l'm not a robot



A Part of Conversation Questions for the ESL Classroom. Related: University What is the name of your college or university? How many students go to your college? Is your college or university? How many students go to your college? Is your college What are three big differences between your college life so far and your high school days? What is your major? Why did you choose your major? What is the most difficult class you have taken so far? Have you ever pulled an all nighter? What was the situation? Have you participated in a college festival? Talk about your experience. Do you think this style of festival is held in Western countries? Why or why not? Are you a member of any student groups? What do you do? Are you satisfied with what's happening with your group(s)? Are there some professors that you can learn from more easily than others? What are the qualities that make you want to study for a certain professor? What are the top three changes you would like to see happen at your university? What do you think it's worthwhile? Does participation in student government? Are you now or have you ever been part of it? Do you think it's worthwhile? Does participation in student government? Are you now or have you ever been part of it? Do you think it's worthwhile? Does participation in student government? Are you now or have you ever been part of it? Do you think it's worthwhile? Does participation in student government? hope to get out of (get as a result of) your university days? In the West, one of the most valued parts of college life is independent now as you would like to be? Talk about relations between upperclassmen and freshmen. What kinds of things do freshmen have to do for "initiation?" What other things do upperclassmen? Talk about it. What's the most difficult class you have taken so far? Are you a member of any student groups (circles or club)? Which ones? Are you satisfied with what's happening with your group(s)? Are there some professors that you can learn from more easily than others? What are the qualities that make you want to study for a certain professor? Perhaps is it just a matter of class rules and homework demanded? What do you think of student government? Are you now or have you ever been part of it? Do you think it's worthwhile? Does student government do anything important? Does participation in student government bring any benefits to the participants? What? For Students who have Graduated from College. What is your college. experience? Were there any subjects that you just couldn't seem to master? Were you a good student or did you slack off and procrastinate? Did you have done something different with your college life, what would you have done differently? Where did you get the money to attend college? Do you feel it is necessary for young people to attend college these days? What happens to people who just stop after high school? Do you wish your college had a better sports program? If you can think of another good question for this list, please add it. Copyright 1997-2006 by The Internet TESL Journal The Internet TESL Journal Chen, I-Jungijchentw [at] ms74. hinet.netTakming College, (Taipei, Taiwan) This article considers the reasons why games serve as excellent communicative activities. The use of games can be a powerful language learning tool. On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously. In this article the author also shares her experience of some interesting games and their application in the language classroom. In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. Games, which are taskbased and have a purpose beyond the production of correct speech, serve as excellent communicative activities (Saricoban & Metin 2000). On the surface, the aim of all language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously. Games offer students a fun-filled and relaxing learning atmosphere. After learning atmosphere. After learning atmosphere. After learning atmosphere. After learning atmosphere. language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language in front of other people (Horwitz, Horwitz, and Cope 1986). In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved. Games are also motivating. Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad 2003). In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, teachers in Huyen & Nga's (2003) reported that their students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment. The benefits of using games in language-learning can be summed up in nine points. Games.... are learning motivation. reduce learning anxiety. integrate various linguistic skills. encourage creative and spontaneous use of language. construct a cooperative learning environment. foster participatory attitudes of the students. Based on the advantages discussed above, English teachers in our school designed a school-wide English competition to help students experience the fun and usefulness of English. Here I would like to share with other teachers the games we played and some observations I have made. Our competition involved major five tasks. Students broke into teams of five members. The team that finished first was the champion. To further complicate the game, each task station was hidden in different locations all over campus. Participants only obtained directions to the next station after completing the present task. This not only offered students a chance to use their map-reading and problem-solving skills, but it also added a dynamic atmosphere to the competition. The participants were college freshmen at lower-intermediate language level (about 18 years old). The tasks are described as follow: Competitors assemble a 20-piece jigsaw puzzle of a world famous landmark (such as the Eiffel Tower, Mt. Fuji the Great Wall, etc). Then they describe puzzle image in five sentences to complete the task. This game encourages students' productive skills and elicits their speech fluency. Cross-culture concepts are also addressed. The number, the length, and the patterns of sentence can vary depending on the students' language ability and linguistic points the instructor would like to reinforce. Participants use the four basic operations (addition, subtraction) to compute a simple mathematical equation provided orally by the instructor. They call out the correct answer as soon as possible. This game addresses students' listening skills and tests their understanding of numbers, which is often an important part of language teaching materials. Participants pick and listen to a tape randomly selected from a provided stack of tapes (the recording contains a spoken excerpt of a well-known children's story, such as the Snow White, the Ginger Bread Man, etc). After listening to the entire excerpt, competitors correctly identify the title of the story from a provided list. The recorded stories are all classical bedtime stories. This game focuses on gist-listening skills. Students only need to catch the key terms to figure out what the story is. The instructor describes a picture on a sheet of paper, correctly including named objects in accurate positions. This game reinforces the use of prepositions, such as to the right of, to the left of, in the middle of, or under, etc. It also reinforces the vocabulary of concrete objects students. Participants read a recipe and make the dish. The amount of ingredients and assembly process must follow exactly the instructions laid out in the recipe. The participants eat the dish they have prepared, all together and as fast as possible, because whoever finishes the five tasks first wins the entire comprehend written instructions. This is also good for introducing cross-culture topics. Recipes may vary depending on what food terms and cultures the teachers wishes to cover. Salads and sandwiches are easy-to-prepare recipes. The eating part adds an additional element of fun to the game. Although the whole competition is a combination of five games, each game is suitable for reinforcement of individual language skills and easily applied in the classroom. One feature of these games is that students with lower language ability in a team can still contribute if they are good at skills other than languages, such as putting together jigsaw puzzles, calculating numbers, drawing, or eating fast. Throughout the competition, I observed that students were more engaged in and committed to using English than they
would be in the classroom. They were attentive to instructions, which they usually are not in regular class. In each of the games, students found their english to win the games, students told me they will now pay more attention to geographical names that they often ignored before simply because they had never been there. Thus, students expressed a motivation and desire to know more than just linguistic knowledge. Our experience creating a competition for our students taught us that games stimulate communicative skills. revealed that they felt less afraid of using their English during game play. I also observed that they were more willing to ask questions and think creatively about how to use English to achieve the goal. The competition gave students a natural opportunity to work together and communicate using English with each other. Furthermore, by integrating playing and learning, students practiced the learned linguistic knowledge in a vivid and meaningful context. Many came to understand that they could successfully use English to accomplish a variety of tasks. And finally, the competition stimulated their interest in foreign culture. As Uberman (1998, 87) writes, "Games encourage, entertain, teach, and promote fluency and communicative skills. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming." Horwitz, E.K., 132.Nuyen, N.T.T. & Nga, K.T.T. 2003. The effectiveness of learning vocabulary through games. Asian EFL Journal 5. (accessed September 25, 2004)Prasad, U. 2003. Achieving communicative competence in English. India's National Newspaper (29, July). (accessed September 25, 2004)Saricoban, A. and Metin, E. 2000. Songs, verse and games for teaching grammar. The Internet TESL Journal 6 (10). (accessed September 27, 2004) Uberman, A. 1998. The use of games: for vocabulary presentation and revision. English Teaching Forum 36 (1): 20. (accessed September 27, 2004) The Internet TESL Journal, Vol. XI, No. 2, February 2005 A Part of Conversation Questions for the ESL Classroom. Where did you go to kindergarten? Where did you go to college or university? Where did you go to junior high school? Does your country bears did you go? Did you work while you went there? Did you go to elementary school? Does your country have middle schools? What is the age that children begin school? How old are students they when they graduate? Did you go to a good high school? What teachers? Who was your favorite teachers? Who was your favorite teachers? What teachers? Who was your favorite teachers? What teachers? What teachers? What teachers? What do you remember about your teachers? What tea like? How many students were in your high school? Describe the students who attended your high school. Did they make your childhood and teenage years harder or easier? Were there gangs? Did you make friends in high school? Describe the students who attended your high school? Were there cliques in your high school? Describe the students who attended your high school? Were there cliques in your high school? Were there cliques in your high school? Describe the students who attended your high school? Were there cliques in your high school? Were there cliques in your high school? Describe the students who attended your high school? Were there cliques in your high school? Were there cliques in your high school? Describe the students who attended your high school? Were there cliques in your high school? Describe the students who attended your high school? Describe the stude subjects were you good at? What subjects were you bad at? Did you study a foreign language in school? Was it taught well? Do you know anyone who attended a private school? Do private school? Do private school? Was it aught well? Do you know anyone who attended a private school? Was it a good school? How many students attended it? How many students were in your biggest class? How many in your smallest class? Did you prefer small classes or big classes? Was it harder to study in college than in high school? How does college compare to high school? What advice would you give a high school student who is about to go to college? What did you major in? Why did you choose the major you did? Did you live in a dormitory while you went to college? Who were your country have good public universities? If not, why do you think there is a lack of funding for education in your country? What realistic changes would you make to your country's attitude toward education? What role do you think human capital plays in the development of country attend one or two universities? Do elite universities help or harm your country? Where do we learn the skills necessary to become a good students? Were good grades important to you? Did teachers grade students? Were good grades important to you? Did teachers grade students? Were good grades important to you? Did you ever pull an all nighter? Did you study with other students? Did classmates talk to each other much before or after class? Did you skip class very often? Do college transport of term? Were you clear on what professors expected of you? Are college transport of term? Were you clear on what professors expected of you? Are college transport of term? Were you clear on what professors expected of you? Are college transport of term? Were you clear on what professors expected of you? Are college transport of term? Were you clear on what professors expected of you? Are college transport of term? Were you clear on what professors expected of you? Are college transport of term? Were you clear on what professors expected of you? Are college transport of term? Were you clear on the term? Were you clear on term? Were you c government grants? Are there good colleges in your country? Do many people in your country study abroad? Are there any subjects you wanted to study but they weren't available at your school? Are straight-A students smarter than others or just better at memorizing things? Did you really learn in school or did you just memorize information and pass tests? Do you know anyone who does not know how to read or write? Do you think teachers are well educated? Do you think teachers are paid enough? Do you think teachers are well educated? Do you think teachers are well educated? Do you think teachers are paid enough? Do you think teachers are well educated? Do you think teachers are paid enough? Do you think teachers are well educated? Do you think school ever canceled for a day when you were a child? Do you think it is easier to learn as a child or as an adult? Is it difficult for people without a college education to get good jobs where you live? Does education guarantee a good job? What are the qualities of a good teacher? Why do you think people become teachers? How much free time does a high school student in your country have? Do parents home schooled? Do you wish you had been home schooled? Are teachers the only ones qualified to teach children? What makes someone gualified to teach children? Can parents influence their children's schools? What can a parent do if he or she disapproves of a teacher's decision? Do children have a right to an education? Should education be free? Does your country provide a good public school system? What improvements does the school system need? Do you think your country should spend more money on schools? If a school gets more money, will the quality of education? Once you graduate from a university should you stop learning? What are some ways a person can continue to learn? Are college graduates smarter than people who did not go to college? Would you ever vote for a politician who did not attend college? Do the elite in your country? What realistic changes would you make to your country's attitude toward education? Why do students cheat during tests and exams? How do they cheat? What is your attitude towards cheating? How should parents react? How should teachers react? Where do we learn the skills necessary to become a good student - in elementary, middle or high school? Should people go straight from school to a university, or do something different? What is a "genius"? Do teachers cometimes teach things that are not important? Are there things your school does not teach that you think it should? Are school uniforms good to have? Why or why not? Would you ever want to learn? What do you think about a gap this something you would consider? Should people go straight from school to University, or do something different? Do you think it is necessary that there are windows in the classroom to provide for a proper learning atmosphere? What do you wish your teachers understood about you? Do you think a person can become a genius, or are they just born that way? What do you consider to be a "smart" or "slow" person? Are things your school teaches that you think are not important? Are school uniforms or casuals better? Would you ever want to learn a third language? [To be "trilingual"] What do you consider "hardworking" or 'lazy"? What is the role of schools in society? Do you enjoy going to school? If so, why if not why? What does your education mean to you? What do you think the advantages and disadvantages of state and private schools are? What would you do if you saw someone with a gun at school? Are college tuitions reasonable? Are foreign languages part of the curriculum? If so, which languages? Are most schools coeducational in your country? Are there any subjects/classes you wanted to study but they weren't available at your school/college? Do you think your teachers give too much homework? Do you think public speaking can improve your english? How can we improve our classroom? Why English is hard to learn at university level? How much is too much homework? How should the homework load be managed? If you have not attended college, do you plan on doing so? What are some good ways to learn
English? What are some important factors in determining which college to attend? What is your favorite class? What was (or is) your favorite subject? Why do you like it? Who selects the college you will attend -- you or your parents? Why are you studying a foreign language? Why is it helpful to learn a Second language? Would you consider studying abroad? Do parents home-school their children in your country? What do you think of home-schooling? Do you or your parents? Why is it helpful to learn a Second language? Why is it helpful to learn a Second langu know anyone who was home-schooled? Do you think that most parents influence what university their child will attend? Once you graduate from a university should you stop learned to develop on your own or the artificial structure. in college about the "real" life? Which high schools and colleges are the best in your country? Which high schools and colleges are not so good in your country? We should not just prepare for life, but live it. Do you agree? What kind of world do you think this would be if people never went to school? Should education be free? Do the elite in your country attend only one or two universities? Do your children attended back home? Does your children attended back home? Does your country? Why do students cheat during tests and exams? How do they cheat? What is your attitude towards cheating? What are the dangers of cheating? How should parents react? How should teachers react? What is the role of school and decision makers? What skills separate good students? Should parents react? What is the role of school and decision makers? What skills separate good students? can become a genius, or are they just born that your school teaches you that your school teaches you that your school uniforms or casuals clothes better? If you can think of another good question for this list, please add it. of these questions come from textbooks Copyright 1982-2000 by Charles Kelly & Lawrence Kelly (Used by Permission) Copyright 1997-2010 by The Internet TESL Journal If this is your first time here, then read the Teacher's Guide to Using These Pages If you can think of a good question for any list, please send it to us. Home | Articles | Lessons | Techniques | Questions | Games | Jokes | Things for Teacher's Guide to Using These Pages If you can think of a good question for any list, please send it to us. you like to help? If you can think of a good question for any list, please send it to us. If you would like to suggest another topic, please send it and a set of questions to begin the topic. Copyright 1997-2010 by The Internet TESL Journal Pages from this site should not be put online elsewhere. Permission is not required to link directly to any page on our site as long as you do not trap the page inside a frame. Once we upload a page, the page remains online and the URL will not be changed. The International Senior High School (Meishodai Fuzoku Koko) (Nagoya, Japan) Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. Behavior than it is of intelligence. (Peters) Intelligent students are often out-performed by less bright students with high motivation. If a child is motivation and curiosity and channel their energy towards learning. Intrinsic motivation is to capture the student (Lumsden). An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the student. She is a senior at my high school. She never misses a homework, is always using her dictionary when a word comes up she doesn't know, and as a result of these kinds of habits she always does well on her tests. One time I just checked to see if the students had their homework or not. She prefers tasks that are moderately challenging. She demands more effort from herself and has a need for deep understanding. To have an intrinsically motivated student is the goal of all motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade (Lumsden). Here is a description of one of my extrinsically motivated students. She is a very good student, and actually shows signs of being intrinsically motivated, but in general she is inclined to put forth the minimal effort necessary to get the maximal reward. When I give an assignment in class, she often tries to chat with her friends or fails to get started, but if I say this will be taken up and graded, she is often the first one finished. Her intrinsic motivation shows when the material is of great interest to her, or something, without her being distracted, she works hard at it. She performs well, as with many of my students who are extrinsically motivated, if I give her a task where she has control, the task is very clear, and she is involved in the dynamics of the class. It seems that when intrinsic motivated students, too. If students aren't given a reward or credit for their efforts, and no feedback is given to the students' intrinsic motivated. Krashen writes of a mild level of anxiety, or "low affective filter" in the classroom and in the whole learning environment (Cerny). The attitude the student has towards the learning environment, the teacher, the material, and towards him/herself all affect this level of anxiety (Bantjes). A student will find it difficult to perform in a stressful environment. Proper classroom explanation is needed by the teacher, so the students can well understand what is expected of them (Harris). In the ESL classroom this is more apt to create anxiety because the explanations are given in another language. A well-planned lesson is essential. The teacher must be creative and flexible. Depending on the nature of the class and thee students to comprehend than their own language that takes even more effort by the students to comprehend then their own language. students' levels, the dynamics of the class must be appropriate. I teach a first year high school class of 12 boys who are very energetic. I can generally teach at the i+1 level, a little above what they already know. But sometimes when they don't understand, I have to change gears and think of another way as to not lose the energy of the class. I also teach a class of 12 second year boys who are not energetic at all. The lessons must be very simple, yet fun and interesting, with a lot of changes from a writing exercise, to a speaking, a listening, back to writing, and so on, all in the same class. The students' span of attention and levels are lower, so if something is a bit challenging they don't have what it takes to do it. Unlike the first year boys who enjoy challenging materials and will try harder to understand, will say "Hmm, I think I know what he means, I'll give it a try", instead of "I didn't understand, I can't possibly start this on my own." The material must also be relevant to the students. Try to use vocabulary that the students can relate to and material they would find interesting. With my first year class this is rather difficult because it is an entry-level English class, but I try to introduce relevant material. Another very important part of proper classroom instruction to keep a low affective filter is to keep it simple and structural. I have one student in the second year class who needs constant individual instruction. It's not that he lacks the energy, but simply understands less than the other students. students have started on the exercise. When he feels the task at hand is achievable, he works diligently towards finishing. When I am introducing a lesson, sometimes I focus on him and keep trying until he understands, then I know the whole class will, too. Through this slow effort I keep his level of anxiety low, and hopes for internal motivation up Another important aspect of improving the intrinsic motivation of your students, and if they cross the guidelines and rules must be set and understanding (Harris). Students must feel the teacher is genuine and supportive, and the students' values and opinions will be respected (Lumsden). Teachers must be kind and listen fairly to the students, and be
patient when they don't understand. I have seen other teachers who don't try, when it appears the students, and be patient when they don't understand. reason is that they don't understand what is asked of them. A caring teacher tries to develop a relationship with the students, they will in return build a desire to learn and participate. When the students, they will in return build a desire to learn and participate. nice and understanding, and the reason you are trying so hard is because it is important to you that your students learn and do well, the natural human reaction is to reciprocate and do something nice in return, in this case, study. I have had one student that fits this description exactly. She is considered by most teachers to be a problem student. She has many times considered quitting school. Her parents don't seem to care if she quits school. In my class, at first, I tried to get angry with her, she closed up even more, to the extent of purposely going to the nurse when she was supposed to be in my class, and even stormed out of my class once in anger and went to the nurse. Now, one's initial thought would be that she deserves punishment for such behavior, but she doesn't react to punishment, and her parents aren't very good at punishing her. It would make her happy to be expelled from school. What works best with her is a caring teacher. I explained to her after class one day that there was no need to get angry, and that there is a genuine importance to her being in my class, participating, and learning. She is in a class with many high level students, so it difficult to keep her anxiety low. I have to try to convince her that she belongs in that class the same as everyone else. I do this often by pairing her up with another student who needs her answers to complete an exercise. This type of motivation would be considered extrinsic motivation, but any motivation is better than none. Energy Sells A teacher's positive energy could lead to the students see that the teacher is happy to be in the classroom and excited to teach them, then the students becoming more motivated. If the students see that the teacher's positive energy could lead to the students becoming more motivated. for a successful learning atmosphere. To promote self-confidence, it helps if the teacher is self-confident. Positive approval and praise for student is wrong. Let the student is wrong. Let the student is wrong. Let the student is wrong isn't such a big problem, and the student is wrong. called on to participate. Positive energy affirming a belief in the students' ability develops a comfortable atmosphere for the students in the classroom Parental Awareness Increased parental awareness is also crucial to a child's motivation, parents must participate actively in the students' ability develops a comfortable atmosphere for the students in the classroom Parental Awareness is also crucial to a child's motivation, parents must participate actively in the students' ability develops a comfortable atmosphere for the students in the classroom Parental Awareness is also crucial to a child's motivation. practices at school that promote motivation should be followed at home. If they are not also followed at home, it could dilute classroom efforts. Through appropriate parent/teacher/student communication, everyone can understand what is expected from each other, and the student will see that everyone involved cares about his/her academic succession. Conclusion Motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can perform his/her job the best. A teacher can do a lot to improve the students' motivation, and the effort involved is an essential part of the teacher can be students. 1994. The Institute for the Learning Sciences, Northwestern University. < Cerny, Jerry. The Social Studies Web. University of New Orleans College of Education. < Richard-Amato, P. Making It Happen, Interaction in the Second Language Classroom. New York: Longman, 1996. Harris, Robert. "Some Ideas for Motivating Students." Virtual Salt. 12 no. 1 March 1991. 30 Sep 2001.< Lumsden, Linda S. "Student Motivation to Learn." ERIC Digest Number 92.Peter, Ruth. "Overcoming Underachieving." Broadway Books. 2000.Robb, Laura. "Whole Language, Whole Learners." William Morrow and Co. 1994.The Internet TESL Journal, Vol. VIII, No. 1, January 2002 Internet TESL Journal Marsha RosenbergReprinted from: The Ambassador, The American School in Japan Alumni & Community MagazineSpring 1996The idea of raising bilingual children is both appealing and possible for more and more families these days, and growing up with more than one language certainly has its advantages in today's global village. Yet bilingualism really isn't something that simply happens. Raising kids to be successful in more than one language requires some careful planning and learning about bilingual language are as varied as the families themselves. Even the word "bilingualism" has different meanings for different families. For some families, having the ability to listen in two languages but speak in just one may constitute bilingualism, while other parents expect their kids not only to be bilingualism, while other a "language plan" has been worked out in advance. Families who take the time to consider how their kids will develop two languages, and who make the necessary commitments to bilingual children. If you're thinking about bringing up your children bilingually, it's a good idea to clarify your own definition of bilingualism. Language proficiency can be evaluated in terms of listening, speaking, reading and writing. You could also add a fifth area of speech and languages for reasoning, to your definition of bilingualism. A person may speak only on language but have listening comprehension ir two languages. Another may listen and speak in two languages but reading and writing ability in only one. The term balanced bilingualism refers to those who have deficiencies in both languages compared with monolinguals. These deficiencies could be in a reduced vocabulary, incorrect grammatical patterns, difficulty thinking or expressing emotions in one of the languages, etc. Few people are truly balanced bilinguals in both languages in all situations. One language is usually dominant. This dominance may be different for listening and usually dominant. changes over time. At any rate, it's most useful to define for yourself what type of bilingualism is important and necessary in your family, within your community and culture, in order to pan a strategy for raising kids with the ability to use more than one language. Most of us are able to learn a second language at any time in our lives. And, thought no critical age for bilingual language development has been found, kids do tend to develop more native-like pronunciation when bilingualism begins before adolescence. Two types of childhood bilingualism have been define. The first is simultaneous learning of two languages, which tends to be affect by four key factors: The parents' ability in one or more native-like pronunciation when bilingualism begins before adolescence. languages. Some parents speak only one language of the home, and are unable to speak the language of the school and possibly of the community. The parents may have language but have made a decision about which language they speak with the child. The language or language or language spoken between siblings or between siblings or between siblings or between children and grandparents. The last factor is the language the child uses in the community. The second type of childhood bilingualism is called sequential or successive bilingualism. This happens when a child has one established language before learning a second language, whether in preschool or later (the age of three usually separates simultaneous and sequential language formally through school or language learning). Some kids and adults, of course, usually learn a second language formally through school or language formally through school or language learning). development often see their kids acquire higher levels of language skills in both languages. Parents need to talk about how bilingualism will be used by each parent, what is being taught at school, and what areas need to be emphasized outside of school. Experts stress separating the languages to make language acquisition easier for kids. When kids are learning two languages at the same time parents need to work out languages. For example: One parent, one language strategies that emphasize boundaries between the language (usually each on speaking his or her native language is used at school. One language is used in the home and a second language is used in the home and at school and the second language is used in the home and at school. One language is used in the home and a second language is used in the home and at school. One language is used in the home and at school and the second language is used in the home and at school. but separate the languages according to speaking situations or alternate days. Consistency is key in early language learning. If you mix language in the same conversation, young kids experience difficulty separating vocabulary and grammar into the appropriate language. The child may learn the "mixed" language as one hybrid language. Parents also need to consider how to strike a balance between the language at home, it's likely the school in one language at home, it's likely the school language at home, it's likely the school language in a variety of situations and with a variety of speakers. Rich language experiences in both language are essential for good bilingual development. The language used shouldn't be too complex and parents should learn to expand their child's language as well as give encouragement and approval. Parents need to be good listeners and good language models by introducing
rich vocabulary and varied conversations. Providing books, music, and even videos in both language at his or her own speed. This is related to a variety of factors, such as:Stability and mobility. A family that remains in the second language community for a longer period of time will increase the chances of the child retaining the second language. Relationships within the family affect bilingual language development. For example, if the father speaks a different language than the mother, but frequent trips take him away from home, the child will not learn his language as easily as the mother's. Attitudes toward each language expressed by the parents, other family members, the school, the community and especially the child, will affect the development or one or both of the languages. Both languages must be given importance and a sense of worth in all aspects of the child's life. All kids have a need and a desire to communicate when language experiences are positive and meaningful. Knowing two or more languages truly gives kids so many advantages in life. Bilingual kids have the advantage of knowing two cultures, of being able to communicate with a wider variety of people, and of possible economic advantages in their future. Research has even shown advantages in thinking skills among bilingual individuals. But deciding to raise bilingual kids is a decision that should be carefully considered as it affect children for the rest of their lives. Parents need to consider the child's self identity, self-esteem, schooling options, as well as social factors when planning for bilingualism. Becoming bilingual is a special gift parents can offer their children, but the gift must be planned and presented with care for it to be well used and appreciated. The Internet TESL Journal, Vol. II, No. 6, June 1996 A Part of Conversation Questions for the ESL Classroom. Are there any famous stories of friendship in your culture? Can you describe one of your closest friends? How do you keep in touch with your long-distance friends? How do you keep in touch with your long-distance friends? How often do you keep in touch with your long-distance friends? How do you keep in touch with your long-distance friends? How often do you have any childhood friends? How do you keep in touch with your long-distance friends? How often do you keep in touch with your long-distance friends? How often do you keep in touch with your long-distance friends? How do you keep in touch with your long-distance friends? How often do Why or why not? Do you make friends easily? Has a friend ever let you down? Have you made any friendships different now than they were when you write to them? How do you maintain a good friendship? How do you make new friends? How many people do you consider your "best friends?" Is it common to have friendships across generations? What are the advantages and disadvantages and disadvantages of these types of friendships. Do you have any ou be a good friend? What do you usually do with your friends? What factors may result in the breakdown of a good friendship? What is a best friend? What is the longest friend? What are important in a friend? What things should friendship? What is the longest friend? What are important in a friend? What makes friendship? What is a best friend? What is the longest friendship? What are important in a friend? What things should friendship? What is a best friend? What is a best friend? What are important in a friend? What is a best friend? What is a best friend? What are important in a friend? What is a best friend friend friend friend? What is a best friend? What are important in a friend? What are important in a friend? What is a best friend? What is a best friend? What are important in a friend? What are important in a friend? What are important in a friend? What are important is a best friend? What are important in a friend? What are important is a best friend? What are important is a bes some things you like about your best friend? Where is a good place to meet new friends? Where is a good place to meet a new boyfriend/girlfriend? Do you think it is possible for you still be friends with an ex-boyfriend or ex-girlfriend? The price of the opposite sex without becoming a girlfriend? Where is a good place to meet a new boyfriend? Where is a good place to meet a new boyfriend? Where is a good place to meet a new boyfriend? Do you think it is possible for you still be friends with an ex-boyfriend? Where is a good place to meet a new boyfriend? Where is a good place to meet a new boyfriend? Where is a good place to meet a new boyfriend? Where is a good place to meet a new boyfriend? Where is a There is a proverb that says, "A friend in need is a friend indeed." Do you agree? Do you believe that there is an end to any true friendships? Do you believe your parents should be your friends? What do you do if you receive a friend's call but you forgot his/her name? Friendship is the most important relationship. Do you agree? Why? Why not? What do you do if you receive a friend's call but you forgot his/her name? Friendship is the most important relationship. Do you agree? Why? Why not? What do you like best about your best friend(s)? What are some ways your best friend? What are some ways your best friend? What is the best time for making new friends? What are some ways your best friend? What are some ways was your best friendship? Are you still friends with him or her? What life lessons did you learn from this relationship? What qualities do you appreciate in your friends? What makes someone special or best friend? Where did you meet and what did you have in common? What are some good opportunities to meet new people? How can you get to better know a person? What is the most interesting person you have ever met? Do you think famous people are happier than ordinary people? Why? What type of people do you get along with best? What qualities? What qualities help you find the most objectionable? What do you try to do? What do you consider to be your actions, what do you try to do? What do you try to do? What do you consider to be your actions and bad qualities? What qualities? What qualities help you to have good relationships with others? What traits or actions make an interpersonal conflict worse? Are relationships among people better or worse than a few years ago? Why? Give some examples. Do you think that dysfunctional family life contributes to worsening relationships in society? Is getting along with others a natural ability from birth or does it have to be learnt? How important is forgiveness in human relationships? What are friends for? Can you be friends with your student if you are a teacher? To what extent can you be friends with him or her? What life lessons did you learn from this relationship? Do you tell your best friend everything? Do you have a close group of friends? What do you usually do together Is it easy for you to make friends? Talk about friends? How often do you talk with your friends? What is the difference between friendship and 'kinship' (blood relatives)? Do you have different groups of friends who never meet one another? * Would you want these groups would get along if you introduced them to one another? * Would you want these friends to mix, or do you get something different from each set of relationships? There is a saying that "to lose a friend you need to start sharing a flat with him/her". Do you agree? Why/Why not? What would you do if your best friend, that never betrayed you and you thought your relationship to be brother/sister asked you out on a date? Do you think you can find eternal friendships through the internet? What is your best friend like? If you can think of another good question for this list, please add it. to Suzanne Rowe for suggesting this topic and submitting the initial set of questions. Copyright 1997-2010 by The Internet TESL Journal Shad Schroedercharliefinney [at] yahoo.comHess Language School, TaiwanOne of the most important class days is the first. The first day can excite students about the class, calm their fears, and set their expectations for the semester. Be Early Be early for class, even if only a few minutes, so that you can write on the board what the class is, i.e. Conversation 305, Intensive Level 5. Being early allows you to arrange the room the way you want to and to make sure all the necessary equipment is there. Write your name on the board. Do you want your students first impression of you to be one where you run in like a chicken with your head cut off, or one where you appear organized and in control? Be Accessible When your students have arrived (or, frequently, as they are and where your students when they are and why you use it. If you have
office hours, tell students when they won't be in class or to find out what work they missed, and makes them feel closer to you. You seem more accessible. Give them your e-mail account and tell them they can practice writing by sending you messages. Nicknames At this point you can write students to take English nicknames. Not only will this make remembering them easier for you, it allows shy students a false identity to hide behind when they answer questions or do role plays. Location, Locat offices are. Don't forget to advise the students of procedures in case of emergencies. Class Rules Talk about class rules. Students need to know what the absence and homework policies are. If you don't allow cell phones or eating in class, it's easier to deal with it on the first day, rather than address it when it occurs. You may have to address it then, as well, but you laid the ground work on day one. What's Happening? Students should be told about school opportunities. Some schools have English clubs, or international students of study areas. School breaks and holidays should, also, be addressed. Asking students what they expect and want from class not only gives you ideas of how to tailor the class to your students needs, but it starts them talking. Show students the textbooks and tell them where they can buy them. This will ensure they have the right books and reinforce that they are in the correct class. However, if possible, don't jump into the book the first day. There are other introductory activities that can be used to get students talking to each other. Introduction games to get to know students and to get them talking. Very simple ones, such as introducing yourself and telling an interest, with the next person repeating the information and adding theirs, works well with lower level learners. A variation of this is to toss a ball, or other small object, back and forth, with the person catching providing the information. Interview games are sometimes better for students too shy to speak in front of groups. Prepare a list of questions, such as "Who can play piano?", "Who can say 'good morning' in German?", and "Who has one brother?", and have students walk around and interview each other to gather the information. A variation of this is to put the questions on a Bingo board. If students shyly stand waiting to be approached, take them to other students and walk them through an interview. The teacher should also participate. This is a chance for you to get to know you students. An activity that works well with classes that have been together for several months is Timeline. A timeline is a graph that notes important events, such as birth, school graduations, moving from one town to another, and marriage, and the dates they occurred on. Feel free to include less serious moments such as "my first kiss". Students enjoy learning special things about the teacher. Before class, teachers prepare a timeline of their life. Teachers show their example, explain the idea, give the student paper, and have them prepare one. Tell students to list at least five or six events and not to put their names on the timelines. Collect them, when the students finish, number them, and tape the time lines up around the room. Students then need to walk around the room and interview each other to determine which timeline belongs to which classmate. Students can ask either open ended information questions (When were you born?) or yes/no questions (Did you get your first kiss in 1995?), but can not ask the interviewee's number. After students have determined which timelines from the walls and ask students who is who. These introductory tips and exercises work best with a two hour block of time, but can be adjusted for shorter classes. Stretching this into a longer class could become tedious. All the time you are doing the exercises, you should be evaluating the students. Who has a good command of grammar? Who spells well? Who is shy, or outgoing? You can use all of this information during the semester. Thank Students Finally, thank the student for enrolling in the class. This is a simple thing, but in the first days of class, when a lot is happening, students need to know they are appreciated. This is, certainly, important with private language institutes, but university students need to know who those people next to you were. You wanted to know who the teacher was and what was expected of you. And you wanted to know where the bathroom was. Following this plan, or a similar one, will answer your student's questions and help you to get to know them better and faster. The Internet TESL Journal, Vol. V, No. 7, July 1999 A Part of Conversation Questions for the ESL Classroom. Related: Standardized Exams Are you allowed to eat in the classrooms? Are you allowed to smoke in the classrooms? Did you belong to any clubs in high school? Which type of school? Which type of school? Did you want to go to? Did you have to wear a uniform in high school? How about elementary school? Did you study art in high school? Did your high school? Did your high school have a band? If so, did you play in it? What instrument would you like to play in a high school band? Why? Do most of your teachers take attendance? Do some of your teachers take attendance? Do some of your teachers take attendance? Do some of your teachers take attendance? dictionary to your English classes? How about your other classes? Do you have an electronic ditionary? Can you and do you access your cellphone dictionary? Can you and do you access your cellphone dictionary? Can you and of the meaning of a word? Do you have any evening classes? Do you have any of the school's sports teams? Do you still keep in touch with your best friend in elementary school? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? Have you ever been late for class? If so, why? When was the last time? Did the teacher get angry? 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How long does it take vou to get to school? What classes do vou not like? Why don't vou like them? What did vou like best about high school? What classes do vou not like? Why don't vou like them? What did vou like best about high school? What do you like best about your school? What do you think of our cafeteria? What do you think of our cafeteria? What do you think of our cafeteria? What do you think of this campus? What do you think of this campus? What do you think of our cafeteria? What do you think of this campus? What do you this campus? What do you think of this campus? What do memory? What school did you graduate from? What high school? What junior high school? What time does your first class begin on Tuesday? What were unfair?Did you ever get caught breaking any school rules? Were you allowed to smoke on campus?Were you allowed to eat food in the classroom? What's your favorite subject?Why do you like it?Who is the teacher?How many times a week does the class meet? Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects are you good at? (What are your strong subjects?) Which subjects?) What are your strong subjects?) What ar favorite teacher?What course does he or she teach?Why do you like him or her? What did you find the most surprising thing about the school system in the United States? What are the major characteristics you think a teacher should have? Do you have to wear a uniform? Do you think a teacher should have? school uniform is a good idea? Why/Why not? Are the clostness in the classrooms in the classroom? Do you like to be taught by a male or female teacher? Do you like to be taught by a female or male teacher? Which subjects do you think are not useful or
needed anymore? What does the term coeducational schools? Are boys and girls treated differently by teachers in coeducational schools? Are boys and girls treated differently by teachers? girls work together much better if there are no boys around? Agree or disagree? Do you feel pressure to wear expensive, designer clothes to school? Is fashion also a kind of uniform? What did your school uniform? What did your school? If you can think of another good question for this list, please add it. of these questions come from textbooks Copyright 1982-2000 by Charles Kelly & Lawrence Kelly (Used by Permission) Copyright 1997-2010 by The Internet TESL Journal

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