO 你好
MY NAME IS 我的名字叫
Harry

HELLO 你好
MY NAME IS 我的名字叫
Indigo

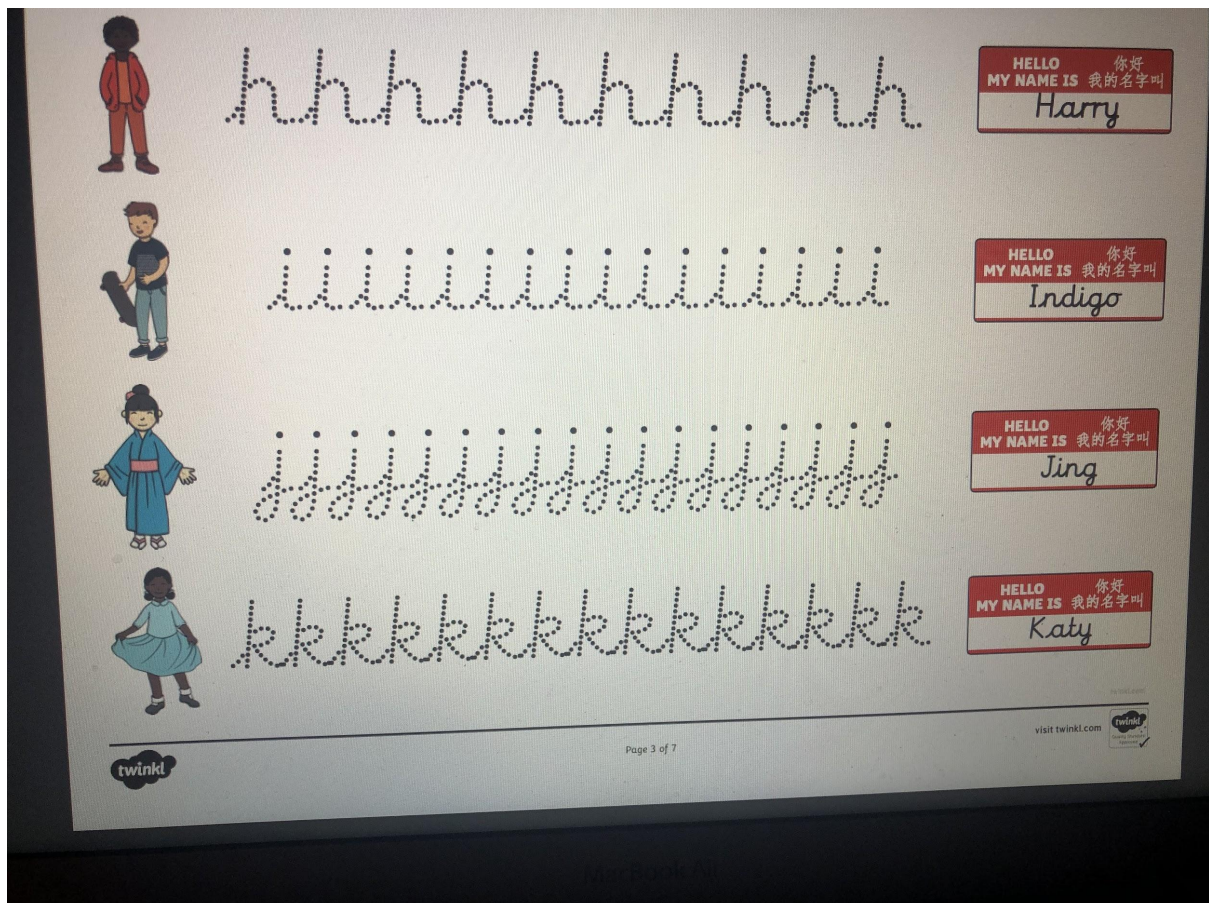
HELLO 你好
MY NAME IS 我的名字叫
Jing

HELLO 你好
MY NAME IS 我的名字叫
Katy

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Handwriting practice sheet for the letter 'h'. The sheet features four rows of dotted 'h' characters for tracing. To the left of each row is a cartoon illustration of a child: a boy in a red jacket, a boy in a blue shirt, a girl in a blue dress, and a girl in a blue dress. To the right of each row is a name tag with the text 'HELLO MY NAME IS' and the child's name: Harry, Indigo, Jing, and Katy. The Twinkl logo is in the bottom left corner, and the page number 'Page 3 of 7' is in the bottom center.

HELLO 你好
MY NAME IS 我的名字叫
Harry

HELLO 你好
MY NAME IS 我的名字叫
Indigo

HELLO 你好
MY NAME IS 我的名字叫
Jing

HELLO 你好
MY NAME IS 我的名字叫
Katy

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This handwriting practice sheet features four rows of dotted 'u' characters for tracing. On the left, there are four cartoon illustrations: a boy in a green dinosaur costume, a girl with an umbrella, a boy in a red shirt, and a boy in a red plaid shirt. On the right, there are four name tags with the text 'HELLO MY NAME IS' and '你好 我的名字叫' followed by the names Liam, Mei-Lin, Noah, and Oakley. The Twinkl logo is in the bottom left, and 'Page 4 of 7' is at the bottom center.

HELLO MY NAME IS 你好 我的名字叫
Liam

HELLO MY NAME IS 你好 我的名字叫
Mei-Lin

HELLO MY NAME IS 你好 我的名字叫
Noah

HELLO MY NAME IS 你好 我的名字叫
Oakley

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HELLO MY NAME IS 你好 我的名字叫
Liam

HELLO MY NAME IS 你好 我的名字叫
Mei-Lin

HELLO MY NAME IS 你好 我的名字叫
Noah

HELLO MY NAME IS 你好 我的名字叫
Oakley

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7



pppppppppppppppppppppp

HELLO 你好
MY NAME IS 我的名字叫
Pete



qqqqqqqqqqqqqqqqqqqq

HELLO 你好
MY NAME IS 我的名字叫
Quin



rrrrrrrrrrrrrrrrrrrrrrrr

HELLO 你好
MY NAME IS 我的名字叫
Ralph



ssssssssssssssssssssss

HELLO 你好
MY NAME IS 我的名字叫
Santi

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7



tttttttttttttttttttttttt

HELLO 你好
MY NAME IS 我的名字叫
Tom



uuuuuuuuuuuuuuuuuuuuuu

HELLO 你好
MY NAME IS 我的名字叫
Umar



vvvvvvvvvvvvvvvvvvvvvv

HELLO 你好
MY NAME IS 我的名字叫
Victoria



wwwwwwwwwwwwwwwwww

HELLO 你好
MY NAME IS 我的名字叫
Wilf

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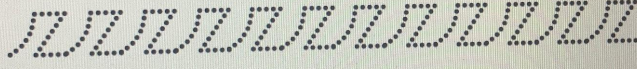
HELLO 你好
MY NAME IS 我的名字叫
Xena





HELLO 你好
MY NAME IS 我的名字叫
Yan





HELLO 你好
MY NAME IS 我的名字叫
Zia

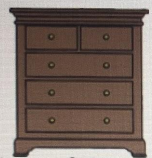
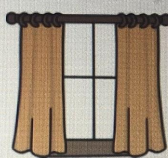
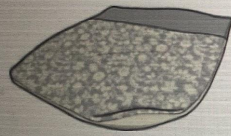
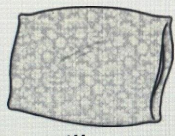
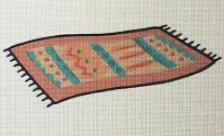
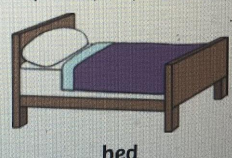


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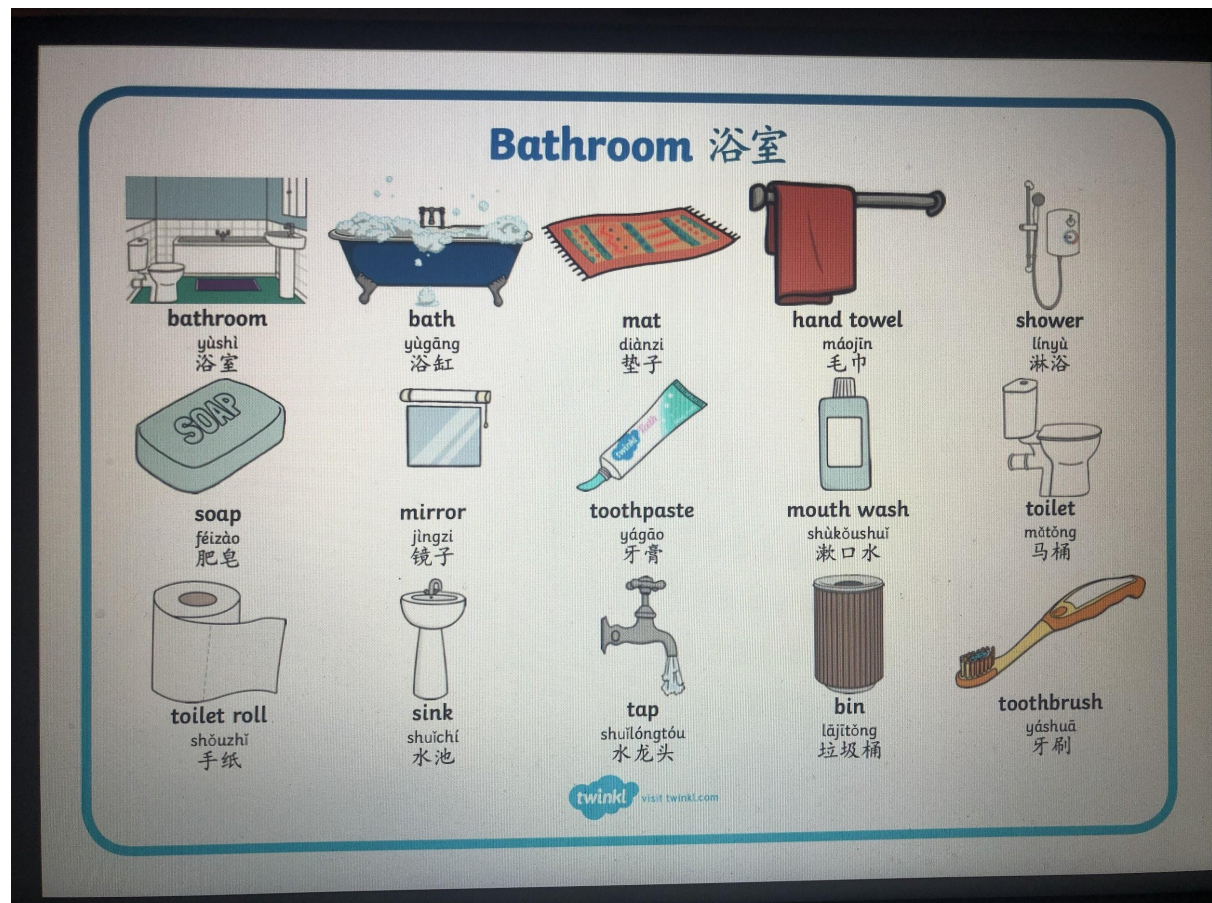


Bedroom 卧室

 bedroom wòshì 卧室	 chest of drawers dàiyǒuchōutideguizi 带有抽屉的柜子	 cot yīngérchuáng 婴儿床	 curtains chuānglián 窗帘	 bedside table chuángtóuguī 床头柜
 duvet bèizi 被子	 cushion kàodiàn 靠垫	 pillows zhěntou 枕头	 rug chájihuòchuángxiàdeditān 茶几或床下的地毯	 lamp dēng 灯
 wardrobe yīguì 衣柜	 mobile yīngérchuángzhuǎnlíng 婴儿床转铃	 toys wánjù 玩具	 bed chuáng 床	 teddy tàidíxióng 泰迪熊



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Dining Room 餐厅



dining room
cāntīng
餐厅



table
zhuōzi
桌子



chair
yǐzi
椅子



cutlery
xīfāngcānjù dāochāsháo
西方餐具(刀叉勺)



placemat
cānjùdiàn
餐具垫



rug
chájihuòchuángxiàdedìtān
茶几或床下的地毯



candle
làzhú
蜡烛



napkin
cānjīnzhǐ
餐巾纸

Garden 花园



garden
huāyuán
花园



greenhouse
wēnshì
温室



grass
cǎo
草



flowers
huā
花



potted plant
pénzāi
盆栽



shed
xiǎowū
小屋



bush
guànmù
灌木



patio
tíngyuàn
庭院



tree
shù
树



vegetable patch
càiyuán
菜园



swimming pool
yóuyóngchí
游泳池



path
xiǎojìng
小径



pond
chítáng
池塘

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