



Using ESA Methodology in the Classroom: Back to Basics

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Abstract

As students today are becoming more and more reliant upon computers and technology to do the thinking for them, it is vital that teachers do all they can to ensure active learning within the classroom. Based on the tried and true design to teach English as a foreign language, the ESA lesson structure eliminates passive learning by reducing teacher talking time and increasing student output. By employing the method of “E”ngaging the student, “S”tudying the material and “A”ctivating prior knowledge, the role of the teacher becomes that of a facilitator as students become active learners with a sense of ownership of the materials presented. The immediate objective of this study was to answer two questions: first, does the use of ESA in the classroom have any impact on student motivation? and second, how does the reduction of teacher talk time actually effect student learning? To examine these questions, I conducted qualitative interviews with 17 university students now studying English as a foreign language in Prague, Czech Republic, to gain a first-hand perspective on learning a language in the modern world. An analysis of these interviews yields the students' own explanation of the significance of higher student output and its role in retention of information. This work increases our understanding of how the modern technological world is changing how students learn as well as the efficacious methodologies that foster student knowledge through productive means.