

Teaching
Through

ENGLISH

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What is teaching English through English (TETE)?

- What does it mean?
- **Using** English whenever possible
- **Avoiding** Chinese whenever possible
- **Creating** opportunities for English
- **Establishing** consistent classroom language & procedures
- **Maintaining** consistency in the classroom
- **Investing** in student-centered learning



TETE: Terminology

- **Necessary Chinese**= Used when Chinese is more effective in class
- **Necessary English**= Carefully chosen English words, used and repeated daily
- **Exploitation** = making the most of a teachable moment
- **Teacher tools** = your words, voice, hands, body, pencil and surroundings
(*anything you can use to clarify communication*)
- **Necessary language** = minimum language required for communication, able to be expanded upon
- **L1** = a student's native language
- **L2** = a student's second language



How will TETE help our students?

- 1. **Acquire** new language skills subconsciously (*Awesome!*)
- 2. **Improve** active listening skills
- 3. **Pick out** key words, increasing confidence & engagement
- 4. **Think** in English for themselves (“Ay-yo!”)
- 5. **Reduce** L1 interference (*students will wait for translations*)
- 6. **Practice** more structures & patterns (*h ã o* *bu* *h ã o*)
- 7. **Recognize** patterns = improved language production
- *1-7 = **Connecting to English**, moving from abstract study to real conversation



Zhège nánhái zài h ē shu ǐ .

1.



2.



3.



4.



- I **DON'** **T** know...
- nánhái
- h ē shu ǐ
- I **DO** know...
- ch ī fàn (useless)
- pǎo bù (useless)
- N ǚ hái !
- Small successes build big confidence
- Linking knowledge
- Creating excitement



Student-Centered Language Learning

The Question Cycle





What is student-centered learning?

- Students **talk more** than the teachers
- Students **work harder** than the teachers
- Student involvement **requires more and deeper thinking**
- Student learning **lasts longer...**
- Because it is **more personal**



Student-Centered Learning Process


- Student-centered learning is natural...
- **Notice:** “What’s this?” “This looks interesting.”
- **Want:** Curiosity drives students, not teachers
- **Challenge:** Students are challenged, but not discouraged
- **Play:** Learning/getting help becomes a game (*learning should be fun*)
- **Succeed:** After experimentation, students overcome challenge
- **Link:** Students form mental model of how English works




Teaching English Through English: Transitioning

- Step 1: **Adjust** teacher expectations
- Step 2: **Adjust** student expectations
- Step 3: **Redefine** classroom culture
- Step 4: **Establish** and **Maintain** consistency


Adjusting Teacher Expectations

- 
1. **Be patient** (*TETE is an investment that pays back*)
-Replace, “They don’t get it” with, “They don’t have it yet, but they’re *getting* it.”
 2. **Know when to let students struggle**
(*appropriate challenge = deeper learning*)
 3. **Trust** in your students’ abilities (*they can feel your trust*)
 4. **Help students understand** that although their English isn’t perfect, what they have is enough to learn more
 5. **Stage your language:** Use your words, voice, hands, body, pencil and surroundings, *anything* to promote understanding
(*help students stage their language too*)

Adjusting Student Expectations

- 
1. Mistakes are **OK** (*much better than silence*)
 2. Mistakes are **expected** and **natural** (*part of the process*)
 3. Learning is more important than time
(*student understanding drives the lesson, not the clock*)
 4. English isn't easy, but it is achievable
 5. Saying, "**I don't know**" is **OK**
(*1st step toward understanding*)
 6. When students don't know, they can use their **words, voice, hands, body, pencil and surroundings** to get answers.

Redefining Classroom Culture


- 
1. Entering the room (*How do students enter the room?*)
 2. Helping students “Tune in” to English
 3. Knowing and respecting the culture (*What’s expected here?*)
 4. “How does my teacher/class react to wrong answers?”
 5. “How do I get the help I need?” (*What tools do I have?*)
 6. “When do I use English/Chinese?”
 7. **Use Chinese when you must** (*Grammar, large concepts, etc.*)
 8. **Use English when you can**

Confident Students Need Tools (*Tools = Confidence*)

1. **Tool questions**
2. **Consistent** classroom English (*consistency 1st, options later*)
3. **Consistent** TPR (*words, voice, hands, body, pencil and surroundings used together*)
4. **Consistent** routine (*daily usage = confidence*)



Necessary English: Choosing the Right Words

- 
1. **Keep it consistent**
 2. Less is more
 3. If you can cut a word from your sentence without losing meaning, do it.
 4. Be aware (*Some words are harder to say, have multiple meanings, etc.*)
 5. Repeat, repeat, repeat (*The more students hear, the more they understand*)
 6. Keep directions simple (*Be concise and precise*)

Necessary English: Starting Class

Helping Students “Tune In” to English

1. Good morning/afternoon! (point at clock)
2. Is everyone (large, circular pointing motion) here?
3. *Who* (shoulder shrug) is not here?
4. *Where* (hand shading eyes, searching) is Apple?
5. *When* (look at watch/point at clock) will Apple be back?
6. Oh Apple, you're back. Cool.
(“Cool” can be used in countless positive situations.)

Necessary English: Coming Prepared

Using English, Establishing S.O.P., Saving Time

1. Take out (reach in, take out) your pencil/pen/scissors/homework, etc. (pantomime object)
2. Do you have (*you* = point at student, *have* = look into hands) a _____?
3. Yes? Good. No? Please get one.
4. If you need/know/want/can/can't/have/don't have/etc. _____, raise your hand.

Necessary English: Classroom Management

Helps your students help each other

1. Listen. (cupped hand to ear, “listening”)
2. Sit nicely. (model good posture)
3. Too loud. (hands over ears)
4. Are you/is (s)he all done? (point at work)
5. Can you help him/her _____? (point at work, give task)

Necessary English: Speaking English

1. Be loud. (lean forward, “straining to hear”)
 2. Be clear.
(model clear speech, “Be clear”, casually address mistake, then articulate clearly)
- **Apple:** “Bayball”.
Teacher: Baseuball? Be clear. Baseuball, not “bayball”. Baseuball.
Apple: Baseuball.
Teacher: Good job! *Very* clear.

Necessary English: Speaking English

- 3. Speak English. (*keep it simple*)

Apple: 老師!

Teacher: Not, 老師... “Teacher”. (*avoid unnecessary words*)

- 4. Sound happy/sad/excited/etc. (**point to ear**)

- **Apple:** I am fine thank you, and you?

Teacher: Are you sad?

Apple: No, I’m happy.

Teacher: Then sound (**point to ear**) happy. Try again. Like this... “I am fine thank you, and you?” (**happily**)

Necessary English: Getting Help

Student Tools for Exploration & Problem Solving

1. What's this? (*“Use your words, voice, hands, body, pencil, etc.”*)
2. What does _____ mean?
3. How do you spell _____?
4. Too fast. (*When getting help*)



Englisch

Only!

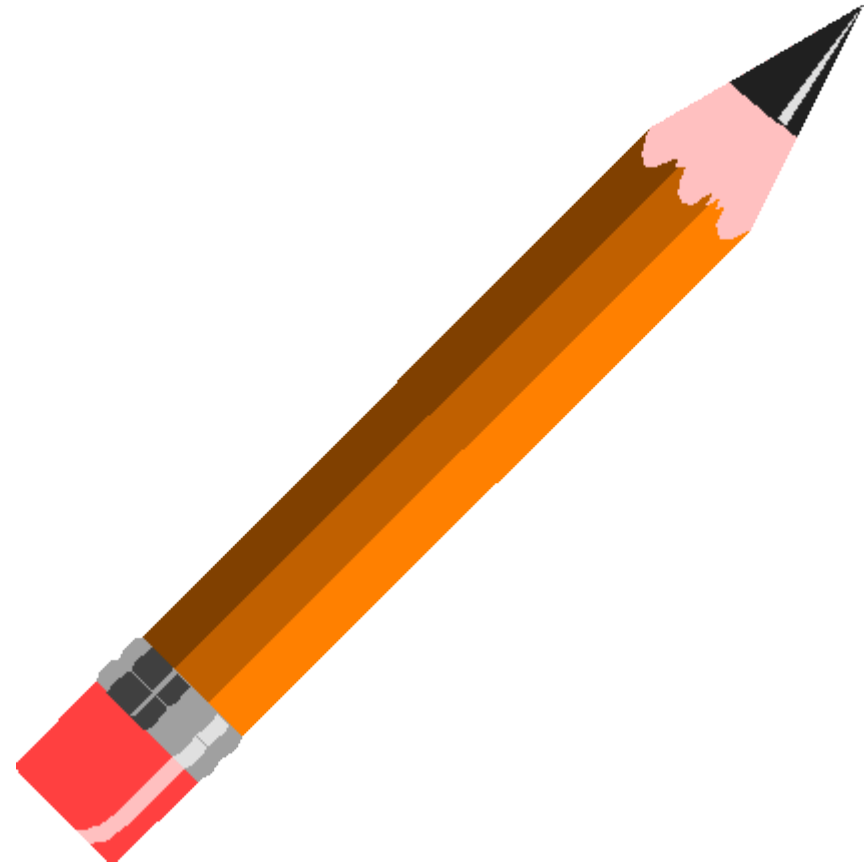


No Chinese,

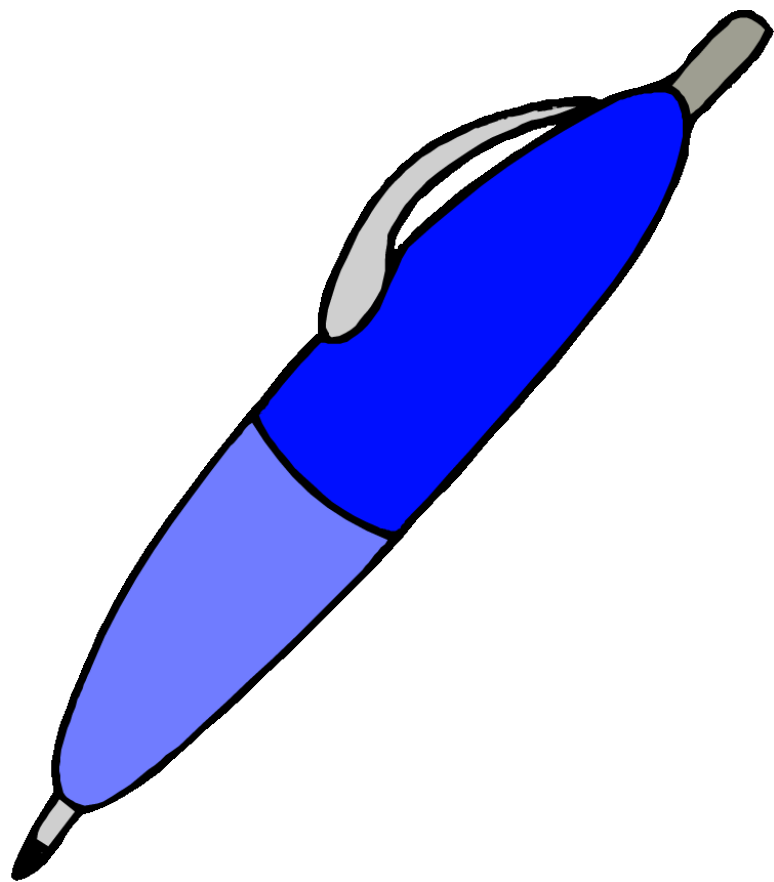
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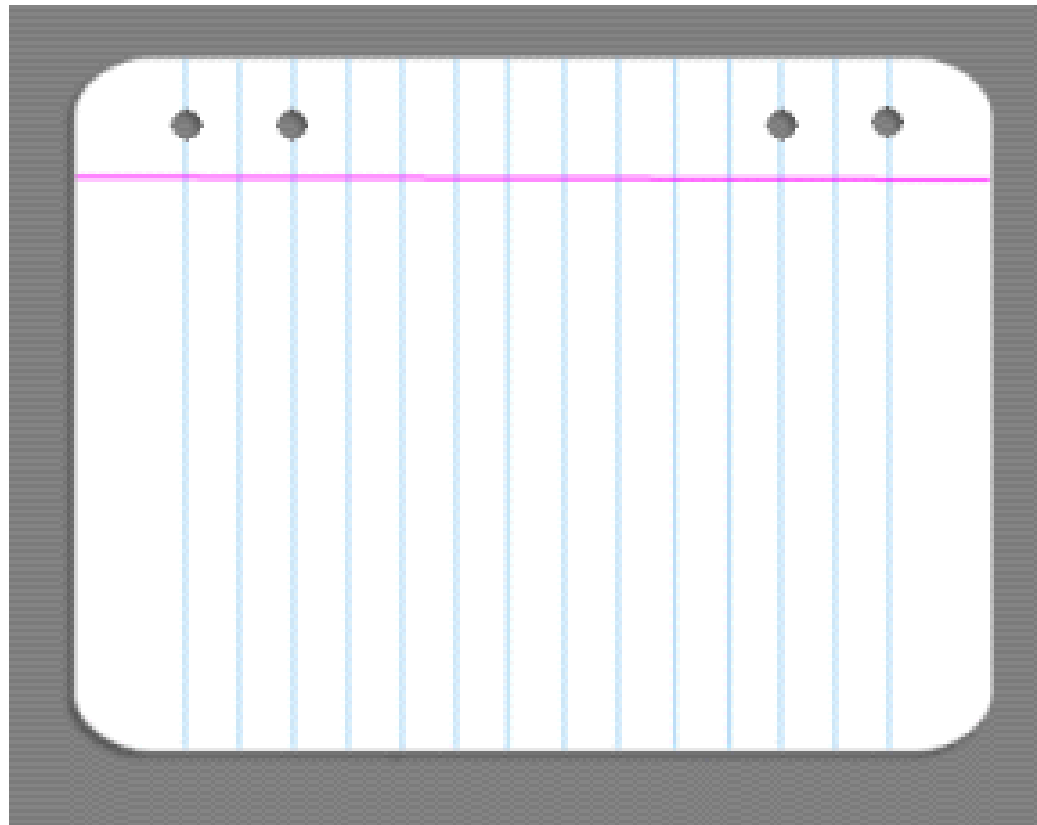
Pencil



Pen

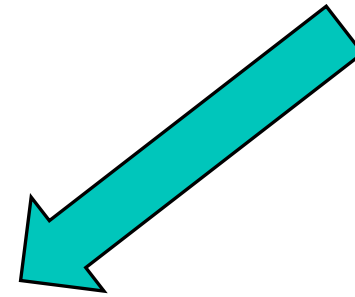
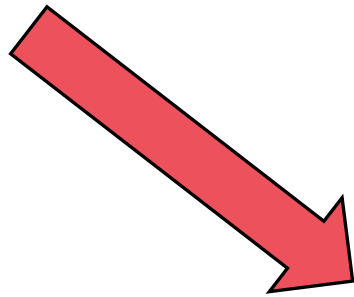


Paper

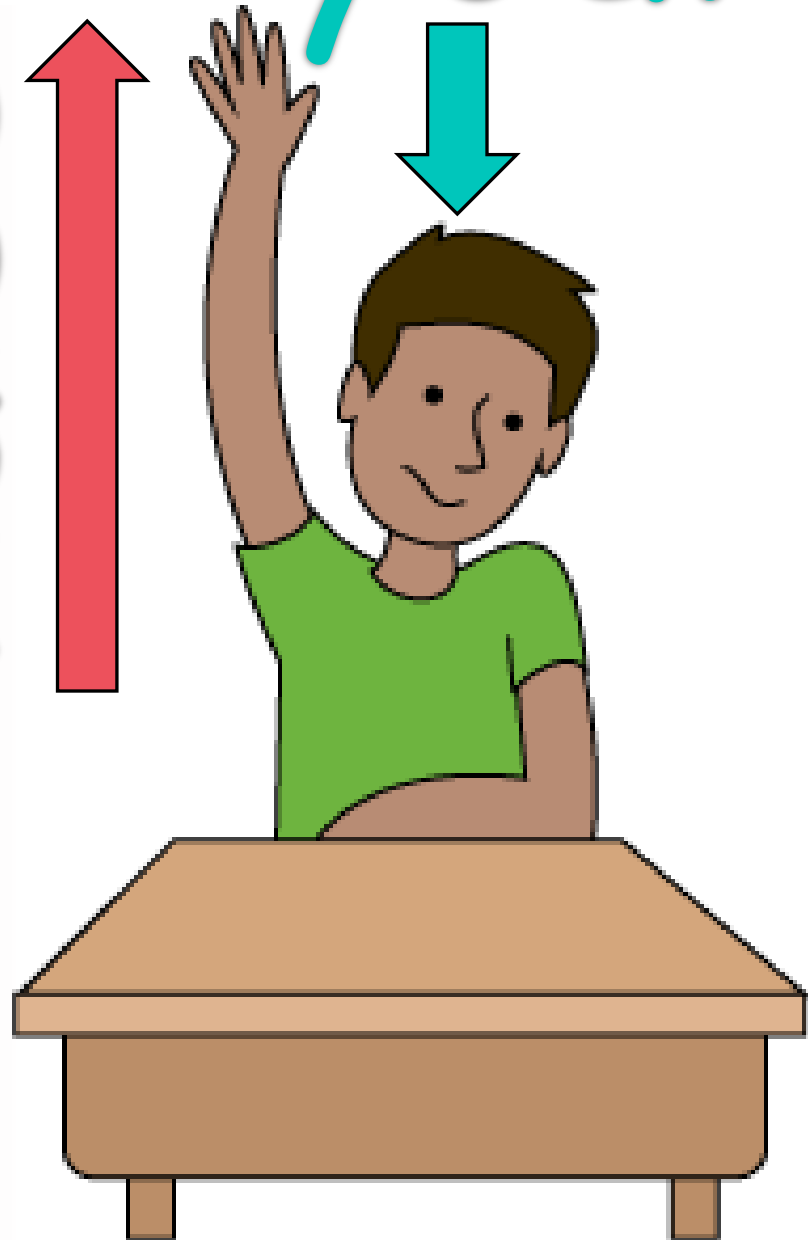
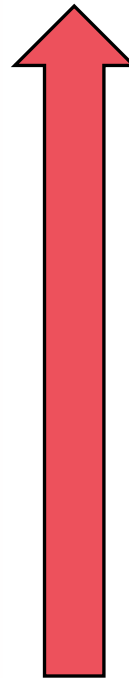


Desk

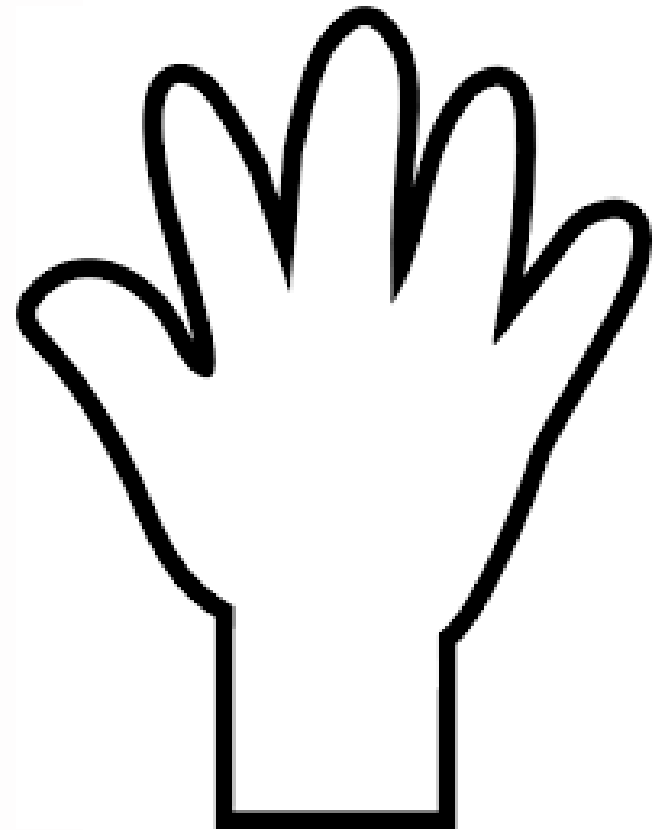
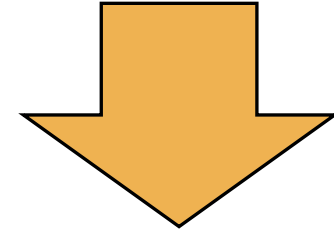
Chair



raise



your hand





Break Time: 10 minutes



Why the games?

Games help students “tune in” to English



This communicates to students...

- We use English here...
- So start thinking in English when you enter
- “Showing” not “telling”

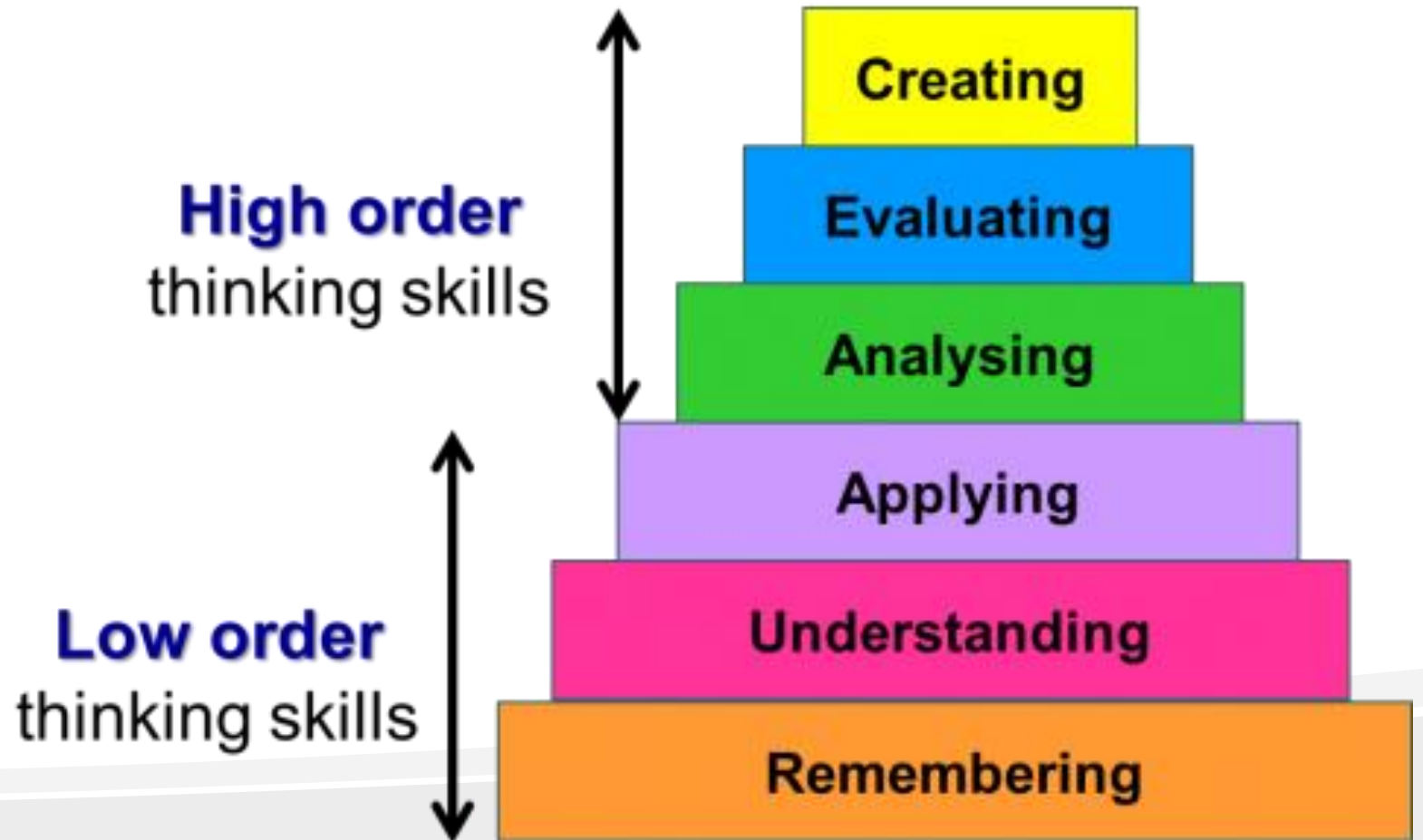


TETE in Action: “Learn by Playing”



Utilize Higher-Order Thinking

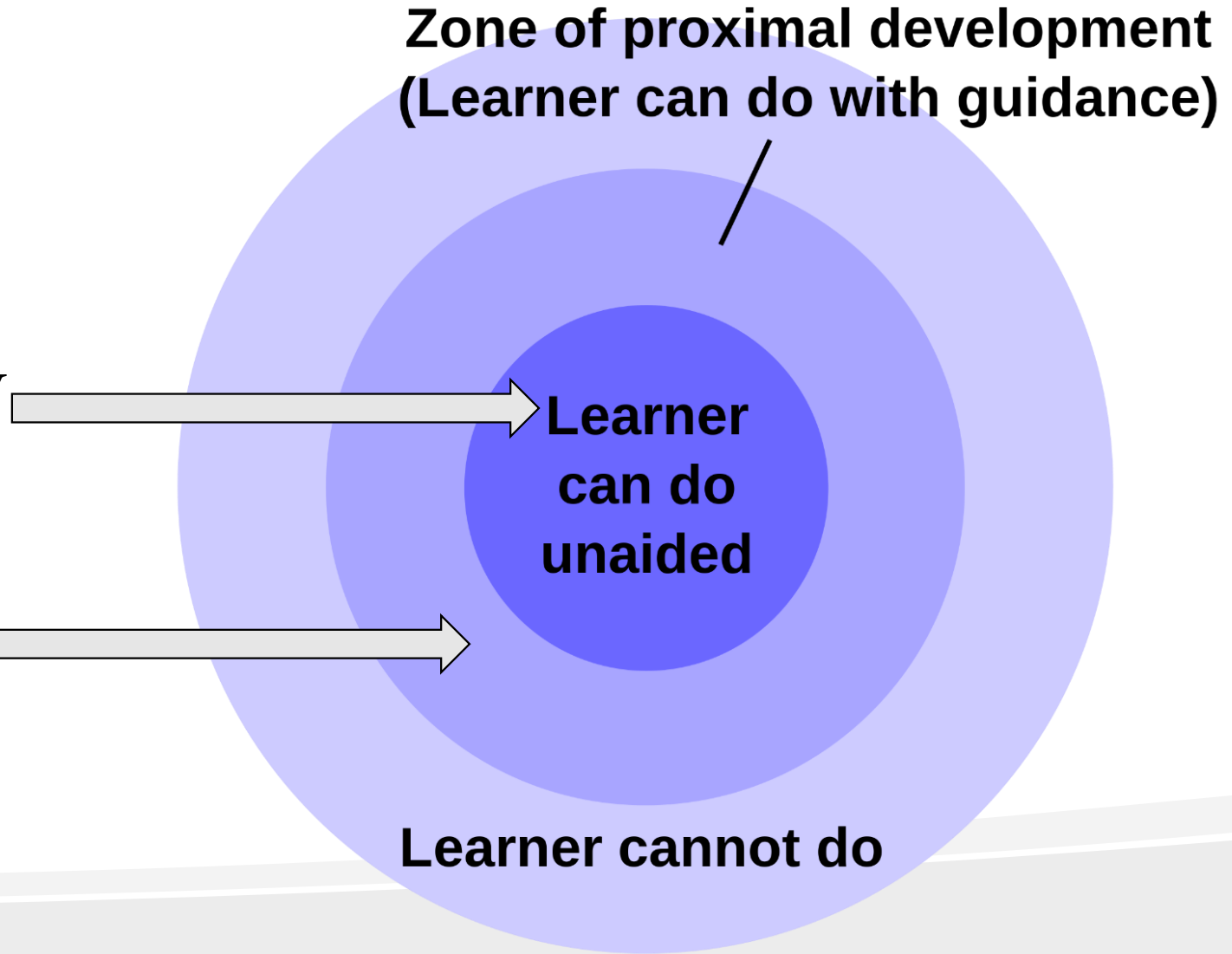
- Gives students the *cognitive and social skills and habits* required for success in an ever-changing world



Vygotsky's Zone of Proximal Development:



- What a student can achieve independently
- What a student can achieve with your help



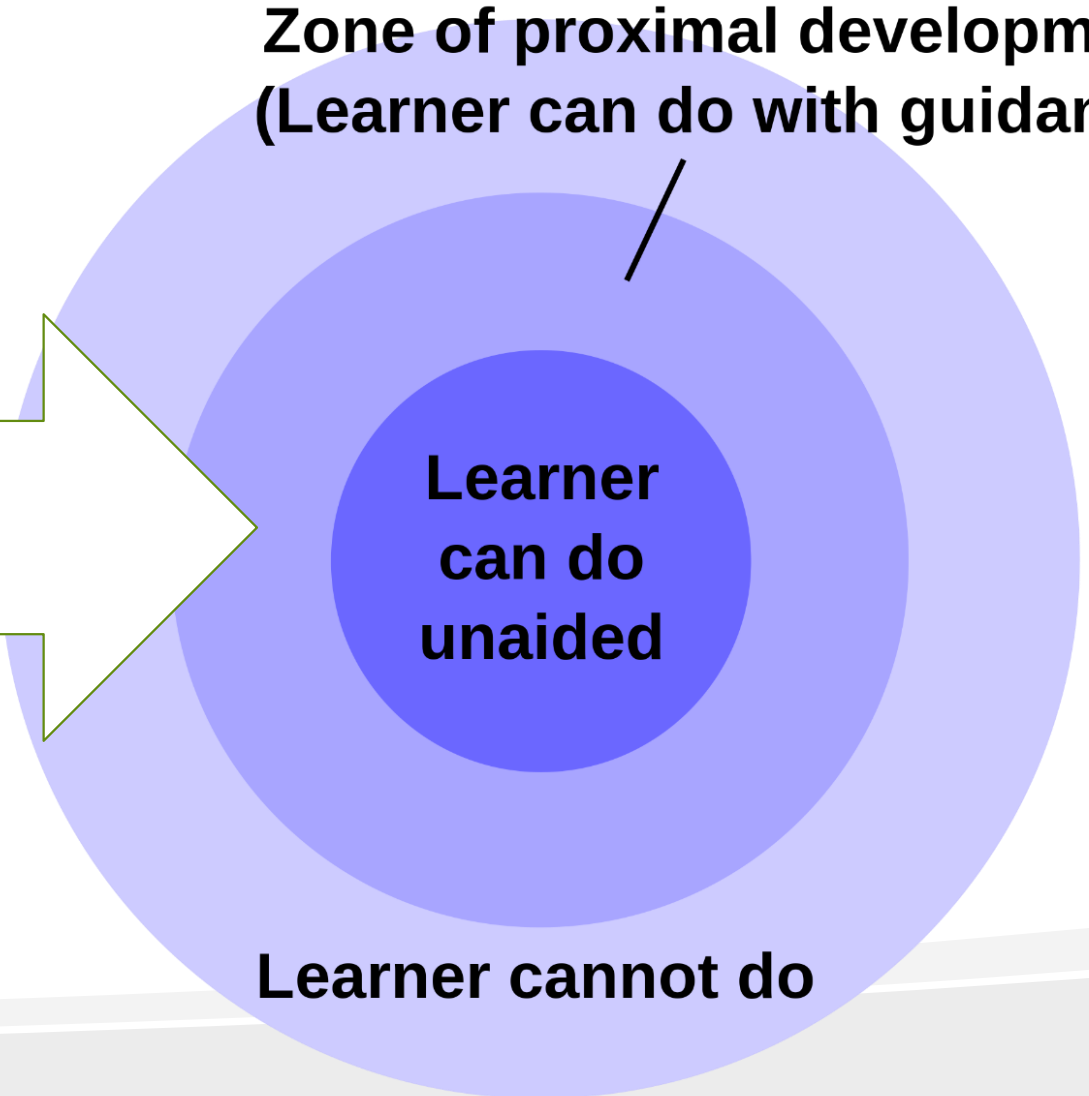
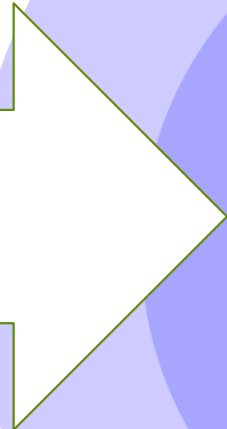
Vygotsky's Zone of Proximal Development:

- Alone can be scary...
- ...but together is fun!
- "Safe risks" are taken more often

Zone of proximal development
(Learner can do with guidance)

Learner
can do
unaided

Learner cannot do





Games = Opportunities for English

- How do games create English-speaking opportunities?
- Students are more willing to challenge themselves, if they're having fun.
- “Neither teacher nor students should worry too much about small mistakes.” (Jane Willis, *Teaching English through English*)
- “The important thing is that students understand and be understood.” (Jane Willis, *Teaching English through English*)



Method: Stage Your Language

- Use all your Teacher Tools. Use your...
- **WORDS** (*be concise AND precise*)
- **VOICE** (*tone, volume, rate, pitch*)
- **HANDS** (*common gestures, TPR*)
- **BODY** (*role play, charades*)
- **PENCIL** (*drawings engage students of all levels*)
- **SURROUNDINGS** (*be creative, your room is full of tools*)
- **HOW** do we use these tools?
- **Turn language acquisition into a game!** (*Origami example*)

PERSIST
UNTIL
SOMETHING
HAPPENS

Use your



words!

Use your

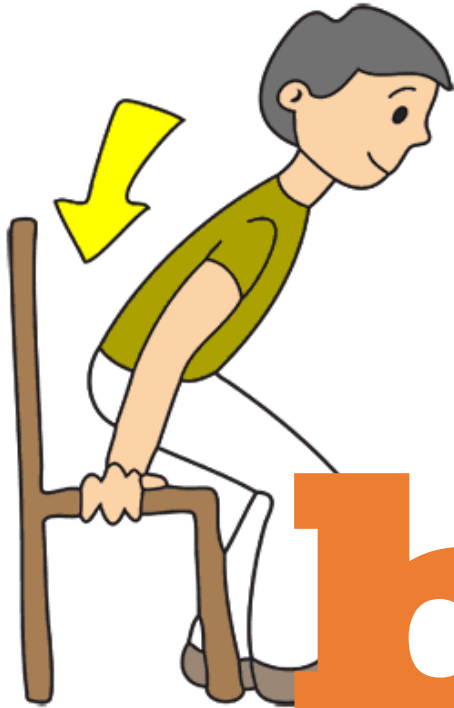


What's
this?

hands!

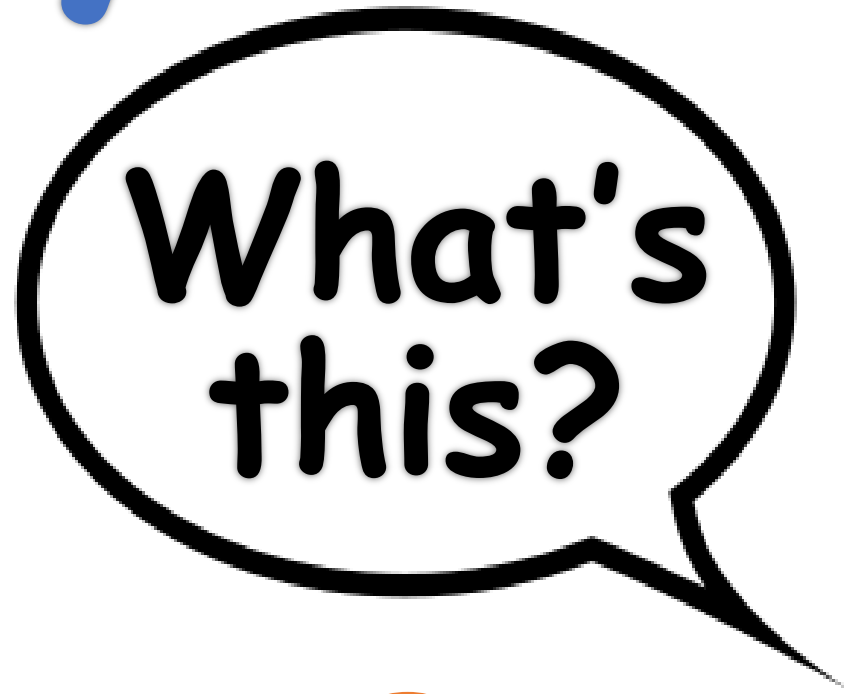
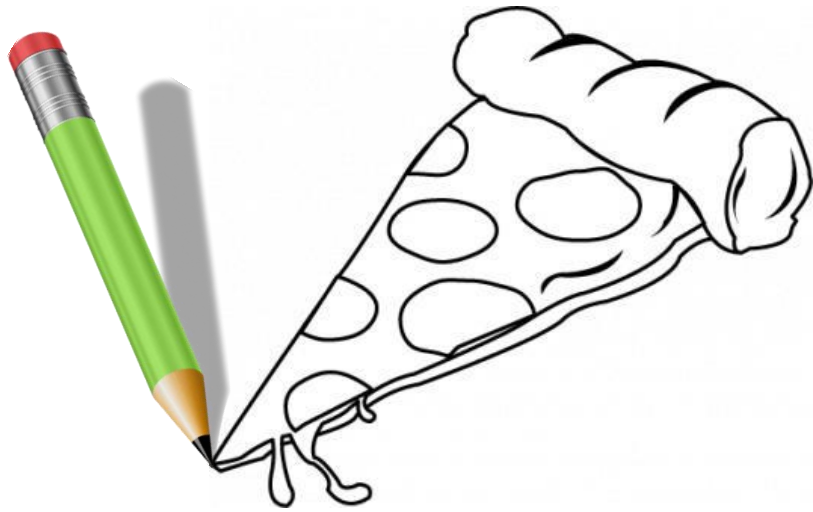
Use your

What's this?



body!

Use your



pencil!

Use your

What's
this?

BOOM!

TNT!

sounds!

Use your

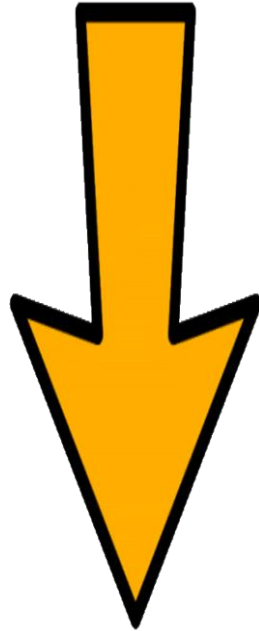
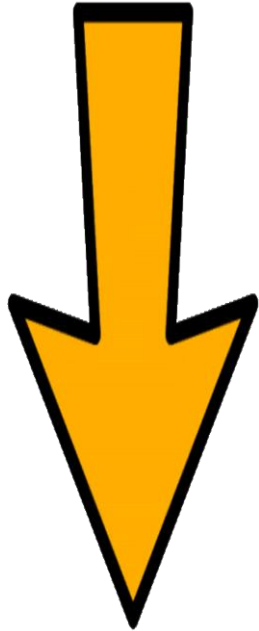


finger!

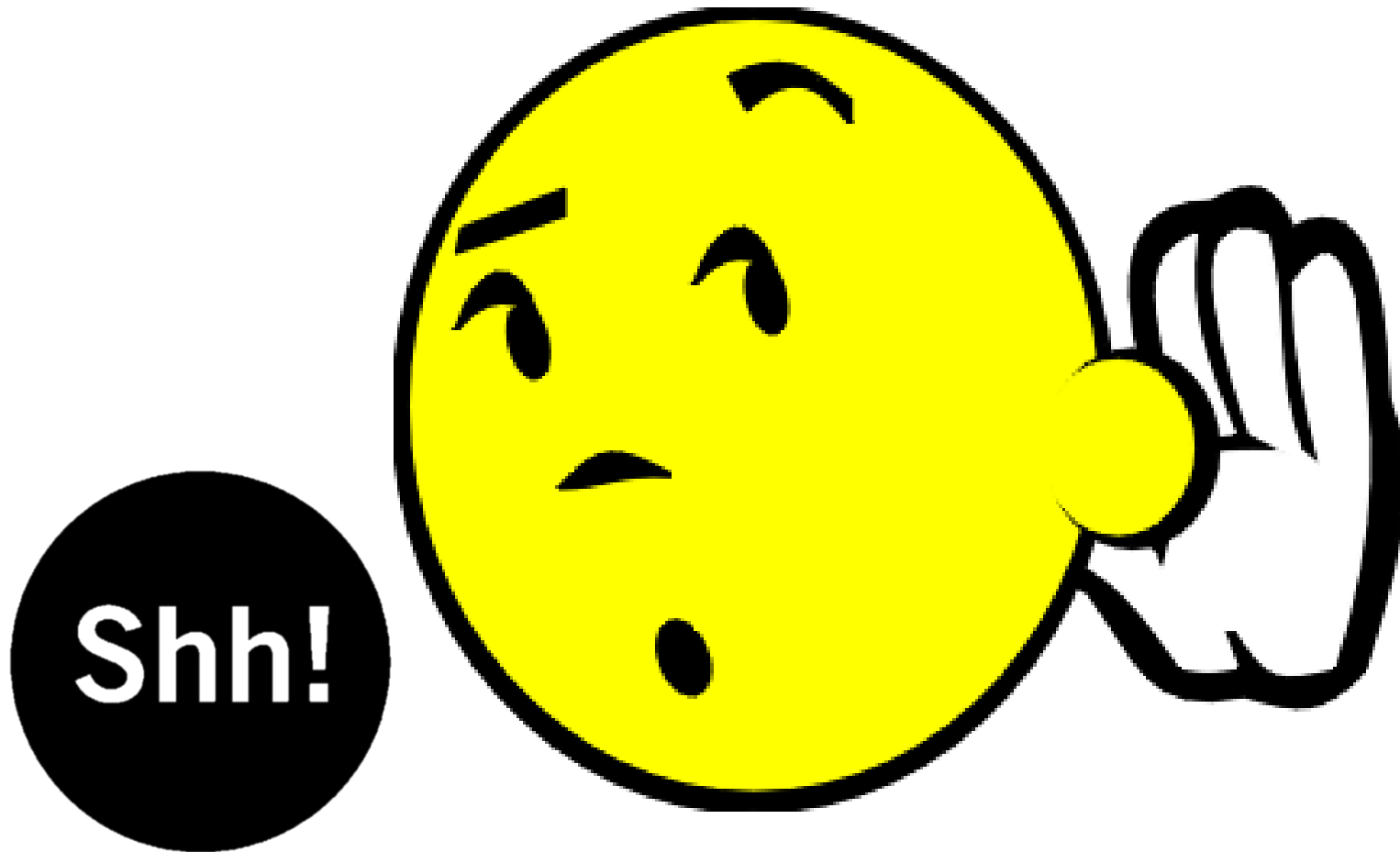
L



K



Listen



Looking in the Mirror, not Out the Window

- When communication breaks down, where do we look?





Giving Instructions: How to keep it simple

- **Focus on necessary English**
- Repeat key words and phrases before introducing new ones
- Cut unnecessary words
- Supplement English with visual aids
- PUSH: Persist Until Something Happens!
- Every student learns differently, so use variety!
- What techniques worked during our game instruction?
- Which ones were confusing?

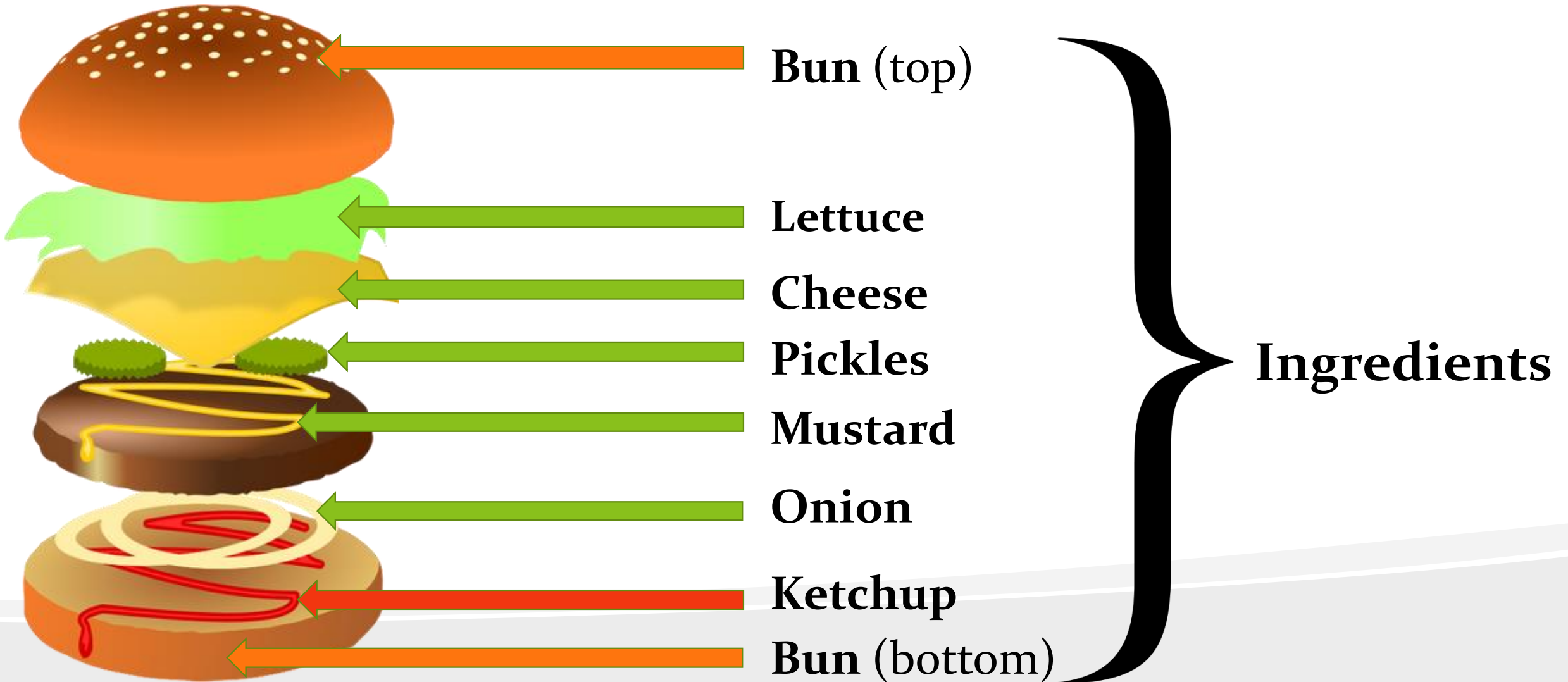


Instructions: Keep it simple

- **How to make a hamburger**
- 1. Gather all the necessary ingredients. Ingredients are the necessary components to complete a recipe. The ingredients for this recipe are a hamburger bun, onion, ketchup, mustard, pickles, hamburger patty, cheese and lettuce.
- 2. Take the hamburger bun, cut it in half, lengthwise, then separate the two halves.
- 3. Put ketchup on top of the bottom half of the inside of the bun, then place the onions on top of the ketchup you just applied.
- 4. Place the hamburger patty on top of the onions, with a squirt of mustard on top.
- 5. Place pickles on top of the mustard, then cover hamburger patty, pickles and mustard with a slice of cheese.
- 6. Place the lettuce on top of the cheese, then put the top half of the bun on top of the lettuce to complete the hamburger.

Instructions: How to make a hamburger

*Example courtesy of Chris Minnaar, Chang Ping Elementary School





Game #1: Mystery Picture

Instructions

- 1. We will use your words from class to play a game today, “Mystery Picture!”
- 2. These are the words we will use during the game, we will not use other words (Ant, boy, cup, dog, egg, fish, goat, hat, etc.)
- 3. First, I will choose one word, but I won’t tell you which one
- 4. Next, I’ll draw the word on the board. Raise your hand if you know what I’m drawing.
- 5. Finally, I will choose two or more of your words, but still won’t tell you which ones. I will then combine the two vocabulary words into a single image which I will draw on the board. Raise your hand if you know what I’m drawing.
- 6. The order in which you identify the two words does not matter, only that you correctly identify them. Please say them together, like a compound word.
- 7. **Ready!?**



Game #1: Mystery Picture

Instructions

- 1. What grade level is this game for?
- 2. Can you teach this game, after I explained it so clearly?
- 3. Was I **precise**?
- 4. Was I **concise**?
- 5. Can we teach this game using only English?
- 6. Yes, *if* we choose our words carefully.
- 7. **Let's try again.**



Game #1: Mystery Picture (Grade 2+ Lesson)

Instructions: Learn by playing

- **Necessary English...**
- 1. What's this?
- 2. One
- 3. Two
- 4. Yes
- 5. No
- 6. Try again
- 7. Together
- **Students learn by playing**

Game #2: Secret Word



Instructions


- 1. We will use your words from class to play a game today, “Secret Word!”
- 2. To begin the game, we need two student volunteers to sit in front of the class with their backs to the board.
- 3. Next, I will write a “secret word” behind them. Neither student may look behind them. If you are in the audience, don’t say the secret word, or try to give any clues.
- 4. After I give the signal, raise your hand to give your classmates clues that can help them guess the secret word, but don’t say the secret word directly.
- 5. Also, please don’t speak Chinese or use hand gestures. You must only rely on your English skills.
- 6. Later, to increase the challenge, we will add a list of words you are not allowed to say.
- 7. If the two volunteers can’t correctly guess the secret word, or at least part of it, within three guesses, the teacher will gain one point. If they *do* guess the word correctly, you, as a class, will receive a point for their answer, as you are all working collaboratively together to beat me.
- 8. Ready!?



Game #2: ~~Secret Word~~ What's the Word?

Instructions

- 1. What grade level is this game for?
- 2. Can you teach this game, after I explained it so clearly?
- 3. Was I **precise**?
- 4. Was I **concise**?
- 5. Can we teach this game using only English?
- 6. Yes, *if* we choose our words carefully.
- 7. **Let's try again.**



Game #2: ~~Secret Word~~ What's the Word? (Grade 2+ Lesson)

Instructions: Learn by playing

- **Necessary English...**
- 1. What's this?
- 2. Look/Don't look.
- 3. Say/Don't say.
- 4. Help them say this.
- 5. Don't say this.
- 6. No Chinese.
- 7. No hands.
- **Students learn by playing**

 **Thank you for coming!**

- James Wax
- **Contact: Jameswax@gmail.com**
- **Download PPT and materials:**
<http://tesag.ntpc.edu.tw/web/1english/>