

COMMUNICATIVE SKILLS

WARM UP

- Students make a line to form two groups. (depends on number of students).
- Some words will be whispered to sts at the end of the line. Students will have to whisper the words to the student next to them and so on (Chinese whisper).
- The st at the front of the line will write the whispered words on the blackboard.

Words:

mountains
visiting
watching

swimming
playing
beach

going
city
climbing up

climbing
hiking
listening

Sts will continue working in groups of five. Each group will be given a set of cards (see appendix one).

- A student from group A takes a card and reads it without showing it to anyone else. The student will mime the action to her/his group. Each group will have three tries. If the group doesn't guess, the other group will have a chance to guess.
- The group with more cards guessed wins.

MAIN ACTIVITY.

1. Students will be asked the relation between the words they have just mimed and the words: mountains, city, beach (activities done in beach, mountains and city).
2. Students get in pairs.
3. Cards with actions (see appendix one) will be posted around the classroom.
4. Students will be told that a friend from other country is going to visit them. Students will be asked to agree which place they are going to take their friend to and what activities they are going to do. Only four activities can be chosen.
5. Students will give reasons why they chose the place and the activities.
6. Students will plan the activities for a four day visit.
6. Teachers will share their information with another pair.

POST ACTIVITY.

1. After students have finished sharing information, they will be given a sample letter.
2. Students will write an informal letter to their friend, explaining where they are going to go and what places they are going to visit.

The linguistic aim of this activity is: "going to" for future plans.



Communicative Skills For Esl Teachers

SJ Ball



Communicative Skills For Esl Teachers:

Educating the Minority Language Student Stefan Jaeger,1900 English Language Learning in the Asian Context 2nd Edn Paul Robertson,2005 *Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education* García-Sánchez, Soraya,Clouet, Richard,2022-05-27 It has never been more important for schools and instructors to consider best practices and strategies to appropriately design effective English language courses Teaching English successfully to diverse audiences requires an understanding of how to communicate with students based on their individual needs and backgrounds In order to ensure schools provide the best English language education possible they must examine and apply innovative research in the field Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education reviews and reports the current research methods and theoretical advances in English language learning linked to applied technologies and action research The book considers the most innovative approaches to English language education from an intercultural and communicative perspective that covers key concepts such as collaborative ubiquitous learning and multimodal communication Covering topics such as social networks virtual environments and intercultural awareness this reference work is crucial for academicians researchers scholars practitioners instructors and students The Study of Second Language Acquisition in the Asian Context ,2006 This book will be of special interest to English teachers and those in professional development in the region and or who have classrooms with Asian learners Paradigms appear to be shifting in Asian L2 learning in a region providing huge growth in English education This will have an important bearing on the profession including researchers worldwide Service, Satisfaction and Climate: Perspectives on Management in English Language Teaching John Walker,2010-10-06 Service Satisfaction and Climate Perspectives on Management in English Language Teaching presents the results of research carried out in New Zealand to demonstrate the ways ELT can be conceptualized in terms of service and climate Although ESL is a major worldwide service industry employing large numbers of professionals and serving millions of clients it is an under researched field and one that is under represented in the management business literature This omission is particularly noticeable given that ELT has its own particular themes problems and issues For instance ELT is an educational service yet exists within a commercial context Its clients are from different cultural and linguistic backgrounds In many ELT contexts the cultural and linguistic backgrounds of the service providers are different from those of the clients Thus the service provision has a strong cross cultural dimension Yet the ELT sector is largely missing from the educational and the management literature This book seeks to fill the gap through discussion of ELT as a service issues surrounding ELT teachers as service providers the work of ELT managers client expectations and perceptions of ELT service comparison of staff estimates and client ratings of service quality and considerations of service milieu and climate in ELT centers *Teachers' Communication Skills and Strategies in the ESL Teaching Context* Fahainis Mohd Yusof,2013 *Resources in Education* ,1993-10 **Teaching ESL Composition** Jane B.

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 McAllister,1984 LEP Handbook for Co-op Teachers Jim Cockrum,1987 **English Language Competence and**
Attitudes Toward Communication Skills of Puerto Rican Twelfth Grade Students Diana Isabel Soltero,1982 **The**
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