
ESLSAP

Coordinator Resource Binder

Open School BC

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Module 1

ESLSAP Overview

Learning Outcomes

- Describe the intent of the ESLSAP program
- Describe the role of the coordinator and the tutor
- Describe the demographics of the community
- Develop awareness of other resources/agencies within the community

Module Outline

Introduction to the Training

Activity 1: Introductions

Activity 2: Intent of the Program

Activity 3: Who are the people in the community?

Activity 4: Roles and Responsibilities

Wrap Up: Emigrating to Kazakhstan: Questionnaire

ELSA *acronym*

ELSA: English Language Services for Adults. ELSA classes are federally funded and provincially administered by the Immigrant Integration Branch of the B.C. Ministry of Advanced Education and Labour Market Development. ELSA classes provide basic and intermediate level English training for adult newcomers to Canada

Introduction to the Training

Welcome to the second part of the ESLSAP volunteer tutor training. This face-to-face training continues from the online training that the volunteer tutor has already completed. If you haven't already done so, take some time to familiarize yourself with the online modules so that you can get a sense of what the tutors bring to this training. To access the online modules, go to: <http://www.mytrainingbc.ca/eslsap/training/index.html>

This coordinator handbook is your guide to the face-to-face training for ESLSAP volunteer tutors. The training is designed to provide task-based learning that focuses on integrating skills and activities into the training sessions. The goal is to provide the volunteer tutor with a “tutoring toolbox” that will provide ongoing support and lessen any anxiety the tutors might be feeling about their volunteer commitment. This guide contains all the information and content you need to successfully deliver the face-to-face training. At some points in the training, we may call on your expertise to supplement the content; for example, in this first module we ask you to provide resources for the tutor from your particular community. Your information will make the training applicable to your community and tutors.

The content of this manual takes into account that not all coordinators may be seasoned ESL teachers with a background in working with settlement learners. So you will find suggestions on how to work through each module and what activities to complete.

Structure of the Training

Each module in the training begins with a list of learning outcomes and notes to the coordinator. A sample session plan follows with suggested activities to use in the face-to-face training along with any resources needed for the session. Feel free to use any ideas you have that fit into the skills or technique areas that are presented. We invite you to incorporate any material that makes the training specific to your region; however, we ask that you cover the core material in each module to ensure consistent training across all regions. You will notice suggested times for all the activities. Please keep in mind that timing may vary, depending on the size and dynamic of your group.

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Here is a list of the modules:

Module 1: ESLSAP Overview

Module 2: Experiencing a New Language

Module 3: Identifying Learner Needs

Module 4: Planning

Module 5: Listening Skills

Module 6: Speaking Skills

Module 7: Reading and Writing Skills

Module 8: Pulling it All Together

Module 9: Beyond Tutoring

Module 10: What's Next?

Don't be overwhelmed by the number of modules; some of them are quite short. The estimated time for the training is eight to twelve hours. You are welcome to deliver the training in either a one-day session, two to three four-hour sessions, or any configuration that suits both you and the tutors. All we ask is that you complete all the core material that is identified in each module so that volunteers across the province receive the same content.

Face-to-face Training

The training is set up to be supported by the *ESLSAP Tutor Handbook*, which all tutors are requested to study during the training. This coordinator handbook contains the same information as the tutor handbook with the added coordinator information.

New tutors who have had no previous ESL training will be able to begin tutoring at the end of this face-to-face training, knowing that they will be fully supported by the coordinator and program materials. New tutors who have had previous ESL training, need

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the training's emphasis on one-to-one tutoring and specific orientation to ESLSAP. All the tutors will benefit from the group exchanges which are encouraged throughout the training. Try to establish a relaxed and trusting atmosphere where the tutors are free to ask questions and comment at any time.

The face-to-face training session is also an opportunity for you to screen out any tutors who do not seem adequately prepared to continue with the program. It is better that tutors realize that they are too busy, not interested or too nervous about tutoring, before beginning the tutoring so as not to end up disappointing a learner. If a tutor drops out during the training, you should follow up to determine the reason and a make-up session may be arranged if the tutor does want to continue. If the tutor really wishes to drop out, all materials should be returned.

The new volunteer tutors may be anxious about the length of the training, so you might want to put them at ease by providing an overview of the day, working in breaks. At the end of the sessions, the volunteer tutors will likely be very tired—it's an intense bit of learning—but should be confident that they can manage their first meeting with their learner. Please reinforce throughout the training that the tutors are not alone—they have support from you, the coordinator.

Model best practice by allowing time for volunteer tutors to ask questions at the end of the sessions. This will provide them with the opportunity to reflect on any outstanding concerns or considerations they may have.

DVD Segments

At points throughout the modules, you will find activities linked to a DVD segment. The DVD is intended for use with the ESLSAP face-to-face training. The sections on the DVD are closely linked to sections within selected modules.

The DVD can also be used in a variety of other ways:

- In its entirety as a review for tutors who have been trained some time ago. You could give them the suggested questions to work on.

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- Using several sections of the video as a review during the training course, particularly if you run an intensive course.
- During tutor in-service workshops to illustrate points being made.

Before the Training Session

- Watch the DVD so you are familiar with its content
- Check that the DVD and TV are working correctly
- Check that you know how to select particular sections on the DVD so you can find them later on

During the Training Session

Tell the tutors in your group:

- The tutors on the DVD are volunteer ESLSAP tutors just like themselves.
- The learners also volunteered their time to help with this video.

Resources

For Module 1, you will need community resources that will help the volunteer tutors understand their community. For example, the City of Langley website (https://city.langley.bc.ca/sites/default/files/uploads/Discover/Community_Profile.pdf) gives a quick overview of community demographics. Let the tutors know that their locale may not have a website with demographics, but that they should be able to access some information via other agencies such as the city hall or possibly a tourism office. You might also want to have on hand a list of community resources that will aid the tutors.

Suggested Community Resources:

- Childcare
- Health care
- Recreation centre
- Community library

Notes

- Settlement services (Immigrant Aid)
- Service BC

Room set up: space to move for the opening activity

Overhead projector

Overhead/hard copies of:

- Program overview
- Demographics of coordinator's community provided by coordinator

Notes to Coordinator

This is the beginning of the training and it's important to establish a relaxed and supportive atmosphere. Take a few minutes for an introductory activity to let tutors get to know one another. There is a suggested 'icebreaker' in Activity 1.

The focus of this module is to give tutors a sense of what ESLSAP is and how it fits into their community. This will help people understand the scope of the program's goals, and that ESLSAP recognizes and values the tutor's contribution.

As you begin describing the program, tutors will probably begin asking questions. Some of these may be relevant to the topic and some may not be. An effective way to address questions that need answering later is to put a list either on a board or chart paper and call it 'the parking lot.' Questions can go into the parking lot and be dealt with as the day goes on if they are relevant to the sessions. At the end of the day/training if there are any unanswered questions, they can be handled then. We've allowed some time in the last module for you to address 'parking lot' questions.

For this module, you'll need to access materials and/or data to discuss community demographics and resources in order to showcase your area and share how you got the information. If you have wireless and access to a computer or have a laptop, you may find the following website helpful:

<http://www.mytrainingbc.ca/eslsap/training/index.html>

Sample Session Outline

Total time: 45-110 mins. approx.

<p>Introductions: Introductory Activity 10-30 min. approx.</p>	<p>Core</p>	<p>The intent of this introductory activity is to have tutors get to know one another. If you have an ‘icebreaker’ that you’ve used successfully in the past, feel free to use it here.</p>
<p>Activity 1: Intent of the Program 5-20 min. approx.</p>	<p>Core</p>	<p>Provide an overview of the program and establish the volunteer tutors as part of a team effort.</p> <p>Use Activity 1: <i>Intent of the Program</i> as an overhead. Answer questions whenever possible.</p>
<p>Activity 2: Who are the people in the community? 15-25 min. approx.</p>	<p>Core</p>	<p>Use whatever realia/data you have and describe your community/locale demographics. You could ask the tutors what they know about their own community.</p> <p>The focus is on the resources/agencies that might be connected to the ESLSAP program. The aim is to convey the interconnectedness of the ELSA Net and Settlement Issues communities.</p>
<p>Activity 3: Roles and Responsibilities 10-15 min. approx.</p>	<p>Optional (can read at later time)</p>	<p>Use <i>Roles and Responsibilities</i> page in the <i>Tutor Handbook</i>. Go over the document and answer questions whenever possible.</p>
<p>Wrap Up Activity: 5-20 min. approx.</p>	<p>Optional</p>	<p>Ask volunteer tutors to fill out the <i>Emigrating to Kazakhstan</i> questionnaire in the Wrap Up section of the <i>Tutor Handbook</i>. Have a brief discussion about the tutors’ responses.</p>

Activity 1 Introductions

Time: 10-30 minutes

Before getting started on the program overview, it's important to set the tone for the training. Take time to complete this introductory activity so that everyone feels safe, comfortable and enthusiastic. If you have another "icebreaker" activity that you've used successfully, feel free to use it here.

The tutors should find out the following information about each other. Have them pair up and then report back to the group about their partner, or give each tutor a specific question or two then they have to move around the room to find those people who can provide an answer. Be sure to have all the tutors come back together as a group and report on what they found out.

Instructions:

In the group find out the following about the other tutors and record their names beside each statement that applies.

- Speaks another language
- Was born in another country
- Has lived in another country
- Is interested in teaching English as a career
- Is presently working
- Has had volunteer experience
- Has worked with new immigrants
- Has learned a new language as an adult
- Has travelled in a country where no English is spoken
- Plans to travel

Once the tutors have had a chance to get to know one another, take a few moments to go over the training outline. You can use an overhead or distribute this outline to the tutors. Be sure to stress that the tutors need to complete each part of the training before they can begin tutoring. The outline that follows is the suggested format:

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Training Outline for ESLSAP Volunteer Tutors

Module 1: ESLSAP Overview

Module 2: Experiencing a New Language

Module 3: Identifying Learner Needs

Module 4: Planning

Module 5: Listening Skills

Module 6: Speaking Skills

Module 7: Reading and Writing Skills

Module 8: Pulling it All Together

Module 9: Beyond Tutoring

Module 10: What's next?

Activity 2

Intent of the Program

Time: 5-20 minutes

- Show the *Intent of the Program* overhead (Activity 2).

Draw attention to the fact that tutors are not teaching ESL as much as they are tutoring English to help the learners with settlement issues. It's important that the volunteer tutors feel like they are part of a team that begins now and will continue as they work with their learners. Answer any questions as necessary.

You might want to refer to the graphic images outlining the connection between tutor, coordinator and program services as well as the image showing other community providers. These images are in the tutor handbook under *Activity 2: Intent of the Program*.

ESL Settlement Assistance Program
Ministry of Advanced Education and Labour Market Development

The ESL Settlement Assistance Program offers settlement-focused English as a Second Language support. In 2008/09, Citizenship and Immigration Canada provided \$2.0 million in funding. The program utilizes the Canadian Language Benchmark framework to assess language proficiency.

Program coordinators assess learners and assist in developing individual learning plans. Learners then meet for one-on-one sessions with volunteer tutors and weekly instructor-led group sessions.

Nearly 700 community members across British Columbia have been trained as volunteer ESL tutors. Once matched with a learner, program coordinators and ESL instructors support them. As a result of this program, new immigrants and refugees improve their English language skills and are able to participate more fully in Canadian society, economically and socially.

In 2008/09, through partnerships between public post-secondary institutions, school districts, and non-profit community groups, this program has assisted over 800 newcomers in 42 rural and remote communities of British Columbia in improving their English language skills and feeling at home in their new communities and in Canada.

Program Overview



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Activity 3

Who are the people in the community?

Time: 15-25 minutes

- Ask the tutors what they notice or know about their own community. You might ask: Who is in the community? (visible minorities, school children, etc.). Does your community have one or two things it focuses on? What are they? How might this focus affect newcomers to your community?
- Use whatever realia/data you have and describe your community/local demographics.
- Explain to tutors the type of learner connected to ESLSAP (e.g. immigrants and refugees who cannot access traditional classroom learning).

Talk about the resources/agencies that might be connected to the ESLSAP program. For example, immigrant serving agencies and ELSA (English Language Services for Adults) providers operate in many communities. Tutors may have learners that attend ELSA classes or could benefit from taking a look at the Welcome BC website (<http://www.welcomebc.ca/en/index.html>) which features services to immigrants in British Columbia.

Activity 4

Roles and Responsibilities

Time: 10-15 minutes

Ask tutors to refer to *Roles and Responsibilities* page in the tutor handbook. If the program in your community shares the roles of the coordinator with an instructor, you will want to explain this to the tutors and indicate the roles of each person.

Tutors may recognize this from the online training session. Review from the site that the tutor is often the only English-speaking person the learner has in his or her life, and the first personal guide to the community. Actually experiencing the community with the tutor allows the learner to observe, ask questions, and practice speaking English in real situations. As a link to the community, the tutor may follow up on a learner's particular interest, or help the learner access information or resources. Mention that the other role that the tutor takes on is being a partner with the coordinator. As the sessions with their ESL learners progress, they will be in contact with the coordinator.

Optional Activity:

Have the tutors work in partners or a small group. Ask the tutors to refer to Activity 4: *Roles and Responsibilities* page in the tutor handbook. Then ask them to do the following:

- Choose the three most important tutoring roles (it's not necessary for everyone in the group to agree!) and say why they have selected these three.

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Activity 4 Roles and Responsibilities

Time: 5 minutes

You will probably remember seeing a list of tutor roles and responsibilities in the online training you completed earlier. Here's a refresher that goes into a little more detail.

Tutors' Roles and Responsibilities
<p>Community</p> <ul style="list-style-type: none"> • Acquaints learners with community resources • Acts as a link to the community
<p>Tutoring</p> <ul style="list-style-type: none"> • Provides English language support focused on immigration settlement issues • Provides learner focused tutoring • Commits to at least six months of participation in the program • Tutors at least once (preferably twice) per week • Encourages learner input and feedback • Uses clear language • Gives positive encouragement • Maintains confidentiality
<p>Tasks</p> <ul style="list-style-type: none"> • Uses resources, references, and the coordinator's help to expand ESL subject knowledge and tutoring skills • Cares for and returns books and resources • Keeps a record of tutoring hours and sessions • Contacts the coordinator regularly • Notifies the coordinator when problems arise • Provides three references and undergoes a criminal record check at no cost to the tutor • Completes the online and face-to-face training provided by ESLSAP

The coordinator also has a defined role and a set of responsibilities to help both you and your learner create a positive and supportive tutoring environment. Here are the roles and responsibilities of your coordinator:

Coordinator Roles and Responsibilities
<p>Community</p> <ul style="list-style-type: none"> • Recruits and screens volunteers • Recruits learners • Facilitates learner intake according to Ministry expectations (Learner Needs Assessment, i.e. short-term and long-term goals, CLB assessment, eligibility documentation) • Liases with community services and immigrant-serving agencies where applicable • Liases with ELSA coordinators where applicable • Liases with Regional Literary Coordinator • Maintains a wait list for tutors and learners • Involves community partners to support and promote ESLSAP as well as to create community awareness
<p>Training</p> <ul style="list-style-type: none"> • Facilitates face-to-face volunteer tutor training to individuals who have completed the online pre-service training. Training includes Ministry-mandated core curriculum • Participates in training organized for program coordinators and in other professional development opportunities

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Tasks
<ul style="list-style-type: none">• Guides, monitors, and supports volunteer tutors on a regular and ongoing basis (i.e. monthly tutor meetings)• Provides relevant ESL resources to volunteer tutors• Provides volunteers with workshops (i.e. ESL small group training opportunities), recognition and networking opportunities throughout the year• Creates a learner profile to be received with the tutor before the first session• Matches tutors and learners• Facilitates first meeting between learner and tutor (i.e. assures that time, space/place, date learning goals are established and understood by both parties)• Measures the learner's progress by use of CLB 'On Target' assessment tasks• Provides ongoing learner monitoring and support• Assists learners to create individual post-exit plans• Generates program activity reports according to Ministry expectations• Arranges and monitors small group sessions or ESL cafes• Initiates annual learner and volunteer tutor satisfaction survey• Maintains a resources list of contacts, speakers, volunteers and referral agencies

Wrap Up

Emigrating to Kazakhstan: Questionnaire

Time: 5-20 minutes

Ask the tutors to complete the *Emigrating to Kazakhstan* questionnaire in the *Wrap Up* section of the *Tutor Handbook*. Once they're finished, ask them to discuss their answers. Determine whether they feel that there are similarities between what the experience of moving to Kazakhstan on short notice would be like, compared with that of an immigrant moving to where they live. What differences might there be between the two settings?

The questionnaire is a good link to Module 2 where the tutors will learn what it's like to be an ESL learner.

Notes

Wrap Up

Emigrating to Kazakhstan: Questionnaire

Time: 5 minutes

Imagine that Canada is in a state of economic collapse. Despite your qualifications and experience, you cannot find work. Kazakhstan is seeking to expand its workforce and you decide to emigrate there with your family. Your application is approved and you must leave in six weeks' time.

1. How much Kazakh language will you learn before you leave?
 - a. Up to complete fluency
 - b. To survival level
 - c. None
2. When you arrive, what will be your first priority?
 - a. To find somewhere to live
 - b. To learn Kazakh
 - c. To get a job
3. Do you think your foreign ways will be a problem?
 - a. Yes
 - b. No
 - c. Possibly
4. Where would you prefer to live and why?
 - a. Near a native born Kazakh (non-English speaking)
 - b. Near other Canadians
 - c. Near immigrants from other countries
5. How long will it take you to learn Kazakh?
 - a. Six months to one year
 - b. One year to five years
 - c. More than five years

6. How long will it take you to feel Kazakh?

- a. Two years
- b. Ten years
- c. Never

—From *English Language Partners NZ training resource kit—Partners in Learning*

Notes

Resources

ESLSAP Resource Website

You will find these links on the ESLSAP Tutor Training Resource Website

<http://www.mytrainingbc.ca/eslsap/companion>

Websites

City of Abbotsford website

<http://www.abbotsfordtoday.ca/?p=10047#more-10047>

ESLSAP Online Volunteer Tutor Training

<http://www.mytrainingbc.ca/eslsap/training/index.html>

Module 2

Experiencing a New Language

Learning Outcomes

- Identify with the challenges of learning another language
- Reflect on becoming a volunteer tutor
- Recognize the needs of adult learning

Module Outline

Coordinator Information

Sample Session Plan

Activity 1: Part A: Language Immersion

Activity 1: Part B: Reflecting on Language Learning

Activity 2: Reflections on Tutoring

Activity 3: Talking with Learners

Wrap Up

Coordinator Information

Resources

- Video/DVD player if Activity 1 is completed with a video/DVD.
- Room set up: a U shape or any configuration that allows the coordinator to move around during the activities.
- Any items you will use for the first language immersion activity. For example, photocopies of the phrases used in the activity.
- Pages from *Tutor Handbook*:
 - » *Reflecting on Language Immersion*
 - » *Adult ESL Learner*
 - » *Applying the Language Learning Experience*

Notes to Coordinator

This is the first module that focuses specifically on *language*.

As with other modules, there is a choice of activities to use in your training sessions. We suggest you trial the sample session plan and then adjust it to suit your training.

The focus of this module is on the *tutor as learner*.

Encourage Tutors:

1. To spend a little time in the learners' shoes by attempting to learn a new language using only that language.
2. To reflect on their experiences of learning a new language.
3. To reflect on their upcoming experience of being a tutor.

Key Points for this Module:

- Adults come to learning with a great deal of previous knowledge and experience.

Notes

- Adults are already successful learners of many things.
- Adults generally have a clear sense of what is relevant and worthwhile and what is not. Most adults feel they have time to spend only on *useful* things e.g. things that are useful to *them*.
- Adults are sometimes unhappy taking risks, more likely to worry about making mistakes and may lack confidence for one reason or another. Encouragement and patience seem to be major factors in promoting adult learning.

Notes to the Sample Session Plan

The central feature of this module is the language learning experience. It is worth taking time to locate, inform and support a person who will be able to come into this session of your training and conduct the language learning experience. Having a native speaker of another language helps make the activity come alive. If you can't find anyone, the guidelines in Activity 1 should provide enough information to help you through the language experience.

The language experience works best if the language teacher has some teaching experience and is therefore able to use some of the techniques that the tutors will find helpful (such as repetition by the tutor, choral and individual repetition by the learners, etc.). Look for a fluent speaker of a language that is very different from English and is unlikely to be familiar to your tutors in general. Tried and tested successes include Assyrian, Gaelic, Burmese and Polish. A non-Roman script is a bonus.

Hello, how are you?

Mingala ba, Ne Kaw Lar?

Shlama, dakhewet?

Latha math, ciamar a'tha thu?

—Adapted from *English Language Partners NZ training resource kit—Partners in Learning*

Sample Session Plan

Total time: 40-65 mins. approx.

<p>Activity 1: Part A: Language Immersion 15-20 min. approx.</p>	<p>Core</p>	<p>This is a language immersion experience. The focus here is to conduct a ten minute session in another language. An alternative is to teach a complicated set of instructions such as a dance. The outcome is for the tutors to get a sense of what it is like to be a learner. This should draw out the effectiveness of repetition, praise etc.</p>
<p>Activity 1: Part B: Reflecting on Language Learning 10-15 min. approx.</p>	<p>Core</p>	<p>Use <i>Reflecting on Language Learning</i> page in the tutor handbook.</p> <p>Discuss the questions as a group. Make sure all contribute to the conversation. It's important that each demonstrates what it was like for him or her. Even if the language was one they know, it is valuable to have those folks report what it feels like to be successful.</p>
<p>Activity 2: Reflections on Tutoring 10-20 min. approx.</p>	<p>Optional (this can be done either for homework or read at a later time)</p>	<p>The focus here is to get the tutors to reflect on what it means to be a tutor and also what it means to be an adult learner. They can work with a partner or small group to generate ideas about adult ESL learners. The idea is to draw out prior knowledge and expectations.</p> <p>Use the <i>Adult Learner and Adult ESL Students</i> page in their handbook to build on the knowledge.</p>
<p>Wrap Up Activity: 5-10 min. approx.</p>		<p>The focus is to have something to refer to later that will help them to stay empathetic with their learner. Volunteer tutors revisit the reflections from the online tutor training and add or elaborate to anything else that they might want to refer back to later.</p> <p>Ask volunteer tutors to answer the <i>Just Checking</i> questions.</p>

Activity 1

Part A: Language Immersion

Time: 15-20 minutes

Introduction	Introduce yourself (name, where you come from, etc.) <i>in your language</i> .
Teach a greeting and the equivalent of "How are you?"	Use lots of repetition. Get tutors to repeat as a group and then individually. Correct pronunciation a little. Say encouraging things, <i>in your language</i> . Explain any special features (such as distinction between a male and female speaker) <i>in your language</i> .
Extend this into a short dialogue e.g. "Not so good, I've got the flu." "I'm sorry to hear that." (or similar)	Write the words on the whiteboard if you wish. "Test" the tutors by asking individuals randomly to respond. Acknowledge correct answers and those who try hard, <i>in your language</i> .
Teach a farewell	Draw the lesson to a close. Praise the tutors. Give them a short handout <i>in your language</i> of the phrases you have taught.
Exit gracefully	Return to answer questions in English if appropriate.

OR

If it's easier, teach numbers one to ten and play bingo, or get the tutors to dictate their phone numbers to one another. You could also teach the days of the week.

Note: if you don't feel comfortable teaching another language you can either: 1) invite a learner in to lead the session or 2) consider teaching something else like a complicated dance routine.

Notes



A video segment has been included on the ESLSAP DVD with a foreign language speaker for the language immersion activity. This segment can be used for tutor coordinators unable to find someone to conduct the activity in person. Go to *Language Immersion* on the DVD to view the lesson.

The tutor in this lesson is speaking in Thai.

Consider asking tutors the following questions:

- What was effective in this lesson?
- Is there anything that you would do differently?

You may wish to point out that props can be very useful for the purposes of demonstration, and the tutor in this lesson might have benefitted from using some.

Notes

1. Are you tired? Was the lesson stressful? How much did this affect your learning?
2. When were you confused and what did you understand? Be specific.
3. How many times was each word/phrase repeated? Was it enough? How much more practice would you need?
4. Different people have different learning styles. What aspects of the lesson did you respond to best: visual, auditory, or physical?
5. How much of the language do you remember now? What would help you to retain more?

Notes

Activity 1

Part B: Reflecting on Language Learning

Time: 10-15 minutes

- Ask students to look at the *Reflecting on the Language Learning Experience* page in the *Tutor Handbook*.
- Discuss the questions as a group. It's important to hear from each tutor what it was like for him or her. Even if the language was one they know, it is valuable to have those folks report what it feels like to be successful.

Questions and Guiding Answers:

6. How much did this affect your learning?
 - Learning a new language is hard work.
 - Try to make the session positive and comfortable.
 - Do 30 minutes maximum and then take a short break and/or change the pace or activity.
7. When were you confused and what did you understand? Be specific.
 - What helped you understand? Was it gestures, pictures, context, facial expression, tone of voice?
 - When asked if they understand, point out to tutors that most learners will say "yes". Check for comprehension by getting them to use information.
 - Be aware of how much and how fast you are speaking.
8. How many times was each word/phrase repeated? Was it enough? How much more practice would you need?
 - Lots of practice and review is needed.

- Adults want to use what they have learned immediately, so provide opportunities in the form of exercises and conversations.
9. Different people have different learning styles. What aspects of the lesson did you respond to best: visual, auditory, or physical? Do images, videos or audio recordings, or physical gestures and facial expression help you most? What about repetition and intonation?
- People learn in different ways and at different speeds. One of the advantages of tutoring is being able to go at the learner's pace and to create plans that suit the learner's style of learning.
10. How much of the language do you remember now? What would help you to retain more?
- Most adults can remember between five and seven new words at a time.
 - Maximum learning takes place when it suits the learner's needs.
 - Materials must be meaningful and practical.

Tell volunteer tutors that this exercise is meant to give them some insight into what one challenge (the language) for the learner will be. Their learner may have days that vary in terms of success and stress as learning a new language is different for everyone.

Planning ahead: As part of Module 1 of the online training (Activity: *Becoming an ESLSAP Tutor*), tutors are asked to complete a reflection on tutoring. A reminder to bring the reflections to Part Two of the ESLSAP tutor training is included on the last page of the online training, entitled "Part One: Completion."

Ask tutors to bring in their reflections for the next activity (Activity 3: *Reflections on Tutoring*).

The website for the training is included below, if tutors need to review the information for the reflection.

<http://www.mytrainingbc.ca/eslsap/training/index.html>

Notes

Activity 2
Reflections on Tutoring

Time: 10-20 minutes

Recall that tutors are expected to bring in their reflections from Module 1 of the online training for this activity. If they have not done so, you may wish to postpone this activity to a later time, or you may simply decide to have an open discussion without referring to the reflections.

1. Ask the tutors to refer to their reflections on tutoring that they brought from the online training. Then ask them if they would like to add/delete/change anything on their list after having gone through the language immersion activity.
2. Then have the tutors think about what adult learners might need to make learning engaging and relevant. After a few minutes of brainstorming, have the tutors go to the *Adult ESL Learner* page in the *Tutor Handbook*. Explain that they have just experienced language learning hopefully giving some insight into the learner's perspective. The list of characteristics on the Adult ESL Learner page will be review for the tutor from the online training. The intent here is to make the transition to really think about what the learner needs.
3. Turn to the *Applying the Language Learning Experience* page (Activity 3) in the *Tutor Handbook* and review the strategies that are listed. These strategies will be helpful to the tutor in the upcoming modules. Use the Talking with Learners table to start the discussion.

Adult ESL Learners

- Want to be respected
- Want to feel comfortable in their learning environment
- Want to know what is expected of them
- Want to learn what is needed for their specific situation and then have a chance to use it
- Want to receive feedback on a regular basis
- Want to be able to ask questions
- Want to use whatever methods they have for helping them learn something—e.g. using a bilingual dictionary
- Want variety
- Want their experience to be valued
- Need lots of encouragement and positive reinforcement
- Need lots of practice
- Need to take breaks more frequently as learning in a tutoring situation is very intense
- May need a larger font for handouts
- Need a comfortable physical setting with good lighting, ventilation and comfortable chairs
- Need flexibility as they get used to a new surrounding, language and culture
- Many older adult ESL learners come from cultures where teachers are highly respected but are also serious and very strict. As children they would never have called a teacher by his or her first name, and would never dream of a mutually respectful and equal atmosphere. They were likely very used to the teacher as being the expert, and their role did not include interacting with the teacher, for example asking questions. This means the idea of being partners in learning may take some getting used to. It may mean that you need to let the learner know that you respect their knowledge and that you know he/she knows what language is most important to learn. You may need to do this more than once.

—Adapted from *English Language Partners NZ training resource kit—Partners in Learning*

Notes

Activity 3

Applying the Language Learning Experience

Time: 20 minutes

1. Read over the list of tutoring strategies which may be helpful in your tutoring sessions. Can you think of others to add to the list?
 - Setting realistic expectations
 - Importance of repetition
 - Using a slow pace/having a patient tutor
 - Feeling in control
 - Recognizing the different learning preferences (e.g. visual, kinaesthetic, etc.)
 - Making the purpose clear to the learner
 - Making the material relevant to the learner
 - Making instructions clear to the learner
 - Being relaxed
 - Reading body language
 - Using several channels e.g. speaking/written words/pictures/realia/actions
 - Being realistic about mistakes and correction
 - Linking new material with previous knowledge or experience

—Adapted from *English Language Partners NZ training resource kit—Partners in Learning*

Activity 3 Talking with Learners

Here are some suggested strategies for communicating with someone who isn't confident speaking English. Are they helpful or unhelpful for a tutor, in your opinion?

Observe the body language of the listener	Speak loudly and clearly
Speak very slowly if the learner is a beginner	Give other signals (like nodding, facial expressions)
Maintain eye contact	Sit beside the learner
Repeat things often	Use natural, everyday language
Allow silence	Check for understanding by asking the learner to repeat key information
Ask for clarification	Use short sentences
Ask the learner to speak slowly	Trim your speech to only the key words—leave out the little words
Use direct, clear vocabulary	Avoid idioms
Ask “Do you understand?” regularly	Fill in long silences
Explain new idioms	Finish the learner’s sentences if they are very slow

—From *English Language Partners NZ training resource kit—Partners in Learning*

Wrap Up

Time: 5-10 minutes

Have the tutor read the following in their handbook and jot down some notes:

What did you learn about yourself from the learning experience you undertook?
Jot down two or three things.

Resources

ESLSAP Resource Website

You will find these links on the ESLSAP Tutor Training Resource Website
<http://www.mytrainingbc.ca/eslsap/companion>

Websites

Body Language Mistakes to Avoid

https://www.slideshare.net/neerajtewarimd/avoid-these-body-language-mistakes?qid=7d20a24e-a4d4-4812-af53-eb11d4ea4c77&v=&b=&from_search=2

Module 3

Identifying Learner Needs

Learning Outcomes

- Develop awareness of learner needs
- Have a general understanding of *Canadian Language Benchmarks*
- Be able to use *Can Do* checklists
- Use pictograms, checklists and charts to identify learner needs

Module Outline

Coordinator Information
Sample Session Plan
Activity 1: Understanding Your Learner
Activity 2: Using a Pictogram
Activity 3: DVD—Identifying Needs
Activity 4: Needs Assessment
Activity 5: Using *Can Do Statements*
Wrap Up

Coordinator Information

Resources

Overhead transparencies of:

- *Learner Needs Pictogram*
- *Learner Needs Chart*
- *Learner Needs Checklist*

One copy of:

- *Canadian Language Benchmarks*
http://www.language.ca/pdfs/clb_adults.pdf
- *Can Do Statements*
- *For Practitioners. CLB living and working in Canada*
http://www.language.ca/display_page.asp?page_id=572
- Poster/overhead with CLB levels divided into three stages and also the four language skill areas (listening, reading, writing, speaking)

Notes to Coordinator

This is the first module that deals with the planning involved in ESLSAP tutoring. This module covers the development of a learner-centred tutoring session based on individual need.

The focus of this module is on *identifying needs*.

As with other modules, there is a choice of activities to use in your training sessions. We suggest you trial the sample session plan and then adjust it to suit your training.

The approach here uses one of the learners in the training DVD so that tutors have a real learner to relate to during the activities.

Key Points for this Module:

- Use the *Canadian Language Benchmarks* (CLB) as a guide for understanding the ESL learner and to help with session planning later on.
- *Can Do Statements* are to be used as a supportive tool to guide the tutors in their tutoring practice.
- Tutors are not responsible for conducting a formal needs assessment. This is completed by you, the coordinator.

Notes

- Tutors will complete an informal needs assessment to identify learning goals to be used in the tutoring sessions.
- Negotiated planning may be new to the learner and tutor, and may seem rather daunting. There are ways of engaging the learner in a safe, low-stress way. For example:
 - » Carry out needs assessment over several sessions—spend time getting to know one another first.
 - » Use as many tools as are useful—picture-based, text-based, etc.
 - » Use information from the coordinator. He/she will have details about the length of time the learner has been here, his/her educational background and so on.
 - » Involve others if the learner wishes—a family member who could help articulate learning goals, an interpreter, another service provider who knows the learner. Just be aware of the possibility of someone speaking on behalf of the learner without consulting him/her first!
- Some learners are just not ready to take part in planning their language sessions. The tutor can check with the coordinator, and if necessary go ahead and plan the sessions on the learner's behalf—at least to start with.

Canadian Language Benchmarks (CLB) and *Can Do Statements*

The tutors will need some time to look at the CLB statements to become familiar with them in the context of the *Can Do Statements*. They may want to use the CLB as a guide for understanding their ESL learner and to help with session planning later on. It's important to emphasize that you are exposing the tutor to both documents, but they are to be used as support tools only. Tutors are not to use the CLB to conduct an assessment.

Notes to the Sample Session Plan

- This session uses the ESLSAP DVD segment: *Discovering Your Learner's Needs*. Get the DVD ready.
- It will be useful to have a full copy of the *Canadian Language Benchmarks* available for viewing as well as a list of the *Can Do Statements*.

Sample Session Plan

Total time: 55-95 mins. approx.

<p>Activity 1: Understanding Your Learner 5-15 min. approx.</p>	<p>Optional</p>	<p>Ask pairs to complete the questions in the activity.</p>
<p>Activity 2: Using a Pictogram 5-10 min. approx.</p>	<p>Core</p>	<p>Use the <i>Learner's Needs</i> Pictogram page in the volunteer <i>Tutor Handbook</i>.</p> <p>Role-play or model how to use a pictogram to establish an ESL learner's preferences for language learning. The pictogram can be used with pointing, using a numbering system for priorities, or making a list.</p>
<p>Activity 3: DVD—Identifying Needs 15 min. approx.</p>	<p>Core</p>	<p>Show the DVD segment: <i>Identifying Needs</i>. Ask for feedback on the Questions in the <i>Tutor Handbook</i>. What information did the process give about the learner's language needs (e.g. this learner has a wide vocabulary, needs pronunciation work, is confident with a reading task, etc.).</p>
<p>Activity 4: Needs Assessment 15-25 min. approx.</p>	<p>Optional</p>	<p>Use the <i>Learner Needs Pictogram</i>, and <i>Learner Needs Chart</i> and <i>Learner Needs Checklist</i> in the <i>Tutor Handbook</i> (pages 41-44). These materials are also included at the end of this module.</p> <p>Have the tutors take turns role-playing: one as the volunteer tutor and one as the learner, using one or more of the Learner Needs tools.</p>

<p>Activity 5: Using <i>Can Do Statements</i> 10-20 min. approx.</p>	<p>Core</p>	<p>The purpose here is to provide students with researched, authentic documents that can be used later as references that could help in planning for the ESL learner.</p> <p>Use the Canada Language Benchmarks <i>Can Do Statements</i> sheets (pages 45-55) to explain the four strands of skills they will teach. Give some time for volunteer tutors to get a sense of the progression of the levels in order to prepare them for session planning. They don't need to have all the answers and you don't need to give all the answers now.</p>
<p>Wrap Up Activity: 5-10 min. approx.</p>		<p>Ask volunteer tutors to answer the <i>Just Checking</i> questions.</p>

Activity 1

Understanding Your Learner

Time: 5-15 minutes

Ask the volunteer tutors to talk with the person(s) beside them and list five things they need to do in any given day.

- Learners probably have similar daily tasks, but effective tutors need to find out what vocabulary their learners need to learn to make life easier or more enjoyable.
- Understanding where the ESL learner is starting with language can help the volunteer tutor to plan sessions
- Start by considering the ESL learner's life- who do they talk to? (e.g. child's teacher); Where do they need to go? (e.g. to the post office); What do they need to do? (e.g. use a map). Which tasks/areas of daily life would a newcomer to Canada have difficulty doing?

Remind volunteer tutors that their volunteer tutoring will be **ESL learner centered**¹, so using the tools from this session will be an effective way to help them plan their sessions.

¹**learner centered**: a teaching approach that focuses on the learner's needs and puts the learner at the centre of planning

Notes

Activity 2 Using a Pictogram

Time: 5-10 minutes

Note: The *Learner's Needs Pictogram* has been included at the end of this module.

- Ask volunteer tutors to look at the *Learner's Needs Pictogram* page in the *Tutor Handbook* (page 46).
- Demonstrate how to use the pictogram. You might want to role play this to demonstrate the language and questions volunteer tutors might use with beginners.
- Ask questions such as: “Do you need English (and point to one picture), and more complex questions such as “Do you know what to do in this situation? Is there anything you need help with?” etc.
- Then model prioritizing which topic is most important and what is important but can wait.
- Remind tutors that this pictogram is used just to get a sense of what their learner would like to work on, so identifying three areas of priority is a good start. If the learner wants to identify more, that is okay, but not everything is meant to be prioritized.

Activity 3

DVD—Identifying Needs

Time: 15 minutes

Note: Two video segments are included on the ESLSAP DVD for Module 3, Activity 3, *Identifying Needs*.



Show Video 1, the DVD segment of a tutor engaging in conversation with a learner, and conducting a needs analysis. Highlight that this is the first time this tutor-learner pair has met. This video segment models the importance of relationship building as part of the tutor-learner experience, especially when conducting an initial needs assessment.



Show *Identifying Needs*, Video 2, the DVD segment of the tutor conducting a learner's needs assessment using a pictogram. Afterwards, have the tutors respond to the following questions:

1. How was this needs assessment tool useful and how was it not useful?
2. What strength does the learner have and what barriers are there to successful learning?
3. What considerations related to language, culture, and the facts provided would need to be assessed in the situations that were identified?
4. What goals might you suggest for the learner?

Remind tutors to cut out each image from one copy of the *Learner's Needs Pictogram* prior to using this resource for the needs assessment. (See the DVD segment to understand how the cut-outs will be used).

Notes

Activity 4 Needs Assessment

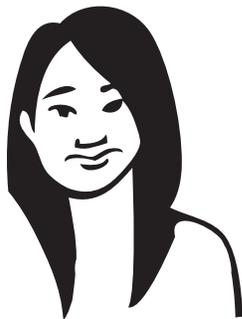
Time: 15-25 minutes

Note: The *Learner Needs Pictogram*, the *Learner Needs Chart* and *Learner Needs Checklist* pages have been included at the end of this module.

Ask the tutors to look at the *Learner Needs Pictogram*, the *Learner Needs Chart* and *Learner Needs Checklist* pages in the *Tutor Handbook* (pages 47 and 49). Have them choose one of the needs lists to work with to practice using the various ways to collect the information.

Divide the tutors into pairs or in a group and then ask them to look at the profile of Shirley Chan in their *Tutor Handbook*. Give them a few minutes to read through the profile.

Shirley Chan (CLB 3)



Shirley Chan is a busy young woman, efficiently juggling her job, home and three children. She has lived in Canada for almost eight years. She is friendly, outgoing and appears very intelligent. Although she worked in a skilled technical job in China, her limited English has meant that the only work she has been able to get here is in a sewing factory.

She has worked steadily in the same factory since her arrival in Canada, except for two periods of maternity leave. She often works overtime during busy periods. With both Shirley and her husband working, and by living fairly frugally, they were able to buy a small house. The security of owning a home means a lot to them. They now feel very settled and comfortable in Canada. The two oldest children are in school and are doing very well, and the youngest attends a daycare center in the neighbourhood. Shirley finds her level of English adequate for all her everyday needs. She is a competent upper-beginner

Notes

who has picked up most of her English on her own. Her friends and co-workers are all Chinese-speaking, and the strong Chinese community provides most of the services she needs in her own language. She doesn't have a lot of contact with the English-speaking community. However, Shirley is beginning to examine her future at work. She would really like to get out of the sewing factory and into a job that uses her abilities better. This would require a higher level of English. Shirley cannot afford to leave her job to study English. She cannot attend night school because she feels the children need her in the evenings after she has been gone all day. She called the program herself and asked if she would be eligible for a tutor.

Have the tutors choose one of the needs assessment forms and fill it out using Shirley Chan as the learner.

Do a quick review with the tutors as to what they identified as learning needs for Shirley.

Notes

Activity 5 Using *Can Do Statements*

Time: 10-20 minutes

Note: The *Can Do Statements* have been included at the end of this module.

Materials:

- Copy of CLB *Can Do Statements* (pages 45-55, *Tutor Handbook*) and *For Practitioners: CLB living and working in Canada* (if applicable)
- Poster/overhead with CLB levels divided into three stages and also the four language skill areas (listening, reading, writing, speaking)

This activity is meant to give tutors a *brief* introduction to the *CLB* and *Can Do Statements*. The intention is to have tutors use the *Can Do Statements* and parts of the CLB as support tools to help them develop session plans. Please reinforce the idea that these are supportive tools; they are not meant to be used as assessment tools by the tutors.

You might want to review the following PDF: *For Practitioners. CLB living and working in Canada* found at the following link:
http://www.language.ca/display_page.asp?page_id=572

This booklet provides an overview on the CLB and gives further detailed answers to the questions below.

Review the following questions with the tutors:

1. What are the Canadian Language Benchmarks?
 - A descriptive scale of language proficiency used as the standard by ESL professionals across Canada.
 - The CLB covers four language skills (reading, writing, listening, speaking) at 12 benchmark levels. The 12 CLB levels are divided into three stages.

- » Basic (Stage 1 – CLB Levels 1-4)
- » Intermediate (Stage 2 – CLB 5-8)
- » Advanced (Stage 3 – CLB 9-12)

2. Who uses them?

- Coordinators will use the CLB to conduct a formal assessment for the learner. You will probably receive the CLB level for your learner when you begin working together.

3. How do they relate to ESLSAP?

- The CLB describe real life language tasks to measure language skills. They are not a description of grammatical items. ESLSAP offers new Canadians more than just a course in grammar. The settlement goals of ESLSAP correlate to the descriptions in the CLB. Levels 1-3 describe tasks in common, predictable settings that the learner will need to carry out everyday activities. Levels 4-6 describe tasks that allow the learner to function more fully in social, educational and work-related settings.

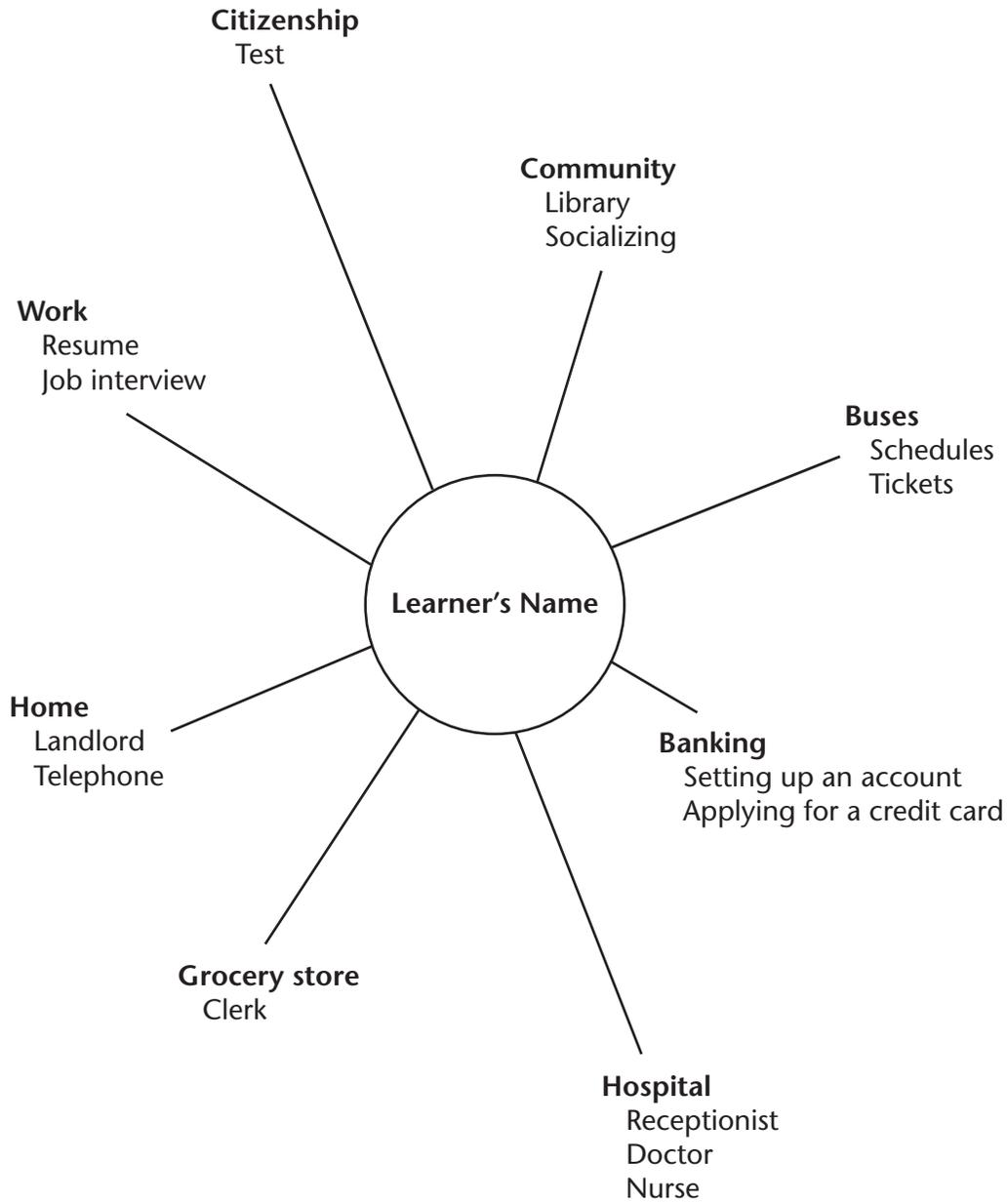
4. How can tutors use them?

- *Can Do Statements* can be used from the CLB. These statements are a list of skills the learner ‘can do.’ Tutors can use these lists to help with planning.

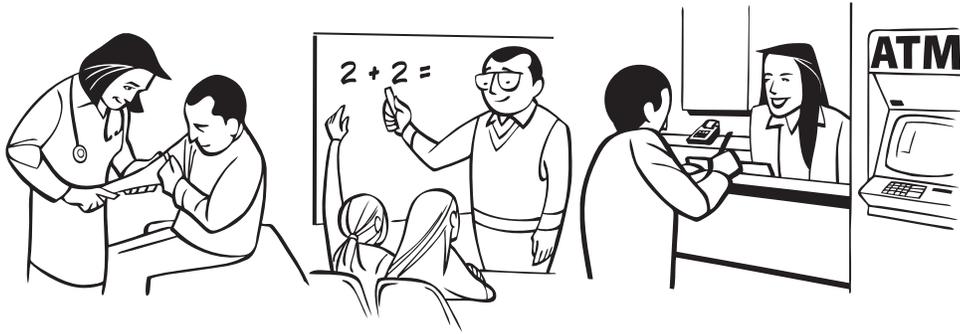
Direct students to the *Canada Language Benchmarks Can Do Statements* pages in the *Tutor Handbook* (Resources section of this module). Give them time to look at the sheets to get a sense of its organization and the skill levels. **Note:** only CLBs for levels 1-6 are listed because ESLSAP accepts learners up to level 6.

Now ask the tutors how they might use the *Can Do Statements* to help find out what Shirley Chan needs.

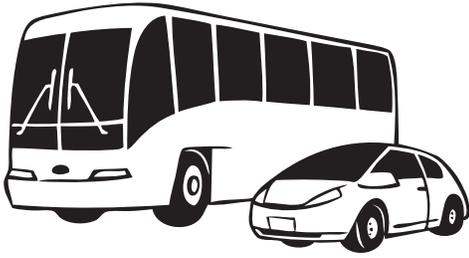
Learner Needs Chart



Learner Needs Pictogram



Learner Needs Pictogram



Learner Needs Checklist

Consumer Needs

Groceries (locating items, understanding labels, etc.)
 Clothing (sizes, purchasing)
 Furniture (warranties, payment, etc.)
 Medicine

Employment

Social Insurance number
 Conducting a job search
 Accessing Canada Employment and Immigration
 Interviews and forms

Social Services

Social Insurance number
 Family allowance
 E.I. (Employment insurance)
 Income assistance
 Pharmacare

Community and Social Life

Recreational opportunities
 Community centres
 Socializing/clubs
 General telephone use
 Libraries

Banking

Accounts
 Cheques
 Loans/line of credit
 Credit cards
 Bank machines and cards
 Direct payment

Citizenship

Understanding the Canadian political system
 How to vote
 Applying for citizenship

Housing

Looking for a house or apartment
 Arranging for repairs
 Requesting utilities (phone, hydro, etc.)
 Dealing with problems (tenant's rights)

School and Childcare

ESL classes and continuing education
 Locating schools and childcare
 Enrolling in school
 Understanding the school system routines (e.g. report cards, absentees)

Transportation

Bus (local and long distance)
 Taxi
 Airline reservations
 Maps/schedules
 Driver's licence

Postal System

Inquiring about rates/costs
 Change of address
 Special services
 Mail vs. courier

Healthcare

Making appointments
 Giving personal information
 Describing symptoms
 Following directions/instructions
 Emergencies (fire, police, ambulance and poisoning)
 Requesting service at a pharmacy/drug store

Neighbourhood

Signage
 Parks
 Maps
 Traffic safety

Can Do Statements **CLB 1**

Speaking 1

I can greet people:

Hello!

How are you?

I'm fine, thank you.

I can ask some questions:

What time is it?

Pardon me?

I can give some information:

M-A-R-I-A

555-6729

I'm from India.

Reading 1

I can read the alphabet.

I can read some words that I see often.

I am learning the sounds of letters.

I can read a short sentence with the help of a picture.

I can read:

Name

Address

Phone Number

Listening 1

I can understand greetings:

Hello! How are you?

Please come in!

I can understand some questions:

What is your name?

What is your telephone number?

I can understand information:

I am from Colombia.

It's ten o'clock.

Writing 1

I can write the alphabet.

I can write numbers.

I can write my name and address.

I can write my telephone number.

I can fill out a simple form.

I can write a short list.

CLB 2**Speaking 2**

I can answer greetings:

Hello, I'm fine. How are you?

Nice to meet you.

I can ask for help:

Speak slowly, please.

Can you help me please?

I can give information.

I can talk about my family.

I can describe things.

I can answer questions about myself.

Reading 2

I can read words that I see often.

I can read a simple greeting card.

I can read a simple form.

I can read the amount of a bill.

I can match a list to pictures or real things.

I can read very simple, step-by-step instructions.

I can read a simple text and answer questions.

I understand simple maps, labels and diagrams.

Listening 2

I can understand instructions:

Can you show me some ID?

Please write your name on the line.

Go upstairs to Room B.

Could you repeat that please?

I can understand parts of conversations:

I understand numbers and letters.

I understand the time.

I understand some of the words.

Writing 2

I can write in a birthday card.

I can copy prices at the store.

I can fill out a simple application form.

I can write a cheque.

I can copy information from a schedule.

I can write complete sentences about myself and my family.

I can describe a picture.

My spelling and handwriting are easy to read.

CLB 3

Speaking 3

I can say a few simple sentences about familiar, everyday topics: my work, family, daily activities, health, the weather, etc.

I can answer simple questions with single words or short sentences.

I can ask for help or permission.

I can ask short, routine questions.

I use words like 'yesterday,' 'today,' but I don't always use the correct verb tense.

I know a few words about health and feelings.

I can give basic information about familiar subjects, such as family, weather or daily activities.

I can connect parts of sentences, for example, with 'and' or 'but.'

Listening 3

I know when a greeting is formal or informal.

I can understand short sentences when you speak slowly.

I can understand questions about myself.

I can understand instructions including place and measurements.

I can follow directions in the street.

I can get the most important words in a story.

I understand when a person asks me for something.

I have trouble understanding people on the phone.

Reading 3

I can read and understand a short story or simple news item.

I can follow simple instructions with one to five steps when there are pictures to help me understand.

I can read about the weather.

I can understand a store flyer and make a list of key points.

I can read words I know in a new context.

I can sound out words in English.

I can read some new words.

Writing 3

I can write a short note or message.

I can write short, simple sentences about my family or a familiar place.

I can fill in a short, simple form.

I can write an invitation.

I can write a greeting.

I can copy information from lists or schedules.

I can describe my daily routine.

CLB 4

Speaking 4

I can introduce two people to each other.

I can participate in conversations that are about what I need and what I have done.

I can ask and answer many simple questions.

I can use short sentences to buy something or talk to the doctor.

I can give someone simple directions.

I can use the past tense with many common verbs.

I have enough vocabulary for everyday conversation.

I use some connecting words between my sentences, like 'and,' 'but,' 'first,' 'next,' and 'because.'

People usually understand me, but sometimes I have to repeat.

Listening 4

I can understand a conversation on a familiar, everyday topic when you speak slowly.

I know what you are talking about because I understand some words and phrases.

I can understand many simple questions.

I can follow simple oral instructions.

I can use connecting words like 'and,' 'but,' 'first,' 'next,' and 'because.'

I can follow instructions to find something on a map or picture.

I can understand a short phone message if I know what the topic is.

I ask people to repeat when I don't understand.

Reading 4

I can read a simple story of two to three paragraphs.

I can read simple news items.

I can follow simple instructions.

Sometimes, by looking at a whole sentence, I can find out what a new word means. However, most of the time, I use my dictionary for new words.

I can get information from charts and schedules.

I can use a bilingual dictionary.

I can understand if I read silently.

I still read slowly.

Writing 4

I can write a paragraph about a personal experience.

I can write a paragraph about my future plans.

I can write a short note, message or letter.

I can fill out simple application forms of up to 20 items.

When I write, I can use whole sentences.

I can copy information from dictionaries, catalogues or manuals.

I can take slow, simple dictation with several repetitions.

I can spell and punctuate my sentences.

It is easy to read printing or handwriting.

I can use whole sentences with few errors.

CLB 5

Speaking 5

I can join in conversations on familiar topics.

I am beginning to use longer sentences, but sometimes I hesitate or pause.

I know a lot of common, everyday vocabulary and some idioms.

I use connecting words between my sentences, like 'and,' 'but,' 'first,' 'next,' and 'because.'

I can use the phone for a simple conversation, but I still find it difficult.

I feel comfortable using English with people I know in social settings.

I can use formal and casual language.

I ask for clarification when I don't understand.

Listening 5

I can understand conversations if people speak slowly.

I can follow simple, repetitive and predictable speech.

I can catch many words and phrases in informal conversations at a normal speed in audio recordings and on the radio. I can follow the general idea if the subject is personally relevant.

I can understand a range of common vocabulary and a few idioms.

I often have to ask people to repeat, especially when they speak quickly.

I can identify the situation, emotional state and relationship of speakers.

I can understand a simple, predictable phone message.

I catch some inferred meanings in advice, offers, compliments, and suggestions.

Reading 5

I can understand the main ideas, some details and some inferred meaning of a text two to three paragraphs long. The topics are familiar and personally relevant.

I can read information that I receive regularly, such as a gas bill, or some items in a newspaper.

Usually, I have to read something more than once to understand it.

Sometimes, by looking at the whole sentence, I can understand what a new word means. However, most of the time, I use my dictionary for new words.

I can follow instructions with seven to ten steps. Sometimes I need the help of pictures.

I understand facts and some inferred meaning in everyday texts, such as memos and emails.

I can locate specific details in extensive directories, charts and schedules. I can use tables of content, indexes and glossaries.

I can see the connection between paragraphs. I can predict what will come next.

My vocabulary is mostly concrete, but I know some abstract, conceptual and technical words.

Writing 5

I can write a paragraph about an idea or an opinion and give details.

I can write a short letter, note, or email using appropriate language.

I can fill out an application form with 20-30 items.

I can take a phone message with five to seven details.

I can write a paragraph with a main idea and supporting details.

I can write sentences with good control of simple structures, spelling, punctuation and vocabulary.

I can write a paragraph describing an event or an incident.

I choose language and content that is appropriate and relevant to the occasion.

CLB 6

Speaking 6

I can participate in a small group discussion where I express my opinion and ask for clarification. I can provide accurate and detailed information.

I can interrupt politely when it's necessary.

I can keep a conversation going and hold my own when speaking to a group.

I use a range of vocabulary, including idioms, phrasal verbs and common expressions.

I can explain a process or sequence of events.

I can use a variety of complex sentences. I sound fluent when I speak, and I speak at almost normal speed.

Although I make mistakes, people don't usually have trouble understanding my grammar and pronunciation.

I know how to express and respond to regrets and excuses in a variety of situations. I can make, cancel, or rearrange an appointment. I can give my reasons or apologies.

I use eye contact, tone of voice, and volume familiar to Canadians.

I am comfortable talking on the phone in familiar situations, but I sometimes find it hard to talk to strangers.

I can change my style of speaking for different situations and people.

Listening 6

I can follow a conversation about a familiar topic at a pace slightly slower than normal.

I can listen to short instructional talks and remember seven to ten points.

I can pick out the main ideas, key details, and inferred meaning from listening texts of up to ten minutes.

I can understand some idioms.

I can understand the mood and attitude of people I am listening to.

I can understand short sets of instructions or directions and follow the sequence of the steps even if they are not in step-by-step form.

I still often ask people to repeat what they have said.

I can understand a short, predictable phone message.

Reading 6

I can read a text written in plain English that is three to five paragraphs long and a little difficult. I can understand the main idea, key details and some inferred meanings.

I can scan an extended chart or schedule for specific information. I can compare information from different texts.

I am beginning to understand the writer's purpose, intent and attitude.

I can read handwritten notes, memos, letters and schedules.

I can learn new information from a text on a familiar topic. The text is well organized and has some pictures.

The dictionary I use is for ESL learners, but it is only in English, not my first language.

I read mostly about facts and things I can see, but sometimes I read about abstract or technical issues.

When I see a new word, I can sometimes guess its meaning from the context.

I am able to predict what will happen next in the story and retell or summarize the story.

Writing 6

I can write a detailed description or comparison of people, places, things, objects and routines. I can describe a simple process.

I can write a short letter, note or email using appropriate language and layout.

I can fill out a longer application form with 20-30 items.

MODULE 3: IDENTIFYING LEARNER NEEDS

I can take a phone message with five to seven details.

When I write, I have a clear message. I include details to support the message. I think about who I am writing to.

I can take notes from a short presentation without missing important details.

I can write simple sentences with only a few errors in spelling, punctuation, and vocabulary.

I can write a structured paragraph in which I give an accurate description, comparison, or sequence of events.

Wrap Up

Time: 5-10 minutes

Ask volunteer tutors to answer the *Just Checking* questions.

Notes

Resources

ESLSAP Resource Website

You will find these links on the ESLSAP Tutor Training Resource Website

<http://www.mytrainingbc.ca/eslsap/companion>

Websites

<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2119rank.html#>

(or Google CIA World Fact Book) has facts and maps of most of the countries of the world. This could be a resource to use prior to meeting your learner or give you some ideas of visuals to use.

British Columbia Newcomer's Guide to Resources and Services published by:

Multiculturalism BC

950-1185 West Georgia St.

Vancouver, BC V6E 4E6

Tel: 604-660-2395

Zenith 2863 (Toll free)

This booklet is a good source of general information for newcomers to BC

The booklet is written in simple English and also in the following languages:

Chinese, Punjabi, Spanish, and Vietnamese. It covers a wide range of topics:

orientation to BC, health care, money and banking, finding a place to live,

finding a job, cars and driving, child care, education, citizenship, government,

etc. Available in PDF format at:

[https://www.welcomebc.ca/getmedia/d0ea9e6a-c580-4baf-b504-4fd297b18623/](https://www.welcomebc.ca/getmedia/d0ea9e6a-c580-4baf-b504-4fd297b18623/newcomers_guide_en.pdf.aspx)

[newcomers_guide_en.pdf.aspx](https://www.welcomebc.ca/getmedia/d0ea9e6a-c580-4baf-b504-4fd297b18623/newcomers_guide_en.pdf.aspx)

Public Library:

You may be able to find the ESL learner's home and culture in pictures.

Sometimes there are children's storybooks that may also be appropriate.

For more information on the Canadian Language Benchmarks (CLB), go to:

<http://www.language.ca/>

Module 4

Planning

Learning Outcomes

- Apply some simple guidelines to planning a session
- Discuss the importance of vocabulary and language patterns in language acquisition
- Use a simple brainstorming technique for planning
- Narrow the focus for a tutoring session
- Identify the main steps in a tutoring session

Module Outline

Coordinator Information
Sample Session Plan
Activity 1: Why Have a Plan?
Activity 2: Brainstorming
Activity 3: Narrowing the Focus
Activity 4: Basic Session Plan
Activity 5: Vocabulary Building
Activity 6: DVD—Improving Vocabulary
Wrap Up

Coordinator Information

Resources

Overheads:

- *Brainstorming* page (hospital stay)
- *Steps of a Tutoring Session* (Activity 4: *Basic Session Plan*)

Notes to Coordinator

This module first focuses on the importance of planning.

The module introduces the tutors to a two stage planning process:

1. general topic brainstorming exercise and
2. narrowing the focus.

Brainstorming: As part of the planning process tutors will have to identify vocabulary and language patterns that their learners will need. Before the tutors begin to practice activities in reading, writing, speaking and listening, it's important to get them thinking about what kinds of words and language patterns are required when developing a plan. As the tutors brainstorm a topic or situation certain words and phrases will present themselves that will be needed in the given situation.

Narrowing the focus: Once this is done the information has to be broken down into manageable bits for a session.

A large part of language learning is simply learning new vocabulary. This is an important concept for the tutors to understand. Tutors should think about what it takes to “know” a word. A DVD sequence demonstrates some effective techniques for learning vocabulary.

Finally, in this session volunteer tutors should get an idea of the basic components of a tutoring session. The more formal planning comes later on in Module 8. The focus in this module is to give the tutors an idea of what a tutoring session looks like; that is, this module is just an introductory overview.

Tutors should be comfortable with the fact that both language and culture can impact what they plan. This is normal, and tutors

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should go into the next few modules with a sense of curiosity and enthusiasm while they explore planning a one-hour session for their learners.

Notes to the Sample Session Plan

- Prepare any other resources you want to use or show tutors in this session.
- Adjust the plan to suit your time, environment and group of tutors. Alter the activities or leave some out as appropriate. Check that the learning outcomes will be covered in your session, plus through using the material in the *Tutor Handbook*.

Sample Session Plan

Total time: 60-110 mins. approx.

<p>Introduction 5 min. approx.</p>	<p>Core</p>	<p>The focus is on the value of planning and how to brainstorm together with the learner. Have the tutors read over the <i>Introduction to Planning</i> and <i>Key Points for this Module</i> pages. This will set the stage for planning.</p>
<p>Activity 1: Why Have a Plan? 10-20 min. approx.</p>	<p>Optional</p>	<p>Review Activity 1: <i>Why Have a Plan?</i> With the tutors. You may wish to share some stories about changing a plan to make this real and not too intimidating. It may be useful to include situations that needed adapting because of a personal need, because the student level didn't fit the plan, and/or because of a cultural issue (e.g. the student wasn't making eye contact and it was a teachable moment to have a conversation about it).</p> <p>Review the <i>Principles of Planning</i> page with the tutors. Remind them that these are guidelines and the most important thing to remember is to be learner focused and flexible.</p> <p>This activity is meant to give the tutors a general sense of planning.</p>
<p>Activity 2: Brainstorming 10-30 min. approx.</p>	<p>Core</p>	<p>Activity 2: <i>Brainstorming</i> has two sections:</p> <ol style="list-style-type: none"> 1) review of brainstorming ideas to create a session plan and 2) completing a brainstorming table. 1) Review with tutors the <i>Brainstorming-Hospital Stay</i> page and be sure to emphasize how identifying vocabulary and language structures is key to developing a plan. 2) Have the tutors complete a brainstorming table based on the learner profile of Shirley Chan (see Module 3).

<p>Activity 3: Narrowing the Focus 10-15 min. approx.</p>	<p>Core</p>	<p>This activity follows Activity 2 in terms of narrowing down a topic to use with Shirley Chan. Have the tutors think of tasks that Shirley might need to do over the phone.</p>
<p>Activity 4: Basic Session Plan 5 min. approx.</p>	<p>Core</p>	<p>The idea here is to introduce the tutors to the basic components of a session plan. They will have an opportunity to write a complete plan in Module 9. For now, all the tutors need to do is familiarize themselves with the key components of a session plan. Use the <i>Basic Session Plan</i> page as a guide to your discussion.</p>
<p>Activity 5: Vocabulary Building 10-20 mins. approx.</p>	<p>Optional</p>	<p>The purpose of this activity is to raise the awareness of the concept of what it means to ‘know’ a word. Learning new vocabulary is a big part of tutoring. This activity gives tutors a chance to think about learning new words.</p>
<p>Activity 6: DVD—Improving Vocabulary 5-10 mins. approx.</p>	<p>Core</p>	<p>The Improving Vocabulary DVD segment shows some ways of improving vocabulary with learners. Use the focus questions in the <i>Tutor Handbook</i> to discuss the techniques the tutors use. You might want to make an overhead of the questions for discussion.</p>
<p>Wrap Up Activity: 5 min. approx.</p>	<p>Optional</p>	<p>You could ask volunteer tutors to share experiences of changing a plan or predict what kinds of things may come up in a session that would mean they may have to shift gear or direction.</p> <p>Ask volunteer tutors to answer the <i>Just Checking</i> questions.</p>

Activity 1

Why Have a Plan?

Time: 10-20 minutes

Ask volunteer students to think back to the prior activities they have completed. They should recall:

- Warm Up
- Context of the program
- The language lesson
- Reflecting on the learning so far

You could ask: What did I teach? What did you learn? What different kinds of tasks did you do? (E.g., speaking, listening, reading, writing, sharing with others).

Go over the *Why Have a Plan?* page in the *Tutor Handbook*. The main idea here is that the session plan provides a map or guide to the tutoring work. It acts as a support to help the tutor focus on meeting the learner's language needs.

Briefly review the key points on "*What if the Session Doesn't Go as Planned?*" page in the *Tutor Handbook*. It's important to let the tutors know that the best-laid plans will change at times and that it's okay to change a session plan.

Ask volunteer tutors to look at the *Principles of Planning* page in the *Tutor Handbook*. As you go through the list, you may wish to provide some examples of reasonable goals and perhaps some contrasting ideas that are clearly not reasonable in order to help generate goals that will work. For example, for the item 'Relevance for the learner', a tutor may feel that learning how to use a bank machine is important, but the learner may only deal in cash because of prior mistrust of institutions, or not enough experience with electronic devices.

Of course you may have other examples that will prepare the tutors for the reality that there will need to be some flexibility. You may want to remind the tutors that the aim is not fluency

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and perfection, but an ability for the learner to cope with daily needs and improve language and cultural skills and knowledge. The tutor may need to adjust the planning so that the sessions focus on what is important to the learner at that time.

Explain to the tutors that these are Principles of Planning and act as guidelines for planning the tutoring sessions. Be sure to have the tutors refer to these guidelines as they complete Activity 3: *Brainstorming*.

What to Think About When You're Planning:

New Vocabulary and Language Patterns

As you brainstorm a topic or situation that your learner is interested in, you will come up with words and phrases that the learner will need for that topic/situation. A very large part of learning a language is simply learning new vocabulary. This can be a large task as there seems to be a different word for everything!

Words are always used in a context in relation to other words, so it is a good idea to present new words in the setting in which they are used. It seems that words are remembered better this way rather than being learned as single items or in a list.

For instance, a short dialogue on a well-known topic such as greeting a friend or making an appointment with the doctor is a good way to introduce new vocabulary to your learner. The learner can listen to the new words in a natural way, one that will be familiar to him/her.

Pictures, real objects and flashcards, and listening to an audio resource containing new words and phrases are all useful ways to introduce new vocabulary. Learners will pay attention to the sound of the word or words and may repeat them. Intonation and stress can be checked too.

Keep in mind that overload can easily occur if there are too many new words introduced at one time. Limit the number of words introduced (three to five) at each session.

Review and repetition of new words in context will help the learner remember the new words.

Language Patterns

Another part of language learning is recognizing language patterns. Many learners will approach you with questions about grammar. This can cause some tutors anxiety, as native language speakers often do not know all the answers to grammar questions. Some learners find reassurance in analyzing grammar. It provides them a structure or a road map through unpredictable terrain. It seems reasonable for a volunteer tutor to focus on spoken English. However, the tutor should be encouraged to communicate

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learning needs with the program coordinator. Perhaps the program coordinator could arrange for a few sessions on grammar in a small group format. This could include learners and volunteer tutors. Where applicable, this might also be a time to identify specific resources or to refer a learner to other community resources such as ELSA classes or other ESL classes.

Another way to deal with grammar questions is to focus on language patterns. If a learner asks you about a certain phrase, try to think of similar phrases or something else that fits into the pattern. This way you can give examples that will help the learner understand.

A learner might ask why we say “Could I have something to eat?” but not “Could I have something for pain?” Point out other verbs that fit in the first sentence (Could I have something to drink/sit on) and other nouns that fit in the second sentence (Could I have something for my headache/dinner).

It’s also okay to tell the learner you will research the question. Before the next session you can refer to a grammar resource book or ask the coordinator.

Activity 2 Brainstorming

Time: 10-30 minutes

Materials:

- Overhead of *Brainstorming page* (hospital stay) from the *Tutor Handbook*

Once the tutors have completed an informal needs assessment, they are ready to begin planning for the tutoring session. **Note:** this module is an introduction to session planning. Tutors will have an opportunity to write a session plan in Module 9.

This activity focuses on brainstorming ideas. The emphasis here is to get the tutors thinking about what kind of vocabulary and language patterns are needed for the tutoring session. Use the example on the *Brainstorming-Hospital Stay* page in the *Tutor Handbook* to discuss how to brainstorm.

Have the tutors look at the *Brainstorming-Hospital* page in the *Tutor Handbook*. Explain that the learner identified a need to learn about an upcoming hospital stay. The learner and tutor identified 4 tasks that would be important to cover: 1. Checking into the hospital, 2. Following directions, 3. Requesting things from nurses, 4. Responding to offers from nurses. Explain that the tutor now has a series of sessions he/she can plan around the four tasks.

Review the rest of the *Brainstorming* page focusing on identifying the vocabulary section and examples of spoken language. The tutors should be thinking about what vocabulary is most important to learn and also what language patterns would be helpful. For example, forming a question is important in the hospital stay, so tutors might need to review how to form questions with the learner.

You might bring to the tutors' attention that the same language is often used in different situations. For example:

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Checking into a hospital and giving information at Reception can also be used in the following situations:

- Checking into a hotel
- Registering at government offices
- Registering for school

Requesting items from nurses and staff may also lend itself to:

- Ordering in restaurants (requesting food choices)
- Shopping for clothing (requesting help with sizes and colours)

It's important for tutors to understand that practicing the new language in different situations helps the learner build confidence in his/her language skills.

After you have reviewed the *Brainstorming* page, have the tutors work in pairs or small groups and complete a brainstorming table for the *Shirley Chan* learner profile (refer to Module 3, Activity 4: *Needs Assessment*). Remind tutors that they need to focus on task-based learning when they are completing the table.

Review the completed work with the tutors and answer any questions.

Brainstorming - Hospital Stay

<p>Situation</p> <p>Hospital stay</p>	<p>Tasks</p> <ol style="list-style-type: none"> 1. Checking into hospital. Giving information. 2. Following directions. 3. Requesting things from nurses and staff. 4. Responding to offers from nurses and staff. 	<p>Examples of Spoken Language (patterns)</p> <p>My address is...</p> <p>Ring the buzzer if you need me.</p> <p>Could I have...</p> <p>Would you like...</p> <p>Yes, I am. No, I didn't, etc.</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Specific hospital terms • Hospital forms • Directions • Forms • Names of medications • Vocabulary to express feeling (e.g. well, sick) • Vocabulary to express pain 	<p>Reading/Writing</p> <p>Information forms</p> <p>Signs</p> <p>Menus</p>	<p>Cultural Information</p> <p>Information on hospital system in Canada and what to expect. Also, information on what choices are available in hospital.</p>
		<p>Resources</p> <ul style="list-style-type: none"> • Health pamphlets from the health department • Hospital menus • Hospital forms

Brainstorming

Situation

Tasks

Examples of Spoken Language (patterns)

Vocabulary

Reading/Writing

Cultural Information

Resources

Activity 3

Narrowing the Focus

Time: 10-15 minutes

This activity gives the tutor an opportunity to practice breaking down certain tasks into manageable bits of information to be presented in one session. Use the *Brainstorming* table filled out for Shirley Chan (from Activity 2) for this activity.

With a partner (or two), have the tutors decide how many lessons Shirley would need to achieve a certain task.

Here are some examples for the task 'using the telephone':

- Telephone greetings
- Identifying yourself on the phone ("This is...")
- Spelling name, address over the phone
- Asking to speak to someone
- Asking someone to repeat something

Have the tutors think of other tasks that Shirley might need to do over the phone. List them in the table under Activity 3: *Narrowing the Focus* in the *Tutor Handbook* and identify the vocabulary and language patterns associated with the task. How many lessons will she need?

MODULE 4: PLANNING

Task	Vocabulary	Language Pattern

Activity 4

Basic Session Plan

Time: 5 minutes

Materials:

- Overhead of *Steps of a Tutoring Session*

Once the tutors understand brainstorming techniques, you can introduce them to the basic structure of a session. This activity is only introductory; the tutors will write a session plan in Module 8. Right now, all that is needed is to understand the main components of a plan.

Rationale: Before getting into the actual planning of a tutoring session, we'd like to have the tutors engage in some listening, reading, writing and speaking activities so that they get a sense of what they will be doing during a session. As the tutors move through the skills modules, they will build confidence and a toolbox of ideas that they can use when writing their plans in Module 9.

Write down the *Steps of a Tutoring Session* on the blackboard or use a projector to display the steps.

- Opening (informal chitchat)
- Review
- Present new language
- Practice the new information
- Communicate (use the new information outside of one specific situation)
- Wrap Up

Introduce these steps to the tutors so they have a big picture of session planning. Let the tutors know that you will come back to these steps in more detail in Module 9 where they will have the opportunity to write a one-hour tutoring session. The following modules will give them a chance to practice some listening, writing, reading and speaking activities that will help in the planning of their session.

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Activity 5 Vocabulary Building

Time: 10-20 minutes

The purpose of this activity is to raise awareness of the concept of 'knowing' a word or a phrase. A big part of tutoring is presenting new vocabulary and having the learner learn new words. This activity offers the tutors a chance to think about what it means to 'know' a word.

Ask tutors to think of a word or a phrase that they know well (e.g. 'Good morning', 'How are you?', etc.). Ask each tutor to talk to a partner about what they know about the word/phrase and how they use it.

Give a few minutes and then ask the tutors to explain what it means to know a word.

Write the following discussion questions on a chart or an overhead. Answers to the questions will vary, depending on the learners' specific needs and listening, reading, writing and speaking skills.

When learners meet a new word in English, do they need to know:

- How to say (pronounce) the word?
- How to spell it?
- What it means in context?
- How to use it in a sentence?
- How to recognize it if they see or hear it?

Discuss some possible things the tutor would have to do to introduce a new word. List the ideas: use repetition, use the word in different forms, use pictures of the word, use it in a story, etc.

Here are a few more questions to think about in your discussion on building vocabulary:

- How many new words can you expect your learner to learn?
- How do you present vocabulary?
- How long should you focus on new vocabulary?

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Activity 6

DVD—Improving Vocabulary

Time: 5-10 minutes



Play the DVD segment *Improving Vocabulary* for the tutors. This segment shows how to help learners improve their vocabulary in English. The tutor uses real objects to learn some new vocabulary.

The tutor follows four steps:

3. The tutor presents the vocabulary in context.
4. The tutor has the learner identify each item named.
5. The tutor then points and the learner names the items.
6. All the items are covered and the learner is asked to remember them.

After watching the DVD, have the tutors answer the following questions. These are also located in the *Tutor Handbook* under Activity 3: *DVD—Improving Vocabulary*.

1. What strategies are used to convey the meaning of new words in the clip?
2. What other strategies could be used to convey the meaning of new words?
3. How are the learner(s) in the clip helped to remember the words?
4. What other ways can you help your learner to remember?
5. What are some things learners can do independently to improve their vocabulary?
6. What are the steps the tutor uses to help the learner learn the vocabulary?

Wrap Up

Time: 5 minutes

Remind tutors that having a plan is a great support tool, but being flexible is important too. You could ask volunteer tutors to share experiences with changing a plan, or have them predict what kinds of things may come up in a session which would require them to shift gear or direction.

Ask volunteer tutors to answer the *Just Checking* questions.

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Module 5

Listening Skills

Learning Outcomes

- List ways to enhance the learner’s listening skills
- Select, or create listening activities for different learner needs
- Describe the characteristics of listening as a skill

Module Outline

Coordinator Information

Sample Session Plan

Activity 1: Option A: Listening as a Skill

Activity 1: Option B: Talking with Learners

Activity 2: Using a Picture Story

Activity 3: DVD—Listening

Wrap Up

Coordinator Information

Resources

- Overhead of *Picture Story* (Activity 3)
- Other examples of picture stories if you have them (to distribute to tutors)
- Taped conversations/listening examples if possible
- DVD player and ESLSAP DVD

Notes to Coordinator

This is the first of three modules that focus on the different skills ESL learners will need for effective communication. This module will give volunteer tutors lots of opportunities to try different learning activities that they may be able to use with their learners. We suggest you use any activities from the Sample Session Plan as well as those listed as tutor-learner activities.

You may want to let the volunteer tutors know that while the skills are being separated, there is going to be overlap, and that when they write their 60 minute session plan a bit later, they will be able to draw on any of the activities to plan varied and effective sessions. We hope that by having the volunteer tutors try some of the activities, they will begin to fill their ‘toolbox’ with ideas that they can use with their learners.

Key Points for this Module:

- Listening is a receptive communication skill. The focus is therefore on getting *meaning* from the spoken text, not on understanding every word.
- We understand more language than we use. A learner may know what is being said but may not be able to respond.
- It’s important to use tasks that mostly involve listening skills only. This means that the learner doesn’t have to use other skills much (such as drawing or writing) at the same time as they are listening. However, dictation and drawing may also accompany any listening exercises.

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- Listening usually comes first. Learners may listen for quite some time before they start speaking. (If you have children, consider how long it took them to make their first sentence.)
- Cultural norms in Canada mean that in a person-to-person situation, we need to *show* we are listening. We do this by using eye contact, nodding, mmmhmmming and so on.

Notes to Sample Session Plan

- Get the ESLSAP DVD ready beforehand.
- Prepare any other resources you want to use or show tutors in this session.
- Adjust the plan to suit your time, environment and group of tutors. Alter the activities or leave some out as appropriate. Check that the learning outcomes will be covered in your session, plus through using the material in the *Tutor Handbook*.

Sample Session Plan

Total time: 50-85 mins. approx.

<p>Activity 1: Option A: Listening as a Skill 10-20 min. approx.</p>	<p>Choose from Option A or Option B</p>	<p>Activity 1 Option A helps set the focus for the session: the listening part of communication and how we take much meaning for granted.</p> <p>In pairs, tutors create an explanation of the difference between the words “hear” and “listen”.</p>
<p>Activity 1: Option B: Talking with Learners 5-15 min. approx.</p>	<p>Choose from Option A or Option B</p>	<p>The focus of Activity 1 Option B is on tutor/learner verbal communication. It’s important for tutors to understand how learners might not hear what they are saying and that they must listen carefully to the learner. This activity gives the tutors an opportunity to discuss good listening skills.</p>
<p>Activity 2: Using a Picture Story 15-20 min. approx.</p>	<p>Core</p>	<p>The tutors learn how to use a picture story with a learner. The coordinator models how to use the story and then asks tutors how to adapt the story for higher level learners.</p>
<p>Activity 3: DVD—Listening 15-20 min. approx.</p>	<p>Core</p>	<p>This DVD segment focuses on tutors and learners completing listening activities. A picture story is used, as is a recording. Review the guiding questions after watching the DVD.</p>
<p>Wrap Up Activity: 5-10 min. approx.</p>	<p>Optional</p>	<p>Have tutors refer to the <i>Tutor-Learner Listening Activities</i> in their <i>Tutor Handbook</i>. Give them time to skim through the activities and point out key listening activities that are helpful.</p> <p>Ask volunteer tutors to answer the <i>Just Checking</i> questions.</p>

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Activity 1
Option A: Listening as a Skill

Time: 10-20 minutes

Ask the volunteer tutors to talk to the person beside them and try to explain the difference between 'hear' and 'listen'. Tell them that while 'hear' tends to be passive (I can hear many sounds around me without trying) and 'listen' is more active (I focus on the sounds), both are **receptive**¹ skills. In other words, I am not producing anything. However, listening can take a lot of energy for the learner.

(Alternatively, you could play some classical music and ask them to tell you what they hear, then ask them to listen for a specific less obvious instrument, which can give a sense of how much focus is necessary.)

Ask volunteer tutors to look at the *key points for this session*. Go over the points and provide personal experiences (if appropriate) and answer questions as is appropriate.

¹**receptive**: of or related to the skills of listening and reading

Activity 1

Option B: Talking with Learners

Time: 5-15 minutes



Have the tutors read the imaginary conversations between a tutor and a learner. What suggestions/comments do the tutors have about the type of communication that is occurring? (Possible answers: need to have the learner verbally verify that he/she understands; keep sentences short and simple and give the learner an opportunity to respond, etc.)

Be prepared for longer pauses and silence during your conversations with your learner. Resist the temptation to fill in these gaps and rather give your learner time to process the language. If your learner asks for repetition, first repeat exactly what you said. It could be that the learner simply needs to hear it again. If there is still a problem with understanding then you should rephrase.

Notes

Activity 2 Using a Picture Story

Time: 15-20 minutes



MAY IS AT THE BUS STOP.



THE BUS IS COMING.



SHE GETS ON.



SHE SITS DOWN.



SHE FALLS ASLEEP.



SHE WAKES UP.

Have the tutors look at the picture story in their handbooks (Activity 3: *Using a Picture Story*).

Model how you would use the picture story with a learner, using the tutors as learners. Here is a suggested sequence of how to use a picture story.

7. Situate the story—This is May—What is May doing?
8. Elicit the story or create the story together, modeling correct sentence structure when necessary.

Notes

For example:

- » This is May. She is at the bus stop.
- » The bus is coming.
- » She gets on.
- » She sits down.
- » She falls asleep.
- » She wakes up.

9. Ask questions for understanding. Who is she? What's going on?
10. Explain to the tutors that it's important that they check with the learners to see if they understood the story.
11. Learners retell the story.
12. Personalize and expand on the story by asking: What do you do when you are on the bus? Do you take the bus? Or the car?

This story can be expanded to include substitutions. For example, get a picture of a man. Give him a name and ask the tutors to tell the story for him. They will have to change the pronouns.

At a higher level the story could be retold in the past tense if this is what is being practiced.

Picture Story



MAY IS AT THE BUS STOP.



THE BUS IS COMING.



SHE GETS ON.



SHE SITS DOWN.



SHE FALLS ASLEEP.



SHE WAKES UP.

Activity 3

DVD—Listening

Time: 15-20 minutes

Note: Two video segments are included on the ESLSAP DVD for Module 5, Activity 3, *Listening*.



Show *Listening*, Video 1, the DVD segment of the tutor leading the learner through a mock telephone conversation with an emergency 911 operator.

Consider using the following discussion prompts about the DVD segment:

- What was effective in this lesson?
- Is there anything in this lesson that you would do differently?

You may also wish to compare this video segment with Video 2 used in Module 3, Activity 3, *Identifying Needs*. How are the approaches of the two tutors different? How did the two tutors check for understanding?



Show *Listening*, Video 2, in which the tutor leads the learner through a simple listening task, using a video recording.

In this DVD segment, the tutor repeats the video in smaller segments and practices several times. No written material is used. Vocabulary is explained in a variety of ways.

After watching the DVD, have the tutors answer the following questions (these are also located in the tutor handbook under Activity 4: *DVD—Listening*.)

1. What are the ways the tutors help the learners prepare to hear the story?

Notes

2. List the different tasks the learners are asked to do. Classify tasks according to whether they are predicting, listening for the general idea, listening for specific information, exploring the content or exploring the structure.
3. How do the tutors help the learners practice what they have heard?

Wrap Up

Time: 5-10 minutes

Ask tutors to look at the *Tutor Learner Listening Activities* pages in their *Tutor Handbook*. Give them time to skim through the activities and ask questions or make notes as desired.

Ask volunteer tutors to answer the *Just Checking* questions.

Notes

Resources

ESLSAP Resource Website

You will find these links on the ESLSAP Tutor Training Resource Website

<http://www.mytrainingbc.ca/eslsap/companion>

Websites

You might find the following websites helpful to teach listening skills:

<http://www.eslflow.com/Picturelessonsandteachingideas.html>

At this website, you will find free, specific pictures with grammar for ESL learners.

<http://www.eflnet.com/vocab/dictionary/everyday2.php>

This website has vocabulary and a listening for pronunciation component.

<http://www.eflnet.com/vocab/dictionary/everyday1.php>

<http://www.eflnet.com/vocab/dictionary/everyday2.php>

This resource provides a picture vocabulary for everyday verbs and nouns.

Module 6

Speaking Skills

Learning Outcomes

- Recognize different functions of speech
- Describe some strategies and resources that help learners improve spoken English
- Select, adapt or create speaking activities for different learner needs

Module Outline

Coordinator Information
Sample Session Plan
Activity 1: Speaking with Your Learner
Activity 2: DVD—Speaking
Activity 3: The Dialogue
Wrap Up

Coordinator Information

Resources

- Chart paper and pens or board and chalk/pens
- Overhead of the following:
 - » *Dialogue from Activity 1: Speaking with Your Learner*
 - » *Optional worksheets from the Resources section in the Tutor Handbook*

Notes to Coordinator

This is the second of three modules that focuses on the different skills ESL learners will need for effective communication. The focus of this module is on speaking.

Be sure to incorporate the key points of this module into your discussion on speaking with the tutors. You can do this in Activity 1: *Speaking with your Learner*.

As with other units, there is a choice of activities to use in your training session, depending on your training environment and timing. See the suggested session plan.

Tip: The optional worksheets in the Resources section for the tutor focus on features of spoken English. These are to use with your tutors if you feel they need to some more focused activities in this area.

Key Points for this Module:

- Speaking is a productive communication skill. The focus is therefore on getting a message across to a recipient or recipients.
- Spoken language needs to be appropriate to its intended purpose and its audience. This is culturally determined. For example, language that our culture considers polite may not be polite in a different culture.
- Most speaking is reciprocal—it's in the form of a dialogue between people. Successful 'dialoguing' includes not just spoken language but 'fillers', body language, eye contact and

Notes

other ways of communicating—which are also culturally based, as are norms concerning taking turns, greetings and so on.

- Speaking is usually combined with other skills (like listening). Most language skills are integrated in everyday use.
- Understanding is important in speaking—it's part of making the message clear. Tutors should correct errors that get in the way of understanding.
- Speaking skills are improved by speaking. Learners need as many opportunities as possible to speak, even if they speak slowly and haltingly. It's easy for tutors to 'take over' by helping finish sentences, explain, and fill in the silences.
- A lot of speaking and listening occurs using technology like mobile phones, Skype, voicemail and so on. Acknowledge the importance and usefulness of technological resources for tutors and learners. Examples include leaving messages via voicemail and listening to a series of recorded instructions to access a particular person by phone.

Notes to Sample Session Plan

- Get the ESLSAP DVD ready beforehand.
- Prepare any other resources you want to use or show tutors in this session.
- Adjust the plan to suit the time, duration of your lesson, the environment and your group of tutors. Alter the activities or leave some out as appropriate. Check that the learning outcomes will be covered in your session, plus through using the material in the *Tutor Handbook*.
- If you choose to use the optional worksheet in the Resources section of the *Tutor Handbook*, photocopy it before the session.

—From *English Language Partners NZ training resource kit—Partners in Learning*.

Sample Session Plan

Total time: 45 mins. approx.

<p>Activity 1: Speaking with Your Learner 10 min. approx.</p>	<p>Core</p>	<p>Set the focus for the session: the speaking part of communication.</p> <p>This focus on communication strategies can also be role-played by the coordinator and another person: one person takes responsibility for the ‘flow’ of the conversation by asking encouraging questions and the second person gives monosyllabic replies. In this case, you could ask the tutors to practice in pairs the <i>Tutor-Learner Activity #9: Answer, Add, Ask</i> in their handbooks so that they can get a feel of what’s involved in turn-taking.</p>
<p>Activity 2: DVD—Speaking 15 min. approx.</p>	<p>Core</p>	<p>This focuses on speaking activities to use in the tutoring session. The aim here is to identify the types of speech a learner uses and then reflect on questions about intervention, how to use activities to help with fluency and how to improve accuracy in speech.</p>
<p>Activity 3: The Dialogue 15 min. approx.</p>	<p>Optional</p>	<p>The use of this may be dictated by the amount of time remaining in the training. This activity gives the tutors an opportunity to practice reading through a dialogue.</p>
<p>Wrap Up Activity: 5 min. approx.</p>	<p>Optional</p>	<p>Ask volunteer tutors to answer the <i>Just Checking</i> questions. Choose whether or not you want to practice producing sounds with the tutors.</p>

Activity 1

Speaking with Your Learner

Time: 10 minutes

The two conversations here are quite typical between tutors and learners. Have the tutors look at them and then discuss the exchanges. This follows up on the listening module but puts the emphasis on speaking for both the tutor and the learner. What cultural norms might come into play when a tutor and learner speak together?

As part of the discussion, you should refer to the *Key Points* in the *Coordinator's Notes* so that tutors understand the characteristics of speaking skills.



Notes



Activity 2

DVD—Speaking

Time: 5 minutes

Materials:

- DVD player and the ESLSAP DVD.



Have the tutors watch the DVD segment, *Speaking*.

Have them listen carefully to the conversation and write down three or four features of the learner's spoken English. After watching the DVD, write these features on the board or on chart paper. Then have the tutors review the following questions and discuss them as a group:

1. List the activities that were shown, and which were used to improve speaking.
2. How do the tutors use these activities to help the learners improve their accuracy when speaking?

Notes

Activity 3
The Dialogue

Time: 10 minutes

After the picture story from Module 5, Activity 2 it's important to show tutors how to use dialogues to practice speaking skills. Dialogues at the beginner level help students build confidence. The dialogue needs to be as natural as possible but also simple enough for beginners.

Review the steps below on 'how to teach a dialogue' with the tutors. This will give the tutors a good example of how to conduct a speaking activity.

How to Teach a Dialogue:

1. First, the tutor needs to situate the story so that the learner understands who is speaking and where.
2. The learner listens as the tutor presents the dialogue once or twice.
3. The tutor checks the learner's understanding and explains and clarifies problematic language.
4. At this stage there is much repetition of the dialogue.
5. As the dialogue is mastered, learner and tutor take different sides and reverse parts if appropriate. (The tutor can also make substitutions such as different times, ailments, places, etc.)

Sample Dialogue:

- A. (Ring, ring!) Good morning. Doctor's office.
B. Hello. This is Irene Lee. I'd like to make an appointment.
A. What's the problem?
B. I have a fever and I feel dizzy.
A. Can you come in today at 2:00?
B. Yes, I can. Thank you.

Summary of Dialogues:**CLB 1 & 2**

Conversations or dialogues are really useful at these levels. A dialogue gives the learner something to say to a native speaker that will be understood. Knowing that one can go to the store, for example, and be successful in the endeavour, can be a major confidence builder.

Dialogues can be presented in a number of ways, but the learner needs to be able to carry on the dialogue without having to read it. The dialogue should be simple but natural; three or four exchanges are enough. Use picture or word cues but do not present the dialogue initially in its written form. Present the vocabulary that will be used. Keep the structures the same and practice using substitutions.

CLB 3-5

Many intermediate and higher level students still like to learn dialogues. These can be much longer in duration and can also be introduced as a listening comprehension exercise. Intermediates can also be asked to make up a dialogue. At this level, idioms and colloquialisms can be introduced. Higher level learners can do dialogues more as role-play and improvisation, creating the language as they go. Many intermediate learners like to have the “exact words” for a task that they are going to undertake. For example, they may be phoning a law office to find a lawyer who handles family law. At this level, alternate responses can be given—not all speakers or listeners will respond in the same way, so it is important that the learner understands that several responses are possible. This also allows the learner to select what he or she would like to say.

Wrap Up

Time: 5 minutes

If you have some hand mirrors available, you can let the tutors practice making certain sounds (*l, r, v, th, n* etc.). Or you can quickly discuss the functions of spoken language—requesting, instructing, relating, etc.

Allow tutors to review the tutor-learner activities in their handbook.

Ask volunteer tutors to answer the *Just Checking* questions.

Resources

ESLSAP Resource Website

You will find these links on the ESLSAP Tutor Training Resource Website

<http://www.mytrainingbc.ca/eslsap/companion>

Websites

<http://www.eslflashcards.com/>

This a website where you can make your own flashcards.

<http://www.makebeliefscomix.com/>

A website for the creative minds; you can make your own cartoon strips.

<http://esl.about.com/library/listening/bIIPAvowels.htm>

This site includes a variety of written dialogues, many with multiple-choice quizzes to test comprehension.

Module 7

Reading and Writing Skills

Learning Outcomes

- Recognize different purposes and situations for reading and writing
- Outline some of the difficulties in reading and writing in an unfamiliar language
- List characteristics of choosing relevant and readable material for learners
- Outline how to create an information gap activity

Module Outline

Coordinator Information

Sample Session Plan

Activity 1: Key Points

Activity 2: How difficult is it to read and write?

Activity 3: What do you read?

Activity 4: Option A: DVD—Reading and Writing

Activity 4: Option B: Using Newspaper Ads

Wrap Up

Coordinator Information

Resources

- DVD segment on Reading and Writing
- Examples of 'realia' (e.g. newspaper ads, grocery flyers, community directory, community maps, etc.)
- Samples of the WestCoast Reader (www.westcoastreader.ca)

Notes to Coordinator

This is the third and last of three modules that focus on the different skills ESL learners will need for effective communication.

The focus of this module is on reading and writing. It's important to emphasize that there will be an overlap of all the skills (reading, writing, speaking, listening) in each tutoring session; such overlap is common in this particular module.

By this time in the training, the tutors probably need a break. A large part of this module is simply watching tutors and learners in action. Use the DVD segment as an opportunity to give tutors a break, and then follow up with a discussion about reading and writing. As with other modules, there is a choice of activities to use in your training. Feel free to incorporate your own activities if they are suitable.

Key Points for this Module:

- Learners' knowledge of how to read and write in English will vary. It's important that the tutors figure out how much their learner knows.
- Reading and writing activities provide reinforcement for what is being learned, and writing is an important way of recording what has to be remembered and practiced.
- Reading is also an important way to learn vocabulary and it's a way for the learner to extend his/her learning past the short tutoring session.
- Be sure to make the reading and writing activities relevant to the learner's situation; for example, read flyers for preparing a menu or writing a grocery list.

Notes

- There is a good deal of common ground between spoken language and written language. There are also some significant differences; for example, spoken English is usually more informal than written English.

Notes to Sample Session Plan

- Get the ESLSAP DVD ready beforehand.
- Prepare any other resources you want to use or show tutors in this session.
- Adjust the plan to suit your time, environment and group of tutors. Alter the activities or leave some out as appropriate. Check that the learning outcomes will be covered in your session, plus through the material in the *Tutor Handbook*.

Sample Session Plan

Total time: 50 mins. approx.

Activity 1: Key Points 15 min. approx.	Core	The emphasis here is to review the key points on supporting reading and writing skills. Review the <i>Key Points</i> in the <i>Tutor Handbook</i> and address any questions the tutors may have.
Activity 2: How difficult is it to read and write? 10 min. approx.	Choose from Activity 2 or 3	If there is a tutor in the group who is fluent in writing a non-alphabet script, ask them to write a phrase on the blackboard or on chart paper for others to copy. Consider together some of the essentials in letter formation and eye movement (e.g. L-R movement in English script).
Activity 3: What do you read? 10 min. approx.	Choose from Activity 2 or 3	This activity asks the tutors to reflect on the types of things they read during the course of a day. The emphasis here is to identify all the types of information that need to be read; for example, signs, flyers, applications, etc. This should be a short discussion that brings attention to the use of 'realia' in tutoring.
Activity 4: DVD—Reading and Writing 20 min. approx.	Core	Show the DVD segment on <i>Reading and Writing</i> , which demonstrates the approach used between a tutor and learner. If you have no access to a DVD player, ask the tutors to role-play the <i>Newspaper Ad/Grocery Flyers</i> activity. You could use the <i>West Coast Reader</i> for this activity.
Wrap Up Activity: 5 min. approx.	Optional	Have tutors write down any ideas or notes that they take away from this session.

Activity 1 Key Points

Time: 5-10 minutes

Have volunteer tutors look at the *Key Points* page in the Module 7 Introduction in the *Tutor Handbook*. Go over the points and answer questions as appropriate. You might want to point out that integration of skills is very natural when doing reading and writing activities with ESL learners.

Notes

Key Points for this Module:

- There is a great deal of common ground between spoken language and written language. There are also some significant differences: for example, spoken English is usually more informal than written English.
- Reading and writing have a purpose, whether it is enjoyment, making social contact, or transferring information.
- In one's maternal¹ language, reading and writing skills are usually acquired *after* listening and speaking skills and are usually taught formally. Adults who have had limited access to formal education may have limited literacy in their maternal language.
- It's important that reading and writing activities are purposeful for the learner, that they reflect the learner's world, and that they engage the learner. This will facilitate real communication via written language.
- As with listening and speaking, learning to read and write can be a real struggle for adults. Progress is often slow and patience is needed on all sides.

Activity 2

How difficult is it to read and write?

Time: 5-10 minutes

Divide the tutors into small groups (three to four). Have them study the writing samples listed in the tutor handbook. There are two examples of each script. Working with one another, have the tutors sort the samples into same-language pairs.

Reflection: How did they go about this task?

Purpose: To raise awareness of the strategies and challenges involved in recognizing unfamiliar scripts.

—From *English Language Partners NZ training resource kit—Partners in Learning*.

Notes

Activity 2

How difficult is it to read and write?

Time: 10 minutes

فقال الصبي الصغير	ពាក់កណ្តាលមកអញ បើងងមិន
ومسكينان كه	Sinam intem amma num qaadah lee deerisam
ບໍລິມະສານທີ່ໄດ້ຂາດໄປແລ້ວ	تابا خودشان بیرند .
بچه هارا به عمقا جنگ	الصبي رفض ان يفتح الباب.
Maalintii dambe ayaa dawacadii oo	خود با همه غریبان
Baarak baarak teyna abeesa ka tokme iyyen	Maya kuma siinayo oo waa jeclahay

Reading Practice

Study the writing samples above. There are two examples of each script. With another tutor, sort the samples into same-language pairs.

How did you go about this task?

—From *English Language Partners NZ training resource kit—Partners in Learning*

Activity 3

What do you read?

Time: 10-15 minutes

Have the tutors jot down the answers to the following questions:

What did you read today? Why did you read it?

Have them make a list of what they have read in the last 24 hours. Include signs, notices, maps, labels, lists.

Follow up with a quick discussion on the types of reading materials that would be appropriate for an English language learner. This is a good time to introduce some examples of 'realia' (e.g. grocery flyers, driver's license application, school notices, bus schedules, etc.).

Notes

Activity 4

Option A: DVD—Reading and Writing

Time: 20 minutes

Note: There are three video segments designed for use with this activity: *Reading and Writing* Video 1, Video 2, and Video 3.

Materials:

- DVD player and the ESLSAP DVD.



Have the tutors watch the *Reading and Writing* DVD segments carefully.

Ask them to write down two or three reading and writing activities the tutors use with their learners. After watching the DVD, write the activities on the board or on chart paper. Then have the tutors review the following questions and discuss them as a group:

1. How do the tutors meet the learners' needs?
2. What other writing activities might you use with these learners?
3. Think of some other everyday texts like a bus timetable or grocery coupons. Which ones would be useful for the learners in the DVD?

OR

Note: If you have time you might want to complete the following activity, or use it if you do not have access to a DVD player.

Activity 4

Option B: Using Newspaper Ads

Time: 10 minutes

Materials:

- Newspaper ad page
- Pencil/highlighter

Note: You can also do this activity with grocery flyers. You can have the tutors comparison shop for identical items. For example, you could have two coupons for chocolate and then ask which one is more expensive. This activity would introduce the concept of more/less expensive, with a concentration on reading numbers and letters.

You could also use the *West Coast Reader* for this activity.

Prior to doing this activity with the tutor, look at the abbreviations in the newspaper ads for one topic (for example, rental suites).

For example:

R. 1and2Bdrms. \$690-\$790/month includes heat and hot water. Available immediately. N/S, N/P.

CENTRAL NORTH Shore, bright clean 1 bedroom suite, F/S, W/D, A/C. Available June 16th. \$695/month.

Make a sheet that has the abbreviation and the full words printed.

Have the tutors consider the following questions:

What would your learner feel is important when renting an apartment? Does he/she want air conditioning etc.?

Write a list of what they would like.

Notes

Give the tutor a newspaper classified page. You may want to highlight a specific area to focus on, as there is a lot of text and it's very small.

Ask the tutor to look quickly at the area and see if he/she can identify ads that have those items he/she would like. It may be helpful to have the tutor use the highlighter to identify those ads.

Look at each ad separately and determine if the rental unit would be a suitable place to live.

Discussion Point:

Ask the tutors how they might adapt this activity up or down. There are suggestions below.

For Beginners:

Enlarge one or two ads that have specific information; for example, number of bedrooms/bathrooms and costs, telephone number, etc. Have the learner find and read the numbers. Make sure they read the numbers in context. For example, they should include key words, such as "2 bedrooms," "1 bath." This might be a good time to work on accuracy ("1 bathroom") and appropriate language: "It costs seven hundred dollars each month," "The phone number is two five oh seven three six five five oh nine."

You might want to provide pictures for the utilities.

Ask simple yes/no questions: Does it have air conditioning? Do you need air conditioning?

Have the learner apply what was learned about a specific piece of information to another ad.

For Intermediates:

Ask the learner to think about something they need for the house or for living (a new place to live, a car etc.).

Provide a list of abbreviations, or "unpack" each abbreviation as it comes up.

Explain why abbreviations are used (space/cost).

Give your learner a copy of the classified ads.

Ask the learner to find the item he/she chose. Depending on the level of the learner, you could allow for scanning the whole page, or show only the specific area of focus.

Ask them to write down the key information and contact information.

Notes

Wrap Up

Time: 5 minutes

Give the tutors a few minutes to write down any ideas they might use from this session. Remind them to look through the *Tutor-Learner Activities* and complete the *Just Checking* page.

Resources

ESLSAP Resource Website

You will find these links on the ESLSAP Tutor Training Resource Website
<http://www.mytrainingbc.ca/eslsap/companion>

Websites

<http://www.englishclub.com/grammar/>

This website provides an overview of English grammar and has simple explanations.

http://esl.about.com/od/grammarforbeginners/Grammar_for_Beginning_Level_English_Learners.htm

This resource has a different presentation than the one above and includes 'teacher' information.

<http://a4esl.org/q/h/grammar.html>

Depending on the level of the student, this is an interactive site where learners can practice.

<https://www.education.com/worksheets/grammar/>

This website will provide some ideas for grammar worksheets.

If you are stuck on something, open Google and ask "When do we use used to?" or another specific question. Put the whole question in quotation marks to narrow the search. Try it and see what you get.

Module 8

Putting it All Together

Learning Outcomes

- Understand the principles of reflective practice in tutoring
- Produce a one hour session plan
- Understand how to adapt a plan

Module Outline

Coordinator Information
Sample Session Plan
Activity 1: Back to Planning
Activity 2: Writing a Plan
Wrap Up

Coordinator Information

Resources

- Chart paper and pens
- Tape to post session plans
- Possibly magazines, and other resources that tutors could use for session planning
- Blank paper for volunteer tutors to work out ideas (this could be chart paper if you have them work in groups)
- Pictogram: Doctor's Office
- Dialogue: Doctor's Office
- Role Play: Doctor's Office
- Word Search
- Picture Story
- Word Cues
- Nonsense Pairs for Closing
- Pictures for Free Time Activities
- Story
- Family Jobs Discussion

Notes to Coordinator

This module offers an opportunity for tutors to reflect on their training and to integrate some of the ideas they have come across in the training into their own session plans. The aim is for tutors to begin their practical work with confidence and enjoyment.

Key Points for this Module:

- Tutors need to feel prepared to 'go solo'. They do not need to know everything, but they need to know how to find answers to their (and their learner's) questions, and to feel comfortable with the concept of tutor and learner learning together.
- It's important to talk about how one topic can be extended over many sessions. For example, shopping for clothes can be extended into an actual trip to the store or talking about birthday parties or return/refund processes, etc.

- It’s important to have a plan but also to be flexible. Planning a session is only a guideline to help tutors feel supported as they begin their tutoring practice. By no means is this intended to be the ONLY way to plan for tutoring.
- Present, Practice, Communicate. This is the important sequence that needs to be incorporated into every tutoring session.

Notes to Sample Session Plan

This session is largely a hands-on activity. Prepare spaces and resources you wish to have available. These might include:

- Materials for presenting a session plan (copies of template? Enlarged copies?)
- Resources (Access to the resource room? Selected resources?) Ask tutors to bring their own realia.
- Tables or other flat surfaces to work on

Sample Session Plan

Total time: 60 mins. approx.

Activity 1: Back to Planning 10 min. approx.	Core	The focus here is to introduce the steps of a session. Jot down the steps on the blackboard/overhead and then review each step from Activity 1: <i>Back to Planning</i> in the <i>Tutor Handbook</i> .
Activity 2: Writing a Plan 40 min. approx.	Core	Tutors do Activity 2: <i>Writing a Plan</i> . Be sure to circulate and answer questions as the tutors work on writing a plan.
Wrap Up Activity: 10 min. approx.	Core	Have tutors share their plans with one another. Ask volunteer tutors to answer the <i>Just Checking</i> questions.

Activity 1

Back to Planning

Time: 10-20 minutes

Ask the tutors to think back to *Module 4: Planning a Tutoring Session*. In that module, we reviewed the *Principles of Planning*, *Brainstorming* and the *Steps of a Tutoring Session*. Now we're going to bring this information together to write a one-hour tutoring session.

Write on the board or flipchart paper:

Present
Practice
Communicate

Add to the list:

Present → tutor
Practice → ESL learner
Communicate → tutor and learner

Tell the tutors that this is a basic way of considering the sessions they will create, and that they will look at each part in more detail so that what they include in their session plans will help them work effectively with their learner.

This sequence corresponds with the *Steps of a Tutoring Session* that was discussed in Module 4, Activity 4. Write on the blackboard or use a projector to display the steps.

Opening (informal chitchat)
Review
Present new language
Practice the new information
Communicate (use the new information outside of one specific situation)
Wrap Up

Notes

Explain the components of each step. Each of the steps appears in more detail in the Activity 1: *Back to Planning* page of the *Tutor Handbook*.

Opening

- Ease into the session by beginning a simple conversation. Build confidence by also going over some material the learner has already mastered.

Review

- New material will be forgotten if it's not reviewed on a frequent basis. Take time to review the material from a previous session.

Present

- The new language should always be set in a context that is familiar to the learner. Generally, the tutor will need a text, a picture or an audio/visual recording. This helps to set the context and provides the new language in a realistic setting. Try using something from the learner's home, e.g. junk mail, an old account, a form of some sort, a permission slip from school.
- This part is more passive for the learner. He/she will be listening hard.

Break

- One-on-one tutoring is intense so remember to take a short break. Five minutes is good for a one-hour session. Provide the tutors with some ideas for a break (e.g. snack, quick stretch, etc.).

Practice

- Use the new material in an activity or two if there is time. It is good practice to have a range of activities over time. The activities in the practice phase include a lot of repetition and are probably less like 'real' communication. Here are some suggestions:
 - » Reading a dialogue prepared by the tutor
 - » Reading a short commercial text together

Notes

- » Writing about an experience around the new material and then reading it together
- » Copying sentences
- » Listening to tapes
- » Making flashcards of the lesson's new words (five or six words is an ideal number)

In this part of the session the learner will be working very hard. Remember to give the learner an opportunity to 'catch his/her breath.'

Communicate

- Once the learner feels comfortable with the new language try using it in a freer exchange. The Communicate section could be used to apply whatever was presented in a different situation. For example, if the new material was asking for assistance in a grocery store, one might also ask for assistance at the post office, or ask someone for the time. This might include activities such as:
 - » Just talking about things of interest, sharing ideas and experiences about the new material
 - » Role plays—either spontaneous or collaboratively planned
 - » Writing about an experience and then reading it together

Wrap Up

- Do something fun and end on a good note. You might learn part of a song together, play a game (tic-tac-toe), swap recipes or sports information, etc. This is especially important if the learner has been having a difficult time with the lesson.
- Wrap-up should also include a reminder of the next session—"We will meet next Tuesday at 10:00. That is September 12th."
- **Note:** this is a good way to incorporate something predictable into the session, and it allows the learner to hear repetition in an authentic context.

- It is also a good idea to write down or make sure the learner has written down any changes to the schedule and any new words that the learner should practice and remember.

Have the tutors look at the *Sample Beginner Session Plan* below. Answer any questions that arise and note that times are approximate, and will shift depending on the topic focus, activity and the learner level.

Sample Beginner Session Plan

Topic:	Telephoning the doctor's office
Objective:	Learner will be able to make a doctor's appointment
Materials needed:	Picture story, vocabulary pictures, worksheets, practice cards
Vocabulary:	What words/phrases are to be reviewed?
Time:	1 hour
Opening (5 min.)	Review standard greeting, "Hello, how are you? How is your family?" etc.
Review (15 min.)	Review picture story and vocabulary describing ailments from previous lesson.
Present (10 min.)	Present a dialogue about making a doctor's appointment (see the <i>Resources</i> section for an example). Present how to agree/disagree on appointment times.
Break	Have a quick snack or a drink or a short chitchat.
Practice (15 min.)	Practice the dialogue with assorted ailments and appointment times. Agree and disagree on appointment times.
Communicate (10 min.)	Role-play making a doctor's appointment.
Wrap Up	Review the main points and end by doing a fun activity together (e.g. sing a song, etc.).

Activity 2

Writing a Plan

Time: 20-30 minutes

Tell volunteer tutors that they will spend the next 30 minutes preparing for a one-hour session. They can work either individually or with a partner. Explain that you will provide a scenario and a learner profile to guide them. Their job is to use any of the materials from the modules covered in the training to create a plan. The goal for the tutors is to become familiar with using a planning template. You might recommend that no activity is longer than 10-15 minutes (because of the intensity of the activity you might want to refer back to the language immersion task at the beginning of the modules).

Circulate and support as needed.

Scenario

You and your learner have just begun a series of sessions on *Finding a Job*. You have had one session so far, in which you introduced some basic vocabulary and practiced phoning a doctor's office for an appointment.

Write your plan for the second one-hour session in this series. Use one of the templates provided below. Include the resources you will use.

Use the brainstorming information you gathered for Shirley Chan (Module 4, Activity 2).

1. Decide on a topic that would be useful for the learner right now.
2. Decide what one goal for the session will be. The goal should be task-based and designed to meet needs expressed by the learner (e.g. writing a resume, interview practice, making an appointment, etc.). Try completing this statement: *After this session the learner will be able to...*
3. What material will I need to introduce this idea and practice it?

Notes

4. Brainstorm the vocabulary needed. As you plan, consider “If I were Shirley...what language would help me?” Write down lots of ideas. Even if you don’t use them in this session, you may find them useful later on.
5. Focus the activities around the goal. Be sure to choose activities for both the Practice and Communicate phases of the session. *Controlled* activities are used to help the learner improve the *accuracy* of language. In this phase of the practice, correct often and be particular, but not to the point of frustrating the learner. *Free* activities are used to help the learner improve the fluency of language. Use these types of activities in the Communicate portion of the session. In this phase tutors do not correct as much (but keep a mental note of mistakes for future sessions).

If you have time, you can review the *Adapting a Session* information below with the tutors. It’s best to wait until after the tutors have completed a session plan before you begin a discussion about adapting it.

Note: There are examples of session plans (e.g. *Sample First Session Plan*, *Intermediate Session Plan*, etc.) in the *Tutor-Learner Activities* section of the tutor handbook.

Adapting a Session

Language can be graded “up” or “down” (by grading, we mean changing the degree of difficulty for the task, usually by adapting the language to make it suitable for a particular learner).

The language can be simplified by:

- Making the sentences shorter
- Making the vocabulary simpler
- Reducing the amount of text on the page
- Re-using key vocabulary
- Slowing down the language somewhat (if it is spoken)
- By using a larger font size
- By using more visuals and realia

The language can be extended by:

- Combining sentences to make longer sentences with more connecting words (because, so, after that, etc.).
- Adding a greater variety of vocabulary (synonyms, word forms such as the verb, noun, adjective, adverb—beauty, beautiful, beautifully).
- Making the text longer by adding something of your own.

Notes

Planning Template

Here is one way to organize a session with your learner:

Topic:

Goal:

Materials Needed:

Session structure	Vocabulary	Process (what happens?)
Opening		
Review last week's session		
Present something new		
BREAK		
Practice		
Communicate		
Wrap Up		

Here is another way to plan your session:

Planning a Session

Topic:

Goal:

Vocabulary:

Materials:

Warm Up (chit chat):

Review last week's session:

MODULE 8: PUTTING IT ALL TOGETHER

Present new language:

BREAK

Practice (what activities will you use?):

Communicate:

Wrap up and review:

Wrap Up

Time: 10-20 minutes

If you have time, have tutors share their session plans with one another. Point out to tutors that at the end of Module 8 in the *Tutor Handbook*, a variety of resources and activities are provided for use with learners.

Notes

Module 9

Beyond Tutoring

Learning Outcomes

- Understand and agree to comply with the *Tutor Agreement*
- Understand when to refer to the coordinator

Module Outline

Coordinator Information
Sample Session Plan
Activity 1: What if...?
Wrap Up: Tutor Agreement

Coordinator Information

Resources

- Make copies of the *Tutor Agreement* form to be signed and collected

Notes to Coordinator

This module provides guidelines to support the tutor without overwhelming him/her with detailed policies. If you can share some personal stories about any of the guidelines to “make them real,” they would probably be received better than the documents alone.

Key Points for this Module:

- Volunteering, like other types of work, entails recognizing one’s rights and responsibilities. It is important that tutors are familiar and comfortable with both.
- **Privacy:** Both the tutor and learner have the right to *not* reveal personal information if they are uncomfortable doing so. If the tutor has questions about this, he/she should check with the coordinator.
- **Safety:** 99% of the time, the tutor’s judgment will be adequate to make case-by-case decisions. Never ask tutors to do anything that is unacceptable to them, uncomfortable for them or inappropriate for them as tutors, for example, being a regular source of transport.
- **Confidentiality:** What happens in the tutor sessions is not shared with anyone other than the coordinator, and then only if it is a concern that may need to be addressed.
- Sometimes friendships develop and this is perfectly normal. However, be sure to recognize the consequences of developing a relationship beyond a friendship. If a friendship does develop beyond the tutor/learner relationship, the tutor should inform the coordinator so another tutor/learner match can be made.

- If the tutor is at any time unable to answer questions or is uncomfortable with situations in the tutor/learner relationship, he/she should speak with the coordinator.

At the end of the module, volunteer tutors need to sign the tutor agreement and submit it to you. If a participant decides not to sign, let them know they will not be able to participate in ESLSAP as a volunteer tutor.

Notes to Sample Session Plan

- There is often a good deal of information and paper at this initial session. Give some thought to streamlining this process as much as possible to avoid overload.
- Plan to include, however, important points like the right of the coordinators to make the final decision on the suitability of volunteers, the responsibility of volunteers to complete the training and to sign the *Tutor Agreement*.

Sample Session Plan

Total time: 20 mins. approx.

<p>Activity 1: What if...? 15 min. approx.</p>	<p>Core</p>	<p>Have tutors do Activity 1: <i>What if...?</i> either in pairs or in a large group. This is your opportunity to address many of the learning outcomes by discussing with the tutors the general guidelines about appropriate tutor behaviour.</p>
<p>Wrap Up Activity: 10 min. approx.</p>	<p>Core</p>	<p>Have tutors sign the <i>Tutor Agreement</i> forms. Ask volunteer tutors to answer the <i>Just Checking</i> questions.</p>

Activity 1

What if...?

Time: 10-30 minutes

Ask tutors to look at the *What if...* page in the tutor handbook. As a large group, have a discussion about the potential scenarios. It's important to outline to the tutors that the relationship they build with their learner is one based on trust and respect. If at any time the tutor feels uncomfortable or is faced with a situation that he/she does not know how to handle, the tutor should contact you immediately.

Confidentiality needs to be emphasized as living in a small community could mean that confidential information is compromised.

Note: If you work with a service provider in your community to deliver ESLSAP, be sure to follow the guidelines of the service provider when discussing the *What if...* scenarios.

Notes

Activity 1
What if...?

Time: 15 minutes

In a group, talk about these scenarios.

<p>Your learner asks if her auntie can join in the weekly sessions. The auntie is very eager to learn but her English is at a different level from your learner’s language. The auntie is in Canada on a visitor’s visa.</p>	<p>Your learner’s fridge has broken down. She bought it from a local second-hand shop a few months ago. She asks you to help her take it back. She wants another fridge or her money back.</p>
<p>You become aware that your learner is regularly leaving her children, aged twelve and eight, at home by themselves while she goes out to do the shopping.</p>	<p>Your learner is looking for an apartment to rent and needs a referee. He asks you to be his referee.</p>
<p>You and your learner visit the supermarket together to practise English. The next week the learner asks you to take her shopping in your car.</p>	<p>Your learner asks you to dinner at her house.</p>
<p>Your learner has parent-teacher interviews at his children’s school. He asks you to go with him.</p>	<p>Your learner has to appear in Court next week on a minor charge. She asks you to go with her.</p>
<p>You are on a salt-restricted diet. Your learner, who is an excellent cook, often gives you food with delicious salty sauces.</p>	<p>Your learner shows you an invitation she has received from a local church. The invitation is to a “Welcome” barbecue and social time. She asks you to tell her the correct thing to do.</p>

—From *English Language Partners NZ training resource kit—Partners in Learning*

Wrap Up Tutor Agreement

Time: 5 minutes

ESLSAP requires that every volunteer tutor participating in the program and sign the *Tutor Agreement*. Take some time to read over the document with the tutors.

Have each tutor sign the document before they leave the training. You may decide to wait until the end of this session to get signatures. Just be sure to get the tutors to sign before they leave the face-to-face training.

Note: tutors must sign the Tutor Agreement to participate as volunteer tutors in ESLSAP.

ESLSAP Tutor Agreement

Thank you for your time and energy. The community service you provide is valued and much appreciated.

ESLSAP Volunteer Tutor Responsibilities

As an ESLSAP volunteer tutor I understand that I am responsible to my learner(s) and ESLSAP in the following ways:

- My role is to assist adult learners to gain confidence in English [language] by meeting for an agreed time.
- My work is voluntary.
- I will discuss the learning needs with my learner and our sessions together will be planned to suit the needs of my learner.
- I will keep an ongoing record of learning that notes what is covered in the sessions.
- I will contact my coordinator at any time I need help or advice. If personal or family difficulties occur for my learner, I realize I can contact my coordinator.
- I agree to take care of all the ESLSAP resource materials and return them promptly.
- I will respect the confidentiality of my learner.
- If my learner and I cannot continue with ESLSAP, I agree to inform my coordinator as soon as possible.

ESLSAP Coordinator Responsibilities

While you are a volunteer tutor, we are responsible to you in the following ways:

- By providing you with training to fulfill your role as a volunteer tutor, with ongoing training opportunities, and also with regular support and workshops.
- By endeavouring to match you with a learner with whom you will enjoy working.
- By giving you on-going support and assisting you to find appropriate resources to fulfill your tutoring responsibilities.
- By contacting you regularly to find out how your tutoring is going.

Tutor Name: _____

Tutor Signature: _____ Date: _____

Coordinator Signature: _____ Date: _____

Module 10

What's Next?

Learning Outcomes

- Maintain a learning log
- Identify some resources available for tutoring
- Describe the matching process

Module Outline

Coordinator Information

Sample Session Plan

Activity 1: Keeping a Learning Log

Activity 2: The Tutor-Learner Matching Process

Activity 3: Community Resources

Activity 4: Parking Lot Questions

Wrap Up

Coordinator Information

Resources

- Copy of a learning log (or provide what you prefer). Fill out one log so that the tutors have an idea of what kind (and detail) of information is required. You might want to put the filled out log on a transparency to use on an overhead projector.
- A list of any local resources that can be accessed (e.g. government documents such as income tax forms, driver's licence office, publications etc. that would provide realia and authentic examples)
- 8½ × 11 pieces of paper—light card stock is best, masking tape
- Copies of the evaluation form for distribution (page 171)

Notes to Coordinator

The focus of this session is twofold: 1) to have tutors leave with an easy means of keeping records and 2) to wrap up the training.

In the first part of the module, a couple of examples of record keeping are provided, but there may be a system that you prefer. Just keep in mind that whichever system you chose, it needs to be very easy for the tutor to maintain.

To complete the day, if the parking lot questions (recall Module 1, *Introduction to the Training, Notes to Coordinator*) haven't been addressed then this could be the place to do it.

At some point, you should hand out the evaluation forms. Be sure to collect a form from each tutor—feedback is great!

The tutors should be feeling pretty good about heading out on their own, and are probably pretty tired after so much information and work over the previous sessions. This is a good time to remind them that you are there to support them. By providing them with other resources in the community, they should see you as an excellent source for help when they need it.

A wind up activity is suggested, but you may have another way of ending the session on an upbeat, positive note.

Sample Session Plan

Total time: 30-40 mins. approx.

<p>Activity 1: Keeping a Learning Log 10 min. approx.</p>	<p>Core</p>	<p>Talk about the need to keep a record of the tutoring sessions to note successes, help with planning, and help the tutor keep a record.</p> <p>Have the tutors look over the sample learning log and then answer any questions that might arise. Note: the learning log is not meant to be an onerous task. Just a quick jotting down of the weekly activities is all that is needed.</p> <p>Ask tutors how they could involve the learner in keeping the learning log. You could also discuss how the learning log could help the learner.</p>
<p>Activity 2: Community Resources 10 min. approx.</p>	<p>Core</p>	<p>You will need to create a list of community and other resources for the tutor. Distribute this list to the group and talk about how to get appropriate materials for the tutoring sessions. You may ask the tutors to brainstorm for ideas within the community (this links into the online training). Also, be sure to highlight that the <i>Tutor Handbook</i> contains many activities and suggestions on what to do with learners.</p> <p>At the end of this module is a list of resources that the tutor can use as a starting point.</p> <p>You are probably the number one resource for a tutor, so be sure to provide your contact information so tutors know how to reach you.</p>

<p>Activity 3: The Tutor-Learner Matching Process 5 min. approx.</p>	<p>Core</p>	<p>The tutors are probably wondering how they will be matched with their learner. The focus here is to give a sense of how you go about the matching process and answer any questions that might arise.</p>
<p>Activity 4: Parking Lot Questions 15 min. approx.</p>	<p>If applicable</p>	<p>If you've been keeping a parking lot list, now is the time to review it and address the outstanding questions.</p>
<p>Wrap Up Activity: 15 min. approx.</p>	<p>Optional (insert another wrap up activity of your choice)</p>	<p>Have tutors write down a message of thanks or encouragement for each other.</p> <p>Thank the tutors for their time and involvement in the ESLSAP training.</p> <p>Ask volunteer tutors to complete the evaluation.</p>

Activity 1

Keeping a Learning Log

Time: 10 minutes

- Ask volunteer tutors to refer to *ESLSAP Learning Log* pages found in Module 10, Activity 1.
- Draw attention to the simplicity of the notes.
- Present the record as an opportunity to note successes over shorter and longer terms. Tell volunteer tutors that record keeping does not have to be a cumbersome task. It can take the form of quick notes, or even a checklist. Whichever method the tutors use, the important thing is to be consistent so that when they look back at it, they know what they meant.
- Let volunteer tutors know that by keeping a record of sessions with learners, you will be able to better help them if they need support with planning.
- Inform volunteers that the learning log may be requested, particularly if the learner is moving to another location. Stress that the record is not used to evaluate the tutor—rather, it is a ‘living’ document that can help the coordinator assist if the tutor needs help, and be very valuable for another tutor in the case that the learner moves.

More importantly, the learning log gives the learner a sense of progress over time.

ESLSAP Learning Log

Tutor: _____ Learner: _____

Date:	Time:
Topic:	
Identified Goal(s):	
Activities: briefly list the activities you worked on in your session.	
<i>Which of the following did you work on today?</i>	
Speaking <input type="checkbox"/>	Listening <input type="checkbox"/> Reading <input type="checkbox"/>
Writing <input type="checkbox"/>	Pronunciation <input type="checkbox"/>
Grammar <input type="checkbox"/>	Vocabulary <input type="checkbox"/>

Tutor: _____ Learner: _____

Date:	Time:
Topic:	
Identified Goal(s):	
Activities: briefly list the activities you worked on in your session.	
<i>Which of the following did you work on today?</i>	
Speaking <input type="checkbox"/>	Listening <input type="checkbox"/> Reading <input type="checkbox"/>
Writing <input type="checkbox"/>	Pronunciation <input type="checkbox"/>
Grammar <input type="checkbox"/>	Vocabulary <input type="checkbox"/>

Activity 2

The Tutor-Learner Matching Process

Time: 5 minutes

Describe the matching process and let the volunteer tutors know the timeline for being matched with a learner.

Here's an explanation of the process:

1. The coordinator goes through both the learner and tutor applications to find similarity of interests or backgrounds.
2. The coordinator then matches the pairs.
3. The learner and tutor are contacted about a suitable time and place for the first meeting.
4. The coordinator, tutor and learner meet and discuss learner needs. A convenient time, day and place is determined for the tutor/learner sessions.
5. Place, time, days and date of the first tutoring session are recorded in writing and given to everyone—coordinator, tutor, learner.

A successful matching process also takes into account the following:

Timing: How long has the learner been waiting for a tutor? Unfortunately it is often the case that a program has a list of learners waiting for a tutor. In this case, usually learners at the top of the list are matched as soon as an appropriate tutor has been trained and becomes available.

Scheduling: Are the learner and tutor available at compatible times for meeting? For example, during the day or during the evening? Sometimes childcare is also a consideration.

Notes

Personalities: Does the coordinator feel that a particular learner will work well with a particular tutor? Some tutors have specific requests; for example, they want to work with a beginner. Or a learner might want to meet with someone older or younger. The coordinator might also take learning and teaching styles into consideration.

Activity 3

Community Resources

Time: 5-25 minutes

- Go over local resource examples as well as any you have in your centre. You may want to provide these resources as a list for distribution.
- Remind volunteer tutors about the session plans and activities that are contained in each module in their *Tutor Handbook*. You may want to set aside some time for them to share their ideas (e.g. someone may have an idea about a local story that the rest might use).
- For more ideas, direct them also to the *Resources* page at the end of this module in the *Tutor Handbook*.
- Provide volunteer tutors with your contact information and the address, phone number and email address for the ESLSAP office. Let them know how often you'd like them to check in at the beginning (if applicable). Also, let the tutors know that you will be contacting them after their first session to see how they are doing.

Notes

Activity 4 Parking Lot Questions

Time: 15 minutes

- If you've been keeping a list of questions that need answering, now is the time to take a look at the list (Recall Module 1, *Introduction to the Training, Notes to Coordinator*).
- Review it with the group. If there are some questions that need further attention, ask the tutor(s) who need the answer to see you later on, or tell the tutors you will contact them either by phone or email with the answer.
- Everyone should leave this activity feeling as though their questions and concerns have been addressed.

Wrap Up

Time: 15-20 minutes

Pair tutors and give each a piece of paper to tape on the other's back. It needs to be secure as it will be jostled a bit.

Have tutors and yourself go around the room and write on everyone's paper, giving a message of thanks for something concerning the sessions, and/or a message of encouragement as they head out on their own.

Provide time for tutors to read their messages before they head out.

Resources

ESLSAP Resource Website

You will find these links on the ESLSAP Tutor Training Resource Website

<http://www.mytrainingbc.ca/eslsap/companion>

Websites

Better English Exercises has interactive exercises for general and business English in grammar, spelling, vocabulary, sentence constructions, matching, crosswords, etc.

www.better-english.com

Canadian Language Benchmarks (CLB)

www.language.ca

Canadian Adult Reading Assessment (CARA). Dr Pat Campbell and Flo Brokop. Instructor's manual and CD-ROM and student's assessment booklet. Edmonton, AB: Grass Roots Press, 2000.

Instructor's manual and CD-Rom information available at:

<http://www.grassrootsbooks.net/ca/assessment/canadian-adult-reading-assessment-instructor-s-manual-and-cd-rom.html?SID=e102754afb87cedc73aacbc69c6e9a0>

Student's assessment booklet information available at:

<http://www.grassrootsbooks.net/ca/assessment/canadian-adult-reading-assessment-student-s-assessment-booklet.html?SID=e102754afb87cedc73aacbc69c6e9a0>

Canadiana Heritage Minutes requires free registration and is a valuable resource for introducing historical topics or Canadian themes. Topics are organized thematically, chronologically and geographically and material is presented in short video segments, 'radio minutes' and text. There are many activities and lesson ideas for intermediate and above level students.

www.histori.ca/minutes

Citizenship provides information on becoming a Canadian citizen.

www.cic.gc.ca

Ellen's Story (Robert Duncan, 47 min) recounts the challenges of Ellen Szita, a single alcoholic mother on welfare, who breaks the cycle of helplessness in her life through recognizing her inability to read beyond a most basic level. The story provides important insights into the shame and stigma that can accompany possessing a learning disability. More information available at: <http://www.onf-nfb.gc.ca/eng/collection/film/?id=25975>

The English Zone includes practice exercises with verbs, spelling, vocabulary, conversations, idioms, grammar, reading and writing.
www.english-zone.com

ESL Directory of Sites for All Skills has lots of additional links, plus, it has great, low level listening activities under the heading "hearing practice." You can play an oral version of 'concentration', where you have to find pairs of cards with the same word spoken on each.
www.rong-chang.com

Guardian Weekly has newspaper articles that can be downloaded with follow-up vocabulary and reading comprehension exercises.
www.onestopenenglish.com

How Difficult Can This Be? (The F.A.T. City Workshop) This video provides insights into the anxieties and frustrations that are experienced by children with learning disabilities. More information available at: <http://www.ricklavoie.com/videos.html>

Many Things has word games, puzzles, quizzes, exercises, proverbs, slang and much more. There is an "Easy Things for Beginners" section, and many good listening activities with accompanying text.
www.manythings.org

Picture Dictionaries can be purchased in bookstores. The Enchanted Learning website provides a printable picture dictionary.
<http://www.enchantedlearning.com/books/abc/picturedictionary/>

Puzzles is an opportunity to create your own or use ready-made crosswords, word searches and other materials.
www.puzzlemaker.com

Randall's ESL Cyber Listening Lab is an excellent site for learners who want to practise their listening. There are quizzes and exercises at the Easy, Medium and Difficult levels, on topics ranging from 'Doctor's Appointment' to pronunciation to telephone conversations.

www.esl-lab.com

Teaching Reading to Adults: A Balanced Approach. Pat Campbell. Edmonton, AB: Grassroots Press, 2003. In the manual, the author draws on her experience to integrate participatory theory and practice with the needs of literacy students and available resources. The video explores teaching strategies outlined in the book. More information available at:

<http://www.grassrootsbooks.net/us/teaching-reading-to-adults-a-balanced-approach.html>

Vancouver Career College (VCC) Library Online has several good ESL websites through the VCC online library. Go to: *<http://www.vcc.ca/services/services-for-students/library/>* and select "Subject Guides" under Research Help and then select ESL.

Here are some of the sites you will find:

Self-Study Quizzes for ESL Students. Over 1,000 activities on grammar, vocabulary, idioms, homonyms, slang and scrambled words.

Your Dictionary.com Interactive dictionary and thesaurus. Just type in a word to see what it means. Click Dictionaries for 280 languages.

Welcome BC provides information for newcomers to BC

<https://www.welcomebc.ca>

The Westcoast Reader is a newspaper for adults who are improving their English reading skills.

<http://www.westcoastreader.ca/>

ESLSAP Tutor Training Evaluation Form

Program Coordinator:

Participant Evaluation:

1. Please rate the training on a scale of 1 to 5 (5 being excellent) for each of the following criteria:

a. Relevance of material to the tutoring task

1 2 3 4 5

b. Presentation of materials

1 2 3 4 5

c. Effective use of time available

1 2 3 4 5

d. Building confidence to begin tutoring

1 2 3 4 5

e. Program awareness: understanding the nature of the program and the tutor's role in its success

1 2 3 4 5

2. I would be willing to attend other workshops to extend what I've learned today.

Yes No Maybe

3. Please provide any comments on the training and suggestions for future tutor training. Feel free to include suggestions of what you would have liked to learn more about or suggestions for improvement.

A Note about the ESLSAP DVD

Every effort has been made on the part of tutors to reflect best practice in ESL instruction in the video segments included on the ESLSAP DVD.

As is stipulated in the Module 1 ESLSAP Overview, "...tutors are not teaching ESL as much as they are tutoring English to help the learners with settlement issues" (11). That said, where applicable, the use of widely accepted tools and techniques for ESL instruction is encouraged. Recognizing that many of the ESLSAP tutors do not have a formal background in ESL training, the use of the following basic strategies is recommended in tutoring sessions.

Checking for Comprehension

Tutors' pausing regularly, using eye contact and monitoring the learner's facial expressions will ensure that learners understand the material being presented. Asking students to acknowledge understanding, and to paraphrase information are two additional means of checking for comprehension.

When introducing what may be new concepts to the learner, using a steady and methodical approach to instruction can avoid unnecessary misunderstandings.

Pronunciation

When a learner pronounces a word incorrectly, it is recommended that the tutor correct the learner immediately after he or she has completed the sentence, or when a natural break in the sentence occurs. Learners may benefit from examining the tutor's mouth/tongue positioning while the word is being repeated. When a tutor introduces new vocabulary, and right after a word has been mispronounced by a learner, modelling correct pronunciation ensures that systemic errors are kept to a minimum level.

