The BEYOND OUR BORDERS workshop prepares short-term volunteers to use Teaching English as a Foreign Language (TEFL) as a tool for building relationships out of which to share the love of Jesus Christ. It models an approach that is interactive, task-based and learner-centered. Training combines process and content by employing 35 teaching techniques in the presentation of the basics for communicative language teaching. Participants learn to create culturally appropriate lessons related to students’ needs and interests in settings that permit the use of scripture and those that do not.
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FOREWORD

For God-honoring effectiveness in preparing volunteers to teach English as a Foreign Language, please honor the prescribed eleven hours of participatory TEFL workshop experience. An adequate job for training two-week volunteers cannot be done in less time. Plan for more—adding any additional time to the small-group preparation and presentation of original lessons—but do not plan for less. The recommended workshop schedule options take into account the time constraints of short-term volunteers.

'Tis true that you can make TEFL Missions awareness presentations in less time, but you cannot send out prepared, confident, knowledgeable, enthusiastic TEFL volunteers with less training. Tell the skeptics you meet that some few first-time volunteers think they know all they need to know to teach English. They say, “I can ‘wing’ anything for two weeks!” Without exception, these individuals are eager for training before going again.

Participation in a short-term mission trip overseas requires a serious commitment of time and financial resources. While the retirees in the group will likely have flexible schedules, the college students, employed persons, and busy professionals will be using valuable vacation time in order to have this service opportunity. They will be using their “day(s) off” to attend your workshop! Prepare and present in such a way that trainees will consider their time well spent.

Successful persons in the workplace are persons of excellence. They know that quality input is essential for quality outcomes. They routinely seek the most from their investment of time and money—through hard work. Every individual learns from life experience that good results require effort. These concepts must carry over as TEFL missions volunteers prepare for and complete this Kingdom work experience with eternal significance.

May God bless you in your commitment to represent Him well! “Whatever you do, work at it with all your heart, as though you were working for the Lord, and not for men.” (Colossians 3:23)

--Doris Edwards
January 2006
RECOMMENDED WORKSHOP SCHEDULE

Welcome/Devotional/Prayer – 5 minutes

Introductions/Overview/Expectations – 25 minutes

Using the Bible in TEFL—45 minutes [followed by 15-minute break]

Principles of Teaching English as a Foreign Language – 90 minutes

Lesson Planning – 8 hours

  Prayer/Devotional/Intro (20 minutes)
  Teaching Sequence (20 minutes)
  Teaching Activities (60 minutes) [followed by 15-minute break]
  Demonstration of Novice Lesson (30 minutes)
  Lesson Plan Cover Sheet (10 minutes)
  Lipson Video Introduction/Viewing/Debriefing/Lipson & Teaching Sequence (45 minutes)
  Demonstration of Multilevel Lesson (20 minutes)
  Other Activities in BOB Sample Lessons (20 minutes)
  Review of all Teaching Activities (20 minutes)
  A Look at the Remaining TEFL Bag of Tricks (5 minutes)
  Reminders for Lesson Planning (15 minutes)

Small Group Lesson Planning (120 minutes) [break @ individual discretion]

Presentation of Lesson Highlights (60 minutes, i.e., 10-minute presentation for each of four groups/5-minute critique of each)

Wrap-Up (15 minutes for closing thoughts/certificates/prayer/evaluations—if CCW first or not at all)

TOTAL TIME If teaching a large group (20-30): 11 hours of class time (3 Fri./8 Sat.) including a 15-minute break Fri. evening, a 15-minute break Sat. morning, and a 45-minute lunch on Sat. The Sat. afternoon break comes at the discretion of each small group during lesson planning. (If less than 11 hours of class time, allow ten-minute breaks and a half-hour for lunch on Saturday. Adjust the time for lesson preparation, as needed, keeping as much of the optimum two-hours as possible. With four small groups, it is essential to allow a total of one hour for presentations.)

SUGGESTED: Light supper at 5:30 Friday; 6:00-9:00 class (registration during 15-minute break); Continental breakfast 8:00 Saturday; 8:30-5:00 class (Optional: - three additional hours on Friday afternoon or Sunday afternoon for Cross-Cultural Witnessing)
TRAINER TIPS

1. With God’s help, you can do this! Rather than being overwhelmed by all you must do, (1) use sticky notes to organize (e.g., cells, handouts), (2) prioritize by sequencing sticky notes, then (3) focus on one step at a time.

2. The Abstract on p. x of the Teaching Guide or text in the box, p. ii, may be useful in publicity for your workshop.

3. Customize the heading of the syllabus and certificate (date, place, etc.) prior to duplication for each workshop.

4. When making laminated strips, laminate a whole page first, then cut strips.

5. Visualize and carefully think through every aspect of presentation. Have a checklist of what you must physically do in the room before the first person walks through the door. Allow yourself ample time for set-up in anticipation of the one participant who always arrives thirty minutes early!

6. On pages that introduce each section of the Teaching Guide, use the boxes beside each item under “Advance Preparation” to check progress as you prepare to lead a workshop.

7. If not using Power Point, place overhead cells in protective sleeves and insert them where needed in the Teaching Guide (or in folders, if using the folder method). Organize props, manipulatives and handouts that you must quickly put your hands on by sequentially arranging them in folders, labeled brown envelopes and/or Baggies.

8. Write out a detailed timeline (with specific clock times) on a single sheet of colored paper. Keep this next to your Teaching Guide for frequent referral to keep you on schedule. Avoid falling behind and having to be in “catch up” mode throughout the remainder of the workshop.

9. Write clock times on small sticky notes and place these strategically throughout the TG to keep you on schedule. These are easy to adjust for varying circumstances in each workshop you lead. (Don’t forget to mark break times and meal times with the sticky notes—as well as teaching sessions!)


11. Use several different highlighter colors to mark the icons in the left margin of your Teaching Guide. The icons will prompt use of an overhead cell, a handout, a question requiring audience response, a time to form pairs or small groups, or a time for you to do something.
12. “Teacher-speak” in this Teaching Guide will be in bold print and within quotation marks. For additional prompting, you may wish to highlight these sections with another colored highlighter pen. (An electronically highlighted version is available upon request.)

13. Know in advance how you will be permitted to attach items to the walls of your room. Plasti-Tak and blue carpenter’s tape are usually safe to use.

14. Write the definition of TEFL missions on a single thickness of white plastic trash bag to demonstrate this use overseas.

15. Cues are provided for using either PowerPoint or overhead cells. PowerPoint requires initial practice but is easier and more fun to use, once you get the practice behind you. ☺ A PowerPoint CD is available upon request for workshop use.

16. If using PowerPoint, allow extra time for setting up the laptop computer and PowerPoint projector in advance of your first session.

17. To avoid leaving out something, move a paper guide (or a 4x6 colored index card) beneath your words on a page. If you stop to answer a question or share a story of your own, this makes it easy to pick up where you left off.

18. Prior to each session, if using an overhead projector, check the position for the first overhead cell you will use. Periodically, check cells for clarity and placement on the screen or wall.

19. Prior to each session, double check cueing of audio/video tapes and arrange them in the order of use.

20. Provide the complete manual for each workshop participant; or, if you sense that your two-week volunteers are “bottom-line” individuals, duplicate Part One only for your workshop. In the latter case, duplicate the six pages of “Using the Bible to Teach English” as a handout, and make sure that at least one in every church group has the entire manual for reference.

21. In order to give a background of understanding and minimize the feeling of being overwhelmed by the volume of new information, suggest that participants read Part One of the manual prior to the workshop, if at all possible.

22. Use participant’s colored bag (provided in the first session) as a depository for handouts and “sweet” surprises throughout the workshop.

23. Following the use of laminated items, ask someone (in advance) to be responsible for taking these up, in order to save you time and distraction.

24. Be sensitive to a group’s need to stretch or take a restroom break.
25. Immediately prior to each break, give a quick preview of coming attractions, i.e., let
trainees know what to look forward to after the break. Following each break, refocus
with a summary statement about what you have just covered.

26. For demonstrating the Novice lesson, xerox and staple together another copy of the
lesson for you to hold as you walk about the room. Mark this copy in ways that are
helpful to you.

27. On Friday night, take the Reflective Writing papers “home” with you. In your
comments, model the teacher’s response in Dialogue Journaling, p. 52. For easy
distribution Saturday morning, arrange the papers in numerical order (according to
telephone numbers in the upper right corner of each paper).

28. Be prepared to share your list of favorite books to take to an EFL setting. You will
likely be asked about this. Invite participants to turn to the Teaching Materials, pp. 122-
129, and point out your favorites.

29. If using laminated manipulatives, count them following each workshop to see if
anything has been lost and needs replacing.

30. In unusual circumstances, if you are pressed to provide one day of training, the
following schedule is recommended for eight hours of workshop, including lunch and
breaks:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
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<tbody>
<tr>
<td>Using the Bible</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Novice Lesson Demo</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Multi-Level Lesson Talk-Through</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Teaching Sequence</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Teaching Activities</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Overview of Remaining Teaching Activities in Sample Lessons</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Review of Teaching Activities</td>
<td>15 minutes</td>
</tr>
<tr>
<td>SG Preparation/Presentation Of Original Lessons</td>
<td>150 minutes</td>
</tr>
<tr>
<td>(90 prep/60 presentation)</td>
<td></td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Two 10-Minute Breaks</td>
<td>20 minutes</td>
</tr>
<tr>
<td>TOTAL</td>
<td>480 minutes or 8 hours</td>
</tr>
</tbody>
</table>

Throughout BOB and this Teaching Guide, you will find the following abbreviations:

- TG – Teaching Guide
- Ss – Students
- GP – Guided Practice
- S1 (etc.) – Student One or first student
- CP – Communicative Practice
- SG – Small Group
- CCW – Cross-Cultural Witnessing
- LG – Large Group
- OH – Overhead Cell use
HANDOUTS AND OVERHEAD ORIGINALS FOR BOB WORKSHOP

Note: Handouts indicated with (*) are the responsibility of the workshop host. Prior to the beginning of the workshop, they are to be given to you as follows: handouts #2-#7 collated but not stapled; #8 and #12 stacked separately; #15-#18 and #21 collated but not stapled; #22 stacked separately. All others are the responsibility of the workshop leader (a one-time-only preparation to be laminated for repeated use).

HANDOUTS
- 01 Teaching Activities Wall Signs—one set (35 pages) mounted on colored paper and laminated
- *02 Syllabus—one per person (customized for each workshop)
- *03 Testimony Critique—(1/2 page per person)—if including the CCW module
- *04 List of Proverbs—one per person
- *05 Adult/Child Differences—one per person
- *06 Right/Left Brain Dominance—one per person
- *07 ”Why English Is So Hard”—one per person
- *08 ”The Marlup”—one per every 3 persons
- 09 Role Play to Introduce Language Functions (cut into strips)
- 10 Ten Activities to Make More Interactive (a single copy for the workshop leader)
- 11 Verb Strips for Charades (one set for each small group)
- *12 Everyday Activities Interview—one per person
- 13 Creation Strip Story (one set cut to show during demonstration)
- 14 Teaching Activities to Categorize (laminate/cut—one set per pair or small group)
- *15 ”Tips for Creating a Communicative EFL Lesson”—one per person
- *16 ”Characteristics of a Professional Volunteer”—one per person
- *17 ”Crazy English”—one per person
- *18 ”Why...How Is It...Can You Explain?”—one per person
- 19 ”Chatter” Etiquette Sheets (one set --6 pages/12 cards to cut—laminated—for CCW only)
- 20 Discussion Questions for Case Studies in CCW (cut to make seven copies of questions)
- *21 Evaluation Form (1/2 page per person)
- *22 Certificate for BOB Workshop—one per person (customized for each workshop)

OVERHEAD ORIGINALS (only if not using Power Point)
- OH 01 English Today (2 pages)
- OH 02 Four B’s of Bible-Based EFL
- OH 03 EFL Distinctives
- OH 04 Three Stages of Language Acquisition
- OH 05 Teaching Sequence (headings only)
- OH 06 Arabic Proverb
- OH 07 Checklist of Things to Do Today for Novice Lesson demonstration
- OH 08 Seven Components of a Communicative Lipson Lesson (headings only)
- OH 09 Creation Story Pictures
- OH 10 Creation Story Core Sentences
- OH 11 Creation Story Cloze for High Beginner
- OH 12 GP / CP Comparison
- OH 13 Categorizing GP / CP Activities
- OH 14 Checklist of Essential Elements for Critiquing Lesson Presentations (2 pages)
- OH 15 World View Equation
- OH 16 Three Definitions of Culture (glue...shorthand...blueprint)
- OH 17 Two Definitions of Culture (a system...a total pattern of...)
- OH 18 Culture Shock Definition (a generalized trauma...)
- OH 19 Symptoms of Culture Shock (2 pages)
- OH 20 Four Stages of Acculturation
- OH 21 Eugene Nida Quotation

[NOTE: OH Numbers 15-21 above are only for use in the Cross-Cultural Witnessing component of the workshop.]
ABSTRACT

Beyond Our Borders:
Teaching English as a Foreign Language
by Doris Edwards

The Beyond Our Borders workshop prepares short-term volunteers to use Teaching of English as a Foreign Language (TEFL) as a tool for building relationships out of which to share the love of Jesus Christ. Based upon research in Applied Linguistics, it models an approach that is interactive, task-based and learner-centered. Training combines process and content by employing 35 of the most successful teaching techniques in the presentation of the basics for communicative language teaching.

The basic training in Part One features step-by-step guidance for planning lessons that focus on a culturally appropriate topic. Volunteers learn to apply teaching principles for writing original lessons or enriching pre-existing materials. Six sample lessons serve as models for teaching various levels of proficiency in a variety of settings, those that permit the use of scripture and those that do not.

Part Two benefits volunteers with longer assignments, including career missionaries. In addition to a quick and easy method of Placement Testing, this section contains separate modules for developing skills in listening, speaking, reading, writing and pronunciation. Volunteers who go for longer periods of time are often called upon to teach one of these specialized classes. Suggestions are provided for choosing materials needed in a longer teaching assignment.

All references to scripture and cross-cultural witnessing are in Part Three. For this reason, it may be removed prior to going to a country with limited access. Page two of the Table of Contents may be adapted to reflect this change. The Resource section lists teaching materials, publishers’ contact information and useful web sites.

The detailed Teaching Guide for workshop facilitators is rich with hands-on experiences to foster enthusiastic participation. The workshop culminates with the presentation of original lessons by participants working in small groups.
Throughout this Teaching Guide, there are icon reminders in the left margin. They serve to prompt in the following ways:

- An overhead cell
- A power point slide
- A handout
- Time for audience participation/feedback
- Dots indicating the number of participants in a group
- Flexibility for stretching or speeding up an activity
- Something special to do by the trainer
- Directing participants’ attention to something in particular
POWER POINT SEQUENCE

General Tips:
[1]  At first, the primary screen is on the laptop. By pressing \text{Fn} and \text{F4}, the primary screen is switched to the projector, and the laptop screen will be dark. By pressing \text{Fn} and \text{F4} a second time, the screen and the laptop will be the same. Press \text{Fn} and \text{F4} a third time to make the laptop the primary screen again.

[2]  To view the PowerPoint presentation, click on the third icon from the left in the lower left (above the bar at the bottom of the laptop screen) OR click the Slide Show drop-down menu at the top of the screen and select View Slide Show.

[3]  To move through a slide with special effects or to the next slide, there are three options:
   (1) Left click.
   (2) Use the down arrow.
   (3) Use \text{pg} \text{ dn} button.

[4]  To get out of the slide show or the PowerPoint presentation, move the cursor across the lower left of the screen until shaded icons appear. Click on the third from the left (looks like a box). On the pop-up menu, click on “End Show.” This takes you back to the laptop screen with PowerPoint slides numbered vertically on the left. You may exit this screen by clicking the “x” in the upper right corner OR using File drop-down menu and selecting Close or Exit.

Slide

#1  Title slide prior to beginning the workshop

#2  EFL statistics (whole slide at first, then 5 more clicks to highlight each statistic as you begin to read it)

#3  BLANK

#4  Contact information about workshop leader (customizing for each leader)

#5  Questions for Get-Acquainted Activity

#6  BLANK (immediately following Get-Acquainted Activity)

#7  Four B’s of Bible-Based TEFL (whole slide at first, then clicking on each “B” as you come to it)

#8  BLANK (immediately following Four B’s of Bible-Based TEFL)

#9  EFL Distinctives 1-3 (clicking to read each one)

#10 EFL Distinctives 4-6 (clicking to read each one)
#11  EFL Distinctives 7-9 (clicking to read each one)
#12  EFL Distinctives 10-12 (clicking to read each one)
#13  BLANK (clicking immediately after last EFL Distinctive)
#14  Three Stages of Language Acquisition (whole slide at first, then clicking to highlight each stage as you come to it)
#15  Clicking twice (BLANK at first)
#16  Clicking two times to highlight ‘see’
#17  Clicking two times to highlight ‘hear’
#18  Clicking two times to highlight ‘do’
#19  Clicking two times to highlight ‘move around’
#20  Clicking two times slowly to highlight ‘touch’
#21  Clicking five times quickly to make all of text appear
#22  BLANK (last one to be used in Session One)

NOTE: Begin Session Two with #22 (blank) as participants arrive. Stay with #22 until the mention of Placement Testing and the use of the Parrot Story.

#23  Parrot Story
#24  BLANK (immediately following Parrot Story)

#25  Teaching Sequence (whole slide at first, then clicking to highlight each of the five sections as you come to it)

#26  BLANK (immediately after the Teaching Sequence)
#27  Arabic Proverb
#28  BLANK (immediately after Arabic Proverb)
#29  Check List of “Things to Do Today” (vocabulary for Novice Demo Lesson)—whole slide at first, then clicking on first five vocabulary items to insert a √ mark after establishing meaning of each of these words)

#30  BLANK (immediately after Presentation of Vocabulary)
#31  Survey information for students to write on the backside of their Interview handout (1st click—title only; clicks 2-4, one at a time for questions; 5th click—revealing column headings to be copied)
#32  BLANK (immediately after Survey Activity)
#33 Lesson Plan Cover Sheet (whole slide at first, then clicking on each item as you come to it)

#34 Grid for Skills Emphases (UNMOVING—NO ANIMATION)

#35 BLANK (immediately following Skills Emphases)

#36 Seven Components of a Communicative Lipson Lesson (whole slide at first, then clicking on each item as you come to it)

#37 BLANK (immediately after the above Seven Components)

#38 Creation Story Pictures to demonstrate use with vocabulary and sentences

#39 Core Sentences for demonstration of the Lipson multilevel lesson re: The Creation Pictures again (to demonstrate use of pictures with sentences)

#40 Cloze (UNMOVING—NO ANIMATION)

#41 BLANK (immediately following brief explanation of Cloze)

#42 GP and CP Keyword Comparison
   On the 1st click, the title appears; on the 2nd click the first word in the left column appears; on the 3rd click, the first word in the right column appears, etc.

#43 Categorizing GP / BOTH / CP (no clicking)

#44 Check List for critiquing the first lesson presentation (whole slide at first, then clicking on each item as you come to it)

#45 Check List for critiquing the second lesson presentation (whole slide at first, then clicking on each item as you come to it)

#46 Check List for critiquing the third lesson presentation (whole slide at first, then clicking on each item as you come to it)

#47 Check List for critiquing the fourth lesson presentation (whole slide at first, then clicking on each item as you come to it)

#48 BLANK (immediately following last presentation of an original lesson)
NOTE: Begin the Cross-Cultural Witnessing session with slide #49 BLANK on the screen.

#50 Worldview Equation
   BLANK on first click, then clicking to make entire equation appear—one line at a time

#51 BLANK (immediately following the Worldview Equation)

#52 Three Definitions of Culture (glue . . . shorthand . . . blueprint)
   Click once for title, then three more clicks to bring up these three definitions as you read them, one at a time.

#53 Two Definitions of Culture (system . . . total pattern)
   Click once for title, then two more clicks to bring up these two definitions as you read them, one at a time.

   NOTE: Remain here while participants answer #3 on p. 110.

#54 BLANK (before moving on to “Chatter” cross-cultural sensitizer)

#55 Culture Shock definition--no clicking this time! (UNMOVING—NO ANIMATION)

#56 BLANK (after participants have answered #4 on p. 110)

#57- Symptoms of Culture Shock (two slides)
   & #58 The first click on each of these slides brings up the slide title. Each succeeding click will bring up the headings and subheadings.

#59 Four Stages of Acculturation (whole slide on first click, then four more clicks to highlight each stage as you come to it)

#60 Ways to Avoid Culture Shock

#61 BLANK (immediately following Ways to Avoid Culture Shock)

#62 Tips for Sharing the Plan of Salvation

#63 Eugene Nida quotation (whole slide on first click, then three more clicks to highlight the capitalized words as you read them)

#64 BLANK (to the end)
BEYOND OUR BORDERS
Volunteers Teaching English as a Foreign Language

I. WELCOME/INTRODUCTIONS (30 minutes total)

Expectation: Participants will begin to know each other; will gain an overview of the content and requirements for this training module; and will be motivated for excellence in their preparation for TEFL missions.

Advance Preparation: (for sections I AND II of workshop)

☐ Laminated Teaching Activities Wall Signs (from Handout #1) attached to the wall
☐ Cling Sheet for wall display of the following definition:
  TEFL Missions: An evangelistic tool that . . . meets a need
  . . . builds a relationship
  . . . gives opportunity to share the love of Christ
☐ Bag (with flag sticker on bottom) placed on table for each participant and filled with the following:
  ☐ Small snack surprise—candy, gum, etc.
  ☐ 16 small Post-Its in each participant’s bag to serve as temporary section dividers for the manual
  ☐ Handout #2: Syllabus
  ☐ Handout #3: Testimony Critique Sheet (if including CCW module))
  ☐ Handout #4: Proverbs
  ☐ Handout #5: Adult/Child Differences
  ☐ Handout #6: Right/Left Brain
  ☐ Handout #7: “Why English Is So Hard”
  ☐ Blank paper for reflective writing
☐ A copy of the Beyond Our Borders manual at each person’s place
☐ (If no PowerPoint) Your contact information and questions written on board or overhead cell (adapted for each group as needed):
  What’s the story behind your name?
  Have you traveled outside the U.S.? If so, where?
  Why are you choosing to participate in this mission project?
☐ Cassette tape or CD of international music cued to play as participants arrive and during break times
☐ (If no PowerPoint) Paper strips of learning styles (TG p. 18)—mounted on colored paper and laminated
☐ Paper strips to demonstrate language functions (from Handout #09: Role Play to Introduce Language Functions)—randomly placed in back of six manuals during “Marlup” activity
☐ Scripture mounted/laminated for demonstrating Dictation Relay
☐ Prepared testimony, if leading Cross-Cultural Witnessing component
Slide #1

WELCOME / DEVOTIONAL / PRAYER 5 minutes

WORKSHOP TITLE prior to beginning of workshop

"Welcome to the BEYOND OUR BORDERS workshop for volunteers Teaching English as a Foreign Language." Ask how many have taught ESL.

Read John 4:35 from either the New Life Version or Contemporary English Version, then say: "As never before, the fields are white unto harvest."
STATISTICS about the importance of English in today’s world—whole slide at first, then clicks as you read each of the following:

Overhead Cell #1: English Today (2 cells)

- English is the official language in 87 nations and territories.
- While it has long been the language of the international market place, English is rapidly becoming the language of diplomacy as well.
- More than half the world’s newspapers, scientific and technical journals are printed in English.
- It is the language of three-fifths of the world’s radio stations and three-fourths of the world’s mail.
- So great is the demand for English language teachers around the world that the teaching of English is ranked as one of the top ten most-needed professions.

BLANK or

Overhead Cell OFF

“The good news is that we have an unprecedented opportunity to ‘join God in what He is doing in the world today’ (as Blackaby says). But, the bad news is the new ‘Ugly American’ image abroad—the ‘ill-prepared, unprofessional volunteer teaching English.’ We are here to change that image! In the words of Oswald Chambers, we want to ‘be kind to His reputation in our lives—to the One whose image we bear.’”

“THIS EVENING you will, first of all, learn the ways to use the Bible in your teaching—then you will have a “crash course” in teaching English to speakers of other languages. All we talk about tonight will be foundational to everything else we do this weekend.”

“TOMORROW MORNING we will examine the Teaching Sequence for lesson planning and see just how easy it is to use this to write original lessons or to write a lesson using existing material. We will have fun sampling some of the teaching activities that breathe life into every lesson. You will see the demonstration of a lesson for beginning-level students. Then you will watch a video of the Lipson method that will surely become a favorite in your TEFL bag of tricks—and look at a sample lesson using the Lipson method with Bible content.”

“Following a review of everything you need to know to create culturally appropriate lessons related to the needs and interests of your students, you will work in small groups to plan and present an original lesson to the large group.”
If including Cross-cultural Witnessing, add: "You will also become aware of cross-cultural issues that impact both teaching and sharing our faith."

“This workshop recognizes that excellence in whatever we do has a testimony all its own. When English teachers earn the respect and trust of students with excellence in the classroom, motivated students welcome occasions outside of class to practice English—and become better acquainted with their teacher who has become their friend!”

[Prayer]

INTRODUCTIONS

25 minutes

MY CONTACT INFORMATION

1. SELF (Refer to your contact information on PowerPoint, overhead cell or board. Establish trust with a brief overview of your experience.)

2. PARTICIPANTS (get-acquainted activity)

“Look, please, at the flag on the bottom of your bag. In a moment, I will ask you to move about to find the person who has a flag that looks the same as yours. Once you find your partner, stand back to back and wait for further directions. You may begin your search now.”

QUESTIONS FOR GET-ACQUAINTED ACTIVITY

“If your name is first in alphabetical order, you be first to interview your partner, using these questions on the screen (or board/overhead cell). Read these aloud. After sixty seconds, I will signal for you to reverse roles, so that the interviewer becomes the interviewee—again for sixty seconds.”

(1) Begin timer for 60 seconds of sharing by each partner.
(2) Begin playing tape or CD of “Getting to Know You” from The King and I (optional).
(3) Signal time limits and role reversal.
(4) Ask each pair to join one other pair and introduce his/her partner.
(5) Set the timer for one minute—four times, once for each person in the foursome.

BLANK or

Overhead Cell OFF

“To help you remember the two activities you have just experienced, please turn to p. 11 and either circle or place a mark beside the Walk-About-Matching Activity we used for matching flags. As you see, this activity gets students moving and may be adapted for any level you
**Teach.** For example, even a *zero* beginner can enjoy success by matching single words and pictures—or numerals and number words."

"*Next* turn to p. 9 and mark the Pair-Square-Share Activity, the joining of one pair of students with another pair for additional practice. This is what you did *after* you matched flag stickers. Pair-Square-Share *makes listening purposeful* and gives each person *much* more time to speak than the old way of teacher-centered instruction, having only one student speak at a time. You will always want to make each activity as *interactive* as possible—with *maximum individual talk-time.*"

### 3. BAG CONTENTS

**Syllabus** (*reference only*)—gives general workshop information to read later

"Your bag will serve as a mailbox throughout our workshop; you might want to check it from time to time for *sweet* surprises. Please leave your bag on the table, as you leave this evening, in order to receive tomorrow’s mail. ☺ I ask also that you refrain from writing on the blank sheet that will be used for a specific purpose later this evening."

### 4. DEFINITION OF TEFL MISSIONS

(1) Direct attention to the definition on the *cling sheet on the wall.*
(2) Lead in *choral reading* of this definition of TEFL Missions.
(3) Ask participants to *write this definition* on the cover page of their manual.

"*Read this often as a reminder of why you are investing your time and talent in TEFL missions.*"

Point out your use of a white trash bag as a “*cling sheet*” in place of poster board. "*This product is feather weight and takes up zero space in a suitcase!*” "*With static electricity this adheres to any wall surface. Or you may attach it with blue painter’s tape on the back.*” *Show the tape on each corner to avoid puckering and tearing the plastic.*

**SHOW ALSO A SAMPLE** of CHALKBOARD CON-TAC PAPER (from a teacher supply store)—"*great to use in places without a suitable writing surface.*"

### 5. TRAINING MANUAL

"In the *Table of Contents* on Roman numeral pp. v and vi, a quick glance provides an overview of our workshop. You see that the BOB curriculum consists of three parts:

**PART ONE**—the basics for short-term volunteers (on the first 75 pages)
**PART TWO**—more extensive helps for career missionaries or those going for a longer period of time (pp. 76-103)
**PART THREE**—all references to Scripture and sharing our faith (pp. 104+)*"
“When you travel to limited-access countries, you simply leave Part Three at home.”

“While this workshop will give you everything you need for your TEFL experience, your team leader will provide information for the specific trip you will take—about immunizations, visas, baggage restrictions, appropriate clothing, and the religion and culture of your students.”

“Although we will primarily focus on Part One of this manual, there will be some degree of unavoidable page flipping from time to time.”

Call attention to the 16 Post-its in the bags . . . “As homework for tomorrow, I ask that you insert these as temporary section dividers for your manual. Later you may want to get permanent tab dividers of your own.”

While looking at the Table of Contents, ask participants to place a small mark beside the following sections for later placement of the Post-it dividers (as homework):

- Table of Contents – p. v
- TEFL Principles – p. 1
- Lesson Planning – p. 12
- Sample Lessons – p. 15
- Dialogue Journal – p. 52
- Using Pictures – p. 55
- Lipson – p. 63
- TPR – p. 65
- The Idea Bank – p. 67
- Teaching Tips – p. 71
- Placement Testing – p. 77
- Using the Bible – p. 104
- Cross-Cultural Witnessing – p. 110
- Materials – p. 122
- Publishers – p. 130
- Web Sites – p. 132

Note: STOP HERE if Cross-Cultural Witnessing will not be a part of this workshop. Use the testimony preparation (#6) below, only if including the CCW component in this workshop.

6. TESTIMONY CRITIQUE SHEET (in bags) — “This paper gives the criteria by which you and a partner will evaluate each other’s two-minute testimony at the conclusion of our workshop. By keeping the feedback your partner provides, you will be able to make your testimony even more effective and make sure your words say clearly what you want them to say.”

Point out the helps provided for the testimony preparation process:

(1) “My Testimony” (on p. 112) to serve as an organizer of thoughts and a place to write out the testimony in full, in order to be able to time it by the clock!
(2) “Words to Avoid” at the bottom of p. 112

“Why do you suppose it is important to prepare a testimony that can be shared in two minutes?” (Two minutes may be all the time you have!)

Ask the group to repeat with you a nursery rhyme we all learned as children:
Simple Simon met a pie man going to the Fair.
Said Simple Simon to the pie man, “Let me taste your ware.”
Said the pie man to Simple Simon, “Show me first your penny.”
Said Simple Simon to the pie man, “Indeed I haven’t any.”

“We want to be ready when God taps us on the shoulder, when the Holy Spirit presents an opportunity for sharing our journey of faith. Instead of reaching into our resources and having to say, as Simple Simon did, ‘Indeed I haven’t any!’—we want to be able to say: ‘I am glad that I prepared for this moment—and here it is!’”

☆ Give your own testimony as an example—and invite timing!
II. USING THE BIBLE IN TEFL (45 minutes)

Expectation: Participants will demonstrate a variety of ways to incorporate the Bible in TEFL lesson content.

Direct attention to page 104 in BOB and say: “We begin our workshop here, so that knowing how to use the Bible in TEFL will infuse all that we do.”

“Why is it that we must turn all the way over to p. 104?” (It is in this section that all scripture references and mention of our faith are included.)

“Bear in mind that you may or may not have the freedom to include Scripture in your lessons. But it is important to know how to do this when the law allows.”

“Even when you cannot intentionally use the Bible in TEFL lessons, there will be ways for you to have subtle references to God’s Word in countries that are closed to the Gospel.”

THE FOUR B’S OF BIBLE-BASED TEFL (clicking each line as you read it)

Overhead Cell #2: Four Bs of Bible-Based TEFL

Ask participants to write the following “Four B’s...” in their manual:

- Be effective (so students respect everything we say).
- Be efficient (so we have time for building relationships and making each student feel special).
- Be aware of local sentiment, e.g., Muslims are offended if pages from Holy Scripture are simplified or marked on.
- Be respectful of the line of authority in the host country, that is, know and be guided by what is allowed or not allowed by law. THIS IS ESPECIALLY IMPORTANT for two reasons: (1) SO THAT TEFL VOLUNTEERS WHO COME AFTER US WILL ALSO BE WELCOME; and (2) we never want to endanger the lives of our students by encouraging them to defy local law.

BLANK or

Overhead Cell OFF

“If permitted to use the Bible, you must choose how much Bible to teach. Remember, however, that—while you are eager for your students to know and love Jesus—their perceived need is to learn English. If, first of all, you do not meet your students’ desire to learn English, they may vote with their feet by not returning to
class. When this happens, you will have forever missed opportunity for relationship out of which to share your faith.”

“After determining how much to teach, you must choose which scripture to teach. The middle of p. 104 provides helpful suggestions for what to teach.”

Show a copy of the NEW LIFE VERSION of the Bible, with its 850-word vocabulary and Topical Verse Finder, pp. 1225+. Read from the Table of Contents of the Topical Study Outlines in the back—a helpful resource for deciding what to teach: “What the Word of God Teaches about God, etc.”

Show also your copy of the CONTEMPORARY ENGLISH VERSION from the American Bible Society that is also written in easy English.

“Beginning at the bottom of p. 104 you will find six different ways to include Biblical material in your teaching.”

1. Proverb or Spiritual Thought for the Day

“Even in limited-access countries, you may use a Biblical proverb or a single verse related to lesson content without using it as Bible Study. In doing so, you will simply let the powerful Word of God stand on its own—and trust the Holy Spirit to make application.”

“One of the best ways to include a proverb from the Bible is to begin with a focus on ‘wise sayings’ from everyday life.”

Direct attention to the list of proverbs provided in each person’s bag.

Briefly go over directions for a Proverb Matching activity:

1 - “Each student receives half of a proverb written on a colored index card or a strip of paper. [Show samples of each type.]

2 – Students walk about and mingle to find their “match.” (This is an adaptation of the earlier Walk-About-Matching with flags.)

3 – When everyone has found a “match,” each pair reads their proverb, discusses what they think it means, and tries to think of a proverb that is similar in their culture.

4 – (Finally) Each pair reports their findings to the class.” Point out the other option for pairs or small groups (last paragraph on p. 104).

Call attention to—and read—all in the first bullet at the top of p. 105 (“Using Scripture as a Spiritual Thought for the Day”--#a, #b, and #c).

Demonstrate the DICTATION RELAY mentioned in #c. Give the following instructions, one step at a time:
(1) Divide into pairs.
(2) Ask each pair to designate a reader/speaker and a listener/writer.
(3) **ANNOUNCE A PRIZE FOR THE FIRST TO DICTATE CORRECTLY!**
(4) In round one, all readers leave the room to see the Scripture you have prepared for this activity and are holding outside the door.
(5) Readers return to their listening partner and dictate as much as they can remember for their partner to write. Readers may go back to read the Scripture verse as many times as necessary to get it right.
(6) When the first listener/writer pair have completed their task, check their work by asking that they read what has been written and allow others to suggest corrections, if needed.
(7) Finally, show the scripture you mounted and laminated or write it on the board for all to see. **[AWARD THE PRIZE TO THE WINNING PAIR.]**

“In round two the readers and listeners switch roles, using another verse of scripture.” (But *do not take time for this* during the workshop).

“The Scripture you choose can make this activity *more* or *less* difficult.”

Ask participants to **mark the “Dictation” activity on p. 8**, then circle “Dictation Relay” in the far right column to help them remember this activity.

*To cover #2, #3, and #4 (on pp. 105-107):*

1 – Explain that, for this next activity, participants are to rely on general Bible knowledge rather than take time to look up scripture references.

2 - Divide participants into three groups by numbering off A-B-C, A-B-C, etc.

3 - Ask all A’s, B’s, and C’s to take their manuals + a pen as they go to three different corners of the room and select a spokesperson for their group.

4 - After participants are in place, make the following assignments:

**Group #A** – “Look at #2 on pp. 105-106. After reading the examples given, think of *two more* real-life topics and a Bible story that relates to each of these topics.”

**Group #B** – “Look at #3 on the top of p. 106. After reading the examples given, you will do the opposite of Group #A! You will think of *two Bible stories* and the related real-life topics you could use with each Bible story.”

**Group #C** – “Look at #4 on pp. 106-107: Bible Passage as Content for a Reading Lesson. To save you time, I’m going to assign you the story of the GOOD SAMARITAN. Your job will be to *think of one good question to elicit the main idea of the story and at least two more questions to bring out story details* (the *who, what, where* questions).”

Check understanding of the assignment by asking each group what they will be doing. Answers should include the above underlined information.
“I will set the timer to make sure we don’t go over five minutes, but I ask that you please return to your seats as soon as you have finished your brainstorming and have selected a spokesperson for your group.”

Set the timer for five minutes. IF YOU ARE NOT USING POWER POINT, WHILE PARTICIPANTS ARE COLLABORATING, PLACE ONE OF THE LEARNING STYLES IN EACH OF SIX BAGS FOR USE AT THE TOP OF P. 18 OF THE TG.

As groups share, invite note taking to give everyone additional ideas they might use. Ask for reports as follows:

#A Spiritual Concept Embedded in Real-Life Topic (on p. 105)
   (sports, food, education, respect/honor, obedience)
#B Real-Life Content Embedded in a Bible Passage (on p. 106)
   (Creation--fruit, birds, body parts; Feeding 5000—numbers, recipes, ordering fast food; Jonah—consequences; Good Samaritan—good deeds)
#C Bible Passage as Content for Reading Lesson (pp. 106-107)
   1 – What happened to the man on the road?
   2 – How many did not stop to help? What did the Good Samaritan do to help?

“I hope this activity has shown you that you can think of ways to connect scripture and real life situations. The practice you have just had will be useful as you work in small groups to plan your original lessons at the end of this workshop.” Thank participants for their good work, then call attention to #5 on p. 107.

5. Bible Studies or Devotionals in EFL Settings
“This, of course, is the most in-depth use of the Bible we can possibly have. Students improve English skills while studying Bible content.”

Ask participants to write pp. 125-129 in the margin to indicate where to find Bible-based and Devotional materials in the manual (but do not take time to look now).

Show your favorite Bible-based lesson material and devotional books.

6. Chronological Bible Storying (or “CBS” for short) (pp. 107-108)

“Do you know that four billion people or 2/3 of the world’s population are oral learners?... that 85% of Muslim women and 65% of Muslim men have no literacy skills?... and that, despite these facts, 90% of Christian workers have been using literate communication styles to reach these people?”
“Chronological Bible Storying offers an exciting alternative. So effective is this method that missionaries call it fast-tracking the Gospel.”

“The premise behind Chronological Bible Storying or ‘CBS’ is that non-readers (or anyone, for that matter) can remember Bible stories, if they are told in order.”

“It is not surprising to find examples of CBS in scripture;
* In Matthew 14:34 we read that ‘Jesus told all these things using picture-stories to the many people. He did not speak to them without using picture-stories.’
* In the book of Acts, we find Peter, at Pentecost, giving a chronology of events leading up to the coming of Jesus; and
* At Antioch and on Mars Hill, the Apostle Paul summarized the Old Testament.” (Acts 13:14-43 and Acts 17:15-34, respectively)

“Chronological Bible Storying is especially helpful for missionaries working with those who have no written language or who have ‘zero’ knowledge of the Bible—but it may be useful in ESL/EFL settings as well.”

Show the Storying Scarf for CBS (order information on p. 128), pointing out its features:
- washable
- no strong ethnic identification
- may be colored with markers
- may be dipped in tea for the sake of Asians who associate the color ‘white’ with death and funerals

Show any related material that uses the concept of “storying.”

“If you are interested in writing your own CBS lessons, you may find the list on p. 108 to be helpful.”

Conclude this section with a choral reading of a succinct example of chronological Bible storying: “The Bible in 50 Words” on p. 109 in BOB.
III. TEFL PRINCIPLES (90 minutes)

Expectation: Participants will learn what is most important for EFL students and teachers and become aware of the essentials for Communicative Language Teaching.

EFL DISTINCTION

“If you have been wondering—*What is the difference between ESL and EFL?*—you have come to the right place.” 😊

Direct attention to the top of p. 1 in the manual and say:

“Please read the first three paragraphs at the top of p. 1 to get this distinction in your mind.” When most participants have finished reading, say:

“Now turn to a partner and roleplay being asked about your TEFL missions trip. Here’s how this will work:

* One of you will ask two questions: *What is TEFL missions?* and *What is the difference between ESL and EFL?*

* The answering partner will use his/her *own words*, with prompts from the clinging sheet on the wall and the paragraphs you have just read.

* After 60 seconds, you and your partner will switch roles for round two. In this way, each of you will have practice asking and answering these two questions.” [Clarify by asking participants to repeat the two questions they will be asking each other.]

Set the timer for sixty seconds for equal sharing between partners. Awareness of this time constraint will discourage those who might otherwise dominate. 😊

Ask participants to place a mark beside *Role Play* on p. 10 as a reminder of how this activity works. “You might want to note that Role Play and Problem-Solving are considered to be the two *most effective strategies* for language learners. You will want to include these often in your lesson plans, for they put the learning in real-life situations.”

EFL Distinctives (clicking for each of the numbers as you come to it)

OR

Overhead Cell #3: EFL Distinctives (3 cells)—using a cover page to focus on each item as it appears in sequence

“Let’s look at what you may expect to find in EFL settings. This—and other background information I will give you is not in your manual. Depending on your personal interest, note taking is optional.”
1. It is unusual to find students who have no background in English. "Unlike the ESL classroom, the majority of EFL students will be high beginners or low intermediates.”

2. Many learn to speak by listening to British tapes. "And we don’t even try to switch the accent from British to American.”

3. Students generally have good vocabulary, reading comprehension, and knowledge of grammar; but they are lacking in oral skills. "You will want to teach all four skills as in real life—listening, speaking, reading, writing. But, by far, the greatest need will be listening and speaking.”

4. The majority of EFL students will use English in their country, not abroad. "This fact makes a difference in the lesson topics we choose. Unless they become interpreters, EFL students will not need to know in English how to do such things as telling a doctor what hurts or shopping in a supermarket! These they would need to know in an English-speaking country.”

5. Many find it difficult to express personal opinions. "This is cultural difference. For example, in Japan, a well-known proverb says: The nail that sticks its head up will get hammered down. ‘Group’ takes precedence over the individual.”

6. Materials are often scarce or outdated. "Not to worry—at the conclusion of this workshop, you will know how to enhance any existing material or write lessons from scratch—("drive a straight shift” as some say).”☺

7. There is little cultural knowledge accompanying the study of English. "In every lesson, you will want to build in some point of cross-cultural discussion. EFL students love to learn about American customs and traditions. But you will want to reciprocate and become a learner of your students’ culture. By doing so, you wisely elevate your students to the role of teacher. If our lessons only include presentation of American culture, we come across as arrogant indeed!”

8. Students are accustomed to having homework. "Feel free to assign it; but make it purposeful, not just busy work.”

9. EFL students are interested in combining the study of English with a study of values, particularly those that contribute to success in the West. "While they resent what they perceive to be arrogance and the bullying power of the West, EFL students are nonetheless curious and interested in what makes us successful.”
10. Social issues are always of interest.

"EFL students are keenly interested in discussion of contrasts. For example, students in Singapore are interested to find out about the homeless in America; for, in their country, there are no homeless or jobless citizens. Everyone is required to have a job. Furthermore, judges in Singapore hear cases around the clock—24/7—in order to avoid a backlog in their court system."

"In China, mental health issues receive little attention, but physical fitness is high on the priority list. Treadmills and other free workout equipment in public parks are in constant use."

11. Students do not know many idioms.

"These expressions cannot be translated literally and must be taught as a whole." (Examples: "It's raining cats and dogs." "She'll talk your arm off!" "You're pulling my leg.") "Students may know the meaning of individual words but need help knowing these words in combination."

"Phrasal verbs or two-word verbs are also considered idiomatic. They cannot be translated literally and must be learned as a whole. Our language is filled with these, e.g., —call off, pick up, look over, pass out, put down (etc.) Since students have great interest in learning American idioms, you might consider including at least one idiom related to your lesson topic in every lesson you teach. The study of a single idiom would fit nicely at the end of a lesson."

12. Most have had teachers who were not native speakers of English.

"This fact alone gives you tremendous advantage and entree into the lives of your students, who will be eager to spend time with you—to learn all they can about you and what is important to you! Take advantage of this opportunity and look for reasons to spend time with your students after class. Ask them to show you where to shop for souvenirs, where to buy stamps or where to find the nearest McDonalds! Let them know that you are available after-hours to answer their questions or talk about anything."

BLANK or

Overhead Cell OFF

LANGUAGE LEARNING

"As we turn attention to Language Learning (in the middle of p. 1), I would like for you, please, to take a moment to switch shoes, putting your left shoe on your right foot and your right shoe on your left foot.
I’d like to ask everyone to stand . . . and join two other people for this next activity—two who are not presently sitting near you.”

Do not explain the reason for this request (i.e., for participants to experience the discomfort of wearing shoes on the wrong feet).

Ask the small groups to be seated wherever they choose, and distribute a single copy of Handout #8: The Marlup to each group of three.

Announce a prize for the first to finish and report all correct answers.

Set the timer for ten minutes—but stop, if one group finishes earlier.

While participants work together, quickly walk about and place each of the six function strips in the back of six manuals—for later use.

NOTE: If not using PowerPoint, while participants are busy with this decoding activity, walk about and randomly place inside the bags the colored strips that represent the six learning style preferences (to be used later).

Matter-of-factly (tongue in cheek!), ask the first SG finishing the “Marlup” activity to share their answers with the large group:

Answer Key for Marlup: 1—some whev; 2—“Why did vump horp whev in my frinkle kump?”; 3—yes; 4—muvvily trungy

Distribute prize to the winners!

Ask: “How did this experience make you feel?” Then say: “I wanted you to do this, so you will remember what it feels like to be a language learner encountering a strange new language for the very first time!”

Ask for speculation as to why only a single copy of the handout was given to each small group rather than one per person. “Giving only one copy to each group ensures collaboration rather than working alone.”

“To give you further insight into your students, let’s take a quick look at some of the important factors in language learning.”

First Language Acquisition

“One of the fascinating facts about language learning is that God pre-wires all babies with the capacity to produce the 500 or so speech sounds heard in all languages! The linguistic theory of ‘Universal Grammar’ supports the notion that, at one time in history, everyone spoke a common language. From the Tower of Babel story in the Old Testament (Genesis 10&11), we know there was a time, when everyone spoke the same language!”
“It is also exciting to know that people everywhere go through the same stages to acquire their native language. This learning takes place naturally, apart from overt instruction and a textbook.”

THREE STAGES OF LANGUAGE ACQUISITION (whole slide with first click, then clicking again to highlight each of the three stages as you come to it)

Overhead Cell #4: Three Stages of Language Acquisition

“Here are those stages that babies everywhere have in common:”

SILENT PERIOD—“a time for infants to listen to / get used to the sounds they hear”

SOUNDS—“Babbling”—a time for babies to practice sounds and intonation they are capable of producing . . . Then, when they are approximately ten months old, babies begin to leave off the sounds they do not hear in their environment.”

GRADUALLY EMERGING SPEECH “(beginning with single words / ultimately producing complex sentences)”

“Because individuals experience these same stages learning additional languages, we are wise to do the following:

* Provide a lot of listening practice (to allow for that silent period), especially for beginners.

* Encourage the imitation of our sounds, intonation and stress.

“And, just as we do with our little ones whose speech is emerging gradually, we want to . . .

* Make the learning meaningful and fun—by using real objects, pictures, demonstrations and nonverbal communication (gestures, facial expressions and pantomime). And we want to . . .

* Be their cheerleaders—celebrating even small victories with praise and affirmation.”

[Overhead Cell OFF—if using Overhead Cell]

Learning Style Preference

LEARNING STYLE PREFERENCES (blank on first click)

If not using PowerPoint, direct participants to look in their sacks for colored strips of paper to be read (loudly and convincingly): [I have to SEE it! I have to HEAR it! I have to DO it! I have to MOVE AROUND to do it! I have to TOUCH it! I have to WRITE it or READ it!]
"Another important factor in language learning is Learning Style Preferences. Research tells us that students learn best in their preferred way... See if you recognize your own preference among the following learning styles." (Proceed with slides #16-21.)

"By choosing activities that appeal to a variety of learning styles—sooner or later, everyone gets to learn the way he/she learns best."

"To require students to learn the way we want to teach—rather than the way they are most comfortable learning—is like requiring students to wear shoes on the wrong feet!" ☺ Allow time for switching back to the preferred shoe position!

Adult L2 / Child L1 Comparison

Refer to Handout #05: Adult/Child Differences in the bags (but do not take time to go over now).

"You may be interested to see the comparison of the way children acquire their first language and the way adults learn additional languages. It is important to remember these differences—to teach adults as adults and children as children."

Right / Left Brain Dominance

"Another way to help us understand how language is learned is to consider left/right-brain dominance." (See Handout #06: Right/Left Brain.) "You may have fun thinking about your own left- or right-brain tendencies. The list at the bottom is an important one—the activities that appeal to both the left and right side of the brain."

Motivation

"Motivation is yet another key to why some students do well—and others do not. If students see no personal and immediate usefulness, they are not likely to make much progress. This fact should guide our choices about what we teach."

"What possible reasons can you think of that motivate EFL students to learn English?" (travel, job promotion, computer language, social status, academic goals, career as an interpreter—or a person at a help desk for computer technology ☺).

"Remember—when we tap into the interest of our students, the result will be enthusiastic and grateful students—eager to learn."
LANGUAGE TEACHING

“Now that you know what happens in language learning, let’s turn our attention to language teaching at the bottom of p. 1 . . .

“Since the 1980s, the Communicative Approach has been recognized as the most successful way to teach language. With this approach, teachers choose from a variety of methods to help students use the new language in real-life situations to express their own thoughts, opinions, feelings and ideas.”

“Communicative activities do not use canned or contrived language. They are always spontaneous and unpredictable.”

“Prior to the 1970s, the audiolingual method called for a teacher at the front of the room, interacting with the whole class. In stark contrast, today’s communicative classroom is student-centered—with interaction in pairs and small group activity.”

“Please underline all the italicized words you see under ‘Language Teaching’ at the bottom of p. 1. These are especially important.”

Read these italics aloud, giving time for participants to do the underlining.

“In addition to the underlining, please circle the words ‘spontaneity’ and ‘unpredictability’ as a reminder of the special importance of these two characteristics of communicative activity.”

NOTE: If participants need "refreshing," and, if time permits, ask them to stand, turn to their right and give a quick shoulder massage to their "neighbor."

CHARACTERISTICS OF COMMUNICATIVE LANGUAGE TEACHING (pp. 2-3)

“In the homestretch this evening, we are going to look at the Characteristics of Communicative Language Teaching on pp. 2&3. (We may refer to this as ‘CLT’ for short.) 😊”

Low Anxiety Environment

Direct attention to the first CLT characteristic—Low Anxiety Environment.

“To set the stage for success in the classroom, the first thing we must do is create a comfortable atmosphere and a sense of community where students feel safe and are willing to take risks.”

“You will find all seven suggestions useful, but let’s take a close look at #7 in this list that helps us know when and how to correct errors.”
“Because it is too overwhelming for students to think that their teacher is going to correct every error that comes out of their mouths—here are the guidelines to remember.”

Call for a volunteer to read these four bullets aloud.

“Allow me to illustrate this last point with a true story about Dr. Mary Lynn Anderson, an English professor and former Missionary Journeyman to Japan. The story involves Mary Lynn and her three-year-old son.”

“Timmy came running into the house one day, bringing his mother a flower he had picked in the yard. He happily announced: ‘Mommy, Mommy! I brang you a flower!’ Smiling patiently and praising his efforts, she said: ‘Oh, thank you, Timmy! You brought Mommy a flower!’ Loving the smile on his mother’s face, he hurried out and picked another flower and received the same response. Encouraged by his mother’s affirmation, he brought her a third flower. But this time, the proud-as-punch little boy—dignity in tact—exclaimed: ‘Mommy! Mommy! I brought you a flower!’”

“What Timmy’s mother did—that we are to do with our students—was to model the correct form in a non-intimidating way and place a slight emphasis on the part that needed correction.”

“There is one other good thing you might do to put your students at ease. Tell them—or make a wall sign that says this: IN OUR CLASS, THERE ARE NO MISTAKES—ONLY PRACTICE.”

Right Input (middle of p. 3)

“It is not enough simply to have students repeat vocabulary words. To help students remember what they learn, we must make the new language understandable and provide a variety of meaningful ways for students to practice using the new language.”

“All these ‘input’ guidelines are important, but allow me highlight a few of them.”

“#2—‘the importance of making lesson content relevant to students’ real-life needs and interest’”

Direct attention to Topics by Level on p. 4, “a handy resource for preparing lessons aimed at real-life needs and interests.”

(1) Ask small groups to rank their top three topics for beginning students.
(2) Set the timer for two minutes of collaboration.
(3) Debrief with a quick comparison of lists.

(4) Ask participants to mark “ranking” at the top of p. 10—to help their recall.

#5 – “Language must be learned in meaningful chunks, not words in isolation.”

“This fact has been ignored by some in the past, who insisted upon word-for-word translations. For example . . .

In the 1920s, when Coca Cola first appeared in China, its name was translated syllable by syllable by the Chinese and resulted in ‘Bite the wax tadpole.’ As you might guess, Coca Cola got off to a slow start! Sales dramatically increased, however, when the translation was changed to express the big idea of ‘happiness in the mouth.’

Pepsi in Taiwan had a similar slow start when ‘Come Alive, you’re in the Pepsi Generation’ was translated as ‘Pepsi Will Bring Your Ancestors Back from the Dead.’

“The most successful language learners are risk-takers, unafraid to open their mouths and let their unedited words tumble out. This can only happen by thinking in chunks of language rather than words in isolation.”

#6 – “You will likely have someone ask you: ‘How many languages do you speak?’ (or) ‘How can you teach if you don’t speak the language of your students?’ Here it is in a nutshell—how to make new language understandable without speaking the language of your students. Everything you need is listed in #6:

(1) authentic materials (You want students to understand what it is you are asking them to repeat.)

(2) simplified language (With beginning students, it is important to leave out all the “fluff” and include only the essentials.)

(3) demonstrations and multiple examples rather than explanations or definitions (Remember this when you introduce new vocabulary.)

(4) nonverbal communication (facial expression, gestures, etc.)”

#7 – “Contextualized instruction (hooking the new language on something that is known or familiar to your students)”

“You will remember this point by relating it to another true story—this one about a little girl who tried her best to contextualize. . . A British family were weekend guests in an American home. At the time for farewells, the four-year-old British lassie enthusiastically waved
goodbye, saying ‘Cheerio!’ ‘Cheerio!’ The four-year-old counterpart in the American host family contextualized, hooking this to something known or familiar. She knew her cereals and promptly responded with her personal favorite—‘Rice Krispies!’ ‘Rice Krispies!’”

“We know that students learn more easily and remember longer, if the new learning connects with something in the students’ own background of knowledge or experience.”

“Let’s put this to a test. . .”

(1) Ask participants to stand and join two others for small groups of three—preferably two they have not worked with so far. One person in each group is to be the “scribe” and will need pen and paper to record the group’s responses.

(2) After groups are assembled, tell them they will have one minute to think of IRREGULAR PAST TENSE VERBS (those whose spelling changes in the past tense). Give examples: go/went, swim/ran, catch/caught.

(3) Set the timer for one minute and signal when to begin/stop.

(4) See which group has the longest list. (Do not take time for reading lists.)

(5) Next ask these same groups to list—in one minute—as many BODY PARTS as possible.

(6) Again set the timer and signal when to begin and stop.

(7) See which group has the longest list. (Do not take time for reading lists.)

After participants are back in their seats, ask: “Why was the second list easier to make?” (It was contextualized—everything was related!)

Hold up a picture dictionary and say:

“The publishers of picture dictionaries understand the importance of contextualizing and have related items on every page.”

Real-Life Interaction (top of p. 3)

“Student-to-student activities are essential for teaching students to use English as a tool for real-life communication. We want our students to be able to use what they have learned to express their own thoughts, opinions, feelings or ideas.”

“All of these are important for you to incorporate in your teaching, but I would like to point out two of these in particular.”

“Beside #4, write in the margin: See p. 72, #13. Don’t take time to look at this now, but know that there is a great suggestion waiting for you that will encourage the use of English only in your classroom.”

Direct attention to #7—“the functional approach—teaching students to do something in English that they could not do before.” Next ask participants to turn to p. 5 and read together the definition with the double underline near
A function is a culturally appropriate use of words to accomplish a specific purpose.

[Point out examples of functions on p. 5.]

“Teaching functions is important, because of the many cultural differences in the way people do things. For example, Indonesians are uncomfortable with the whole notion of complimenting, since complimenting is not a part of the Indonesian culture. East Indians do not value expressions of gratitude as we do in the U.S. If Hindus do not receive a “thank you,” the belief is that this increases their good karma. Hence, East Indians believe they do each other a favor by not expressing appreciation.” To avoid misunderstandings, we need to teach Indonesians how to compliment—and teach East Indians to say ‘thank you.’”

“Let’s have some fun to help you remember functions.” Ask participants to look behind the last page in their manual to see if they have a paper strip.

Ask those with a paper strip in the back of their manual to DO—not read—what is on their strip (from **Handout #09: Role Play to Introduce Functions**):

**AFTER EACH PERSON’S DEMONSTRATION, ASK PARTICIPANTS TO NAME THE FUNCTION DEMONSTRATED.**

- Tell the person on your left how to get to the restroom or dining hall.
- Describe someone in your family.
- Invite someone to do something with you.
- Request help with a problem.
- Apologize for being late. (Make it good!)
- Share your food likes and dislikes.

Ask participants to write the following question at the top of p. 5 to prompt the teaching of functions (a question to ask at the end of every lesson):

“**WHAT CAN MY STUDENTS NOW DO IN ENGLISH THAT THEY COULD NOT DO WHEN THEY WALKED IN THE DOOR?**”

“Before moving on, let me check your understanding of functions. . . Using the story of The Good Samaritan and Good Neighbors as a topic. I’m going to give you three phrases you might list in your vocabulary—and ask if these are functional phrases: **passed by,** **took care of** and **hurt badly.**” (Answer: not functions—**simply verb phrases** used to talk about the story) “Here’s another example with Teamwork as a lesson topic: **working together and playing by the rules.**” (Answer: neither is a function—but simply a phrase we use to talk about teamwork) **Remember:** functional phrases involve doing something in English the way native speakers would do it—in a culturally appropriate way. Remember p. 5!
“Every lesson will not lend itself to include the teaching of a function. But always consider the possibility with any topic, because the use of a topical/functional approach ensures that students will have something immediately useful in every lesson.”

NOTE: If an experienced teacher in your group resists this “new” notion of functions, point out that many popular materials are organized around functions. Small Talk by Carolyn Graham is an example of this practice. These persons may have been using functions without realizing it!

“To conclude our discussion of Communicative Language Teaching, let’s check general understanding of how to make activities as interactive as possible.”

Use your copy of Handout #10: Ten Activities to Make More Interactive, to read instructions for one activity at a time (as many as time allows).

After reading each selected activity, ask for suggestions to make the activity more interactive—with less teacher control and more student control. To save time, lead whole group in brainstorming ideas. WATCH THE CLOCK. Avoid letting a single individual do all the talking!

“The bottom line is this: any activity becomes more interactive/more communicative/more student-centered—when done in pairs or small groups. . . Write this down and underline it: If it CAN be done in pairs or small groups, DO NOT use Teacher/Whole Class.”

Plan to conclude this activity at least ten minutes before the announced time of closing (to allow for the following closure).

Use a small pitcher filled with water, a small cup and a sponge. Pour a small amount of water from the pitcher into the CUP, saying, “The old jug and mug theory supported the notion that the teacher was the ‘jug’ of all knowledge, while students were the ‘mugs’ waiting to be filled.”

Pause briefly, then say, “But there is a better way that makes language learning and teaching fun and exciting—with guaranteed good results.”

Pour a small amount of water from the pitcher into the SPONGE to demonstrate the meaning of a teacher as facilitator/coach. Say:

“When a communicative language teacher provides . . . a comfortable and relaxed learning atmosphere with right input and real-life interaction. . . students soak up the new learning—like a sponge—and are able to use what they learn for real-life communication!”
Ask participants to take the blank white sheet from their bags to do some REFLECTIVE WRITING. Ask that they express their thoughts, opinions and feelings about their workshop experience thus far—and include any unanswered questions they may have.

Ask that they put their seven-digit telephone number in the upper right corner and leave these papers on the table at the front as they leave.

DIRECT ATTENTION TO THE HOMEWORK ASSIGNMENT ON THE BOARD:
1 – READ pp. 52 AND 76-69.
2 – PSD (INSERT POST-ITS AS MANUAL SECTION DIVIDERS. ☺)
IV. LESSON PLANNING (8 hours)

Expectation: Participants will learn essential lesson components and teaching sequence for communicative EFL instruction through demonstration lessons and practice. Following the principles of Communicative Language Teaching, participants will work in small groups to create and present an original lesson.

Advance Preparation:

- Dialogue Journal papers sequenced by phone numbers in upper right corner—ready to distribute in class
- Lipson video cued (with Glenda at the board)
- The following (in addition to candy surprises) in each participant’s bag:
  - Handout #12: Everyday Activities Interview
  - Handouts: Prepositions of Place, Adverbs of Frequency and EFL Two-Week School Model (optional)
  - Handout #15: Tips for Creating a Communicative EFL Lesson
  - Handout #16: Characteristics of a Professional Volunteer
  - Handout #17: “Crazy English”
  - Handout #18: “Why...?”
  - Handout #21: Evaluation Form (cut in half/one form per person)
- Four different picture squares (duplicated from a picture dictionary) to divide participants into four groups for Picture Activity
- Envelopes or Baggies containing paper strips of teaching activities—one set for each small group of three to categorize (made from Handout #14: Teaching Activities to Categorize)
- Laminated for Novice Lesson demo:
  - “Everyday Activities Guided Practice”—p. 19 (one per pair)
  - “TPR for Everyday Activities”—p. 20 (1/2 page per small group)
  - Verbs on paper strips in small sacks—from Handout #11: Verb Strips for Charades (one set in a sack for each small group)
  - Clock face (to introduce survey activity)
- Laminated strips from Handout #13: Creation Strip Story (cut into strips and placed in envelope or Baggie)—to show but not do
- Picture File for demonstrating the Use of Pictures
- 12 vocabulary items on board or cling sheet for Novice Lesson Demo
- Words on board or cling sheet for Lipson Lesson demonstration: nothing, beginning, God, empty, dark
- PowerPoint Slides #22-#50 (instructions on pp. xiii-xiv) OR
- If no PowerPoint:
  - Overhead Cells #5 - #14
  - Overhead Cell (self-made): Everyday Activities GP (p. 19)
  - Overhead Cell (self-made): (Blank) Lesson Plan Cover Sheet (p. 13)
  - Novice Survey Questions written on board or cling sheet for participants (if no PowerPoint)
- Overhead Projector for SG presentation of original lessons
Materials Needed:
- Props for Novice Lesson: feather duster, soap, toothbrush, comb, book, small cereal box, plastic bowl/spoon, peanut butter sandwich, empty TV dinner box, textbook
- Large paper grocery bag to hold props for Novice Lesson demo
- Washable pens for use on laminated GP activity (one for every two participants)
- Colored markers for use on cling sheet of Novice Lesson vocabulary
- Calendar (for Multi-Level Lesson demo)
- Lipson DVD (from Glenda Reece)
- Props for Creation Story lesson (two pencils, paper cup, chair)
- Manila folder cut in half as “divider” and A/B squares for Info Gap demo
- Small prizes (5) of candy or gum
- Laser pointer for use with Power Point
- A blank Lesson Plan Cover Sheet (made from p. 13), three blank overhead cells, washable markers and three blank sheets of paper for each small group to use in lesson planning and large group presentations

Additional Handouts:
- Handout #22: Certificate—(customized--one per person)
- Handout EFL Two-Week School Model (separate/optional--one per person)

Devotional/Prayer/Introduction to Lesson Planning 20 minutes

- Lead in an opening prayer and a brief devotional.
- Lead repetition of the TEFL Mission Statement (on the wall and written on the inside cover of each manual), emphasizing the words building relationships.
- Return Dialogue Journaling papers (last night’s Reflective Writing). Participants simply look for their phone number in the upper right corner.

“The Reflective Writing you did last night (and are having returned to you this morning) is a sampling of Dialogue Journaling that you read about as homework last night on p. 52. Dialogue Journaling has proven to be one of THE BEST TOOLS for building relationships—for developing ‘connectors’ with each student, no matter how large your class. Dialogue Journaling is a must for short-term TEFL volunteers who want to “hit the ground running” and make every moment count!”

“If you have large classes, you will not be able to respond to journaling every day. Do, however, plan to use this tool at least once in the beginning, in order to make every student feel special and to develop relationships quickly!”

27
“Do you have questions or comments about Dialogue Journaling?”

“Are there any questions about Placement Testing on pp. 76-79? . . .

“In many instances, your classes will already be determined before your arrival, so that making placement testing will be unnecessary; but these four pages are here for handy resource, if needed.”

PARROT STORY—(an example of Option #2 at the bottom of p. 78) Ask volunteers for Add-On Story interpretation of this picture story.

BLANK

“Allow me to demonstrate another way to use Add-On:”

To help everyone get to know first names quickly, ask participants to . . .

1. Remove or turn over nametags.
2. Make a circle with you.
3. Demonstrate what to do by giving your first name, then turning to the person on your right who is to repeat your first name and say his/her first name.
4. The third person says the first two names and gives his/her first name, etc.
5. This process continues all the way around the circle, until it is your turn to say the name of every person in your workshop! [One circle is much preferred, but, if your group is quite large (more than 20), do this with two smaller circles to save time.] WATCH THE CLOCK!

Ask everyone to return to their seats for brainstorming ways this activity can help students learn a new language.

Possible answers:
1. repetition without boredom
2. listening before speaking
3. focusing on a task instead of the hard part of “having to learn”
4. helping students relax/have fun
5. creating a sense of community
6. peer tutoring (a valid tool in language learning)

“The Add-On activity can be adapted for any level of students. Beginners, for example, can call out a single word, naming a fruit or vegetable they have learned in that day’s lesson. More advanced students can use as much vocabulary and sentence structure as they desire. Students are certain to have fun with this activity!”

“On p. 7, mark ‘Add-On’ and ‘Brainstorming’. ADD-ON is what we did with names in the circle. BRAINSTORMING was the pooling of ideas about the benefits of the Add-On activity. It is important to remember that, in brainstorming, there are no right or wrong answers. Everyone is to be affirmed for making a contribution to the discussion.”
“In our session last night, we talked about the importance of . . .

* the three stages for learning any language (silent period, imitation of sounds, and the gradual emergence of speech)

*the need for variety to accommodate learning style preferences

the different ways adults and children learn a new language

R/L brain dominance

and the reasons why EFL students want to learn English

*(We discussed the importance of low anxiety atmosphere, right input, and real-life interaction to set the stage for successful learning

* (and the need for) student-centered rather than teacher-centered instruction.”

“All that we talked about last night laid foundation for today’s focus on lesson planning.”

“It has been said that, if we give a man a fish, he eats for a day. If we teach a man to fish, he eats for a lifetime . . . This workshop aims to teach you to fish! I will not direct you to a particular set of materials. Instead, I will help you learn to write your own lessons—anywhere, anytime, and for any situation in which you find yourself. In addition, you will be able to adapt and enrich any existing material for your own purposes.”

“There are four important reasons for this approach:

(1) There is always a possibility that luggage and lesson plans can end up where you are not!

(2) There may be breaking world news or some human interest story that could capture the attention of your students ‘on the spot.’ By knowing how to write an original lesson, you will be able to rise to the occasion in either case.”

(3) You may find that your teaching assignment changes upon arrival in your host country. Knowing how to write original lessons will give you the flexibility and confidence that you need.

(4) Originality is cheaper! Rather than having to invest in textbooks that are expensive to buy and costly to transport, all you will need are a pencil and paper, your imagination, and the resources in your Beyond Our Borders manual.”
TEACHING SEQUENCE (first click for the entire slide; subsequent clicks for highlighting each part of the Teaching Sequence)

Overhead Cell #5: Teaching Sequence (revealing each part as it is discussed)

WARM-UP – (a total of 5-10 minutes)
... to introduce the topic in a clever / interesting / attention-getting way
... to relate the lesson topic to what the students already know

“This is the proverbial “carrot on the end of the stick”—to create interest and excitement about what students will be learning. There is no actual teaching that takes place here—only introducing the topic.”

“Notice the list of activities appropriate for Warm-Up. You will know all these, before the conclusion of this workshop!”

PRESENTATION of New Language – (a total of about 10 mins.)
... to present the new language in a real-life situation and to make it understandable by using props, costumes, body language, pantomime and authentic materials

... to introduce the functional phrases with a self-made tape or a live dialog between you and a teaching helper or one of your best students

“This aspect of the lesson is especially important because the way the brain stores language is related to meaning! We do not want to ask students to repeat words they do not first understand.”

“The secret is this: Do not teach about language—but teach how to use language. Remember—instead of definitions and explanations, use demonstrations and multiple examples.”

“Note that pronunciation instruction takes place here—to help students say the new words correctly throughout the lesson.”

“Glance at the activities specified for Presentation. We will be taking a close look at these later.”

GUIDED PRACTICE – one or two activities to practice the new language

* Here students manipulate the new language, using activities with predictable responses.

* The teacher guides or facilitates their work in pairs or small groups.
* The focus is on accuracy of form or “getting it right.”

* Pronunciation *correction* takes place in this part of the lesson.

“Note the list of appropriate Guided Practice activities.”

**COMMUNICATIVE PRACTICE** — two or three activities to enable students to *use* the new language in real-life situations

* The majority of total class time—more than 50%—should be spent here.

* Students create language with unpredictable responses, expressing their own thoughts, opinions, feelings and ideas.

* The emphasis is to be on *fluency* development rather than accuracy.

* There is *no error correction*. (Correcting mistakes would immediately revert to Guided Practice and its focus on accuracy).

“One word of caution: students are not simply ‘to practice *talking*’—but to practice talking in ways that somehow relate to the lesson topic in some way.”

“Take a look at the list of appropriate Communicative Practice activities from which to choose.”

**COOL-DOWN** — the last five minutes of class that *wraps up* or brings *closure to the lesson*

* This is like “tying a bow on the package” or “placing a cherry atop the whipped cream! The learning has been “connected” in a meaningful and memorable way.

“For this part also, you see a list of *appropriate* activities.”

“As you begin to write your own lessons, you will want to select your activities from the ones specified for each part of the Teaching Sequence. This will ensure the *systematic flow* that takes students from *more* structure to *less* structure—from *more* teacher control to *less* teacher control—from *guided* practice to *communicative* practice.”

**TEACHING ACTIVITIES**

60 minutes

BLANK (or Overhead Cell OFF)

Direct attention to the Teaching Activities on pp. 7-11.
“You see that the list of Teaching Activities we’ve been referring to is alphabetical with a definition for each activity. Column Three indicates where the activity may be used in the Teaching Sequence. And in column four, you find page numbers for examples of the activity used in the BOB sample lessons. In several instances, the example comes in the process of this workshop.”

“Let me show you why the use of interactive activities is important.”

ARABIC PROVERB “This says it well . . .”—clicking for each line OR
Overhead Cell #6: Arabic Proverb

BLANK or
Overhead Cell OFF

“You may want to write down this principle that is important in your teaching: THAT WHICH IS LEARNED IN PLEASURE—IS REMEMBERED!”

“Now—let’s have some fun!”

Concentric Circles (5 minutes only!)

1. Ask half the group to stand and form a circle.
2. Ask the other half to form a circle outside the first circle.
3. Ask the inner circle to turn and face the person who will be their first partner in the outer circle.
4. Ask partners to tell each other their PET PEEVE.
5. When both partners have had time to share (only a few seconds needed for this), signal with a bell/hand clap/or blinking of overhead lights for the outer circle to take one step to the right for new partner combinations. This process continues until everyone is back to the original partner positions. NOTE: If space does not permit concentric circles, let half of the large group form a straight line; then the other half will stand opposite a person who will be their first partner. Upon hearing the signal to move, the “end” person on one of the lines goes to the other end of that line, and everyone else in that line takes one step to the right and thereby creates new partner combinations.

“Whenever there is information to be shared, this wonderful technique provides maximum individual talk time—lots of repetition without the onset of boredom!”
Four-Square-Share (10 minutes only!)

1. Ask everyone to stand in small groups of four.
2. Ask each group to number off 1-4 within their group; then give the following directions, one step at a time.
3. For sharing their FAVORITE HOLIDAY and why it is their favorite, partners will be 1 and 2, 3 and 4.
4. For the next combination for sharing, partners will be 1 and 4, 2 and 3.
5. Finally, partners will be 1 and 3, 2 and 4.

“It is important to distinguish this activity from the Pair-Square-Share used for introductions in the first session. The first word in each of these tells the difference. Four-Square-Share begins with four people standing in a square. Each person shares personal information with the other three in the group. Pair-Square-Share begins with two people interviewing each other, then telling the other pair what they have found out about their partner.”

Jigsaw Task (15 minutes only!)

1. Number off 1-6, 1-6, etc.
2. Look around to see who is in your group of 1-6. This is the “home group” you will come back to after moving around the room a bit. Remember your “home group”!
3. Direct 1s&2s, 3s&4s, 5s&6s—to gather in three different corners of the room. [NOTE: If the large group has an odd number, ask for a volunteer “musical” person to work without a partner—singing solo!]
4. Here’s your assignment: (1) Everyone is to AGREE ON A TOPIC from p. 4 and (2) THINK OF A CLEVER SONG RELATED TO THAT TOPIC—a song that is likely unfamiliar to everyone.
5. Practice singing your chosen song with your group in the corner and be able to teach this song to your “home group.” (Allow time for this practice—but watch the clock!)
6. You and your partner return to your “home group” at this time and teach your song to your group of six.”

While participants are busy with this activity, walk about and place a small picture square in each bag in preparation for dividing into groups for the picture activity that follows.

Ask participants to mark Concentric Circle on p. 7 (pointing out Parallel Lines adaption), Four-Square-Share on p. 8, and Jigsaw Task on p. 9—to aid later recall of these three activities.

“Before leaving these pages, please turn to p. 11 and mark Using Pictures. We are going to turn attention now to this versatile activity that can be used effectively in all five parts of the Teaching Sequence—
and with any level of students. The use of pictures is of such importance that it deserves a special section all its own. Please turn now to pp. 55-62.”

“Page 55 gives guidance for developing and using your own picture file.”

“So powerful is the use of pictures with language learners—that it is possible to teach with nothing but pictures! This is exactly what happened for one TEFL graduate student in Columbia, South Carolina, who flew to South Africa one summer for his practicum. When the student teacher arrived, he discovered that his luggage, containing all his lesson plans, had been lost! Fortunately, however, he had hand-carried his valuable picture file. With pictures alone, he and his students enjoyed a most successful summer!”

Highlight the information re: the best pictures to look for, how to find and use them, and how best to store them.

“Look briefly at the suggested list of categories to include in a file (on p. 56).”

Show your picture file.

“On pp. 57-62 you will find 33 different activities using pictures.”

“Look, please, in your bag for a small picture square. When I give you a signal, please take your manual with you and walk about the room looking for all the people whose picture matches yours. In this way, you will be grouped for the next activity. After you are in your groups, I will tell you what to do next.

After groups are formed, say: I have just demonstrated one simple use of pictures from a picture dictionary for dividing a large group into smaller groups. These pictures would be good to use, if your lesson topic were about recreation or leisure activities. Otherwise, these pictures have nothing to do with the task at hand.”

“Each group will be demonstrating a different way to use pictures. After you read and understand your assignment, you are to select the pictures you need from my picture file. You will have a couple of minutes to practice your presentation, then you will give us a sampling of your activity to show us how your activity works.”

After groups are assembled, give the following group assignments:
Group One—activity #3: Telephone on p. 57 (a positive spin for the old game of “Gossip”)
Group Two—activity #6: Picture-Sentence Match on p. 57
Group Three—activity #12: Who/What Am I? on p. 58
Group Four—activity #27: What’s the Idea? on p. 61

Watch the clock! Remember—60-minutes total for Teaching Activities!

DEMONSTRATION OF NOVICE LESSON 30 minutes

“Now that you have experienced a number of different teaching activities, it is important for you to experience the flow of the Teaching Sequence and see how interactive activities fit into this Teaching Sequence. We will do this with a demonstration of the Novice Sample Lesson on pp. 16-18. Bear in mind that, although this lesson is aimed at low-level beginners, it would not be among the very first lessons you would teach at this level. You may assume the students have already mastered the “hello/how are you” basics. Following the demonstration, we will be using this sample lesson as a frame of reference for our continued discussion of lesson planning. Please notice how I will be giving you a ‘taste’ or sampling of each activity. This is the way I would like for you to make your presentations this afternoon.”

Hold a copy of pp. 16-18 in your hand as you demonstrate the Warm-Up, a portion of the Presentation of New Language, a sampling of each activity and the Cool-Down. Do this, as if you were actually teaching students. Once participants “have a taste” of each activity, affirm their good work (as you would with real students) and quickly move on to the next activity. In doing so, you will model the way groups will present their original lessons at the end of the workshop. WATCH THE CLOCK!

“TO DO” LIST FOR NOVICE LESSON
(First click for title and all twelve words; subsequent clicks for checking off each of the first five items, as you say the word or phrase, establish meaning with props and pantomime, lead in repetition and work on pronunciation—demonstrating the process for marking silent letters, clapping rhythm, drawing intonation lines and rewriting words as they sound.) . . . OR

Overhead Cell #7: Checklist of Things to do Today (actually placing a check mark beside each item as it is presented)

BLANK or

Overhead Cell OFF

GP1—with laminated copies of p. 19, Everyday Activities Guided Practice
ANNOUNCE A PRIZE TO THE FIRST WITH ALL CORRECT ANSWERS!

GP2—laminated copies of p. 20, TPR Instructions—DEMO!

GP3—w/ verb strips in bags from Handout #11: Verb Strips for Charades
“This is the opposite of the TPR activity. This time a student
pantomimes a verb and the others guess which verb it is.”—DEMO!

CP1—with Handout #12: Everyday Activities Interview (one per person)
Use a clean copy of “Everyday Activities Interview” to demonstrate writing
answers that are true for you. With a teaching partner or one of the best
students, DEMONSTRATE the process for partners to interview each other!

CP2—SURVEY QUESTIONS (clicking for each line to appear)
If no PowerPoint, write these questions on the board, a cling sheet or overhead
cell. DEMONSTRATE the process of answering these questions, giving your own
information for each question.

Use the clock face when explaining “What time do you _____?”
BLANK or
Overhead Cell OFF

To help participants recall participation in the Novice Lesson activities, ask that
they mark each of these in the alphabetized list of Teaching Activities on pp. 7-11:

Charades – p. 7          Sequencing – p. 10
Dialogue Journal – p. 8  Survey – p. 11
Interview – p. 9          Total Physical Response – p. 11
Matching – p. 9

“Do you have any questions or comments about the Novice
demonstration lesson?”

Call attention to and give rationale for your use of the laminated sheets, the
paper grocery bag for props and prizes.

LESSON PLAN COVER SHEET 10 minutes

Direct attention to p. 13—The Lesson Plan Cover Sheet

LESSON PLAN COVER SHEET (clicking on each part as you come to it)
OR

Overhead Cell: Self-made Lesson Plan Cover Sheet (from p. 13 in manual)
“This form . . .”
- Helps you think through details (props, handouts, etc.).
- Helps you stay focused by writing a **single** lesson objective.
- Makes it easy to file lessons for later use (alphabetically by topic), literally letting this be the cover sheet for your Teaching Sequence.
- Ensures variety—revealing frequency of use for any one activity.

“Now let’s look at p. 15, the Novice Sample Lesson Cover Sheet, for an example of a working Lesson Plan Cover Sheet.”

**Topic**
“Research supports the idea that students remember more of what they learn when it relates to a single lesson topic. It is important to keep a narrow focus and make sure each activity relates to the topic.”

“One word of caution here: Avoid getting so excited about a particular topic that you begin teaching that **topic** rather than **using the topic as a tool** for teaching **new language**!”

“You see the topic for the Novice Sample Lesson is Everyday Activities.”

**Related Thoughts**
“Beneath the topic is a place for related thoughts—quotations from secular literature **and from God’s Word**. (Quickly read these for the Novice lesson.) You may use related thoughts in two ways:

1. **intentionally** as a part of the lesson—for example, in pair/small group discussion for Warm-Up, Communicative Practice, or Cool-Down
2. or **as back-up**, if you have time left over at the end of the lesson”

“Remember: If you use scripture in a country with restricted access, you will be safe, as long as you do not explain its meaning—but simply let the powerful Word of God stand on its own. Even in China, some Chinese universities teach the Bible as great literature.”

**Objective**
[Read the objective, placing emphasis on “how to know . . .”]

Ask participants to write the following in the margin:
“A good objective includes **what** students will be able to do as a result of the lesson and **how you will know they can do it**.” Allow time for this writing, then provide an example: “Instead of saying ‘students will learn colors’—say ‘students will name colors worn by classmates.’ In this way, you will **know** if they do—or do **not** know colors!”

**Level** and **Length** (usually determined by your specific EFL assignment)
Vocabulary
“The general rule is to have approximately 8-10 new words in each lesson (give or take a few).”

“Here you also list the functional phrases commonly used to talk about your topic—and teach these as chunks of language—not as individual words. Examples include such phrases as How are you? Fine, thank you, and you?”

Grammar
“With regard to grammar, I have good news! If a topic is interesting and relevant to the lives of your students, all the vocabulary and grammar they need will automatically be there. You can forget about word lists and grammar rules. Students will get everything they need, as long as you choose topics and functions with their needs and interests in mind.”

“It is not necessary to list any grammar. Students don’t say, ‘I cannot wait to get out of class to conjugate a verb!’ But they will be eager to talk about topics that are important to them.”

“There will be times, however, when certain grammar points are essential, for example: (1) To talk about places in town, classroom objects, or house furnishings, we naturally need prepositions of place—next to, between, in front of, etc. (2) To talk about weather, we naturally need adverbs of frequency—usually, never, always, sometimes, etc. We include grammar when it is naturally needed.”

Point out the handouts for Prepositions of Place and Adverbs of Frequency (in the bags), if you have made these available for your participants.

“The rest of this form is self-explanatory. . . Do you have questions about the Lesson Plan Cover Sheet?” (If limited on time, skip to Skills Emphases at the bottom of the Lesson Plan Cover Sheet.)

NOTE: If short on time, you may omit elaboration on the following four subheadings—sources, materials/props, do ahead and types of activities.

Sources
“By listing your sources, you—or someone else on your teaching team—can easily pull things together to use your lesson again in the future.”

Materials/Props
“In the process of planning and thinking through your lesson, use sticky notes—one for every item you will need for teaching. After working through your lesson, simply categorize and prioritize the sticky notes—things to buy, to bring from home, to make, etc.”
Do Ahead
“List here all you must do to have the room ready before the first student walks through the door.”

Types of Activities
“Recording this information will help you avoid overuse of your favorite activities.”

SKILLS EMPHASES (whole slide—no clicking)

Skills Emphases
“Listing the skills practiced by each activity ensures your giving attention to all skill areas.” Point out a few examples, such as GP1, CP2, etc. “Note that CP3 involves all four—speaking, listening, reading and writing. See the place for listing possible pronunciation difficulties.”

Introductory Remarks (5 minutes)

Direct attention to p. 63, the Lipson Method. “Before looking at the sample lesson based on a Bible story, I want you to have a good understanding of the Lipson Method used in this lesson—named for Dr. Alexander Lipson, the Harvard professor of Russian who developed this highly effective tool for instruction. In the early 80’s, Literacy Missions Associate Glenda Reece (author of English Lessons from the Bible: Book of Mark) made Lipson ‘user-friendly’ for Literacy Missions.”

“You are going to see Glenda using Lipson to teach her ESL class at Sanderson High in Raleigh—and her class of Asian ladies in the ESL ministry of the Forest Hills Church in Raleigh.”

“On the day of filming at the school, Glenda was walking down the hall to her ESL classroom—with her well-planned lesson in tow. Another teacher came rushing with a desperate plea for help. She had a Korean student who was consistently late for her class. She said to Glenda, ‘I cannot get him to understand the importance of punctuality!’”

“In the time it took Glenda to walk the remaining distance to her ESL classroom, she laid aside her carefully-prepared lesson plan and formulated another in her mind. This is proof of how quickly a Lipson
lesson can be developed in response to a need. The Lipson Method is unsurpassed in flexibility when a teacher must unexpectedly create a lesson with limited or no resources available (making it ideal for EFL).”

“Take notice of the student on the lower right of the screen. This young man had been in Glenda’s class approximately three months without talking! On this day, with the relevant lesson topic about lockers and tardy bells, all the stored-up/passive vocabulary that had been inside of Montevan began tumbling out! And *don’t miss* the sheepish grin on the face of the ‘culprit’ whose tardiness inspired this lesson--seated on the left at the back.”

“There is no need for note taking, since we will later be looking at instructions in the manual. As you watch the video, however, I do want you to look for ways this Lipson demonstration shows characteristics of Communicative Language Teaching. I will fast forward narration to save time.” [Explain that you will fast forward through narration to save time.]

Showing of Lipson Video (30 minutes)

Begin the DVD with Glenda at the board, as she begins to say, “We’re going to tell a story about Bien and John.” In order to complete the viewing in thirty minutes, you must fast forward each time there is narration. To do this, use the skip buttons (the double arrows pointing to a vertical bar to the left and right). To go from the high school setting to the class at church, you must fast forward through two camera shots of the three Asian women. Begin with Glenda’s gesturing with her right hand at the side of the chalkboard. Stop the DVD after Glenda says, “I tell God I am frightened, and He gives me calm.”

Debriefing (5 minutes)

“What characteristics of Communicative Language Teaching did you observe in this video?”

1 - low anxiety environment
   * smiles/laughter
   * calling students by name
   * affirmation
   * minimal error correction
   * modeling a corrected response

2 - right input
   * content relevant to real-life needs
   * language learned in meaningful chunks rather than isolated words
   * language made understandable (through the line drawings)

3 - real-life interaction
   * questions to encourage participation from quieter students
   * students’ creating language (as they tell the story in their own words)
“In the early 80’s when this video was produced, the Communicative Approach—with its notion of less teacher control and more student control—was still new.”

“Most classes at the time were teacher-centered, the teacher at the front relating to the class as a whole. Glenda’s two small classes did not lend themselves to having students work in pairs and small groups. Glenda did a masterful job engaging each student in a way that made each one feel comfortable and important.”

But what if she had been teaching EFL with large numbers of students in her class? In order to have the most individual student talk-time, we’re going to take the Lipson model and add real-life interaction with pair and small group activities. Let’s look at the process for creating a Lipson lesson with a “BOB twist.”

Lipson and the Teaching Sequence (5 minutes)

Quickly go over the general guidelines for preparation (at the bottom of p. 63). Then direct attention to the Seven Components of a Communicative Lipson Lesson at the top of p. 64.

SEVEN COMPONENTS OF A COMMUNICATIVE LIPSON LESSON

Overhead Cell #8: Seven Components of a Communicative Lipson Lesson (revealing one line at a time as you go through these seven steps)

“DO TAKE NOTES as we review these seven essentials at the top of p. 64.”

1. Core Sentences—including the most basic facts of the story, no conclusions or “life lessons”! For example, with the healing of the blind man, we wouldn’t say: “Jesus has the power to heal.” Or “Sometimes seeing people can be ‘blind’ to truth.” Both of these statements are true but neither is core sentence material! Instead we use the simplest sentence structure and the simplest and fewest words possible to tell the story.

2. Vocabulary—When we look at the sample lesson, you will see the special way we list new words in a Lipson lesson.

3. Line Drawings—Make these in simplest form to get across meaning and to prompt language use.

4. Comprehension Questions—Use approximately four questions (who, what, where, when—in this order), in follow up to the Core Sentences, to check understanding of the story.

5. Adaptation Questions Think of approximately three questions that relate the story to the students’ lives.
6. **Activities**—I’m going to make this easy. In the beginning, let your Guided Practice activities be with the Comprehension Questions (with *who, what, where,* and *when*), followed by a Cloze and/or a Strip Story. For Communicative Practice, ask pairs or small groups of three to tell each other the story in their own words. Then use the Adaptation Questions in one or two additional activities listed for CP in the Teaching Sequence.

7. **Related Real-Life Topic**—Use this as an “attention getter” in Warm-Up and/or to provide closure in your Cool-Down.

BLANK or

Overhead Cell OFF

“Look now at the bottom of p. 64—the ways to link the Lipson procedure with the BOB Teaching Sequence.”

Ask participants to circle the following key words:

1. connects Bible Story to a practical need or interest of students
2. bridge sentence
3. pair/small group activity
4. BOB Teaching Sequence
5. no mention of buzz words

“Now let’s look at the sample Lipson lesson that begins on p. 39. This lesson is based on the Creation Story from Genesis 1 & 2—and is written with multilevel instruction in mind.”

“You need to know about multilevel instruction, especially on your first day of class—and here’s why:

(1) Students may be more or less advanced than you anticipated.
(2) Students may wish to stay with family members who are not on their same level. (You may not see them again, if you try separating.)”

“Here’s what to do to prepare for multilevel instruction. Write these simple instructions in the margin or at the top of your p. 39:

(1) Use the *same lesson topic* for everyone, and
(2) Plan for an *easier* and a *harder* version of each activity.”

DEMONSTRATION OF MULTILEVEL LESSON 20 minutes

“Take pp. 39, 40 and 41 out of your manuals and hold them, as we have a quick walk-through of this lesson and its supporting handouts. It will be easier for you to navigate these pages, if you are holding the teaching notes in your hand and look at the handouts in your manual.”
“Let’s begin with a look at the easier and harder versions of Warm-Up at the top of p. 39 in your hand. You will note that, in this lesson, the related practical need has to do with numbers and days of the week.”

Briefly point out the easier activity reviewing cardinal/ordinal numbers 1-10.

Mention the round-robin options for advanced students, counting 1-100 as rapidly as possible—counting by 5’s, 10’s, 2’s or 3’s. Note the review for Days of the Week.

Ask participants to circle the “bridge” or “transition” sentence that provides a seamless flow from Warm-Up to the Presentation of New Language.

Hold a calendar, point to the days and say: The lesson today is about what God did in one week—on the first, second, third, fourth, fifth, sixth, and seventh days.

“In the presentation of vocabulary, again you see the provision for the various levels of proficiency. You present the new words, as you do in any lesson.”

For a handy reminder, ask participants to write these steps in the margin on p. 39: (1) Point to it and say it, as you begin creating meaning and understanding. (2) Point to it again and lead in repetition, working on pronunciation, as needed.

“By either having a list of the words for students to copy or providing a handout for vocabulary, you will provide a way for students to make notes that will help them remember what the word means and how to say it.”

CREATION STORY PICTURES

OR

Overhead Cell #09: Creation Story Pictures

“For beginners, it is especially important to use the drawings that you see on the screen and on your page 42 in the manual. You’ll want to use every means possible to get across meaning—NOT with definitions but with multiple examples, visuals, and pantomime. Allow me to illustrate this process with a few words that are essential to this story but difficult to capture using only a line drawing. Remember—you will have these words written on the board or a cling sheet, and the students will be looking at this handout.”

With Power Point, point to the pictures with a laser beam. If using an overhead projector, use a pen or pencil on the cell or transparency.
**Point to the word** **nothing** **on the board, say it, then create its meaning:**

1. Demonstrate with two pencils: 2 - 1 = 1 and 2 - 2 = 0 (nothing).
2. Say: “I say nothing”—then quickly place your hand over your mouth.
3. Put your hands over your eyes and say, “I see nothing.”
4. Point to the top left area in picture #2 and say “nothing.”
5. Lead in repetition of this word.

**Point to the word** **beginning** **on the board, say it, then create its meaning:**

1. Say, “Our class begins at ___. The beginning of our class is at ___.”
2. Spell a student’s name, as you write it on the board. Circle the first letter and say: “The beginning of ___’s name is the letter __.”
3. Provide one or two additional examples, using names of students in class.
4. Point to the word ‘beginning’ and lead in its repetition.

**Point to the word** **God** **on the board, say it, then create its meaning:**

1. Draw or show pictures of the golden arches and say “the symbol for McDonalds.” Draw other universal symbols, e.g., a smiley face (“a symbol for the word happy”) or stick figures (“a symbol for the words male and female”).
2. Encircle picture #1 with the pointer and say “a symbol for the word God.”
3. Fold hands, saying, “I pray to God.”
4. Raise arms with palms up, saying, “I worship God.”
5. Point to the word God and lead in its repetition.

**Point to the words** **empty** **and** **dark**, **say them, then create their meaning:**

1. Show a small box/bag/paper cup, turning it upside down and shaking it.
2. Point to the inside and say “empty.”
3. Point to an empty chair and say “empty.” Sit in the chair, shaking head and saying “not empty.” Get up, point to the chair again, saying “empty.”
4. Point to the earth picture at the bottom, saying “earth.” Then point to the lower right of picture #2, saying “The earth is empty and dark.”
5. Walk quickly to turn off the light and say ‘dark.’ Point to picture #3 (1st picture/row 2) and say light and dark. Finally, point once more to picture #2 and say “The earth is empty and dark.”

“Most of the remaining vocabulary can be introduced easily by pointing to the pictures or demonstrating with actions.”

“Look now at the top of p. 40 to see what happens after introducing vocabulary. Here you have instructions for working with each level of students to put the words into sentences.”

“In your manual, turn to p. 43 to see the list of the Core Sentences for Novice or lower-level beginners at the top of that page.”
"Taking one sentence at a time: (1) You read the sentence, while students simply listen. (2) Lead students in repetition of the sentence, working to reflect your intonation and stress with as many repetitions as necessary."

DEMONSTRATE this process with the first three sentences at the top of p. 43.

"Let me show you how we use the pictures on p. 42 to cue the telling of the story."

Use a pointer for each picture as you demonstrate with the first three sentences.

1 – (Upper left of the 2nd picture) "Nothing is in the beginning."

2 – (Last picture, then the bottom right of the 2nd picture) "The earth is empty and dark."

3 – (1st picture, then 3rd picture—on left and right) "God says: Let there be light. Let there be day and night."

"After initially presenting vocabulary and sentences, it is important to check students’ understanding of the words they say. On p. 45 you will find a list of the Comprehension Questions."

Demonstrate a few of these questions: What is in the beginning? What is empty and dark? "If students need prompting, you may cue the answers by pointing to the appropriate pictures."

"Turning back to the step-by-step lesson plan on p. 40, you see that we go directly from the Comprehension Questions to the Guided Practice activities. The first of these is a ‘cloze’ activity."

CLOZE (whole slide—no clicks)
“You will remember this funny name and spelling, because it brings closure with a filling in of blanks. A cloze not only checks understanding—but also provides repetition and reinforcement without boredom.”

Point out the marked-through word in the box of answers, indicating the use of that word to fill in the first blank. (If using OH, elicit answers for no more than three of the blanks; mark through those words in the box.)

“Make a note in the margin to look later at p. 8 and the detailed instructions for creating your own cloze. This effective tool of instruction may be used in two ways:

1. **as a check on reading comprehension** (as students work alone with homework or in pairs or small groups in class to fill in the blanks—based on their understanding) OR
2. **as a listening activity**—with you reading the entire text aloud or recording a friend’s voice (Used in this way, intermediate-level students may listen for the missing words and fill in their blanks. With advanced students, do not say the words for the blanks; but allow them to supply the missing words from what they know.”

BLANK or

Overhead Cell OFF

“**Guided Practice #2—a Strip Story**—is another great way to provide repetition with variety.” Hold up your prepared set of strip stories made from [Handout #13: Strip Story for Creation Story Lesson]. DO NOT DO the Strip Story now—but explain the following process:

1. Randomly distribute the sentence strips and ask students to arrange themselves in correct order and read the sentence they hold. OR
2. Distribute a set of strips for each pair or small group of three. Ask that they work together to sequence the set of strips. Allow the first to complete this task to read their strips aloud for all to hear.

Moving on to the Communicative Practice activities that follow, you see that students practice telling the story in their own words.”

Point out the following CP activities:

1. **Add-On for beginners**—(similar to a strip story—but with the pictures instead of sentences) Students arrange themselves in order and tell only the part of the story depicted in the picture he/she holds.
2. **Sequencing of Pictures for the intermediate/advanced**—Each pair or small group has a complete set of cut-apart pictures to arrange in order. Each person then uses the pictures to cue telling the entire story in his/her own words.
Call attention to the provisions for brainstorming in Communicative Practice #2.

1. Beginner activity – with laminated pieces of colored paper, naming the things that are orange, green, red etc.
2. More advanced students categorizing things eaten with skin on, things that fly, swim, have four legs, etc., as listed at the bottom of p. 41

Briefly call attention to the debate alternative at the bottom of p. 40.

For Cool-Down, enjoy the finger-snapping jazz chant on p. 46 (but stay within time limit of 25 minutes for highlighting this Lipson lesson).

Mention the option for a song, “God Is So Good.”

Point out the homework assignment possibilities.

“Do you have any questions about multilevel instruction OR using a Lipson lesson with Bible content?”

Mention that Glenda Reese’s Lipson DVD may be purchased from her for $5.00 (address on p. 131).

“Turn, please, to pp. 7-11 to mark the activities in this sample lesson.”

Cloze – p. 7                Lipson – p. 9                    Song – p. 10
Debate – p. 8                Question and Answer – p. 9       Strip Story – p. 10
Jazz Chant – p. 9             Round-Robin Repetition – p. 10

OVERVIEW OF OTHER ACTIVITIES IN SAMPLE LESSONS 20 minutes

Briefly highlight the following lessons, with special emphasis on the activities not yet introduced in the workshop:

BEGINNER with LEISURE ACTIVITIES topic (pp. 22-29)

Warm-Up (p. 23) – SEMANTIC WEBBING (Leisure Activities)
P of NL (p. 23) – DIALOG (In this context, this word does not mean turn taking conversation between two people; it means contrived or “canned” language that presents a model with formulaic expressions; for example, “Hello. How are you? Fine, thank you. And you?”)

GP2 (p. 24) – INFORMATION (or “INFO”) GAP (handout on p. 25)

Demonstrate this activity with one other person (holding script), using a divider and a set of A/B squares. A→student and B→teacher

CP1 (p. 24) – PROBLEM SOLVING Point out use of pp. 27-29.

INTERMEDIATE with LIFE PASSAGES topic (pp. 30-32)

CP2 (p. 32) – PARALLEL LINES (compare with concentric circles)
ADVANCED with IDIOMATIC TIME EXPRESSIONS topic (pp. 33-37)
Listening Activity (p. 34) – another way to use a SONG
Play some of the recorded “TURN, TURN,” if time.
GP1 (bottom p. 34) – MULTIPLE CHOICE [handout on p. 36]
GP2 (p. 35) – FILL-IN-THE-BLANK [handout on p. 37]

LITERACY with ENGLISH ALPHABET as the topic (pp. 47-51)
GP3 #2 (p. 49) – CHAIN DRILL
Cool-Down (p. 51) – ALPHABETIZING

Ask participants to turn again to the list of activities, pp. 7-11, and quickly mark these activities to help with later recall.

ON P. 7
alphabetizing
  categorizing (to be used in review of all teaching activities)
  chain drill
  parallel lines
ON P. 8
  dialog
  fill-in-the-blank
  information gap (or "info gap"
ON P. 9
  multiple choice
  problem solving
ON P. 10
  semantic webbing

A LOOK AT THE REMAINING TEFL BAG OF TRICKS 5 minutes

“In a moment we will be reviewing all 35 of these teaching activities, but first turn to the Table of Contents and allow me to point out a few pages for you to mark for later reading.”

Total Physical Response (TPR) on pp. 65-66—detailed instructions for this highly effective tool for teaching lower-level students—absolutely essential when students speak no English [The TPR in the Novice Lesson represents the final step in TPR, when students take turns in the role of “teacher.” These pages clearly specify the initial steps in TPR.

Idea Bank on pp. 67-70—two dozen+ alphabetized activities not mentioned elsewhere in the workshop

Teaching Tips on pp. 71-74—forty-two tips to make your job easier

Suggested Teaching Helps on p. 75—forty-seven items to take with you
“Soon you will begin working in small groups to develop an original lesson to present to the large group. To prepare you to do this with confidence, let’s make certain that you clearly understand the difference between Guided and Communicative activities. Knowing this distinction helps to avoid jumping back and forth between the two.”

GP and CP KEYWORD COMPARISON

Click on the first word to distinguish a Guided Practice activity (GP). Invite participants to say the corresponding characteristic of a Communicative Practice activity (CP). Continue in this manner with each characteristic.

Encourage note taking on the page opposite “Teaching Sequence,” p. 6.

**Guided Practice**
- Working for accuracy
- Error correction
- **Manipulating** language
  - [Ask for examples, such as Matching, T/F, multiple choice, etc.]
- **Predictable** answers
- “Canned” or contrived language
- Little room for error

**Communicative Practice**
- Working for fluency
- NO error correction
- **Creating** language
- Unpredictable answers
- Real-life context
- Spontaneous expression of one’s own thoughts / opinions / feelings / ideas

**Why is it important not to interchange these two in the Teaching Sequence?** (Going from Guided to Communicative Practice provides systematic progression from the more structured or teacher-controlled activity to less structured/student-controlled use of language. Working for accuracy in Guided is a prerequisite to practice for fluency development in Communicative Practice.)

Distribute sets of laminated strips made from Handout #14: Teaching Activities to Categorize, giving one set in a Baggie to each pair or small group of three.

“Each paper strip bears the name of one of the 35 teaching activities you now have in your ‘bag of tricks.’ You are to decide together how to categorize each activity—Guided, Communicative, or Either/Or (a separate column in the middle). Let me give you an example of an
’either/or.’ The Add-On activity may be predictable/Guided when used for repetition with each other’s first names or to review vocabulary learned in the day’s lesson, such as ‘I am going to the store to buy an apple/a banana, a pear, etc.’ ‘Tis true that students would be practicing spoken English—but there would be little room for error. On the other hand, if students engaged in an Add-On story, with each person creating a sentence to add to the story, this would be unpredictable—and thus would make the activity Communicative instead of Guided.”

Remind participants to alphabetize within each column to make it easier to check answers.

Announce a prize (candy or gum) for the first to get all correct answers.

Ask the first to finish to read their answers. Facilitate discussion of the possibilities. Be prepared to defend either/or choices.

Answer Key:

<table>
<thead>
<tr>
<th>GP</th>
<th>EITHER/BOTH</th>
<th>CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetizing</td>
<td>Add-On</td>
<td>Brainstorming</td>
</tr>
<tr>
<td>Chain Drill</td>
<td>Categorizing</td>
<td>Debate</td>
</tr>
<tr>
<td>Cloze</td>
<td>Charades</td>
<td>Dialogue Journal</td>
</tr>
<tr>
<td>Dictation</td>
<td>Concentric Circles</td>
<td>Interview</td>
</tr>
<tr>
<td>Fill-in-the-blank</td>
<td>Four-Square-Share</td>
<td>Jigsaw Task</td>
</tr>
<tr>
<td>Jazz Chant</td>
<td>Information Gap</td>
<td>Pair-Square-Share</td>
</tr>
<tr>
<td>Matching</td>
<td>Lipson</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>Question/Answer</td>
<td>Ranking</td>
</tr>
<tr>
<td>Round-Robin Repetition</td>
<td>Semantic Webbing</td>
<td>Role Play</td>
</tr>
<tr>
<td>Strip Story</td>
<td>Sequencing</td>
<td></td>
</tr>
<tr>
<td>Total Physical Response (TPR)</td>
<td>Survey</td>
<td></td>
</tr>
<tr>
<td>Walk-About Matching</td>
<td>Using Pictures</td>
<td></td>
</tr>
</tbody>
</table>

WATCH THE CLOCK! NOTE: Show the slide for a final check, after discussion among the participants.

CATEGORIZING GP . . . EITHER/OR . . . CP

Overhead Cell #13: Categorizing GP and CP

Explain that you will leave this information on the screen for guidance in lesson planning. "Periodically, check what you are doing against these lists. Remember also in lesson planning to follow closely the suggested activities for each part of the Teaching Sequence on p. 6. For additional reminders for lesson planning, see p. 14."

REMINDERS FOR LESSON PLANNING 15 minutes

Ask participants to read all of p. 14 later. For now, emphasize numbers 3, 7, 10 and 13. Take time to read these aloud.
Ask participants to get [Handout #15: Tips for Creating a Communicative EFL Lesson] out of their bags. Go over this in detail, with particular attention to participants’ understanding of #1 and #7.

**CREATIVE LESSON PLANNING**  120 minutes

Divide the large group into a maximum of four smaller groups.
* If you have fewer than four groups, you will need less total time for presentation.
* If the total number of participants necessitates having more than four groups (or if you have an hour for lunch rather than 30 or 45 minutes in the suggested schedule on p. iii), you may need to spend less time for lesson preparation and more time for presentations.

Announce two hours for planning an original lesson. Ask that participants take their afternoon break at a time of their choosing.

"Now--the fun begins! . . . Your assignment is to:
1-Write a Teaching Sequence.
2-Complete a Lesson Plan Cover Sheet.
3-“Divide and conquer,” i.e., delegate responsibilities for the most efficient use of your time.
4-At the end of (two hours), each group will have up to ten minutes to present a sampling (and only a sampling) of each part of the Teaching Sequence.
5-Watch the clock to allow time to practice your presentation before actually presenting to the large group.

“As you think through and rehearse your presentation, assume that you have already greeted your class. Begin with your Warm-Up activity.”

Distribute for each group (after collaboration begins):
(1) A blank Lesson Plan Cover Sheet
(2) Blank paper for writing the Teaching Sequence
(3) Three blank cells and pens for groups to use as needed to prepare for presentation to the large group

Tips for the Trainer:
1. Set the timer to go off one hour and 15 minutes before dismissal to allow time for presentations/closure/evaluations. (Adjust time, if more or less than four small groups and/or if having Crosscultural Witnessing on Sunday afternoon.)

2. Remember to walk about the room to guide thinking, keep groups “on task,” answer questions, and encourage creativity.
3. Monitor understanding of GP and CP Activities.
4. Periodically check the quality of each group’s stated topic, related thoughts, objective, functions (not just phrases—but functional phrases), Warm-Up, Presentation of New Language, Cool-Down.
5. Check also the adherence to the Teaching Sequence.
6. Give periodic reminders about time remaining.
7. While groups are creating lessons, use some of this time to sign and alphabetize certificates for later presentation.

PRESENTATION OF ORIGINAL LESSONS 60 minutes

Prior to the first presentation, share the following reminders:

"The Golden Rule for Presenters:
DO UNTO OTHER PRESENTERS AS YE WOULD HAVE OTHER PRESENTERS DO UNTO YOU!
I know that you will graciously give undivided, respectful attention to the group that is presenting"

"I will (1) set the timer to allow equal time (10 minutes) for each group; (2) signal ‘three minutes left’ by standing up at the back of the room (to allow you time for bringing things to a conclusion); and (3) give a one-minute warning by holding up one finger."

"As your group comes to present your lesson, please begin by giving us your topic, lesson objective, related thoughts and the level being taught."

Set the timer for ten minutes of presentation for each group.
Set the timer also for five minutes of feedback.
(1) Affirm.
(2) Ask what the group liked about the presentation.
(3) Ask for any other observations or comments.

CHECK LIST OF ESSENTIAL ELEMENTS
Four PowerPoint slides are provided to accommodate the four groups who will be presenting. For checking each group, click on each item within a single slide. OR
Overhead Cell #14: Checklist of Essential Elements

If you use overhead transparencies, it is recommended that you make four copies of this checklist. This will greatly facilitate the evaluation process. If you prefer to use only one transparency, you will need to have water and sponge or paper towel to wipe off the check marks before evaluating the presentation of the next group. However you choose to do this, you will need a washable overhead pen for marking each evaluation.
After all four groups have presented, thank everyone again for their efforts. Ask participants to pat each other and themselves on the back! ☺

BLANK or
Overhead Cell OFF (if concluding workshop now)

If continuing with the Cross-cultural Witnessing module on Sunday afternoon, remind participants of the schedule—and to come prepared to share their two-minute testimony.

If your workshop does not include the Cross-cultural Witnessing module on Sunday afternoon, or if the COW module precedes the TELL portion of the workshop, conclude with the following:

WRAP-UP 15 minute

“I encourage that you, as soon as possible, please take time to read Part One of the manual and the other pages that have been mentioned. It will be especially important to study the activities on pp. 7-11, while they are fresh in your mind, and to think through the way they have been presented in the workshop. Taking time to reinforce your learning with this kind of review will give you a greater return on your investment of time and hard work this weekend.”

• Thank your host and participants.
• Share scripture verses that have challenged/inspired you in ESL/EFL ministry.
• Present certificates.
• Invite everyone to join hands in a circle for a prayer of commitment. If some individuals will be going abroad before others, place them in the middle of the circle for special prayer.
• Ask participants to complete the evaluation form in their bag.
V. CROSS-CULTURAL WITNESSING (3 hours)

Expectation: Participants will develop cross-cultural understanding and ways to share the gospel across cultural boundaries.

Advance Preparation:
Power Point slides #50-65 (instructions on pp. xiv-xv) OR
Overhead cells:
- #15: World View Equation
- #16: Three definitions of culture (glue...shorthand...blueprint)
- #17: Two definitions of culture (“a system...a total pattern...”)
- #18: Culture Shock definition (“a generalized trauma...”)
- #19: Symptoms of Culture Shock
- #20: Four Stages of Acculturation
- #21: Eugene Nida quotation

A puzzle--made by gluing a map of a country to lightweight cardboard and cutting it into jigsaw pieces (each piece having a tidbit of information on the back re: the country, its people and/or its culture)
Note: Prepare as many puzzles as needed to accommodate the size of your group. If your group is going to the same country, use a map of that country for your puzzle. Check the World Fact Book at www.cia.gov for information about each country.

Handout #19: “Chatter” Etiquette Sheets (laminated for repeated use)
(Opt.) A sample copy of Follow Me: Lesson for Becoming a Prayerwalker by Randy Sprinkle (ISBN 1-56309-718-4 from IMB)
Luke 10:5-6 (NIV) and I Corinthians 3:6-8 marked and ready for reading
Movie video of “Patch Adams” (cued)
Handout #20: Discussion Questions for Case Studies (seven sets--one for each small group)
Handout #03: Testimony Critique (for two-minute testimony sharing)
Cling Sheet on which is written the “Roman Road” and ABC Method for sharing the plan of salvation (on p. 65 of the Teaching Guide)
Chairs arranged in circles of five (if possible)

DEVOTIONAL/PRAYER 10 minutes

BLANK (same as the slide at the end of Lesson Planning)

Use your own ideas or the following model for Cross-cultural Witnessing as seen in the ways Jesus responded to the woman at the well. Read these verses from the Contemporary English Version of John 4:7-26:

- He went where she was (didn’t hang a sign and expect that students would come to him).
- He looked beyond her obvious need to see her deepest need.
- He reached across cultural barriers of his day.
• He used well-placed words without being judgmental.
• He quickly personalized the conversation, when the opportunity arose, to talk about Living Water.

“As a result of this training to teach English Beyond Our Borders . . .
• You will be equipped to go where the EFL students are.
• You will know how to personalize lessons to meet the perceived needs of your students and make each one feel special. But . . .
• You will be aware of their deepest need--to know of God’s love and redemptive plan.
• You will be ready, in God’s timing and with Christ-like love and acceptance, to reach across cultural barriers with well-placed words that will not offend nor appear judgmental.

By meeting your students’ need to know English and delivering EFL instruction with excellence, you will gain the respect and trust of your students—and quickly deepen the teacher-student relationship. Then, out of this relationship, there will naturally arise opportunity for you, as Jesus had, to talk about Living Water.”

[Prayer]

INTRODUCTORY ACTIVITY 5 minutes

★ Distribute a set of puzzle pieces for each small group of five to put together a map of the country where the participants will be serving; or, if the whole group is not going to a single country, use any country of your choosing.

★ Ask that, before adding a piece to the puzzle, each person share the tidbit of information on the back of his/her puzzle piece. (Optional—may be done in pairs with a puzzle for each pair)

BIBLICAL BASIS FOR MISSIONS 15 minutes

★ Ask everyone to stay in the same groups.

★ Direct attention to the top of p. 110, the Cross-cultural Witnessing Guide.

“Within each group, divide the responsibility for looking up answers, then share with your whole group. In this way everyone can quickly have all the answers to #1 for the Biblical Basis for Missions. Please limit your answers to as few words as possible.”

★ Debrief by asking for answers: who all Christians, where anywhere and everywhere, why God’s Word says, how to prepare abiding in Him and putting on the whole armor of God to prepare for spiritual warfare, and what to expect His Presence and blessing.
WORLD VIEW

Ask if anyone can define the term ‘worldview.’ (It is the lens through which we view the world and life around us.)

Small groups of five stay together to talk about what or who has contributed to their present-day values and beliefs—to the persons they are today.

Debrief by asking for responses from the various groups (parents, church, school, place of birth, time of birth, extended family, the media, peers, money, teachers, etc.) WATCH THE CLOCK!

WORLDVIEW EQUATION (blank 1st click, then click to show entire equation)

OR

Use Overhead Cell #15: Worldview Equation to summarize.

“All of these factors contribute to the behavior, values and beliefs that make up our worldview today.”

Take time for participants to answer question #2, p. 110, re: worldview.

BLANK or

Overhead Cell OFF

“There’s a further distinction to be made”:

“While values and beliefs are the intangible ‘input’ and determine our worldview, behavior is the observable ‘output,’ the result of our worldview.”

“Some behaviors are highly personal in nature and simply indicate personal likes or dislikes. Take tea, for example—whether to drink it hot or add ice to make it cold, whether to use sugar to make it sweet, or lemon to make it less sweet.”

“Other behaviors, like boiling water to make tea, are universal behaviors (meaning everyone does these things).”

“Can you think of other examples of universal behavior?” (smiling—to express joy or pleasure in the U.S., when embarrassed or afraid in Vietnam; hugs to greet or show affection, etc.)

“When most members in a group practice the same behaviors, we call these cultural behaviors. If you are British, you may reach for milk or cream for you tea and customarily drink it each afternoon at 4:00.”
Ask if anyone knows an unusual cultural behavior to share with the group.

If no one offers an illustration, share some of your favorites, e.g., not opening a gift in front of the giver in Hong Kong; politely keeping one’s elbows on the table in Germany; not withholding breath from the person you are talking to in Lebanon; and removing shoes when entering a Korean household.

WATCH THE CLOCK!

To see how easily participants can determine the difference between personal, universal, and cultural behaviors, ask that each one turn to p. 111 and complete the “Behavior Inventory.” GO OVER INSTRUCTIONS together.

Upon completion, ask everyone to compare answers in their same small groups of five. Finally, lead brief discussion of any items that may have been controversial. WATCH THE CLOCK!

Answer Key: 1c, 2c, 3u, 4p, 5c, 6u, 7c, 8c, 9p, 10c, 11p, 12u, 13c, 14u, 15u, 16c

CROSS-CULTURAL UNDERSTANDING 10 minutes

Ask: “What does ‘worldview’ have to do with the students we teach?”

Allow time for responses, making sure participants recognize the importance of understanding their students’ background of experience.

“There is another reason for trying to understand the values and beliefs of our students. Research indicates a powerful connection between language and thought. Among your students, you may find a cultural thought pattern that interferes with the learning process as much as the linguistic pattern to which your students are accustomed, i.e., the interrelatedness of a particular worldview and the rules of language can make learning a new language difficult.”

“Research suggests that language imposes on its speakers a particular ‘world view.’ For example:

Eskimos have seven different words for snow; but in Zaire (in the equatorial African forest) there is not one word for snow.

Hopi Indians have no grammatical indication of ‘truth’ and no word that speaks of the ownership of land (that belonged to all!).
The Navajo language reflects their notion of cyclical time (I’ve been studying English for many harvests—or many moons.)

The non-Christian Japanese culture has no word in their language for the concept of ‘sin.’ Because of the Japanese worldview, the closest translation in the Japanese language is also used to refer to committing a crime.

“EFL teachers are not only a witness for the Prince of Peace; they are also ambassadors of peace for our country. Showing Christ-likeness can make all the difference in the way students think about the English language and whether our students learn the lessons we teach.”

“If we want to build a bridge from our hearts to theirs—one on which Jesus Christ can walk across—we must have foundations on both sides and understand the differences and similarities in our cultures. Volunteers who function best in other cultures—and with people from other cultures—are those who focus on similarities rather than differences.”

“Addressing our need to learn about the world view and culture of our students, Don Snow—in English Teaching as Christian Mission (p. 63)—says, ‘If Christian English teachers teach only their own language and culture, they create the impression that this is all they consider worthwhile. On the other hand, if these same teachers find time to place themselves in the learner role, they automatically elevate those around them to the teacher role. There is no better way,’ he says, ‘to demonstrate that they value and respect those around them.’

“To deepen our understanding of culture, let’s take a quick look at some interesting metaphors.”

THREE DEFINITIONS OF CULTURE (glue, shorthand, and blueprint)

Overhead Cell #16: Three Definitions of Culture

TWO DEFINITIONS OF CULTURE

Overhead Cell #17: Two Definitions of Culture (a system...a total pattern)

Take time for participants to answer question #3 on p. 110—their own definition of culture.
“To get a ‘taste’ of what it’s like to relate to persons in another culture, let’s have some fun!”

CROSS-CULTURAL SENSITIZER  

Use **Handout #19: “Chatter” Etiquette Sheets** for the following activity:

1. Divide into twelve small groups of two or more.
2. Distribute the twelve Etiquette Sheets—one to each group. Each person within a group is to follow the same directions throughout the activity. (To accommodate a group smaller than 24, some persons may have an Etiquette Sheet all their own. In this case, select individuals with a strong personality who can comfortably work alone.)
3. Ask participants to read the directions then turn in their Etiquette Sheet to you. Caution participants not to let anyone outside their group see their directions.
4. Ask participants to mingle and talk about any light subject of their choosing, as they faithfully follow directions from their Etiquette Sheet and make sure they talk to every person in the group. WATCH THE CLOCK!
5. Debrief this experience by asking:
   - **What happened?** (Highlight the importance of nonverbal cues—an essential part of understanding another culture.)
   - **How did this make you feel?** (“popcorn answers”—single words to describe thoughts and feelings)
   - **What did you learn that could be helpful in your TEFL missions experience?**

CULTURE SHOCK  

“In small measure, you have just experienced a form of what we call culture shock—what happens when one person’s worldview clashes with the worldview of another person.”

“This very real phenomenon may be defined as . . . ”

CULTURE SHOCK Definition (whole slide—no clicks)  

OR

Overhead Cell #18: Culture Shock Definition

Take time for participants to complete #4—defining culture shock in their own words (p. 110).  

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“The phenomenon we call **culture shock** generally refers to the frustration and unhappiness that some people have when they are in another country, experiencing a culture that is quite different from their own.”

“However, culture shock can be encountered in unexpected places within our own borders. Can you think of other types of culture shock?” Allow time for responses, but make sure the following are included:

* moving from one region of the country to another
* getting married (the meshing of two family styles)
* experiencing the ‘empty nest’ syndrome
* losing a loved one
* going from one job to another

“Perhaps in one of these ways, you have already had a taste of culture shock without leaving the country!”

“Let’s look in on a culture shock experience in the life of Patch Adams, a doctor living in Alexandria, VA, who has devoted his life to what he describes as “peace, justice and care, infused with fun.” Patch Adams is a believer in clown healing and has led numerous groups to children’s hospitals in Russia. See if you can identify what the cultural clash is all about in this film clip ‘Patch Adams,’ the true story of an extraordinary individual.”

Show film clip, beginning with Patch’s peering through the window into the children’s ward—and ending as Patch encounters the stern doctor in the hall (before any words are exchanged).

“What was Patch Adams’ culture shock? How did this make him feel?”

“For volunteers in TEFL missions, what are some potential triggers for culture shock?” Allow time for response, then fill in, as needed:

* not understanding the language you hear all around you
* observing strange cultural behaviors (amid people who may think your cultural behaviors are equally strange!)
* lack of familiar comfort and convenience
* lack of cleanliness
* overwhelming poverty

“So you can recognize culture shock, if it becomes a part of your own experience . . .”
SYMPTOMS OF CULTURE SHOCK (clicking on each heading or subheading as you come to it)

Overhead Cell #19: Symptoms of Culture Shock

FOUR STAGES OF ACCULTURATION (clicking to highlight each point)

Overhead Cell #20: Four Stages of Acculturation (3 cells)
[If using an overhead cell, reveal one stage at a time as you talk about it.]

“You see that culture shock is one of the naturally occurring stages of acculturation—the successful adjustment in a new culture. It is helpful for TEFL mission volunteers to recognize the four stages in this process. But, this awareness will also be helpful to you as an ESL teacher—so you can be aware of what your students are going through in this country.”

1. **HONEYMOON** (Ask for volunteers to guess the meaning of this word as it is used here. Be sure to include the following: *a euphoric time when everything is new and exciting—and a great adventure!* “The two-week volunteer may go no further than this initial stage.”

2. **CULTURE SHOCK** “emerges when individuals feel the intrusion of more and more cultural differences in their surroundings (in particular, with regard to cleanliness and foods). These individuals may seek comfort from fellow countrymen as they share complaints about local customs and conditions. You see that culture shock is one of the naturally occurring stages of acculturation.”

   “However, not everyone experiences culture shock to the same degree. For some there is a brief adjustment period; they barely notice going through it. For others the adjustment period is more pronounced.”

3. **RECOVERY** “comes about in small steps, as one gradually identifies more with those in the host culture.”

4. **NEAR OR FULL RECOVERY** “occurs in one of two ways: (1) through assimilation (blending in with the host culture) or (2) through adaptation (continuing to value one’s own culture but accepting the differences in the host culture as well).”

Overhead Cell OFF

WAYS TO AVOID CULTURE SHOCK
“Personalize the new culture getting to know the people in your host country. You missionary host can help you learn important words, such as, hello, thank you, forgive me, God bless you. You will want to find out about common nonverbal cues.” Share a few of your favorites.

WATCH THE CLOCK!

Be patient, understanding, and accepting of yourself and the people in the new culture.

Try to stay as healthy as possible by (discreetly) washing hands with cleanser or wipes, drinking bottled or boiled water, avoiding ice, and eating only foods that are ‘stove-hot’ or can be peeled.

It is important to note a fine line here! It is extremely rude to refuse hospitality offered in your host culture (oftentimes offered at great personal sacrifice). Above all, be gracious, sincerely thanking the giver of hospitality. Follow the lead of your missionary host. If you must refuse, graciously express gratitude (You are very kind. I know it is delicious!); then reply in a face-saving manner: I wish that I could, but I am not hungry now. You may find it helpful to remember the missionary's prayer: Lord, I'll get it down, if you will keep it down!

To keep proper perspective, bear in mind that visitors to the U.S. also experience culture shock when they encounter our ‘strange customs’! (After all, culture adjustment is a two-way street!)

Pray about this matter—even before you go. Daily put on the ‘whole armor of God’ as you prepare for spiritual warfare!

We have talked now about the way cross-cultural issues affect our teaching and our lives personally, let’s consider now how cross-cultural understanding affects our witness to people from other religions.”

“What are some ways that cross-cultural issues might affect our ability to be an effective witness?”

Encourage note taking throughout the following discussion. WATCH THE CLOCK!

From Prayer Walking to the conclusion of the workshop, you will need another 75 minutes. As time permits, allow for participant responses, before you make the following points (if they have not already been mentioned):

1 - “In some cultures religion permeates entire lifestyles—spiritual, physical, political. This is true for Muslims, Hindus and Buddhists, but not so for the atheists of Eastern Europe and the Japanese young adults who profess no religion.
2 – People’s faiths may be part of their national identities. They may perceive that changing religions would be abandoning their homelands; therefore, in order to cling to their heritages, they say ‘no’ to Jesus Christ. Some say, “Out of respect for my elders, I cannot become a Christian, but I want my children to be followers of Jesus. 3 - Similarly, there are students who will see the message of the gospel as part of American cultural baggage. We must clearly distinguish between culture and faith.”

“Don Snow (in English Teaching as Christian Mission, p. 32+) says: ‘In virtually every country in which Christians are most likely to teach, there is a legacy of very mixed feelings toward the West, particularly now toward the United States. Respect and admiration for the achievements of the West are often mixed with envy of its success and resentment at its exercise of power. Even in countries where Christians encounter little overt anti-Western sentiment, there is often latent resentment toward Western power.’”

“He goes further to say (p. 40): ‘Christians have the opportunity through their lives and service to help win back the good reputation the name of Christ calls for . . . to ‘wash the face of Jesus’ in order to help people see past the sins of the church . . . and to the person and love of Christ.’”

“Snow contends that (p. 41): ‘Learning about the host country, its culture, and its language is not only a way to enhance (our) ability to function in that culture, but is also in and of itself a form of ministry and witness. . . . He challenges us (p. 39) to a ministry of reconciliation, as recorded in II Corinthians 5 (vv. 18-20).’”

🌟 Mention (only!) the cross-cultural materials listed on p. 125 in Resources.

<table>
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<tr>
<th>PRAYERWALKING</th>
<th>20 minutes</th>
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“Once you arrive on the field, one of the most important things to do in preparation for witnessing opportunities and for effective teaching is to engage in prayerwalking the area of the city or village in which you will be teaching (in particular--your classroom and every chair in it!).”

❓ Ask if someone can supply a definition of prayerwalking (praying on site with insight). To illustrate its value, compare the experience of “hearing about an ill person and praying for healing versus going to the hospital, seeing the person hooked up to tubes, and praying for that person.”
“The latter gives insight for specific praying. It is walking about, praying with open eyes, praying in a conversational manner, and ‘claiming’ in the name of Jesus Christ.”

Take time for participants to complete #6 re: prayerwalking (p. 110).

Ask if anyone has had a firsthand experience with prayerwalking that they would like to share. If needed, you may share the following story:

“Marion Stilley, who was Special Projects Director for the Saddleback Church in California when she attended the first BOB workshop in 2001, told of an experience in prayerwalking a particular area in China. Marion was met one day by a woman who obviously had been watching for her coming. The lady said that she had dreamed that someone would come to tell about GO! This was such a reality to the lady that she had gathered many of her friends to wait with her for this person who would tell about GO...The prayerwalkers suddenly realized that this villager had the first two letters of the three-letter word—G-O-D! She was waiting eagerly to hear for the first time about GOD!”

“In addition to helping volunteers find hearts eager for the gospel, prayerwalking can help locate a Man of Peace, as described by Erich Bridges in his article, ‘Friend of the Gospel: The Man of Peace.’ Read Luke 10:5-6 NIV. Bridges tells of missionaries who were inspired by these words of Jesus and used this approach to identify a local person of influence, who could ‘open the door’ to a Christian witness in an otherwise hostile community.”

“He relates the story of one missionary in Asia who prayed for God to lead him to the Man of Peace—then started his stopwatch. Three minutes and 21 seconds later, a person approached him from out of nowhere and said, ‘Have you eaten?’ When the missionary replied, ‘Not yet,’ the Man of Peace invited him to his home. After the meal, this same man introduced the missionary to the notorious village leader, who happened to be ill. The missionary prayed for his healing. When the leader got better, he opened his heart to Jesus and opened the entire village to the gospel.”

(Opt.) Show a sample of the Follow Me: Lessons for Becoming a Prayerwalker (book from IMB) by Randy Sprinkle.

Ask a volunteer to read aloud I Corinthians 3:6-8 (Paul’s response to the quarrel as to who was greater—Apollos or Paul).

From this passage of Scripture, ask participants to identify the following:

(1) The work of the prayerwalkers
(2) The application of these verses for other aspects of TEFL missions
* Who would prepare the soil? (prayerwalkers)
* Who would plant the seed? (EFL teachers going as short-term volunteers)
* Who would water the seed? (career missionaries/journeymen/EFL teachers going for longer than two weeks)

“Most importantly—it is God who causes the seed to grow! We are God’s fellow workers (v. 9). We join God in what He is doing and become a part of His plan.”

NOTE: At this point, you have 55 MINUTES BEFORE DISMISSAL!

SHARING OUR FAITH 10 minutes

If participants will be sharing testimonies with a partner, say:

“One of the ways to prepare for the going is to be able to give your personal testimony effectively and with as few words as possible.”

• • Ask partners to do this now, using the Testimony Critique sheets to provide feedback for each other.

🌟 Set the timer for two minutes for each partner to share.

🌟 When finished, ask partners to exchange critique sheets and say:

“This will give you valuable input and opportunity for adding further clarity and effectiveness to your two-minute testimony.”

🌟 Remind participants that “results are not our responsibility. Our part is to be faithful—and be prepared when God gives opportunity for witness.”

“If you are allowed to carry a Bible into your host country, another way to prepare is to mark your Bible with the Plan of Salvation. (You will remember not to do this, however, if working with Muslims!)”

_refer participants to the cling sheet on the wall that offers the following two methods for sharing the Plan of Salvation:

(1) The “Roman Road” (Romans 3:23, 6:23, 5:8, and 10:9-10)
(2) The “A-B-C” Method
   A – All have sinned. (Rom. 3:10, Is. 53:6)
   B – Believe. (John 3:16, Acts 16:31)
   C – Confess. (Rom. 10:9-10, Matt. 10:32)

Share these additional suggestions:

• Mark Scripture throughout, beginning on p. 1: Turn to p. __.
• Mark Scripture with a highlighter pen.
• Mark Scripture with numbered post-it tabs or colored ribbons (the preferred option with Muslim students).
TIPS FOR SHARING THE PLAN OF SALVATION

1. Always follow the lead of your missionary host, especially in limited access countries.
2. Be sensitive to the seeker and to the Holy Spirit. (Do not run ahead of the Holy Spirit!)
3. Emphasize common ground. Ask your students to tell you about their religion.
4. Do not say your students' religion is wrong. Instead, speak about the uniqueness of Christianity.
5. Point to Scripture verses directly from your Bible; or, in preparation for going to limited access countries, commit these verses to memory.

“If a person indicates readiness to receive Christ, lead in repeating the sinner’s prayer and follow up to help the person grow in his/her faith. You will also want to be sure to connect this person with a local group of believers.”

Point out “How to Direct Conversation Toward Spiritual Matters” on p. 113.

CASE STUDIES 30 minutes

EUGENE NIDA QUOTATION (whole slide 1st, then clicking to highlight the capitalized words, staying here while reading the paragraph below)

Overhead Cell #21: Eugene Nida Quotation—Ask for group responses to Nida’s words.

“To help us avoid being ‘messengers’ that ‘hinder the Gospel,’ in the time remaining, we will be looking at Case Studies on pp. 114-116, graciously provided for our use by IMB. In discussion of these, we will have opportunity to apply the principles we have been talking about.”

BLANK or

Overhead Cell OFF

Divide into seven small groups and assign a different case study for each group. Ask that they do two things (only!):
(1) Describe (not read!) their situation
(2) Tell about the lessons to be learned from this.

Give each group a copy of the following questions from Handout #18: Discussion Questions for Case Studies to guide this discussion:
• Who were the main players in the situation?
• What values or behavioral norms were in question?
• How many different resolutions can be identified?
• For each resolution, what is the impact on the players?
• What can you do to avoid this situation?

Before each small group shares with the large group, remind them once more not to give answers to the above five questions but to do two things: (1) summarize their case study and (2) tell what they can learn from it.

Lessons (in a "nutshell") learned from each case study...

#1 – Communicate plans clearly.
#2 – Help the national believers accomplish their goals—not yours.
#3 – (Bottom line!) Must talk to field the missionary before taking any action!
#4 – Always respect the line of authority. The local leaders and missionaries know what is best. Instead of giving an open invitation, the visiting preacher could have asked for a show of hands...said "see me afterwards"...or have cards to sign.
#5 – The missionary is trained to be sensitive to the culture as well as the Holy Spirit’s leading. Do not question what the missionary does.
#6 – This is a serious problem that should never happen!
#7 – Find out what the local leadership/believers need and help them at the point of their expressed need—not what you perceive to be their need.

CONCLUSION

Note: Use the following conclusion only if you are having the Cross-cultural Witnessing module on Sunday afternoon:

“As soon as possible, I encourage you to read Parts One and Three of the manual to reinforce all that we have been talking about. Doing so will give you a greater return on your investment of time and hard work this weekend!”

• Point out the “Constructive Attitudes to Take to the Field” on p. 117 and “What You Need To Do Before You Go” on pp. 118-119.
• Thank your host and participants.
• Share your favorite scripture verses related to EFL ministry.
• Present certificates.
• Invite everyone to join hands in a circle for a prayer of commitment. If some individuals will be going abroad before others, place them in the middle of the circle for special prayer.
• Ask participants to complete the evaluation form in their bag.