

INSTRUCTIONS

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I often start my TESOL modules (e.g. the introductory course to Teaching English in the Primary School) with an “assumptions” activity. It can work in one of the following ways:

- 1) The statements are hanging around the room. Students walk around, discuss, and then put a dot or their initials on the line where they feel they are. Then I project the results to see where the class tendency lies and add some thoughts.
- 2) I call off the statements one by one. The students stand in a line in the classroom from “I totally agree” to “I totally disagree” and then we hear why from each end or in small neighbor groups why they are standing where they are. I add comments as we go.
- 3) We use these statements AGAIN at the END of the semester. If they used their initials, then I have a fresh sheet, they do the activity again, then they compare, in small groups, the first time to the second time and discuss how and why their assumptions have changed. If I used general dots, we do the activity again, perhaps on another color paper, and then we compare class results and discuss why and how our opinions about each of the points have changed.

**A teacher has to have a high level of
the target language (here English)
to teach the language well.**



I totally disagree!
No way!!

I totally agree!
Yes, indeedee!

Word lists should be organized semantically (in lists of the same context and part of speech, e.g. all the professions or colors).



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

Word lists with translations (into the local language, here German) are good ways of encouraging learners to study and then to be tested as such.



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

**Pre-reading or listening always
needs explicit vocabulary
instruction.**



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

**With primary school children
literate in the local language before
foreign language instruction starts,
learners should always hear the
language before they pronounce it
themselves.**



I totally disagree!

No way!

I totally agree!

Yes, indeedee!

**“Grammar doesn’t change”, so
what and how we were taught 25
years ago should be the same as
today.**



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

**Teachers should scaffold reading
by using the pictures to support
what is in the text.**



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

We need to help learners through scaffolding.



I totally disagree!

No way!

I totally agree!

Yes, indeedee!

If a coursebook presents a character, e.g. "Paul" then Paul must be a perfect example of a native-speaker.



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

Grammar cannot be tested communicatively.



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

When you speak to non-native speakers of a language (e.g. your learners), you need to consciously slow down your speech and enunciate.



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

Learners also learn academic writing skills through creative writing activities.



I totally disagree!
No way!

I totally agree!
Yes, indeedee!

Learners have to master the target language (English) first before they can do any "CLIL" (Content and Language Integrated Learning) or work on deeper content in the target language.



I totally disagree!
No way!

I totally agree!
Yes, indeedee!