Paving the Way

Materials and Resources for ESOL Tutors

NALA

Contents

Introduction

I would like to emphasise that this is not an ESOL course. This pack was originally developed to accompany a training session I was giving entitled "ESOL and Literacy." The training session aimed to give literacy practitioners, most of whom had previously been teaching or tutoring Irish people, some guidance as to how to teach learners who did not have English as a first language.

Where to begin?

Many of these tutors had never taught this kind of student and were unsure about how to even begin teaching. Some were worried about cultural differences, some were not used to teaching groups of students with varying levels, goals and needs. Those teaching one-to-one were often teaching someone who wrote a non-Roman script, or who was not literate in their own language. All were interested in and keen to start this new assignment, most just weren't sure how they were going to do it.

Hasn't got all the answers

This pack does not cover all aspects of teaching speakers of other languages. Because it was not possible to fit in all the information they would need to know in a single session, I developed this pack as a resource they could dip into when they needed it or refer back to after the training session was a distant memory. It does not include everything you need to know about teaching speakers of other languages; however, I have tried to include summaries or basic information about teaching methods, terminology, cultural backgrounds, and background information on asylum seekers and refugees, as well as resources I have developed or found useful.

Lack of materials available

One of the biggest obstacles teachers mentioned was the lack of materials available in this area. This pack was originally meant to cover only the teaching of literacy to speakers of other languages, so most of the material provided is on how to teach these skills. It quickly became apparent, though, that teachers need ideas and materials on how to teach all four skills, thus that became part of the training session but not yet part of the pack. I hope to add more materials on how to teach speaking and listening, as well as strategies for teaching multi-level classes, advanced classes and one-to-one.

Learn as your students learn

For the present, however, I trust that the resource lists provided on helpful TEFL/ESOL materials, resource websites and providers, links on cultural and linguistic backgrounds, CALL (computer assisted language learning) and information on issues and news related to refugee, asylum seeker and migrant workers will help you to do what I did when I was faced with the prospect of moving into a very different area of teaching: access information, educate myself and to trust my instincts as a teacher so that I could learn as my students learned.

I hope that this pack is useful. I have found this area of teaching one of the most rewarding of my career and am sure you will soon feel the same. I wish you the best of luck with your learners.

Genevieve Halkett
Dublin 2003

*I would like to thank the Refugee Information Service for providing the information in Section 1.

Section 1
Learner Background
Facts and Figures
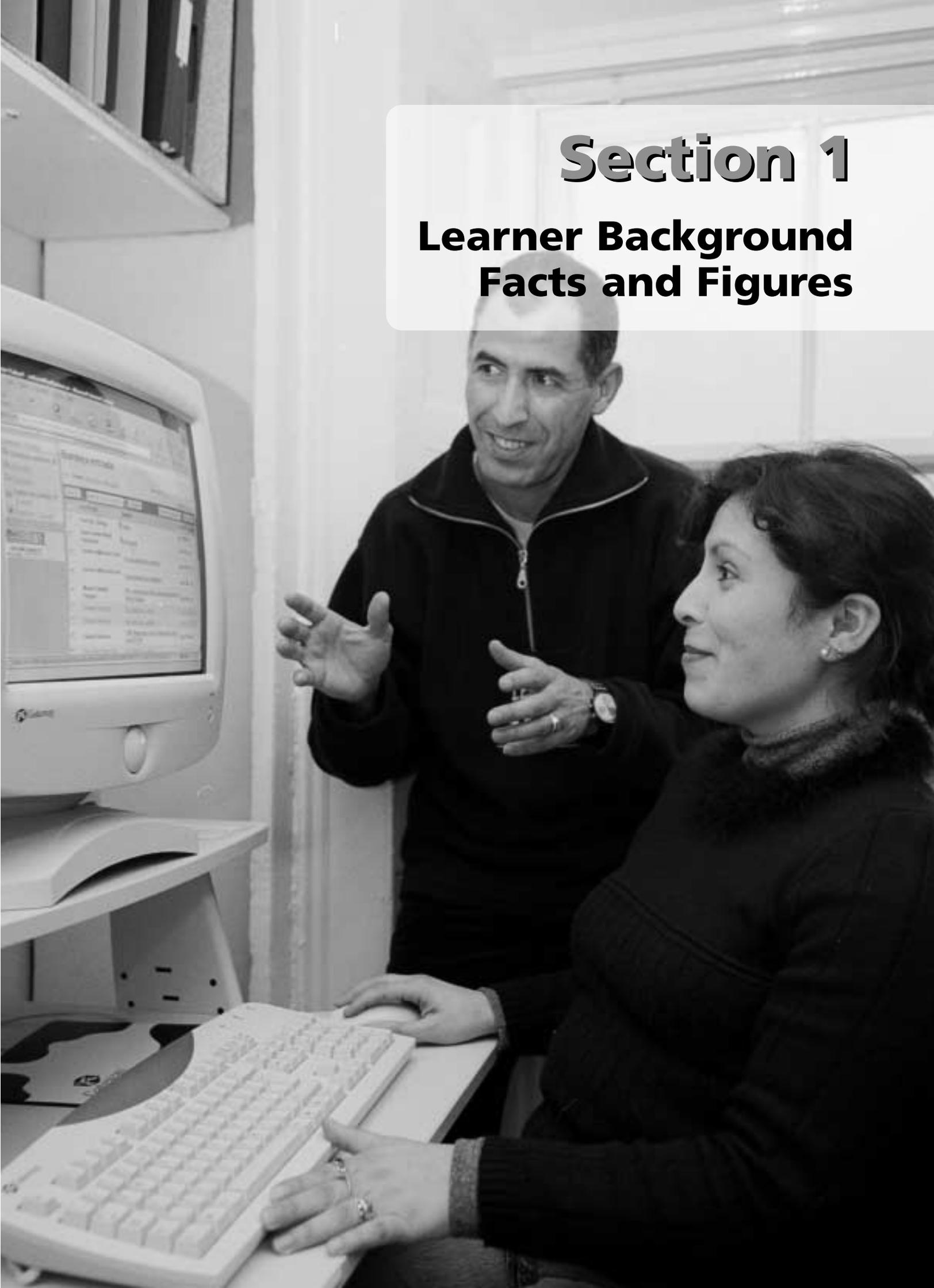
Countries of Origin and Asylum Application Figures

At the end of 2000, Ireland hosted about 7,700 new refugees and asylum seekers in need of protection. These included 6,972 asylum seekers awaiting decisions on pending applications, 141 persons with temporary protection, and 606 persons granted refugee status during the year.

Asylum Applications 2000
Countries of Origin

- ■ Nigeria
- Romania
- ■ Poland
- Moldova
- ■ Croatia
- Czech R
- Ukraine
- ■ DR Congo
- Algeria
- ■ Other
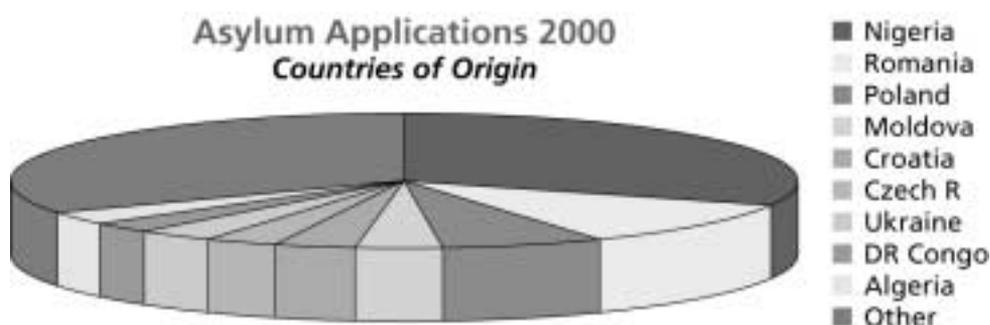
Ireland received 10,936 asylum applications in 2000, a 42 percent increase from the 7,724 applications received in 1999. According to the UN High Commissioner for Refugees (UNHCR), the largest number of applicants came from Nigeria (3,404), Romania (2,384), the Czech Republic (403), Moldova (388), DR Congo(358), Russia (327), and Algeria (296).

Asylum applicants included people from over 45 countries[1], which include:

Afghanistan	China	Latvia	Rwanda
Albania	Congo	Liberia	Saudi Arabia
Algeria	Congo(B)	Libya	Sierra Leone
Angola	Croatia	Lithuania	Somalia
Azerbaijan	Cuba	Kosovo	Sudan
Belarussia	Ethiopia	Moldova	Togo
Benin	Georgia	Mongolia	Uganda
Bosnia	Ghana	Nigeria	Ukraine
Bulgaria	Iran	Pakistan	Zambia
Burundi	Iraq	Poland	
Cameroon	Ivory Coast	Romania	
Chad	Jordan	Russia	

3

Number of asylum seekers 1992 - 2000
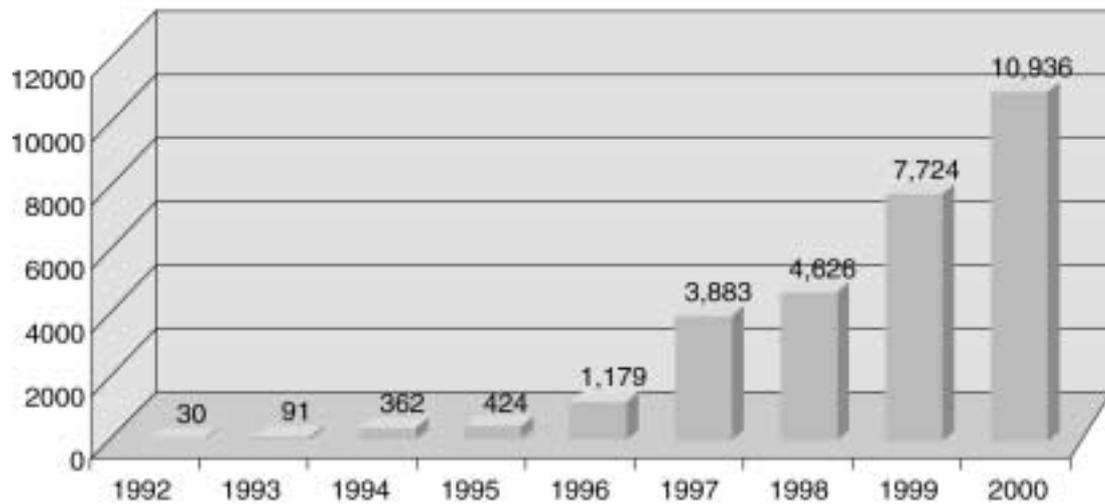
Asylum Applications 1992 -2000[2]

1992 – 39 **1993 – 91** **1994 – 362** **1995 – 424** **1996 – 1,179** **1997 – 3,883** **1998 – 4,626** **1999 – 7,724** **2000 – 10,936**	30,000 (approx.) applications. 5,000 (approx.) formally withdrawn.1,300 recognised as refugees/granted leave to remain.

Asylum Applications 2001
Countries of Origin

- Nigeria 34%
- Romania 13%
- Moldova 5%
- Ukraine 4%
- Russia 3%
- Other 41%
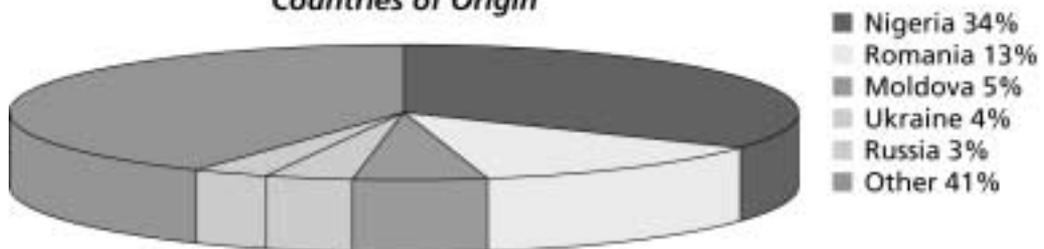
In 2001, the number of asylum seekers was 10,325. Most applications came from persons originating in Nigeria, followed by Romania, Moldova, the Ukraine and Russia. In 2001, applications were received from persons from 103 different countries.

[2] Source: Eastern Health Board

Cultural Profiles and Resources
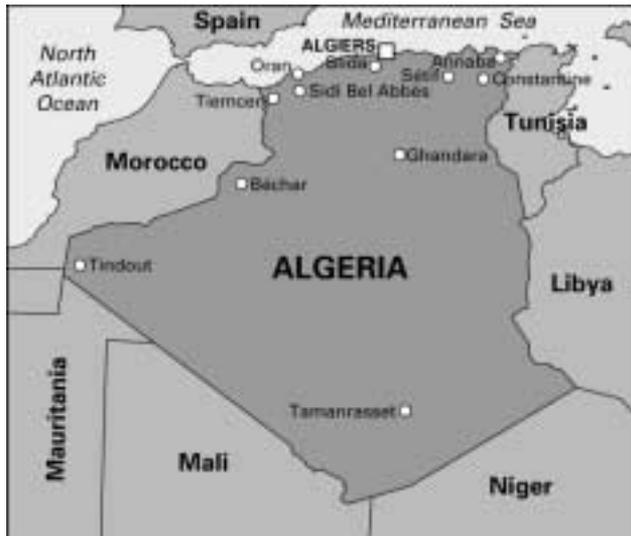
Algeria

Algeria is the second-largest country in Africa and the tenth-largest country in the world. 85% of Algeria consists of the sparsely populated Sahara desert, with most people living on the fertile coastline of the Mediterranean.

Algeria is rich in mineral resources, particularly petroleum, which accounts for most of its export earnings.

Throughout its history Algeria has been settled by many cultures, including the Berbers, Phoenicians, Romans, Vandals, Arabs and French. Algeria gained independence from France in 1962 after a bloody and divisive war, leading to tensions between its Arabic and French speakers.

In recent years there has been a civil war between the military regime ruling the country with the support of the French government, and Islamic fundamentalists who have reacted to not having their electoral victory recognised by carrying out the wholesale slaughter of innocent civilians in isolated villages. The government has responded by reprisals on the same people. This war is the main reason why refugees and asylum seekers have fled their Algeria, although there is a fragile ceasefire at the moment.

Language

Most Algerians are bilingual in Arabic and French, while others can also speak various dialects of Berber. Arabic is the official language of Algeria, with successive post-independence governments making a conscious effort to replace the colonial language of French.

The spoken Arabic dialect of Algeria includes elements of Berber, French, Spanish and Turkish, and enables Algerians to communicate effectively with Arabic speakers from neighbouring countries, namely Morocco, Tunisia and Libya. The Arabic used in more distant countries, however, generates greater linguistic difficulties.

The written language of Arabic is distinctly different from the Roman script-it is based on the language of the Koran and is common to all Arab countries. The letters only represent consonants, although modern Arabic might include some vowels to ease pronunciation. There are 28 characters in the Arabic alphabet, which uses a cursive script that reads from right to left.

Most educated Algerians can use French, as this was the language of education, government and journalism.

Many Berber dialects are also spoken, the two main ones being Kabyle and Tamazight. Other dialects are confined to oasis communities in the Sahara desert.

The government has made a concerted effort to eradicate non-literacy, with some success; literacy levels rose from 10% in 1962 to over 50% in 1990. It is still higher, however, amongst people from a rural background and women. Although Algerian women can attend all levels of education, they only account for 7% of the workforce.

When Arabs meet, they often exchange extended formal greetings. Their word for "hello" means "Peace be upon you." The other person will usually respond, "And upon you also be peace." The name of Allah is often invoked in normal conversation. When an English-speaking person would say "Thank goodness," an Arabic speaker would say, "Allah be praised." Or, when an English-speaking person would say "Thank you," an Arabic speaker would say "May Allah give you health." The expression, Insha'allah is more or less used the same way an Irish person would use "God willing."

Culture

Most Algerians are Muslims adhering to Sunni Islam, which prescribes a strict code of conduct in such matters as family life, eating habits, business dealings and dress.

The ethnic mix of Algerians are predominantly the Arabs and Berbers, with the Berbers generally following a more liberal interpretation of Islam.

The resurgence of Islamic fundamentalism in Algeria since the 1980s has led to the widespread prohibition of perceived sins of western decadence such as drinking alcohol or listening to rock music.

Muslim festivals, which are celebrated according to the lunar calendar, include Ramadan when Muslims fast from sunrise to sundown and also give up drinking and smoking in daylight hours and Eid Al-Seghir, which is a time for praying and feasting at the end of Ramadan. It is a public holiday and is usually celebrated for at least 2 days.

Eid Al-Kebir is also an important celebration and occurs on the tenth day of Dhu al-Hijja, the last month of the year. There are also local festivals, called mousseums.

The family and home are at the centre of Algerian life. Attitudes to hospitality can be summed up by the Berber saying, When you come to our house, it is we who are your guests, for this is your house." Invitations t an Algerian's house are regarded as open, with the prerogative on the invited guest to arrange a suitable time.

Algeria's population is in general young, with over 60% of the people aged under 20. Despite the enormous wealth in Algeria, there is widespread poverty. As a result, many people have suffered from illnesses such an malnutrition, tuberculosis and trachoma.

French is used by many educated Algerians in the universities and in journalism. The educational system, however, emphasises Arabic as the primary language of instruction from the pre-school level, and it is now more common in universities and academic circles.

Food

The variety of Algerian dishes demonstrates the many cultures influencing Algerian cuisine. Berber cooking is represented by lamb, chicken and vegetable stews, while Turkish and the Arab influences are seen in the many spices used distinctive pastries French bread and Spanish olives may also be seen at a typical Algerian meal. In the northwest, paella reveals a Spanish influence.

Whatever the area, couscous is the national dish. The name stands for the both the dish and for the wheat grains ((semolina) used to make it. Couscous is usually steamed, served with meat or vegetables and covered in sauce. Burek which consists of a mixture of meat, egg and onion in filo pastry, is another popular dish. Traditional meals may include méchoui (lamb roasted over charcoal) or dolma, vegetables which are filled with spiced meat.

Strong Turkish-style coffee in Algeria is served with a glass of water, but the most popular drink in North Africa is tea flavoured with fresh mint leaves. Fruit drinks and fruit juices are also popular. Since Muslims are forbidden to drink alcohol, the once-thriving (pre-independence) wine-making industry, has declined.

There are many varieties of extremely sweet Algerian pastries, such as kalb-el-louz (semolina with almond paste and rose water), makroud (made with figs or dates), chacab (crescent-shaped almond-filled pastries), samsa (pastry filled with sweets), and griouche (honey-filled pastry).

Chicken Couscous

2 to 4 tbsp olive oil	1 kg chicken cut into pieces
750 ml chicken stock	3 carrots, chopped
2 onions, coarsely chopped	2 turnips, chopped into small pieces
3 cloves garlic, finely chopped	2 tsp ground coriander
1/2 tsp ground red pepper	1/2 tsp ground turmeric
3 zucchini, sliced	500 ml cooked chickpeas

1 kg couscous (cook according to directions on package

Heat oil over medium heat in a large pan. Add chicken pieces and fry until brown, about 6 to 10 minutes. Remove and set aside. Add stock, carrots, onions, turnips, garlic, coriander, red pepper and turmeric to the same pan. Bring to a boil over high heat. Reduce heat to simmer. Add zucchini, beans and chicken. Cover and cook very slowly for about one hour until chicken is tender. For serving, heap the couscous in the middle of a platter and surround it with the chicken and vegetables

The Arts

The Romans, Spanish, French, Arabs and indigenous peoples have influenced architecture, music and literature in Algeria. Since independence, the government has promoted the revival of Arab heritage, which was suppressed during the French colonial period and carries influences from the Romans, Spanish, French, Arabs and indigenous peoples.

Algeria architecture includes Roman ruins, Arab mosques, Turkish palaces and European-style public buildings. In the medina, the old part of every town or city, one will find many historic buildings along narrow, narrow, winding streets and traditional houses built around central courtyards.

Rai is a form of music which was originally tribal music but is now played with modern instruments. Famous rai musicians include Ched Khaled and Cheb

Mami. More traditional types of music are desert music (badoui) and chaabi, a type of folk music.

Algerian writers include Arabic, Berber and French-speaking authors. Kateb Yacine is one of Algeria's most influential writers whose book, Nedjma, was set during the war against the French.

 Tahar Djaout, who wrote *Les Chercheurs d'Os* (The Searchers for Bones) and Les Vigiles (The Vigils), portrays life in modern Algeria. While Mouloud Mammeri and Mouloud Feraoun have written about Berber life. Mohammed Dib is an prolific novelist and poet.

Assia Djebar is a woman writer who has described the lives of Algerian women in books such as *So Vast the Prison*. Albert Camus is a French writer who lived in Algeria who gained a worldwide audience for his his existential novels *L'Etranger* (The Stranger) and *La Peste* (The Plague).

Reading

Algeria in Pictures. Lerner Publications, Visual Geography Series, 1992.
A book of photography, showing the landscape, buildings and people of Algeria.

Camus, Albert. *The Stranger*. Translated by Matthew Ward. Vintage, 1989.
First published in 1946, this famous novel is set in colonial Algeria.

Djebar, Assia. *So Vast the Prison*. Seven Stories Press, 1995.
A moving novel by an Algerian writer about a woman who tries to assert her independence while remaining true to her faith in Islam.

Horne, Alistair. *A Savage War of Peace*, 1954-62. Viking, 1977.
A comprehensive account of the Algerian War of Independence.

Simonis, Damien, David Willett, Ann Jousiffe, Geoff Crowther and Hugh Finlay. *North Africa: A Lonely Planet Travel Survival Kit.* Lonely Planet Publications, 1995.
A guidebook to North Africa, including Algeria, with information on history and culture.

Web Sites

http://www.algerie-guide.com (in French)

http://english.planetarabia.com/

http://www.algeria.com

http://www.hejleh.com/countries/index.html

Tree

by Mohammed Dib, 1920, Algeria

Tree waiting.
Then it got dark.
It stayed there.
The child watching it.
He said: it's night.
That said, he went in.
Dinner. Staying up late.
What about the tree? he said.
The child asked himself
under the lamplight.
The child whose eyes
The tree came and closed.

translation by James Kirkup

DR Congo

There are more than 250 ethnic groups in DR Congo, each with its own language, customs and dialect. Although is cultural profile attempts to cover some customs, the culture described may not apply equally to all newcomers from DR Congo. The majority of refugees and asylum seekers I have met have said they come from Kinshasa, the capital, or outlying areas. Customs described here may differ for people coming from other areas.

The Democratic Republic of Congo is the third largest country in Africa , an area with a population of 50 million people. The country is often called "Congo-Kinshasa" to distinguish from its neighbour, Congo-Brazzaville.

Congo was the centre of several indigenous kingdoms until the 15th century. At that time contact with Arabs, Portuguese and French merchants led to the development of a slave trade with the Americas and Saudi Arabia.

The conquest of Congo by Belgium began I 1878, and led to the most brutal regime of all the European powers in Africa. It is estimated that the indentured labour to build railroads and extract ivory and rubber led to the deaths of over 10 million Congolese between 1880 and 1910.

The long struggle for freedom in Congo led to independence in the 1960s, but this has led to a series of civil wars that have lasted from that time to the present day. This has been exacerbated by the military intervention of Congo's six neighbouring countries, each vying for control of Congo's lucrative mineral resources.

War, deficits, mismanagement, corruption and rampant inflation have turned one of Africa's potentially richest countries into one of the poorest countries in the world.

Capital:	Kinshasa
Government:	Republic
Population:	50 million
Area:	2.2 m sq. km.
Major Ethnic Groups:	Kongo, Luba, Mongo, Azande, about 250 other groups
Languages:	French, Lingala, Kikongo, Swahili, Tshiluba
Religions:	Traditional beliefs, Roman Catholicism, Protestantism, Kimbanguism, Islam
Currency:	Congolese franc
Date of Independence:	30 June, 1960

Language

Congo consists of over 250 ethnic groups, each with its own traditions, languages and dialects. The predominant languages, however, are French, Lingala, Kikongo, Swahili and Tshiluba. Most Congolese are multilingual in spoken language, but literacy levels are low. French is the official language of classes in secondary and tertiary education, although many Congolese have only a very basic grasp of the language.

In theory, primary education is free and compulsory for all in the Congo. In reality, warfare and under-investment have undermined this objective. In the

early 1990s, a survey found that less than half of the children were enrolled in primary and secondary school, 58% of the boys and 39% of the girls. Only 5% of the girls complete their education.

In some Congolese schools, it is the tradition to give small gifts to the teachers in order to compensate them for their low or non-existent salaries.

Culture

Congolese society is often based on kinship groups related to a common ancestor, encompassing a wide array of relatives under one roof. Many cultures are matrilineal and marriages are usually arranged. Children are regarded as a symbol of wealth , and families of 10 children are not uncommon. The birth of a child is a cause for great celebration. The mother's older brother takes on the role of male model, provider and decision-maker for the family. Patriarchy is the norm in Congo, with women being confined to the home.

Most social life in Congo centres around special events such as weddings, holidays, baptisms and funerals. Seasonal events are marked by village celebrations, which usually include a meal, followed by singing and traditional dance.

Religious beliefs in Congo include animism, Catholicism, Islam and Kimbanguism, but there has been a revival of Christian evangelism. Most Congolese celebrate Christmas and Easter, and the Muslims celebrate the major holidays including *Ramadan, Eid al-Kabir* and *eid al-Fitr.* On Parents' Day, Congolese honour their dead ancestors, whose spirits are believed to watch over family members. They tidy the grave area and have a meal there.

Food

Most Congolese meals are a starchy food, usually cassava and some sort of sauce or stew. If they can afford it, fish or meat may be added to the stew and rice or corn may be used if available. Wealthier Congolese may eat three times a day, but most households prepare one daily meal. Breakfast, if eaten, is usually e café au lait and a slice of French baguette. The main meal was traditionally eaten at midday but is now usually served in the evening and is prepared in one pot. The basic stew is called *mwamba* and is made with chicken, beef, fish or lamb, browned in oil before stewing. It is eaten with rice, *fufu* (corn flour dough) or *chikwange* (cassava prepared in banana leaves).

Mwamba

1 chicken, cut up, or 1 kg beef or lamb, or 750 g fish fillets, fresh or thawed
Salt to taste
Oil
2 large onions, cut up
2 to 4 chilli peppers, mashed, or
1/2 to 1 tbsp. dried crushed red pepper
6 or 7 tomatoes, peeled, seeded and mashed

Season chicken, meat or fish with salt. In a heavy stewing pan, sauté chicken, meat or fish in the oil with onions until well browned. Add chilli peppers, tomatoes and just enough water to cover. Simmer until tender and thoroughly cooked.
Serve chicken mwamba with boiled rice.
Fish, lamb or beef mwamba is usually served with fried plantain.

Pili pili chicken, *maboke* (freshwater fish cooked in leaves), *saka saka* (ground cassava leaves cooked with palm oil and peanut paste) and *fumbwa* (vegetable stew) are other common dishes. Other traditional foods include pounded sesame or squash seeds, shish kebabs and plantain dough while caterpillars, grubs, termites and roasted crickets are considered delicacies in some areas.

Congolese enjoy beers such as Skol and Primus as well as homemade brews Palm wine, which is made from the juice of the palm oil tree, is also consumed, as well as ginger beer, banana beer, sugar-cane wine, homemade gin and passion-fruit juice . Most people pour a small amount of liquid on the ground before drinking, as a drink for thirsty ancestors.

The Arts

Traditional music includes songs about everyday activities such as fishing, planting, or pounding manioc are sung to lessen the boredom of work. Musicians use instruments made with local material, including drums, stringed instruments, flutes made from millet stalks or bamboo, animal tusk horns, trumpets made from gourds, metal, shells or wood, and the *sanzi*, a small, hand-held wooden box with metal teeth that are plucked by the thumbs.

Soukous (from the French word secouer, to shake) is city music, blending 1950s Cuban rumba music with aspects of American jazz and rock. *Soukous* is dance music, and is constantly undergoing change. *Soukous* bands often sing in a mixture of French and Lingala and the songs are often about society or politics or l love stories. Many African artists from Congo are currently living in the expatriate community in Paris, which has become the world centre for *soukous.*

Reading

Wrong, Michela. *In the Footsteps of Mr. Kurtz London*: Fourth Estate Ltd. 2000
A portrait of the Mobutu reign by a Reuters foreign correspondent living in Africa.

Kingsolver, Barbara. *The Poisonwood Bible*. New York: Harper Collins, 1998.
A well-written novel set in the 1950s,a Baptist missionary family arrives in Congo during the period of unrest just before independence.

Winternitz, Helen East *Along the Equator: A Journey up the Congo and into Zaire,* dated, but good mix of political journalism and travel writing.

Mukenge, Tshilemalema-*Culture and Customs of the Congo* Greenwood Publishing Group To Be Published (Nov. 2001)

Web Sites

www.sas.upenn.edu/African_Studies/Country_Specific/Zaire.html

www.cia.gov/cia/publications/factbook/geos/cf.html

www.mbendi.co.za/cycocy.htm

www.geocities.com/congocookbook

www-sul.stanford.edu/depts/ssrg/africa/zaire.html

allafrica.com/congo-kinshasa

www.congotimes.com

www.congo-online.com/

www.congo-pages.org/welcome.htm

www.unhcr.ch/world/afri/zaire.htm

Ukraine

In terms of resources and technology, Ukraine was the richest part of the former Soviet Union, but today its wealth has been squandered by corruption and mismanagement in its difficult transition to democracy and a free market economy.

Ukrainians are a Slavic people who have been successively dominated by the Poles, Lithuanians, Russians and Germans for the last 600 years. For a time, an organised Ukrainian cavalry culture, known as the Cossacks, successfully overcame Polish oppression and serfdom, only to be crushed by the Russians.

Under these conquerors, Ukrainians have suffered serfdom, enforced famine, genocide and attempts to eradicate the Ukrainian language and culture. Ukraine finally gained independence in 1991.

Language

The older generation of Ukrainians tend to speak Russian as a legacy of Soviet domination, but there is a renewal of Ukrainian with the younger generation as a result of the re-introduction of the language in Ukrainian schools.

Ukrainian is very similar to Russian but there are differences in pronunciation and vocabulary and an influence from Polish. Both the Ukrainian and Russian languages use the Cyrillic alphabet, which is written as a variation of the Greek alphabet and is phonetic.

Most Ukrainian refugees and asylum seekers are well-educated and have a knowledge of the Roman script as well as a solid grasp of spoken English. They tend to be academic in their approach to learning, appreciating structures and grammar as a means to understanding language.

Culture

Perhaps because its culture was oppressed, Ukrainians have a rich tradition of literature, music and dance coming from a rural tradition, even though Ukraine is nowadays a mainly urban culture.

As well as this, Ukraine's industrial history has meant that many Ukrainians have been highly trained as engineers and technicians, with Ukrainian universities having had the best reputation for scientific and academic research in the former Soviet Union.

Ukrainians seem formal in their greetings and farewells, shaking hands on each occasion. Between these times, however, they are usually quite affable, talkative and studious, and often display a dark and ironic sense of humour.

Their religious beliefs are normally either Ukrainian Orthodox or Catholic, despite official discouragement of religion under the Soviet Union. They are more devout in church attendance than their western counterparts, at least amongst the refugee and asylum seeker community.

Food

Meat, beets and cabbage are ingredients often found in Ukrainian dishes, which are usually simple and filling. *Borscht,* a soup made with beets and meat, is one of the most well-known dishes, and there are many different

versions of this dish. Cabbage rolls (*holubtsi)* , stuffed peppers and tomatoes and dumplings (*pyrohy)* made with flour and stuffed with meat, cheese or vegetables are also common.

Breads and pastries are a speciality in Ukraine. At weddings, a special bread called *korovai* is offered and at Christmas, a bread made with sour cream and honey (*kolach*) is given to every family member during the traditional Christmas meal. At Easter, a special cross-shaped egg bread (*paska*) is served.

Borsch

1 cup chopped fresh beets	1 cup chopped fresh carrots
2 cups green beans, cut into 1 inch pieces	3 or 4 medium potatoes, cubed
1 quart chopped or shredded cabbage	1 pint fresh or canned tomatoes, chopped
1/2 cup chopped onion	1/2 cup fresh dill weed, chopped
salt to taste	2 tablespoons finely chopped onion
2 tablespoons oil	2 tablespoons flour
cream	minced garlic, to your taste

Put the chopped beets, carrots, and green beans into a 6-quart kettle with about 2 quarts of water and cook a little while. Then add the rest of the vegetables, dill, and salt and cook until vegetables are tender, adding more water for the desired consistency.

Saute finely chopped onion in oil in a small frying pan and add flour. Stir until smooth. This is used as a thickener; add this to borsch when vegetables are cooked.

Add some cream and the freshly chopped garlic and cook for about 5 minutes more. Taste and add more salt if necessary. Serve.

Reading

Lencyk Pawliczko, Ann *Ukraine and Ukrainians throughout the World* (University of Toronto Press, 1994) A detailed examination of the role of Ukrainian immigrants around the world. The first three chapters contain a concise look at the history and people of Ukraine.

Web sites

http://www.infoukes.com

http://tryzub.com

http://pages.prodigy.net/l.hodges/ukraine.htm

www.brama.com/

Country Background Information and Intercultural Material

http://www.about.com – has detailed and blank world and country maps—search for "world maps," "country maps" or "geography"

The New Internationalist has a World Guide CD Rom (also in book form) which gives extensive background information on countries—can order from Barnes and Nobles, Amazon sites or can buy directly at the Amnesty International Freedom Café in Dublin (48 Fleet St., D1). There is are also **New Internationalist** cookbooks which have a good variety of recipes and photos to use in exercises or as talking points.

http://www.worldskip.com/ – country specific news and background

http://www.state.gov/www/background_notes/ – extensive information on country backgrounds

http://www.kcmetro.cc.mo.us/multicultural/ – good links to popular cultural and ethnic groups (Middle Easter, Asian, African, etc.)

http://www.ecnet.net/users/gdlevin/multicultural.html – excellent page of links to world cultures and languages

http://www.rootster.com/ – stories and information on world cultures (esp. music)

http://www.yourchildlearns.com/owlmouse.htm – free downloadable interactive software for map/geography materials. I recommend the Middle East Map Puzzle.

Encarta has a World Atlas Interactive CD Rom with maps, articles, background information, photos, etc.

Metro Eireann – monthly newspaper (€1) focusing on events and aspects of the Irish refugee and asylum seeker community (also has a children's page).

National Map Centre (34 Aungier St., D2. Tel. 01 476 0471. www.mapcentre.ie) – Specialist map shop with great selection of foreign and Irish maps

The Cork-based asylum seeker/immigrant support group **NASC** (http://homepage.tinet.ie/~nasc/contactus.html) has published "The Global Cookbook" with recipes from community members

Recipe Links

www.congocookbook.com

http://www.recipesource.com

www.cafeint.com/recipes.html

Media

Metro Eireann has an online version at www.metroeireann.com

See *Africans Magazine* on http://www.africansmagazine.com

If students have access to the Internet, **BBC English** has video news, opinion polls they can participate in, pages in most world languages, and a page with activities for learning English on
http://www.bbc.co.uk/worldservice/learningenglish/index.shtml

Status, Rights and Entitlements

Who is a Refugee?

"Any person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of her/his nationality and is unable, or owing to such fear, is unwilling to avail her/himself of the protection of that country; or (any person) who, not having a nationality and being outside the country of her/his former habitual residence, is unable, or owing to such fear is unwilling to return to it." – UN (Geneva) Convention on Refugees, 1951.

Refugees are …

1.) **'Programme' Refugees**: persons who have been invited to Ireland on foot of a Government decision in response to humanitarian requests from bodies such as UNHCR. (e.g. Bosnians [1992-97]);

2.) **'Convention' Refugees:** persons who fulfil the requirements of the definition of a refugee under the 1951 Convention and are granted refugee status.

Asylum-seekers are …

Persons who seek to be recognised as a refugee in accordance with the terms of the 1951 Convention.

Leave to Remain is …

Permission granted to a person to remain in the State. This permission is granted at the discretion of the Minister for Justice. It may be granted, for example, to a person who does not fully meet the requirements of the definition of a refugee under the 1951 Convention, but whom, the Minister decides, should be allowed to remain in the State for humanitarian reasons.

Residence ('Green Card')* …

Asylum-seekers who marry Irish (or EU) nationals and those who are the parents of Irish born children are entitled to apply for residence. Residence in these instances is not automatic – it must be applied for at the Immigration Division of the Department of Justice. Successful applicants receive a registration document - the 'Green Card'. Residence must be renewed every 12 months.

*All non EEA nationals with *any* legal status in Ireland are issued with a registration card or 'Green card'. However, the term is often used to mean residence on the basis on of an Irish born child.

Rights and Entitlements – group by group

General

Child care
● Refugees and asylum-seekers needing access to child-care facilities should apply to community crèches. Local community groups will have relevant information.

Medical
● The Community Health Nurse service is available to all non-nationals who are pregnant or who have young children;
● A psychological service is based at the Department of Psychology, St. Brendan's Hospital in Dublin.

Education
● There is a reference to the education needs of refugees and asylum-seekers in the Government's White Paper on Adult Education. The White Paper contains proposals for including asylum-seekers (with the right to work) on VTOS, PLC and Back to Education courses and for providing for *all* asylum-seekers *"…access to adult literacy, English language and mother culture supports"*. The City of Dublin VEC is currently undertaking an extensive research project on the language needs of asylum-seekers.

Refugees

Those with refugee status *enjoy similar rights to Irish nationals* and these rights are set out in the Refugee Act, 1996.

Registration
● Refugees must register with the nearest Garda Immigration Liaison Officer. In Dublin this is at Garda Metropolitan Headquarters, Harcourt Sq.;
● On registration they will receive a registration card with stamp No.4. It is important to keep the initial letter declaring the person a refugee as this distinguishes Refugees from other non-nationals with residence rights in Ireland.

Employment
● Refugees can work and set up a business in Ireland without further documentation.

FÁS
● Refugees are entitled to go on FÁS courses and avail of the CE scheme (the 12 month signing period is waived).

Social Welfare
● Refugees are entitled to work and should be receiving Unemployment Assistance/ One Parent Family Payment etc.;
● Refugees are entitled to Child Benefit;

- Refugees are entitled to apply for Exceptional Needs Payments for extra essential outlays they may incur.

Medical
- Refugees qualify for a medical card in line with Irish nationals, if they meet the income requirements.

Accommodation
- Refugees who are not working qualify for rent supplement in line with Irish Nationals;
- Refugees can go on Local Authority Housing Lists.

Education
- Refugees and/or their children are entitled to first and second level education;
- Refugees are entitled to places in third level education; post leaving certificate courses (PLCs); VTOS; places on the Back to Education programmes etc. They qualify for free fees in line with Irish nationals. They must have full refugee status and have lived in the EU for three years before qualifying for free fees. It is vital to contact a college re the fees policy on application;
- They can also avail of courses and English language training provided by Integrate Ireland - Language and Training.

Travel
- Refugees may apply for a Travel Document and can return to Ireland without a re-entry visa. They may not travel to the country from which they sought refuge. Before travelling to *any* country they should contact the nearest embassy to inquire about visa requirements.

Family Reunification
- Refugees have the right to **family reunification** - that is the right to be re-united with immediate family member and possibly with dependent family members. Applications can be made through the nearest Irish embassy to the family or if there is not an Irish embassy the Department of Foreign Affairs in Dublin.

Citizenship
- Programme Refugees may make an application for citizenship three years after arriving in Ireland;
- Convention Refugees can apply for citizenship as soon as they are recognised as a refugee.

Asylum-seekers

Asylum-seekers generally have very few rights and entitlements but some have more than others. The rights an asylum-seeker has is dependent *solely* on when s/he made her/his application. It is therefore necessary to clearly set out the rights of three distinct groups:

1. Those who have been dispersed, i.e. are living in Direct Provision;
2. Those with the right to work;
3. Those who do not fit into either of these categories.

General

Travel
Asylum-seekers are not entitled to leave the State without the permission of the Minister for Justice – penalties for leaving or attempting to leave the State without permission are a fine of £500 and/or one month in jail.

Citizenship
Asylum seekers can not apply for citizenship.

1. Asylum-seekers who have come to Ireland after 10.4.2000

Since April 2000, the authorities have operated a policy of **Dispersal** and **Direct Provision** of asylum-seekers. This means that asylum-seekers coming to this country are accommodated for a short period of time (a week or so) in one of the large Dublin reception centres and then 'dispersed' to centres outside the Dublin area. The direct provision element of the policy means that asylum-seekers are given full-board (i.e. accommodation and meals) and an allowance of €19.05 per week (€9.52 per child).

Generally the rights and entitlements of asylum-seekers under Dispersal/Direct Provision are extremely limited and represent a major departure from previous policies which broadly included asylum-seekers within the social welfare system and afforded them some rights in terms of Supplementary Welfare Allowance, Rent Supplement etc. The primary reasons given for the implementation of the policy is a lack of accommodation in the greater Dublin area and that a Dispersal/Direct Provision policy is also operating in the UK at present.

Note: Asylum-seekers that refuse to be accommodated in full-board centres are not entitled to a rent supplement. It is considered that they do not have an accommodation need and will only receive the €19.05 per week allowance (no matter what alternative accommodation arrangement they may come to).

There are a couple of exceptions to the application to the Dispersal/Direct Provision regulations, and these concern: pregnant women close to full term; 'reunification' with an immediate family member (i.e. a newly arrived asylum-seeker may be reunited with a spouse or partner already in rented accommodation) and medical grounds.

Below are the rights and entitlements of asylum-seekers who come under the terms of the Dispersal/Direct Provision regulations, (hereinafter [D/DP] asylum-seekers).

Employment
- (D/DP) asylum-seekers are not entitled to work - penalties for working illegally are a fine of £500 and/or one month in jail.

FÁS
- (D/DP) asylum-seekers are not entitled to go on FÁS courses.

Social Welfare
- (D/DP) asylum-seekers receive €19.05 per week 'comfort' money, (€9.52 per child);
- (D/DP) asylum-seekers are entitled to Child Benefit;
- (D/DP) asylum-seekers are entitled to apply for Exceptional Needs Payments for extra essential outlays they may incur.

Medical

● (D/DP) asylum-seekers receive the medical card;
● Medical units are assigned to the Dublin reception centres. Prior to dispersal, asylum-seekers are screened for infectious diseases such as T.B. and diphtheria. (Screening is not obligatory but most asylum seekers avail of this service.)

Accommodation

● (D/DP) asylum-seekers reside outside of Dublin in full-board centres (i.e. three meals a day and accommodation). D/DP asylum-seekers are not entitled to rent supplement and are obliged to stay at the full-board centre until a decision is made on their asylum application.

Education

● (D/DP) asylum-seekers and/or their children are entitled to first and second level education (up to the Leaving Certificate);
● (D/DP) asylum-seekers are not entitled to places in third level education; post leaving certificate courses (PLCs); VTOS; places on the Back to Education programmes etc.;
● (D/DP) asylum-seekers can do part time English language classes and other part time courses (e.g. computer courses) provided by voluntary groups.

2. Asylum seekers who made their applications prior to 26.7.1999

These people have the *right to work* (as long as they complied with all asylum regulations).

Below are the rights and entitlements of asylum-seekers who made their application prior to 26.7.1999, (hereinafter [RtoW] asylum-seekers).

Employment

● (RtoW) asylum-seekers are those who have been issued with an official letter indicating that they have the right to work – prospective employers do not have to obtain a work permit. **Please note that the right to work applies only to those who made their asylum applications prior to 26.7.1999. It is not the case that asylum-seekers who are in Ireland 12 months may work. (Originally asylum-seekers could work if they made their applications prior to 26.7.1999 *and* were in the country 12 months but the Government did not renew the order on 26.7.2000.)**

FÁS

● (RtoW) asylum-seekers do not have the right to go on FÁS courses. However, they are entitled to register FÁS and access services such as skills assessment, guidance interviews, job placement and follow up.

Social Welfare

● (RtoW) asylum-seekers should be receiving Unemployment Assistance as they are entitled to (and are seeking) work;
● (RtoW) asylum-seekers are entitled to Child Benefit;
● (RtoW) asylum-seekers are entitled to go on Back to Work programmes if they comply with regulations (currently applicants must be signing for 15 months [396 days]).

Medical

- (RtoW) asylum-seekers receive the medical card (and are entitled to retain it for a period once they take up employment – in line with regulations.)

Accommodation

- (RtoW) asylum-seekers are entitled to rent supplement and to retain rent supplement on a tapered basis for three years after taking up employment (as long as they have been on a social welfare payment for 12 months);
- (RtoW) asylum-seekers are *not* entitled to apply to local authority housing lists.

Education

- (RtoW) asylum-seekers are entitled to first level and second education (up to the Leaving Certificate);
- (RtoW) asylum-seekers are currently not entitled to third level education degree or diploma courses;; places on the Back to Education programmes etc. (See also Education – general [above].) *but* are entitled to places on Post Leaving Certificate courses (PLCs) and VTOS;
- (RtoW) asylum-seekers can avail of English language and other courses provided by voluntary groups.

3. People who made asylum applications between 26.7.1999 and 10.4.2000

These people fall between the two major policy decision of the last two years. They are *not* entitled to work, however, they are *not* the subject of Dispersal/Direct Provision regulations.

Employment

This group of people:

- are not entitled to work - penalties for working illegally are a fine of £500 and/or one month in jail.

FÁS

This group of people:

- are not entitled to go on FÁS courses.

Social Welfare

This group of people:

- are entitled to receive Supplementary Welfare Allowances (*not* UA as they are not entitled to work);
- are entitled to Child Benefit;
- are entitled to apply for Exceptional Needs Payments for extra essential outlays they may incur.

Medical

This group of people:

- receive the medical card.

Accommodation

This group of people:

- are entitled to rent supplement (note: many of this group of people are accommodated in hostels because of the serious lack of private rented stock in Dublin at the moment.);

● are not entitled to go on local authority housing lists.

Education

This group of people:

● are entitled to first level and second education (up to the Leaving Certificate);
● are not entitled to third level education degree or diploma courses; post leaving certificate courses (PLCs); VTOS; places on the Back to Education programmes etc.;
● can avail of a number of English language training courses provided by voluntary group;
● may do part-time evening courses. Details of courses contained in *Wolfhound Guide* and other guides.

Residents ('Green Card')

This group of people may reside in Ireland because they are the parents of an Irish born child or they are married to an Irish or EU national.

Note: Asylum and residency are different issues (and are handled by different government departments). Some asylum-seekers withdraw their application for asylum when they apply for Residence. However, they are not obliged to do so - and generally should not do so - until residence has been granted, if at all. People who make residence applications are entitled to also have an asylum application ongoing – is not an 'either/or' situation.

Registration

Residents:

● must register with the nearest Garda Immigration Liaison Officer. In Dublin this is at Garda Metropolitan Headquarters, Harcourt Sq.
● On registration they will receive a registration card with stamp No.4. It is important to keep the initial letter granting the person residence as this distinguishes the person from other non-nationals with residence rights in Ireland.

Employment

Residents:

● are entitled to work – prospective employers do not have to obtain a work permit.

FÁS/CE

Residents:

● should register with FÁS are entitled to go on FÁS courses and Community Employment schemes if they qualify (i.e. be in receipt of welfare payment for one year).

Social Welfare

Residents:

● should be receiving Unemployment Assistance as they are entitled to (and are seeking) work;
● are entitled to Child Benefit;
● are entitled to go on Back to Work programmes if they comply with regulations (currently signing for 15 months [396 days]).

Medical

Residents:

● receive the medical card (and to retain it for a period once they take up employment – in line with regulations.)

Accommodation

Residents:

● are entitled to rent supplement and to retain rent supplement on a tapered basis for three years after taking up employment (as long as they have been on a social welfare payment for 12 months);
● are entitled to apply to go on local authority housing lists.

Education

Residents

● may avail of courses provided by Integrate Ireland, Language and Training.
● are entitled to first and second level education (up to the Leaving Certificate);
● do not have their education rights clearly spelled out in legislation (unlike those of refugees whose rights are clearly outlined in the Refugee Act 1996). Some colleges charge Green Book holders non-EU national rates, others do not. Green Book holders should certainly apply for VTOS etc. and seek advice if they encounter difficulties.They do not qualify for the free fees scheme.

Travel

Residents:

● may travel from the state as long as they are in possession of a passport. It should be noted that at the moment re-entry visas are required when travelling in order to return to Ireland. These can be obtained at the visas office (80 St. Stephen's Green, Dublin 2);
● are entitled to make an application for a special travel document in exceptional circumstances.

Family re-unification

Residents:

● Those who are the parents of an Irish born child have the right to apply for family reunification for immediate and dependant family members. Many applications are unsuccessful. However, children under eighteen with parent and siblings living in Ireland are likely to receive visas.

Citizenship

● Those who have been granted residence on the basis of a marriage to an Irish National can apply for citizenship after three years of residence;
● Those granted residence on the basis of an Irish born child can apply for residence after five years of residence in Ireland.

Leave to Remain

● The rights of people who are given Leave to Remain are broadly in line with those who have been granted residence on the basis of an Irish born child or marriage to an Irish national. They can apply for citizenship after five years of residence.

Overview of the Asylum Process and Government Policy

The Asylum Process

● Lengthy questionnaire to be completed. After a few months (sometimes much longer) asylum-seeker called for interview. If successful asylum- seeker is declared a (Convention) refugee, if not person can enter the appeal process. Asylum-seekers are entitled to legal representation at the appeal stage. If appeal unsuccessful asylum-seeker may make appeal to the Minister for Justice to stay in the State in humanitarian grounds (i.e. Leave To Remain.)

● The authorities may determine that an asylum application is **'manifestly unfounded'** (MU). Asylum-seekers have far fewer rights within MU procedures They do not for instance have the right to have legal representation at the appeal stage. It was once quite rare for an asylum application to be deemed MU – but these days many are. In the first third of 2001 (1.1.2001 - 30.4.2001) of the 1,153 asylum decisions made, 254 were deemed MU (about 25%).

● All asylum-seekers are entitled to avail of the services of the **Refugee Legal Service** and should register with this body on initial application. The Refugee Legal Service gives advice on filling out questionnaire, first stage interview; and legal representation through appeal stage.

● Very few asylum-seekers attain refugee status in Ireland – please refer to statistics sheet attached

The Legislation

Refugee Act 1996

Ireland has signed and ratified the Geneva Convention relating to the status of refugees and the 1967 Protocol to the Convention. This is international law which binds a state to the principles enshrined in the Convention but which cannot be used by persons in ordinary courts. To address this, in June 1996, the Refugee Act was enacted. The Act was fully implemented on 20.11.2000. Two further Acts - the Immigration Act (1999) and the Illegal Immigrants [Trafficking] Act (2000) - amended the Refugee Act to include deportation arrangements and penalties for illegal trafficking.

Features of the Act

● The Act was warmly welcomed by all working with refugees and asylum seekers because it put on a statutory footing the arrangements and procedures for dealing with refugees and asylum seekers.

● It allowed for the establishment bodies to deal with various aspects of the asylum issue: Refugee Applications Commissioner (decisions), the Refugee Appeals Tribunal (appeals) and the Refugee Advisory Board (yet to be established).

- It broadened the grounds whereby people could apply for refugee status – it actually went somewhat further than the UN Convention to include as grounds for being recognised as a refugee: gender; sexual orientation and membership of a trade union.

- Economic migrants are not included in the terms of the Refugee Act.

- As of 20.11.2000, the Refugee Act 1996 has been implemented in full. As of that date asylum-seekers over the age if 14 will be fingerprinted and can be detained if a garda or immigration officer reasonably suspect that they pose a threat to national security or public order; have committed a serious non-political crime outside the State; have not made reasonable efforts to establish their true identity; intend to avoid removal from the state in certain circumstances; intend to leave the state and enter another unlawfully; without reasonable cause have destroyed their travel documents or have forged identity documents.

Remember…

- An asylum-seeker has a legal right to seek refuge in this country under the terms of the Geneva Convention. Thus, *asylum seekers are not illegal immigrants* – they are legally resident while they are in the asylum process.

- When dealing with refugees and asylum seekers always ascertain what their status is. Ask whether they are (Programme or Convention) refugees or asylum seekers and if they are asylum seekers, whether are entitled to work or come under terms of direct provision etc., and advise accordingly.

Resources

Refugees/Asylum Seekers:
Contact List of Organisations

NGO: Non-Governmental Organisation / SO: Statutory Organisation

Access Ireland (refugee training)
Dominick Court, 40 Lower Dominick St, Dublin 1.
Tel: (01) 878 0589 Fax: (01) 8780591 *(NGO)*

African Refugee Network
90 Meath St., Dublin 8.
Tel: (01) 473 4523 *(NGO)*

Association of Refugees and Asylum Seekers in Ireland [ARASI]
213 North Circular Rd., Dublin 7.
Tel: (01) 838 1142 Fax (01): 855 1143 *(NGO)*

Bosnian Community Development Project
40 Pearse St., Dublin 2.
Tel/Fax: (01) 671 9202 e.mail: bcdp@iol.ie *(NGO)*

Clann Housing Association
3rd Floor, 18 Dame St. Dublin 2.
Tel: (01) 677 5010 Fax: (01) 677 5025 *(NGO)*

Comhlamh [Assoc. of Returned Development Workers]
10 Upper Camden St., Dublin 2.
Tel: (01) 478 3490 Fax (01) 478 3738 *(NGO)*

Eastern Regional Health Authority Asylum-Seekers Unit
77 Upper Gardiner St, Dublin 1
Tel: 01 858 5100 Fax (01) 858 5149 *(SO)*

Immigration Division, Department of Justice, Equality and Law Reform,
72-76 St. Stephen's Green, Dublin 2.
Tel: (01) 6028202 *(SO)*

Integrate Ireland, Language and Training
Unit 4A, Trinity Enterprise Centre, Grand Canal Quay, Dublin 2.
Tel: (01) 677 5337 *(SO)*

Irish - Vietnamese Association
45-46 Hardwicke St., Dublin 1.
Tel: (01) 874 2331 *(NGO)*

Irish Refugee Council

40 Lower Dominick St., Dublin 1
Tel: (01) 873 0042 Fax (01): 873 0088
also 1 Bank Place, Ennis Co. Clare.
Tel/Fax: (065) 22026 *(NGO)*

'Know Racism' Campaign

Room 502, 43 - 49 Mespil Rd., Dublin 4.
Tel: (01) 663 2694 Fax: (01) 667 0366 e.mail: info@antiracism.gov.ie *(SO)*

Metro Eireann (multi-cultural newspaper)

213 North Circular Rd., Dublin 7.
Tel: (01) 869 0670 Fax: (01) 868 9142.

Nigerian Support Group

c/o Comhlamh.
E.mail: anasi@eircom.net *(NGO)*

NASC (The Irish Immigrant Support Centre)

St Maries of the Isles, Sharman Crawford St., Cork.
Tel: (021) 431 7411 Fax: (021) 431 7402 e.mail: iisc@eircom.net *(NGO)*

National Consultative Committee on Racism and Interculturalism

26 Harcourt St., Dublin 2.
Tel: (01) 478 5777 Fax: (01) 478 5778. *(SO)*

Pan African Organisation

1st Floor, 22-23 Moore St., Dublin 1.
Tel: (01) 8897662. *(NGO)*

Part of Ireland Now Project

c/o 'SPIRASI', 213 North Circular Rd., Dublin 7.
Tel (01) 868 4059 *(NGO)*

Refugee Applications Centre

[Refugee Applications Commissioner; ERHA asylum-seekers unit]
79-83 Lower Mount St., Dublin 2.
Tel: (01) 602 8000 *(SO)*

Refugee Appeals Tribunal

6-7Hanover St East, Dublin 2.
Tel: (01) 474 8400 Fax: 474 8410 Locall 1890 201458 *(SO)*

Refugee Information Service

(Admin. Office)
Richmond Business Campus, Morning Star Ave., Dublin 7.
Tel: (01) 809 0437 Fax: (01) 878 0591 e.mail: info@ris.ie *(NGO)*

Refugee Legal Service

Timberlay House, 79-83 Lower Mount St., Dublin 2.
Tel: (01) 631 0800 / 1800 22 92 22
also 48-49 North Brunswick St., Dublin 7.
Tel: (01) 646 9600 Fax: (01) 671 0200 *(SO)*

Russian Speakers Society

c/o The Friary, Merchants Quay, Dublin 8.
Tel: (01) 677 1128 *(NGO)*

Spiritan Asylum Services Initiative (SPIRASI)

213 North Circular Rd., Dublin 7.
Tel: (01) 868 3504 Fax: (01) 868 6500 e.mail: spiro@indigo.ie *(NGO)*

Sport Against Racism in Ireland (SARI)

135 Capel St., Dublin 1.
Tel: (01) 873 5077 Fax: (01) 873 1924 *(NGO)*

St. Brendan's Hospital, Refugee and Asylum Seekers Section

Psychology Unit, Grangegorman,
Dublin 7, Tel: (01) 8680166 *(SO)*

Vincentian Refugee Centre

(drop-in centre)
St. Peter's church, Phibsborough, Dublin 7.
Tel: (01) 838 9708 Fax: (01) 838 9950 *(NGO)*

United Nations High Commission for Refugees [UNHCR]

27 Upper Fitzwilliam St. Dublin 2.
Tel: (01) 632 8675 Fax: (01) 632 8676

Reception and Integration Agency

(looks after Direct Provision and Dispersal)
94 St. Stephen's Green, Dublin 2.
Tel: (01) 418 3200 *(SO)*

Section 2

Methods and Materials
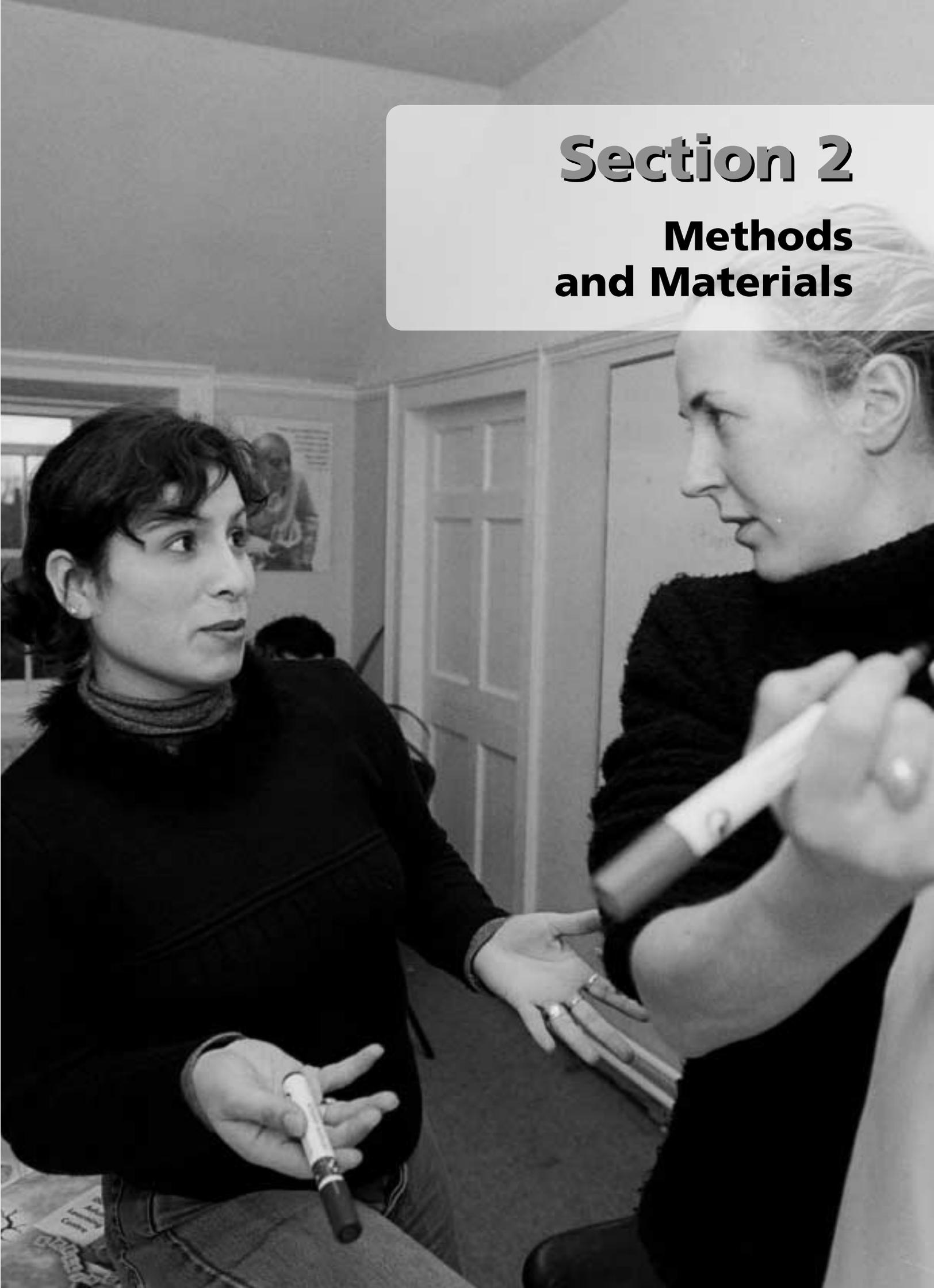
Methods of ESOL Teaching

There are a variety of methods taken from standard EFL training to be employed in current ESOL teaching, although many (Total Physical Response, The Silent Way, etc.) would not be appropriate for ESOL learners' needs. Most teachers find that by not using any one method strictly, instead taking what works for them from several different approaches is usually the most successful strategy.

Communicative Method

This is the most important and is usually stressed in all ESL training. Focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language, instead of studying the language. The syllabus is based primarily on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.). A functional approach replaces a structural syllabus, there is also less emphasis on error correction as fluency and communication become more important than accuracy. As well, authentic and meaningful language input becomes more important. The class becomes more student-centred as students accomplish their tasks with other students, while the teacher plays more of an observer role.

Grammar-Translation Method

This old-fashioned method is still used by teachers who may not be aware of current teaching practices. focuses on developing students' appreciation of the target language's literature as well as teaching the language. Students are presented with reading passages and answer questions that follow. There is very little oral communication work and little encouragement of independent learning and learning by discovery. Other activities include: translating literary passages from one language into the other, memorising grammar rules, completing grammar gap-fill exercises and memorising native language equivalents of target language vocabulary. Class work is highly structured, with the teacher controlling all the activities.

Direct Method

This method allows students to perceive meaning directly through the target language. No use of the learners' own languages is permitted. It provides opportunities for immersing learners in an L1 environment and encouraging them to try and think in L2 without interference from their L1. They adopted the principles of association, visualisation, and learning through the senses, through pictures and through activity and play. Visual aids and pantomime are used to clarify the meaning of vocabulary terms and concepts, students speak a great deal in the target language and communicate as if in real situations. Reading and writing are taught from the beginning, but speaking and listening are emphasised, while grammar is learned inductively.

Audio-Lingual Method

This method is based on the belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously. Once a given pattern (i.e.: subject-verb-prepositional phrase) is learned, the student can substitute words to make new sentences. The teacher directs and controls students' behaviour, provides a model and reinforces correct responses.

Community Language Learning

In Curren's method, teachers consider the students as "whole persons," with intellect, feelings, instincts, physical responses and desire to learn. Teachers recognise that learning can be threatening. By understanding and accepting students' fears, teachers help students feel secure and overcome their fears, and help them "harness positive energy for learning." The syllabus used is learner-generated, in that students choose what they want to learn to say in the target language

Differences between EFL and ESOL

	EFL	ESOL
Learners	Taking short-term courses in an Anglophone country or part-time courses in a non-Anglophone country	Living in an Anglophone country long-term
Purpose	Exams, employment or entertainment	Daily living skills
Structures	Grammar based	Function based
Lexis	Topic or pattern based	Situation based
Spoken Language	Primarily limited to classroom	Needed outside the classroom
Written Language	Academic/textbook writing	Real writing-letters, notices etc
Pronunciation	RP or standardised English	Local accent(s)
Cultural Assumptions	Western European/American	Students' indigenous culture-usually African, Arabic or Eastern European
Cultural Focus	UK or international travel/business	Local culture i.e. Dublin

ESOL Approaches

- Participatory (Freirean) approaches start with real issues in learners' lives and develop the curriculum and language skills to address those issues (dealing with legal problems, finding accommodation) These involve generative words and themes (lists of words and vocabulary that are key to life in the new environment), collaboration and dialogue among equals (the teacher is no longer in traditional lecture format) and problem posing (using objects, pictures and written texts, learners describe what they see, examine relationships among the objects and people represented and talk about how they feel about what they see)

- Competency-based approaches stress the importance of learning the language for real-life tasks, such as filling out applications, asking for information or reading timetables. This usually involves an objective described in task-based terms, such as "Students will be able to. . ." and follow-up assessments (obtaining personal information, using public transport, buying food, etc.). This involves the use of authentic materials and real-life situations, which could range from role plays to going to a store or shop to ask for information or use the phone to call offices or landlords.

- Theme-based (or modular) approaches link language learning to topics of interest to the learners, such as cultural comparisons, health practices or childcare. These do not have to follow a set order, but could be used in varying order, depending on learner needs or requests.

- Task-based and project-based approaches require learners to use English as a team to solve a problem or complete a project (carry out a survey, interviews or research). Each member of the group contributes in some way, even if it is a mixed-level group.

- The Whole Language approach emphasises that language must be kept whole when it is learned ore it is no longer language, but patterns, rules or lists. Learners work together to develop the curriculum, read and write for and with each other and evaluate projects together. Activities may include extended reading and writing of a variety of published and student-written works, group development of written texts that grow out of individual or group experiences (like the language experience approach)

- The language experience approach uses events that are shared and experiences from learners' lives as starting points for creating stories and learning materials. This can become a text for language development and practising conversational skills or for students of a lower level to use as material. This can be used as a group or one-to-one activity,

Teaching: Common Questions

If you are a teacher who suddenly has to teach ESOL students you may not be sure where to start. The following questions were questions my colleagues and I asked and some answers we came up with:

How do I choose what to teach?

● Teach them how to meet and greet people: even those with some English may not recognise colloquial expressions or know which conversational openers to use (weather, sports, etc.)

● Use themes of cultural comparison: with any theme you cover, there will always be cultural differences; even if you recognise them, students may not know about the cultures of other students

● Teach vocabulary in a communicative way: all students need to build their vocabulary; instead of learning lists of words, make sure they have the opportunity to use them when speaking or writing

● Use authentic material: phonebooks, takeaway/restaurant menus, maps, timetables, mail-order catalogues, Tesco card applications-anything the students may see and need to use around their city

● Language experience stories

● Photos copied and enlarged with stickers for vocabulary words

How can I decide which TEFL-based materials are useful?

● Read reviews of ESL materials

● Ask other teachers what works or consult staff in ESOL bookshops

● Contact publishers and ask for catalogues—Modern Language or International Books, or via the Internet (especially Longman, Penguin, or Avanti)

● Try to connect with professional organisations (can do this via the Internet)

How can I teach what the students want to learn?

● Find something they need to do immediately (go to the doctor, shop)

● Recognise different learning styles

● Assess student's educational background in first language in addition to English

● Give students material on students' own countries and culture

● Find material on topics of common interest, such as finances, world events, etc. –remember that they may be beginners at language or literacy level, but would appreciate adult topics and themes

● Give the students a questionnaire or needs analysis sheet (even one with basic pictures of a doctor, food and money that they can point to could help them indicate what they want to learn)

If a student speaks very little English, how can I tell if they understand?

● Try to get background on the student's first language

● Check comprehension with task-based activities

● Ask other students or community members to translate, if possible

How can I encourage students to participate?

● Have them work together on a graded reader based on a film—discuss and watch the film together

● Student-produced dialogues

● Small group work

● Discussion and journals

● Language experience stories

● Peer mentoring

● Humour and support

What kind of technology can be used in the classroom?

● Songs and music

● Recording stories or other listening activities

● Videotaping role plays or student presentations

● Computer software

● Create projects involving use of web searches

● TV programs/ instructional videos

● Overhead projectors

● "Typing tutors" CD ROMs

● Internet or school web page "pen pals"

How do I assess my students?

● Use authentic, task-based assessment

● Try to produce a self-assessment form (with pictorial prompts)

● Use portfolios (when students are ready)

● Carry out initial and ongoing assessment, use task/performance based checklists

● Help students to learn ways to assess their work or progress

Are there any taboo subjects? Which subjects are "safe?"

Although many people new to the profession of teaching ESOL may shy away from topics such as family, politics, religion or money, there are no absolutely taboo topics; it will depend on each individual class and what students are ready to discuss. A teacher may decide that a topic such as family is not something students want to talk about, although they may need to learn the vocabulary based around that topic for everyday needs (such as talking to authorities, applying for social welfare or filling in forms). Some strategies may include using an imaginary family (with typical Irish names, perhaps), a family in a comic strip or tv show or the teacher's own family. Students could do exercises or role plays in which they are members of the imaginary family and have to answer questions not about their own family, but this one. Thus, they learn to use the necessary vocabulary without unnecessary trauma.

Teachers often avoid subjects to "protect" the students when, in reality, it may be a topic students want to discuss. Use your instinct and leave a class room to contribute, if they wish. Often, some students may want to contribute information which may be disturbing to other members of class; the teacher will have to use their discretion as to what and how much discussion works for the entire class.

Teachers also need to remember that even though students may have only a basic grasp of English, they are not beginner thinkers. Many students will be quite keen to discuss politics, social issues and abstract topics. A little vocabulary and basic grammatical structures can go a long way. When you are providing material, try to base some of it around such topics. A simple text or listening can go a long way and motivate students to communicate with each other.

Food, general geography and cultural comparisons (daily routine, weather, and so on) seem to be topics that will be successful in any class. Again, if students seem to have difficulty (political boundaries in geography or an unwillingness to state exactly where they are from, for example), use an abstract example (a country none of the students are from) or Ireland.

There will always be uncomfortable moments in a class; however, if the teacher is able to use their own judgement (addressing the problem or changing the subject) and has formed a good relationship and strong class bond, these moments will be transitory. It is always a good idea to let the class as a whole negotiate topics they would like to discuss.

ESOL/Literacy Learners

Typical Literacy Students in Ireland

● people under 26 whose education has been disrupted by war or other factors

● women who come from traditional societies which do not encourage formal education for females

● older people who have received little or no schooling

● people whose native languages are not in Roman script (Arabic, Chinese, Amharic, etc.) and who have not formerly studied English

Literacy and Language Needs

● L1-Learners who have little or no spoken English and are not literate in either English or their native language

● L2-Learners who have little or no spoken English and are unfamiliar with Roman script, but literate in their own

● L3-Learners who have a highly-developed spoken English ability, but no literacy skills in either their own language or in English

● L4-Learners who have a highly-developed spoken English ability and who are literate in their own language, but not in English

● L5-Learners who are have learning disabilities (such as dyslexia or dysphasia), which hinder their progress in literacy in their own language and in English

● L6-In rare cases, learners who have learned written English, but cannot attribute sound values to it and therefore cannot communicate orally

Pre-literate – usually describes a student who lives in an oral culture in which there is no written form for the language

Non-literate – a student who does not read or write but who lives in a literate society.

Semi-literate – students who have some reading and writing skills in their mother tongue, but who are not functionally literate.

Obstacles to Learning

● Trauma

● Childcare Obligations

● Work Timetables

● Family Obligations (caring for sick family members, etc.)

● Health Problems

● Distance from Class

● Financial Problems

ESOL/Literacy Teaching Techniques

● Sequence activities so that they move from less challenging to progressively more challenging. For example, start with listening, progress to speaking, then reading and writing. Move from language experience activities, to picture-word connections to all writing exercises (cloze, frame to free).

● Make sure that you build on activities and include plenty of consolidation. Repetition will help learners remember and reassure new members and those who have missed previous classes.

● Combine enabling skills (visual discrimination of letters and words, auditory discrimination of letters and words, spacing, letter-sound correspondence, blending letters, high frequency sight vocabulary) with language experience and whole language approaches.

● Remember that even students who have fair spoken English are not native speakers and need more practice listening than native speakers.

● Combine competency-based reading (medicine labels, shop signs, form filling) with phonics, word recognition, word order and reading comprehension.

● Use cooperative learning activities that encourage interaction. Give students situations in which they must communicate with other class members in English to complete a task.

● Try to vary techniques to cover different learning styles and keep students interested.

● Most importantly, use learners as resources-get them to share knowledge with classmates. Also, build on their experiences and language skills they have already developed. Provide outside class activities to let them demonstrate talents (cooking, sports, DIY).

Ways to Teach Writing to Beginner ESOL/ Literacy Learners

Document Literacy

Levels: Beginners, false beginners, or any level with low literacy

Materials: Worksheets, laminated words, paper strips

Purpose: Learning to recognise common vocabulary of forms and fill in simple forms

Instructions

● This lesson should be integrated with structure and speaking (personal info, question forms, etc.) Comprehension of vocabulary can be checked orally

● If students have learned to copy their name and address and have a card with this on it, this could act as a helpful prompt when they are working on the forms

● Use laminated cards to match information (ie: student's first name and "first name"). Matching the same words (first name to first name) could also be a good preview

● Students can fill out the shorter versions first and work up to the finished worksheet over a period of time

Expansion

● Practice with a dictation (circle name, address, etc.)

● This could also be done with a taped exercise (students circle words as they hear them)

● Another way to emphasise this is to get students to ask each other for name and address, write them on postcards with a short note. (I usually buy ones with Dublin landmarks—this can consolidate previous map/direction work or lead into more information on Dublin). They can write language learned (Hello, how are you? See you later or Hi) and sign their names. The cards can be checked and posted by the teacher at the end of the week. If the names and addresses are written correctly, each student will receive a card at the weekend. This is a good exercise to form class bonds (Note: if a student is reluctant to give out an address, send it to the school or the teacher's address) and to emphasise that language learned in class has a practical application.

Please fill out this form.

Complete this form in BLOCK CAPITALS.
Please put a tick in the correct box.

_____   _____
Surname   First Name

_____   _____
Mr/Miss/Ms/Mrs.   Marital Status

                                       _____
Sex: ☐ Male   ☐ Female   Nationality

_____   _____
Date of Birth   Country of Birth

_____   _____
Occupation   Telephone Number

_____
Address in Ireland

_____

_____   _____
Signature   Date

This line is for office use only.

_____

Document Literacy

_____   _____
Surname   First Name

_____

Address in Ireland

_____

_____   _____
Surname   First Name

_____

Address in Ireland

_____

_____
Telephone Number

_____   _____
Surname   First Name

_____

Address in Ireland

_____

_____   _____
Telephone Number   Date of Birth

Please match the words with the information.

1.	Date of Birth	_____	a.	Jenny
2.	Nationality	_____	b.	USA
3.	First Name	_____	c.	Female
4.	Surname	_____	d.	American
5.	Marital Status	_____	e.	Halkett
6.	Country of Birth	_____	f.	Single
7.	Sex	_____	g.	Teacher
8.	Occupation	_____	h.	31/10/66

Please write the correct answer for you.

1. First name _____

2. Surname _____

3. Nationality _____

4. Sex _____

5. Date of Birth _____

6. Country of Birth _____

7. Marital Status _____

8. Occupation _____

Please fill in the gaps.

My name is _____. I am _____
years old. I am from _____. I am _____.
My birthday is_____. I am a _____.

Dictation Pairs

Levels: Beginners, false beginners, or any level with low literacy

Materials: Worksheets

Purpose: Learning to pronounce, recognise and write letters of the alphabet

Instructions

● Before you begin the game, review the alphabet. The first two sheets may be used to model the activity, with the teacher taking the role of the first partner, the class as a whole taking the role of the second partner. Using the board or an overhead transparency, the teacher can elicit information, writing answers given. The teacher may choose to write an incorrect letter answer in order to encourage the students to clarify their answers or use classroom language previously learned ("Can you repeat that?" "Is this correct?")

● After the activity has been modelled, students are placed into pairs, with one student taking the "A" sheet and one student taking the "B" sheet. To make sure students understand what to do, one pair could model the exercise before everyone begins.

● During the activity, the teacher should walk around the room, monitoring the exercise. If students do not know what the item is, the teacher may supply the answer, first orally, then write it on the board for the student to spell to their partner.

● When students have finished, check the answers as a class (on the board, on an enlarged worksheet or an OHP transparency). Make sure all the students have a chance to contribute if they want to.

Note: If you decide to make your own worksheets for the above exercise, make sure to use objects previously learned or very common items, so that the students will not be dependent upon the teacher for information.

Expansion

● A good way to end or consolidate this exercise is to use to elicit the names of the letters. Use questions ("Is this an A?"). For one-to-one or smaller classes, cards can be given out to students to say and arrange in proper order or to match upper and lower case letters

● Students could take turns coming to the board, drawing an object and asking students what is and how to spell it.

● If this worksheet is used as a review of the alphabet, objects of the room or flashcards of previously learned vocabulary could be presented and students could take a set amount of time to look up spellings in word lists in their copybooks or in a picture dictionary.

● Students could also use this as a way to look up new information and teach other students. For example, on a worksheet with four pictures, one student could look up the first two pictures and copy down the word, while the other could look up the last two. They could then ask each other for information and teach the other the proper spelling. They could try to sound out the words themselves, or ask the teacher for correct pronunciation.

● In a multi-level class with higher level students, this exercise could be adapted by using a gapped text with each student having different information missing. They would then ask the other student for the correct information and spelling, if required.

What is it?   It is a _____.

How do you spell it?   _____.

Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

1. _____

2. _____

3. _____

What is it? It is a _____.

How do you spell it? _____.

Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

4. clock

5. flower

6. baby

Dictation Pairs

What is it?　　　　　　It is a _____.

How do you spell it?　　　_____.

Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.　　　　　　　　football

2.　　　　　　　　television

3.　　　　　　　　watermelon

Dictation Pairs

What is it?   It is a _____.

How do you spell it?   _____.

Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

4. _____

5. _____

6. _____

What is it?   It is a _____.

How do you spell it?   _____.

Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Student A

1.   computer

2.   _____

3.   pumpkin

4.   _____

What is it?   It is a _____.

How do you spell it?   _____.

Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

Student B

1. _____

2.   pram

3. _____

4.   lamp

51

Battleship

Levels: Beginners or any level with low literacy

Materials: Battleship grid, letter and number cards

Purpose: To recognise and/or write letters and numbers

Instructions

● Before you begin the game, review the letters and numbers students have been studying

● Each student should receive a battleship grid

● Using a grid, the teacher should model the first game. Mark four squares at random on the board. Ask students to guess a letter and a number.

● When they have done this, show them your grid. If they have selected a square you have marked, tell them they are correct. If it is an empty square, say no. Have them mark their guess on their grid.

● Have them each mark a practice grid. Emphasise keeping their grids hidden from their opponent.

● Run through a practice game. Then let them do one on their own.

Expansion

● Words are placed, one letter per square anywhere on the grid. Students (player versus player, pair v pair, or team v team) take turns calling out a letter and a number. If they call out a square which has a letter, the opposing team tells them what it is. If there is no letter, they mark the space with an x.

● A commercial version (usually found in pound shops) can be used.

● Small grids may be used (i.e. A-H, 1-8)

● If students enjoy this game, you can extend it by drawing or writing the names of parts of the body, foods or drawing items in the squares
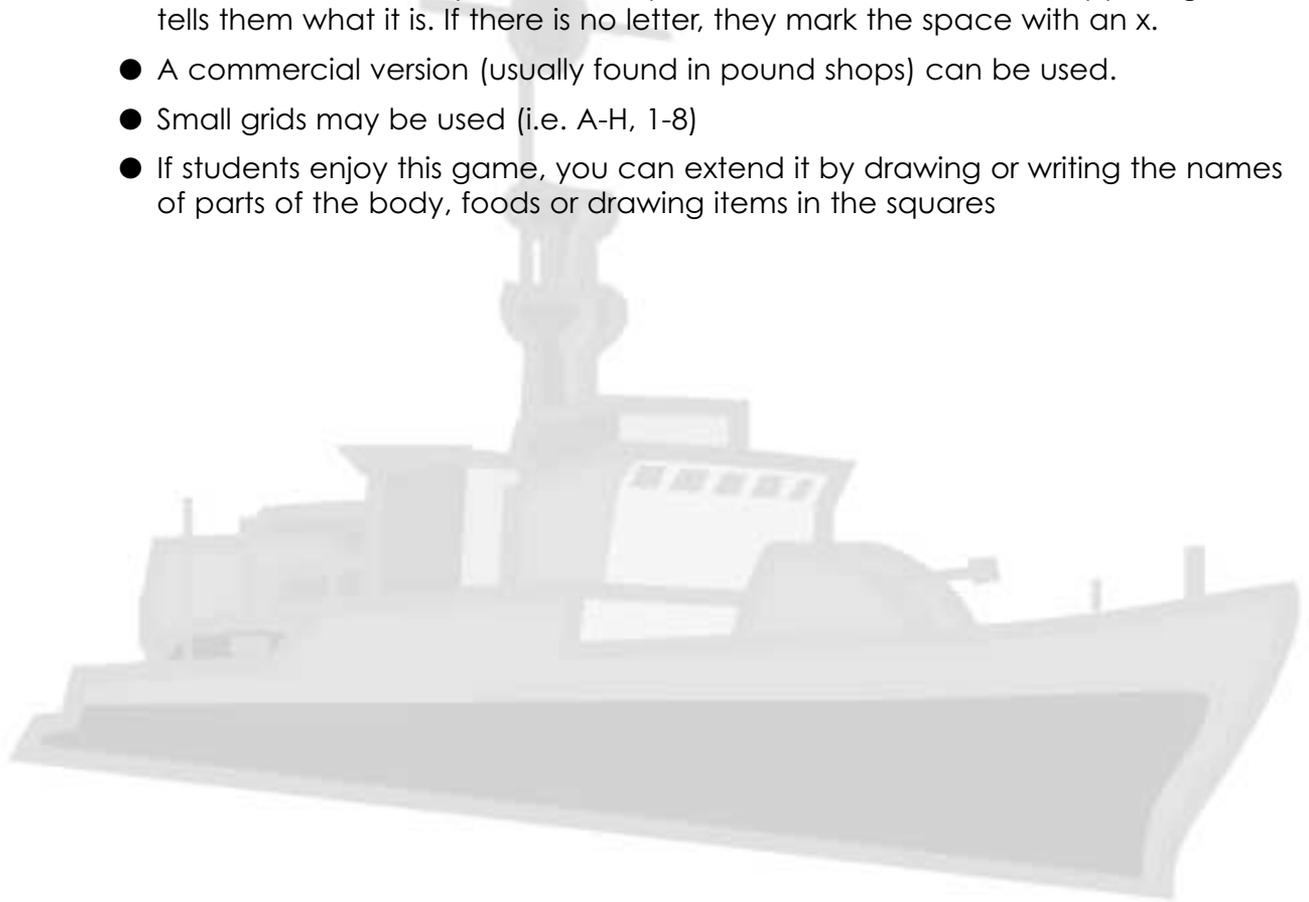
Battleship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
1																											1
2																											2
3																											3
4																											4
5																											5
6																											6
7																											7
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26																											26
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	

Writing Frames

Level: ideas Levels: ESOL Beginners in language and literacy
Intermediate language/low literacy learners
ESOL Beginners in language

Materials: *My Town worksheet*, OHP or flip chart

Purpose: To participate in completing a teacher-led or class led frame
Learners will be able to insert own pertinent details within the
context of a frame, and complete a writing frame with learner
vocabulary

Instructions

● If the writing frame addresses a theme that has been encountered before, key vocabulary and structures should be consolidated.

● The teacher should explain the problem orally or with illustrations depicting the problem. The teacher should read through the text and the sample writing frame and point out gaps/required information.

● The teacher should read through the sample and elicit possible answers from students

● On an OHP or Flip chart sheet, should fill in sample frame gaps; encourage students to read aloud

● Students work on own frame, filling in individual information

● Alternately, could work individually or together on OHP sheet as pair or group, and fill in information

● The teacher can then ask individual students to volunteer information and fill in flip chart or display own OHP sheet

Expansion or other skills

● This could be done as a listening exercise first. A sample frame is put on tape and students fill in information on the frame as a cloze or dictation exercise

● A group or pair discussion on the topic could be encouraged. The teacher should act as a guide to make sure the topics and structures used in the frame are covered during the discussion.

● The vocabulary and structures could be pre-taught as a vocabulary or grammar exercise (oral or written)

My Town

My town is very beautiful and small.

The weather is hot.

It is not cold.

In winter, people make a fire and in summer

people go swimming.

People eat lamb and drink tea.

The best place to go is the seaside.

People in my town are friendly and kind.

My Town

_____

_____ is very _____ and

_____.

The weather is _____.

It is not _____.

In winter, it is _____ and in

Summer it is _____.

People eat _____ and drink

_____.

The best place to go is _____.

People in my town are _____ and

_____.

Writing Frames

Levels: ESOL Beginners in language and literacy
Intermediate language/low literacy learners
ESOL Beginners in language

Materials: *Doctor's Note* worksheet, OHP or flip chart

Purpose: To write a note to a teacher using a frame as a guide

Instructions

● If the writing frame addresses a theme that has been encountered before, key vocabulary and structures should be consolidated.

● The teacher should explain the problem orally or with illustrations depicting the problem. The teacher should read through the sample writing frame and point out gaps/required information.

● The teacher should read through the sample and elicit possible answers from students

● On an OHP or Flip chart sheet, should fill in sample frame gaps; encourage students to read aloud

● Students work on own frame, filling in individual information

● Alternately, could work individually or together on OHP sheet as pair or group, and fill in information

● The teacher can then ask individual students to volunteer information and fill in flip chart or display own OHP sheet

Expansion or other skills

● This could be done as a listening exercise first. A sample frame is put on tape and students fill in information on the frame as a cloze or dictation exercise

● A group or pair discussion on the topic could be encouraged. The teacher should act as a guide to make sure the topics and structures used in the frame are covered during the discussion.

● The vocabulary and structures could be pre-taught as a vocabulary or grammar exercise (oral or written)

Please read the note.

---

                             (1) **17 November, 1999**

Dear (2) **Mrs. Murphy,**

My (3) **son Kemal** is absent today. He has (4) **a doctor's appointment.**

Thank you.

Please write a note to your child's teacher.

---

                            (1) _____

Dear (2) _____,

My (3) _____ is absent today.
He has (4) _____.

Thank you.

Writing Frames

Materials: Worksheet: Ireland

Levels: False Beginner/Elementary language and low literacy learners
             Intermediate language and low literacy learners
             False Beginner/Elementary in language

Instructions

● If the writing frame addresses a theme that has been encountered before, key vocabulary and structures should be consolidated.

● The teacher should explain the problem orally or with illustrations depicting the problem. The teacher should read through the sample writing frame and point out gaps/required information.

● The teacher should read through the sample and elicit possible answers from students

● On an OHP or Flip chart sheet, should fill in sample frame gaps; encourage students to read aloud

● Students work on own frame, filling in individual information

● Alternately, could work individually or together on OHP sheet as pair or group, and fill in information

● Teacher can ask individual students to volunteer information and fill in flip chart or display own OHP sheet

Expansion or other skills

● This could be done as a listening exercise first. A sample frame is put on tape and students fill in information on the frame as a cloze or dictation exercise

● A group or pair discussion on the topic could be encouraged. The teacher should act as a guide to make sure the topics and structures used in the frame are covered during the discussion.

● The vocabulary and structures could be pre-taught as a vocabulary or grammar exercise (oral or written)

IRELAND

Put the verbs in the correct spaces.

are   is   drink   eat   enjoy   has   speak

1. Ireland _____ an island in the north-west of Europe.

2. The climate _____ wet and mild.

3. It _____ a lot of beaches and a few mountains.

4. It _____ a population of about 5 million people.

5. The capital city _____ called Dublin.

6. Most people _____ English as their first language.

7. Some people _____ Irish as their first language.

8. The Irish _____ a lot of potatoes and butter.

9. The Irish _____ a lot of tea and beer.

10. The biggest industries _____ computers and tourism.

11. Ireland _____ been independent since 1922.

12. The national holiday _____ on Saint Patrick's Day.

13. There _____ other holidays at Christmas, Easter, and Halloween.

14. The Irish _____ meeting friends in the pub and talking.

15. Ireland _____ famous for its writers-such as James Joyce, Samuel Beckett, Oscar Wilde,and W.B.Yeats.

Write 15 sentences about another country.

Bingo

Levels: All levels

Materials: Bingo sheets, an envelope with picture/word cards or item list, pens or markers (optional: overhead projector and sheets)

Purpose: This should be used as a consolidation exercise. Students should be able to: review vocabulary, practice spelling and reading or match words to pictures

Instructions

● Before you begin the game, review the vocabulary or skills you will be focussing on. You can use flashcards or a worksheet like the *Bingo consolidation* sheet

● Each student should receive a different Bingo sheet (if you have more students than Bingo sheets, the students can work in pairs or you can hand out duplicates and plan for more than one winner). You can use the Bingo sheets to review vocabulary by cutting the pictures/words up, enlarging them, holding them up and eliciting answers from the students (What is it? Do you like it, etc.)

● Using the envelope or item list, the teacher should model the first game. Take a picture out of the envelope, show it to the students and say the vocabulary word or structure ("pizza" "I like/don't like pizza")

● Show the students that they should mark off that item. If you have an overhead projector, you can demonstrate with your own Bingo sheet.

● Go through one practice game and make sure everyone knows how to play. Walk around the room and check that students understand. Using the OHP or whiteboard, show them that the winner is the person who marks off their 3 pictures in a horizontal, vertical or diagonal row. Make sure the person knows they must say "Bingo" to win the game.

● If the students are still unsure, use copies of the Bingo sheets (put them on the wall or the board and mark each picture off as it is called, so students can check their sheet against the original).

● Once the class has completed a game, you can get students to call out the items. Do this by calling out the first item, putting the item on their desk, (or on the board so everyone can see) then passing the envelope (or sheet) to another student. Have them call out the item, then pass it to the next student.

● When a student (or students) say "Bingo," have them check their answers by calling out each square they have marked. Say yes, or have another student check the item list or cards to make sure that item was called. If the student has made a mistake, the game continues until the next Bingo. If the student has marked them correctly, they receive a round of applause from the class and a small prize (a pencil, eraser, chocolate, etc.) You can make a list of Bingo champions to put on the wall if you do this as a regular activity (I used to do it at the end of the week as a "cool down" activity).

Expansion

● This game can be used with pictures only, with words to pictures (you show the word, they mark the picture, or *vice versa*), sentences (dictated, and they mark a key word or using a set of similar sentences), or numbers.

● Students can draw their own Bingo boards (can practice giving instructions or demonstrate) and put target vocabulary, sentences, etc in the squares. You might like to write each word on the board in a random order and the students write them in their grid.

**Note:** Bingo sheets can also be used for Concentration.

BINGO CARDS
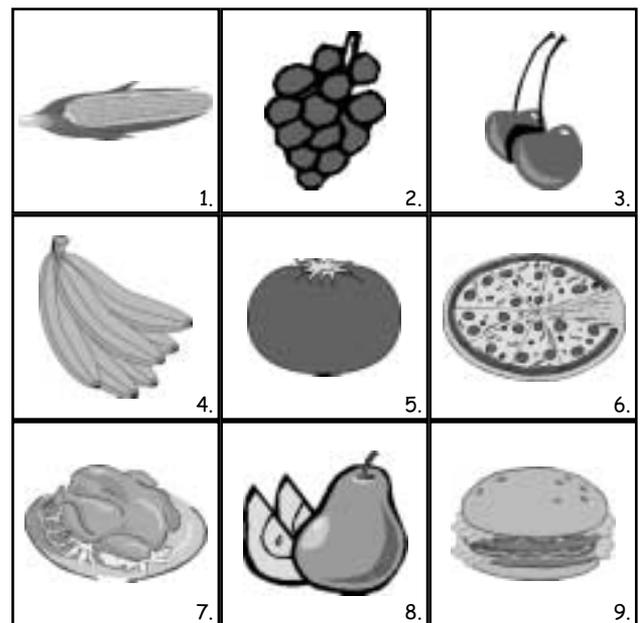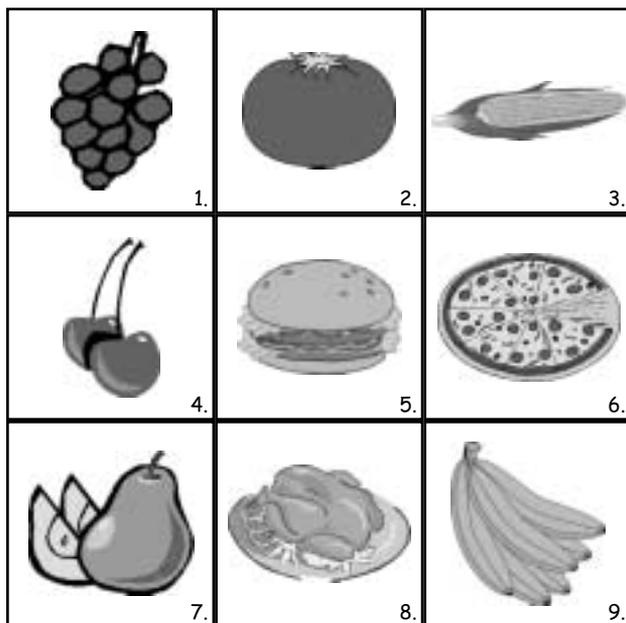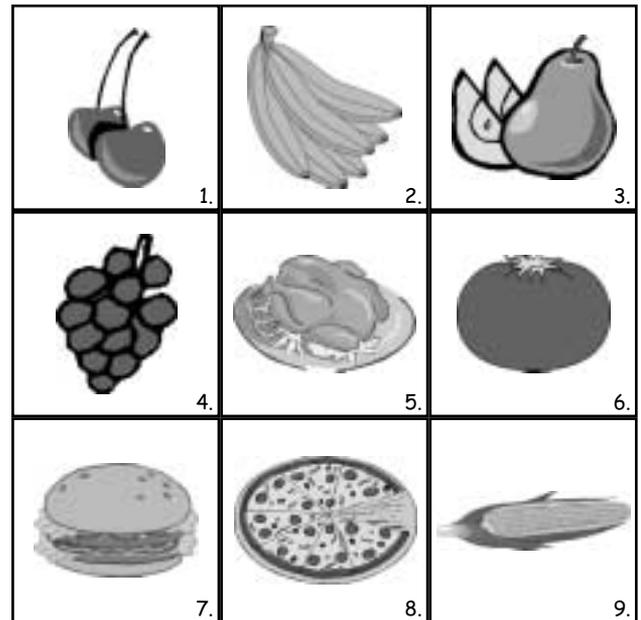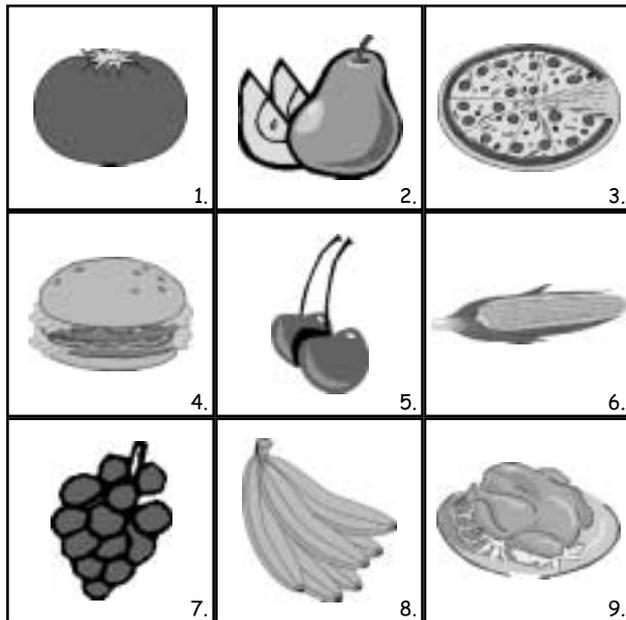
Bingo consolidation sheet

t _ _ _ _ _ _ _
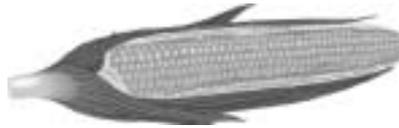
c _ _ _
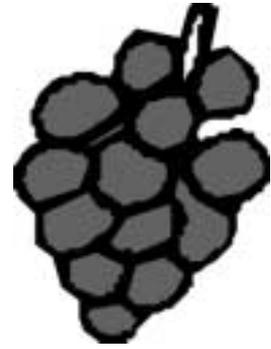
g _ _ _ _ _

c _ _ _ _ _ _ _
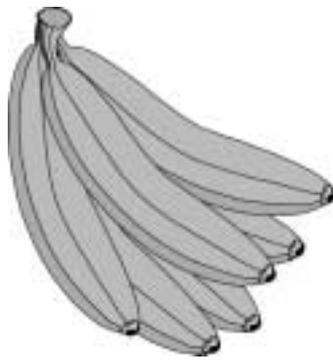
b _ _ _ _ _ _

p _ _ _ _

b _ _ _ _ _

p _ _ _

c _ _ _ _ _ _ _ _

Bingo

bid	rid	bad	mad	sit
sea	bed	red	sheet	man
set	she	sat	get	pet
seat	bet	cot	cat	got
fan	van	ran	ban	pan

she	rid	red	mad	sit
sat	bed	bad	seat	man
set	bid	sea	get	pet
sheet	bet	got	cat	cot
van	fan	ran	pan	ban

set	rid	red	mad	sheet
man	bad	bid	sea	sat
she	bed	seat	bet	get
sit	pet	got	cot	cat
van	fan	pan	ran	ban

set	rid	red	mad
sheet	got	bet	sit
bed	man	she	cot
get	bid	pet	bad
seat	sea	pan	sat
sea	cat	ran	ban
van	fan		

Scrambled Words

Level: All levels, small group, pair or individual work

Materials: worksheet, paper strips, letter cards or magnetic letters

Purpose: to review vocabulary, practice spelling and reading

Instructions

● Each student is given a worksheet and letter cards or magnetic letters

● Students work alone or together and manipulate the letters until they can spell the word

● With some students, you may want to put a picture prompt beside the word or have a word or picture bank for the vocabulary studied

● The students can be given only the letters used to make the word, or extra letters

● When a student spells the word correctly with the cards, they can copy it onto the page (stronger students can use the worksheet directly)

Alternatives

● Students mix up vocabulary words they are reviewing

● Words solved can be word processed or placed on a vocabulary card for future study

HABGADN

SESRORTU

CEALEKCN

What is it?

RITSH ☐☐☐☐☐
5

SOSHE ☐☐☐☐☐

AJSNE ☐☐☐☐☐
7

TOCA ☐☐☐☐
4

SESRORTU ☐☐☐☐☐☐☐☐

HABGADN ☐☐☐☐☐☐☐
8

ETI ☐☐☐
6

SSCOK ☐☐☐☐☐
3

TIKSR ☐☐☐☐☐

SRSED ☐☐☐☐☐

TOSBO ☐☐☐☐☐

CEALEKCN ☐☐☐☐☐☐☐☐☐
1   2

☐☐☐☐☐☐☐☐
1 2 3 4 5 6 7 8
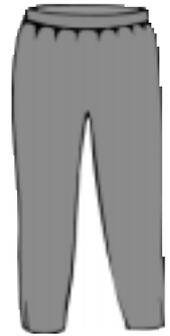
Concentration

Level: All levels, small group work

Materials: pairs of cards cut up from the concentration sheet (2 sheets per student) * sets of laminated cards would be useful if you are planning to practice the vocabulary later on

Purpose: to review vocabulary, practice spelling and reading, matching words to pictures, etc.

Instructions

● Each student is given a set of cards

● The cards are placed face down and mixed up

● Students take turns turning over the cards. As they turn over the first one they must say what it is, spell it or use it in a sentence.

● They turn over another card and do the same activity.

● If the words match, they can keep the two cards

Alternatives

● Students have partners.

● One person turns over one card and tells the other person
"I have a ~" /It is a ~

● The partner tries to turn over the matching card

Expansion

● As students make pairs, they can write a sentence on a sheet of paper. These sheets can be used for consolidation in class or for error correction. This can be done as a class exercise, where various incorrect sentences are put on one sheet (anonymously—do not use any names) and on an OHP and/or student handout, students work in pairs, by themselves or as a class to try and correct the sentences. This usually highlights common problems and may alert students to mistakes they commonly make.

● Alternatively, this could be done with each student on a one-to-one basis with a tutor or teacher.

● You could also turn this into a team exercise or run it as a tournament. This game ensures it is not always the linguistically strongest student who always wins; memory and strategy also play a large part in succeeding in this activity.

Concentration

Advanced Cloze

Level: All levels

Materials: worksheets, vocabulary words on cards (if necessary)

Purpose: to highlight sentence structure, parts of speech, review vocabulary

Instructions

● Each student is given the first worksheet

● In pairs, groups or individually, fill in the first worksheet

● When the first sheet is finished, have students transfer words to the text.

● Either choose one text and have a student read it out loud (if time permits, copy it on to an OHP and show the whole class).

● Ask other students to read their stories.

● Go over the parts of speech and categorise the words students have used.

Alternatives

● Do the exercise as a group and turn it into a writing frame or language experience activity.

● Brainstorm the parts of speech first, write lists on the board or OHP

Expansion

● Use student writings for these exercises

● Have students identify words in a text (nouns, verbs, etc.) and categorise

● Give students word cards and have them put into categories

Advanced Cloze

1. _____ the name of a student

2. _____ the name of a supermarket

3. _____ a noun

4. _____ a verb (past tense)

5. _____ a noun

6. _____ a noun

7. _____ a price

8. _____ a kind of transport

Advanced Cloze

Shopping

_____ went to _____ on Saturday.
     1   2

_____ _____ a _____.
     1   2   4

_____ _____ it in his trolley.
      1   5

_____ bought a _____ and a _____.
     1   6   7

_____ went to the register.
     1

Everything cost _____.
                  6

_____ took the _____ home.
     1   9

At home, _____ cooked the _____ for dinner.
           1   10

73

Noughts and Crosses

Levels: All levels

Materials: Worksheets

Purpose: To develop writing skills and student error correction

Instructions
- Worksheets are given to students who form into two teams. An empty noughts and crosses grid is drawn on the board.
- Numbers from 1-9 are put into an envelope.
- A student draws a number. Students have a set amount of time to write a sentence (or word, if very basic class) about that square.
- One person from each team is selected to have their sentence checked.
- The teacher checks for length and accuracy. For example, a sentence with 5 words and 2 mistakes in those five words would receive a score of 3 (5-2=3). The mistakes should be underlined and corrected by teacher or students. The same is done for the second team.
- The team with the higher score gets to draw their nought or cross first. The second team follows.
- The game continues until one team has scored three noughts or crosses in a row. In case of a draw, a run-off sentence can determine the winner.

Expansion
- This can be done orally, with the first team to produce the correct word (alternating players) to get a point.
- Using magnetic letters to spell out the word can also be a good way to reinforce spelling.
- Student could also be given a set of laminated words from items on the grid and a set amount of time to choose which one is correct (or choose and copy down).
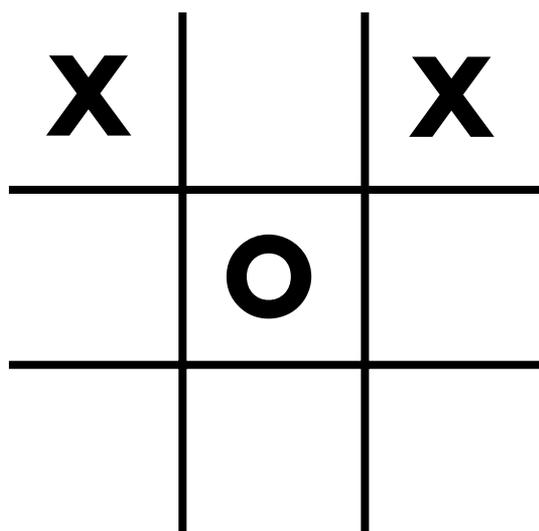
Noughts and Crosses

Noughts and Crosses

Number	Sentence or Word	Points
_____	_____	_____
Number	Sentence or Word	Points
_____	_____	_____
Number	Sentence or Word	Points
_____	_____	_____
Number	Sentence or Word	Points
_____	_____	_____
Number	Sentence or Word	Points
_____	_____	_____
Number	Sentence or Word	Points
_____	_____	_____
Number	Sentence or Word	Points
_____	_____	_____
Number	Sentence or Word	Points
_____	_____	_____
Number	Sentence or Word	Points
_____	_____	_____

Graded Cloze/Dictation

Levels: All levels

Materials: Worksheets

Purpose: To have a multi-level class working on the same exercise or function at an appropriate level.

Instructions

● Worksheets with differing degrees of difficulty can be given to students. Songs, dialogues or sentences previously learned work well.

● The exercise is dictated or played on a cassette player.

● Students finish the exercise and the students with more advanced sheets may check their answers with students who have fewer gaps.

● Answers may be written on an OHP or large copy of the exercise

Expansion

Students may progress to more difficult sheets of the same dictation or may dictate to each other in a pair or small group exercise

The City of Chicago

In the city of Chicago
As the evening shadows fall
There are people dreaming
Of the hills of Donegal
1847 was the year it all began
Deadly pains of hunger drove a million from the land
They journeyed not for glory
Their motive was not greed
A voyage of survival across the stormy seas

Chorus
To the city of Chicago
As the evening shadows fall
There are people dreaming
Of the hills of Donegal

Some of them knew fortune
And some of them knew fame
More of them knew hardship
Died upon the plain
They spread throughout the nation
They rode the railroad cars
Brought their songs and music
To ease their lonely hearts

Chorus
To the city of Chicago
As the evening shadows fall
There are people dreaming
Of the hills of Donegal

by Christy Moore

1

In the __ity of ___icago
As the evening ___adows ___all
There are __eople dreaming
Of the hills of Donegal.
1847 was the year it all b_____
Deadly p_____ of hunger drove a million from the ___and
They journeyed ___ot for glory
Their motive was not __reed
A voyage of survival ___cross the stormy ___eas.

Chorus
To the _ity of __icago
As the evening ___adows __all
There are __eople dreaming
Of the hills of Donegal.

Some of ___em knew fortune
Some of them knew ___ame
More of them knew hardship
Died upon the ___lain
They spread throughout the nation
They rode the railroad __ars
Brought their songs and __usic
To __se their lonely hearts.

Chorus
To the _ity of __icago
As the evening ___adows __all
There are __eople dreaming
Of the hills of Donegal.

by Christy Moore

The City of Chicago

In the _____ of Chicago
As the evening shadows _____
There are _____ dreaming
Of the _____ of Donegal
1847 was the _____ it all began
Deadly pains of hunger drove a million from the _____
They journeyed not for glory
Their motive was not greed
A voyage of survival across the stormy _____

Chorus
To the city of Chicago
As the evening shadows fall
There are people dreaming
Of the hills of Donegal

Some of _____ knew fortune
And some of them knew _____
More of them knew hardship
Died upon the _____
They spread throughout the nation
They rode the railroad _____
Brought their songs and _____
To ease their lonely hearts

Chorus
To the city of Chicago
As the evening shadows fall
There are people dreaming
Of the hills of Donegal

by Christy Moore

3

In the _____ of _____
As the _____ _____ _____
_____ are _____ _____
Of the _____ of Donegal.
_____ was the _____it all _____
Deadly ____ of _____ _____ a _____ from the _____
They journeyed _____ for _____
Their motive was not _____
A voyage of _____I _____ the _____ _____.

Chorus

To the _____ of _____
As the evening _____ _____
There are _____ _____
Of the _____ of Donegal.

Some of _____ _____ fortune
Some of them knew _____
More of them knew _____
Died upon the _____
They spread throughout the _____
They _____the railroad _____
_____their _____ and _____
To _____ their _____ _____

Chorus

To the _____ of _____
As the evening _____ _____
There are _____ _____
Of the _____ of Donegal.

<div align="right">by Christy Moore</div>

Chan's Shop

1.

This is Chan.

Chan has a fish shop.

It is a top fish shop.

2.

This is the kitchen.

Chan has a pan.

Chan puts fish and chips
in the pan.

3.

This is a fish dish.

There are big fish.

There are small shrimp.

Mmmmm!

4.

This is a fish and chips
dish.

The fish is big.

The chips are thick.

Yum!

Thank you, Chan!

Chan's Shop

1.

This is __an.

Chan has a fi__ shop.

It is a top fish __op.

2.

This is the kit__en.

Chan has a pan.

Chan puts fish and __ips in the pan.

3.

This is a fi__ di__.

There are big fish.

There are small __rimp.

Mmmmm!

4.

This is a fi__ and __ips di__.

The fi__ is big.

The __ips are thick.

Yum!

Thank you, Chan!

83

Chan's Shop

1.

This is _____.

Chan has a _____ shop.

It is a top fish _____.

2.

This is the _____.

Chan has a pan.

Chan puts fish and _____ in the pan.

3.

This is a _____ _____.

There are big fish.

There are small _____.

Mmmmm!

4.

This is a _____ and _____ _____.

The _____ is big.

The __ips are thick.

Yum!

Thank you, Chan!

84

Chan's Shop

1.

_____ __ _____.

Chan has a _____ _____.

It is a ___ _____ _____.

2.

_____ __ __ _____.

_____ ___ _ ___.

Chan _____ fish and _____ in the pan.

3.

This __ _ _____ _____.

There are big fish.

There ___ _____ _____.

Mmmmm!

4.

This __ _ _____ ___ _____ _____.

The _____ __ ___.

The _____ ___ thick.

Yum!

Thank you, Chan!

85

Chan's Shop

1.

This _____.

Chan _____.

It _____.

2.

This _____.

Chan _____.

Chan _____

3.

This _____.

There _____.

There _____.

Mmmmm!

4.

This _____.

The _____.

The _____.

Yum!

Thank you, Chan!

Chan's Shop

1.

2.

3.

4.

Thank you, Chan!

Songs

As you can see from the Christy Moore exercise, using songs and music is a particularly successful way of teaching English to students who have a limited vocabulary. The rhythm and beat are universal and I have found that the use of popular music in the classroom generally increases students' interest, and therefore their motivation. Using music with accompanying handouts accommodates students with different learning styles (in this case, both visual and auditory).   In addition, because the songs are authentic material they let students practice listening to real native speakers and imitate native pronunciation. Songs can also be a vehicle for reading and grammar practice. Finally, a song can be a good starting-point for students to discuss their own ideas and feelings and compare cultural values.

Songs are particularly good for multi-level classrooms, since there are a variety of exercises students can all do while listening to the same song.

Activities
- Cloze Adaptations – Choosing which words to delete, timing, simplifications
- Multiple Choice
- Team Listening – Verse by verse
- Total Song Dictation – Competition or Cooperative
- Lyrics Race
- Grammar/Vocabulary
- Jumbled Lines/Matching
- Interpretation of figurative/colloquial language
- Focus questions
- True/false statements
- Add a final verse
- Circle the antonyms/synonyms of the given words
- Discuss
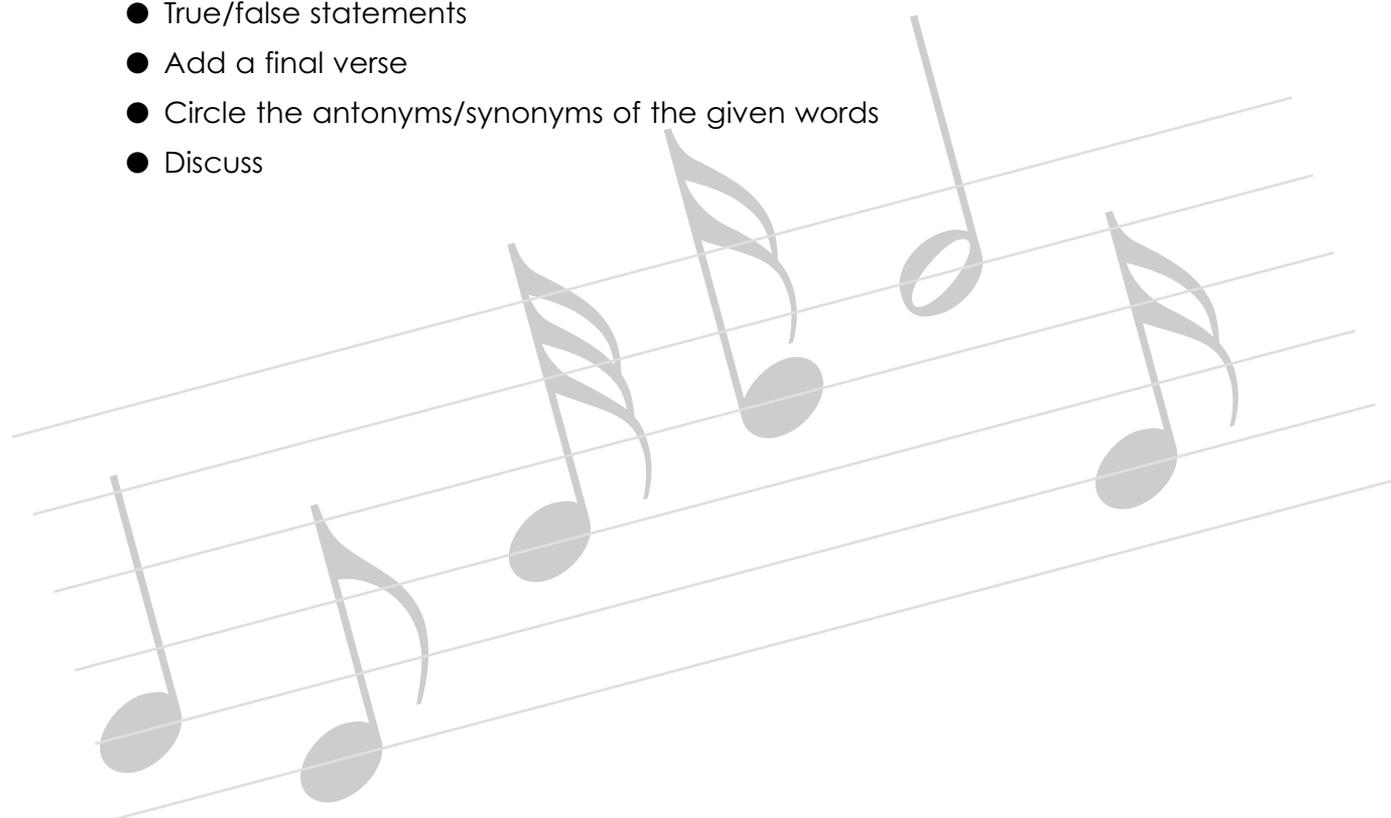
Some Other Ideas

- Making Lists: Provide an opportunity to choose their own items

  a. Shopping lists. They can write a list of what they want to buy. They can go to the store and locate the items and prices. It's also a good opportunity to exchange cultural information, by explaining what their item is in English or bringing it in to class (Asian, African, Middle Eastern items, etc.)

  b. Family/Friend lists—make sure students are comfortable with this before assigning it. They can write their family members' names, relationship to the student and number.

  c. Identity lists- can change lists, according to vocabulary studies—how do they refer to themselves—mother, Vietnamese, gardener, etc. This is often a good ongoing project-students add to the list each time a theme is introduced (and can supplement with photos, drawings, etc.)

  d. Dictionary lists-students can form their own dictionaries from words they find important to them in class or hear outside the class—this can be supplemented with a tape –the student can dictate this tape or draw small illustrations as

- Labelling Pictures: The Oxford Picture Dictionary is good for this (also has a workbook with supplementary exercises), but most picture dictionaries will work with any vocabulary item, photograph or picture (preferably theme-based, food, body, school, sports, etc. so the student can find them fairly easily). You can use this as an introductory exercise, but it works particularly well as a consolidation or comprehension check with a new picture. Students should transfer new words to their vocabulary lists in notebooks.

- Individual project compositions-this can be twinned with an oral presentation or conversation lesson. The student brings in an object and is photographed with it. They then write or dictate a story about it, which is copied into a book. This can be added to after following presentations or can be compiled as a group book on one presentation. Again, this is an excellent activity to help the class bond. Another take is to have other students write about a student's presentation to check comprehension, they also usually tend to add compliments or positive comments, which helps to detract from the student's post-presentation jitters.

- Pictures: use pictures and photos (preferably in their area) to check comprehension and elicit structures learned. For example, matching food items to the correct shop, holding up the correct shop when student or teacher says a sentence that is related to it, group activity, where students ask each other questions in order to match ("Do you sell…….?") Shop signs with actions (push, pull, exit, etc.) can be used in activities (charades, etc.)

- Laminated Sheets: Laminate a sheet (body outline, blank clocks, house outline, shop floor plan, street plan). Dictate items or have students dictate in groups or pairs, students mark or write with felt-tip pens, then check for comprehension from master sheet or their partner(s).

- Diminishing Letters: Write the original word, then gradually adding blanks until the student writes the word independently (or refers back to original word)

- Student dictations: Each student takes a turn to dictate a sentence to the others about a given picture. This is also good for intermediate speakers with low literacy and a good preview to Language Experience activities

- Artwork-students draw items, draw items in correct locations, (teacher dictated, then student to student dictated), pictionary (drawing pictures from word cards, picture cards or whispered cue), drawing from directions given, etc.

- Photos: teacher or student taken: copy and enlarge on a colour photocopier (25-50 p). Mount the photos on a piece of sturdy poster paper, on the borders, place sticky strips that students can write words on, pointing to common elements in the pictures (can be a person in class, a tree, a dress, a man, etc.). Students can look up and write the words in their free time before and after class. If there is a mistake, the teacher can ask the student to check again, the strip can be peeled off and another one inserted.

- Photo Stories: This can be used with any level. A small group of students is given a disposable camera. They decide on a story or situation to be acted out—going to the shops, having an argument, etc.—and take five or six photos in which students act this out. After the pictures are taken and developed, the students (can use Language Experience Approach) write short descriptions of what is happening (one sentence is fine for very basic learners). Once that is done, the photos can be put on a sheet of paper, copied, and the texts written or typed underneath. It can then be given to the other groups to read, discuss or act out.

- Class word box: every week students write words learned on small cards (or can say them to be written on the board, then copied on cards). Comprehension can be checked. The following week, a spelling/oral test can be given with random words chosen. If the words are known/spelled correctly, the word can go into a separate box or can be placed into original box. A clear container is best; students can see words they have learned accumulate (some came to class early to practice themselves). Later, add-on exercises (choose a word, make a sentence, etc.) can be done. This gives the students a sense of confidence and a concrete way to see that they are learning.

- Student authentic materials: students bring in pictures, signs, magazine pages, empty food boxes, newspaper pages, etc. with words they recognise. These can either be made into a collage, can go into a special word box, or simply be displayed around the room for periphery learning. The student typically shows the word, pronounces it (or can have the class try to pronounce it) and tells the class where they got it. A separate time can be set aside, or students can contribute whenever they want (we usually did it in the morning

Shopping

How much is

1. A tube of toothpaste   € _____ (for _____ grams)
2. A tin of tomatoes   € _____ (for _____ grams)
3. A packet of crisps   € _____ (for _____ grams)
4. A carton of orange juice € _____ (for _____ ml.)
5. A kilogram of chicken   € _____

How much are

6.   3 apples   € _____ (_____ each)
7.   2 boxes of cornflakes   € _____ (_____ each)
8.   2 litres of water   € _____
9.   3 tins of tuna   € _____ (_____ each)
10. 500 mil. of washing
     up liquid   € _____

Please weigh and write the price.

How much is

1. a kilogram of bananas?   € _____
2. a half a kilogram of potatoes?   € _____
3. a piece of ginger?   € _____

How much are

1. 5 carrots?   € _____
2. 4 tomatoes?   € _____
3. 3 green peppers?   € _____
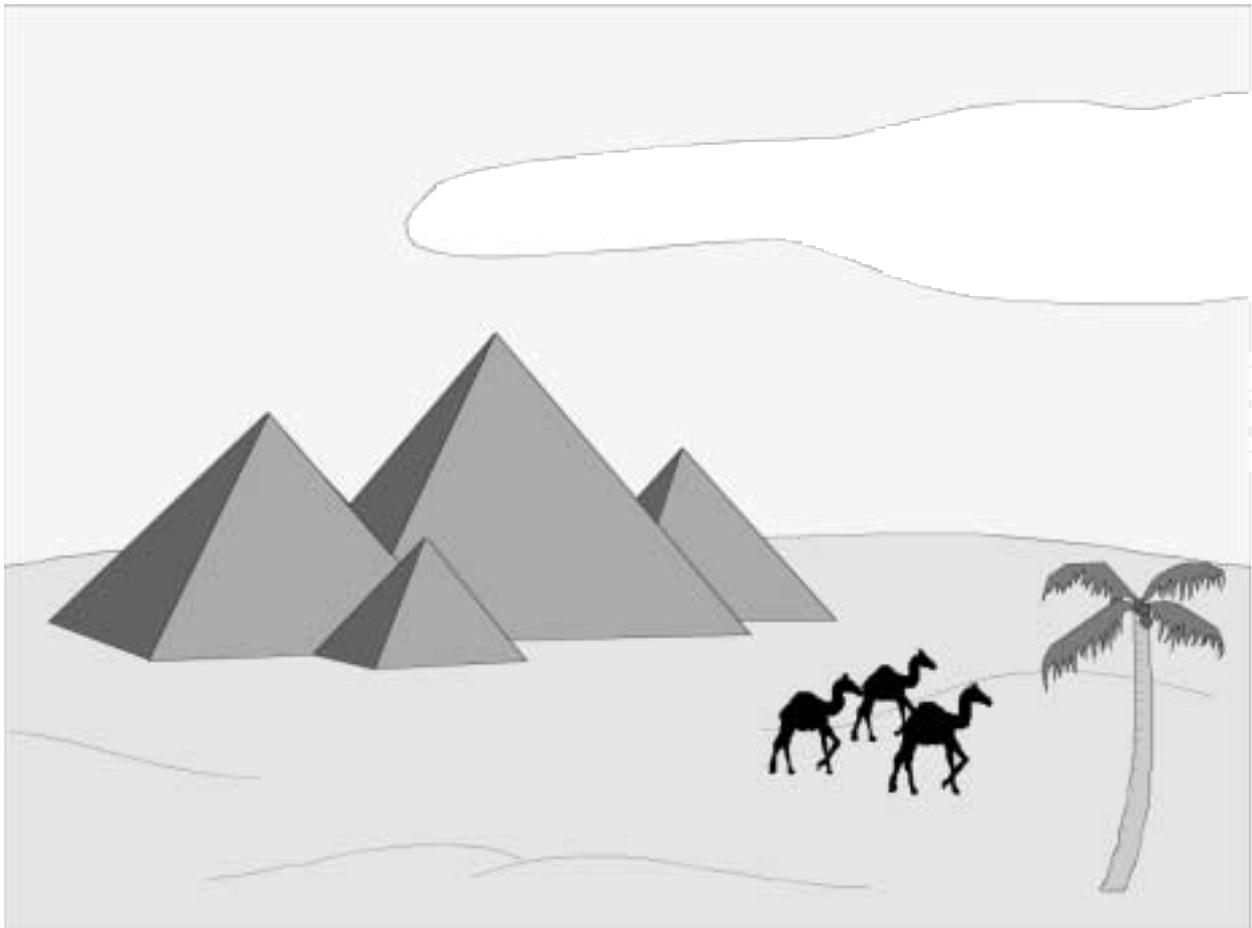
DICTATION

1. _____

2. _____

3. _____

4. _____

5. _____

Diminishing Letters

tomato
_omato
_ _ mato
_ _ _ ato
_ _ _ _ to
_ _ _ _ _ o
_ _ _ _ _ _
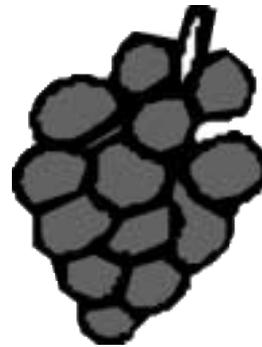
grapes
_ rapes
_ _ apes
_ _ _ pes
_ _ _ _ es
_ _ _ _ _s
_ _ _ _ _ _
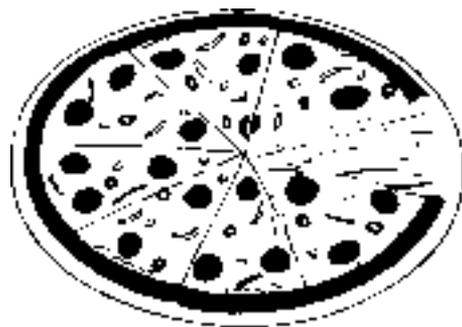
pizza
_izza
_ _ zza
_ _ _ za
_ _ _ _ a
_ _ _ _ _

banana
_anana
_ _ nana
_ _ _ ana
_ _ _ _ na
_ _ _ _ _a
_ _ _ _ _ _

Creating Your Own Materials

An excellent site for creating your own activities is www.puzzlemaker.com.

It has easily-followed directions for creating a variety of puzzles.

Crosswords are a good way of extending vocabulary and practising unfamiliar words or grammatical structures. They work best if learners are interested in the topic or if they link to something you are already working on.

For example, this teacher-created crossword (below) is based on information learned during a conversation exercise in which students working in pairs asked their partner for personal information and then reported this to the group.

Students (working alone or in pairs) filling out this crossword could write in answers they remembered or approach students in the class with questions or to confirm their answers. This worked very well as a speaking, reading and writing consolidation exercise and also helped to encourage students to interact with each other in an informal manner.

Crossword

Who am I?
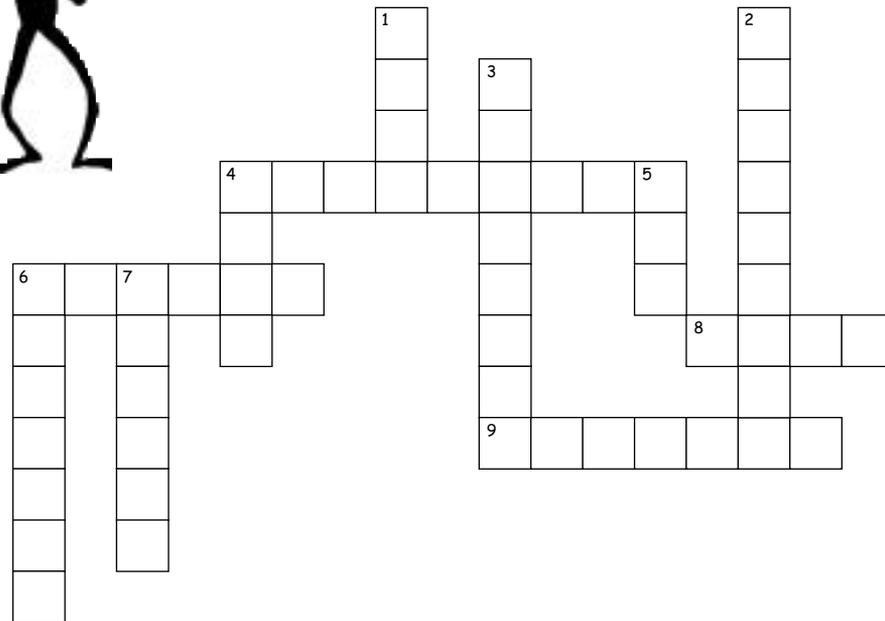
Read the clue and write your classmate's name

Across

4. His favourite food is spaghetti.

6. He is six years old.

8. He likes sport.

9. He speaks Polish.

Down

1. He is from Nigeria.

2. He listens to jazz.

3. He speaks Portuguese.

4. He has a younger brother.

5. He likes biology.

6. He listens to Dr. Dre.

7. He likes basketball and his GameBoy.

Maze

Mazes are a good "time-out" activity for low-literacy learners who need extra practice in line control or who have problems forming letters with curves.

Mazed™ "Jack-o'-Lanterns"   by Isaac Thayer

Happy

Halloween!

Maze

TESSERACT'S MAZES   "SUNFACE"

START

FINISH

97

Maze

Mazed™ "Santa Claus" by Isaac Thayer

98

Word searches of any size may also be created using puzzlemaker.

In Dublin

```
R  P  S  L  E  L  O  C  N  E  D  X  R  S  O
E  O  W  E  I  C  A  O  I  U  U  A  O  C  P
B  S  G  R  S  F  T  T  N  N  L  Q  O  H  H
R  T  Z  E  O  F  F  N  I  U  E  N  S  O  N
A  O  T  T  A  Z  E  E  C  P  N  M  X  O  U
B  F  W  R  Q  S  T  R  Y  E  S  Y  A  L  M
X  F  G  N  L  F  I  E  L  R  M  O  O  R  E
R  I  L  X  E  C  N  L  M  K  I  F  H  L  C
O  C  S  A  H  T  L  R  J  H  E  V  E  E  I
W  E  X  T  V  S  C  M  P  A  R  N  E  L  L
P  K  R  H  A  I  R  D  R  E  S  S  E  R  S
N  O  B  Q  E  M  T  V  X  V  X  M  Z  T  S
N  O  T  W  Q  E  H  C  R  U  H  C  I  W  G
I  V  Y  O  A  H  A  P  F  O  J  Z  B  G  Q
K  L  K  U  K  C  B  S  R  E  H  C  T  U  B
```

BARBER	BUTCHERS	CHEMIST
CHURCH	CINEMA	DUNNES
GRAFTON	HAIRDRESSERS	HOSPITAL
LIFFEY RIVER	MOORE	MOSQUE
NORTH CIRCULAR	O CONNELL	PARNELL

99

Scrambled Word Puzzle

In addition to crosswords and word searches, scrambled word puzzles are also a possibility.

What is it?

LEPPA

BAANAN

SERHICRE

2   4

MEOLN

WEBRSRYATR

5

REGRAUTIPF

1   3

NAROGE

GAMNO

1	2	3	4	5

_____ _____ _____ _____

_____ _____ _____ _____
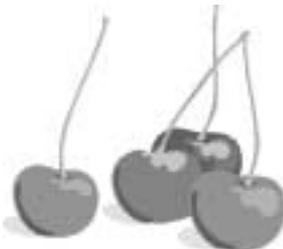
Scrambled Tiles

Scrambled Tiles can be created, enlarged, cut up and laminated for individual, pair or group activities.

What does she drink?

SHE   EA   INK

DR   S T

Additional Resources

Interactive Worksheet

Another web-based resource is The *Hot Potatoes* suite, which includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web, so that students can do interactive exercises linked to their classes. It also has a very clear, step-by-step tutorial (User's Guide in the FAQ) in how to use the programme. Hot Potatoes is not freeware, but it is free of charge for non-profit educational users who make their pages available on the web. Other users must pay for a licence. Check out Hot Potatoes at: http://web.uvic.ca/hrd/halfbaked/

Web Pages and Worksheets

Worksheet Wizard at http://wizard.hprtec.org/ is a web-based utility will allow you to create a lesson, worksheet or class page on the World Wide Web. There is also a Project Poster so that students can create quick and easy web pages.

With the Web Worksheet Wizard you can:

● Create a unique web document

● Personalise article / page content

● Include an Image

● Add hyperlinks to other sites on the web

● Include an e-mail link to allow others to contact you

Free Clip Art Downloads

http://dgl.microsoft.com/ has free downloadable clip art on (food, holidays, etc.) and also country-specific clips—just put the country in the Search box.

Interactive Games

At Quia, http://www.quia.com/tutoract.html you can set up an account and create interactive exercises, such as hangman, concentration, and flashcards for your students.

ESOL/Literacy Teaching Resources

Recommended EFL/ESOL Materials

(*Available from NALA Resource Room, Dublin)

Ann Baker (Cambridge):   **Tree or Three?** (Elem.)
Ship or Sheep? (Inter.)

Sandra Heyer (Longman):   **Very Easy True Stories** (Low Beginning)
Easy True Stories (Low Beginning)

The Oxford Picture Dictionary (also has workbook Beg. or Inter., Literacy Pack)*

Longman Photo Dictionary

English for Everyday Activities (Dictionary & Workbook) Falcon Press Sdn. Bhd.*

Graded Readers: Penguin, Oxford Heinemann and Macmillan in Africa

Livewire Real Lives Readers (The Corrs, Nelson Mandela, sports teams)
Basic Skills Agency*

Cambridge Handbooks for Language Teachers: **Teaching Adult Second Language Learners***; **Learner English***

Michael Swan, **How English Works** [For students: Raymond Murphy's **Essential Grammar in Use**]

Elementary Task Listening (Elementary and up) Jacqueline St Clair Stokes, Cambridge

Sounds English (Pearson Education)*

Active Listening (Cambridge)

Listen for It (OUP)

Test Your Reading (Penguin)*

English Vocabulary in Use

Elementary/Beginner Communication Games

Magnetic Poetry Primary Edition (available at Eason's and www.magneticpoetry.com)

Vocabulary Cards (Arabic/English, French/English, Russian/English) Visual Education www.vis-ed.com

***LINGO** is available from the British Refugee Council
Publications Assistant ,Information Team, 3 Bondway London SW8 ISJ,
Tel 0207 820 3000 £23.00 (sterling cheque or postal order)

***Friends, Families and Folktales** and ***Writing Works** are available from
Avanti Books, 8 Parson's Green Boulton Road, Stevenage.
Tel. 01 438 350155/Fax 01 438 741131

Vocational

***English ASAP** (low-level vocational English, Literacy& Book1) Steck-Vaughn

*INFO Skills Book 4 **Skills for Life**

For Advanced Learners

IELTS - International English Language Testing System

Main Site http://www.ielts.org/

Related Site http://www.cambridge-efl.org.uk/exam/academic/bg_ielts.htm

IELTS is a test jointly assessed and run by UCLES, the British Council and IELTS Australia: IDP Education Australia. It is recognised as an entrance requirement by British, Australian, New Zealand, Irish and Canadian universities and for Secondary, vocational and training programmes.

All candidates are tested in Listening, Reading, Writing and Speaking. All candidates take the same Listening and Speaking modules. The choice of Reading and Writing modules (Academic or General) is determined by the purpose for taking IELTS. The Academic Reading and Writing modules are suitable for those seeking admission to undergraduate and postgraduate courses.

General Training Reading and Writing modules are suitable for candidates who are going to complete their Secondary education or to undertake work or training programmes not at degree level. The General Training modules are also used for general ESOL.

Another option would be to try courses based around FETAC (ex-NCVA) modules, such as Communications, Cultural Studies or Appreciating Irish Culture (www.fetac.ie)

Advanced TEFL Resources

Recycling English (Georgian Press)

Advanced Vocabulary in Context

Academic Writing (Oshima & Hogue)

Insight Into IELTS

101 Helpful Hints for IELTS/202 Helpful Hints for IELTS

ESOL/Literacy Material on the Net

http://www.aitech.ac.jp/~iteslj/links/ – general EFL/ESL resources

http://www.eslcafe.com/ – loads of links to various aspects of ESL teachings

http://www.oup-usa.org/esl/dictprograms.html – Oxford Picture Dictionary and Resource

http://www.longman-elt.com/ – free supplementary worksheets for course books, EFL activities and worksheets

http://www.penguinreaders.com/catalogue-pages/penguinreaders/pr.html – catalogue of graded readers and free supplementary materials for teachers

http://www.getrealenglish.com/Free/warehouse.asp is a brilliant site with free worksheets, articles, downloadable programmes (check the "games" section) perfect for beginning English/literacy students –you have to register to use the site, but everything is free, and they e-mail you updates

http://www.northcoast.com/~hope/software.htm has excellent downloadable freeware students can learn to use on their own. I recommend: Community Signs for Windows, Community Talking Signs for Windows, Talking Letters and Numbers, Spell the Fruit/Spell the Vegetables, Talking Words (designed for US use by basic skills learners, but still applicable to ESOL literacy learners here). It also has extensive links to other programmes.

www.keltic.co.uk is an online ELT bookstore which has a useful downloadable guide," The Keltic Guide to ELT Materials"

www.nald.ca **NALD** is Canada's adult literacy information network with excellent adult literacy resources.

www.basic-skills.co.uk has an online magazine and a good resources site where you can download the UK Adult ESOL Core Curriculum. You can also request a hard copy, free.

Merit Evaluation Software has some programmes for basic writing skills which you can trial http://www.meritsoftware.com

Dynotech Software has a "Words" spelling game you can try (and purchase for ($19.95) at http:/ /dynotech.com

Websites with information about transportation in Dublin

www.iol.ie/globetrotters/gmap.htm

www.visit.ie/countries/ie/dublin/map/

www.ireland.com/dublin/visitor/postcards/

http://www.dublinbus.ie/home/

http://www.irishcitytours.com/dublin.html

Adult Literacy resources such as the *Formal Letters Pack 1 & 2, Lifelines, Form Filling, Telling Time, Euro packs* etc. are good for supplementary material.
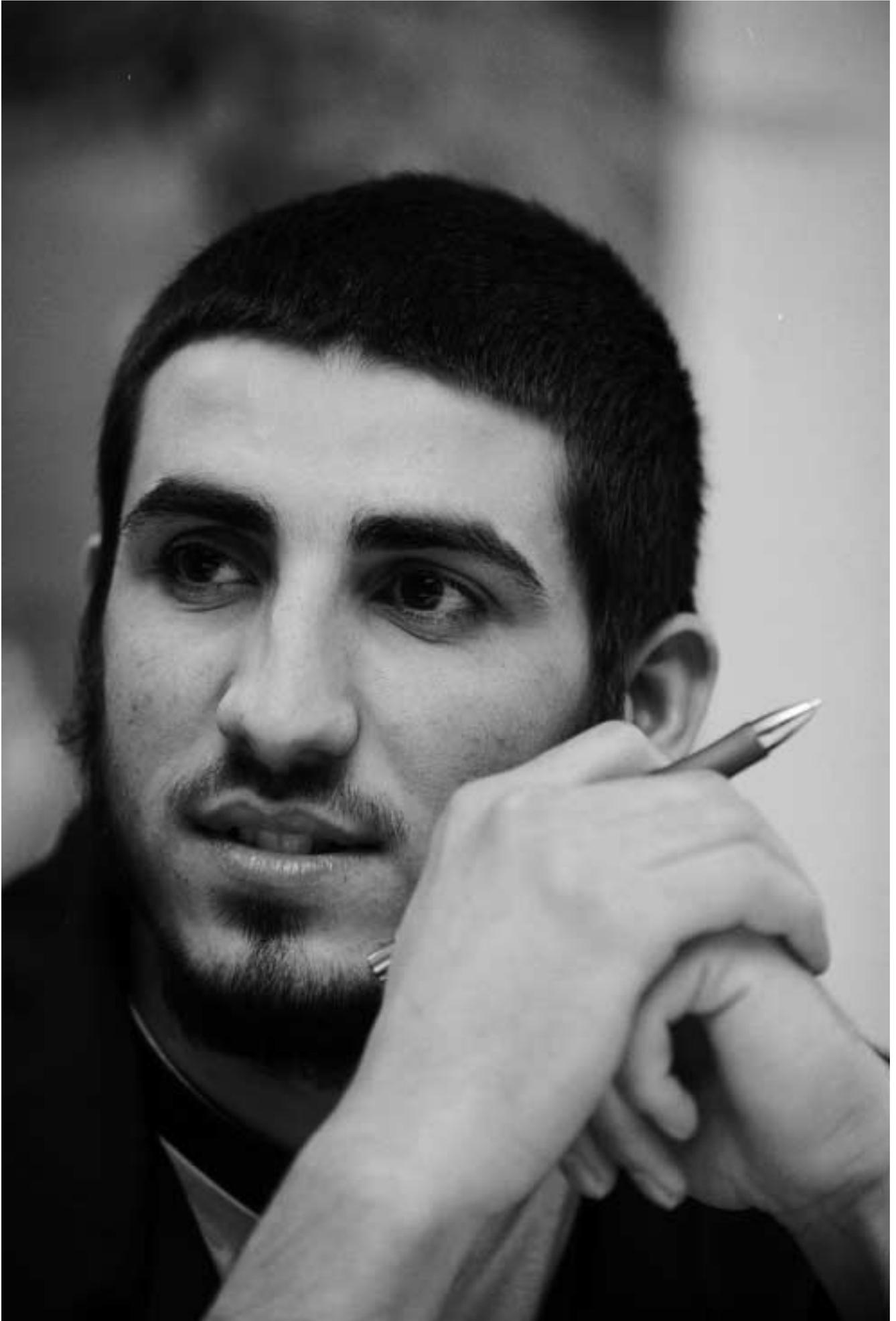
Using the Language Experience Approach with ESOL Literacy Learners

As with Irish literacy students, the Language Experience Approach can be used and the same type of exercises may be done (cloze, scrambled strips, circling words, etc.).

In a beginner ESOL class, however, students may be unfamiliar with this approach, and the best way to start is often to perform it as a class exercise. Using a shared experience or theme (a group meal, accommodation theme), the exercise is done as a verbal one, with the teacher writing the text on the board. This could follow a simpler writing frame or exercise on a grammatical point or as a consolidation on previously learned vocabulary and structures.

A reverse take on the LEA for students who have problems with pronunciation or who are reluctant speakers, is to have them read the text they have finished into the tape recorder, focussing on pronunciation. They can then listen to see if they can identify problems or it can be used as a pair exercise: each student listens to the other's tape, uses it for dictation if possible, and lets the student know whether they could understand it or not. The teacher will have to use discretion as to whether students are confident enough to let another listen. If not, then the first part of the exercise, with teacher feedback, should be enough.

Students can also use the LEA for individual projects. Students can dictate a piece onto a cassette tape and the teacher can transfer it to a text and create exercises for the student to work on in class or at home.

The following exercises were done as consolidation vocabulary and structures learned in an accommodation module. The students were all beginners, five students were literate.

My Apartment

My apartment must be _____.

My apartment must have _____.

My apartment must be near _____.

My apartment _____.

My apartment _____.

My apartment _____.

Writing about the apartment you want

by Thi Thuc Tran

My house must have 3 bedrooms. My house must be near public transportation. My house must be near a school. My house must be near the playground. My house must be quiet. My house must have a garden. My house must be sunny. My house must be near work. My house must be near the library.

by Dina Mitrovic

My apartment must be in a quiet area. My apartment must have security 24 hours a day. My apartment must be on the second floor. My apartment must be near shops. My apartment must be near a high school. My apartment must have utilities included. My apartment must be cheap. My apartment must have one good light. My apartment must have two bedrooms, a living room and a kitchen. The stove must use gas.

by Kamal Lepic

My apartment must be comfortable. I must have air conditioning. Apartment must have 3 bedrooms. My apartment must be clean. I must have garden, because my wife likes flowers. My apartment must be near public transportation. My apartment must have good heat. My apartment must be near school because I have children. I must have a parking place.

The O'Leary's house

Mr O'Leary's house has got four bedrooms, a living-room, a dining-room, a kitchen, a bathroom and a separate toilet. There is a toilet in the bathroom too. The bedrooms and the bathroom are upstairs, and the living-room, the dining-room, the kitchen and the toilet are downstairs.

The first bedroom is Mr and Mrs O'Leary's, the second one is John's, the third one is Mary's, and the fourth one is Anne's. Colleen's bed is in Anne's bedroom too.

When you enter Mr O'Leary's house, the room on your left is the living-room, and the room on your right is the dining-room. Where is the kitchen? It is behind the dining room. And where is the toilet? It is straight on, in front of you. There is a garden behind the house, but it is not big. Is there a garden in front of the house too? Yes, there is, but it is very small.

When you go upstairs, Mr and Mrs O'Leary's bedroom is on your left. The bedroom on your right is John's, and the bathroom is between his bedroom and Mary's. Anne's bedroom is behind Mary's.

There is a big bed and two big wardrobes in Mr and Mrs O'Leary's bedroom, and there is a small bed and a wardrobe in John's room. John and Mary's beds are big, and Anne's bed is small. The wardrobe in Mary's room is very big, and the wardrobe in John's room is small.

Anne's room has got blue walls, and there are white ships and green trees on them, because it is a child's bedroom. John's bedroom has got white walls, and Mary's has got grey walls. John has got pictures of footballers on his walls, and Mary has got pictures of singers.

By Thi Thuc Tran, Duc Quan La, My Quan Chong, Sau Ling Ching, Sau Van Ho, Cam Lam and Aleksandre Maksimovic

With students who have a higher level of spoken English, there can be more focus on the discussion. Students may choose the activity they want to use or decide on a new activity they would like to do together that could be discussed and written up.

The class could work together in reconstructing the sequence of events that took place. Because it is likely to be a mixed-level class, some students may be able to describe the entire experience, while others may only be able to answer questions about it. The teacher may need to focus the discussion by asking questions. Checking for comprehension is very important; it is crucial that all students understand the discussion.

The class then works together to develop a written text about wheat was done or discussed. Before writing, students could do some planning activities (brainstorming, mapping, listing or sequencing). Students can dictate a description while the teacher writes it down or a group of student may work together to write an account. All class members should be able to see the writing—on the board, an OHP transparency, or flip chart.

When the text is finished, the teacher and/or students can read it aloud.

The activity can be extended by doing the same types of activities described for beginning students or you may:

● Dictate the story for learners to write

● Use the texts to review a grammar point (tenses, word order, pronouns, etc.)

● For more advanced students, the experiences could evolve into class or group-produced texts

● Edit the text as a class magazine

● Read other texts connected to the theme (with some of the same vocabulary and structures)

● Have the students come up with comprehension questions for others to answer

LEA with Mixed Level-Classes

In a class of students with different levels, the teacher can mix and match, using the more basic activities with students at lower levels while the more advanced students work on the more advanced activities, individually or in groups, with less teacher help.

For teachers with multi-level classes, the personal experience can be put on tape: Students can take turns using a tape recorder in another room (if possible) to record their text. The teacher can take one text, transcribe it at home, and use it the next day with the class (more basic learners who may not understand the language of their more advanced classmates, can do a listening comprehension or other activity while this is going on and the next tape could be taken from a basic level student).

If the class is small, the teacher can use these tapes for individual use and develop activities that, with the student's permission, may be used with other students.

The Language Experience Approach can also be used as an oral diary, which, during feedback sessions, gives the teacher a chance to correct structural or pronunciation mistakes with less embarrassment to the student. Most students will want to focus on these errors.

Terminology

What are the differences between TEFL, TESL, TESOL and ELT?

TEFL (Teaching English as a Foreign Language) involves teaching people, usually in their own countries, who want to use English for business, leisure, travel, etc.

TESL (Teaching English as a Second Language) involves teaching immigrants in English-speaking countries.

TESOL (Teaching English to Speakers of Other Languages) and ELT (English Language Teaching) are terms which cover both TEFL and TESL. Confusingly, the acronym TESOL also refers to the American professional association: Teachers of English to Speakers of Other Languages.

TEFL, TESOL and **TEFL**	also refer to the certification teachers receive after undergoing a course-a 100-hour course is standard, but there are also Master's courses in TESOL(MA TESOL) as well as specialised certification.
CTEFLA	Certificate for Teaching English as a Foreign Language to Adults and is generally used in reference to the certificate given to successful participants in the Cambridge certificate program. This certification is also known as RSA (Royal Society of Arts) certification, RSA Cert, RSA Cambridge CTEFLA, or RSA/CTEFLA. This program is the most widely recognised EFL program in the world, and courses are offered at universities and training centres all over the world. Courses last either one month (full-time) or two months (part-time), and instruction is aimed particularly at English teaching in foreign countries (EFL).
CELTA	Cambridge Certificate in English Language Teaching to Adults, an initial qualifications for people who wish to become professional teachers of English language. The course is available in Ireland.
CELTC	Certificate in English Language Teaching to Children
CTBE	Certificate in Teaching Business English
CELTY	Cambridge Certificate in English Language Teaching to Young Learners, an award which enables people to specialise in the teaching of Young Learners in language schools
DELTA	Cambridge Diploma in English Language Teaching to Adults, a Qualification for people who wish to become professional language Teachers. UCLES/EFL is working with the Qualifications and Curriculum Authority (QCA) towards approval of all its qualifications for state Support. The course can be done in Ireland.
ESP/EAP	English for Special Purposes/English for Academic Purposes, classes designed to give instruction in special content areas

*Don't confuse **TESOL** with **TOEFL**, or **EFL** with **FCE**—these are acronyms for standardised English Tests.

Cambridge Exams

The Cambridge EFL examinations are recognised by universities, employers and national education authorities in many countries. They are run by the *University of Cambridge Local Examinations Syndicate* (UCLES The examinations are linked to an international system of levels for assessing European languages. In Europe, TOEFL is less popular and is generally used for those wishing to attend North American universities. Cambridge EFL examinations can be taken by anyone whose first language is not English.

General English	Key English Test - **KET** Preliminary English Test - **PET** First Certificate in English - **FCE** Certificate in Advance English - **CAE** Certificate of Proficiency in English - **CPE**
Business English	Business English Certificate - **BEC** Business Language Testing Service - **BULATS** Certificate in English for International Business and Trade - **CEIBT**
Young Learners	Cambridge Young Learners English Tests - **YLDE**
Academic Purposes	International English Language Testing System - **IELTS** First Certificate in English - **FCE** Certificate in Advance English - **CAE** Certificate of Proficiency in English - **CPE**

Other Exams

FETAC	Further Education Training Awards Counsel. Suitable for ESOL learners e.g. FETAC Language/ESL Module. (Free)
TOEFL	Test of English as a Foreign Language (US/Can.) University entrance requirement for overseas students
TIE	Test of Interactive English (TIE) is an Irish EFL exam developed by a group of Irish EL professionals under the aegis of the Advisory Council for English Language Schools (ACELS).
L1	First Language, mother tongue, language used first and most often by a speaker
L2	Second Language; any language learned after the mother tongue, could become the dominant language
LEP	Limited English Proficient. a student who is not fully English proficient, speaks a language other than English at home, does not demonstrate English language skills that would place him in a mainstream, English only class setting
FEP	Fluent English Proficient, educational term used to designate those English language learners that have reached a specific proficiency in the L2.
CALP	Cognitive Academic Language Proficiency: the Aspects of language linked to literacy and Academic achievement. These skills usually take five to seven years to fully develop in second language learners.
NS	Native speaker

NNS	Non-native speaker
SLA	Second Language Acquisition
Affective Filter	The psychological barrier that allows input to be filtered through to a language processing mechanism. A high filter is full of anxiety and stress while a low filter has little anxiety increasing comprehension and attention.
Code Switching	The alternate use of two languages. Speaking one language and using words from another, their native language.
CALL	Computer Assisted Language Learning

Literacy Terminology used in ESOL[1]

Non-literate	Learners who do not have literacy skills in their native Language but who speak a language for which there is a written form.
Pre-literate	Learners who come from sociocultural groups without traditionally written languages.
Semi-literate	Learners who have 3 to 4 years of formal schooling but have minimal literacy skills in a language. They have initial knowledge of a writing system including the names of the letters and can recognise some common written words. They can write their name and address. These learners often have poor self-esteem and little confidence in their abilities.

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[1] Haverson and Hayes, 1982

Appendix 1

Country of Origin and Native Languages

Country	Language(s)	Main Language of Education	Alphabet
Angola	Kikongo/Portuguese	Portuguese	Roman Script
Cameroon	Fulani/French	French	Roman Script
DR Congo	Lingala/French	French	Roman Script
Ghana	Twi/Ewe/English	English	Roman Script
Ivory Coast	Dyula/French	French	Roman Script
Liberia	Kpelle/English	English	Roman Script
Nigeria	Yoruba/Igbo/English	English	Roman Script
Sierra Leone	Mende/English	English	Roman Script
Somalia	Somali/Bajun	Somali	Roman Script
Algeria	Arabic/Berber/French	Arabic/French	Arabic Script
Libya	Arabic	Arabic	Arabic Script
Ethiopia	Tigrinya/Orominga/Amharic	Amharic (written)	Semitic Script
Kurdish-Iraq	Kurdish	Arabic	Kurdish variation of Arabic Script
Russia	Russian	Russian	Cyrillic Alphabet (33 letters)
Ukraine	Ukrainian/Russian	Ukrainian	Cyrillic Alphabet (32 letters)
Lithuanian	Lithuanian/Russian	Lithuanian	Roman Script (32 letters)
Moldova	Moldovan/Russian/Romanian	Moldovan	Cyrillic Alphabet
Romania	Romanian	Romanian	Roman Alphabet
Bulgaria	Bulgarian	Bulgarian	Cyrillic Alphabet
Czech Republic	Czech/Slovak	Czech/Slovak	Roman Script
Albania	Albanian	Albanian	Roman Script
Romany	Romany/Romanian/Czech	Romanian	Roman Script
China	Mandarin/Cantonese	Usually Mandarin	Ideographic Script
Vietnam	Vietnamese/French (older Vietnamese	Vietnamese	Roman Script (37 letters)
Philippines	Pilipino/Tagalog/English	Local/Pilipino/English	Roman Script
Bosnia	Bosnian/Croatian/Serbian/Serbian	Bosnian/Croatian	Cyrillic/Roman (each 30 characters)