Nielsen, P. M. (2003). English in Argentina: a sociolinguistic profile. World Englishes, 22(2), 199-209. doi:10.1111/1467-971X.00288

This source is a scholarly journal by Paul Maersk Nielsen which provides information on the role of English in Argentina. This is a useful source because it gives an overview of the various languages and cultures that are represented in Argentina as well as a historical background that links to availability of English from the eighteenth century. This source also talks about the attitudes towards English by Argentinians and the way the language has been traced to strong cultural legacy of the British. Reading this scholarly journal would provide a basic understanding of the way the British culture has influenced the teaching of English in Argentina as well as led to language's contemporary prestige. It also describes how the language has led to an economic shift in Argentina and how proficiency in English is a major requirement for those seeking jobs, a promotion, or pursuing a graduate university education.

Porto, M. (2014). The Role and Status of English in Spanish-Speaking Argentina and Its Education System: Nationalism or Imperialism? SAGE Open, 4(1).

This source is another scholarly journal written by Melina Porto. Here, the author talks introduces the controversy that occurs in the field of English Language Teaching (ELT) in the context of Teaching English to Speakers of Other Languages (TESOL) regarding the role of English in developing non-speaking Spanish countries that has a history of colonialism. The author specifically talks about this controversy that is taking place in Argentina. In addition to this controversy, the author provides useful background and educational information about Argentina as well as the cultural and identify issues that is found within the country. For those seeking teaching jobs in Argentina, this source is useful because it teaches the way history like the Falklands War, has contributed to Argentina's national identity particularly in school systems. These school systems privileges English Language Teaching (ELT) in primary and secondary school and made English learning a requirement.

Chávez, E. (2006). In-service teachers' beliefs, perceptions and knowledge in the Nicaraguan EFL Context. *Encuentro: Journal of Research and Innovation in the Language Classroom,* (16), 27-39.

This article discusses a research project conducted at the Universidad Nacional Autónoma de Nicaragua (UNAN-León) that studied the practices, knowledge, and teaching styles of fifteen EFL teachers enrolled in a training program. According to this study, teachers used a teacher-centered approach, were incompetent, and lacked knowledge on how to design a successful lesson plan. As a result, students demonstrated limited improvement. In addition to this study, this article also explores contextual background information and a previous 1993 study on English instruction in Nicaragua.

This credible scholarly journal article provided me with sufficient and useful information on English instruction in Nicaragua. The article includes an extensive bibliography with a variety of sources, and therefore is reliable. However, only 15 EFL teachers participated in the study, and therefore results are not generalizable.

FSD Foundation for Sustainable Development: Youth education and development issues in Nicaragua. Retrieved March 25, 2016 from http://www.fsdinternational.org/country/nicaragua/yeissues

This webpage provides historical and political background information on the public education system in Nicaragua. After the Civil War, there were efforts to improve education, but schools, although autonomous, continued to suffer from a lack of funding. Students have to purchase their own supplies, an economic burden on families causing many students to drop out of school. There are initiatives and non-governmental organizations that are helping to improve the quality of education. The webpage comes from the Foundation for Sustainable Development, and therefore is credible. However, a reference list is not included.

Al Rabai, A. (2014). Teaching English in the Arab World: A Future in Turmoil. Scientific and Academic Publishing. Retrieved April 4, 2016, from http://article.sapub.org/10.5923.j.edu.20140405.04.html

This source was important to my research because it was an academic article written by a TESOL specialist at Qatar University. Within this article the specialist as a person of Arab origin living in the region, with an interest in TESOL and as the father of children for whom English language learning has played a huge role in the success of their education and careers, analyzes the future of foreign language learning in the Middle East in the face of fundamentalist regimes. This source is refreshing because it is clear and concise`. It takes the assumptions that can be made about the future of TESOL based on media coverage of fundamentalist groups in the region and discusses the actual future of TESOL from the point of view of a specialist who is experiencing that shift while in the region and in the field.

Sources such as these are important because they take a look at how events impact everyday life on the ground through the perspective of someone living through that conflict and valuing it at its impact. As an ESOL teacher looking to teach in the region it is important to know the impact that these political situations have on the realities of teaching and on the job market in general. The consensus seems to be, and this article agrees, that there is a hunger for English learning in the Middle East, but it is dangerous to teach and to learn because fundamentalist groups do not agree with it. The writer feels that this is a step backward and that English language learning has really benefited cultures of the Middle East by allowing international dialogue and cross cultural knowledge. Condemning all things western makes them more interesting and works against the interest of the regimes.

Bourdain, A. (Writer). (2015, June 11). Beirut [Television series episode]. In Parts Unknown. New York, New York: CNN.

I chose to watch an episode of *Parts Unknown* on Lebanon as I did my paper. I know this is a rather unconventional source for an academic paper, however in writing a paper about a country in a war torn region, I felt that this would show an accurate representation of what is going on in the region. I enjoy Bourdain's work because his show is rooted in culinary traditions, yet when he travel to areas which have histories of conflict, the food becomes secondary and it becomes the channel through which he is able to have honest conversations with local people

about their cultures. Not only does Bourdain's journalism style show a key part of every culture in the food, but it shows conversations with real people.

I enjoy episodes of this show because they have highly academic content, history and politics while helping the viewer experience a true feeling of the culture of the place. A large part of this episode entitled *Beirut* is a reflection on the experiences of Lebanese people and Bourdain himself. All of whom were in Beirut for the 2006 July War. He films this episode at a key time. Presently, Lebanon is ten years away from that conflict and making steps forward, yet there is new pressure as Syrian refugees pour into the country and ISIS pressures the border of this fairly liberal Arab country. Through food, snap shots of cultural centers and experiences, narration and experiences of a variety of local interview subjects, Bourdain shows the viewer the beauty of the everyday that continues on in Lebanon despite the rising political conflicts.

Bourdain never discourages travelers from going to areas in conflict in his show. Contrary to the State Department's warning to travel to Lebanon at your own risk, Bourdain and the people he interviews paint a holistic picture of the country as one of beauty and value. He never says "Do not come to Lebanon." Instead he says "Here is a beautiful country, come visit, but maybe plan a short trip." You cannot get the same feeling from reading a book on the country. The visuals and the voices of all the wonderful different people and their cultures living in Lebanon make all the difference.

Education in UAE. Embassy of the United Arab Emirates, Cultural Division in Washington D.C.
   ***K-12 Education.* Washington DC: Embassy of the United Arab Emirates. Retrieved at**
   http://www.uaecd.org/k-12-education .

This source would be helpful for anyone looking into not only information about education in Dubai, but cultural information in general about the United Arab Emirates as a whole. The specific section of the website I looked at gave me information about K-12 education, but the website as a whole provides a lot of helpful governmental and factual information. It includes four sections: K-12 education, higher education, technical education, and special education. It provides a breakdown of the phases of education and provides statistics about enrollment, curriculums, and departments that affect education. It also discusses meeting and exceeding global standards and programing that helps the UAE do just that.

Pennington, Roberta (2014). Computer games inspire new teaching methods in Dubai. *The
   National. Retrieved from**
   http://www.thenational.ae/uae/education/computer-games-inspire-new-teaching-methods-in-dubai

This source was helpful to me and my specific project because one of my focuses was the use of technology in Dubai in education. That being said, the ideas in it could be applied to studies of other countries, too, because the implementation of the programming the author mentions could happen in any country! The main idea of the article is that now in Dubai, a concept of incentive teaching is starting, under which students are rewarded points and trophies for their progress in subjects. It is a concept called "gameification," and it is designed to maintain student interest while giving them motivation to move forward. The program is being test run in several schools, and its organizers hope that its successes will be implemented in schools all across the UAE within the next few years. This idea of educating by using incentive appears to be an up and

coming trend in discussions about classroom management and student motivation, so this article is helpful for anyone looking into that theme.

CIEE. (2016). Your Teaching Abroad Adventure Begins Here. Retrieved March 30, 2016, from
        https://www.ciee.org/teach/why-teach-abroad/
This article from the CIEE website is about why English teachers should teach abroad. CIEE is a program for teaching abroad, and it explains that teaching abroad is an amazing experience and the teacher coming in will make a difference to their students no matter what. Not only does CIEE have their own teaching program, but they offer TEFL courses which are very important when going abroad to teach English. CIEE explains that teaching abroad can give teachers experiences that they would not get if they taught in the United States or another English speaking country. CIEE can help English teachers around the world teach almost wherever they want and the programs offered will help teachers become certified in the programs that they need to teach abroad.
        This website would be very helpful to all potential teachers even if they know nothing about what they want to do. CIEE can inspire teachers to teach abroad and make a difference in a different part of the world. Any prospective teachers can visit this site to help them along with their teaching abroad issues and even help them get ready to teach. It has all the important facts needed to teach abroad and will be very beneficial for all teachers to look at this website.

Teaching English in Egypt. (2014). Retrieved March 29, 2016, from
        http://www.internationalteflacademy.com/egypt-English-teaching-jobs-abroad-middle-
        east
While this article is specifically about Egypt, it is the International TEFL Academy website and would be useful for all potential teachers looking to teach English abroad. This article explains how the English language was started in Egypt, from when the country was under British control in the 1880s. However, since that time English is used more often in the country due to tourism. Egypt is a big tourism country which is why it would be a good place for teachers to teach English. This article also explained that most teachers would have to interview for the position in Egypt and then they would be offered the job, it is also mentioned that teachers will have to be TEFL or TESOL certified in order to teach. The article also outlined the requirements and some important guidelines for teaching in Egypt. It also talks about some interesting facts about the country that might be helpful to the potential teachers as well as the reasons for teaching English in Egypt. This article would be very helpful to teachers because it explains the particulars about teaching in Egypt very well and straightforward. The information shared is everything that teachers might want to know before they start looking for teaching jobs in Egypt. Teachers can also look up any country to see all the information about that specific country rather than Egypt.

Teaching English in Russia. (n.d.). Retrieved April 06, 2016, from
        http://www.internationalteflacademy.com/russia-teaching-english-overseas-jobs
This source was vital to my research. The International TEFL academy is located in Chicago and is one of the legitimate certified organizations to train English teachers and provide them with the correct certification to teach English abroad. It has a variety of courses culturally specific to each country, when students are undergoing their certification. It has a course specific to TEFL certification in Russia, providing a free profile of the country which was essential to my

resource. It also included blogs and links to other EFL teachers which had completed the certification that were currently teaching in Russia.

Teaching English in Russia: Living in Russia. (n.d.). Retrieved April 06, 2016, from https://www.oxfordseminars.com/country/russia-living-in/
This source was similarly vital to my research. The Oxford Seminars is an organization that provides TESOL/TEFL/TESL training seminars for students wishing to teach overseas. They also provide job placement service overseas with legitimate programs. During it's training seminars, the courses spend ample time going over cross-cultural considerations for each country. This organization has a specific portfolio on Russia, which is really beneficial to any perspective ESL teacher who would like to go to Russia.

Sun, Y. (2014, October 15). Eight major trends in the global ELT field [Web log post]. Retrieved April 03, 2016, from http://blog.tesol.org/8-major-trends-in-the-global-elt-field/
http://blog.tesol.org/8-major-trends-in-the-global-elt-field/

This source, taken from the TESOL International Association website, presents recent trends in the Global ELT field in regards to globalization, localization, and collaboration between disciplines. The trends encompass changing perspectives and goals in English teaching and learning, new designs for curriculum, expanding communicative competence, and developments in ESL in regards to the modern world. This source was useful to this report's investigation of Morocco's growing multicultural society and how recent trends in the TESOL community could benefit English-language learners through classroom objectives like creating competent language users and critical thinkers.

Zouhir, A. (2006). Language situation and conflict in Morocco. *Encyclopedia of Language & Linguistics,* 271-277. Retrieved April 03, 2016, from http://www.lingref.com/cpp/acal/43/paper2975.pdf
http://www.lingref.com/cpp/acal/43/paper2975.pdf

This source identified Morocco as a multilingual culture and examined language conflict that stems from the hierarchy that certain dialects and languages hold over one another. This hierarchy occurs because certain languages or dialects are considered more academic than others and thus are more respected in the Moroccan society. The author also discusses the rising demand to learn English in Morocco and the educational institutions that are being created for English-language teaching and learning. This source was helpful in my research regarding the spread of English in Morocco and just how important the language has become to this Arabic society. Furthermore, the research on language conflicts included in this source was incredibly informative in my search for developments in Morocco's multilingual society.

Long, R., Gardner, S. & Japan Association for Language Teaching, T. (2002). Cultural Effects on Learning and Teaching English in Vietnam. *The Language Teacher, 26*(1), 6-10. Retrieved from http://files.eric.ed.gov/fulltext/ED477569.pdf.

Long and Gardner's portion of the journal *The Language Teacher* that focuses on

the cultural effects on the ESL teacher in Vietnam gives a holistic view of the Vietnamese classroom, the historical background leading to that classroom pedagogy, personal suggestions for acquiring work and strategies when living abroad, as well as Hofstede examples and it relates the importance of ESP work with that of the epidemic economic encouragement. In conjunction with dipping its toes into the many different experiences of the student's classroom perspective, it also notes the importance of the "teacher attitudes" when conducting the classroom. It suggests that teachers, who were once producers of knowledge, should now take on the role of facilitators, and while that role may be contradictory to the historical notion of teacher and student, it is important to cultivate as Vietnam experiences social reforms for the economic purpose.

Bodewig, C., & Badiani- Magnusson, R. (2014). *Skilling Up Vietnam: Preparing the Workforce for a Modern Market Economy***. Washington, DC: The World Bank. DOI: 3/29/16**

Skilling Up Vietnam: Preparing the Workforce for a Modern Market Economy was an essential resource in this reflection of Vietnamese educational culture. Christian Bodewig and Reena Badiani- Magnusson began the conversation, even on the cover, on this direct interplay between Vietnamese economical pride and preparation and English education culture. It immediately poses the question of economical development of Vietnam, specifically how it can be improved to reflect a more prominent workforce and produce more cohesion in wage gaps throughout the country. From the get- go it uses Education as the main enforcer of new jobs, the open market, and as encouragement to produce more economically savvy businessmen. This suggests that educational reform has and will continue to change the economy of Vietnam for the better, and will provide the mathematic basis for the country to prosper and become competitive in wake of the devastation it faced in the 1980's. It is an extremely useful resource for those planning to teach in Vietnam because it clarifies the relationship between the educational sector and governmental preferences for economic progress.

Swigart, L. (2000). The Limits of Legitimacy: Language Ideology and Shift in Contemporary Senegal. *Journal of Linguistic Anthropology, 10***(1), 90-130. Retrieved March 31, 2016.**

Because English is not a huge priority in Senegal other than in the international schools, understanding the history and policies surrounding language in Senegal is very important. This source provides a wealth of background information on current linguistic patterns and policies in Senegal. While it does not outwardly describe ESL education, it does delve deeply into the complexity of local language education in Senegal. Understanding these complex issues is necessary to understand when teaching ESL in Senegal, because the teacher must be aware that students will often have multiple different lingua francas and English might be a student's third or fourth language. Additionally, this article also looks at Senegal's relationship with European languages, particularly French, and the resistance to conform to these languages can also be connected to a possible resistance to English.

N. M. (2015, August 14). Stephanie Nails Kane, SABS, Senegal. *The Pie News*. Retrieved April

       3, 2016, from http://thepienews.com/pie-chat/stephanie-nails-kane-sabs-senegal/

       Stephanie Nails Kane is the creator and director of the Senegalese American Bilingual School in Dakar. Through this interview, she discusses why she decided to start this school, her vision for the school, and important characteristics unique to SABS. Kane was born in the United States, moved to Germany at the age of 12, and moved to Senegal to teach ESL after university. Because of her multicultural background and experience with ESL, she wanted to create an ESL program, which eventually led to the creation of SABS.

       Although this is not a scholarly source, this recent interview is an important direct primary source for analyzing the type of education culture at SABS. By hearing directly from the director of the institution, the reader can gain an important view of SABS in order to apply pedagogical techniques and learning environment at the school. Additionally, the background on the creator of SABS is not easily available on the website, and learning that Kane lived the first 12 years of her life in the United States might be important for other Americans looking to teach in Senegal and adapt to the local culture.

Guerini, F. (2011). Language policy and ideology in Italy. *International J. Sociology of Language, 210,* 109-126

       This academic scholarly journal examines the language policy and ideology in Italy. Guerini explore the different factors that play a vital role in the shaping of language practices and attitudes in the country. He goes into further detail to describe the history of challenges that the Italian educational system has faced due to the increasing number of immigrants that have come into Italy to live. The article then goes on to discuss how teachers lack the necessary training and awareness regarding immigrant students that do not speak the Italian language. It demonstrates how the education system in Italy began to adopt English as a foreign language and how the English has established higher prestige.

       This article aided my research regarding the language policy in Italy. Given the information in this article, I was able to inform prospective English teachers about the linguistic challenges that classroom and teachers may face when not every student knows Italian. Teachers need to be aware that not every student in their future classrooms will speak the same language thus; they must be able to cater to every different language and culture that is present in the classroom.

Teaching English in Italy: At a glance. (2016). Retrieved on April 1, 2016, from https://www.oxfordseminars.com/country/italy/

Oxford Seminars reveals everything a prospective teacher would like to know about living and teaching in Italy. It starts with financial logistics such as monthly earning, teaching hours and cost of living in Italy. Then it goes on to describe the different types of ESL teaching jobs there are and how to find those jobs. It even gives tips for ESL teachers and regarding visa requirements and accommodations.

This website was extremely beneficial when it came to evaluating the culture and customs of Italy. From describing traditional Italian meals to different methods of transportation, this article gave me further insight on life in Italy. I was able to highlight and incorporate the major cultural differences into my research paper to inform prospective teachers on life as a teacher in Italy.

ESL Teaching Resources. Retrieved from https://www.oxfordseminars.com/esl-teaching-resources/

Oxford seminars is a very useful website for teachers and students. This website provides a variety of links including lesson activities, lesson plans, classroom and teacher resources, theory and research, as well as additional resources. Each of these links then has a new set of links, for example, under lesson activities they are further divided into the categories of speaking, listening, writing, reading, grammar, vocabulary, and warm ups, games, and puzzles. These links are further organized into different levels and topics. These links can be useful for teachers of students of all levels and provide detailed information on numerous topics. These links could also be extremely helpful to new teachers who are looking for ideas to utilize in the classroom. There is a large section dedicated to teaching speaking. This is very useful because this is an area of difficulty for many English language learners, especially in relation to pronunciation. One of the resources for pronunciation includes a website which explains a number of different topics related to pronunciation, including word stress, sentence stress, homophones, minimal pairs, as well as tips on when to use specific articles. All of these topics then include additional links which break it down further and provides a more in depth description. For example, under word stress there is another link dedicated specifically to this topic. It describes what word stress is, why it is easier for native English speakers to use, why it is important, and where stresses are placed. It also provides a quiz at the end to determine the understanding of word stress. This is just one of the activities provided by Oxford seminars. There is a large assortment of different activities, ideas for lesson plans, and resources that can be helpful to both teachers and students.

Dave's ESL Café: Idea Cookbook: "Business English" Retrieved from http://www.eslcafe.com/idea/index.cgi?Business:English:

This resource is from Dave's ESL Café website. This activity can be geared towards any age range, but is especially helpful for students who are learning English for business purposes. In the activity titled "my company," students are divided into groups of five to six. They are then asked to open their own company and decide what kinds of goods or services their company is going to produce or provide. They also have to determine the structure of the company and determine the departments that are needed to run the company effectively. The next thing the group determines is the duty of each department in the process of making and selling the products. After the discussion, group representatives are responsible for doing a presentation in front of the class. An extension of this activity can include written work, for example, writing the plan for opening their own companies. I think this resource is very useful because in many different countries there is a high demand for learning English for specific business purposes. The requirements can be altered to match the specific interests of the group as well as different proficiency levels of learners in the classroom. This activity can help English language learners for purposes of business to become familiar with common vocabulary and facilitates language

acquisition related to business. This activity also allows for practicing speaking as well as writing skills. Presenting in front of the class also allows for an environment in which students can learn from their peers as well.

Dalton-Puffer, C. (2008). Outcomes and processes in Content and Language Integrated
    Learning (CLIL): Current research from Europe. *Future Perspectives for English*
    *Language Teaching***. Retrieved April 6, 2016, from**
    https://www.univie.ac.at/Anglistik/Dalton/SEW07/CLIL research overview
    article.pdf.

    In this scholarly article, Christiane Dalton-Puffer writes about a recent approach to learning that much of Europe has adopted called CLIL. It defines and discusses the goals of the approach and the content and language outcomes of the approach in education. The outcomes of the approach are extremely important because as Dalton-Puffer states, "CLIL students can reach significantly higher levels of L2 than by conventional foreign language classes." This proves that CLIL is an important approach to teaching that will probably expand to more countries in the coming years.

    As an ESL teacher in a foreign country, especially if it is located in Europe, it is likely that you will encounter the CLIL approach in a school. It is important to be aware of how it works, what it looks like in schools, and how it differs from an EFL classroom. As more research on the CLIL approach is presented, more schools will adopt the program. This approach to language is highly effective so by understanding the fundamental aspects of it, ESL teachers can help their students develop as English speakers.

The Hofstede Centre. (n.d.). Retrieved April 04, 2016, from [https://geert-](https://geert-hofstede.com/spain.html)
    [**hofstede.com/spain.html**](https://geert-hofstede.com/spain.html)

    The slogan of the Hofstede Centre website, "Strategy-Culture-Change," gives a clear idea about what information the website presents: culture. Geert Hofstede conducted an extensive study involving 60,000 people in 52 countries to determine what the culture of each country is like using six criteria: power distance, individualism, masculinity, uncertainty avoidance, long-term orientation and indulgence.

    This website is extremely helpful in determining the cultural differences between two countries. With the "country comparison" section, one can compare the United States to many different countries in the world. It provides information on the six Hofstede criteria by using a 0-100 scale. It states what a country is on the scale and describes how that affects the culture of a country. ESL and EFL teachers can use the information presented on the website to analyze the educational implications of the culture. With the information provided, it is not difficult to determine what the educational culture of a country is.

"Free Classroom Lesson Plans and Unit Plans for Teachers | Scholastic.com." *Scholastic Teachers*. **Scholastic Inc., n.d. Web. 16 Feb. 2015.**
<http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans>.

As the slogan at the top of the website suggests, the Scholastic website on lesion plans is "Where Teachers Come First." Thus, this resource is a perfect tool to accommodate the needs of teachers, from lesson planning to classroom management strategies. The site has a professional design and the tabs at the head of the page make navigation through the site quite simple. On top of resources, strategies, and activities, there are also a selection of books and products available on these tabs.

Scholastic is not a new name to anyone in the teaching world; Scholastic books fill shelves in nearly all public libraries and the website recognizes that more than half of the teachers in the US have an active Scholastic account. This means that those who are apart of the inner circle have access not only to a grand array of resources and services, but also connections to other teachers in the network. On this website, there is a forum for blogging in which teachers can share ideas, for example one blog addresses how to use student interests to motivate learning.

This resource is less creative and more formal, which would make it appropriate for teachers following a strict curriculum. Scholastic is a corporate company and, therefore, interested teachers could expect that each lesson plan and suggestion article has been peer-reviewed. For example, upon searching for ESL, an article can be found called "Success for ESL Students: 12 practical tips to help second-language learners." This is not an article simply posted on the site, but rather is copied over from the company magazine, *Instructor.* In this way, teachers could count on the reliability of this source but may want to use it only as a foundation so as to expand and be more creative with students.

"Twinkl Primary Resources." *Twinkl*. **Twinkl Limited, n.d. Web. 16 Feb. 2015.**
<http://www.twinkl.co.uk/>.

Twinkl looks like a page out of a cartoon book, owing to the striking colors and artistic doodles covering the pages. This resource is distinct because it is a small enough organization to be personal with users, but offers a large enough supply of resources so that any teacher could find what they need and adapt it for their students. Seemingly simple at first glance, the website has a large offering of materials. The tabs at the head are defined by level, including a specific tab dedicated to "Speech Language Therapy Resources."

Although Twinkl follows the National Curriculum, its resources are relevant and ever changing. One of the tabs, "2014 Curriculum" directs users to a hub of new content specifically designed to cover English, Math, Science, History, Geography, Computing, Art and Design, and Design and Technology. Since Twinkl is not a large corporation, the team of teachers has the flexibility to quickly create new resources and also to deliver personal services. This is perfect for new teachers or teachers who want to experiment with innovative ideas. As a premium member of Twinkl you can even create your own resources using the provided blank templates. On the other hand, it may be difficult to use such a source in a school with a strict curriculum.

In terms of using Twinkl for teaching ESL, there are a variety of resources designed specifically for that purpose, including an "ESL display banner" and "EAL Survival Vocabulary." With each resource, you can read reviews, suggest a change, and even share it on social media, which makes this site quite accessible.

The Annual Review of Applied Linguistics (ARAL) is, according to our textbook, a "comprehensive, up-to-date review of research and practice in a different area of applied linguistics each year". This includes many aspects of languages, like language policies, literacy, and teaching. One reason that I think this is so important is that languages are evolving things. There are dead languages and there are living languages, because no language can continue forever exactly the same. People and situations change and they bring the language with them. For this reason, the ways that language should be analyzed and understood must also change. One cannot teach English the same way for years and years without paying attention to the way the language is changing around them. Especially with the invention of new technology, like the computer and the Internet, there are very practical and important changes to the way languages discuss and understand these concepts that must be taught while they are relevant.

Reading in a Foreign Language: This is described as "a free international online journal focusing on research and instructional issues in foreign language reading and literacy." It provides language in many different contexts, from discussions to reviews to anything else. I think that this is an important resource because language isn't worth anything if you can't use it in different contexts. For me, vocabulary is the easiest part of another language. With French I can tell you the name of every piece of furniture in an entire building. What I can't do is discuss important concepts or review large pieces of information fluently and relevantly. This online journal provides large bodies of text (which work to help comprehension and literacy skills among other things) that help people learning a second language how the new language is used when discussing topics or ideas. They can get a sense of how the words flow contextually, which is very important when developing a sense of how one will use language in the different forms they encounters in their life.

Saricoban, A. (1999). The Teaching of Listening. The Internet TESL Journal, 5(12). Retrieved February 14, 2015, from http://iteslj.org/Articles/Saricoban-Listening.html

This article outlines the key features of listening comprehension in ESL/EFL listening teaching and the purposes of a listening activity in order to address ways teachers can facilitate this critical skill. Saricoban (1999) defines listening as, "the ability to identify and understand what others are saying," through skills such as understanding accents and pronunciation, acquiring grammar and vocabulary, as well as interpreting their meanings. Listening, as a whole, is fundamental in language acquisition because it shapes the way they process information and earn cultural ideals and values.

Throughout the article, Saricoban defines the main processes of listening comprehension, as well as how listening occurs at different stages for ESL learners depending on their skill level. Saricoban (1999) outlines what are called "integrating language skills," which not only allow the

learner to practice the language, but apply them in real-life contexts. The most significant contribution Saricoban makes in this article is outlining the problems in ESL teaching. "The major problem," he writes, "is the actual way listening material is presented to the students." The solution is proposes, therefore, is, "[to] give a clear lead in what they are going to hear; use some kind of visual back up for them to understand; give questions and tasks in order to clarify the things in their minds; and be sure that these tasks help in learning, not confusing," (1999).

The second issue Saricoban highlights is that, "[the] lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to listening comprehension," (1999). Recognizing this, it is important for teachers to outline obstacles students may encounter prior to a listening task, and occasionally present controlled activities that allow learners to discern specific ideas or sounds. The less advanced the student, the more controls needed to accomplish the task. Teachers should not rely solely on this technique, however, because they are not reflective of the gestures, expressions, and other nuances found in natural conversation. Overall, teachers should strive to find a medium between finding models that target the listening task at hand while also introducing everyday conversational elements.

Smith, C. (1995). College Conversation Classes: Beyond Survival. The Internet TESL Journal, 1(2). Retrieved February 14, 2015, from http://iteslj.org/Articles/Smith-TeachingTips.html

Smith's article argues that while teachers of ESL/EFL may include activities and strategies to produce conversation, many ESL learners struggle and are frustrated due to their lack of exposure from natural conversation. Rather than trying to create real conversation in the classroom, Smith proposes having teachers and students discuss the different ways conversation can occur, and for students to produce it independently in a real-world setting.

Rather than relying on textbooks for conversation, Smith suggests a more direct approach between students and teachers that facilitates effective learning. One of the main issues with textbooks is that they typically do not highlight differences between spoken and written language. To overcome this, the author proposes that the student-teacher relationship be similar to that of a coach-athlete dynamic: giving the students the resources needed to "play the game" (in this case, having natural conversation), while holding students accountable for rehearsing and examining their skills through continued conversation. At the same time, the teacher is an active participant in ensuring student success and must still be in tune to every student's learning style.

One of the real-world skills that Smith emphasizes is known as back channeling. This involves students making comments, including "uh huh" or "good," or using body posture and gestures, such as nodding, to indicate active participation and emotion throughout a conversation. This is particularly useful for ESL learners with limited vocabularies or proficiencies, as well as students who may not have as much information to contribute to a topic. Overall, back channeling allows ESL learners to keep the conversation on a level playing field with the other participant and builds confidence in their speaking. When introducing this skill, Smith suggests not to overcomplicate ideas, but to explain the purpose of the skill and how students can use it independently. Lastly, activities should be limited in scope and frequency, and performed in an

atmosphere where students feel confident to learn; the goal is to ensure successful conversation. Once back channeling has been achieved, the teacher can then move on to other skills.

"Tips for Teaching Combined Class/Multi-Grade Classes." *The Cornerstone RSS*. **N.p., n.d. Web. 17 Feb. 2015.**

The second useful article is *Tips for Teaching Combined Class/Multi-Grade Classes.* For many ESL teachers or any teacher teaching another language most students are at different levels or have a variety of different already known knowledge that others may not possess. In this article Angela Watson gives key information in being able to be an effective teacher to younger non ESL students with a range of knowledge. Even though this is not geared toward ESL students it can still be helpful to this situation when teaching ESL students. If you are teaching two different grades she recommends that you look at it from the point of view that you just have a group that has a variety of knowledge. She then recommends to teach a writing or reading lesson as a group them to break them into groups so she can focus on one specific level and help each student's needs. She recommends that you also talk to your principal to see what is required of you and what can you teach together. This needs to be taken into consideration while making a lesson plan as well as splitting up groups. She also recommends having a positive outlook.

Through looking at the two articles we can see that these are very helpful whither you are teaching adults, children, ESL or non-ESL students. These are key tips for any
teacher and essential to making your teaching experience effective and informative.

Peterson, Deb. "5 Tips from a Teacher of Adult Students." *About Education*.
N.p., n.d. Web. 17 Feb. 2015.

Andrea Leppard is a teacher at Rasmussen College. She gives tips for teaching adults and explains how unlike other teaching situations teaching adults is quite different even from teaching college students. Leppard expresses how adults want to be treated like an adult. This is very similar to what we have discussed in class; however, unlike what we have discussed in class her article adds how adults have likely not been in a class room setting for a while as well as that you need to be realistic with these students. Many of these adults have families of their own and so there are times when they will not be able to come to class because of an ill child, or other conflicts. She recommends to be "strictly flexible". Leppard gives the example of giving out coupons for being able to turn in two late assignments. She also gives students to do homework in class from time to time. She recommends going at a pace where students feel that they not wasting their time. These are key in being a good teacher to adults. She advises to teach creatively. This keeps the adults interested as well as able to get adults to attend class. When partnering groups she will group the most energetic students with the least energetic students which she says is very affective. Her last piece of advice is to encourage personal growth. When she grades she gives feedback on how the student has improved. This as a result will have the students felling encouraged to want to continue to improve and do better.

"How to Teach English: Tips for Teaching English as a Foreign Language." *How*
to Teach English: Tips for Teaching English as a Foreign Language.
5MinuteEnglish.com, n.d. Web. 16 Feb. 2015.

I found this website while looking for ESL websites that included sample lessons and other resources in addition to the information on their websites. I have found this type of website useful in my own teaching life because instead of just giving ideas for lessons and ways to teach them, it explains how to present and implement them in the classroom. Prospective ESL teachers will find this source useful because it not only gives tips to teachers for how to teach English, but it also provides teachers with links to sample lessons with various topics to aid them in their teaching.

This website is easy to navigate, and is separated into four main categories: Lessons, ESL Schools, ESL Books, and ESL Programs. The *Schools* tab is very useful for prospective teachers because it lists specific regions and schools for teaching ESL around the world which you can click on for more information. This is not as comprehensive as some other lists are, but for prospective teachers who are just beginning their job searches for international jobs, the smaller list relieves a lot of the stress. The *Programs* tab includes 5-minute English lessons, information about intonation, a list of common errors in English, and featured lessons of the day. This section of the website is the most useful for a wide variety of resources for varied purposes. The *Books* tab is slightly less helpful than the others, but it does give advice on the benefits of listening to books being read in English. The most useful of the tabs is *Lessons*, which gives links to a variety of sample lessons in Grammar, Reading, Vocabulary, Listening, Pronunciation, and Slang.

As a whole, this website is very convenient and is a great resource for ESL teachers to help them teach many levels of ESL learning.

"Teaching ESL." *Teaching ESL*. **ESL Mania, 2012. Web. 15 Feb. 2015.**

The second source I found is called ESL Mania and has a large, very informative assortment of resources for both ESL students and teachers. I found this more helpful than a lot of other websites, which were geared more towards teachers or students separately. This website is extremely informative and gives resources and information which benefits mostly teachers who are just beginning to teach ESL or want more information on the field of teaching ESL, and on the student end, it gives a lot of great information for beginning English learners on how to improve.

The teacher section is separated into sections of: Classroom Materials, News to Use, ESL Teacher Talk. Idioms, Grammar, Accent Reduction, Business English, and ESL Books. Within these sections there are links to quizzes, games, tips, and general information that gives the teacher using the website diverse background knowledge and tips for the classroom. There is so much information in this section that I would trust that a teacher with no background in teaching ESL or even knowing what it was beforehand could use it to successfully teach a lesson.

I also really like the student section of this website because even though I am not a learner of English as a second language myself, I can tell from experience of learning other languages that it provides a lot more information than most other websites and resources that can be found on the internet. Mostly what can be found online for learning another language are grammar rules, vocabulary, and occasionally some practice quizzes. On this section of ESL Mania, there are sections with information and links to practice for the subdivisions of: Idioms, Grammar, Accent Reduction, Business English, Reading the News, ESL Books, Reference Tools, and Where to Study. These are similar to the teacher resources, but are geared specifically towards student learning.

Dave's ESL Café: Idea Cookbook→"Cooking up English"

This resource can be found on the Dave's ESL Café website, and it's an activity to do with adult English learners. In this activity, the teacher has the students bring in cookbooks from home with recipes from their native country. As a group, the teacher and students discuss the different sections inside all cookbooks, and then share a recipe from their cookbook. Later, students will write out their own recipes for favorite foods, which will all be combined in the end for a class cookbook. I think this resource is very helpful because it provides a fun and age appropriate activity that not only helps with language acquisition, but also creates an atmosphere where everyone can learn something about another culture, while still practicing English on equal ground. I believe this activity could be adapted for many different age groups, as well as proficiency levels. For example, for a higher proficiency level, students could be required to put on a skit of a cooking show, where they act out making the recipe they have chosen. For a younger age group, the teacher could choose a simple and fun recipe to actually make during class, with the students helping each other with the directions in English.

Dave's ESL Café: Idea Cookbook→ "Alibi for Murder"

This resource is a game that was submitted by an ESL teacher in Beijing. Before the game, the teacher explains what an alibi is, then describes a crime that was committed, along with a description of who the suspects are. The students are divided into groups, with one group volunteering to be the suspects. The teacher gives the suspect group their alibi, then sends them out of the room to collaborate their stories. The other groups are the investigators, and their job is to interview the suspects and try and find holes in the stories. This activity is a fun way for students to cooperate and try and achieve a common goal through teamwork. It also requires students to use vocabulary they might have learned prior to this game, as well as speaking to each other in a controlled setting. I believe this game is useful because it allows the students to practice their speaking in a fun way, as well as having to speak in a (mostly) non-scripted interaction with another student, with the intent on finding out some information in the end. Even though this game is fun, it is a great learning and practicing opportunity for the students, as well as a way for the teacher to incorporate group work without necessarily making it seem so structured. The students must use their own knowledge and that of their peers to achieve the end goal, and this can also help create a more conclusive atmosphere in the classroom.

English (ESL) Label Me! Printouts. (n.d.). Retrieved February 17, 2015, from http://www.enchantedlearning.com/label/simple.shtml

EnchantedLearning.com has many great curriculum materials and resources for teachers. Resources include English materials, worksheets about animals, geography, mathematics, countries etc. In regards to teaching English as a Second Language, there are many resources to handouts and activities to do with ESL learners. One resource in particular that could be very useful is their page of "Label Me! Printouts". These are worksheets with images and word banks, which the students have to match the words with the correct arrows. There are many different images and context of the pages, for example there are pages about sports, the body, modes of transportation, clothing, food etc. These types of pages could be very helpful for any age range of students, including a lot of terminology needed for survival. For example, adult ESL learners whose goals are to learn

vocabulary necessary for survival may find a handout including images and names of groceries helpful in order to visualize what they may need to ask for at a grocery store. Such handouts would be easy to incorporate into a lesson and are ideal for classroom settings. Worksheets with diagrams can be a great introduction to a lesson be introducing the vocabulary and giving images to associate with the vocabulary for students who may be more visual learners.

Bolen, J. (n.d.). My Life! Teaching in a Korean University. Retrieved February 17, 2015, from http://eslteacherinkorea.blogspot.com

This is a blog written by Jackie Bolen. She is a 35-year-old Canadian who has spent the past 10 years teaching English as a Second Language in Korea. She is currently employed as a professor at a Korean University, lecturing everything about English such as academic writing, public speaking, and interview preparation, business English etc. One of her blogs, titled "My Life! Teaching in a Korean University" is updated almost daily with stories, tips and resources for teaching English. In one recent post on February 15th, Jackie wrote an article titled "Korean University Jobs are not what they once were". She explains that since beginning her teaching career in Korea ten years ago, she has seen a decline in the ESL industry, ten years ago there being more jobs in the public and private school sectors. ESL jobs are now scarce with a low salary and what Jackie describes as "weak job positions", being low-paid, low-hour jobs. Her explanation is there are too many qualified people looking for jobs, allowing higher-paid benefit jobs such as the University job Jackie has, to be picky in their hiring. Although this particular post may discourage a reader who is interested in finding a job in Korea, Jackie also has many resources, articles and links that can help people find jobs, in particular University teaching ESL jobs in Korea. Jackie concludes in this article that if you are planning for long-term teaching positions, there are "many more fish in the sea", and short-term teaching jobs in Korea are more available and do-able.

Haynes, Judie. (2005). Teaching about America [Web post]. Retrieved from http://www.everythingesl.net/lessons/teach_america.php.

EverythingESL.net is a wonderful resource for ESL lesson plans and teaching tips. The site gives plans for students preschooler aged to adults. Beyond lesson plans, the site offers "Hot Topics," which are particular topics teachers may be facing such as low-level readers, behavior problems in the classroom, and evaluations. Moreover, the site has holiday-targeted activities for ESL students and lists "Resource Picks" for lessons.
I have chosen to focus on for on the lesson "Teaching about America." An important aspect of understanding English language and culture, "Teaching about America" aims to "teach English learners about the songs and symbols of America so that they show respect at appropriate times." The lesson begins with teaching about the American Flag, a symbol and object representative of freedom, liberty, and pride for our country. ESL students may not have the same feelings towards the American flag as their English peers or co-workers therefore gaining an understanding for its significance and history may be useful both in the classroom and daily life. It is also crucial to understanding certain traditions such as the Fourth of July and the Pledge of Allegiance. Discussing the colors of the flag, the vocabulary involved with the flag, and the stars on the flag can be included

in all levels of ESL for adult learners. Reviewing the Pledge of Allegiance may be useful to students with children or adult students who may have moved to the United States for good. Other parts of the lesson plan include patriotic songs, showing pictures of national landmarks such as the Statue of Liberty, and discussing American symbols such as the Bald Eagle, which also may be useful to the discussion of America. The "Teaching about America" lesson is great for children and adults at all levels who may be knew to America or have not spent much time here. Moreover, the words associated with "Teaching about America" are all very important to understanding American culture (patriotism, flag, liberty, nationalism, etc.)

ESL Literacy Readers. (2010). Retrieved from https://esl-literacy.com/readers/index.html

This resource is great for ESL adult literacy learners and teachers. The site offers theme-based lessons using stories that are "both of high interest to learners and more important of relevance to their lives." The stories on the site were written to connect to ESL literacy learners, "representing both the learners as well as events and issues that a typical learner may experience." Skilled ESL literacy instructors at Bow Valley College wrote the stories and the funding for the site comes from Citizenship and Immigration Canada. The website homepage contains five headlines: the introduction, ESL literacy readers guide, CLB Phase I, CLB Phase II, and BLB Phase III. CLB stands for Canadian Language Benchmarks, which are used in Canada to teach and test language learning for adults. The Literacy Readers Guide explains how the given forty stories are "not to be in read in isolation; rather, each story will serve as the foundation of a lesson that incorporates not only extensions in the classroom but also in the community." Therefore, these stories are useful because can connect to the students daily lives as English learners. All of the stories encompass a great range of skills within each CLB level and are meant for classrooms where students are comfortable and have spent time getting to know the teacher and possibly one another. The site gives instructions on how to introduce the stories to their students and the importance of going over the vocabulary, grammar, and meeting all of the different learning styles and needs in a class. The site also goes over follow up discussion and activities.

The site allows you to read the stories online or print them as a booklet. The titles of stories range from "Lien Buys Food" to "A Woman's Rights at Work." They are very skill specific in terms of vocabulary, themes, and grammar. The stories include pictures and the first level CLB's contain a picture for each sentence while the upper level stories only contain one photo to three paragraphs. ESL Literacy Readers is an impressive site especially being free to ESL instructors! For any upper level or adult ESL learner, the site offers a range of stories useful for everyday learning and understanding.

Crandall, J., & Miller, S. (2014). Effective Professional Development for Language Teachers. In *Teaching English as a second or foreign language* (4th ed., pp. 630-649). Boston: Heinle & Heinle.

Modern English Teacher (http://www.modernenglishteacher.com/homepage/)

According to the academic journal website, Modern English Teacher is a magazine that is also published four times a year and can be used for any school, library or professional teacher who needs to keep up-to-date with the latest developments and trends in ELT theory and thinking. This magazine helps teachers to teach in an ever-changing modern world, manage an evolving English language, and share research and reflections with other teachers. "The magazine provides articles and reviews that cover topics, ideas, and trends in the ELT world. They focus on practical ideas for teaching, with significant attention to technology tools and professional development. The magazine also includes a calendar of conferences and events, reviews of materials, teacher references books, and tests" (Crandall & Miller, 2014, pg. 637).

As a teacher, I love learning from other people in the profession. Being aware of conferences and events can be especially beneficial for networking and sharing practical classroom ideas and lesson plans. Receiving feedback on your material is also valuable and can be done through educational events for English Language Teachers, as well as on the forum available on the website. These also open up the ability to hear different perspectives and meet teachers that work with students from different or similar cultures to that of yours. Just from browsing the articles, I found many relevant topics such as the challenges of teaching English to adult learners at an advanced level, and emotional factors which affect adult language learning. I believe that reading academic journals that relate very specifically to your profession is an excellent way to improve your practice and keep up-to-date with relevant news. As important as any ideas for activities and lesson plans you can gather from educational websites, it is also necessary to keep up with sufficient research and studies done on new methodologies and applications. Like we mentioned in class, you can have an awesome activity, but if you can't relate it to your students or know how to best relate it to them, then the activity isn't as effective as it was intended.

ELT Journal (http://eltj.oxfordjournals.org/) Smith, Richard C. 2007. 'The origins of ELT Journal'. Online (Oxford University Press website): http://www.oxfordjournals.org/eltj/about.htm

This journal publishes four times a year for those involved with English Language Teaching. According to the editor, "the Journal links the everyday concerns of practitioners with insights gained from relevant academic disciplines such as applied linguistics, education, psychology, and sociology. ELT Journal aims to provide a medium for informed discussion of the principles and practice which determine the ways in which English is taught and learnt around the world. It also provides a forum for the exchange of information and ideas among members of the profession worldwide" (Smith, 2007).

I really liked how among journal articles, the publication also included relevant videos of ELT Journal authors discussing their work and findings, special issues on a variety of topics such as teaching English to young learners, editor's blogs, and recent publications in the field. Most of the articles and reviews relate to theory of classroom practice in teaching ESL/EFL. In each issue there are and suggestions for further readings, which allow you to continue to research if you are interested in the topic (Crandall & Miller, 2014, pg. 637). The intended audience for any of these articles are ESL/EFL teachers who are passionate about their profession and constantly want to improve their classroom applications by keeping up with pedagogical theories and news.

The English Teaching Forum is an incredibly helpful website for both new and experience ESL teachers. This website is designed to provide teachers with access to a wide variety of texts that can be used in a classroom. On the site there is a tab 'Resource's' which then breaks down the different texts by categories for both teachers and learners. The Resources for Teachers link provides a wide range of texts that are categorized by audience, pedagogical category, skills, type of content and theme. By selecting one of the links it will provide teachers with PDF files allowing them to gather ideas for their lesson plans, or to discover new ways of teaching.

This website is great for teaching at any ESL level because under the category of audience it is split into adult learners, teens, secondary level, beginner, youth and a few other categories. The texts that are provided for each of the audiences are ones that would typically appeal to that age/level range. For example under the adult learners category there are texts about dealing with conflict. This source provided for the teacher to incorporate into his or her classroom, can be very useful for their learners. Their learners may find that when they are at work they may have problems with their employer or fellow coworkers, but are unsure of how to deal with the situation. This link provides exercises for the adults to practice phrases and learn the best ways to go about solving conflicts that may arise throughout their career or daily life.

One problem with this website's sources is that much of the sources available tend to be culturally dense. There is a lot of American culture in the readings or activities available. For example a few of the readings are about the American hamburger, knitting, and blues music. While they may seem interesting to read about it can be difficult for the learners to understand especially if it is something they have never experienced or have not been in the United States for a long period of time.

The articles and activities provided for teachers may not necessarily fit their classroom situation perfectly, but it can help to generate ideas for their lesson plans. This site can also help them to narrow down ideas of how to focus on a specific skill that they are trying to teach to their learners. While some of the content is culturally dense, it is still possible for teachers to build off of and customize it to their learners needs.

ESL Gold (eslgold.com). This is a website that is designed to help teachers as well. The website has a variety of links for speaking, writing, listening, reading, vocabulary, pronunciation, and idioms. There is also a link for teaching students who are looking for a career involving business, which can be incredibly helpful to some learners when they begin taking an ESL class.

In each of the tabs provided at the top of the webpage, there are even more links which allow for a teacher to view tips for teaching that specific topic, daily lessons, possible topics and so on. These links can be useful for a new teacher or an experienced teacher that may be looking for either new ideas or a new way of teaching certain topics. They are also aimed to provide exercises for learners at any level.

However, the resources provided in some of the links tend to be limited or brief. For example, under the tab speaking, once the learning level is selected there is a large variety of topics within that category, but some of the links are not extensive; such as under phrases for conversation: Greetings for low beginners, has a limited variety of phrases that are used to greet someone.

This website may have limited variety of phrases or certain ways of teaching topics to certain level, but there is still enough information and resources available for the teacher to create their own lesson plan using the ideas, tips and topics presented throughout the website. This site has sources available for learners from the low beginning level up to advanced level learning.

" Journal." *EFL/ESL Lessons and Lesson Plans from The Internet TESL Journal.* **N.p., n.d. Web. 16 Feb. 2015.**

The first resource that is a helpful website called the EFL/ESL Lessons and Lesson Plans from the Internet TESL Journal. The website has multiple categories that you can click on including: "for the first class", "autonomy", "business English", "conversation/oral English", "cooperative learning", "culture", "grammar", "internet", "listening", "motivation", "music and songs", "multi-skill", "games" etc. While it is an added bonus that the website has so much information the main focus for this resource share is to focus on the games category. There are eleven sub-categories listed that each focus on different aspects of ESL. What was really helpful about this website is that each sub-category was written by a different author who are representative of a different part of the world. (Example: six games for the EFL/ESL classroom by Aydan Ersöz, Ankara, Turkey). Within this sub-category is an explanation of why these games are useful, advice on the most helpful times to use the games and then the six games with their aims and notes about them. The end of the page has a conclusion wrapping up the game and a bibliography if one wanted more information on that topic etc.

"ESL/EFL Teaching Activities." *ESL EFL Teaching Activities Worksheets Lessons Games.* **N.p., n.d. Web. 16 Feb. 2015.**

The second resource that I found was a website called Teach-This which has different tabs that can be clicked on (resources, games, ideas etc.). The tab that I wanted to focus on was the "games" because within the tab are over 25 games that one could play with their ESL students. The games range from "brainstorming games", "listening games" and "music games" to "word association games", "yes/no games" and "flash card games". For example if you chose "flashcards" the website changes to a page that has five different games that one could play. The first game is called "flashcards at dawn" and the game provides the proposed age/level, the time it should take, the amount of players, the preparation etc. it also gives the aim and the ability to download the PDF so one could use this right away without much preparation. I think that this was such a good website and resource is that it gives many options for different games so the teacher as the ability to use different games for different aspects of learning. Another part of this resource that is really valuable is how easy to use this website is—it is easy to download the materials and just fill in the blanks with the vocab.

Both of the resources that are provided are good resources for all sorts of games for all sorts of learners. The easy accessibility of resources and diversity of the games allow for teachers and learners to not feel repetitive but feel engaged and excited to learn.

Tips on Teaching ESL Students. Retrieved February 13, 2015, from

The University of North Carolina at Chapel Hill's Writing Center webpage provides the online visitor with tips on tutoring both non-native and native university students, and is thus an excellent resource for ESL teachers. "Tips on Teaching Writing" gives us a huge array of tips, suggestions and activities regarding understanding different students and evaluates the myth behind 'good' writing. There is a complete section on "Tips on Teaching ESL Students," which not only offers tips on the ways in which teachers should instruct their ESL students, but also provides suggestions for writing tutors as well. These tips include clear explanation and underline the importance of proofreading and vocabulary development. The website also has a whole sub-section entitled "Just Check My Grammar," which describes a situation that tutors and teachers may oftentimes encounter as a leading goal of an ESL student. The sub-section offers solutions to this issue; for example, asking the student what else he/she would like to focus on while still acknowledging that there will be a section of the lesson or tutorial that will concentrate on grammar as well.

This website is easy to use and provides indispensable information regarding the instruction of ESL students. A major strength of this website is that it provides downloadable files of scripts that places tutors into hypothesized situations with international students. Although the intended audience is mainly writing center tutors who mentor native and international students, the tips and suggestions are invaluable for all tutors and teachers who wish to teach international students in general. Furthermore, they can apply to students of all ESL levels. The information is hands-on, illustrative and clear.

Silva, T. (1997). On the Ethical Treatment of ESL Writers. *TESOL Quarterly*, *31*(2), 359-363.

Tony Silva's scholarly article "On the Ethical Treatment of ESL Writers" argues for instructors to treat their ESL writers in a fair and moral manner, which he breaks down into four sections. First, he believes that these writers should be understood as unique individuals. It is imperative to remember that these international students come from various cultural and linguistic backgrounds, which will have an impact on their writing style and preliminary planning process; making an effort to understand students will thus help close a gap between the student and the teacher. As a result, the teacher should offer various learning conditions, as each student will have different learning needs and proficiency levels. For example, a student may need more time for an assignment, or may need more work with a particular grammar rule. These points bring Silva to his third tip: the teacher should suitably instruct students. Students must be acknowledged as equal human beings and not be treated as inferior. Lastly, the assessment of ESL students' writing should be fair, whatever the context. It is not only unrealistic but also unfair to use a similar grading scale for an ESL student and a native English speaker (NES).

Silva's article is highly beneficial for both the teacher who is preparing to become an ESL teacher and also for established ESL teachers. Additionally, these tips are applicable for all ESL levels. Silva's main strength is that he notes that each student is different; one cannot simply lump all ESL students together. He mentions international students and resident bilinguals to bring our

attention to the wide array of ESL students. This article can definitely help plan teaching, as teachers have to consciously be understanding and fair in both their expectations and goals for their ESL students. It is also important to know ESL students' expectations and goals. In order to provide an egalitarian and productive environment, teachers need to provide material that is culturally appropriate and also relevant to the context in which they are teaching. The two resources are quite varied in nature but provide teachers with additional knowledge that can be helpful in a teaching environment.

EnglishBanana.com - the Best Free Website for Learning English. (n.d.). Retrieved February 16, 2015, from http://www.englishbanana.com

The first resource that I found was http://www.englishbanana.com. I believe that this website would be very helpful for both new and experienced teachers. This website contains a wide variety of resources: worksheets, books, podcasts, and other resources. There are worksheets for elementary, intermediate, and advanced students in categories such as grammar, vocabulary, spelling, reading, speaking and listening, and research. These worksheets would be a great addition to a lesson, specifically useful to check the students' understanding of the material that was previously taught. The books available on this website have a wide variety of topics. Some are books with even more worksheets, some have lesson planning techniques, and some have pronunciation practice activities. The podcasts might be the most beneficial for a new teacher. You can listen to a variety of podcasts: idiom explanations, teaching pronunciation of specific words, and how to effectively block a class period. The other resources include quizzes, videos on YouTube, and private blogs on teaching ESL.

I will certainly use this website when I am planning lessons for this class and in the future. The best part about this website is that it includes resources for all skill levels. I believe that the podcasts and worksheets are invaluable for any teacher. This website is a very useful compilation of all the resources a teacher might need.

Lanternfish ESL: Lesson for Adult Classes. (n.d.). Retrieved February 17, 2015, from http://bogglesworldesl.com/adultesl1.htm

My second resource is http://bogglesworldesl.com/adultesl1.htm, another website with many resources for teachers. On this website, I looked specifically at the Adult ESL Worksheets and Activities, as those are what will be most helpful to me for this semester. Separating activities for children from activities for adults is very important, because kids and adults don't learn in exactly the same way. No adult wants to be treated like a child.

I believe that the most helpful activities on this website are scenario-based conversation games. Many adults want to learn English as another language so that they can communicate in ways that will benefit them in their lives. Words used at a restaurant are different from words used at a job interview. Thus, based on why the student wants to learn English, scenario-focused speaking activities can provide the student with the vocabulary and practice that is most relevant to their goals and life. Additionally, these activities are very adaptable to different levels of speakers, and therefore are a great resource to all teachers.

Apart from using these exact worksheets and activities, they provide a great resource for new teachers who are looking for lesson plan ideas. Each worksheet requires learning vocabulary or grammatical structures beforehand. The worksheets can be a great way to check the students' understanding. For example, a teacher could use the "Common Interview Questions" worksheet as a basis for a lesson with real-world benefits for the students. Understanding vocabulary about applications, interviews, and jobs would be a good first step. Then students could discuss each question and prepare answers based on their real life experiences. Finally, they could present them to a partner or to the class. Apart from practicing their English, they would practice answering questions that they might actually be faced with in the real world.

To conclude, these two websites are full of helpful worksheets, activities, and help for teachers. There are many other websites on the Internet like this, but I like the way these two websites are laid out. They provide materials for students and teachers in a clear way. Making lessons applicable for students is very important, and these two resources can help new and experienced teachers alike.

Noll, P. (n.d.). "American" Clear Speech Sounds. Retrieved February 12, 2015, from http://www.paulnoll.com/Books/Clear-Speech/index.html

This source is a guide to pronouncing sounds in American speech. Although sounds in English can differ slightly based on the region or the country in which English is being spoken (e.g. American versus England), there are many general sounds in the English language that seem very puzzling and difficult to speakers of other languages. Knowing that pronunciation and the ability to differentiate between words and sounds is incredibly important in learning any language, this website serves as a visual and practical guide to teaching pronunciation in English.

This website gives links to different pages (within this website) that illustrate and describe how to pronounce different sounds and letters in American English. Additionally, this website shows the difference between sounds that are often confusing to learners of ESL, like "T" and "Th." Mouth positions and exercises are provided for each sound and there are many review questions for each section that allow students to combine the sounds that they learned. This website helps students become aware of how their mouths work and how the slight changes in tongue placement can make all the difference in pronunciation.

This website is useful in that it gives a breakdown of a skill that native English speakers may not easily know how to articulate or explain. The intended audience for this website is anyone who is struggling with pronunciation in English, from small children learning to use their mouths correctly, to adults who have struggled with a certain sound in English for years. Finally, this site could be used for any ESL level, as the diagrams could be helpful for anyone and the site does not have a childish look that would make adults feel embarrassed or insulted. Pronunciation seems natural to native English speakers so it is important that teachers of ESL make the process of learning sounds in English as easy as possible.

English Phrases. (n.d.). Retrieved February 16, 2015, from http://www.speakenglish.co.uk/phrases/

http://www.speakenglish.co.uk/phrases/ This source is a vocabulary guide for various daily situations in English-speaking cultures (however, mostly American and British). When I studied French in school, we learned academic vocabulary as it pertained to the subjects we were studying, but we rarely learned practical vocabulary for everyday situations, such as going to the bank or going shopping for clothes. In teaching ESL, it is important to know your student's reasons for learning English, whether it is for conversational, academic, or other purposes. By understanding the reasons why your student wants to learn English, you can better prepare them for the situations they may encounter.

This website provides many basic phrases for a wide variety of situations including emergencies, travel, health, around town, and many more. Each phrase list breaks down the category further into subcategories to give examples of what to say or ask in specific situations. The website provides simple statements that demonstrate the cultural format in which people ask for certain things. This website is from the UK so some of the vocabulary differs (e.g. money, some spellings), but that provides the teacher with an opportunity to explain how English speaking cultures are not all the same.

Since this source is fully in English and it simply gives lists of phrases, this source would likely be for a student with a higher level of English who is aiming for conversational proficiency or independence in an English-speaking culture. Ideally the students using these lists would already understand most of the vocabulary, they would just use these lists as a way to understand how to express themselves in a culturally acceptable way. However, that is not to say that these lists cannot help with vocabulary as well! The expected ESL level of students utilizing this website would be intermediate to advanced, though beginners could also use this list to familiarize themselves with colloquial forms of expression.

This source is very useful in that it gives learners of ESL the tools (phrases) to function in English-speaking societies in a natural and understandable way.

ESL Lesson Plans, Printable, Games, Materials for Teaching English | ESL Lounge. (2011, January 1). Retrieved February 16, 2015, from http://www.esl-lounge.com/

This website offers great resources in terms of lesson plans, printable worksheets, games, etc. for diverse levels of ESL learners. In terms of classroom activities, there are multiple routes you can go in terms of using the resources offered on the website. As a disclaimer, some of the resources require you have to pay to print them, but you can still view them. This means that you could always recreate the poster for your own classroom needs and save yourself the money. In addition to the teaching resources, it can be utilized by students learning English by having a student explanation of English grammar and an interactive telephone application allowing students to practice outside the classroom. One section of the site has Not only does the website offer classroom activities, but it also offers resources for teachers themselves in terms of blog posts and embarrassing stories of other teachers. These resources are useful because teaching is neither always easy nor comfortable, and these stories will help guide you through a bad day. Overall, the

website offers a plethora of resources that can be explored for hours on end that would assist with the process of teaching ESL in a foreign country, to adult learners, or in an American classroom.

Schwarzer, D. (2009). Best Practices For Teaching the "Whole" Adult ESL Learner. *New Directions for Adult and Continuing Education,* **(121), 25-33.**

This journal article focuses on a specific case of a twenty-eight year old volunteer ESL teacher in terms of helping this instructor to better understand teaching English teaching. David Schwarzer who is a professor of Secondary and Special Education at Montclair State University frames his advise to the twenty-eight year old volunteer named Justin in terms of looking at the learner as a whole and the language as a whole. The article has a brief review of the research regarding second language acquisition, which involves concepts that we have discussed in class previously. For example, Schwarzer discusses the importance of knowing the motivation of your students, which is a concept that we have discussed about in great detail. Each student is going to be unique in terms of their background, motivation, and previous skills in the L2 language they are learning. Following the literature review, the article argues that there are multiple approaches to "whole language learning", but the important thing to keep in mind is to teach the person to properly communicate in their desired language, in this case English. This article also includes a few strategies that assist with establishing a comfortable environment for language learning and human interaction.

"English Idioms and Idiomatic Expressions." UsingEnglish.com n.d. Web.
http://www.usingenglish.com/reference/idioms/

This source is an interactive dictionary of English idioms. Not only does it list the idioms alphabetically, but individuals can also add idioms that they do not find listed, as well as ask questions in the Idioms Discussion Forum, which is linked to on the page. This source would be beneficial to all teachers, no matter the level, because it can be difficult to keep track of all the idioms in the English language. It can also be difficult as a native speaker to identify idioms because they are part of our daily speech, so having a database to identify them is very helpful.

This list would additionally be beneficial to all students of all proficiencies. With a digital list, they can keep going back to it to refresh their memory, and they can track the most popular/most used idioms so that they understand them. It is especially important that ESL students learn idioms because they are used so often in English, and not understanding them can give a conversation a completely different meaning. This source could be used to supplement a lecture or vocab list during an introduction to idioms; while it is too large to serve as the vocab list itself (it would be overwhelming), it could be provided as an additional source.

Case, Alex. "Business English – Starting Presentations Politeness Competition Game." *UsingEnglish.com.* **(2015). p.1-7. Web.** http://www.usingenglish.com/files/pdf/business-english-starting-presentations-politeness-competition-game.pdf

This source contains seven pages of various game ideas for the purpose of practicing politeness. The ideas include scenarios for formal language, greetings, identifications, introductions, organization, and business interactions. It also includes labeling activities for types of phrases based on formality, including idioms and slang. The connecting theme between all of these activities is that the focus is in business English.

This source comes from UsingEnglish.com, which hosts hundreds of other sources, such as pdfs, quizzes, and articles, all geared towards the enhancement of teacher skills. This particular source is intended for a teacher who is working with more advanced, higher-proficiency students who already have a grasp on English. The specificity of business English suggests that this would be especially useful for teachers who have a class that is very goal oriented, and the goal is to improve their business English. This source could also be intended for an adult audience, because though the activities are game-like in nature, they are designed to keep a child entertained while learning, but to achieve a very specific outcome for an adult. However, because it can become competitive based on how the teacher runs the games, it can also be engaging for an adult class. This source could be used to plan a lesson by working as the activity following a lecture about politeness in interpersonal interactions.