



Learning Tips for ESL Students

This document offers guidance and resources for ESL students, including vocabulary support and reading strategies. The document also includes a vocabulary exercise for chapter 1, which could be applied to other chapters in the book.

Reading and understanding a large textbook is not easy. And as ESL students, you will face two main challenges with any text: new vocabulary and comprehension of large amounts of text.

Here are some tips:

- Reading is slow work; give yourself a lot of time.
- Don't try to read too much at once.
- Highlight or underline any new vocabulary during the first read.
- Use the glossary to find the meaning of new words.
- Predict the meaning of new words from the prefix or root.
- Guess the meaning of new words from the context of the sentence or paragraph.
- Read aloud; sometimes you will recognize a word if you hear it.
- Use the terminology checklist at the end of each chapter to evaluate your learning of new words.
- Make an effort to try and include challenging terminology in your learning journal assignments at the end of each chapter.

One of the most effective ways to learn the material in this text is to work with other students. Make a study group. Quiz each other on new terminology and discuss the ideas presented in each chapter. Together with help from your instructor, and the exercises in this guide, you will be able to master both the language and the content of this text.

Below you will find resources on vocabulary support and reading methods.

Vocabulary Support

Prefixes

A prefix is placed at the beginning of a word to modify or change its meaning.

Prefix	Meaning	Examples from the text
Anti-	opposing, against, the opposite	<i>antithesis, anti-hierarchical</i>
Auto-	self	<i>autonomy, autocratic</i>
Bi-	two	<i>bilateral</i>
Bio-	Life, living	<i>biodiversity</i>
Co-	with	<i>cohort, cohesiveness, co-variant</i>
Con-	with, jointly, completely	<i>constructionism, constructs, configurations, conflict, contingent, contradiction, convergence</i>
De-	down	<i>deductive, de-industrialization, deskilling</i>
Di/dia	through, across, between	<i>dialectical, dialogue</i>
Dis-	negation, removal, expulsion	<i>discrimination, discourse, distributive</i>
Di-	two, double	<i>divergent, diversity, division</i>
En-	bring into the condition of	<i>enskillling</i>
Ex-	out, away, from	<i>external, exchange, expectancy, explicit, extrinsic, extroversion</i>
Hypo-	Under, below, less than	<i>hypothesis, hypotheses</i>
In/im-	in, into, towards, inside	<i>internal, implicit, inductive, ingroups, intrinsic, introversion</i>
In-	not, without	<i>Informal, indeterminate, inequality</i>
Inter-	between, among	<i>interactionist, interlocutor, international, interpretivism</i>
Mis-	bad, badly	<i>mislead, mismanage, misogynistic</i>
Macro-	large	<i>macro-economics, macrostructure</i>
Micro-	small	<i>micro-economics, microstructure</i>
Multi-	many	<i>Multidisciplinary, multinational</i>
Neo-	new, modified	<i>Neoclassical, neohuman, neo-Taylorism</i>
Non-	absence, negation	<i>non-profit</i>
Poly-	many	<i>polyethnic</i>
Post-	after in time or order	<i>post-industrial, post-fordism, postmodernism</i>
Pre-	before in time, place, order or importance	<i>Preliminary, premeditate</i>
Pro-	favouring, in support of	<i>proletariat, procedural, proactive, pro-democracy</i>
Re-	back, again	<i>resource, renewable, reduce, reactive, reflect, restructure, re-engineered, renegotiation</i>

Self-	relating to yourself or itself	<i>self-management, self-managing</i>
Semi-	half, partly	<i>semi-skilled</i>
Sub-	under, below	<i>subsidiary, substitute, subcontract, subprime, substandard</i>
Trans-	- across, beyond - into a different state	<i>transformation, transform, transactional</i>
Tri-	three	<i>trilateral</i>
Un-	- not - or reversal or cancellation of action or state	<i>unmask, unemployment, unprecedented, unfreezing</i>
Uni-	all	<i>unilateral</i>
Under-	- beneath, below - lower in rank - not enough	<i>underscore, underestimate, underemployment</i>

Suffixes

A suffix is added to the end of a word to add meaning and change the part of speech.

Ending	Usage	Examples from the text
-al	the act of doing, or the state of	<i>vertical</i>
-ance/-ancy/-ence/-ency	relating to quality, state or condition	<i>dissonance, competency</i>
-ation	action or process of; result of	<i>modification, bureaucratization</i>
-ice	condition, quality or act	<i>justice</i>
-er/-or	person or thing that performs the action	<i>gatekeeper, worker, manager</i>
-ian	person or thing	<i>technician</i>
-ing	having the quality of (gerund ending)	<i>decision making, enskilling</i>
-ism	action or practice, theory or doctrine	<i>feminism, ageism, capitalism, collectivism</i>
-ist	one who, or that which does or has to do with	<i>capitalist</i>
-ity	state, condition or quality	<i>complexity, creativity</i>
-ization	nouns formed from verbs; condition, act, process	<i>industrialization</i>
-ment	the product or result of; the means of	<i>management, empowerment, harassment</i>
-ness	relating to quality, state or condition	<i>consciousness, wellness</i>
-ogy	the study of	<i>epistemology, sociology</i>
-ory	a place for the action of the verb stem	<i>theory</i>
-ship	the state, condition or quality of; art or skill of	<i>leadership</i>
-sion/-tion	action or process of; condition or state of being; result of	<i>socialization, alienation, communication</i>

Verb endings

Ending	Usage	Examples from the text
-ate	verbs from some Latin forms	<i>discriminate</i>
-ed	forms the simple past and past participle of regular verbs	<i>He managed the company last year.</i>
-en	verbs formed from adjectives	<i>Why did we shorten the work day?</i>
-fy	cause to be or become	<i>qualify</i>
-ing	present participle and part of progressive tenses	<i>brainstorming</i>
-ise/-ize	to cause to become, resemble; make into; to act in the manner of	<i>capitalize. organize, criticize</i>
-s/-es	ending of third person singular, present tense	<i>He manages the company now.</i>

Adjective endings

Ending	Usage	Examples from the text
-able/-ible/-ble	capable of, fit for, tending to, likely to	<i>changeable, equable</i>
-al	relating to, having the nature of	<i>classical, emotional, empirical</i>
-ed	adjectives formed from nouns	<i>disabled</i>
-er	comparative ending	<i>cheaper</i>
-est	superlative ending	<i>cheapest</i>
-ful	full of, characterized by	<i>helpful, successful</i>
-ic	pertaining to, connected with, resembling	<i>charismatic, intrinsic</i>
-ing	participial form as an adjective	<i>disabling</i>
-istic	having the qualities of, formed from	<i>characteristic</i>
-ite	derived from some Latin verbs	<i>finite, infinite</i>
-ive	having a tendency to or the nature of	<i>competitive, normative</i>
-ose	full of; like	<i>verbose</i>
-ous/-ious	full of; having the qualities of	<i>conscious</i>

*N.B. All charts adapted from:

http://www.athabascau.ca/courses/eng/155/support/word_forms.htm

Reading strategies

KWL strategy

The KWL Strategy is a simple and effective technique to use for more reflective and engaging reading. The letters stand for the following: “K” = Know; “W” = Wonder; “L” = Learn.

Example activity

1. Read only the first page of a chapter including the “Chapter outline” and “Objectives”. Using only that information and the title of the chapter share what you already know about the topic. This could be done via a discussion as well as written in a journal (see **Key Visual 1** below).
2. Come up with questions about the topic: What do you “wonder” about? This will give you personal guiding questions which results in a more active reading process. These questions could also be shared after they are written.
3. When you have finished reading, summarize what you have learned and reflect on whether or not your questions were answered.

Key Visual 1

What do I KNOW about this topic?	What do I WONDER about this topic?	What have I LEARNED about this topic?

Jigsaw reading technique

The jigsaw technique makes reading manageable by splitting it up into smaller sections. A **Jigsaw** involves giving different groups of students one part of a reading to become “experts” on. This group works together to decipher and discuss the material. The groups are then “jigsawed” into new groups with one representative from each of the original groups. In the new group each member is responsible for explaining vocabulary and sharing their summary, interpretation, opinion of their section of the reading. The other group members would take notes and ask clarification questions during this process.

There are multiple benefits of this technique for ESL students:

- You have support during the reading of the text.
- You are responsible to other students for mastery of the material
- You engage in all language skill areas: reading, listening, speaking, writing.
- The technique can be used outside of class in a study-group format.

This is a useful method to try out in your study groups.

Example for Chapter 1: The Nature of Contemporary Human Resource Management

1. Divide yourselves into groups. Assign each group a letter (A, B, C, D). The number of groups will be determined by the reading material. For example looking at the section from Chapter 1 on Theoretical Perspectives on HRM there are six models outlined in the text and therefore you will need six groups.
2. Assign each group one of the models described in the text (Fombrun, Tichy and Devanna, Harvard, Warwick, Guest, Storey, Ulrich). Each student should read the text alone, and then the group should work together to discuss new vocabulary, summarize the main ideas, interpret, and give examples of the perspective (see **Key Visual 2** below).
3. This discussion could take place in or out of class.
4. Divide each “expert” group by assigning each member a number (1,2,3,4, etc.). The numbers will depend on how many students are in each group. Have students regroup into their assigned numbers. Each new group should have at least one representative from each of the original groups (one A, one B, one C, one D). Each “expert” takes a turn explaining their material to the group. Group members may ask questions to clarify.
5. Now each student should read all of the material in the text. This should be relatively easy after the time spent sharing the main ideas.

Key Visual 2

Topic	Summary, Vocabulary, Interpretation
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Fombrun, Tichy and Devanna Model	
Harvard Model	
Warwick Model	
Guest Model	
Storey Model	
Ulrich Model	