

## **Tips for Virtual ESL Ministry using Zoom**

**Reminders/Invitations:** Send an email or text the same day of the class to remind students of the class time and to provide a link to the Zoom session.

**Visual Aids:** Visual aids are extremely helpful when teaching via an online format. Incorporate Images and written text into announcements, teaching curriculum, and games.

**Helpful Zoom features:** *Be sure to enable these functions in the Zoom Settings.*

1. Chat – Use Chat for sending questions and instructions to participants. Allow participants to ask and answer questions via Chat.
2. Breakout Rooms – Separate participants into different levels. Use for conversation partners, small group projects and discussions
3. Annotate - Allow participants to draw pictures, point to and circle texts, and type text onto the host's screen. Instructions for using Annotate: Tell students to move their mouse along the top of the screen. Go to View options. Scroll in the drop-down menu to Annotate. Participants can use the text and draw tools.  
The host (teacher) can type and draw onto a shared screen for additional explanations and gap fills in writing activities.
4. Share Screen – The host can share slide shows, websites, online dictionaries, and Google Images, to name a few.
5. Poll – The host can administer a Poll to students and receive immediate feedback, then share the results with the class. Use Polling for asking fun trivia questions, questions about the curriculum, and follow up questions at the end of class to assess learning.
6. File Sharing – The teacher can send files and links through Chat to everyone or individual participants.

## **Ice Breaker**

Allow up to 10 minutes for students to join the session before beginning the main teaching time.

For the first 10 minutes (while you are waiting for all the students to join) do an ice breaker such as a word game or fun get to know you questions.

Share screen with a Google Slide, Power Point or other presentation. Use get to know you questions such as “What is your favorite flavor of ice cream?” or “What is your dream vacation?”

## **Introductions**

When students join the session for the first time, the host should introduce the new student to the other participants. The host can either quickly introduce the teachers and other students or (if time allows), ask the participants to introduce themselves by stating their name and answering a get to know you question.

## **Breakout Rooms**

If there are multiple levels in the Zoom session, the host can divide participants into Breakout Rooms. The teacher for each level can teach content suitable for each class level.

### **Game/Speaking Activities:**

Show Game instructions (I use Google Slides) as you explain them. Play one round as an example, then begin playing.

1. Guess the Word (like Taboo) - The teacher sends a “secret word” to a student through Chat. The student must describe the word, being careful not to use the word in the description. The class types their guesses into Chat privately to the host (teacher). The teacher will see who guessed the correct word first. The teacher keeps score. You can play individually or in teams. When played in teams, announce to the students the names of their teammates or list the names of the team on the shared screen. The first person from the team that answers correctly scores the point for the team.
2. 20 questions – The teacher sends a “secret word” to a student through Chat. The teacher tells the category of the word: famous person, food, place, etc. The class must ask Yes or No questions to discover the secret word. Students can guess the word at any time. (To include all students, the teacher may want to call on students to ask questions.) If after 20 questions no one has guessed the word, the student tells their secret word.
3. Listing Game (like Scattergories). - Show the class a list of 8 to 12 categories of items. Choose a letter. Students must think of answers that fit the category that start with that letter. Students can work in teams or individually. Give a time limit of 10 minutes or play until the first team has an answer for all categories. Teams read their answers. If any answers match another team’s answers, neither team gets a point. The team with the highest score wins. For beginners, you may want to play with the list only and not require that the answers all start with the same letter.
4. Pictionary – The teacher sends a word to the student through Chat. The student uses the Annotate and Whiteboard tools to draw a picture of the word. Students write in Chat their guesses.
5. Scrambled Words – The teacher shows a slideshow of scrambled words. The students write in Chat the correct spelling of the word. Give students a category such as food, fruit, cities, or today’s vocabulary words.
6. Trivia – Read or show (slideshow or website) trivia questions about any subject of interest. Students type their answer in Chat. Keep score.
7. Chain Drill Question/Answer – Teachers write a list of the names of students in the class using the Annotate tool. Direct the students to ask questions to other students following the order of the list of names.
8. True/False – The teacher shows a picture and makes a true or false statement about the picture. Students give a Thumbs Up if the statement is true and a Thumbs Down if the statement is False. Students then take turns making true/false statements about the picture.
9. Information Gap – The teacher determines who will play the role of Student A and who will play the role of Student B, then sends a “Student A” document and a “Student B” document through the attach File function in Chat. Students must open the file first before going to a Breakout Room. The teacher then divides the pairs of students into Breakout Rooms and the students can begin their role play. Teach-this.com has some free fillable PDF documents on many topics. The teacher must download the PDF, then send the file through Chat.

10. Interviews – The teacher sends interview questions to students through Chat. (Attach a file or send a link to a Google slideshow or other website). Students open the link or file **first** before being sent to a Breakout Room. The teacher sends students to the Breakout Room to begin talking.

#### **Helpful websites:**

1. <https://www.teach-this.com/> Teach-this.com has some free fillable PDF documents on many topics. The teacher must download the PDF, then send the file through Chat.
2. <https://en.islcollective.com/> This free website is a collection of resources from many contributors. They post free fillable worksheets for virtual learning on many topics.
3. <https://www.perfect-english-grammar.com/> This website is great for grammar, from beginners to advanced level. There are many fillable exercises.
4. <https://www.englishpage.com/> This website is great for grammar, from beginners to advanced level. There are many fillable exercises.
5. <https://www.esl-lab.com/> Listening Activities for beginners, intermediate, and difficult. The listening script is included.
6. <https://rachelsenglish.com/> Good website for pronunciation.

#### **Suggested Schedule for Virtual Classes.**

I recommend that the total meeting time be no more than an hour and a half at a time. If you meet for more than an hour and a half, take a 10 – 15 minute break off camera so that everyone has a chance to relax a bit and get some water or go to the restroom.

Our ministry meets 7 – 8 p.m. on Zoom every Thursday. Our ministry meets for one hour, once a week.

**First 10 minutes:** Introductions/Ice Breaker (Large Group)

**40 minutes:** Teaching (Classes by Level – We divide into Breakout Rooms.)

**Last 10 minutes:** Devotional/Scripture/Prayer/Announcements