



**MA Public Adult Education
Professional Development System**
A PUBLIC ADULT EDUCATION OF MA PROGRAM

Transcript: Instructional Video: What NOT To Do When Teaching An ESOL Class

Transcript: Instructional Video: What NOT To Do When Teaching An ESOL Class

In this video we show several instructional practices that should not be used when teaching in an ESL classroom. As you watch the video note the instructional practices that you consider to be unsound. At the end of the video we will identify the examples we intentionally included in the video that contradict principles of second language acquisition and pedagogy. See how many you can identify. Maybe watch it again to see those elements you may have missed.

So today we're gonna be doing a really fun activity. It's gonna be a lesson about, um, people coming to the United States and, um, we're gonna listen to a story—you guys get to listen—and then you're gonna have to write. So, um, I'm gonna have you really pay attention closely, um, we're gonna get to dig into lots of details and we'll get to, you know, chat about things and, um, maybe at the end, you know, you guys will have a chance to write about your own experiences. So I think it should be really fun. Um.

The name of this story—we're gonna listen to a story—the story is “The Icing on the Cake.” You guys like cake? Students say “birthdays!” Sure, yeah. For birthdays... yeah design, for party... How do you make the decorations? Students say “Fruit!” Yeah, well, so there's something called icing. The icing—icing is like when you put on the cake. That's The Icing on the Cake—that's the name of the story, the name of the story. Okay.

Umm... Okay we're gonna listen to the story. So I want you to listen carefully and then I'm gonna have you write about the story.

Audio clip: “I have memories of running into everyone’s office eating candy from their candy dishes. I remember being with my brother in our pajamas with the little plastic feet.”

So you have two minutes to write down a summary of the story that you heard, but no talking to each other, I want you to do this by yourselves. So just think by yourself and remember what you heard and write down a summary.

Student: “Can we hear that again?”

Teacher: “Not right now. We don’t have time. Just try to write down what you remember. Don’t talk to each other, just just write your own stories.”

Student: “This is so hard...”

Teacher: “You think this is so hard? I know you guys can do it. You can do it.”

Student: “We doesn’t understand.”

Teacher: “Hmm—okay, well we’ll talk about that.”

What do you think? What did you see or hear that may not be considered a sound instructional practice?

Did you notice that the teacher spoke very fast as she discussed the activity? She provides only verbal directions; there are no visual or textual supports to help students understand. She talks too much and superfluously. Remember her discussion of cake decorating and the time-consuming discussion of the idiomatic title *The Icing on the Cake*? These are both irrelevant to the main point of the lesson. She directs students to listen to the audio clip with no visual or text support.

The teacher tells students to write a summary of the clip individually. “No talking to each other,” she instructs—missing an opportunity for communicative interaction and engagement. She is not responsive to student feedback. When a student says “Can we hear that again?”, her reply is “No, we don’t have time.” When a student says “We doesn’t understand,” she replies “Okay, well we’ll talk about that.”

In this video we have intentionally demonstrated six examples of what not to do when teaching an adult ESOL class. Take another look at the video to be sure you caught them all.