

Japan Center for Michigan Universities
Shiga Teacher Development Workshop Series

Ten Suggestions
for Effective Teaching of Oral English

Guest Presenter

Chris Elvin

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Conduct a Student Needs Analysis

Why?

“... the content of language courses should reflect the purposes for which the students were learning the language in the first place. Rather than fitting students to courses, courses should be designed to fit students.”
(Nunan, 1999)

“In language curriculum development, needs analysis serves the purposes of:

1. providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program through involving such people as learners, teachers, administrators, and employers in the planning process.
2. identifying general of specific language needs that can be addressed in developing goals, objectives, and content for a language program.
3. providing data that can serve as the basis for reviewing and evaluating an existing program.

(Richards, 1990)

How?

- Conduct a needs analysis at the beginning of the term or year, and a post-assessment at the end of the term or year.
- Get regular feedback from your pupils.
- As far as possible, make defining student needs part of the learning process.
- Examples of student needs analysis forms are available in Nunan (1999).

References

- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle.
- Richards, J, C. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.

Student Needs Survey

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Our goal for this year is to speak and listen to English. How do you like to study?

- 1. speaking as a class
- 2. speaking in small groups

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Student Needs Survey

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Name

I want to be anonymous.

Check one box only.

- 8. I only want to study only the textbook because that is what is on the test.
- 9. I want to study the textbook and other interesting things chosen by the students.
- 10. I want to study the textbook, and things chosen by the teacher.
- 11. I want to study the textbook, and things chosen by the students and the teacher.
- 12. I don't want to make decisions. (I'm still a student.)

What are you interested in? Circle your choices.

Oral Eng

- | | | | | | |
|-----|--------------------------------|-----|---------------|------------|------------|
| 1. | talking as a class | yes | yes, a little | not really | not at all |
| 2. | talking in groups | yes | yes, a little | not really | not at all |
| 3. | talking in pairs | yes | yes, a little | not really | not at all |
| 4. | talking with the teacher | yes | yes, a little | not really | not at all |
| 5. | listening to music | yes | yes, a little | not really | not at all |
| 6. | listening to tapes | yes | yes, a little | not really | not at all |
| 7. | listening to the teacher | yes | yes, a little | not really | not at all |
| 8. | watching movies | yes | yes, a little | not really | not at all |
| 9. | watching TV | yes | yes, a little | not really | not at all |
| 10. | the internet | yes | yes, a little | not really | not at all |
| 11. | science | yes | yes, a little | not really | not at all |
| 12. | the news | yes | yes, a little | not really | not at all |
| 13. | travel / foreign culture | yes | yes, a little | not really | not at all |
| 14. | free talk | yes | yes, a little | not really | not at all |
| 15. | practicing for listening tests | yes | yes, a little | not really | not at all |
| 16. | making speeches | yes | yes, a little | not really | not at all |

- 17. What kind of TV programs do you like to watch?
- 18. What are your favorite English-speaking movies?
- 19. What do you like to read?
- 20. Who are your favorite English-speaking singers?
- 21. What subject do you like best?
- 22. Do you practice English outside school?

Listen to Songs

Why?

- Needs analysis surveys identify songs as the number one favorite among my pupils.
- Songs are good for language learning because of the way they affect our emotions.
- Songs can be used to teach vocabulary, grammar and culture.

How?

- as a cloze exercise
- as a reading / pre-listening exercise
- listen and draw part or all of the song
- sing the song

Where can I find music?

- from your CD collection or from your pupils' CD collections
- at the store

Where can I find lyrics?

- Search the title of the song in *Google*, *Alta Vista* or other search engine.
- Fans' lyric sites are usually very accurate.

Which songs are good to use?

- New songs, which are clear and slow, are usually the best.
- Oldies are more popular than a song which is a few years old.
- Oldies are usually slower, clearer and have fewer mistakes.
- Non-native singers make few mistakes.

For online songs, check out Chris Elvin's EFL Club song room;

<http://www.eflclub.com/2songs/songs.html>

If you are concerned about copyright, I deal with this issue in;

Elvin, C. (2002). How to Make Interactive Sound and Video EFL Web pages. Electronic Poster Presentation at the 7th JALTCALL Annual International Conference, Jogakuin University, Hiroshima.

<http://www.eflclub.com/elvin/presentations/JALTCALL2002/index.html>

Bibliography

Griffiee, Dale T. (1992). *Songs in Action*. New York: Prentice-Hall.

25 Minutes by Michael Learns To Rock

There are three people in this song; a woman, the woman's new husband and the woman's old boyfriend. The boyfriend sings the main part of the song. The woman sings the chorus.

- again
- are
- back
- church
- done
- dress
- eat
- everywhere
- far
- friends
- girl
- head
- her
- is
- kisses
- late
- mind
- mine
- said
- say
- search
- streets
- this
- time
- wind

1 After some

2 I've finally made up my

3 She is the

4 And I really want to make her

5 I'm searching

6 To find her

7 To tell her I love

8 And I'm sorry about the things I've

9 I find her standing in front of the

10 The only place in town where I didn't

11 She looks so happy in her wedding

12 But she's crying while she's saying

* 13 Boy I've missed your

14 All the time but this

15 25 minutes too

16 Though you travelled so

17 Boy I'm sorry you

18 25 minutes too

19 Against the

20 I'm going home

21 Wishing me

22 To the time when we were more than

23 But still I see

24 In front of the

25 The only place in town where I didn't

26 She looked so happy in her wedding

27 But she cried while she was saying

* repeat

28 Out in the

29 Places where hungry hearts have nothing to

30 Inside my

31 Still I can hear the words she

* repeat

32 I can still hear her

1. Who was 25 minutes too late? the woman the husband the boyfriend nobody

2. Who do you feel sorry for? the woman the husband the boyfriend nobody

Why?

Watch Movie Trailers

Why?

“The great advantage of showing trailers is that they are short, succinct, self-contained, topical, free and readily available over the Internet. The language, if narrated, is invariably clear, and the actors are usually famous. Students can gain great confidence in realizing that movie English is accessible to them, and that repeated exposure outside class, which is often inevitable, can only further enhance their listening skills and confidence.”

(Elvin, 2001)

- Needs analysis surveys identify movies as a strong favorite among my pupils.

How?

- as pairwork before or after listening
- as a cloze exercise
- as drama
- as pronunciation practice
- as a quiz

For online movie trailers, check out Chris Elvin's EFL Club movie room;

<http://www.eflclub.com/6movies/movies.html>

If you are concerned about copyright, I deal with this issue in;

Elvin, C. (2002). How to Make Interactive Sound and Video EFL Web pages. Electronic Poster Presentation at the 7th JALTCALL Annual International Conference, Jogakuin University, Hiroshima.

<http://www.eflclub.com/elvin/presentations/JALTCALL2002/index.html>

References

Elvin, C. (2001). Twenty Practical Uses of a Computer for the EFL Professional. *C@lling Japan* 10(1), pp. 10-13.

<http://www.eflclub.com/elvin/publications/20computeruses.html>

Harry Potter and the Chamber of Secrets

You are B. Listen. Write the words.

- 1. Harry Potter!
- 2.
- 3. Who are you?
- 4.
- 5. Harry Potter must not go back to Hogwarts this year!

Harry Potter and the Chamber of Secrets

You are A. Listen. Write the words.

- 1.
- 2. Such an honor it is!
- 3.
- 4. Dobby the House Elf.
- 5.
- 6. We must be getting close!
- 7.
- 8. If Harry Potter goes back to school, he will be in great danger!
- 9.
- 10. Hogwarts is no longer safe. The chamber of secrets has been opened.
- 11.
- 12. Yes! McGonagall is worried. All the teachers are.
- 13.
- 14. You three had best be looking after yourselves.
- 15.
- 16. Scared Potter?
- 17.
- 18. Don't panic!
- 19.
- 20. Can we panic now?

Do Group Work

These sugoroku game and class quiz activities were originally created to reinforce the learning objectives of Unit 10 of the oral communication textbook, *Now You're Talking*. (Elvin, 1998)

Why?

- Students produce a greater quantity and variety of language in group work versus teacher fronted activities. (Long *et al*, 1976)
- Needs analysis surveys identify group work as a popular activity among my pupils.

Table 1: Survey results of student attitudes toward making presentations - small groups versus whole classes

| | Small Groups | | | Whole Class | | |
|---------------------------------------------------------------------------------------------------------------|--------------|---------------|----------------|-------------|----|----|
| | Y | N | ? | Y | N | ? |
| 1. Do you think your English improved? | 38 | 9 | 52 | 23 | 13 | 56 |
| 2. Was it fun? | 79 | 0 | 20 | 59 | 2 | 31 |
| 3. Are you now confident of speaking English in front of... | | | | | | |
| a) a group? | 70 | 5 | 24 | 47 | 7 | 38 |
| b) your class? | 40 | 19 | 40 | 26 | 22 | 44 |
| c) a large audience? | 19 | 41 | 39 | 12 | 43 | 37 |
| 4. Do you want to do this kind of activity again? | 51 | 11 | 37 | 27 | 30 | 35 |
| 5. Did you have sufficient time to prepare? | 22 | 40 | 37 | 30 | 24 | 38 |
| 6. Were the other presentations interesting? | 81 | 2 | 16 | 63 | 2 | 27 |
| 7. Did you think that the scoring system was fair? | 67 | 2 | 30 | 18 | 7 | 67 |
| 8. Which is better, speaking in front of a large audience straight away, or practicing in small groups first? | | | | | | |
| | | straight away | practice first | don't know | | |
| <i>Small Group - Whole Class</i> | 3-15 | | 92-74 | 4-3 | | |

Table 2: Chi-squared analysis of student attitudes toward making presentations - small groups versus whole classes

| | |
|---------------------------------------------------------------------------------------------------------------|---------|
| 2. Was it fun? | 7.02 * |
| 3. Are you now confident of speaking English in front of... | |
| a) a group? | 7.77 * |
| 4. Do you want to do this kind of activity again? | 16.01 * |
| 7. Did you think that the scoring system was fair? | 44.94 * |
| 8. Which is better, speaking in front of a large audience straight away, or practicing in small groups first? | 9.85 * |

df = 2, *p < 0.05

References

Elvin, C. (2002). Group Presentation Students are More Confident and Have More Fun! *The School House* 10(2), pp. 8-15.

<http://www.eflclub.com/elvin/publications/grouppresentations.html>

Long, M, L., Adams, and Castanos, F. (1976). Doing things with words: Verbal interaction in lockstep and small group classroom situations. In Crymes, R., and Fanselow, J. (Eds.). *On TESOL '76*. Washington D.C.: TESOL.



“At first, I thought it was going to be impossible, and that the other groups wouldn’t be able to understand us. Actually, researching was fun, as was preparing our presentations and speaking to the other groups. I was also surprised at how much the others could understand us, so it was a lot of fun. If we get another chance, I’d like to do this again.”

Yumi Fujita 3233

“I was very nervous speaking in front of the other groups, but I think it was a great learning experience for me. Deciding on what to say was also very difficult, but I think we were quite pleased with ourselves in the end.”

Sayaka Matsuda 3236

“For us to investigate all by ourselves and then present to the others was a completely new kind of lesson to me, and also really interesting.”

Yuki Terakawa 3330

“At first I thought, ‘as if we could do such a thing?’, I had absolutely no confidence whatsoever. But every time we made our presentation it became more and more fun!”

Yurie Hatanaka 3334



Do Pair Work

Why?

- It is the most efficient way of having your pupils talk.
- Students produce a greater quantity of talk when working with other students than with native speakers. (Porter, 1983)
- Learners do not learn each other's errors. (Porter, 1983)
- Needs analysis surveys identify pair work as a popular activity among my junior high school pupils. Pair work is not as popular for my senior high school pupils as it is with the junior high school pupils.

How?

- In the materials that you design, make sure that there is a genuine need to communicate. (See Ellis, 1988)
- If possible, allow students to contribute to developing materials.
- Create opportunities for personalization.

Example

The worksheets overleaf are available at;

Are you happy?

<http://www.eflclub.com/gresourcebox/levels/level1a/268Areyouhappy.pdf>

References

Elvin, C. (2001). Vocabulary Learning. *The School House* 9(1), pp. 6-9.

<http://www.eflclub.com/elvin/publications/vocabularylearning.html>

Porter, P. (1983). *Variations in the conversations of adult learners of English as a function of the proficiency level of the participants*. Unpublished Ph.D. dissertation, Stanford University.

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Ellis, R. (1988). *Classroom Second Language Development*. London: Prentice-Hall.

Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. Boston: Heinle and Heinle.

Are you happy?

© Chris Elvin

Do you know these words?

| | | |
|----------|-------|---------|
| careful | kind | serious |
| careless | lazy | shy |
| cold | noisy | sleepy |
| cute | | |
| happy | | |
| hot | | |
| hungry | | |

Listen and say.

Are you happy?

You are **B**.

Ask the questions. Write the answers.

- Are you hot?
- Are you sad?
- Are you thirsty?
- Are you careful?
- Are you quiet?
- Are you rich?
- Are you well?
- Are you sleepy?
- Are you cute?
- Are you serious?
- Are you Japanese?
- Are you?
- Are you?
- Are you?

Do you know these words?

| | | |
|----------|-------|---------|
| careful | kind | serious |
| careless | lazy | shy |
| cold | noisy | sleepy |
| cute | poor | strong |
| happy | quiet | thirsty |
| hot | rich | well |
| hungry | sad | |

Listen and say.

Are you happy?

Yes, I am.

Yes, I am a little.

Not really.

No, I'm not.

You are **A**.

Ask the questions. Write the answers.

- Are you cold?
- Are you happy?
- Are you hungry?
- Are you kind?
- Are you noisy?
- Are you poor?
- Are you strong?
- Are you shy?
- Are you careless?
- Are you lazy?
- Are you American?
- Are you?
- Are you?
- Are you?

Are you happy?

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Play Listening Games

Why?

- Most listening games are no different from listening tests; listen and try to understand.
- Unlike tests, games are fun and relaxing.
- Language acquisition is facilitated when learners are relaxed.
- Needs analysis surveys identify listening games as a popular activity among my pupils.

Examples

- See *High Motivation Listening Games*. (Elvin, 2002)
- All three games are chalkboard games that involve guessing vocabulary items from their descriptions.
- Blockbusters is played between two teams of students. The object of the game is to guess the teacher's description of a word, the first letter of which is indicated in the hexagon in the grid. The first team to guess the word wins the hexagon containing the word's first letter. One team must try to make a horizontal route through the grid. The other team must try to make a vertical route through the grid. The winning team is the first to traverse the grid either horizontally or vertically.
- Attack 25! is played between three teams of students. The first letter of the word is not known. The first person to guess the word that the teacher is describing can win a square. The rules of this game are almost identical to *Othello*.
- Hangman is played as a class, ideally for no more than five minutes at a time. If students are eager to listen to the teacher's descriptions, it is a worthwhile game. Otherwise, it may not have much point!

References

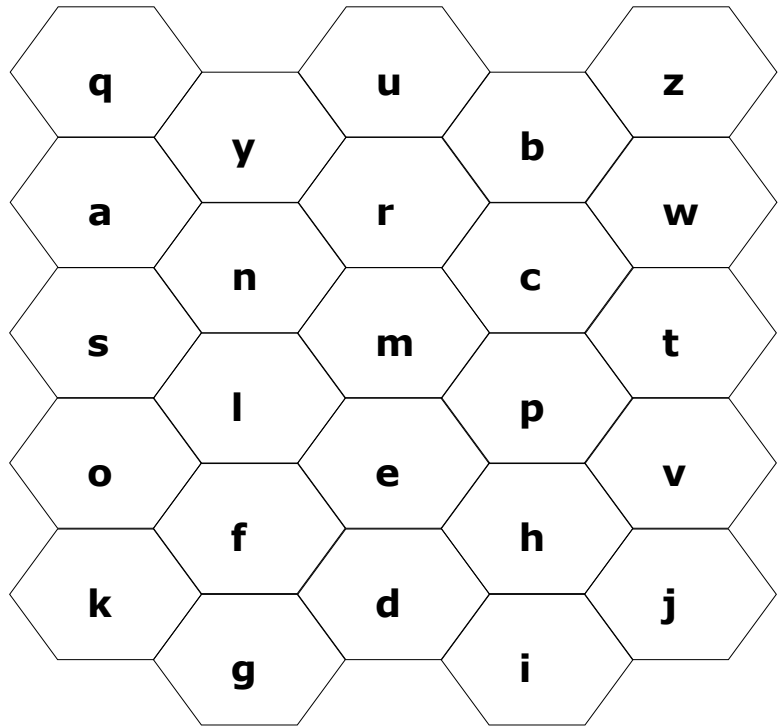
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Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press

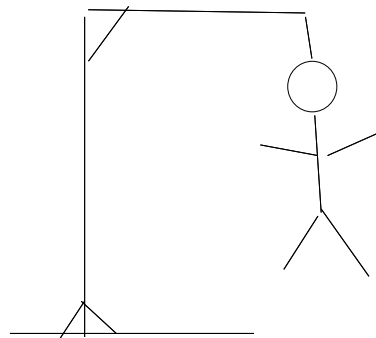
Blockbusters



Attack 25!

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 |

Hangman



a e t p

o n r m y

w l z

s u i

Study Events in the News

Why?

- Needs analysis surveys identify learning about the news as a popular activity among my pupils.
- Pupils' knowledge of the news that they have learned in their L1 can help to facilitate learning and acquisition in their L2.
- Pupils should be given the opportunity to relate and reflect on the world we live in.

How?

- Keep abreast of the news, and incorporate events into lesson plans.

Examples

The worksheets overleaf are available at;

Flags of the FIFA 2002 World Cup Soccer Countries
<http://www.eflclub.com/gresourcebox/level5a/335flags.pdf>

You may also wish to check out;

The 2002 FIFA World Cup Countries (introductions class activity)
<http://www.eflclub.com/gresourcebox/level5a/336worldcupcountries.pdf>

Flags of the 2002 World Cup Soccer Nations (pair describe and draw)
<http://www.eflclub.com/gresourcebox/level6a/338worldcupflagspair.pdf>

References

Elvin, C. (2002). Speaking and Listening Activities to Celebrate the 2002 FIFA World cup. *The School House 10(3)*, pp. 12-18.
<http://www.eflclub.com/elvin/publications/2002worldcup.html>

Flags of the 2002 FIFA World Cup Countries

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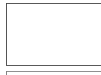
Do you know these words?

background
center
circle
coat of arms
crescent
diagonal
diamond

foreground
half
horizontal
left
middle
quarter
right

side
square
stripe
thick
thin
third
vertical

Argentina



Mexico



Belgium

Brazil

Cameroon

China

Costa Rica

Croatia

Denmark

Ecuador

England

France

Germany

Ireland

Italy

Japan

South Korea

Flags of the 2002 FIFA World Cup Countries

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Do you know these words?

background
center
circle
coat of arms
crescent
diagonal
diamond

foreground
half
horizontal
left
middle
quarter
right

side
square
stripe
thick
thin
third
vertical

Argentina



Mexico



Belgium



Nigeria



Brazil



Paraguay



Cameroon



Poland



China



Portugal



Costa Rica



Russia



Croatia



Saudi Arabia



Denmark



Senegal



Ecuador



Slovenia



England



South Africa



France



Spain



Germany



Sweden



Ireland



Tunisia



Italy



Turkey



Japan



Uruguay



South Korea



USA



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Teach Culture

Why?

- Needs analysis surveys identify culture as an interest among my pupils.
- Foreign teachers, or those with experience of living abroad can provide pupils with a good opportunity to experience a culture other than their own.
- Young pupils like to learn about cultural traditions and differences. Older pupils are also interested in cultural traditions, and also culture shock.
- Be wary that some critics believe teaching about cultural differences may reinforce popular stereotypes or essentialize or exoticise this strange “Other”. (see Said, 1978)

Examples

- Talk about any country’s traditions that you have experienced or are familiar with. For example, Bonfire Night.
- Have pupils explain their traditions to you.
- Have a Christmas party or sing Christmas carols.
- Talk about culture shock or play culture shock games.
- Play cricket.

The worksheets overleaf are available at;

Bonfire Night

<http://www.eflclub.com/9resourcebox/levels/level3a/262bonfirenight.pdf>

You may also wish to check out;

Halloween

<http://www.eflclub.com/9resourcebox/levels/level3a/259Halloween.pdf>

What is Halloween?

<http://www.eflclub.com/9resourcebox/levels/level5a/258Halloween.pdf>

Guy Fawkes Day

<http://www.eflclub.com/9resourcebox/levels/level5a/260GuyFawkesDay.pdf>

References

Elvin, C. (2002). Listening Activities for Autumn. *The School House* 9(4), pp. 16-18.

<http://www.eflclub.com/elvin/publications/listeningfallactivities.html>

Said, E.W. (1978) *Orientalism*. New York: Random House.

Bonfire Night

© Chris Elvin

Do you know these words?

blow up
bonfire
celebrate

clothes
fireworks
government building

Jack-o-lantern
model
traditional

(Teacher’s Script)

In England, we have *Bonfire Night* every year on November the fifth.

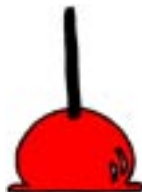
Bonfire Night has been celebrated for about four hundred years. In 1605, on November the fifth, a man called Guy Fawkes tried to blow up an important government building. Luckily he was stopped. Every year since that day, November the fifth, we have celebrated with fireworks and a bonfire.

We build a big fire in the garden. We call this fire “a bonfire”. Bonfire night is the only day of the year that English people traditionally celebrate with fireworks. We carry Jack-o-lanterns, and we eat traditional food, such as baked potatoes and caramel apples. On top of the bonfire we put a model of Guy Fawkes. We make this model from old clothes and old newspapers.

England is very cold in November, but we all have a lot of fun on November the fifth.

Listen. Answer the questions.

- 1. On what date do the people of England celebrate *Bonfire Night*?
- 2. For how many years has *Bonfire Night* been celebrated?
- 3. In what year did Guy Fawkes try to blow up the government building?
- 4. Did Guy Fawkes succeed? yes no
- 5. Where do English people celebrate *Bonfire Night*?
- 6. How often do they celebrate with fireworks?
- 7. What do they carry on *Bonfire Night*?
- 8. What traditional food do they eat?



- 9. What is the model of Guy Fawkes usually made from?
-
- 10. How is the weather in England at this time of the year?

Be Learner Centered

These *sugoroku* game and class quiz activities were originally created to reinforce the learning objectives of Unit 9 of the oral communication textbook, *Now You're Talking*. (Elvin, 1998)

Why?

“... education should develop in individuals the capacity to control their own destiny and that, therefore, the learner should be seen as being at the center of the educational process. For the teaching institution and the teacher, this means that instructional programmes should be centered around learners’ needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content and methods as well as in determining the means used to assess their performance.”
(Brindley, 1984)

How?

- Conduct a needs analysis survey to discover what your pupils’ interests are.
- Allow pupils to participate in materials development.
- Give pupils choices.
- Give pupils an opportunity to bring their own background knowledge and experience into the classroom.
- Give pupils a say in how they want to be taught and tested.
- Be congruent, empathetic and give unconditional positive regard to all your students.

“The amount of success which students experience is less dependent upon knowledge and experience of the teacher than it is on three teacher factors or attitudes: congruence, unconditional positive regard and empathy.” (Rogers and Freiburg, 1994)

References

Brindley, G. (1984). *Needs Analysis and Objective Setting in the Adult Migrant Education Service*. Sydney: NSW Adult Migrant Education Service.

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<http://www.eflclub.com/elvin/publications/simplepastactivities.html>

Rogers, C. & Freiburg, H. (1994). *Freedom to Learn (3rd Ed.)*. New York: Merrill.

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Nunan, D. (1988). *Learner-centered Curriculum Design*. Cambridge: CUP.

Sugoroku Board Game

Who?
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Class quiz

1. Who sang Always?
2. Who painted Atom Boy?
3. Who appeared in Roman Holiday as Princess Anne?
4. Who sang the song Top of the World?
5. Who wrote Alice in Wonderland?
6. Who sang Let it Be?
7. Who wrote Hamlet?
8. Who bought a witch's poisoned apple?
9. Who wrote Chibi Maruko chan?
10. Who sang I just called to say I love you?
11. Who sang ABC?
12. Who wrote the music Unmei?
13. Who appeared in Gone With the Wind in 1939 as Scarlet?
14. Who appeared in Star Wars as Queen Amidara?
15. Who painted Sunflowers

- Bon Jovi
- Osamu Tezuka
- Audrey Hepburn
- The Carpenters
- Lewis Carol
- The Beatles
- William Shakespeare
- Snow White
- Sakura Momoko
- Stevie Wonder
- The Jackson five
- Beethoven
- Vivien Leigh
- Natalie Portman

| | |
|----|----|
| 1 | 2 |
| 20 | 19 |
| 21 | 2 |

| |
|----|
| 40 |
| 41 |
| 60 |

History Quiz

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Name

Class Number

41 Fill in the blanks. When you have finished, hand your print to the teacher.

Who painted the Mona Lisa?

Leonardo da Vinci

Who appeared in Romeo and Juliet in 1996 as Romeo?

Leonardo DiCaprio

1. Who painted?
2. Who discovered?
3. Who invented?
4. Who appeared in as?
5. Who wrote?
6. Who sang?
7. Who?
8. Who?

Promote Learner Autonomy

Why?

- Successful language learners consistently employ effective learning strategies both inside and outside of the classroom. (Benson, 2001)
- I believe that students who can study by themselves by, for example, using the Internet, have a much better chance of succeeding in a foreign language than those who don't.

Example

- Create a language learning web site.
- Since 1999, I have been developing web-based language learning exercises and uploading them to my web site, EFL Club. (Elvin, 1999)
- EFL Club is graded into six levels to roughly match the level of the junior and senior high school pupils at my schools.
- EFL Club is visited by over 5,000 unique users per month.

Exercises available at EFL Club (Elvin, 1999);

- quizzes
- songs
- stories
- about you
- games
- movies
- messages
- links
- staff room

If you are interested in using computers for teaching English, check out;

Elvin, C. (2001) Twenty Practical Uses of a Computer for the EFL Professional. *C@lling Japan 10(1)*, pp. 10-13.

<http://www.eflclub.com/elvin/publications/20computeruses.html>

If you are interested in making your own online materials, check out;

Elvin, C. (2002). How to Make Interactive Sound and Video EFL Web pages. Electronic Poster Presentation at the 7th JALTCALL Annual International Conference, Jogakuin University, Hiroshima.

<http://www.eflclub.com/elvin/presentations/JALTCALL2002/index.html>

References

- Benson, P. (2001). *Autonomy in Language Learning*. London: Longman.
- Elvin, C. (1999). EFL Club. [online]. Available at <http://www.eflclub.com>.

“Computers will not replace teachers.
However, teachers who use computers will probably replace teachers who don’t.”

(Ray Clifford)

Notes

About Chris Elvin

Chris Elvin has a Master's degree in TESOL from Temple University, Japan. He is the author of *Now You're Talking*, published by EFL Press, and editor of the Japan Association for Language Teaching Junior and Senior High School Special Interest Group newsletter. He is also the the owner and webmaster of EFL Club, a children's language learning website. (<http://www.eflclub.com>)

His interests incude materials writing, testing, and CALL. He is currently teaching at Tokyo Women's Medical University and St. Dominic's Institute in Tokyo, and Caritas Gakuen in Kanagawa. He can be contacted at <celvin@kd6.so-net.ne.jp> .

