
ESLSAP

Tutor Handbook

Open School BC

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ESLSAP *Tutor Handbook*

Introduction

Welcome to the English as a Second Language Settlement Assistance Program (ESLSAP) *Tutor Handbook*! The BC Ministry of Advanced Education and Labour Market Development has developed this resource to help volunteer tutors provide ESL settlement assistance to newcomers throughout BC.

If you have volunteered to be an ESLSAP tutor and you are reading this handbook, then you should have already completed the first phase of the ESLSAP training. The first phase of the training is delivered online, and is available at:

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

If you have not yet completed the online training, contact the ESLSAP Coordinator in your community for more information.

The second phase of ESLSAP tutor training involves a face-to-face orientation with your Coordinator and other volunteer tutors in your region. During this time, you will become more familiar with the materials found in the *Tutor Handbook* and how to use them.

The graphic found on the following page provides an overview of all the steps involved in the ESL tutor training program. If at any time you have questions about your training or your tutoring experience, don't hesitate to contact your Coordinator.

Thank you for participating in this valuable program. Your contributions are providing important tools and support for new Canadians!

Online Resources

WelcomeBC

For more information about settling in British Columbia, the WelcomeBC website is an excellent place to start. It can be found at:

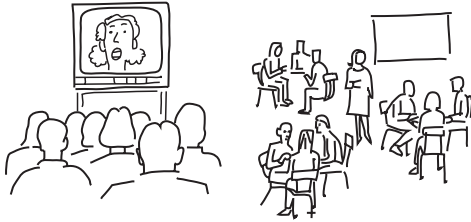
<http://www.welcomebc.ca/en/index.html>

ESLSAP Tutor Training Resource Website

Online resources found at the end of some of the modules in the Tutor Handbook have been included on the *ESLSAP Tutor Training Resource Website*. These links can be accessed at:

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

Tutoring at a Glance



1. New volunteers attend training sessions to learn the skills needed to begin tutoring.



2. At the final session, they practise tutoring a student, discuss the experience and are assigned to a tutoring placement.



3. The program coordinator has met all prospective students and assessed their language levels and needs.



4. The tutors plan lessons and tutor their students on a regular basis.



5. The program provides support to tutors on the phone, in workshops, through newsletters and in one-to-one conferences as required.

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

Welcome to ESLSAP Tutoring!

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

Just Checking

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

Welcome to ESLSAP Tutoring!

Key Points for this Module:

- Tutors provide English language support for effective settlement. This is more than just language, and more than just tutoring in the formal or traditional sense.
- The one-to-one relationship between tutor and learner allows both to focus specifically on the individual learner's needs, whether for health, child-rearing, dealing with bureaucracy or otherwise.
- Settlement in a new country is a complex and life-changing event. Learning the language is just one of the things adult immigrants need to grapple with, and it is often not the first priority.
- ESLSAP works in partnership with other service providers to help refugees and immigrants to Canada integrate into their communities through English language acquisition.
- Your role and responsibility as a tutor is to help learners to learn English through focusing on settlement issues.
- Your coordinator's role is to provide support to both you and your learner as you both engage in tutoring sessions.
- Don't forget that your community provides you with all sorts of resources and materials to make your tutoring sessions interesting, engaging and relevant.

Notes

Activity 1
Introductions

Time: 10-15 minutes

In your 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

Notes

Activity 2
Intent of the Program

Time: 5 minutes

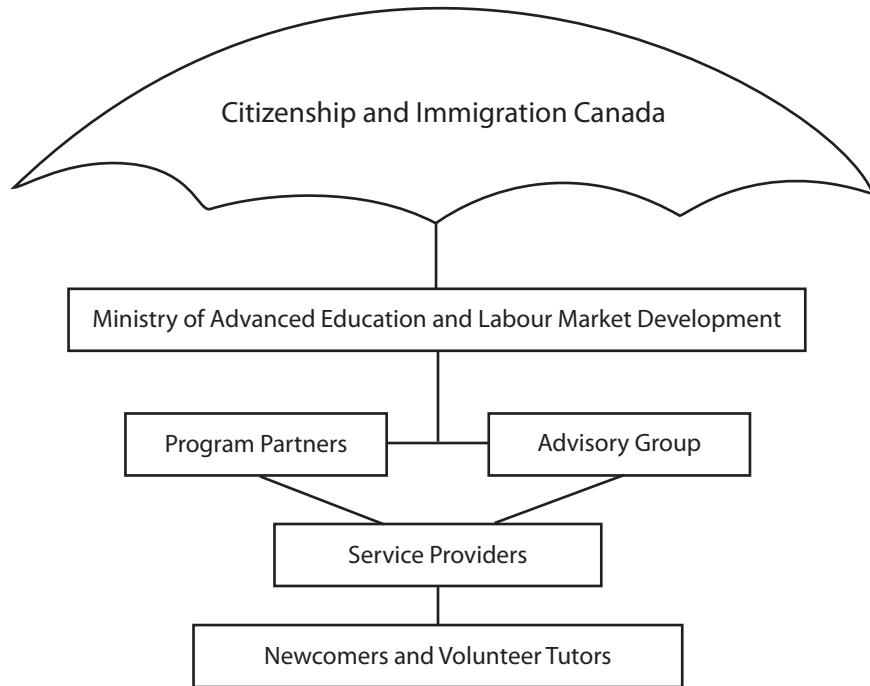
The ESL Settlement Assistance Program offers settlement-focused English as a Second Language support. In 2008/09, Citizenship and Immigration Canada provided \$2.0 million in funding. The program utilizes the Canadian Language Benchmark framework to access language proficiency.

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



Notes

Activity 3

Who are the people in the community?

Time: 10 minutes

What do you notice or know about your own community? For example, who lives in your community? Does your community have one or two things it focuses on? What are they? How might this focus affect newcomers to your community?

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	
Community	<ul style="list-style-type: none"> • Acquaints learners with community resources • Acts as a link to the community
Tutoring	<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
Tasks	<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

Notes

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
<div>Community<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</div>
<div>Training<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</div>

Notes

Tasks

- 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

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*



Just Checking

Are you able to describe the intent of the program?

- ☐ Yes
- ☐ I need more information or time

Are you able to describe the role of the coordinator and the tutor?

- ☐ Yes
- ☐ I need more information or time

Can you describe the demographic of your area?

- ☐ Yes
- ☐ I need more information or time

Are you aware of other resources/agencies within the community?

- ☐ Yes
- ☐ I need more information or time

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 Langford website

https://city.langley.bc.ca/sites/default/files/uploads/Discover/Community_Profile.pdf

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

Introduction

Activity 1: Language Immersion

Activity 2: Reflections on Tutoring

Adult ESL Learners

Activity 3: Applying the Language Learning Experience

Wrap Up

Just Checking

Introduction

The focus of this session is on learning.

In this module you will consider what it is like to be an adult learner and you will try to put yourself in the shoes of your ESL settlement learner. You'll be participating in learning, sharing your experience and reflecting on it.

What's it like to be a language learner?

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

As a successful adult and successful learner, you have a great deal of experience to model and share with your learners. So do they.

In this module, you are encouraged to:

- Reflect on your experiences of learning new things as an adult.
- Spend a little time in the learner's shoes by attempting to learn a new language using only that language.
- Reflect on strategies from that experience which can be used in your tutoring practice.

Key Points for this Module:

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

- It's important to know that a lack of English should never be equated with a lack of intelligence or knowledge.
- Volunteer tutors need to always consider that the language learner wants to improve and that people improve at different speeds, so whatever time they take is exactly what they need.
- Effective tutors feel **empathy**¹ for their learner.

¹**empathy**: the intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another

Activity 1

Language Immersion

Time: 15 minutes

You have spent a little time in the learners' shoes by attempting to learn a new language using only that language.

In this debrief session, think about the questions below.

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 2

Reflections on Tutoring

Time: 15 minutes

Take a moment to review the reflections you wrote about becoming a tutor for the online training. Is there anything you would like to add, change or delete after having experienced the language immersion activity?

You can jot down some ideas below.

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*

Wrap Up**Notes**

Time: 5 minutes

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



Just Checking

Can you identify with the challenges of learning another language?

- ☐ Yes
- ☐ I need more information or time

Do you have a better idea of what becoming a volunteer tutor involves?

- ☐ Yes
- ☐ I need more information or time

What do you know? List some key points.

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

Introduction

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

Tutor-Learner Activities: Getting to Know Your Learner

Just Checking

Introduction

In this module you will explore how considering your ESL learner's needs helps you in your tutoring practice. You may be feeling nervous about where to begin with the volunteer tutoring sessions as there are so many topic options, but keeping your focus on what your learner needs will help narrow the topics down.

This module also contains three ways to identify your learner's needs. Working with your learner to establish his/her needs is the best practice. You will also be introduced to the Canadian Language Benchmarks (CLB). The coordinator uses these benchmarks to formally assess the learner's level. Having some knowledge of the benchmarks will help you understand what your learner is capable of doing in a tutoring session.

Identifying Needs

Gathering Information about the Learner

Reflect once more on your own experience of learning a new language and how you felt as a language learner. As part of this experience you also identified some issues that might affect your learner—be aware of those now as you prepare to check out a learner's learning needs.

- 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!

Notes

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.

Key Points for this Module:

- Your volunteer tutoring is **learner centered**¹, so remember to keep asking the learner what he/she *needs* to learn.
- The *Canadian Language Benchmarks* outline the different language proficiency levels for ESL learners.
- A simplified way of looking at the CLB levels is in the *Can Do Statements*. These are a quick reference that can be used not only at the beginning of your sessions, but also as you work with your ESL learner over time. They provide many ideas on what kinds of activities your learner can do.

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

Activity 1

Understanding Your Learner

Time: 5 minutes

Consider to whom you have to talk, where you have to go and what you have to accomplish on any regular day. Write down five things you need to do on any given day.

Which of these tasks/activities do you think would be the same for your learner?

Now think of the tasks/areas of daily life that a newcomer to Canada would have difficulty doing. Write down your ideas.

Notes

Activity 2

Using a Pictogram

Time: 10 minutes

Take a look at the *Learner's Needs Pictogram* on page 55. Follow along as your coordinator explains how to use the pictogram with a learner. When you begin using pictograms, keep these key points in mind:

- Let learners determine what they need to learn.
 - » (You might feel that the doctor's office may be the most important item but it's possible that the learner's doctor speaks his or her first language.)
- Use the appropriate language level for your learner.
- Use either a numbering system or check marks to identify what's most important to the learner.

Activity 3

DVD—Identifying Needs

Time: 15 minutes



Watch the DVD segment, *Identifying Needs*.

Questions to discuss:

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 language, factual information and cultural implications would need to be considered in the situations that were identified?
4. What goals might you suggest for the learner?

Notes

Activity 4
Needs Assessment

Time: 15 minutes

1. Read the profile below and then select either a *Pictogram*, *Learner's Needs Chart*, or *Learner's CheckList* (see the Resources section) to work with.
2. Take a few minutes to fill out the needs assessment based on Shirley's profile. Feel free to work with a partner or partners on this activity.
3. After you have finished, consider: Are there other alternatives to these three examples of how you can gather and document your ESL learner's needs? Write ideas you might use on the note page.

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.

Notes

Activity 5
Using *Can Do Statements*

Time: 15 minutes

Look through the *Canada Language Benchmarks Can Do Statements* on pages 58-68 in the Resources section of this module. Note that there are four areas of skills that your learner may need help with—speaking, listening, reading and writing. Any of these can be practiced with different topics.

How might you use the *Can Do Statements* to help find out what Shirley Chan needs?

Tutor-Learner Activities

The tutor-learner activities are for you to use with your ESL learner. They are just a starting point, and you will develop many of your own as you work with your learner.

1. Getting to Know Your Learner

Time: 5-10 minutes

Take time to get to you know your ESL learner before you ask questions about the learner's needs. You could start with some small talk to get to know his/her background, family, reason why he/she is in your community. You might also discuss interests or whatever allows for a natural exchange of conversation. If your ESL learner is very low level, you may need to use visuals such as maps and books of their country to encourage speaking.

Ask the learner questions that build in complexity (the way they answer can be matched to the *Can Do Statements* later on).

You could ask:

- What's your name? How do you spell your name?
- Where are you from? What's the name of the city/town?
- Do you have a family? Do you have brothers or sisters? Are you married? Do you have children?
- Did you work in your home country? What was your job? Did you like your job? Do you have a job in Canada? Do you like your job? What kind of job would you like?
- How many years did you go to school in your home country?

Notice that the first question has fewer words than the last and that these are closed questions (yes, no, one word answers).

Notes

2. Vocabulary Check

Use the pictogram and ask the ESL learner to identify what each topic is. You can also check if he/she is able to read the titles.

If the learner indicates a need to learn the vocabulary, teach it now. You can say the word, have the learner repeat it and then read the word and repeat. Do one word at a time to allow for repetition. Limit the number of new words (five) you teach so the ESL learner is more likely to remember.

Ask the learner to identify any of the topics he or she has had to deal with in Canada since arrival. You might ask if it was easy or hard to immigrate and what made it easy or hard. This will give you some clues as to the level of language and cultural knowledge the ESL learner has now.

What if....

What if your learner is a real beginner with no language? Ask the coordinator for help. You may wish to include another person (if the learner wishes) who can help to articulate the learner's needs. Check with your coordinator for the best approach. Remember that the coordinator will have done an assessment before you and your learner have met.

Wrap Up

Time: 5 minutes

Complete the *Just Checking* section in your handbook.

**Just Checking**

Do you understand the value of continuing to find out about learner's needs?

- ☐ Yes
- ☐ I need more information or assistance

Do you have a general understanding of Canadian Language Benchmarks *Can Do Statements*?

- ☐ Yes
- ☐ I need more information or assistance

Are you comfortable using *Can Do* checklists?

- ☐ Yes
- ☐ I need more information or assistance

Are you comfortable beginning to identify the ESL Settlement ESL learner's language needs?

- ☐ Yes
- ☐ I need more information or assistance

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/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/>

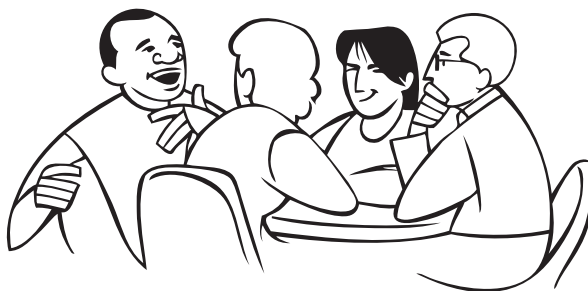
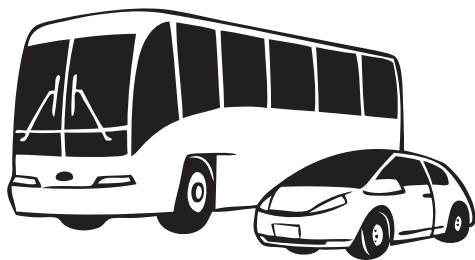
Learner Needs Chart



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, absences)

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

Canadian Language Benchmarks

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.

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.

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

Introduction

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

Just Checking

Introduction

The focus of this module is on planning together.

You and your learner are already competent planners. You have organized households, family members, events, etc.

Planning in a tutoring context has several phases:

1. One stage is assessing the *learner's needs* and *establishing learning goals* (where the learner wants to get to with their language learning). You've already learned about needs in Module 3.
2. The next stage is usually *drawing up a general plan* for the learner and breaking it down into individual sessions of an hour or so.
3. Another important stage is being ready to *alter your plan* if your learner, or the environment, or something else, makes it necessary to do so. Sometimes a tutor will abandon the planned lesson in order to help a learner with something more urgent—or important—or exciting. This flexibility is a key feature of tutoring. Never worry about discarding the plan!

Key Points for this Module:

- In ESLSAP tutoring, as in most things, it's important to have a plan. However, the plan, and the planning process, may be quite informal. The main thing is that you and your learner try to plan together.
- It's important to engage your learner in the planning process if possible because:
 - » You are working in partnership as two adults.
 - » There is limited time for learning, so it's important that the learning is relevant and useful.
 - » In this 1-1 situation, you can work on exactly what your learner needs.

Notes

- Learner-centred tutoring is a way of thinking as much as a technique. It's quite straightforward—it means starting “where your learner is at” and considering, with each idea, “Would this be useful for *my* learner?”

Activity 1

Why have a plan?

Time: 15 minutes

Read the following list and consider what else you might add.

Why Have a Session Plan?

- It helps you to be clear what you want to do and how you want to do it.
- It helps you organize.
- It provides structure to an endless range of possible things to do.
- It is a visual that shows you if you have a balance of activities and interaction patterns.
- It provides a memory aid and focus.
- It helps you when unpredictable things come up in a session.

—Adapted from *CELTA 2001*

What if the session doesn't go as planned?

Learners will appreciate that you are giving your time and effort to help them adjust to a new language and culture. We need to keep in mind though that what may seem a small task for us, may be of great concern for your learner. At times, your learner may want to switch the plan to be able to accomplish something else. While you can do your best to accommodate, it may be helpful to keep these in mind:

- If your learner has something very important to ask you and it disrupts your plan, don't worry, good learning can still happen.

Notes

- Although you may talk informally about the problem, try to maintain a focus. For example, if your plan was to work with a map and directions and you had a dialogue planned for the learner, but the need is for a doctor's appointment, you could change the dialogue. Your learner won't mind you taking a few minutes to adapt what you have in order for him or her to learn what is needed to be successful.
- Don't worry too much. Learning happens in many different ways.
- If your learner is asking for help that's beyond your knowledge level, contact your coordinator for help.

Principles of Planning

"The two overriding principles behind good session planning are variety and flexibility."—*Jeremy Harmer*

For an ESLSAP volunteer tutor we would also add:

- Task-based learning (focus on tasks that the learner needs to live successfully in Canada)
- Relevance to the learner (let the learner decide what he/she wants to learn)
- Authenticity of language, topics, situations
- Accessibility of language—the ESL learner must be able to manage so it's not too difficult
- Time for the learner to practice and become functional
- Opportunities (for practice, for success, for the learner to take control)
- Balance of skills and activities

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

Notes

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: 25 minutes

This activity focuses on brainstorming ideas for planning a session with your learner.

With your coordinator, review the *Brainstorming-Hospital Stay* page in your handbook. This table shows how one learner and tutor came up with ideas about what they could focus on in the tutoring sessions.

The learner identified a need to learn about an upcoming hospital stay. The learner and tutor identified four 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

You can see that there's now a series of sessions that the tutor can plan around the four tasks.

You will also notice that specific vocabulary and spoken language patterns have been identified. This helps in planning your sessions.

Practicing the new language in different situations also helps the learner build confidence in his/her language skills. For example, you could use the tasks for the hospital in other situations.

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

Notes

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)

Now that you have an idea of what brainstorming looks like, take a few moments to complete a Brainstorming table for the *Shirley Chan* learner profile (refer to Module 3, Activity 4: *Needs Assessment*). Use the *Principles of Planning* to help guide you in your brainstorming session.

Note: Keep your brainstorming for future use when you plan a session in a later module.

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
Vocabulary	Examples of Spoken Language (patterns)
Reading/Writing	
Cultural Information	
Resources	

Activity 3

Narrowing the Focus

Time: 15 minutes

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

With a partner (or two), 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

Can you think of other tasks that Shirley might need to do over the phone? List them below and identify the vocabulary and language patterns associated with the task. How many lessons will she need? (See next page.)

Task	Vocabulary	Language Pattern

Activity 4

Basic Session Plan

Time: 5 minutes

Before getting into the actual planning of a tutoring session, we'd like to have you engage in some listening, reading, writing and speaking activities so that you get a sense of what you will be doing during a session. As you move through the skills modules, we hope you will build confidence and a toolbox of ideas that you can use when writing your own tutoring plans. For now, we'd just like to introduce you to the main components of a tutoring session.

Steps of a Tutoring Session

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

We'll be returning to these steps later on in your training where you will have the opportunity to write a tutoring session plan. The following modules will give you a chance to practice some listening, writing, reading and speaking activities that will help in your planning.

Notes

Activity 5
Vocabulary Building

Time: 15 minutes

A large part of tutoring is presenting new vocabulary to learners.

Take a moment and think what it means to 'know' a word? Have a short discussion with your fellow tutors about 'knowing' words.

Learning new vocabulary will be something you do with your learner on a frequent basis. How would you introduce a new word to your learner?

Here are some ideas: use repetition, use the word in different forms, use pictures of the word, use it in a story, etc.

Have you thought about...

How many new words can you expect your learner to learn?

How do you present vocabulary?

How long should you focus on new vocabulary?

Activity 6

DVD—Improving Vocabulary

Time: 5-10 minutes



Watch the DVD segment, *Improving Vocabulary*.

This DVD 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:

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

After watching the segment, try answering these questions:

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?

Notes

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?



Just Checking

Do you feel you understand the value of planning a session?

- ☐ Yes
- ☐ I need more information or time

Do you understand the difference between vocabulary and language patterns?

- ☐ Yes
- ☐ I need more information or assistance

Do you have a general understanding of how to present new vocabulary?

- ☐ Yes
- ☐ I need more information or assistance

Are you comfortable with identifying language patterns?

- ☐ Yes
- ☐ I need more information or assistance

Are you comfortable to begin planning a session?

- ☐ Yes
- ☐ I need more information or assistance

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

Introduction

Activity 1: Talking with Learners

Activity 2: Using a Picture Story

Activity 3: DVD—Listening

Wrap Up

Reflection

Tutor-Learner Listening Activities:

1. Recording a Voicemail Message

2. Lost Property

Just Checking

Notes

Introduction

In this session you will participate in a variety of listening activities. Be sure to jot down ideas you might use later on in your tutoring practice.

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 not be able to respond.
- It's important to use listening tasks that mostly involve this skill 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.
- 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.

Activity 1

Talking with Learners

Time: 10 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.)

Notes

Activity 2

Using a Picture Story

Time: 20 minutes



MAY IS AT THE BUS STOP.



THE BUS IS COMING.



SHE GETS ON.



SHE SITS DOWN.



SHE FALLS ASLEEP.



SHE WAKES UP.

The picture story is a basic technique that presents language in a meaningful context. You can use many different types of pictures, just be sure that they relate to your learner's needs (e.g. going to the doctor, shopping for clothes, etc.) and that the pictures make up a story. You can either draw simple pictures, use pictures from ESL resources, or cut up photographs.

Follow these steps to present a picture story:

1. **Situate the story:** The tutor talks about the pictures and asks what the student sees. "What is May doing?"...etc. Every effort should be made to ensure that there is as much understanding

Notes

- of the pictures as possible before the story is told and that this relates to the learner's experience.
2. **Present the story:** The learner listens and the tutor tells the story. This might seem a passive stage for the student, but it actually requires intense concentration from the learner.
 3. **Questions and understanding:** Now the tutor checks that the learner has followed the story and can answer questions demonstrating understanding.
 4. **Practice:** The learner now repeats the story after the tutor's model. The tutor encourages much repetition of difficult words, expressions and pronunciation.
 5. **Learner retells:** Repetition of the story should be sufficient for the learner to be able to retell the story.
 6. **Communicate:** The story material is now ready to be expanded into a dialogue or transferred to other situations or discussed, etc.

CLB 1 & 2

For beginners, remember to keep the sentences exactly the same each time. You can personalize the story and relate it to the learner's experiences. Use the story as the basis for telling similar stories or for making substitutions.

CLB 3-6

Picture stories can be used with learners at higher levels; however, there should be some changes to the presentation. Perhaps ask the learner to sequence the story. See how much information about the pictures the learner can give before saying anything. See how many ways the student can give the same information.

Note: A full page version of the picture story is included in the Resources section at the end of the module.

Notes

Activity 3
DVD—Listening

Time: 15-20 minutes



Watch the DVD segment, *Listening*.

In this segment, the tutor leads the learner through a simple listening task, using a video recording. She then 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 segment, answer the following questions.

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

Notes

Wrap Up

Time: 5 minutes

Take a few minutes to look at the *Listening Activities* pages. Do you have any questions about the activities? Be sure to ask your coordinator.

Complete the *Just Checking* section in your handbook.

Notes

Reflection

Reflect on the different kinds of verbal communication during your everyday activities, such as at the supermarket, the doctor's waiting room, the bank.

What examples of conversation did you listen to? Greetings, apologies, asking for information, small talk?

Was there anything about the interchanges that you listened to that would be difficult for an adult from a non-English speaking background to understand?

What impact on communication do the following have?

- Vocabulary
- Intonation, pronunciation, speed and clarity of speech
- Use of idioms, slang, colloquial language
- Facial expressions, gestures, body language

Tutor-Learner Listening Activities

1. Recording a Voicemail Message

Time: 5-10 minutes

Note: Creating the recording is best done prior to your tutoring session.

Call your phone number, or your learner's. When it goes to message, talk for 20- 30 seconds about a topic that is important to your learner. You may wish to write this out in advance so that you can repeat key words and allow for space between words.

For example:

- Today I have a doctor's appointment.
- The appointment is at 2:00 today.
- I have an appointment today at 2:00 because I have a sore throat.
- My throat is sore because I talked too much yesterday.
- I hope the doctor can help my sore throat.

You could try it a few times with different speeds, depending on your learner.

Ask the learner to listen to the message. Play it twice.

Ask the learner questions about the message.

For a beginner learner, ask these types of questions:

- What words did you hear?
- Where will I go?
- What time is the appointment?

For an intermediate learner, ask these types of questions:

- Why do I need to see the doctor?
- What did I say in the message? (Have the learner paraphrase.)

Play the message as many times as necessary for the learner to be able to answer your questions. You may need to play it before each question if the learner's English level is very low.

Notes

2. Lost Property

Time: 10-15 minutes

Materials: Individual pictures of everyday items that look slightly different (e.g. umbrellas). These should be words the learner knows. Introduce only three new words.

- Review previous vocabulary.
- Spread the pictures on a table.
- Tell the ESL learner that you will talk about one picture. His/her job is to listen and point to the one that matches. You may want to demonstrate this.

For beginner learners, use simple words. Speak slowly. Repeat.

For intermediate learners, give a longer description and include positive and negative statements. For example, if using two pictures of green umbrellas, state: "I've lost an umbrella. It is green, but it doesn't have stripes."

Other Ways of Encouraging Your Learner to Listen with Confidence

1. Record a little from the radio

Make a recording of the weather report (try CBC radio for something clear and not too fast). Listen with your learner for the name of your city/locality. Listen again (five times is not too much for your learner!) for other things. (For example, words that describe wet weather, words that talk about the outlook.) Listen with a map of Canada in front of you and track some of the place names.

Purpose: listen and extract meaning from real Canadian English

2. Record a little from TV

Maybe a few minutes from the news, or a few minutes from a Canadian programme like *The Nature of Things*.

Watch/listen with your learner for one or two features only. For example, the event that the news item describes.

Notes

Demonstrate to your learner that nobody needs to listen to/ understand every single word of the news (or of a TV program) in order to get 'the main idea.'

Purpose: listen and extract meaning (general or specific) from real spoken language

3. Make a tape for your learner

Involve a friend (perhaps another tutor). Plan a short conversation but don't write it out (it will sound forced if you do). Plan it with your learner in mind (familiar topic, clear but natural speech, etc). Record your conversation—30 seconds is long enough! Listen to the conversation with your learner. Ask her to identify the number of people and the situation.

Purpose: listen for the general idea, using authentic conversation

4. Use voicemail

Listen with your learner to a recorded message from a company like Telus or the electricity company. Practice the responses. Record an answering machine message and listen to it with your learner. Practice leaving a message.

Purpose: listen and understand a recorded message. Listen and respond to a recorded message

5. Talk with your learner

Your learner's most valuable source of spoken Canadian English is you. Spend part of each session in conversation with your learner. Talk about the weather, football, food, the family, the garden, shopping, TV, the holidays, etc.

Purpose: listen to participate in a real conversation

6. Use a ready-made script

Choose recorded text (or something you can read aloud to your learner) that is short and simple enough for your learner to understand easily. (This means that your learner will know 80% of the words already!) Choose or make up some simple

Notes

focus activities (things for your learner to listen for). Read/ play it several times so that your learner is successful in understanding the text.

Purpose: provide successful practice in listening for understanding

7. Lost Property Office and other games

Collect six pictures of the same items (umbrellas, watches, jackets, cars). Spread them out so you and your learner can see them clearly. Describe one of the items, which you have 'lost,' and ask your learner to point to the right item. Use language your learner can cope with.

Purpose: listen for key words and practice vocabulary

8. Other 'listen and point' activities

Have a picture or photo which will interest your learner. Talk about it while the learner points to items or activities you mention. You can do the same with objects set out on a table—these can be things from the learner's own environment.

Purpose: listen for key words and practice vocabulary

9. Listen and do

Give 'instructions' to your learner which they can follow. For example, folding paper, placing objects in order, placing items on, beside, on top of, in front of, etc.

Purpose: listen for key words, understand vocabulary in context

10. Listen and retell

Read (or play a recording of) something several times that is suitable and interesting. Your learner can ask questions in between readings. Then ask him to tell you what he has heard. More discussion, questions and listening may follow this.

Purpose: listen for key information in sequence

Notes

11. Listen and correct

Have two copies of an article suitable for your learner. Read aloud while your learner follows the script, but occasionally add or change a word. Get her to give you a signal when she notices the difference.

Purpose: listen accurately and for detail

12. Listen and locate

Give your learner a map of Canada and play a recorded weather forecast. Ask your learner to point to places as they are mentioned. Or give your learner simple line drawings of clouds, wind, rain, sun and get her to indicate when he hears these things mentioned.

Purpose: listen for accuracy and purpose in context

13. Listening for sounds

Find/draw pictures of things that sound the same (like *fan* and *van*). Use them to play listening games like bingo, or listen-and-choose. Or play bingo with times or numbers (30 and 13, 15 and 50!)

Purpose: listen to discriminate between sounds

14. Look online

There are useful ESL websites for listening practice. Your resource coordinator will have some addresses.

Purpose: listen and extract meaning from unfamiliar speech

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



Just Checking

Do you recognize there are different purposes for listening?

- ☐ Yes
- ☐ I need more information

Do you recognize some barriers to communication?

- ☐ Yes
- ☐ I need more information

Can you list ways to enhance listening for the learner (make it more effective)?

- ☐ Yes
- ☐ I need more information

Do you feel comfortable selecting, adapting or creating listening activities for different learner needs?

- ☐ Yes
- ☐ I need more information

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.

Picture Story



MAY IS AT THE BUS STOP.



THE BUS IS COMING.



SHE GETS ON.



SHE SITS DOWN.



SHE FALLS ASLEEP.



SHE WAKES UP.

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

Introduction

Activity 1: Speaking with Your Learner

Activity 2: DVD—Speaking

Activity 3: The Dialogue

Tutor-Learner Activities:

Some Ideas on Pronunciation

Sharing a Skill

Real Life Stories

Looking at a Picture or Photo

Storytelling

Comparing Aspects of Canada with the Learner's Home Country

Talking About Everyday Objects

Role Play—Real Life Situations

Talking to a Machine

Answer, Add, Ask

Dialogues Using Everyday English

Singing Along

Copy the Tutor

Wrap Up

Introduction

Speaking can be the hardest and most stressful part of using a language.

It has to happen instantly—there is often no time to rehearse or to think at length about what to say.

Speaking in a second/third/new language is a significant challenge for many of our learners. But it's often the most immediate need—we interact mainly by speaking.

Your learner will need many opportunities to practice in a safe environment in order to develop his speaking skills in a Canadian context.

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 or may not be polite at all 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' such as body language, eye contact and other ways of communicating. These are also culturally based as are norms concerning taking turns, greetings and so on.
- Speaking is therefore usually combined with the other skills (like listening). Most language skills are **integrated** into every day use.
- 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 finishing words or sentences, but we want to avoid this and let the learner produce the language he or she will need.

Notes

- There are many English accents. Within Canada you will hear many, in almost every place you go. The focus for the ESL learner is to be able to be understood, not necessarily to have a specific Canadian English accent.
- There is a difference in the vocabulary used for receptive skills and that used for productive skills. For listening and reading, we just need to *recognize* a word or phrase. For speaking and writing, we need to recall and *produce* it. We all usually recognize much more language than we can produce.
- A lot of speaking and listening occurs using technology like cell phones, Skype, voicemail etc. Acknowledge the importance and usefulness of these resources for tutors and learners. Examples include leaving a voicemail and listening to instructions from a Telus recording to access a particular service.

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

Activity 1

Speaking with Your Learner

Time: 10 minutes

Here are two typical conversations between a tutor and learner. Look at them and discuss them with other tutors.



Notes

Activity 2

DVD—Speaking

Time: 15 minutes



Watch the DVD segment. Listen carefully to the conversation and write down three or four features of the learner's spoken English.

After watching the DVD, try answering the following questions:

1. List the activities that were shown, and which were used to improve speaking that were shown.
2. How do the tutors use these activities to help the learners improve their accuracy when speaking?
- 3.

Activity 3

The Dialogue

Time: 15 minutes

The dialogue is a basic technique used to present spoken language. We don't go around telling stories to each other, but we do have many opportunities for conversation. Dialogues also provide a cultural context, placing spoken language in the situation where it naturally occurs. The dialogue stimulates natural speech appropriate to the learner.

How to Teach a Dialogue:

4. First, the tutor needs to situate the story so that the learner understands who is speaking and where.
5. The learner listens as the tutor presents the dialogue once or twice.
6. The tutor checks the learner's understanding and explains and clarifies problematic language by asking easy, simple, yes/no questions (or whatever type of question is appropriate for the level of the learner).
7. At this stage there is much repetition of the dialogue.
8. 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:

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

Notes**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. Instruct the learner in the vocabulary 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.

Tutor-Learner Activities

1. Some Ideas on Pronunciation

Helping your learner improve pronunciation is worthwhile; however, it can be a long, slow process.

It's best to work on the most important errors—those that get in the way of understanding. Ten minutes out of a session are sufficient for work on pronunciation.

Beginners will probably need to work on the single sounds in English that they do not have in their own language. For example, Spanish speakers do not have a 'v' so they substitute 'b'. Japanese speakers have a sound between our 'l' and 'r' so it is hard for them to realize that we need two sounds for their one, and that it makes a difference whether we say lice or rice.

In general you can expect many learners to have problems with 'th' sounds, our 13 Canadian vowel sounds, the 'r' sound and pronouncing the endings of words.

Working on Single Sounds

Hearing the sound

When you know what sound to work on, begin the practice gradually in three stages. First make sure that your learner can hear the sound. If the sound does not exist in the learner's native language, the learner may not hear it. The learner will need to discriminate between similar sounds. Make lists of the sounds you notice the learner replacing or missing out. Read from your list of two contrasting sounds. Read from your list of two contrasting sounds but do not let the learner see the list. Ask the learner to indicate the hearing of the sound by holding up one or two fingers, pointing to a card with the correct symbol, or saying one or two. Five or ten minutes of listening practice is often enough. Repeat this stage in subsequent sessions until the learner is successful.

Notes

Producing the sound

At this point bring in pictures, hand signals, and a mirror that will help in clarifying “how to make the sound.” Ask the learner to listen and repeat a list of meaningful words. Use the words in sentences. Have the learner repeat after you. Consider all the possible positions of the single sound in words contrasting *d* vs. *th*:

they	other	breathe
day	udder	breed

This stage two often carries on for more than one session. The learner needs enough repetition to be confident.

Reviewing and reinforcing the correct sound

Even after a student has mastered a sound, there may be lapses in correct pronunciation. It’s a good idea to have a mutually agreed upon hand signal or cue to use so that the learner can self-correct. Bingo and tic-tac-toe games can be made up to practice and review troublesome sounds.

Beyond Single Sounds

As learners move beyond the beginner level, they need a lot of practice on double and triple consonant clusters such as *tree* and *three*—where to put the stress in longer words and in sentences, as well as the music of a phrase (intonation).

Often the incorrect stress or rhythm of polysyllabic words and words in sentences prevent a learner’s speech from being understood. For the intermediate learner, stress and intonation in sentences is a greater difficulty than single sounds. Stress and intonation are best practiced by imitating and repeating natural speech.

Use pronunciation texts for specific exercises in word stress and sentence stress, **linking**¹ and contractions.

¹**linking**: refers to how words appear linked together when we speak

Notes

Example:

<i>I've</i>	Contraction
What did you say?— <i>Whad jesay?</i>	Linking
Photograph —photography, photographic	Word Stress

Use practice sentences and chants to practice pronunciation. It's better to stay clear of tongue twisters as these can be too frustrating even for native speakers.

2. Sharing a Skill

Ask the ESL learner about his or her hobbies to draw out how they do something. (E.g., how do you make something?) If there are no hobbies, ask about what they do at home or what they used to do in their home country. You could ask if they know how to make something. You could model this by doing something quick like a paper airplane.

Ask the learner to tell you what happens. (What are the steps?)

For beginners	For intermediates
<ul style="list-style-type: none"> • Provide pictures (stick figure sketches) of a process. You could draw a stick person mailing a letter could be broken down into a series of steps: <ol style="list-style-type: none"> 1. I wrote a letter to my mother. 2. I put the letter in an envelope. 3. I put a stamp on the envelope. 4. I put the envelope in the mailbox. • Provide all verbs and nouns. Model the sentence and then ask for the learner to repeat. 	<p>Ask the learner to describe how to make a food dish or play a game from his or her homeland. (Try to use topics that include vocabulary the learner is going to need, in situations that are important now, and which include a cultural learning opportunity)</p>

Purpose: provide real speaking practice where the learner is the tutor

Notes

3. Real Life Stories

Have some topics written on a page (just do 5 -7 to start as this will be less daunting for the learner) For example: family, food, job, your country, Canada (these topics should be relatively taboo free).

Ask the learner to choose a topic.

Ask the learner to tell you what he/she knows about the topic. Your role is to listen and provide vocabulary help where necessary.

For beginners	For intermediates
Use a series of pictures rather than a word list. Ask the learner to point to one picture and tell you some words about it. (for example, if a picture of an extended family is used, the learner may identify people in the immediate family) You can give some new vocabulary and have the learner repeat it, then point to different people and have the learner identify them. Then have the learner repeat the procedure alone.	Give a list of abstract ideas such as love, success, etc. and have the learner speak about one of them while you ask questions to draw out information. For example: <ul style="list-style-type: none"> • Can you give me an example? • Can you explain that a bit more? Visual dictionaries are great sources for these pictures.

Purpose: use everyday language exchange for specific purposes

Notes

4. Looking at a Picture or Photo

Materials: photo(s) of an event(s) in the community

Instructions

Ask the learner to look at and think about the photo. Ask if there are any words they don't know. Present the vocabulary, focusing on pronunciation and intonation. It doesn't matter if they know what the picture is about. The purpose will be to practice some speaking tasks. You could ask the learner to:

- Describe everything in the photo.
- Answer the questions: who? What? Where? When? Why? and how?
- Make up a story about the picture- what happened before and now
- Make up a story about what is happening now and what will happen next
- Create a possible dialogue that could come from the picture (any object or person could be speaking)

A useful resource is a reminder list of speaking prompts which will fit any picture.

- Beginner level "What can you see in the picture?"
- Intermediate level "What's happening?"
- Advanced level "What might happen next?"

Notes

For beginners	For intermediates	For advanced speakers
<p>Use language previously learned such as verbs, nouns, feeling words etc. and focus on just those items. Provide new vocabulary to practice. You could also ask yes/no questions such as:</p> <ul style="list-style-type: none"> • “Is he happy?” • “Is this a good thing to do?” • “Did you have a pet in your home country?” etc. <p>Beginner level (CLB 0-2) (mostly single words)—help your learner identify the items in the picture.</p>	<p>Ask them to ask you questions about the picture after you have demonstrated what you want your learner to do. Discuss whether this would happen in the home country, why or why not etc.</p> <p>Intermediate level (CLB 2-4) (phrases, sentences)—prompt the learner to talk about what they can see or what’s happening in the picture.</p>	<p>Advanced level (CLB 5-6) (sentences, extended speech, discussion)—discuss with your learner, opinions about the picture. For example, how people are feeling, what might happen next, why the photo was taken, etc.</p>

Purpose: provide opportunities to speak at the learner’s level: naming, describing, explaining, etc.

5. Storytelling

You can use storytelling as a basic technique with higher level learners. Tutors can tell stories using illustrations, visual aids, mime and gesture to help comprehension. Choose story material appropriate to the age, language level, tastes and interests of your learner.

- Prepare yourself to be ready to tell the story from memory. Internalize the mood, the key events, special words and expressions. Use sufficient pictures or props to aid your telling of the story, but avoid written notes.

Notes

- Tell your learner: “I’m going to tell you a story. Listen and enjoy it.”
- Tell the story. (Remember a ‘told’ story will have greater impact than a ‘read’ one.)
- When you have finished, you can use the story as a springboard for discussion of feelings, interpretations or related topics. The higher level learner can paraphrase the story, but need not retell it verbatim.

Purpose: provide speaking practice on a familiar and relevant topic, including communication strategies. For example, asking for and providing clarification.

6. Comparing Aspects of Canada with the Learner’s Home Country

“What surprised you most when you arrived in Canada?”

“What’s difficult about living in Canada?”

“What’s similar about Canada and your country?”

If you can, tell your learner a little about your own experience of visiting or living in a different culture.

Purpose: encourage speaking and listening on a familiar and important topic; practice in asking and answering questions

7. Talking about Everyday Objects

Collect a few small household objects. Take turns with your learner to choose an object and answer three questions about it. For example:

“What is it?”

“What do you do with it?/What’s it used for?”

“Where would you get one?”

Purpose: provide practice in speaking on familiar and important topics; describing and explaining/asking questions for information

Notes

8. Role Play—Real Life Situations

Role-plays are effective at engaging in real life situations. Try switching roles when your learner feels comfortable.

- Talking to the receptionist at the doctor's office
- A parent-teacher interview
- 'Small-talk' at the supermarket
- Giving, accepting, and refusing invitations

Purpose: use everyday language exchange for specific purposes

9. Talking to a Machine

Record a message on a family or commercial answering machine or mobile phone personal messaging service, so that your learner can listen to it several times before saving her message. Try leaving a real message on a live answering machine—perhaps your home phone.

Purpose: use everyday language exchange for specific purposes

10. Answer, Add, Ask

During a social chat with your learner, model the additional information we usually give to keep a conversation going. We often *answer* a question, then *add* a little more, then *ask* another question. For example:

“Did you have a good weekend?”

“Yes, thanks, it was nice and quiet (*answer*). We didn't go out at all (*add*). How about you? (*ask*)”.

Purpose: encourage communicative speaking practice at the learner's level

Notes

11. Dialogues Using Everyday English

Some learners feel 'safe' with a script. Start your speaking practice with a little scripted dialogue (you may want to check with your coordinator for some examples). Practice reading it aloud with your learner, and then try speaking without the script! Or vary the dialogue.

Or try recording your learner, once she is familiar and confident with the dialogue, so that she can hear her English and you can discuss how well she is doing!

Purpose: offer practice with familiar, realistic language to focus on accuracy, then fluency

12. Singing Along

Listen with your learner to a short song. Practice identifying some of the words/sounds/meanings and then sing along together.

Purpose: provide accuracy practice with rhythm—and to have fun

13. Copy the Tutor

Give your learner a hand mirror and show him how to watch his own face as he copies your spoken language. Then have fun with some challenging sounds like "th" and "ow."

Purpose: provide accuracy practice in production of sounds

—Numbers 2, 4-13 retrieved from *English Language Partners NZ training resource kit—Partners in Learning*



Just Checking

Can you describe some strategies and resources to help learners improve spoken English?

- ☐ Yes
- ☐ I need more information or assistance

Are you comfortable to begin to select, adapt or create speaking activities for different learner needs?

- ☐ Yes
- ☐ I need more information or assistance

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/blIPAvowels.htm>

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

Additional Notes: Spoken English

Helping your learner with pronunciation is important, but it must be remembered that improving pronunciation is slow and complicated.

Try to help the learner with the sounds that are causing him/her to be misunderstood, but focus on one problem at a time.

For beginners, work on single sounds—sounds that they can't produce. Make notes of sounds that consistently give them trouble.

For them to begin to correct the problem, learners must be able to hear the sounds they are mispronouncing, or not pronouncing at all. They may not be able to distinguish the English pronunciation of one sound from another sound. Give your learner practice at hearing the sound with which he/she is having difficulty. This could be done with accompanying pictures or written words. Say one word and have the learner identify which sound you are making by indicating the correct picture or word.

Have the learner try to make the sound by imitating you. If you need help knowing how the sound is made, ask the coordinator or consult a pronunciation textbook. Give the learner lots of opportunities to practice the sound.

Learners at the intermediate level may want to know more about linking words, rhythm, intonation and stress in speech. Unless you want to know more about this yourself and you have a good textbook guide, having the learner practice by imitating you and repeating after your best approaches.

All learners need to know to listen for the endings of words in English because the endings tell the listener information. Note that *ed* and *s* endings have different sounds, but copying what is said by others is adequate. If you want further explanation, check with the coordinator, a pronunciation book or check online.

Some common speaking patterns are more easily explained and practiced in your one-on-one tutoring sessions.

1. **Contractions** are commonly used in speaking and in informal writing. Two words are said together as one word by dropping out one or more letters. Contractions are predictable and only occur with certain words.

Common words that are contracted and one example

<i>Will</i>	<i>he + will=he'll</i>
<i>Would</i>	<i>she + would= she'd</i>
<i>Not</i>	<i>did + not=didn't</i>
<i>Have</i>	<i>we + have=we've</i>
<i>Has</i>	<i>she + has=she's</i>
<i>Had</i>	<i>they + had=they'd</i>
<i>Are</i>	<i>they + are=they're</i>
<i>Is</i>	<i>it + is=it's</i>
<i>Am</i>	<i>I + am=I'm</i>
<i>Were</i>	<i>we + are=we're</i>

Note: many contractions are made with the WH words

<i>Wh words + did</i>	<i>Where'd he go?</i>
<i>Wh words + will</i>	<i>Who'll go?</i>
<i>Wh words + have</i>	<i>What've you done?</i>
<i>Wh words + is</i>	<i>Why's your foot sore?</i>
<i>Wh words + is</i>	<i>What's this?</i>

The contracted sound of *is* and *has* is the same. The meaning comes from the context. This is the same for *would* and *had*.

2. **Common reductions** are only in oral speech and never in written form.

Reduction word(s)	Example	Sounds like
of	He wants to see some of the pictures.	<i>someuh</i>
and	Jim and Louise.	<i>Jim 'n' Louise.</i>
or	tea or coffee	<i>tea 'r coffee</i>
for	We'll take a break for ten minutes.	<i>break fer ten minutes</i>
going to	I'm going to be sick.	<i>gonna be sick</i>
want to	I want to ride my bike.	<i>wanna ride my bike</i>
have to	I have to talk to you.	<i>haveta talk to you</i>
has to	She has to get home.	<i>hasta get home</i>

Task

Try saying these words slowly. Look in a mirror if you have one. Think about the position of your lips and tongue. Is the mouth rounded? Open? Is the tongue near the roof of the mouth or low down?

Oh! then

fur thin

fee vast

sound fast

murmur

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

Introduction

Activity 1: Key Points

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

Activity 3: What do you read?

Activity 4, Option 1: DVD—Reading and Writing

Activity 4, Option 2: Using Newspaper Ads

Wrap Up

Tutor-Learner Activities

Information Gap Activity

Language Experience Approach

Grammar in Writing

Read and Retell

Read and Do

Read the Lead Story in the Newspaper

Read Non-text Material (e.g. Maps)

Read a School Newsletter

Coping with Mechanics

Writing a Recipe

Writing a Message for a Family Member

Writing a Shopping List

Writing Some Questions to Ask the Doctor

Writing a Note for a Child's Absence from School

Just Checking

Introduction

By the end of this module you should have a good idea of the kinds of activities you can put together for reading and writing opportunities with your learner. In this module, you'll notice that all the skills (reading, writing, speaking and listening) overlap. Don't worry about separating the skills out from one another all the time, most language doesn't occur in separate boxes.

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.

¹**maternal language:** A person's maternal language is his or her first language, or "mother tongue."

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- As with other types of communication, there is a cultural element in written communication. For example, one's cultural background may influence a choice of topic, the choice of language, and the situations in which written messages are or are not appropriate. As well, communication styles can be different. In Canada we tend to be very direct. In some other cultures, written communication involves the reader. In other words, the reader has to do some work. The writer doesn't need to tell everything, and it can be insulting to give all the information. This is very different from a Canadian direct approach.

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

Ways of Encouraging your Learner to Read with Confidence

Choose Relevant, Readable Material

- Make sure the topic will engage your learner.
- Check that the language level is such that your learner knows about 90% of the language in the text. **Note:** This may not be possible with a beginner learner.
- Consider things like the size of the print (slightly larger print is often easier to read for readers lacking in confidence), the length of the lines of print and the amount of text on one page. Choose something that will look enticing rather than daunting for your learner.
- Prepare your learner for reading—discuss the topic, go over (or check that he knows) key vocabulary items.
- Ensure there is a reason for reading—give a focus question. (For example, “How many people are involved in this conversation?”)
- Give your learner time to read comfortably for meaning.

- Give multiple chances to read the same text (for example, by setting different questions/tasks).

Ways of Encouraging Your Learner to Write with Confidence

Coping with the Mechanics

Tracing letters and words

Write words in large letters to begin with. This is appropriate for learners with basic literacy issues in their own language or for those who are not familiar with our alphabet.

Completing a sentence

Write the first part of two or three sentences and write the concluding words elsewhere on the page. Give the learner time to read the sentence, find the missing word and copy the word to complete the sentence.

Filling in gaps

Write two or three sentences (you could use a flyer, newspaper, driver's license application form, etc.—just be sure that the learner is familiar with the content beforehand), leaving a gap in each one. Write the missing words elsewhere on the page. Give your learner time to read the sentence, locate the missing word and copy it into the gap.

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Activity 1
Key Points

Time: 15 minutes

Take a look at the *Key Points* listed in the Module 7 Introduction. Be sure to ask any questions that arise as you review these points with the coordinator.

Notes

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

Time: 10 minutes

فقال الصبي الصغير	ពាក្យកណ្តាលមកអញ បើងមិន
ومسكينان كه	Sinam intem amma num qaadah lee deerisam
បស់អាពុំត្រូវតែងងថែកផលស្រែនេះ	تا با خودشان بیرند .
بچه هارا به عمه هنگ	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*

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Activity 3
What do you read?

Time: 10 minutes

Take a few moments to jot down the answers to the following questions:

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

Be sure to make a list of what you have read in the last 24 hours. Include signs, notices, maps, labels, and lists.

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Activity 4

Option A: DVD—Reading and Writing

Time: 20 minutes

Materials:

- DVD player and the ESLSAP DVD.



Watch the *Reading and Writing* DVD segment carefully and write down two or three reading and writing activities the tutor uses with the learner. Then try answering the following questions:

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 segment?

OR

Activity 4

Option B: Using Newspaper Ads

Time: 15 minutes

Materials:

- Newspaper ad page
- Pencil/highlighter

Prior to doing this activity with your learner, 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.

Ask your learner what is important when renting an apartment. Does he/she want air conditioning etc.?

Ask the learner to write a list of what he/she would like.

Give the learner the classified page from the newspaper. 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 learner 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 learner 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.

Notes**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.

Wrap Up**Notes**

Time: 5 minutes

Make note of anything from this session or the previous ones that you might be able to use together in a session for your ESL learner. You might also consider how to make the task simpler or more complex.

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Tutor-Learner Activities

1. Information Gap Activity

During an information gap activity, the goal is to have the learner ask for information from a partner, you the tutor, that he needs to fill in on his paper. The underlying principle is to use language to fulfill a real and meaningful exchange of information.

Create two copies of text on a topic of interest. Copy A has information that copy B needs to complete his copy and vice versa. Tutor and learner take turns asking each other questions to fill in their texts. Examples might include: two copies of flyers from the supermarket with the prices of different articles on each sheet blocked out. You can also create simple maps of your own community with different locations on each and have the learner ask for directions to different places.

For examples of information gap activity sheets, go to:

http://bogglesworldesl.com/information_gap.htm

2. Language Experience Approach

The language experience approach is an excellent way of involving the learner in producing text for reading and writing practice. It can be difficult to source suitable material which is both interesting and suited to your learner's context. This approach overcomes this challenge. With beginner readers, the tutor and learner can produce their own material by creating a text together.

Steps:

1. In a conversation, the learner tells you something about himself and his activities. For example, you could ask "What did you do last week?" or "Tell me about your childhood home." This is the beginning of a shared story on a selected topic. It doesn't need to be long, it only needs to hold meaning for your learner.
2. Have the learner tell you the story sentence by sentence. Write down what the learner says, constructing a short text (sometimes just a sentence). Print exactly what the learner says and have the learner watch. If the learner

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mispronounces a word, model and spell it correctly. If the learner makes other errors, you can make corrections, just be sure to keep the conversation flowing.

Note: Writing down exactly what the learner says accomplishes two purposes: 1) the learner sees that whatever she says can be expressed in writing and 2) by accepting and transcribing whatever the learner says, you keep the language rolling.

The standard English text that you have created together can be used in many ways for reading and writing practice. For example:

- Read the text back to the learner (pointing to the words as you do so) and ask the learner to read along with you. Then ask the learner to read it again on his own.
- Make a copy of the text (in large print) and cut the text into sentences. Ask the learner to sequence the sentences.
- Cut one sentence into words or phrases and ask the learner to match it up with the original, or ask him to reassemble it without looking at the original sentence. Include the punctuation (capital letter, full stop, perhaps a comma).
- Ask your learner to point to individual words as you read aloud.
- Ask your learner to read individual words as you point to them.
- Dictate one of the sentences to your learner.
- Dictate a new sentence which uses the same words in a different order, or similar words which are not quite the same.

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Suggestions for topics:

- A walk to the park
- A trip to town, the supermarket, the local market
- Having a cup of coffee
- Saturday sport
- A celebration in the learner's community (for example, a wedding)
- Going on the bus
- Gardening
- Cooking together

3. Grammar in Writing

Materials:

- pencils and paper

Write a short paragraph about a session you and your learner had together. Include vocabulary that the learner is familiar with.

In the text, make some deliberate errors in subject/verb agreement (*I is a teacher*) verb tense (*I goed to the store*) and spelling (*I haf a lot of work to do*).

Tell the learner how many errors there are, and what kinds there are. When the learner has found some or all of the errors read over the paragraph with the corrections. Help with any mistakes that the learner has missed and think about how you might address that need in another session.

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For beginners	For intermediates
<p>Use the same error throughout the writing. Separate the sentences—don't write a paragraph as it will be too much text on the page. Leave space after each sentence and ask the learner to write the correct sentence in full.</p> <p>Have the learner practice writing the sentence correctly, inserting different parts. Give a list of language you have already used. By providing this in writing, it helps the learner notice spelling.</p>	<p>You can use more complicated sentences presented separately. You could include wrong words, for example, "Yesterday I choice a chocolate cookie for coffee break." You could include dictionary work.</p> <p>As sentences get longer, be sure to support pronunciation of separate sounds and words that could make communication difficult for the ESL learner.</p>

4. Read and Retell

Ask your learner to tell you about what he has read. This could be a single sentence or a whole book. It could be a brief overview or a detailed retelling. Model active listening strategies as you listen to him.

Purpose: Show understanding of appropriate written text in a real and familiar setting.

5. Read and Do

With your learner, read a set of instructions and carry out the instructions as you read. This might be origami, folding a table napkin, following directions to a certain place, making a recipe.

Purpose: read relevant texts for meaning and purposeful activity

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6. Read the Lead Story in the Newspaper

Some learners like to keep up with the main news stories via television, the Internet, radio or newspaper. Discuss the current event before you read together. The *WestCoast Reader* is a newspaper for adults improving their English reading skills (<http://www.westcoastreader.ca/>). It contains suggested activities to use with the newspaper.

You can also ask your learner to find four or five key words in an article (which are usually in the first paragraph or two of a newspaper article). Choose the key words yourself if your learner lacks the confidence, and ask him to find them in the article.

Then talk a little more about the event, and move on. Nobody scrutinizes every word in the newspaper!

Purpose: gain meaning from authentic, everyday written material.

7. Read Non-text Material (e.g. maps)

Choose or invite your learner to choose an example from your daily lives—a local map, the local phone book, supermarket flyers, etc. Talk together about their meaning, use and purpose.

Purpose: extract meaning from authentic written material.

8. Read a School Newsletter

Preferably the newsletter your learner receives from her children's school. Help her sort out the key information and learn to recognize which items require a response (e.g. permission slips, money or trips, etc.).

Purpose: extract meaning from authentic written material.

9. Coping with Mechanics

Completing a sentence.

Write the first part of two or three sentences and write the concluding words elsewhere on the page. Give the learner time to read the sentence, find the missing word and copy the word to complete the sentence.

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Filling in gaps.

Write two or three sentences, leaving a gap in each one. Write the missing words elsewhere on the page. Give your learner time to read the sentence, locate the missing word and copy it into the gap.

Purpose: to provide practice in letter recognition

10. Writing a Recipe

Ask your learner to tell you how to make a dish that he knows well. Then ask him to write the recipe for you. Offer help if necessary.

Purpose: gives practice in sharing authentic written material.

11. Writing a Message for a Family Member

Model this by writing a message for your learner. (For example: Can you come at 2:00 rather than 3:00 next week? Is this convenient for you?) Then ask your learner to write a message in reply, or a message to a family member.

Purpose: give practice in writing for an authentic purpose using note format.

12. Writing a Shopping List

This is best as part of a conversation in which you and your learner decide together the five (or 10, or 20) items that need to go on the list.

This could be extended with reminders of errands to do on the same trip, such as to go to the library, or pick up dry cleaning.

Purpose: give practice in writing familiar vocabulary in list form.

13. Writing Some Questions to Ask the Doctor

This can be a real support to the learner who is not confident in English.

Discuss together a real or likely situation in which your learner needs to go to his family doctor. Help him write down two or

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three questions he wants to ask the doctor (or write down two or three phrases describing the problem).

Purpose: give practice in using writing to prepare for a conversation.

14. Writing a Note for a Child's Absence from School

This is really useful for a learner who has schoolchildren. Begin by sharing an example with your learner (perhaps one you have written yourself) and discuss the format and necessary information such as date, name, class teacher's name, and so on. Then help your learner 'have a go.'

Purpose: give practice in writing for an authentic purpose.

—Numbers 2, 4-14 retrieved from *English Language Partners NZ training resource kit—Partners in Learning*



Just Checking

Do you understand the different purposes and situations for reading and writing?

- ☐ Yes
- ☐ I need more information or assistance

Are you comfortable to begin to use a session plan with integrated skills?

- ☐ Yes
- ☐ I need more information or assistance

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.

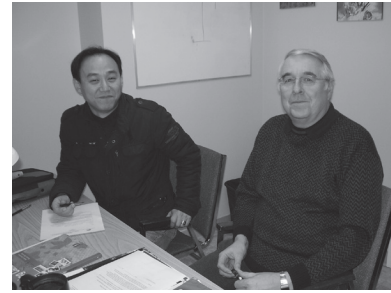
If you are stuck on something, open Google and ask "When do we use used to?" or another specific question. Put the whole question in quotation marks to narrow the search. Try it and see what you get.

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

Introduction

Activity 1: Back to Planning

Sample Beginner Session Plan

Activity 2: Writing a Plan

Planning Template

Adapting a Session

Wrap Up

Tutor-Learner Activities:

 A Sample First Session Plan

 Sample Intermediate Session Plan

Just Checking

Introduction

This is the final module on planning a session. In addition to being the 'wind-up' session on planning, it offers an opportunity to reflect on and integrate some of the many ideas you have come across in the previous sessions. The aim is for you to begin your practical work with confidence and enjoyment with a secure knowledge of best practice in ESLSAP tutoring.

Key Points for this Module:

- Two hours a week isn't much, but imagine if your learner had none! It is possible for the learner to make progress, which can be measured.
- Your time together is limited, so choose topics, materials, resources and activities that are as relevant as possible.
- An hour of one-to-one tutoring is very intensive, so provide some variety in the kinds of activities you use.
- Keep checking with the learner that you are on track. Simply asking "Is this too easy? Is this too hard? Do you need more time?" shows that you are doing your best for the learner. It also gives you a chance to adapt if you need to.

Activity 1

Back to Planning

Time: 10 minutes

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.

In general, tutoring sessions follow this sequence:

Present → tutor

Practice → ESL learner

Communicate → tutor and learner

This sequence corresponds with the *Steps of a Tutoring Session*, from Module 4, Activity 4.

Opening (informal chitchat)

Review

Present new language

Practice the new information

Communicate (use the new information outside of one specific situation)

Wrap Up

Steps of a Session

Most sessions have these elements, usually in this order:

1. Opening/Informal chitchat

Always make time for this as it may help to:

- Re-establish rapport with your learner
- Give an insight into what's happening for your learner this week
- Relax the learner and help them to get to know you better as a person
- Possibly even give a new direction to the session

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2. Review

Start off with something done before. Lots of repetition is needed to remember information. Studies show that to remember things we need to revisit them a lot. Ideally we should revisit the material after a few minutes, after a day, and then revisit again after about a week.

Five minutes may be too short for review, so be prepared to spend a longer period of time on it, especially if the learner is succeeding. This will increase his/her motivation to move on to new material.

3. Present the new language

This new language should always be set in a context that is familiar to your learner. Generally, you'll 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. Be sure to make the new language as real as possible. Try using something from your learner's home e.g. junk mail, an old account, a form of some sort, a permission slip from school. Sometimes you might need to simplify the original item.

This part is more passive for the learner. He/she will be listening hard.

4. Break

One-on-one tutoring is intense so remember to take a short break. Five minutes is good for a one-hour session. Have a quick stretch or a snack or quick conversation about something outside of the session.

5. Practice

Use the new material in a task or possibly two tasks if there is time. It is good practice to have a range of activities over time. Here are some suggestions, but you may use ideas of your own.

- Just talking about things of interest; sharing ideas and experiences about the new material

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- Role plays—either spontaneous or planned collaboratively
- Reading a dialogue prepared by the tutor
- Reading a short commercial text together
- Writing about an experience and then reading it together
- Copying sentences
- Listening to audio recordings
- Listening and reading: book/audio recording combinations can be very satisfying
- 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.'

6. 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 asking 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 planned collaboratively
- Writing about an experience and then reading it together

This is hard work for the learner but it's also an important step.

7. 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), etc. This is especially important if the learner has been having a difficult time with the lesson.

It's a good idea to briefly revisit your session's key points at the end and then think together what might be an appropriate way to follow up next week. Ask your learner what was easy and difficult (this could help with your reflection and planning).

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: 40 minutes

In Module 3 you spent time working on how to determine what your learner needs to learn. Now it's your turn to plan a session. Use any of the materials or activities we have used or gone over in the sessions to help you in your planning.

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 an office for information about a job ad.

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) for this activity.

1. Decide on a topic that would be useful for Shirley right now.
2. Decide what one goal for the session will be. The goal should be task based (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. 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.
4. 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

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practice, correct often and be particular. 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 we do not correct as much (but keep a mental note of mistakes for future sessions).

Remember...you're not alone—don't be shy to ask for help if you need it.

Later in the session you will share your ideas with other tutors, so you'll have a chance to take away more ideas for this one situation.

Plan in pairs if you wish.

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:

Present new language:

BREAK

Practice (what activities will you use?):

Communicate:

Wrap up and review:

Notes

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 form such as verb, noun, adjective, adverb- beauty, beautiful, beautifully).
- Making the text longer by adding something of your own.

Can you think of ways of adapting the your session plan? How might you adapt the plan for an intermediate learner? Discuss your ideas with other tutors.

Reflective Practice

When you leave the ESL learner you may think to yourself, “ That went really well. Anna is so quick at learning vocabulary—that game seemed to work really well,” or “Well, that reading took a lot longer than I thought it would. It must be too hard. I should do something more simple next time to see if it helps.” This is all part of a reflective practice.

It may seem like a lot to think about, but try asking yourself these questions:

- Did my learner smile and seem happy or was he/she withdrawn?
- Did the learner engage in the new material? Did he/she seem interested?

Notes

- Was the material too easy, too hard or just right?
- Was the learner able to practice what was presented?
- Was the learner's response appropriate for the situation?
- Will the learner be able to use this new language in his/her life right now?

By asking yourself these questions, you will get a sense of what worked, what didn't and hopefully how to make the next session more effective or applicable or fun.

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

Wrap Up

Time: 10 minutes

If you have the opportunity, take a look over other volunteer tutors' session plans and write down some ideas that you could borrow to adapt your most recent session. You might get some other ideas. Write those down too because you never know when you'll use them!

Tutor-Learner Activities

A Sample First Session Plan

The following is a sample session plan that may help you to consider the timing of your first meeting and how much emphasis the planning might take in the first meeting. Notice that it is similar to the session plan from Module 3, which is about exploring the ESL learner's needs.

How long?	What to do?
10 mins. approx.	Introductions. You met each other when the coordinator matched you. Now is a good time to review pronunciation and spelling of names and perhaps to check that the learner is happy to be called by this name as opposed to another (some learners choose English names, some prefer to use their real names).
5 mins. approx.	<p>Tell the learner about your family—whatever you're happy to share. Speak slowly and in short sentences. Your learner isn't used to hearing your voice. Use photos if you can. Give simple information about yourself—where you live, who is in your family, occupations perhaps, schools or ages of any children.</p> <p>Be prepared to break up the information into very small chunks. The learner is not used to the Canadian accent and terminology and may be quite nervous. Teach him how to stop you or ask you to repeat if necessary.</p>
10 mins.	Ask your learner to tell you a little about himself and his family. Ask short questions to elicit the same sort of information you have (e.g. address, family members, occupation).
10 mins.	Tell your learner where you grew up. Have a map if it seems useful. Write down new words if your learner asks you to.
10 mins.	Ask the learner to tell you where he grew up, how long he's been in Canada. Write down the corrected version of one or two sentences if this seems appropriate.
10 mins.	Play a short game, like bingo (numbers 1-10? 1-20?) or a memory game with cards.

5 mins.	Talk (gently) about homework and/or using English between sessions. Ask the learner if he has time to complete a worksheet, learn some new vocabulary, write a diary, watch and listen to TV, use the Internet, etc. Ask the learner what he would like to do next week.
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—From English *Language Partners NZ training resource kit—Partners in Learning*

Sample Intermediate Session Plan (CLB 4s and some 3s)

Topic: Shopping for a birthday present

Materials Needed: Flashcards, picture story, worksheets, cue cards, extra paper

Time: 1 hour

Session Structure	Lesson Process (what happens?)	Resources
Opening	Warm up questions: Where do you go shopping? Why do you like to go there? Do you shop before you buy? How often do you go shopping?	
Review last week's session	<p>Past tense review using flashcards, reading sizes. Have present tense verbs on flashcards and ask learner to tell you the past form. Have a chart with various sizes for infants, children, adults, etc., or cut out charts from catalogues; read the sizes and discuss what they mean.</p> <p>Part 1 Objective: Student will be able to retell a story.</p>	<p>Flashcards of present tense words</p> <p>Size charts</p>

Present	<p>Use a picture sequence to construct a story about shopping for a birthday present.</p> <ol style="list-style-type: none"> 1. Show learner entire story and get as much information from her as possible. 2. Have picture cut up into scenes and first have learner sequence and then tell story. 	<p>Pictures about shopping for birthday present.</p> <p>Story: Last weekend Linda went shopping in the mall. She was looking for a birthday present for her mother. She saw a very nice blue sweater which would match her mother's blouse, but she wasn't sure of her mother's size. The store clerk was very helpful. She said, "If it doesn't fit, you can bring it back." Her mother was happy to receive the lovely gift. But, when she tried it on, it was too big. Linda had to take it back.</p>
<p>Practice using the language</p> <p>Communicate</p>	<p>Practice retelling the story.</p> <p>Talk about past shopping experiences. What do you think about the shopping in Canada? Do you shop around before you buy? Do you go away on shopping trips? Compare shopping in Canada to shopping in your country of origin.</p>	<p>Nonsense pair cards</p>

<p>Wrap up—review and think together about the next session</p>	<p>Play a matching game.</p> <p>Prepare a series of sentence starters beginning with “When I...” and a series of accompanying actions. Copy onto cardstock using two different colours. Place the piles face down. The learner must take a card from each pile and try to mime what is happening. The tutor tries to guess. Then the learner says what it is, e.g., “When I take a shower, I stand on one leg.” The tutor then does the same. The more ridiculous or nonsensical the pair, the more fun it will be!</p>	
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Just Checking

Do you feel confident to produce a one hour session plan?

- ☐ Yes
- ☐ I need more information or time

Do you understand how to adapt a plan?

- ☐ Yes
- ☐ I need more information or time

Resources

Here are some resources for you to use with your learner.

Pictogram: Doctor's Office



Dialogue: Doctor's Office

- A. (Ring! Ring!) Good morning. Doctor's office.
- B. Hello, _____.
- I'd like _____.
- A. What's the problem?
- B. I have _____.
- A. Can you come in _____?
- B. _____. Thank you.

Role Play: Doctor’s Office

Today at 3:00	Tomorrow at 10:30	On Wednesday at 1:45
Today at 11:45	On Monday at 4:00	Next Friday at 1:30



Word Search

Find the occupations. There are at least 15.

P	A	D	O	C	T	O	R	B	C	D	E
L	F	G	H	I	E	J	K	L	M	N	L
U	O	P	G	W	A	I	T	E	R	R	E
M	S	B	U	T	C	H	E	R	T	U	C
B	V	W	X	T	H	Z	A	B	C	D	T
E	I	K	J	I	E	B	H	G	F	E	R
R	M	L	I	B	R	A	R	I	A	N	I
N	O	P	D	Q	R	K	S	T	V	U	C
H	A	I	R	D	R	E	S	S	E	R	I
U	V	W	U	X	F	R	Y	Z	T	S	A
H	G	F	G	E	I	D	C	B	A	E	M
I	C	J	G	K	R	L	M	N	O	P	Q
P	O	L	I	C	E	M	A	N	T	S	R
U	O	V	S	W	M	X	Y	Z	A	B	C
G	K	F	T	F	A	R	M	E	R	E	D
H	L	J	D	E	N	T	I	S	T	K	L

Picture Story



Word Cues

daughter	dress	too big
husband	sweater	too long
son	shoes	too tight

Word Cues

mother	skirt	too long
sister	jacket	too short
wife	ring	too loose

Nonsense Pairs for Closing

When I comb my hair,

When I blow my nose,

When I brush my teeth,

When I'm frightened,

When I'm happy,

Nonsense Pairs for Closing

When I take off my shoes,

When I cook,

When I listen to music,

Nonsense Pairs for Closing

I laugh.

I whistle.

I feel itchy.

I jump up and down.

I close my eyes.

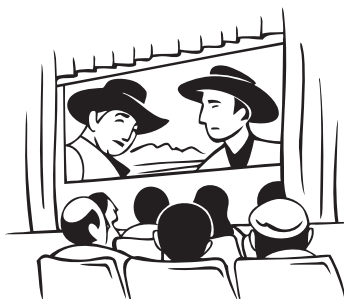
Nonsense Pairs for Closing

I laugh and cry.

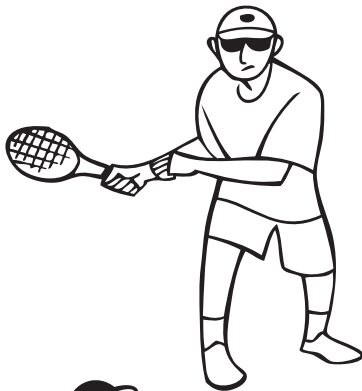
I snore.

I stand on one leg.

Pictures for Free Time Activities



Pictures for Free Time Activities



Pictures for Free Time Activities



Story

My friend, Mike, is a businessman who seldom makes dinner for his family. One day he came home from work and found a note from his wife on the table. She said that she had to go out and asked him to make dinner for himself and the children.

Mike decided to use the gas barbeque outside. He took out some raw chicken from the fridge and put it on the barbeque. Suddenly it started to rain. Within a few minutes it was pouring. Mike ran in to get an umbrella but all he could find was a broken one. He used it but became very wet. Finally the chicken was done. He brought it into the kitchen, looking very miserable.

“It’s okay, Dad,” said his son, trying to cheer him up. Mike looked at his children but couldn’t say anything. Finally he said grumpily, “Eat!”

Later, when his wife came home he said, “A wife is very important in a family!” Since that day, he has appreciated his wife more and always helps with the housework.



Family Jobs Discussion

Content Focus:

In this story who...

cooks the meals?

shops for groceries? (infer)

Personal Focus:

In your family who...

cooks the meals?

shops for groceries?

does the dishes?

disciplines the children?

does the banking?

Cultural Perspective Focus:

In Canadian families who do you think usually...

Before you came to Canada who usually...

Explore Changes:

In Canada, I usually cook the family meals.

In my homeland, my mother cooked the family meals.

I cook the meals now because...(my mother isn't here).

Module 9

Beyond Tutoring

Learning Outcomes

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

Module Outline

Ethics and Personal Safety
Activity 1: What if...?
Wrap Up
ESLSAP Tutor Agreement
Just Checking



Ethics and Personal Safety

Key Points for this Module:

- Volunteer tutor's focus is on language and culture competency for the ESL Settlement learners.
- Volunteering is a give and take process. Volunteer tutors form a partnership with their learner in which both learn.
- Volunteering, like other types of work, entails recognizing one's rights and responsibilities. For example, confidentiality is a responsibility of the tutor.
- Friendships may develop between you and your learner. A friendship is quite normal but anything that jeopardizes you or your learner should be avoided (e.g. sexual favours, hiring, etc.).
- It is not appropriate to use the tutor/relationship to take money, or use the tutor/learner relationship to promote any religious and/or political ideas. Financial, legal and religious issues are clearly outside the professionalism of a volunteer tutor.
- If at any time you are unable to answer questions (such as government policy) or are uncomfortable with situations in the tutor/learner relationship, you should speak with the coordinator.
- If a situation develops that you are not sure how to handle, contact the coordinator immediately.

Activity 1

What if...?

Time: 15 minutes

In a group, talk about these scenarios.

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.	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.
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.	Your learner is looking for an apartment to rent and needs a referee. He asks you to be his referee.
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.	Your learner asks you to dinner at her house.
Your learner has parent-teacher interviews at his children's school. He asks you to go with him.	Your learner has to appear in Court next week on a minor charge. She asks you to go with her.
You are on a salt-restricted diet. Your learner, who is an excellent cook, often gives you food with delicious salty sauces.	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.

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

Notes

Wrap Up

Time: 5 minutes

Sign the *Tutor Agreement*. Remember if you have any other questions, please ask your coordinator.

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: _____



Just Checking

Do you understand the reason for the ethics?

- ☐ Yes
- ☐ I need more information or assistance

Do you have a general understanding of what you can do if you have a concern about the relationship with your ESL learner?

- ☐ Yes
- ☐ I need more information or assistance

Module 10

What's Next?

Learning Outcomes

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

Module Outline

Congratulations!

Activity 1: Keeping a Learning Log

Activity 2: The Tutor-Learner Matching Process

Just Checking



Congratulations!

You've reached the final module in the training. In addition to being the 'wind-up' session, this module offers an opportunity to ask questions and reflect on some of the ideas you've been presented with in the training. This handbook has a list of activities and ideas that you might want to use with your learner, so feel free to use it as a resource.

Our aim is to have you leave the session feeling supported and confident in your tutoring practice.

Good luck and have fun! And remember, you're learning too!

Key Points for this Module:

- Making note of what you have done in a session can help you reflect and prepare for the next session.
- Keeping track of your learner's progress allows you to look back at successes and celebrate with the learner.
- Keeping track of the sessions helps the coordinator to support you when you need it.

Activity 1

Keeping a Learning Log

Time: 10 minutes

Look at the *ESLSAP Learning Log*. This log provides a way for you to keep track of what you and your learner cover in each session. This is just a suggested template; if you are used to another way of keeping track, that's fine. The main idea is to be consistent.

As you keep the record of the activities and topics, you may wish to show your learner the progress that you have made together and plan some celebrations (e.g. a treat day).

You might want to have your learner keep his or her own log. It may be good practice for the learner to do the writing on his/her own. You might add some space to allow for questions you have such as: Was this too easy? What do you want to do next time? By involving your learner in the process, you reaffirm that you are working together.

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

Now that you've completed the ESLSAP tutor training, your coordinator will begin the matching process. Here's an explanation of how you get matched with a learner:

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 and 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.

Personalities: Does the coordinator feel that a particular learner will work well with a particular tutor? Some tutors have specific requests; for example, perhaps 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.



Just Checking

Do you understand how a learning log can help the Settlement team?

- ☐ Yes
- ☐ I need more information or time

Do you see how maintaining a learning log for the student doesn't have to be a lot of work?

- ☐ Yes
- ☐ I need more information or time

Do you feel confident developing a record for the coordinator?

- ☐ Yes
- ☐ I need more information or time

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/>

