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The TEFL University

The Free 12 Hour TEFL Course
by Max Diamond & Damien Cullen

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Those wishing to take the certified TEFL exam for this course and get their certificates (certificates are only issued on a grade A, B or C exam pass), may do so via the 'Courses' page on the website.

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Table of Contents

Table of Contents.....	3
Module 1 - Introduction.....	4
Module 2 - TEFL Methodology.....	6
Module 3 - Lesson Planning.....	8
Module 4 - Boardwork.....	11
Module 5 - Teaching Grammar.....	12
Module 6 - Teaching Pronunciation.....	13
Module 7 - Teaching Reading.....	17
Module 8 - Teaching Writing.....	19
Module 9 - Teaching Listening.....	20
Module 10 - Error Correction.....	21
Module 11 - Discipline in the Classroom.....	22
Module 12 - Student Motivation.....	24
Module 13 - Gestures & Cueing.....	25
Module 14 - Games & Activities.....	26
Module 15 - 'Edutainment'.....	27
Module 16 - Teaching Business English.....	28
Module 17 - Teaching English for Special Purposes.....	29
Module 18 - Teaching Large Classes.....	30
Module 19 - Teaching with Limited Resources.....	37
Module 20 - Teaching English to Young Learners.....	42
Demonstration Lessons.....	54
Resources.....	55

Module 1 - Introduction



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Free 120 Hour TEFL Course
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This course is designed to be easy to follow and to prepare you to teach an "English as a Foreign Language" (EFL) class as quickly as possible. After the completion of this course, you will have a strong understanding of what is required to provide quality instruction as a teacher of English as a Second (ESL) or Foreign Language (TEFL or TESOL).

The course follows the sequence of units on the contents page and you will need to do at least the first three units (TEFL Methods, Lesson Planning and Boardwork) in order for a general understanding of the coursework. After that, you can move around as your interest dictates.

It is important to read every segment of the course to gain the knowledge and skills, this also means studying the books and pages where we have provided you with web links. This is a full 120-hour TEFL Training course and is for anyone who wants to be a successful teacher.

This course can take from several weeks, to several months to study and complete (depending on how much time you dedicate to it!). Those people that really 'get stuck in' will generally complete the course within two weeks.

If you decide you wish to take our exam (on completion of the course!) and be awarded your full TEFL Certificate's, simply visit the website link below, where you will find the application form to order your exam and certification.

The TEFL University exam is based on this exact course

<http://thetefluniversity.com/courses.html>

Once you gain employment as an EFL teacher or if you are already employed as one, you should experiment with methodology and modify methods to best meet the needs of your students.

Method courses such as this typically require only a secondary or high school education and by design need a workable process by which potential teachers can quickly access the knowledge needed to go to work immediately after finishing the course. That method and process is provided for you here.

Learn it and use it but also modify it, expand it and develop your skills as a "thinking" teacher.

Each unit will require a different amount of time depending on the difficulty and complexity of the topic as well as the quantity of the material to be covered.

As a bonus, download two Peace Corps Manuals. These manuals will give you a good introduction to teaching English overseas. If you have the discipline to study them in detail, you will have a good start.

Manual #1:

TEFL/TESL: Teaching English as a Foreign or Second Language

<http://www.teflebooks.com/PCManualTeachEFL.pdf>

This Peace Corps publication was designed for use by Peace Corps Volunteers with no previous teaching experience. It combines general teaching practices with specific language teaching techniques and outlines and assesses each of the commonly used approaches to language instruction. Sessions cover techniques for teaching grammar and the four basic language skills (speaking, listening, reading, and writing) including lesson planning and testing.

Manual #2:

Teaching English as a Foreign Language to Large Multilevel Classes

<http://www.teflebooks.com/PCManualTEFLlargeclasses.pdf>

This manual draws on suggestions from volunteers working under difficult conditions with limited resources. It offers ideas and activities to help teachers deal with very large classes or a lack of textbooks. It also addresses such issues as student interests and needs, classroom management, theme-based lesson planning, the national curricula and resistance to group work. It aids teachers in creating classrooms where students are given opportunities to think critically, work cooperatively, and enjoy the experience of learning.

Note: Your students really need you to know what you are doing. In many cases their future depends on it.

Both manuals download as PDF files.

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<http://thetefluniversity.com/courses.html>

Module 2 - TEFL Methodology

TEFL Methodology taught in most TEFL training programs is generally either "PPP" or "ESA".

"PPP" means Presentation, Practice, and Production.

Presentation is the part of the lesson when the target language (the language to be taught to the students) is presented to the students generally through eliciting and cueing of the students to see if they know it and then providing the language if no one does.

The target language is usually put on the board either in structure (grammar-type) charts or in dialogs. Presentation features more "teacher talk" than the other stages of the lesson, generally as much as 65-90% of the time. This portion of the total lesson can take as much as 20-40% of the lesson time.

Next comes the Practice section when the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured as they master the material.

These activities should include as much "student talk" as possible and not focus on written activities, though written activities can provide a structure for the verbal practices. Practice should have the "student talk time" range from 60-80 percent of the time with teacher talk time being the balance of that time. This portion of the total lesson can take from 30-50% of the lesson time.

"Production" is the stage of the lesson when the students take the target language and use it in conversations that they structure and use it to talk about themselves or their daily lives or situations. Production should involve student talk at as much as 90% of the time and this component of the lesson can/should take as much as 20-30% of the lesson time.

As you can see the general structure of a PPP lesson is flexible, but an important feature is the movement from controlled and structured speech to less-controlled and more freely used and created speech. Another important feature of PPP (and other methods too) is the rapid reduction of teacher talk time and the increase in student talk time.

Notes: One of the most common errors untrained teachers make is that they talk too much.

EFL students get very little chance to actually use the language they learn and the EFL classroom must be structured to create that opportunity.

"ESA" means Engage, Study, and Activate.

Roughly equivalent to PPP, ESA is slightly different in that it is designed to allow movement back and forth between the stages. However, each stage is similar to the PPP stages in the same order.

Proponents of ESA method stress its flexibility compared to PPP and the method as defined by Jeremy Harmer (its major advocate) uses more elicitation and stresses the engagement of students in the early stages of the lesson.

ESA is a superior method to PPP when both are looked at from a rigid point of view. But, EFL is not rigid and you should not adhere to any one viewpoint or method. PPP is often an easier method for teacher-trainees to get a handle on.

Below are an excellent set of pages for reading about and understanding the major methodologies in TEFL.

A good review of a variety of EFL teaching methods so you don't get stuck in just one is at the website of Dr. Jill Kerper Moran of San Diego State University:

[Second Language Teaching Methods](#)

Another overview of various methodologies is at English Club:

<http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>

Note: Don't get stuck in one method. A smart teacher picks and chooses what works best for their students.

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<http://thetefluniversity.com/courses.html>

Module 3 - Lesson Planning

A lesson plan is simply a step-by-step guide to what an EFL teacher plans to do in the classroom on a given day. The more detailed the steps are, the better.

Ideally, if you could not go to work on a given day, another teacher could read your lesson plan and know exactly how to teach your class on that day. A good lesson plan might even include specific gestures and cues used for various parts of the lesson. That's how detailed your plan should be.

There are literally hundreds of types of lesson plans but there is not one format accepted by all schools. Many schools have their own set format; others will let you use whatever format you like. There is, however, some general agreement about what should be included in a good lesson plan.

Generally agreed components of a lesson plan include:

Day/Date:

Lesson Name: What will you call the lesson?

Class/Level: Age, topic, skill level, class name

Materials: List everything you need to teach this lesson.

List every possible thing you will need to take to the classroom, and/or obtain from the school to complete the lesson.

This list can help you make sure you don't forget any handouts or special materials that you need to take to the class.

Textbook/Course book name: From what book (if any) are you working or drawing the lesson?

Unit-title-page number: Specifically where in that book?

Goal/Aim: What are we working toward today?

Describe the final result of the lesson in this format: The students will be able to ___(do what?)____.

Example: The students will be able to ask and answer questions about their hobbies and interests

Grammar Structures Employed: Show the structures. Use a structure chart if needed.

Questions and Answers relevant to your lesson: Ask during the warm-up to elicit from students what they may or may not know about the topic to be covered.

NOTE: The actual lesson-what you will be doing during the class - starts below.

Warm-up: This includes a review (revision) of the previous lesson linked to this new lesson; questions and answers you have written above, used to elicit conversation using the new structures and function; to show examples of what your students will learn in this lesson. In some countries and with some age groups, this may come in the form of a specifically designed game.

Presentation (or ESA format): Note the target language to be taught and how you will teach it. Include how you will stimulate the student's interest in the language and how you might elicit from the students the language you are planning to teach. Include details as specific as when you

might model structures and dialog and when you will require a repeated response (choral response) from the students. Include a structure chart for the grammar or the dialog you intend to teach.

Practice: Include the specific activities and attach any handouts to the lesson plan. Include up to three practice activities, sequencing them from most to least structured slowly giving the students more freedom.

Production: This is where students really learn and generalize a new language skill. Allow/encourage the students to talk about themselves, their lives or specific situations using their own information but focusing on the target language that was taught in the presentation and practiced in the previous activities.

Include exactly what you will ask the students to do and that you intend to monitor students and encourage and correct them as needed in their use of the target language.

Conclusion: Discuss/recap what you have studied and learned during the lesson. In some countries and for some ages, this will be followed by a game that uses the target language.

Sample Lesson Plan:

Teacher: Damien

Topic: Talking about future plans

Aim: The aim of this lesson is for the students to be able to relate and talk about their future plans. They will also practice and improve their reading and writing skills. In this lesson the students will focus on communicating in the future tense and understand the correct grammar and functions related to the future tense. They will also work on improving their sentence structuring.

Materials: A copy of the hand out to every student.

Anticipated problems: The students may be unfamiliar with or find it difficult to understand the correct grammar points and functions. They may also be confused with when to know how to use either will or going to in the future tense. They may also be unfamiliar with some of the vocabulary in the hand out and their spelling may also be weak.

Solutions: I will first write the following words on the board and give the Thai (for example) translation.

Probably:

Definitely :

Biggest :

Hope:

I will then draw a time line on the board to explain the grammar points.

PAST-----PRESENT-----FUTURE
was am will /going to

Controlled practice:

I will explain how and when we use either will /going to in the future tense. I will explain to the class that it depends on the question form. I will write the following 2 question's on the board as examples for the class.

Q1: Where are you going tomorrow?

A1: I am going to.....

Q2: What will you do tomorrow?

A1: I will.....

I will explain to the students that you'll is short for you will. I will explain to the students that we use going to if it is in the question.

Free practice: I will then have the students give their answers to the questions. I will walk around the class monitoring the students, checking for correct grammar and sentence structure. I will then put the students into pairs and have them ask each other the questions.

Controlled practice: I will then have different pairs stand at the top of the class and role play out the questions to the rest of the class. As always depending on time, I will go through as many students as possible.

Approved by: (school representative)

Date:

Comments:

Sample work sheet for lesson plan above

There would obviously be spaces below each question, allowing students to fill in their answers

Q1. What were you doing five years ago?

Q2. What do you think you will be doing in 15 years' time?

Q3. Where are you going after this lesson?

Q4. Name one thing you will probably buy today.

Q5. Name one thing you are definitely not going to buy today.

Q6. Name one thing you will probably eat today.

Q7. Name one thing you are definitely not going to eat today.

Q8. What is your biggest hope for the future?

Note: You will find literally thousands of EFL/ESL lesson plans on the Internet. Take a look at few and you will rarely see the same format used. But they will generally have, in one form or another, most of the information indicated above.

Try the websites below and see what they have and note the similarities and differences between the lesson formats. Don't get stuck in a rigid idea of what a lesson plan should look like. You'll notice many that are called "lesson plans" really aren't!

The Internet TESL Journal: EFL and ESL Lessons and Lesson Plans

<http://iteslj.org/Lessons/>

ESL Teacher Lesson Plans & Worksheets

<http://www.usingenglish.com/lesson-plans.html>

Also from English Raven are two very useful (PDF) downloads:

Guide to Lesson Planning and Reflective Teaching Notes

http://www.englishraven.com/files/Lesson_planning_guide_244459.pdf

Lesson Planning Sheets and Reflective Teaching Notes

http://www.englishraven.com/files/Lesson_planning_sheet_641321.pdf

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Module 4 - Boardwork

Organizing the board for a more effective lesson is the mark of a skilled EFL teacher. KISS or "Keep it Simple for Students" is a good rule. Before teaching a lesson, walk through it and as you do, put everything on a board.

Ideally, you don't erase anything in one lesson and by the end of the lesson, it should look very well-organized and intuitively understandable. Check it from the back of the room.

Usually the best way to organize your boardwork is to literally present the lesson in a dry run and write everything on the board including target language, grammar structure and vocabulary.

As you think your way through the lesson, you will probably notice that you need to reorganize or restructure your thinking. This is an excellent practical exercise just to catch and better plan the flow of your lesson as well as for organizing your boardwork.

Note that in many classrooms, students will not be able to see the bottom one-third of the board from the back of the room.

In some classrooms, the far left and right sides of the board may not be visible to students on the far opposite side of the room due to the extreme angle or from bright light from windows. If there are curtains in a room, use them.

Write on the board in the classroom and walk around the room to see if your writing is BIG enough, clear enough and visible to everyone from every angle and from every seat.

Never erase anything from the board without asking your students first. Why? Your very best students are taking notes! Just a simple, "Okay if I erase this?" and a fast look around the room will do the job. It's only polite, isn't it? Good teachers certainly don't mind waiting a moment while their best students are taking notes.

A good lesson plan should have an example of what the board will look like on the last page. This will help you plan your boardwork in advance.

Boardwork is a fine art that the best teachers practice improving regularly. Help your students by presenting your lesson clearly, visibly and in an understandable manner.

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<http://thetefluniversity.com/courses.html>

Module 5 - Teaching Grammar

Grammar skills and the ability to explain grammar simply is another hallmark of a skilled EFL teacher. Students expect their teacher to be skilled in grammar and if you aren't, you will probably lack confidence in the classroom.

Below is a downloadable grammar e-book that is written for people intending to teach English or teachers who wish to brush up on their grammar skills. It emphasizes the idea of staying flexible and understanding grammar at a deep level.

It also presents grammar-related vocabulary so you don't have to feel intimidated when the subject of grammar comes up.

You should be able to read this e-book, check a few other resources and bring yourself up to speed.

Most native-speakers of English already know grammar intuitively. It is only that they don't know how to explain what they already know in an easy-to-understand manner. In fact, non-native speaker teachers are usually better at this than most untrained native speakers. They've had to think it through and try to relate it to their native grammar.

Read the e-book below, with the idea that you will be introduced to a variety of new ideas about grammar. Note, for example, that some grammar books say there are eight parts of speech. Some say nine; some say more. Keep your thinking flexible and understand that different authors say different things.

Just get to know the vocabulary of grammar so you have an idea what people are talking about.

Download the e-book, do all the exercises, pre-tests and post-tests and you will be in good shape with grammar.

Don't worry, the book is written with lots of graphics, practical examples and exercises and a bit of humor. The author knows that grammar is not a favorite topic of study.

Find your grammar e-book here:

Fast Track Grammar Review for EFL Teachers

http://www.teflebooks.com/Grammar_Book222.pdf

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<http://thetefluniversity.com/courses.html>

Module 6 - Teaching Pronunciation

Pronunciation is an area of great difficulty for the untrained EFL teacher. But, with a little training and practice, you can facilitate the improvement of your student's pronunciation almost as well as the seasoned professional. For our purposes here, "pronunciation" will include the instruction of stress, rhythm and intonation.

Everyone is familiar with the old jokes about Asian students ordering "Fried Lice" and, in fact, such pronunciation problems persist today. So let's help our students solve them.

To a large extent, EFL students have problems with pronunciation and stress primarily due to that fact that their native tongue may not have that particular sound (their native grammar may even prohibit making that sound) and the absence in many languages of "consonant clusters" (strings of consonants).

When studying and teaching pronunciation, you will need to learn to use a respelling system to help students get the feel of the language.

Some people advocate the use of the International Phonetic Alphabet (IPA) but a problem with that system is that few students know it and you will spend an inordinate amount of time teaching it to them only to have them move on to another teacher who doesn't use it. Additionally, there are at least ten other major and well known phonetic systems that appear in dictionaries and pronunciation and listening books around the world.

A simple system is used in the listening book: '**Sound Advice**' and in the pronunciation book '**Sound Advantage**', both authored by Stacy A. Hagen. You will see a similar system used below. A simple system that is intuitive and easy to use is critical to your success in helping your students succeed in speaking in a comprehensible way.

EFL teachers are all too familiar with students that approach them and speak clear complete sentences of something that is not even remotely understandable. A student may have a good understanding of English and an excellent vocabulary but if their pronunciation is so poor that they cannot communicate, all is lost.

Students need to hear natural fast relaxed pronunciation as we speak it every day, not a carefully over-articulated overly pronounced one-word-by-one-word phrasing of sentences.

Speaking too slowly and too emphatically is a common characteristic of the untrained teacher.

Speaking unnaturally hurts your students for two reasons. First, they will imitate your speaking style and they too will speak unnaturally, and second, they will not recognize and understand natural rapid speech when they hear it.

This doesn't mean you shouldn't slow your speech down a bit to help your students get some basic ideas but it does mean that you should speak naturally most of the time. It also means that you need to teach them what natural speech sounds like. There is some evidence that says that if students don't speak naturally, they won't recognize normal speech when they hear it.

Consider the following:

My name is Fred really sounds like: **Mi naeh miz Fred.**

How much is it? really sounds like: **How muh chi zit?**

The idea of the end of one word connecting to the beginning of the next word is called "linking" or "liaisons" [depending on who wrote the pronunciation book].

If you habitually speak slowly and over-enunciate, your students will listen for How much is it? and won't understand when they hear the normal speech sounds of How muh chi zit?

The skilled EFL teacher instructs her students in these differences, how to pronounce them, and how to listen for them.

Consider: **Sue wants to get a better water heater**

Say it quickly, several times, in normal speech and see what it really sounds like.

It will sound more like: **Sue wuhnstuh gettuh bedder wadder heeder.**

The idea of words sticking together and some sounds becoming smaller is called "reduction".

There is, of course, some variation by country and region in how we speak. Learn to use respelling to help your students get it right.

It is important that you understand this concept. Untrained teachers will say, "I don't speak like that!" But they do - you do - everyone does. You just aren't used to listening for it. Do your students a favor and start listening to how people really speak.

What about Respelling?

Should you memorize and use the International Phonetic Alphabet? No, your students won't usually know it. Look in a variety of books and adopt a simple method similar to the one used above.

Will your students confuse respelling with the correct spelling of words?

No, not if you just tell them, "It sounds like this" while pointing at the respelling. Students "get it."

Must you respell absolutely correctly?

No, but be as accurate as you can. The way you respell will be different from someone else as we all have some minor variations in our pronunciation.

Word and Sentence Stress

Add to respelling, the notion of word and sentence stress. Many EFL students around the world will have different stress patterns in their language.

When you pronounce words with two or more syllables, one syllable will be stressed more than the others. Until you practice a bit, you may have trouble hearing stress because it is such a natural part of a native-speaker's speech.

Here is what to listen for: Tone, length of time, loudness.

For example: Banana - sounds like buh NAEH nuh If you listen carefully, the middle syllable has a slightly higher tone, lasts a bit longer and is slightly louder.

Thai students, for example, will say: buh naeh NUH

Because of the different pronunciation rules in Thai, they will tend to stress and raise the tone of the last syllable.

Sentences will have stress patterns that students need to learn and respelling can help them with that also.

Some words are not so important to hear and are reduced in time, loudness and tone. Some words are more important, louder and longer and have a higher tone.

The important words are called "content words". They are nouns, main verbs, adjectives and adverbs. Less important words are called "function words" and are pronouns, helping verbs, conjunctions and prepositions. These rules are not always true but are good general guidelines.

Example: My name is Bob when written showing sentence stress sounds/looks more like: my NAME is BOB.

Don't overdo word and sentence stress. It is important to speak naturally when teaching your students stress. After all, you want your students to speak naturally too.

Word and sentence stress takes a lot of practice. But the practice is worthwhile as your students will benefit greatly from your efforts. Don't worry about getting it slightly wrong. It is more important that you just try it and work with it and develop your skills with it. It will make you a much better teacher in the long run.

Here is a simple activity for teaching/practicing pronunciation.

Get your students to sit back to back in pairs. Ask them to say one of the following words. The other student has to listen carefully and decide which column the word comes from.

Sound1	Sound2
Sea	She
Sue	Shoe
Sip	Ship
Ass	Ash

You can use pictures or flashcards to help your students.

Another good method to teach pronunciation is called block building. This is when you start by using two letter words with the class. Every week or lesson you can build on it by using three letter words and so on. This is a very common and successful way of teaching pronunciation in an ESL class.

Note: Think about sentence stress a bit like this. When you talk on a mobile or cell phone, you often don't hear every word and you don't need to.

You get the "gist" of the sentence from hearing the important words. Those are the words that are stressed in a sentence. Those are the "function words".

There is a lot to study here as there is a lot to learn.

The suggested readings are ranked in the order of difficulty and the order in which they are best read.

Links to Important Readings on Pronunciation:

Word Stress

<http://www.englishclub.com/pronunciation/word-stress.htm>

Sentence Stress

<http://www.englishclub.com/pronunciation/sentencestress.htm>

More on Linking

<http://www.englishclub.com/pronunciation/linking.htm>

Kent University Phonetics Resource Page

<http://literacy.kent.edu/Midwest/Materials/ndakota/soup/>

Kent University's website may sometimes be offline. If so, check back the next day and it will usually be back online. It is worth the effort to check again as their site is loaded with good material.

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Module 7 - Teaching Reading

Teaching reading in EFL is a bit different than the way native speakers are taught to read. While vocabulary is an important part of reading, teaching the reading skills of surveying, skimming, scanning, inference, predicting and guessing are just as important.

Research tends to indicate that a student's reading comprehension can be improved by focusing on teaching students skills in the following areas:

Vocabulary

Many languages do not have the word building concepts that English does. In teaching vocabulary, the idea of "root" words and prefixes and suffixes helps students build a larger vocabulary quickly. Affixes (prefixes and suffixes) help us create a variety of words from one base word.

Many EFL students won't recognize that contain is the root word of container and containment or that desire is the root word of undesirable and desirability.

When teaching new vocabulary, it is important to point out these connections and we can quickly help students expand their vocabulary with the base words they already know. Teaching affixes is only one of several strategies for teaching vocabulary. See the links at the end of this section for more information.

Surveying, Scanning, Skimming

In an academic setting, we rarely read an entire text word for word. More typical is that we look at the contents of a book, the chapters, headings, subheadings, sidebars, pictures, illustrations, words in italics and bold type and dive in to find the information we need.

These are the concepts of surveying, scanning and skimming, moving from the big ideas of a text down to the specific details. These are skills that EFL students don't usually have and must be taught. The linked readings below will give you more specifics on these skills.

Guessing and Predicting from Context

Students also need to be taught to guess the meanings of words based on the context of the reading and to draw from the reading an ability to predict what might happen in the next paragraph.

The links below will lead to more information about reading skills.

Teaching Reading - read the entire section and subsections

<http://www.nclrc.org/essentials/reading/reindex.htm>

Teaching Reading Skills - download this PDF file

<http://www.davidenglishhouse.com/journalpdfs/vol3no1/sections/spring2002reading.pdf>

Skimming and Scanning

<http://42explore.com/skim.htm>

Scanning Exercise

<http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp2.htm>

Skimming, Scanning, and SQ3R

http://www.studyskills.soton.ac.uk/studytips/reading_skills.htm

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