ESL Tutor Manual

Waukegan Public Library Adult Literacy Tutoring Program

*This manual produced with support from the Literacy Volunteers of Lake County*

**Gale Graves***Education and Literacy Services Manager*Waukegan Public Library   
128 N. County St. Waukegan, IL 60085  
[galegraves@waukeganpl.info](mailto:galegraves@waukeganpl.info)  
847-775-2548

**Rachel Cope**

*Literacy Coordinator*

Waukegan Public Library  
128 N. County St. Waukegan, IL 60085

[rachelcope@waukeganpl.info](mailto:rachelcope@waukeganpl.info)

847-775-2547

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Section 1

“Before You Get Started”

Information for New Tutors

**Answers to Frequently Asked Questions**

**What is the Volunteer Literacy Tutoring Program?**

The Volunteer Literacy Tutoring Program is a collaboration of three organizations concerned with adult literacy. These agencies include: College of Lake County, Literacy Volunteers of Lake County and Waukegan Public Library

The literacy effort in Lake County began in February 1983 when Literacy Volunteers of Lake County, a community based organization, was organized. The Literacy Office at the College of Lake County was started in 1984 with funds from the Illinois State Board of Education. Libraries for Literacy began in 1985 with a grant from the Illinois Secretary of State to the Waukegan Public Library. In 1986 the activities of these groups were combined under an umbrella named the **Lake County Literacy Program** and later as the **Lake County Adult Learning Connection**. This collaboration continues today as the **Volunteer Literacy Tutoring Program**.

**Who can become a tutor?**

Potential tutors must be at least 17 years of age, have a high school diploma or its equivalent, demonstrate strong basic skills, and possess a sincere desire to help another adult with basic skills improvement. Volunteers are required to attend an orientation, pre-service training sessions, and observation of adult learners. Volunteer tutors are also expected to maintain regular contact with program staff while they are tutoring.

Tutors and students are matched based upon geographic location and their time schedule. Tutors willing to travel to areas with a concentration of students are generally matched soon after completing the training. Others may have to wait.

**Where do students and tutors meet?**

Students and tutors always meet in a public place rather than someone’s home. Most of the public libraries provide tutoring space, as well as the College of Lake County and its branches, some park districts, several churches, and occasionally businesses.

**How often do students and tutors meet?**

Tutoring schedules are arranged by the individuals involved. Ideally people meet at least twice a week for one-and-a-half hours. However, given the busy schedules of most students and tutors a ninety minute session each week may be all that can be arranged. Consistency is very important.

**Over what period of time do students and tutors meet?**

The length of time a tutor and student continue to meet is dependent upon the student and his/her goals. Our experience has shown that it can be beneficial to transition a student to a new tutor after 1 ½ - 2 years. Circumstances sometimes prevent even the most enthusiastic student or tutor from continuing. The duration for an adult learner may be a couple months or a few years, although not necessarily with the same tutor for the entire time.

**How do tutors begin? What is the correct approach?**

Skills acquired during the tutor training provide a tutor with the basic information needed to teach an adult how to read. However, the approach used depends upon the student and his/her needs, skills and goals. Together the staff, tutor and student will decide what is most important.

**How much support are tutors provided?**

A staff member will attend your first meeting with a 1:1 student. You will be provided with information about the student, books/materials appropriate to the student's needs, a sample curriculum, and a few possible lesson plans. Several weeks after your initial meeting we recommend that you communicate with the staff person to discuss any additional materials you might need or modification of the student’s goals.

**Newsletter**, *The Literacy Connection* is sent to tutors quarterly.

**Staff** is available at either office to answer questions or just to talk. Once a year, a staff member will meet with the student and tutor to evaluate progress and to provide new materials. If it is convenient for you, we welcome your questions by e-mail.

**Tutoring Materials:** Initially we provide you with materials that reflect student needs from the initial student assessment. For new materials and ideas after tutoring begins, you are encouraged to consult with staff, to attend workshops, and check out materials from the Waukegan Public Library Literacy Suite or from your local library’s Adult Easy Reading Collection.

**Student publications:** To encourage the adult learners to write and experience pride in their work, each year we publish *Collections*, an anthology of student writings. We urge tutors to talk with their student about submitting writing for the publication. Beginning level students who are not yet able to write independently are encouraged to submit a language experience story dictated to their tutor.

The program sponsors special events and workshops which all tutors are encouraged to attend. These events and workshops will provide opportunities for you to meet other tutors, to exchange ideas, to learn new skills and see new materials.

**How much does this cost tutors?**

There is no charge for the tutor training; however, tutors are asked to cover the cost of the tutor manual. Financial assistance is available if needed; please contact a staff person for more information.

**Are reports required?**

**Yes,** because the program receives grant funds from the State of Illinois and from some private agencies, we are required to send accurate reports to those agencies concerning students served, number of tutoring hours, number of tutors, and staff activities.

**Every three months tutors are asked to report the number of hours spent in tutoring and lesson preparation.**

Glossary of Helpful Terms

**ABE** (**Adult Basic Education**)

Refers to classes designed to teach and review elementary reading, writing, and mathematics skills necessary to function satisfactorily in today's society. Students may or may not be high school graduates.

**APC** *(****Lake County*** **Area Planning Council** ***for Adult Education)***

Consists of all ABE, GED, ESL, Vocational Education, Literacy Volunteer, and High School Credit providers funded by the Illinois Community College Board.

**Basic Skills Test**

This test assesses math, reading, and writing skills and is required for admission to CLC in lieu of ACT/SAT scores.

**BEST Plus**

This test is used to determine a non-English speaking adult learner’s aural and oral English language skills.

**ESL (English as a Second Language)**

Refers to instruction that is designed to improve the reading and speaking proficiency of students with little or no knowledge of English.

**GED (General Education Diploma**)

The general education development exam is a series of five tests which demonstrate that an individual has acquired the fundamental equivalency of a high school education.

**LV-LC** **(Literacy Volunteers of Lake County)**

Is a partner of the Lake County Adult Learning Connection, and a community-based organization which is affiliated with ProLiteracy America.

**ProLiteracy America**

Is a national organization which provides a variety of services to enable people to achieve personal goals through literacy. ProLiteracy America is organized on the belief that the ability to read is critical to personal freedom and the maintenance of a democratic society. The organization publishes adult literacy materials, they offer professional development training as well as an annual national conference and they do advocacy work around the issue of adult literacy.

Volunteer Expense Form

The Internal Revenue Service states that a person **may** deduct out of pocket expenses paid to do volunteer work. Additionally, a person may deduct for mileage traveled for volunteering, parking fees, and tolls. A person **may not** deduct the value of his/her time in volunteering.

This form will help in keeping a record of your mileage, parking fees, tolls, or other miscellaneous expenses.

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Section 2

“Characteristics of Adult Learners”

Some Characteristics of Adult Learners

1. Attitudes

Apprehensive **⋅** Threatened by formal tests **⋅** Insecure about new learning situations **⋅** May say they are “*too old to learn*”**⋅**

**What you can do:** Provide frequent reassurance and encouragement **⋅** Motivate with sincere, judicious praise **⋅** Help learners experience success at each session **⋅** Provide opportunities to practice new skills **⋅** **Believe in the learner's ability to learn⋅**

2. Learning Abilities

**Learn unevenly—like and need to learn at their own pace** **⋅** Do not want to make mistakes **⋅** Have varying levels of intelligence **⋅** Have gaps in their knowledge

**⋅** Learn best through practical lessons which have tangible goals and which satisfy personal needs **⋅** Learn best when a variety of teaching techniques are used **⋅**

**What you can do:** Allow enough time for mastery of learning **⋅** Plan goals with your student **⋅** Be careful of setting expectations too low or too high—goals should present a challenge but be attainable**⋅**

3. Motivation, Values, Goals

May have conflicting goals **⋅** Their goals may be quite different from your goals **⋅** May need help to set realistic goals **⋅** Want to see immediate benefits and expect the instruction to be relevant to their needs**⋅**

**What you can do:** Use shared decision-making to determine long and short term goals **⋅** Respect his/her goals especially if they are different from yours **⋅** Plan lessons which include specific, practical skills**⋅**

**4. Needs**

**To experience success ⋅ To believe they can learn English ⋅** To be involved in assessing their own progress **⋅** To be respected for their abilities **⋅** Usually have concrete, immediate needs **⋅** Need to see immediate benefits**⋅**

**What you can do:** Every student should experience success every lesson ⋅ provide frequent, but also genuine reassurance and encouragement **⋅** Give progress reports and opportunities for self-evaluation **⋅** **Treat tutoring as a partnership** **⋅** Emphasize the skills and strengths the learner already has **⋅**Teach the learner ways to take responsibility for their own learning**⋅**

5. Other

Like to share their experiences **⋅** **As responsible adults they prefer to make their own decisions** **⋅** Resent being treated like children **⋅** They have had varied and often rich life experiences**⋅** They enjoy having their talents and information made use of in a teaching situation **⋅** They may work long hours and be tired and short on time **⋅** May have bad memories of school **⋅** May need more light, larger print or more time to perform a task **⋅** Very sensitive to non-verbal communication**⋅**

**What you can do:** Select meaningful learning activities, avoid busy work **⋅** Be aware of your non-verbal messages (facial expressions, gestures, tone of voice) **⋅** Welcome the enrichment of sharing relevant personal experiences **⋅** Involve the learner in setting goals.

**And finally. . .**

**Don’t talk too much** – don’t explain anything you don’t have to explain **–** **Make sure you allow enough "wait time"** for your learner to think through questions you are asking—**Many learners appreciate a structured, predictable routine; it isn’t necessary to have too much variety—**Be sure that the level of content, vocabulary and activities are appropriate and relevant to the learner’s age **–** **Learn from your student!**

Factors That May Influence Ability to Learn

* Linguistic background
* Educational background
* Lack of study skills
* Life experiences
* Socio-economic status
* Family issues
* Work schedule
* Health
* Cultural differences, value systems
* Intellectual capacity

Learning Styles

**Throughout your past learning experiences** you probably have found that some techniques work better than others. This is perfectly natural and consistent with learning theory. You may also have noted that you learn somewhat differently from others. Both findings are due to **variations in *learning styles***. Each person has his or her own set of cognitive (mental) factors that make some learning methods easier than others. Just as everyone's personality is unique, so is everyone's learning style. Some students, for example, learn best visually. Seeing charts, diagrams, drawings, or pictures—rather than reading or listening—appeals to them. Other students are auditory learners—they learn best by listening. Such a student, for instance, would learn more quickly from an instructor's lecture than from a textbook chapter on the same topic.

Kinesthetic Learners

Some of the characteristics of kinesthetic learners include:

* Recall words after writing them a few times.
* Move smoothly, rhythmically, and freely..
* Remember the feelings of a story better than the details.
* Recall words more easily when walking or pacing.
* Find it difficult to sit still.
* Like to use their large muscles in learning activities.

Tactile Learners

Some of the characteristics of tactile learners include:

* Recall words after typing or tracing them a few times.
* Excel at crafts such as sewing or making models.
* Like to manipulate objects in learning activities.

**Some Implications for tutoring**

Students with strong tactile and kinesthetic skills may benefit by using Scrabble tiles, alphabet cut-outs (made of wood, sandpaper, or textured material), or lettered dice to make words. Games that let the student identify the answer by manipulating, rather than saying it, may help. Computers and the experience story are excellent tools. When these students physically do something they understand and remember it.

**Visual Learners**

Some of the characteristics of visual learners include:

* Recall words after seeing them a few times.
* Prefer directions that are written.
* Can concentrate on visual tasks despite visual distractions.
* Remember and understand words accompanied by pictures and graphs.
* Enjoy using colored markers or highlighters to remember things.

**Some Implications for tutoring:**

For a visual student use diagrams or written instructions, not just oral ones. A language experience story may work better than phonics. Use flash cards, pictures and charts if possible.

Auditory Learners

Some of the characteristics of auditory learners include:

* Recall words after hearing them a few times.
* Prefer oral instructions.
* Can concentrate on listening despite auditory distractions.
* Remember what they hear and what they themselves express verbally.
* May need to “think out loud” or talk with someone to process information.

**Implications for tutoring:**

Use tapes, radio, discussions, and verbal explanations with an auditory student. Read aloud to student. Tapes of words may be better than flash cards. Echo reading may help. Have student listen to a tape of a book while reading it. Give oral instructions, not just written ones. For spelling have the student say the word, then say each letter out loud.

*Adapted from Litstart, Michigan Literacy and Marching to a Different Drummer, by Pat Burke Guild and Stephen Garger.*

**Notes on Learning Disabilities**

**Learning disability** can be defined as a problem of people who have average (or above average) intelligence, but who have **specific** difficulties with basic language learning processes. **Learning disabilities are disorders of the central nervous system** that selectively interfere with the normal development, integration and demonstration of mental operations such as storing or comprehending language and result in difficulty learning to read and/or other academic difficulties. **Learning disabilities are not** mental retardation, sensory handicaps (for example, blindness), or cultural deprivation, lack of opportunity to learn, nor are they primarily emotional problems.

Areas Which Might be Affected:

|  |  |  |  |
| --- | --- | --- | --- |
| Attention | Concentration | Listening Perception | Comprehension |
| Memory | Motor development | Social skills | Self concept |

Behavioral Signs:

A learner may:

* be a clear logical thinker
* be articulate and well informed
* be able to organize complicated arrangements on the phone
* be able to learn well when someone demonstrates
* but cannot write a paragraph
* but cannot read a set of instructions
* but becomes hopelessly confused in a chattering classroom, supermarket
* but cannot follow written instruction

Psychosocial Aspects of Learning Disabilities

• Low self-esteem resulting from repeated failures in school and with friends can cause feelings of anxiety, inadequacy and frustration.

• Stress from trying to hide and cope with learning disabilities consumes energy that could be used to find and implement more effective learning styles.

Possible Indicators of Learning Disabilities

**When speaking does he/she:**

• have difficulty in conveying ideas verbally

• have a poor oral vocabulary

• speak with hesitations / have difficulty with word retrieval

• transpose words / use the wrong word, usually with similar sounds

• have difficulty pronouncing multi-syllable words

**When reading does he/she:**

• not read for pleasure

• not read to gather information

• have problems identifying individual sounds in spoken words

• need many repetitions to learn to recognize a new or unused word

• rely heavily on context to read new or unused words

• have many errors, repetitions and pauses in oral reading

• focus so heavily on word recognition that it detracts from comprehension

• have problems with comprehension that go beyond word recognition; may have limited language skills that affect comprehension

• practice reading rarely; lack complex language and word knowledge

**When writing does he/she:**

• have barely legible writing

• have difficulty communicating through writing

• mix printing and writing

• easily miscopy

• have persistent problems with spelling

• have difficulty seeing his/her errors

Behavior and learning indicators:

**Does he/she. . .**

• have difficulty retaining information

• have difficulty "staying on task"

• have difficulty drawing conclusions, inferences, or abstractions

• complain that he/she has always had trouble learning

• perform inconsistently on similar tasks at different times

• have organizational problems, i.e., can’t find things in book bag or notebook used for tutoring

• give up to easily

• have difficulty in establishing friendships

**It is important to remember** that all of these difficulties may be experienced by many beginning adult readers, but not be the result of a specific learning disability. It is the persistence of these symptoms over time that indicates a learning disability. If a student is not making progress and the tutor observes some of these characteristic difficulties over time, confer with a staff person to discuss specific educational methods that would be appropriate and beneficial for the student.

Section 3

“The ESL Student”

MOTIVATIONS:

BARRIERS:

**FIVE TYPES OF BEGINNING ESL STUDENTS**

Non-Literate

1. PRELITERATE: Learners who are unable to read and write their own language and who come from a culture in which literacy is rare or non-existent. (e.g. Hmong)
2. ILLITERATE: Learners who are not able to read or write their own language but who come from a culture where literacy is common.
3. SEMILITERATE: Learners who are not able to read or write their own language beyond an elementary level.

# Literate

1. Learners who are literate in non-Roman alphabetic writing systems. (e.g. Arabic, Cyrillic, Asian languages)
2. Learners who are literate in Roman alphabetic writing systems.

## NOTES:

## ABILITIES AND BACKGROUNDS

Tutors will encounter students of widely differing abilities among those for whom English is a second language. The individual who has adequate background in a language other than his mother tongue will be far easier to teach than the person whose verbal experience is poor in any language. For her/him, only a transfer process is required.

If we take into consideration ability and background, there are four categories of students. **Knowing which description fits your student will help you understand her/his potential of learning.**

1. The person who is **illiterate** in any language and does not understand or speak English.

*Rosita is 17, a native of Guadalajara, Mexico, and the oldest of seven children.  
She has had less than six months schooling because her parents worked in a café and she was a fulltime babysitter for her brothers and sisters.*

1. The person who is **literate** in his own language, but who cannot read, write, understand or speak English.

*Ramon is 35 and was born in Sao Paulo, Brazil. His father was a bricklayer of moderate means. Ramon attended school where the emphasis was on reading, writing, math and manual arts, taught in his native Portuguese. English is completely foreign to him.*

1. The person who can understand, speak, read, and write his native language and one or more other languages, but not English.

*Nawela, 30, is from Zaire, West Africa. She speaks and reads her native language, as well as French, but speaks only a few words of English, and cannot read English.*

1. The person who can read and write in English very well, and may speak, read, and write several languages, and who understands and speaks some English.

*Vo Tung is 27, from Viet Nam. He was proficient enough in written English to attend a graduate school of engineering in the eastern United States. He reads and writes in Vietnamese, as well as in French and Italian. He has enough knowledge of English to ask directions, give greetings, and carry on a simple English conversation. He has great difficulty with lectures, news broadcasts, and the idiomatic language of English.*

**What makes learning a language easy or hard?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **IT’S EASY WHEN:** | | **IT’S HARD WHEN:** | | |
| ٭ | It’s real and natural | ٭ | It’s artificial |
| ٭ | It’s whole | ٭ | It’s broken into bits and pieces |
| ٭ | It’s sensible | ٭ | It’s nonsense |
| ٭ | It’s interesting | ٭ | It’s dull and uninteresting |
| ٭ | It’s relevant | ٭ | It’s irrelevant to the learner |
| ٭ | It belongs to the learner | ٭ | It belongs to somebody else |
| ٭ | It’s part of a real event | ٭ | It’s out of context |
| ٭ | It has social utility | ٭ | It has no social value |
| ٭ | It has purpose for the learner | ٭ | It has no discernible purpose |
| ٭ | The learner chooses to use it | ٭ | It’s imposed by someone else |
| ٭ | It’s accessible to the learner | ٭ | It’s inaccessible |
| ٭ | The learner has power to use | ٭ | The learner is powerless |

**What Makes a Good Tutor?**

*Learner–centered*

* Good tutors recognize who the learner is as a person and as a learner; they try to use methods that are appropriate for the skill level and learning style of the learner.
* Are in partnership with the learner and decide what happens in the tutoring session with the learner and not just for the learner

*Patient*

* Learning another language takes time and an incredible amount of effort. A second language is not something that can be learned in six weeks or even a year. It is a life-long process.
* Patience is necessary to keep up the morale of the learner and provide an environment where learners want to take risks

*Creative*

* Great lessons cannot be cut and pasted off the Internet or out of a book. It will take knowledge of basic teaching techniques, knowledge of learner needs and creativity to make the best lessons possible.

*Realistic*

* All learners are different. Some will need considerable repetition while other learners will be able to remember lessons from week to week. You will find that some learners will have a lot of opportunities to practice English whereas other learners will have too many other commitments to do the homework you have assigned.

*“While I might be the expert in this language at this place and time, the learner is the* ***expert*** *in his or her life. If I am going to figure out how this particular learner learns, I had better listen more than I speak, and watch more than I perform.”4*

* Be aware of what your learner can do given her situation. Ensure that the goals your learner has are realistic and the timeline she has set out for achieving these goals is appropriate.
* Use an honest approach with your learner.

4Virginia Sauvé. Voices and Visions: An Introduction to Teaching ESL (Don Mills, Ontario:Oxford University Press Canada, 2000), p. 7. By permission of Oxford University Press Canada.

Section 4

“How We Learn a Language”

**HOW WE LEARN A LANGUAGE**

Learning a language is like building a pyramid. You need a solid, strong base. Each block supports and joins another until finally a perfect, whole structure exists.

In language learning, the strong base of the pyramid is the development of *listening* *skills*. Without this skill, the pyramid never gets beyond a few scattered building blocks. The next skill level is *speaking.* To communicate you must learn to speak. To survive in a new culture you must learn to speak that language. Thus for our students, this is a very important step. Listening and speaking skills account for about 65% of our language pyramid. The next set of blocks will be *reading skills.* The apex of our structure is *writing.* Writing is the most difficult skill to learn and usually the last to learn well. Thus, we have a structure like this.

**Writing  
Reading  
Speaking  
Listening**

LISTENING

The **base of language acquisition** is listening*.* You have to listen to a language and tune your ear to its sounds, rhythms, and nuances to learn it. The person who can accomplish this will build a solid base for acquiring a second language.

Developing listening skills takes up a large amount of time. For beginning students, this is very important and a major component of their lessons.

Students may have several problems developing this skill. They have difficulty hearing sounds that are new to them. Intonation, stress, and rhythm of the new language may be completely different from their own. They cannot predict what you say to them. Colloquialisms are a major stumbling block. The students are often so tired that they can’t concentrate. Some may be hard of hearing. They may hear poor English at work or regional dialects that will confuse them.

**There are several things for the tutor to do that will develop listening skills.** You can give your student a variety of listening experiences. You need to teach them to listen for main ideas, specific information and to react to instructions. Give them instructions and verbal spelling exercises. Encourage them to listen to the news, sports, movies, the radio, and cassettes. Read them stories. Do plays, dictation, songs, and dialogues. There are also many online resources (listed in chapter 4) that include news stories, conversation questions and answers etc. Many apps, such as dictionaries also have listening components.

SPEAKING

Speaking a language naturally follows listening. Repetition is very important. It is difficult for your student to pronounce their new language. Each language uses different facial and oral muscles so it may be difficult for them to say “th” or “r.” If their listening skills are not well developed, they cannot “hear” what they should speak so speaking will be more difficult.

Practicing with dialogues, telephone conversations, picture stories, and flash cards will develop speaking skills. If the conversation lesson is about a subject/them of interest to the student, they will speak more easily. **Repetition is important.**

READING

English is a difficult language to read and write. It seems that nothing is spelled the way it sounds. Some students may be illiterate in their own language. They have no idea what a written word is, where it starts or stops, or to read from left to right. Some cultures read from right to left or top to bottom. Some languages use no punctuation, so learning to read English will cause many problems. Vocabulary acquisition must be stressed plus survival reading (street signs, job forms, medicine bottles, etc.). More advanced students can learn to read paragraphs, newspapers, magazine articles, short stories, etc.

WRITING

Writing skills are often at a level or two below reading skills. Beginning students may even need to learn how to hold a pencil. Like in reading, they may not know where a word begins or ends or to go from left to right. They have no idea how to use capital letters and punctuation. Filling out simple forms, filling in blanks, and copying letters are good for beginners. All students can keep a journal. They write in it, you read it and reply in it using correct English as a model. Writing skills will take the longest to learn.

*None of these 4 skills are developed separately. All inter-relate but some are stressed more than others at specific times in a student’s language acquisition.*

**Common Myths about how we learn a Second Language**

**1. Language can be learned much like other school subjects, i.e. learning facts or rules and applying those facts in a problem solving fashion.** This myth often results in the teacher spending a lot of time talking **about** the language being learned and not talking **in** that language. It results in testing the students' knowledge of grammar and not their ability to communicate.

Language is not learned primarily by learning the "rules" but rather by first listening to and understanding the spoken language and then practicing speaking. Occasionally, however, learning of rules can help many adults learn and use the language. Just do not make rules the focus of the course.

**2. Language is learned primarily by memorization and repetition of sentence patterns.** While repetition and memorization can play an important role in language learning, they cannot by themselves insure that students will be able to use the language for any real purpose. Repetition and memorization, if used, must be accompanied by other activities requiring the application of the learned patterns in novel situations and with variation in vocabulary and even structure.

**3. Language lessons should be centered around a particular grammatical pattern and that these should be sequenced from simple to complex.** This myth often leads to the teaching of sentences because of their simplicity rather than because of their usefulness to the learner. The first consideration in selecting material for teaching a second language should be to choose vocabulary and sentences that the learner **wants** and **needs** to learn. The grammatical simplicity of the sentence should be a secondary consideration.

**4. Language is learned by first gaining mastery over one sentence pattern and then moving on to another.** This myth often leads to the overuse of mechanical structure drills and causes the teacher to place an inordinate amount of attention on the correction of grammatical errors. Research has shown that grammatical development takes place gradually and that the learner is developing many aspects of the grammar simultaneously. Learner errors are not all bad. They can show the teacher that the learner is progressing normally toward mastery of the whole language system.

[**http://humanities.byu.edu/elc/teacher/sectionone/aboutlanguageQ5.html**](http://humanities.byu.edu/elc/teacher/sectionone/aboutlanguageQ5.html)

**Graham, Ray and Mark M. Walsh. Adult Education ESL Teachers Guide. Adult Education Center, Texas A&I University. Kingsville, TX. Retrieved from** <http://humanities.byu.edu/elc/teacher/teacherguidemain.html>

# ESL National Reporting System (NRS) Benchmark Levels

|  |  |
| --- | --- |
| Educational Functioning Level | **Test Benchmarks CASAS[[1]](#footnote-1)** |
| Beginning ESL Literacy | **Scale Scores:**  Reading: 180 and below |
| Low Beginning ESL | **CASAS Scale Scores:**  Reading: 181–190 |
| High Beginning ESL | **CASAS Scale Scores:**  Reading: 191–200 |
| Low Intermediate ESL | **CASAS Scale Scores:** Reading: 201–210 |
| High Intermediate ESL | **CASAS Scale Scores:**  Reading: 211–220 |
| \*Lower Advanced ESL | **CASAS Scale Scores:**  Reading: 221–228 |
| \*Higher Advanced ESL  **All Star 4**  Please note:  **Advanced ESL is one NRS level. Because it is a 15 point variance, many programs separate into high and low advanced for curriculum and instruction purposes.** | **CASAS Scale Scores:**  Reading: 229–235  Students scoring 236 on the CASAS are exited into other programs such as ABE, GED, college classes and/or employment. |

**ICCB ESL Content Standards**

Correlated with CASAS (http://www.adultedcontentstandards.ed.gov/ReferenceFiles/ILLanguage.htm)

The following five pages list the Illinois ESL Content Standards by level. Five levels are included, with the following abbreviations:

* BL = Beginning ESL Literacy
* BE = Beginning ESL  
  *(includes Low Beginning*  
  *and High Beginning ESL)*
* LI = Low Intermediate ESL
* HI = High Intermediate ESL
* AE = Advanced ESL

Each level includes standards in four skill areas, with the following abbreviations:

* L = Listening
* S = Speaking
* R = Reading
* W = Writing

Examples may include, but are not limited to, those listed.

\* Students may need to develop visual discrimination skills and fine motor skills (i.e., trace letters and numbers following guide arrows) at this level.

**BEGINNING ESL LITERACY (BL)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING** | **SPEAKING** | **READING** | **WRITING** |
| **BL.L1** Identify English alphabet letter names  **BL.L2** Identify cardinal numbers 0-100)  **BL.L3** Demonstrate understanding of basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.)*  **BL.L4** Demonstrate understanding of requests for basic personal information (e.g., *., What’s your name? What’s your address?)*  **BL.L5** Follow simple oral instructions (e.g., *Open to page 3. Close the door. Take a break.)*  **BE.L6** Respond to simple requests for repetition and clarification (e.g., *Please repeat. What?)*  **BE.L7** Demonstrate understanding of high-frequency life skills vocabulary (e.g., *clothing, community, food, illnesses)* | **BL.S1** Name the letters of the English alphabet  **BL.S2** Use cardinal numbers 0-100  **BL.S3** Use basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.)*  **BL.S4** Respond to questions about basic personal information (e.g., *What’s your name? What’s your address?)*  **BL.S5** Say money amounts  **BL.S6** Ask for and give the time (e.g., *What time is it? It’s 10:30.)*  **BL.S7** Express lack of understanding  (e.g., *I don’t understand.)*  **BL.S8** Ask and respond to simple questions using basic life skills vocabulary  (e.g., *family, days, months, time, money)* | **BL.R1** Identify the letters of the English alphabet\* (both upper and lower case) (e.g., *ate of birth vs. birthdate, home phone vs. work phone)*  **BL.R2** Identify cardinal numbers 0-100 in a variety of contexts (e.g., *prices, dates, personal information)*  **BL.R3** Recognize the relationship between letters and their sounds when reading familiar words  **BL.R4** Recognize simple personal information words (e.g., *first, last, address)*  **BL.R5** Recognize simple signs related to basic needs (e.g., *Men, Women, Exit)*  **BL.R6** Read simple classroom instructions (e.g., *Copy, Circle, Match)*  **BL.R7** Read short sentences of previously learned vocabulary  **BL.R8** Interpret simple symbols  **BL.R9** Read analog and digital clock times | **BL.W1** Print upper and lower case letters\* (e.g., *simplified school registration form)*  **BL.W2** Write cardinal numbers 0-100 in a variety of contexts (e.g., *dates, times, money amounts)*  **BL.W3** Write simple personal information (e.g., *first and last name, address, birthdate)*  **BL.W4** Copy simple familiar words, phrases, and sentences |

Examples may include, but are not limited to, those listed.

\* Includes NRS Levels *Low Beginning ESL and High Beginning ESL*

**\*BEGINNING ESL (BE)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING** | **SPEAKING** | **READING** | **WRITING** |
| **BE.L1** Distinguish English sounds in clearly enunciated, highly relevant and common words.  **BE.L2** Identify ordinal numbers 1st - 31st (e.g., use a calendar)  **BE.L3** Demonstrate understanding of yes/no and wh- questions in familiar contexts *(e.g., Are you married? How many children do you have?)*  **BE.L4** Demonstrate understanding of simple commands and warnings (e.g., *Stop! Be Careful!)*  **BE.L5** Follow simple oral instructions (e.g., *Open to page 3. Close the door. Take a break.)*  **BE.L6** Respond to simple requests for repetition and clarification (e.g., *Please repeat. What?)*  **BE.L7** Demonstrate understanding of high-frequency life skills vocabulary (e.g., clothing, community, food, illnesses) | **BE.S1** Spell personal information orally (e.g., *My last name is Gomez: G-O-M-E-Z.)*  **BE.S2** Use cardinal and ordinal numbers in appropriate contexts (e.g., time, money, address, birthdate)  **BE.S3** Ask and respond to yes/no and wh-questions in familiar contexts (e.g., *Are you married? How many children do you have?)*  **BE.S4** Participate in familiar social interactions (e.g., introductions, greetings, good-byes)  **BE.S5** Ask for repetition and clarification using simple expressions (e.g., *Please repeat. What? )*  **BE.S6** Produce simple statements and requests related to basic needs using life skills vocabulary (e.g., clothing, community, food, illnesses)  **BE.S7** Describe routine activitiesy (e.g., daily or weekend activities) | **BE.R1** Read a variety of personal information words and phrases (e.g., *ate of birth vs. birthdate, home phone vs. work phone)*  **BE.R2** Read a variety of signs (e.g., *street signs, traffic signs, warning signs)*  **BE.R3** Apply sound/letter relationships when reading familiar words  **BE.R4** Read simple written instructions with familiar vocabulary (e.g., *textbook instructions, food preparation, prescription labels)*  **BE.R5** Read simple sentences on familiar topics (e.g., *family, community, school)*  **BE.R6** Read a short, simplified paragraph on a single topic with familiar vocabulary | **BE.W1** Complete short forms (e.g., *simplified school registration form)*  **BE.R2** Write simple familiar words, phrases, and sentences  **BE.R3** Use basic capitalization and simple punctuation (e.g., *period, question mark)*  **BE.R4** Complete simple writing tasks related to everyday needs (e.g., *address an envelope, write a check, make a grocery list)* |

**LOW INTERMEDIATE ESL (LI)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING** | **SPEAKING** | **READING** | **WRITING** |
| **LI.L1** Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs. (e.g.,shopping, transportation, health)  **LI.L2** Respond to short phone conversations related to immediate needs (e.g., *calling in sick, emergencies)*  **LI.L3** Follow simple oral directions and instructions (e.g.,finding a room in a building, buying a train ticket)  **LI.L4** Identify main idea and some details in a short conversation or listening activity  **LI.L5** Respond to requests for repetition or clarification (e.g., *Would you say that again please? What do you mean?)*  **LI.L6** Distinguish between formal and informal language in everyday conversations (e.g., *Hello. How are you? vs. What’s up?)* | **LI.S1** Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health  **LI.S2** Participate in routine social conversations (e.g., talking about one’s weekend, talking to neighbors)  **LI.S3** Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies)  **LI.S4** Give simple directions to a location (e.g., to a school, post office, restroom)  **LI.S5**  Give simple instructions (e.g., how to make a favorite recipe, how to do laundry)  **LI.S6** Describe personal events (e.g., one’s weekend activities, one’s work routines)  **LI.S7** Express lack of understanding by asking for repetition or clarification  (e.g., *Could you repeat that, please? What do you mean?)*  **LI.S8** Describe abilities and skills  (e.g., *I know how to drive a forklift. I can speak English and Spanish.)* | **LI.R1** Read short passages on familiar topics (e.g., family or neighborhood)  **LI.R2** Use titles, headings, and visuals to predict the content of short passages  **LI.R3** Identify the main idea in short passages on familiar topics  **LI.R4** Read authentic materials related to immediate needs (e.g., phone book, bus schedule, bill)  **LI.R5** Use alphabetical or numerical order to locate information (e.g., in a phone book, dictionary, index)  **LI.R6** Read common abbreviations (e.g., in want ads, prescription labels, or housing ads) | **LI.W1** Write short paragraphs on familiar topics (e.g., family or neighborhood)  **LI.W2** Apply capitalization and punctuation rules (e.g., comma in series, apostrophe)  **LI.W3** Complete authentic forms (e.g., change of address, job application, library card application)  **LI.W4** Write simple directions to a familiar location  (e.g., to one’s house, to a local store)  **LI.W5** Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) |

Examples may include, but are not limited to, those listed.

**HIGH INTERMEDIATE ESL (HI)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING** | **SPEAKING** | **READING** | **WRITING** |
| **HI.L1** Respond to face-to-face and phone conversations in familiar contexts  (e.g., employment, housing)  **HI.L2** Follow multi-step oral directions and instructions (e.g., driving directions, food preparation instructions)  **HI.L3** Respond to requests for elaboration (e.g.,*Could you explain that a bit more? And what else?)*  **HI.L4**  Distinguish between polite and impolite language use (e.g.,*Could you please give me that book? vs. Give me that book.)*  **HI.L5**  Respond appropriately to small talk in everyday situations (e.g.,*How’s it going? Thank God it’s Friday.)* | **HI.S1** Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing)  **HI.S2** Participate in social conversations (e.g., discussing vacation plans, making small talk at work)  **HI.S3**  Give directions to a location using details (e.g., *Turn left at the light…you will see a Jewel store on the right and a gas station on the left…keep driving until…)*  **HI.S4** Describe a process (e.g., how to register for ESL class, how to have a garage sale) using detailed steps and sequence markers (e.g., *first, next, then)*  **HI.S5** Use examples and details to clarify meaning  **HI.S6**  Express opinions giving reasons and examples (e.g., *I like my job because…My favorite movie is \_\_\_\_\_ because…)* | **HI.R1** Read passages or articles on familiar and new topics (e.g., work or current events)  **HI.R2** Use authentic materials to get information (e.g., want ads, advertisements, labels)  **HI.R3** Predict meanings of unfamiliar vocabulary by using contextual clues in reading material on familiar and new topics  **HI.R4** Identify main idea and supporting details in passages or articles on familiar and new topics  **HI.R5** Identify chronological order and sequence markers  (e.g., *first, next, last)* in passages on familiar and new topics  **HI.R6**  Read work-related memos and e-mails | **HI.W1** Combine simple sentences using connectors/conjunctions *(e.g., and, or, but)*  **HI.W2** Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)  **HI.W3** Write simple step-by-step instructions (e.g., a recipe, how to do something)  **HI.W4** Write a simple letter (e.g., a request, complaint, or cover letter)  **HI.W5** Prepare a simple resume using a model |

Examples may include, but are not limited to, those listed.

**ADVANCED ESL (AE)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING** | **SPEAKING** | **READING** | **WRITING** |
| **AE.L1** Respond to face-to-face and telephone conversations in familiar and unfamiliar contexts  (e.g., community, workplace)  **AE.L2** Follow complex, multi-step oral instructions ((e.g., a doctor’s instructions, a supervisor’s instructions)  **AE.L3** Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation)  **AE.L4** Demonstrate understanding of conversational openers and closers(e.g.,*I haven’t seen you in awhile. I have to get going.)*  **AE.L5** Demonstrate understanding of high-frequency idioms (e.g.,*learn something by heart, get fired, piece of cake)*  **AE.L5** Demonstrate understanding of high- frequency reductions (e.g., “gonna”, “hafta”, “gotta”) | **AE.S1** Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace)  **AE.S2** Use paraphrasing and elaboration to clarify meaning  **AE.S3** Participate in a wide range of social interactions using formal or informal language as appropriate  **AE.S4** Use collaborative skills in a group (e.g., agree, disagree, compromise)  **AE.S5** Present short speeches or oral reports (e.g., on customs or traditions in native country) | **AE.R1** Read a variety of material (e.g., newspapers, memos, stories) on familiar and unfamiliar topics  **AE.R2** Predict the meaning of unfamiliar vocabulary in reading materials by using contextual clues and/or word analysis  **AE.R3** Interpret charts, tables, graphs, and other non-prose information  **AE.R4** Identify a writer’s purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade)  **AE.R5** Summarize the main ideas and supporting details in reading materials  **AE.R6** Make inferences, draw conclusions, and predict outcomes in reading materials  **AE.R7** Use reference materials (e.g., dictionary, encyclopedia, thesaurus) | **AE.W1** Add detail to simple sentences (e.g., by adding words, clauses, and phrases)  **AE.W2** Use transitions (e.g., *however, next, in addition)* within and between paragraphs  **AE.W3** Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude  **AE.W4** Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays  **AE.W5** Prepare a resume  **AE.W6** Write work-related memos and e-mails  **AE.W7** Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson)  **AE.W8** Organize key details in a variety of contexts (e.g., by note taking, listing, or outlining) |

Section 5

“ESL Teaching Techniques”

**HINTS FOR TUTORS**

1. Be aware of cultural differences. Look for opportunities to help your student understand American customs. Take an interest in your student’s country culture, and language.
2. Be patient. Learning a new language may seem very slow at times, but remember your student is highly motivated and is making progress.
3. Keep your enthusiasm high, giving genuine encouragement. A feeling of achievement and success is important to your student.
4. REPEAT, REPEAT, REPEAT.
5. Be positive rather than negative. Place yourself in the situation. Drop “no” from your vocabulary. Try to tutor without negative words.
6. Speak slowly and clearly, but at a normal rate.
7. Make sure your student gets practice in all four skill areas: listening, speaking, reading, and writing.
8. Use humor. A tough task is often made easier by including some light moments. Laughter often reduces tension and a good joke shared is a fine way to build your relationship. Never hesitate to admit a mistake or that you don’t know something. It can be a great learning situation together.
9. Use your student’s interests, abilities and learning styles when planning your lessons. Be willing to try different teaching techniques when presenting difficult ideas.
10. Call the Literacy Office to share ideas, to get information on materials, and to let us know about your ESL tutoring experience.

**ACTIVITIES**

1. **Total Physical Response (TPR):**   
     
   What is it?  
     
   This is a technique that allows learners to gain new vocabulary by listening to and carrying out spoken or written commands. The tutor models the commands (with repetition) until the learner can carry out the command effectively. Speaking is optional for the learner when new vocabulary is first introduced.  
     
   Who is it intended for?  
     
   TPR works best with beginning learners although it can be used at all levels. This technique provides learners with different types of input, which can be beneficial for auditory, visual, tactile and kinesthetic learners.  
     
   Before the session: Planning your lesson  
     
   -Select the commands and vocabulary that will be taught.  
   -Make a list of the commands in the order they will be taught.  
   -Gather props or pictures that you will need.

**NOTES:** Help the students feel relaxed, go slowly, and give only 4-6 commands a session. This works best with familiar things like buying something at a store, making a sandwich etc. The basic steps are:

1. Do the action as you give the command
2. Do the action with the student a few times as you give the command
3. Give the command – student does the action (tutor does not)
4. Repeat the second step if student is having difficulty
5. Repeat all steps and before introducing new commands, review commands already learned
6. Review commands in random order
7. If you have a group; ask a few students to demonstrate and then follow the steps with the group

1. **Cloze:** 
   1. Cloze exercises are fill-in-the-blank worksheets to reinforce vocabulary, grammar, etc.
   2. They can be a sentence or a passage.
   3. They are reinforcement but often students can pick a correct word but not be able to produce in independently orally or in writing.
   4. There are many cloze exercises online and you can also create one quickly from a writing exercise you are teaching.
2. **Language Experience Approach**:   
   The student tells you a story as you write it down. It builds on the student’s life experiences treats students as “people first and a student/learner second.” This works best with learners with better speaking *skills than reading and writing. Do not use it to teach new concepts and keep it authentic. Do not address grammar problems in the writing. Address them in other lessons using non student written examples. The basic steps are:*
3. Talk with student about something important (family etc.) Take notes with key words.
4. Have her tell the story again, using the key words you wrote down as a guide
5. Write the story as it is told
6. Read the story and point to each word as you say it. Encourage the student to add or delete information as desired.
7. The student chooses words they want to learn by sight.
8. The student reads the story and changes again as needed.

1. **Communicative Approach:**This approach stresses integration of the four language skills using real life situations and language.
   1. Surveys in small groups where they have to read questions, ask them, listen to the answers and write them in a grid are an example.
   2. Less teacher involvement or in a 1:1 tutoring situation, equal amounts of speaking but the student does more writing etc.
   3. These add a lot of fun to the session and encourage student retention.
   4. These include Cooperative Learning where groups might use higher level vocabulary and solve problems.

1. **Dialogue Journals:**A dialogue journal is a private written communication between student and tutor/teacher.
   1. Grammar is not corrected (but noted for future lessons for the tutor).
   2. The student can write freely or respond to a prompt such as If you had a million dollars, what you would do with it.
   3. The teacher responds and asks questions and then the student answers
   4. This might be done weekly or at the end of class.
   5. It is a non-threatening opportunity for the student to practice writing and an opportunity for each of you to get to know each other better.

1. **Dialogues:**This is the traditional ESL lesson but should be relevant and not over used.
   1. It is an opportunity, especially for low level learners, to practice conversations such as greetings etc.
   2. And feel a level of comfort when speaking due to the practice opportunity.
2. **Substitution, Transformation and Expansion Drills:**Add things to a simple sentence or change existing elements (such as tense etc.)

|  |  |
| --- | --- |
| Purpose: | To practice new sentence structures while varying and expanding vocabulary. |
| Directions: | Model the first statement and have your student repeat. This is really a repetition drill which serves as an introduction to the substitution drill.  Then give the substitution item as a cue. This can be done by showing a picture or by saying the word(s) or by doing both. Your student then says the entire phrase or sentence, at the same time substituting the new cue into the previously modeled sentence. To continue, produce the next cue and have the student respond with the complete statement.  Example:  T- I need a blouse.  Cue: “shirt” or a picture of a shirt.  S-I need a shirt.  Cue: “dress” or a picture of a dress.  S-I need a dress. |
| Variations: | To cue substitutions, cubes with the words (or pictures) to be substituted can be used. One word or picture is placed on each side of the cube. You or the student can throw the cube. Whatever comes up is the cue.  Another device that is used to cue students is a chart containing a series of from 6 to 8 frames. In each frame, there is a picture or word to be used as a cue. The pictures/words can be arranged in sequence, if that is appropriate for the drill, or they can be in random order. The students then proceed through the frames one by one. Thus, the teacher is no longer saying the cue. |
| Note: | The item substituted can be any part of the statement. Example:  T-Mary needs a blouse. Cue: “she” S-She needs a blouse.  Cue: “wants”  S-She wants a blouse.  Cue: “a skirt”  S-She wants a skirt. |

1. **Information Gap:**Each student has information that the other student(s)  
   don't have.
   1. The objective is for students to ask questions to find out what they can  
      from the other(s).
   2. This is a fun way to integrate and practice language skills.
2. **Using Visuals:**Use pictures, mail, real fruit and vegetables as well as movies and television. There are many activities built around snippets of movies to teach vocabulary, grammar etc.
3. **Student Portfolios:**    
     
   *What are portfolios?*

* Portfolios are files that contain learner work. They are meant to show how a learner has progressed over a period of time.

*Basic steps in using portfolios*

1. Determine the long-term goals the learner wants to achieve.
2. Break a long-term goal into short-term goals that are both attainable and measurable.
3. Write these short-term goals as goal statements.
4. Set up time to review the contents of the portfolio and redefine goals when necessary

*Items to include in a portfolio*

* A cover page with an introduction
* A preliminary skills checklist (what the learner was able to do when the tutoring sessions first started)
* Writing samples (including drafts and final copies)
* Goal statements
* Skills checklists
* Reading checklists and samples of reading
* Checklists of TV shows watched
* Vocabulary charts
* Idiom lists
* Anecdotal notes (stories of how the learner has changed)
* Self–reflection exercises that highlight what the portfolio demonstrates about the learner’s strengths and needs
* Any additional items that demonstrates a skill or goal has been achieved

*Organizing your portfolio*

* Put a date on all entries.
* Use a summary sheet or table of contents at the beginning and keep it up-to-date.
* Include a variety of different work

*Benefits in using portfolios*

* Are truly learner-centered
* Assessment is done with the learner not to the learner.
* Improve planning and empower the learner.
* Learners set their goals and see where they are going.
* It gives learners an opportunity to think about the process of learning and the strategies that they use while learning.
* Portfolios can help learners think about and evaluate the ways in which they learn

*Motivate the learner*

* The learner can see what she has accomplished.
* The portfolio helps the learner take responsibility. The learner decides what the goals should be and defines when the goal has been reached.

1. **Role-Play:**We all have a little actor/actress in us.
   1. In small or large groups, partners can practice dialogues or situations and act them out for the rest of the class.
   2. We are addressing multiple learning styles and multiple opportunities for language use.

Section 6

“Materials”

ONLINE RESOURCES

**Targeted Online Activities**

* Milipitas Adult Education<http://adulted.musd.org/>(Go to *Resources*, and then to *Digital Resources)*
* Minneapolis ABE<https://abeweb.mpls.k12.mn.us/>Search.aspx
* Marshall Adult Education<http://www.marshalladulteducation.org/student-lessons>
* Adult and Family Education   
  <http://www.web-esl.com/>
* GCFLearnFree   
  [www.gcflearnfree.org](http://www.gcflearnfree.org/)
* English-On-The-Web[www.english-on-the-web.yolasite.com](http://www.english-on-the-web.yolasite.com/)
* Adult Ed: DACE LAUSD<http://bitly.com/ZO9xhl>
* Reading activities at all levels  
  <http://www.web-esl.com/>
* Marshall Adult Education<http://www.marshalladulteducation.org/student-lessons>

**Sites for Reading Samples**

* Reading Skills for Today’s Adults

[http](file:///C:\Users\ace980\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\60GWFG4H\http)[://www.marshalladulteducation.org/reading-skills-for-todays-adult](http://www.marshalladulteducation.org/reading-skills-for-todays-adult)

* 100 *free* Short English Stories for ESL Learners

<http://www.rong-chang.com/qa2/index.html>

**Materials for Teacher**

* Breaking News English:   
  http://breakingnewsenglish.com   
  (Free interactive and/or printable English Lessons based on news stories. Students can listen, answer questions, read along, do dictation etc. Printables can be used in tutoring or class situations. It has multiple levels and while it works for most it is an excellent resource for **Advanced level students)**.
* Literacy Connections:   
  http://literacyconnections.com/ – Information for tutoring adults, activity ideas, other sites, reading lists.
* <http://www.esl-galaxy.com/> --Lots of downloadable games and printables
* Eslflow.com --Searchable source of thematically-based ESL lessons
* [www.bogglesworldesl.org](http://www.bogglesworldesl.org) --Many reproducible activities, games, cloze exercises and worksheets.
* <http://moviesegmentstoassessgrammargoals.blogspot.com/> --Contains a series of movie segments and activities to practice through fun, challenging exercises.

**Student Websites**

* [Rong-Chang](http://www.rong-chang.com/) – Online ESL activities, games, etc  
  http://www.rong-chang.com/ .
* [Vocabulary](http://a4esl.org) and grammar activities for students online (some bilingual)  
  <http://a4esl.org/>
* Randall's ESL Cyber Listening Lab  
  <http://www.esl-lab.com/>  -- Helps ESL/EFL students improve their English listening comprehension skills through practice with self-grading quiz pages.
* <http://www.learningchocolate.com/> --Lots of interactive opportunities
* Pumarosa.com --Interactive bilingual English/Spanish for students wanting more independent homework practice
* <http://www.web-esl.com/> reading activities at all levels
* Grammar  
  http://www.learnamericanenglishonline.com/

**VENTURES**

* Teacher’s Resource Room  
  http://www.cambridge.org/ventures/resources/

**APPS for Phones and Tablets**

* **Dictionary.com** 
  + Has word of the day, thesaurus, translator etc.
* Many specific practice apps such as:
  + Comparative Adjectives
  + English Prepositions
  + English Idioms Illustrated
* **Merriam-Webster Dictionary**
* **Voxy**
  + Very popular with Spanish speakers
* **SpeakingPalEnglish** 
  + Tutor uses speech recognition software to recreate real video calls
* Practice English Grammar by Cleverlize
* Spanish English Dictionary by Ascendo, Inc.
* **DUOLINGO**

**REALIA**

* Junk mail
* Letters from teachers
* Utility bills
* Forms such as applying for a driver’s license, library card or garage sale permit
* Family pictures
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*\*\*\*\*When there is unfamiliar vocabulary, student can use online dictionaries or apps to look up words or use google images to find a picture.   
\*\*\*\*Our students need to know English to function in day to day activities  
\*\*\*\*A homework assignment could be to bring in advertisements, memos from his/her boss, forms from the doctor’s office, etc. to use in class.*

LANGUAGE LEARNING DIARY

|  |
| --- |
| This week I learned |
| This week I spoke English to |
| This week I read |
| This week I wrote |
| My new words are |
| I want to learn |

Section 7

“Discovering My Students’ Needs”

STUDENT NEEDS ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Do You Speak English** | Usually | Sometimes | Never | **2. I Need to Learn More English To** | Yes or No |
| At home? |  |  |  | Talk on the phone? |  |
| At the doctor’s office? |  |  |  | Go shopping? |  |
| At the food store? |  |  |  | Talk to the doctor? |  |
| At the drugstore? |  |  |  | Talk to the dentist? |  |
| At school? |  |  |  | Get a job? |  |
| At the dentist’s office? |  |  |  | Order in a restaurant? |  |
| At the bank? |  |  |  | Open an account at the bank? |  |
| At the shopping center? |  |  |  | Talk at the post office? |  |
| At parties? |  |  |  | Take the bus? |  |
| At the gas station? |  |  |  | Talk to my children? |  |
| At church? |  |  |  | Talk to my neighbors? |  |
| At a restaurant? |  |  |  | Talk to my American friends? |  |
| On a bus? |  |  |  | Understand TV? |  |
| At a job? |  |  |  | Read signs? |  |
| On the telephone? |  |  |  | Read labels in the stores? |  |
| With your neighbor? |  |  |  | Read the newspaper? |  |
| With your friends? |  |  |  | Write applications? |  |
| With your children? |  |  |  | Write letters? |  |
| With your boss? |  |  |  | Pay bills? |  |
| With other students? |  |  |  | Fill out tax forms? |  |
| At your child’s school? |  |  |  | Get insurance? |  |
|  |  |  |  | Speak with the police? |  |
|  |  |  |  | Talk to my children’s teachers? |  |
|  |  |  |  | Talk to my boss? |  |
|  |  |  |  | Get certified in my occupation in the U.S.? |  |

Interest Inventory

*Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. I like to read about...

2. I like to write...

3. I wish I could...

4. On weekends, I...

5. I am at my best when...

6. I often worry about...

7. When I have to read, I...

8. I am really interested in learning about...

9. My idea of the perfect day is…

Section 8

“Lesson Planning”

**A BASIC FRAMEWORK FOR LESSON PLANNING**

Things to Remember When Planning a Lesson

1. Draw language content from student’s own experiences.
2. Sustain enthusiasm.
3. Vary the type and pace of activities.
4. Vary the difficulty of activities.
5. Identify and incorporate specific learner goals so you can achieve an objective.

6. **Remember, your texts have teacher manuals that will take care of lots of the lesson planning work!!**

**FOUR STEPS TO LESSON PLANNING**

1. ***Select a warm-up exercise***. This is a short activity to ease you and your student into the tutoring session. Choose an activity that is familiar and easy for your student. You want to relax your student and perhaps loosen her tongue a little to begin speaking English. Corrections, in a warm-up, should be casual and minimal.

**Warm-up Ideas:**

Review greeting (Hello. How are you? Etc).

Practice variations on greetings (What’s new? How’s your family?).

Exchange compliments (You look nice today. I like that dress.).

Discuss the weather.

Ask questions about her daily activities.

Review the days of the week, months or seasons.

Give a short, familiar dictation or pronunciation drill.

1. ***Review of previous lesson***

* Except for your first lesson, every lesson should begin with some type of review.
* This is because the material you introduced the day or lesson before needs to be reviewed again if you want your student to retain it.
* Review is extremely important in all levels of learning. Without constant review and use of language, a student will forget.
* Review gives the student confidence. She is made aware that she has indeed learned “English.”
* When you teach something new, you will practice it with drills, pictures, objects, dialogues or whatever it takes to learn it.
* When you meet your student for the next lesson, you need to “re-practice” or review the material you previously taught.
* You may have to review that same material 2 or 3 lessons more before you think the student has “got it.”

**The secret to reviewing is choosing ways to go over something you’ve introduced and practiced before *in a different way***.

* One volunteer, for example, introduced adjectives or describing words (tall, short, heavy, thin) in her lesson by using her student’s family members and herself to demonstrate the concepts.
* She then used drills to practice saying the various sentences: “Lu is short.” “Pi is thin.” “The teacher is heavy.” “Rem Chong is tall.”
* She then used question/answers to continue practicing: “Is Lu heavy? No, she is thin.”
* In her next lesson, to review, she used pictures with the characteristics she’d taught before. She worked on these a while using basically the same drill and question/answer techniques.
* Later, adding extra pictures, she taught 2 or 3 new describing words.
* In this way, she not only reviewed but easily introduced new material without breaking up her lesson.

*Review takes a lot of imagination*. The key is to try to use your materials in different ways. By reusing your materials, you will be assured that students will be familiar with the basic vocabulary. Remember, too, that you don’t want reviews to drag. Keep review activities brief and quick paced.

1. ***The first step is deciding what you want to teach according to the goals you and your student have set. You need to introduce them to what you are going to do.*** 
   * While books will provide some learning points, they won’t tell you how much you can cover in any one lesson.
   * You will need to choose one or two learning points for your lesson.
   * Choose something that you can realistically introduce and practice in fifteen minutes.
     + For example, if your lesson is on shopping for clothes, will you focus on prices, bargains, sizes, trying-on-clothes or types of stores?
     + It’s too much to cover all at once (unless your student already knows it) so you need to limit your lesson plan to one or two of these learning points.
   * Include objectives. An objective simply states what you want the student to be able to do for each learning point.
     + For example, “She will be able to read and recognize S, M and L clothing labels and know her own size.” ***Objectives help focus.***
2. ***Present the material, guide them through practice, and then give them the opportunity for more independent practice.*** We have many resources including textbooks that have lesson plans using these steps. Also there are many online resources and of course, the best, real life materials and uses.
3. ***Evaluation and Closing:*** Make sure the student and you feel the objective was met for today’s session. Although it doesn’t always work (even for experienced teachers and trainers!), it’s nice to end your class on a relaxed note rather than racing through the last 5 minutes to beat the clock

Play a game.

Give a writing exercise to supplement the day’s oral activities.

Practice idioms.

Try variations on farewells.

Discuss some event or place of interest.

Ask, “What will we do next time?”

Have student write in her/his journal.

**Lesson Plan Template**

**Lesson Plan Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Performance Objectives, Outcomes:** Students will be able to…

|  |  |
| --- | --- |
| **Segment** | **What and How? Describe Activities and Strategies** |
| **1. Warm up and /or review**  An activity that a) uses previously learned content to begin a new lesson, b) (lasts 5-10 minutes) and uses materials students are familiar with from previous lessons. |  |
| **2. Introduction**  Focusing student attention on the lesson-asking questions. Stating the objective, relating the objective to previous learning. |  |
| **3. Direct Instruction (Presentation)**  Introduction of new information by a variety of strategies; visuals, realia, descriptions, explanation, or written text. Instructor checks for student comprehension through new vocabulary- grammar structure- life skill-pronunciation. |  |
| **4. Guided Practice**  Opportunities to practice the new knowledge are provided. Practice is guided through materials and may be whole group, small group, pairs, or individuals. Instructor models each activity, monitors progress and provides feedback. |  |
| **5. Independent Practice**  An activity that requires students to apply new knowledge to their own lives or a new situation. |  |
| **6. Evaluation and Closure**  Evaluation of each student on attainment of lesson objectives. Evaluation can be oral, written or demonstrated performance (projects). |  |
| **7. Core Text, Materials**  Core and supplemental texts  & miscellaneous items |  |

**YOU TRY IT**

**Alfonso**

Alfonso is a fifty-year-old man from Costa Rica. He completed his university education in Costa Rica where he received a degree in Law. He and his family moved to the US 10 years ago. Both Alfonso and his wife are working professionals, and they have one child in high school. He is currently working full-time in Milwaukee with a medical supplies company. He can hold conversations in English but needs to expand his vocabulary. He is able to read English at the sixth grade level. His CASAS score is 230 (NRS level=advanced ESL). He needs to work on speaking confidently, reading comprehension, and writing (memos, emails, text messages). He speaks Spanish daily at work as he communicates with clients in South and Central America, but he must speak and write in English with co-workers. Alfonso enjoys cooking and watching futbol (soccer).

**Zofia**

Zofia is a forty-two year old woman from Poland who has a degree in Business Marketing. Zofia has lived in the United States for 5 years. She can hold basic conversations in English but lacks confidence and does not like to speak on the phone. She scored a 219 on the CASAS test (NRS level=high intermediate), and she reads at the 5th grade level. Her main motivation for learning English is to eventually get a job in Business Marketing in the US. She wants to improve her reading and writing skills, and needs to practice talking on the telephone and speaking confidently for interviews. Her hobbies include gardening, reading novels in Polish, and attending her Polish-speaking church.

**Araceli**

Araceli is a 20 year-old woman from Mexico. She came to the US when she was 5 years old but went back to Mexico for junior high and high school. Araceli is a bright and energetic woman who wants to learn English so she can pursue her dream of becoming a nurse in the US. She scored a 202 on the CASAS test (NRS level=low intermediate). Her listening skills are more advanced than her reading, writing, and speaking skills. She can hold simple conversations in English but lacks confidence. Her short-term goal is to apply for the CNA program at the College of Lake County but she must first pass the TOEFL exam. In her free time Pamela enjoys baking, watching telenovelas, and hanging out with her 3 cats.

**Gabriela**

Gabriela is from Honduras. She is 32 years old and has 3 young children, one of whom is in 2nd grade; she stays home with the other two during the day. Gabriela attended school in Honduras for 6 years. She scored a 184 on the CASAS test (NRS level=low beginning). Gabriela is currently attending family literacy classes in Waukegan where she practices listening, speaking, and reading in English. She rarely comes to class with a pencil and paper, and she struggles with basic tasks like writing her name. Gabriela desperately wants to learn English so she can communicate with her children and their schools.

**Miguel**

Miguel is a 50 year old man from Mexico. He moved to the United States 20 years ago but has struggled to learn English. Miguel speaks Spanish 95% of the time, with his family, friends, and co-workers. He never felt the need to learn English. He has an 8th grade education from Mexico. He scored a 197 on the CASAS test (NRS level=high beginning). His two main motivations for learning English at this time in his life are to communicate with his grandchildren and finally apply for his citizenship. Miguel is currently taking computer classes at the library because he wants to buy his own laptop. In his free time, Miguel enjoys spending time with his family and relaxing with his friends.

1. CASAS = Comprehensive Adult Student Assessment Systems [↑](#footnote-ref-1)