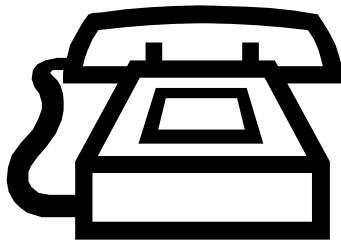


Telephone Skills Resource Kit: Resources



By Valerie Glass
2003

funded in part by the ESL Special Collection, a project of the National
Institute for Literacy
And
Catholic Charities' Immigration and Refugee Services,
Diocese of Harrisburg, PA

Telephone Skills Resource Kit

Introduction

Purpose: This resource kit is designed to help ESL instructors plan lessons to meet their learners' needs in the area of telephone skills. It provides a curriculum guide, goal setting tools, sample lesson plans, worksheets, assessment tools and an annotated bibliography of relevant resources.

Background: My students helped me see the need for a telephone skills resource for ESL instructors when they told me they wanted to work on telephone skills. I looked through books and searched the internet for some ideas. I found some lesson plan ideas, but everything seemed to cover telephone skills in one or two lessons. Most of the skills covered in these lessons were skills my intermediate students already had. I knew my students needed a more in-depth approach to telephone skills to help them solve more difficult problems.

How to use this kit: I have tried to make this kit easy for busy ESL instructors to use. The Kit is divided into 4 sections.

- **Curriculum Guide:** The curriculum guide is for instructors intending to work on telephone skills as a complete unit for several classes. It is a short guide that outlines the skills necessary for effective telephone communication. It also includes some ideas for how these skills can be practiced in class.
- **Evaluation Tools:** The tools are designed to help instructors adapt the curriculum guide to their classes' needs. Instructors not using the curriculum guide may also find them useful.
- **Lesson Plans:** This section can be helpful for instructors who want to work on telephone skills for just one class and for instructors using the curriculum guide. The lesson plans are arranged according to the skill topics in the curriculum guide. They are examples of ways to practice the skills in the classroom, but they are not a full curriculum. Instructors using the curriculum guide will need to introduce the skills first with their own lessons.
- **Resources:** The Resource section includes descriptions of materials that instructors may find helpful when developing their own lesson plans for telephone skills. For easy reference, these resources are also arranged according to the skill topics in the curriculum guide for easy reference.

Special Thanks: I had a lot of help on this project and I want to thank Amanda Harrison-Perez for sharing her lesson plans with me, helping me edit my writing and giving me the time I needed for this project. Thanks also to Susan Reeve and Mary Lambert for their feedback on my ideas. Thanks to the participants at Telephone Connections workshop at the SEPDC Regional Conference in Reading, PA for their suggestions and feedback. Thanks to Eric Pauli for sharing his voice with us. And thanks to my husband Casey for recording the listening activities and sharing his voice.

Phone Basics

Conversation Strategies: Pair and Group Activities for Developing Communicative Competence, David Kehe and Peggy Dustin Kehe, ProLingua Associates, 1994.

This book introduces several strategic conversation skills to help learners develop their conversation skills. Each lesson focuses on one skill and provides activities for learners to practice the skill with a partner. The activities start out with structure and gradually move to a less structured approach as the learners have more practice. Lessons include beginning and ending a phone call, confirmation questions, clarification questions, polite requests, responses and excuses, finding the right word, expressing opinions, etc. High Beginning-Low Advanced.

English for Technology: Language Skills for Using Everyday Technology, Jean Owensby, Haideh Herbert and Tamara Madison, Dominic Press, 1999.

This book focuses on the language skills needed to use technology such as an ATM machine, a library computer catalog, or fast food drive through lane. One unit focuses on using a telephone at work with voice mail, multiple lines and transferring calls. The book includes a cassette tape with some good listening activities. Intermediate-Advanced.

Get That Job: Job Hunting with the Telephone, Winifred Ho Roderman and Susan Echaore-McDavid, Contemporary Books, 1998.

This book focuses on the telephone skills needed for job hunting. Intermediate-Advanced.

Give Me A Call, William Lefkowitz, David S. Lake Publishers, 1988.

This is an older book focusing on using the telephone for English learners. Some of the lessons are outdated, but there are several lessons that are still relevant today. The lessons consist mostly of reading about using the telephones with some activities for practice. Intermediate-Advanced.

The Grab Bag of Telephone Activities: A Collection of Telephone-Related Activities for ESL Classrooms, Elizabeth Ganong and Dan Ingram, ESL Resources 2002.

<http://www.eslresources.com>

This book has over 60 activities for telephone use including answering machines, phone books, asking questions, telemarketers and other telephone tasks. It includes reproducible worksheets for the students. Beginning-Advanced.

Pronunciation

***Back and Forth: Pair Activities for Language Development*, Adrian S. Palmer and Theodore S. Rodgers, with Judy Winn-Bell Olsen, Alemany Press, 1990.**

This book has a lot of pair activities that encourage students to pay attention to the details of their pronunciation. The mistakes they make help the students identify which sounds give them the most trouble pronouncing. Student worksheets are reproducible. High Beginning-Advanced.

***The Grab Bag of Telephone Activities: A Collection of Telephone-Related Activities for ESL Classrooms*, Elizabeth Ganong and Dan Ingram, ESL Resources 2002.**

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This book has over 60 activities for telephone use including answering machines, phone books, asking questions, telemarketers and other telephone tasks. It includes reproducible worksheets for the students. Sample dialogs from the activities can be used for pronunciation practice. Beginning-Advanced.

“Improving Adult ESL Learners’ Pronunciation” *Eric Digest*, MaryAnn Cunningham Florez, *Eric Digest*, National Center for ESL Literacy Education, December 1998. <http://www.cal.org/ncle/digests/Pronun.htm>

This article is an excellent overview for teaching pronunciation. This article is good for teachers with little or no formal training in teaching pronunciation and a great refresher for experienced teachers.

***Master Spoken English: Feeling Phonics*, video series from Speechmasters, 291 S. LeCienega Blvd, Beverly Hills, CA 90211 (310) 854-5879**

This is a 9 volume pronunciation series (approx. \$450) that covers each sound in the English language as well as rhythm and intonation. The videos include explanation of various pronunciation issues as well as diagrams for mouth and tongue placement. Beginning-Advanced.

***Pronunciation Pairs: An Introductory Course for Students of English*, Ann Baker and Sharon Goldstein, Cambridge University Press, 1990.**

This book introduces a new sound in each lesson and includes a lot of review and comparison with previous lessons. It also includes a diagram for mouth and tongue placement for each sound. Beginning-Intermediate.

Pronunciation Power Teacher’s Tools

<http://www.EnglishELearning.com/en/teacher.html>

This website has a “pronunciation test” that teachers can use to diagnose the various pronunciation difficulties for individual students. The test is designed to accompany the program *Pronunciation Power* (<http://www.EnglishELearning.com>), but can also be used independently. The website also includes a document on typical pronunciation problems by language group.

Small Talk: More Jazz Chants from Carolyn Graham, Carolyn Graham, Oxford University Press, 1986.

This book, along with other Jazz Chants books, provides students the opportunity to practice intonation and rhythm. *Small Talk* uses familiar everyday phrases including greetings, saying good-bye, asking for and giving information and expressing confusion. It includes 2 tapes: one for the chants and another for exercises to help with listening and writing. Beginning-Advanced.

Listening

***Creating Conversation in Class: Student-centered interaction*, Chris Sion, English Teaching Professional and Delta Publishing, 2001.**

This book provides a lot of ideas for interactive classroom activities. The table of contents show level, communicative function and time needed for each activity. Worksheets for students are reproducible. Beginner-Advanced.

***Crossroads Café*, K.Lynn Savage, Patricia Mooney Gonzalez and Mary McMullin, Heinle & Heinle Publishers, 1996.**

This is a video series that follows the lives of a group of people who work together in a café. Each video is about 30 minutes long and the format is similar to a sitcom/drama series. There are workbooks, assessments and a teacher's resource book to accompany the series. High Beginner-Advanced.

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***Randall's ESL Cyber Listening Lab*, Randall S. Davies, 1998-2003
<http://www.esl-lab.com>**

This website is full of listening activities for ESL students. Students can chose a lesson, listen to the conversation and answer comprehension questions. Students can work individually and get immediate feedback on their answers. High Beginner-Advanced.

***Recipes for Tired Teachers: Well-Seasoned Activities for the ESOL Classroom*, Edited by Christopher Sion, Addison-Wesley Publishing Company, Inc., 1985.**

This book provides a lot of ideas for interactive classroom activities. The table of contents is organized by skill topic and gives quick information on level, time and materials needed for each activity for easy reference. Beginning-Advanced.

Questions

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This book introduces several strategic conversation skills to help learners develop their conversation skills. Each lesson focuses on one skill and provides activities for learners to practice the skill with a partner. The activities start out with structure and gradually move to a less structured approach as the learners have more practice. Lessons include beginning and ending a phone call, confirmation questions, clarification questions, polite requests, responses and excuses, finding the right word, expressing opinions, etc. High Beginning-Low Advanced.

Discussion Strategies: Beyond Everyday Conversation, David Kehe and Peggy Dustin Kehe, ProLingua Associates, 1998.

This book introduces several strategic conversation skills to help learners develop their discussion skills. Each lesson focuses on one skill and provides activities for learners to practice the skill in small groups. Many of the skills correlate with the skills found in *Conversation Strategies*. Lessons include clarification questions, answering with details, asking for more details, words that describe, telling what you've heard, clarifying, telling other people's opinions and experiences, etc. Intermediate-Advanced.

Fun With Grammar: Communicative Activities for the Azar Grammar Series, Suzanne W. Woodward, Prentice Hall Regents, 1997.

This book provides engaging activities for learners to practice their grammar. The book is organized by grammar task and includes reproducible worksheets. Beginning-Advanced.

Look Who's Talking: Activities for Group Interaction, Mary Ann Christison and Sharron Bassano, Prentice Hall, 1987.

This book provides several activities for learners to interact with each other in groups. The activities are organized according to group structure. Each activity has information on the time and materials needed. It includes reproducible worksheets for learners. Beginner-Advanced.

More Grammar Games: Cognitive, affective and movement activities for EFL students, Mario Rinvoluceri and Paul Davis, Cambridge University Press, 1995.

This book has games for students to play while practicing various grammar skills. The book is organized by type of game, but also includes a chart to give the grammar focus, level and time needed for each game. Some pages are reproducible. Beginner-Advanced.

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Descriptions

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Purple Cows and Potato Chips: Multi-sensory Activities for Language Development, Mary Ann Christison and Sharron Bassano, Prentice Hall, 1987.

This book develops activities around the five senses of sight, touch, hearing, smell and taste. Worksheets for students are reproducible. Beginning-Advanced.

Recipes for Tired Teachers: Well-Seasoned Activities for the ESOL Classroom, Edited by Christopher Sion, Addison-Wesley Publishing Company, Inc., 1985.

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Negotiations

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Goal Setting and Progress

Equipped For the Future Teaching and Learning On-line Toolkit, National Institute for Literacy. <http://cls.coe.utk.edu/efftlc>

This toolkit has ideas to help instructors and tutors develop goals with their learners. The activities help instructors work through the EFF Teaching/Learning cycle step by step. Instructors can use the toolkit to help them through a whole unit, or they can look for a few activities to use with goal setting, learning plans and evaluation of progress. (At the current time, October 2003, this toolkit is still in draft form.) For more information on Equipped For the Future (EFF), see <http://www.nifl.gov/lincs/collections/eff/eff.html>

Preparing For Success: A Guide for Teaching Adult English Language Learners, Brigitte Marshall, Center for Applied Linguistics and Delta Systems Co., 2002.

This book helps instructors balance the needs of their learners with the expectations of the funding sources. There are several good examples of worksheets used for goal setting and documenting progress with students.