

English-as-a-Second Language

Tutor Training Kit

A Learner-Centred Approach
to Tutoring Adult ESL Learners

FACILITATOR TRAINING MANUAL

by Myrina Rutten-James



 **Cumberland Regional College**



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Myrina Rutten-James

Introduction for Facilitator Manual

Program Overview

- This program was designed to give volunteers some basic tools for tutoring ESL learners in a short period of time, and to make the lives of facilitators a bit easier by providing ready-to-use overheads and additional handouts.
- The program consists of 8 sessions that take approximately two to three hours each to complete. Suggested time guidelines are included in the facilitator manual, but may need to be modified dependent upon the needs of your group.
- We recognize that this may not meet the needs of organizations that may find it difficult to get trainees together for eight separate sessions. Sessions can be adopted for one-on-one use. Another alternative would be for facilitators to present only the sessions deemed most necessary by the tutor trainees.
- Some facilitators may find that rearranging the order of the sessions may be useful. For example, session 3 may be easier for tutors if it is presented at the end of the program.
- For those programs that have some downtime between sessions, there are also preview and review assignments included to ensure that tutor trainees have additional practice and that there is more continuity between sessions.

Other suggestions

- Although the program has defined objectives, we know that tutors may have different needs. Modeling a learner-centered approach by supplementing course material with information that reflects the needs of your participants (and the needs of the learners in your program) may be a good idea. Some alternative exercises that may be useful are discussed in the facilitator manual.

- When at all possible, feel free to add narratives that reflect the experiences of the learners in your program. Additional learner profiles, which are highlighted in session 3, could be replaced with written information regarding local learners. You may also want to consider bringing in a guest speaker (an advanced learner or program tutor) to discuss their experiences and give trainees an opportunity to ask questions about what they may encounter in their tutoring sessions.

- There are also videos that may be useful. These are highlighted in the manual wherever applicable. If purchasing the videos proves to be too costly for your program, feel free to contact your local library and order them through interlibrary loans.

Concluding comments

For additional support, please contact the Literacy Unit at 777-6009.

Additional copies of the kit are available for download online at www.nald.ca

SESSION 1

Understanding the Context

Session 1: Understanding the Context

The objectives of this session are:

- To introduce the tutor trainees to the program
- To examine tutor trainee reasons for participating and the qualities that will make them effective tutors
- To familiarize tutor trainees with the adult ESL learner
- To discuss factors that may affect the adult ESL learner
- To introduce general strategies to help motivate the adult ESL learner

Overview of the Program/Session



50 minutes

Make the environment as comfortable as possible. Ensure that people are sitting close to each other and not at the back of the room.

- Show any overheads that are pertinent to your program, i.e. a list of expectations, a job description, etc.
- Show overhead, **An Overview of the Tutor Training Program.**
- Show overhead, **An Overview of Session 1.**
- **Icebreaker Activity:** You can do your own activity or try one of the following exercises below.

Icebreaker Option 1

Divide the room into pairs and have the participants interview a partner to get the following information:

- Name
- Where she is from
- Occupation
- Places traveled and an interesting cultural fact about that place
- Places she would like to travel
- Reasons why she wants to be a tutor
- Something unusual

When the entire group rejoins, ask each participant to introduce her partner to the group.

- ★ Introduce yourself last. Take a moment to reiterate the reasons the participants stated for becoming tutors and add some more general ideas of your own.
- ★ Highlight other reasons for tutoring as noted in the manual.

Icebreaker Option 2

This is an activity designed to get trainees talking to each other. You will need to place seven signs up throughout the room you are working in. Each sign will have a number 1-7 assigned to it.

- Show overhead, **Icebreaker Activity (Foreign Place I'd most Like to Visit)**.
- Have trainees go to the numbered area that corresponds with the number of the country they have chosen.
- Give trainees two minutes to discuss why they would like to go there and share any other pertinent information.
- Show overhead, **Icebreaker Activity (My Favorite Ethnic Food)**.
- Have trainees go to the numbered area that corresponds with the number of the food they have chosen.
- Give trainees two minutes to discuss why it is their favorite food and share any other pertinent information.
- Show the remaining three overheads (in the series) and repeat the process.



A: The Tutor

What makes an effective tutor?

Have handout, **What Makes an Effective Tutor** photocopied and cut up before the session.

- Divide the participants into group of threes.
- Give each group the photocopied cards and ask each group to choose 10 words or phrases that would best describe a "good tutor."
- If there is time, have them categorize their 10 adjectives in order of importance.
- Resume as a larger group and compare responses.
- Show the overheads, **Good Tutors Are**.



15 minutes

Options for presenting the overhead:

- Discuss the reasons why you consider each of the adjectives important for a tutor. Refer back to points mentioned previously during the group work.
- Give a few general examples of how the tutor could accomplish each.

For example:

- ★ Being patient means giving learners time to think and to respond.
- ★ “Demonstrating a desire to learn more about culture” could mean asking learners if they are doing something special to celebrate Lunar New Year or Buddha’s birthday.
- ★ Ask for additional examples from the participants.

- Discuss the intended results of the tutor’s action.

For example:

- ★ Sharing your records with the learner can really motivate her because the learner now has a tangible record of the progress made.

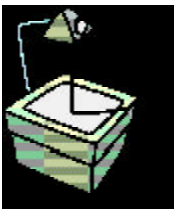
B: The Learner

Who are our learners?

5 minutes

- Present the information **Characteristics of the Adult ESL Learner** orally, simply referring to the tutor training manual.

C: Teaching Adult Learners



30 minutes

- Have each participant work with a partner to discuss a memorable learning experience. What happened? What role did the instructor (facilitator or teacher) play?
- Possible additional questions for discussion: *What role did you play? How much input did you have? How did the instructor get you to understand the information? How did the instructor gain your interest? Was the instructor gaining your interest or did she recognize an existing interest? How was this learning experience connected to the goals you had at that time?*
- Show overheads, **Defining the Approach: General Guidelines for Teaching Adult Learners** and connect them with the information generated from the participants.
- When showing the overheads, **Defining the Approach: General Guidelines for Teaching Adult Learners**, discuss how “active learning” results in greater learner motivation and learner independence.

- Show overhead, **Accelerators and Roadblocks to Language Learning** and discuss.
- Introduce the next section, **Factors Affecting the Learner's Experience** with the handout provided; have the participants (in pairs) try to figure out what the factors are. Promise to give the winners elaborate and expensive gifts.
- Discuss the factors briefly and assign homework.

Answers to the handout:

1. Education
2. Gender
3. Family Relationships
4. Work
5. Physical Health
6. Personality
7. Motivation
8. Learning Styles
9. Behaviour

*These topics are discussed
in the tutor training manual
in the same order.*

- Homework: have participants read the section **Factors Affecting the Learner's Experience** and do the crossword puzzle.
- Point out that the activities that we did in this session are ways that tutors can teach English.

For example

- You can make your own crossword puzzles for learners at <http://www.puzzlemaker.com>. Learners who like word games would probably prefer reviewing vocabulary this way rather than using the traditional matching or drill exercises.
- The papers we used to discuss tutor traits could be used as a way for learners to review vocabulary that they have been introduced to before. You could set up an exercise where the learners must pair words that are similar (synonyms) or opposite (antonyms) on a blank grid.

Example of the grid (synonym) at the start of the exercise

Example of the grid (synonym) after the exercise

big	large
small	little
happy	cheerful
sad	miserable

- Vocabulary review could also be accomplished through a more general classification exercise.

If your learner has finished learning about different types of food, she could classify the words learned using the following format.

Fruit/Vegetables	Meat	Other

Words to review: Apples, beef, carrots, cauliflower, milk bred, chicken, cheese, pork, shrimp, beets, spaghetti, ice-cream, coffee

Research shows that grouping together new vocabulary in this way will help learners remember it better.

Factors Affecting the Learning Experience: answer key for the crossword puzzle

Across

3. someone who may have emotional ties to his / her homeland (*refugee*)
5. a traditional way in which Aboriginal people learn (*demonstration*)
7. learners who speak a language that has no written form (*preliterate*)
8. learners who have had only limited literacy instruction in their first language (*semiliterate*)

Down

1. may affect learner behaviour (*climate*)
2. something that can dramatically affect a learner (*health*)
4. something that dramatically affects language learning (*motivation*)
6. a personality trait which may negatively affect second language pronunciation (*inhibition*)

- Other ideas on how to use these types of exercises for teaching language skills will be discussed in later sessions.

Preview of Session 2 (Optional)

- Handout, *Preview of Session 2* and explain task. Trainees should answer the questions prior to reading the session and make changes, as they deem fit, after they have completed the session.
- During the following session, examine what answers were changed and why this occurred.

Additional note:

There are review and / or preview exercises for all the workshop sessions.

- Previews can be given as homework so trainees are given a reason to read the manual before each session.
- Review refers to activities that could be given as homework after the workshop. These activities can later be used in the lesson planning unit in Session 8.

An Overview of the Tutor Training Program

- Session 1: Introduction
- Background information about the program
 - Understanding the Context
- Session 2: Culture and Communication
- Session 3: The Learner
- Session 4: Integrated Teaching Techniques
- Session 5: Teaching Strategies (Part I)
- Session 6: Teaching Strategies (Part II)
- Session 7: Speaking and Pronunciation
- Session 8: Lesson Planning

An Overview of Session 1

Understanding the Context

- Overview of the Tutoring Program
- Expectations
- Icebreaker

Break

- The Tutor
- The Learner
- Teaching Adult Learners
- Factors Affecting the Learner's Experience

Foreign Place I'd Most Like to Visit:

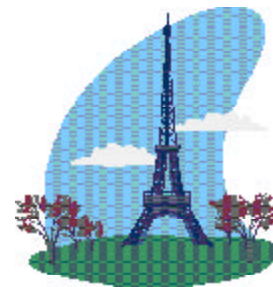
1 Asia



2 Africa

3 Australia

4 Europe



5 Central America

6 South America

7 Eastern Europe



My Favourite Ethnic Food:

1 Greek



2 Italian

3 Chinese



4 African

5 Mexican



6 Indian

7 Thai



The Next Language I'd Most Like to Learn:

- 1 Mandarin
- 2 Spanish
- 3 French
- 4 Russian
- 5 German
- 6 Japanese
- 7 Other

My most valuable experience as a teacher:

- 1 As a parent
- 2 As an aunt/uncle/older brother or sister
- 3 As a classroom teacher
- 4 As a tutor (formally or informally)
- 5 As a presenter
- 6 As a coach
- 7 As a mentor



Reasons for tutoring:

- 1 To tutor for professional reasons
- 2 To learn about another culture
- 3 To prepare for traveling
- 4 To help another person
- 5 To learn about myself
- 6 To give back to the community
- 7 Other

What Makes an Effective Tutor?

Cheerful	Learner-centred	Serious
Authoritarian	Well educated	Patient
Dedicated	Determined	Content-centred
Culturally sensitive	Formal	Accountable
Managerial	Organized	Creative
Realistic	Driven to Excel	Well-trained
Leaders	Respectful	Well-traveled
Facilitators	Idealistic	Experts in grammar
Adaptable	Cautious	Over zealous
Spontaneous	Talkative	Disinterested

Good tutors are...

Learner-centred

- Focus on learner goals
- Develop a partnership with the learner

Patient

- Recognize learning another language takes a lifetime
- Know patience keeps up learner morale
- Provide a comfortable environment

Respectful

- Value the learners' life experiences
- Treat the learner as an adult

Creative

- Use basic teaching techniques, learner needs and creativity to make lessons

Adaptable

- Change plans when a lesson isn't working
- Adapt to learners interests

Culturally sensitive

- Learn about the learner's background
- Learn more about the learner's culture

* Judy Blankenship Cheatham et al., *Tutor: A Collaborative Approach to Literacy Instruction* (Syracuse, New York: New Readers Press, 1993), p. 28. Used with permission.
Ruth Johnson Colvin, *I Speak English* (Syracuse, New York: New Readers Press, 1997), pp. 28 – 32. Used with permission.

Realistic

- Have realistic expectations
- Understand all learners are different

Organized and Accountable

- Plan and keep records
- Stay on task
- Fulfill both short-term and long-term goals
- Share records with learner

Well-trained

- Seek out additional materials at the local library or on the Internet
- Attend any learning opportunities extended
- Network with other tutors to gain additional ideas, support and encouragement

Able to recognize when the situation needs external aid

- Know when to refer their learners to a professional

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

* Virginia Sauvé, *Voices and Visions: An Introduction to Teaching ESL* (Don Mills, Ontario: Oxford University Press Canada, 2000), p. 11. Used by permission of Oxford University Press Canada.

General Guidelines for Teaching Adult Learners

- Create an atmosphere where the learner is active
- Let learners choose what they want to learn
- Let learners set their own goals
- Use activities in the lessons to help learners achieve their goals
- Start lessons with what learners already know and build on their strengths
- Encourage learners to judge what helps them learn and what does not
- Design programs to meet the needs of the learners

"We must be willing to listen, to learn, to see the world through their eyes and, step-by-step, to offer our hand where they do not know the road and we do, being careful to let them choose the journey. We must honor their choices."*

* Virginia Sauvé, *Voices and Visions: An Introduction to Teaching ESL* (Don Mills, Ontario: Oxford University Press Canada, 2000), p. 11. By permission of Oxford University Press Canada.

*“Go with the people.
Live with them.
Learn from them.
Love them,
Start with what they know.
Build with what they have.*

*But of the best leaders
When the job is done, the
task accomplished,
The people will all say,
“We have done this
ourselves.”*

Lao Tsu, China, 700 B.C.; South West African People's Organization as cited in: Auerbach, ***Making meaning, making change: Participatory curriculum development for adult ESL literacy.*** (Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems, 1992.) Used with permission.

Accelerators ^{*}

It's easier when...

Roadblocks

It's harder when...

The purpose of using language -
reading, writing, speaking and listening
- is real and natural

The reasons given or situations
created for using language are
artificial

The focus is on communication

The focus is on the form, not on the
function (communication)

Talk is about interesting topics

Talk is dull and uninteresting

Mistakes are part of learning

Mistakes are bad, and it's more
important to get it right than to get a
message communicated

Language is also used - or studied -
within a context (not as isolated letters,
words, or sentences)

Language is studied out of context

Language activities have a purpose for
the learner

The particular use of the language
studied or activity used is irrelevant
for the learner

Enough time is provided

Learners are pressured to complete
work

The first language is valued.

The first language is not valued.

* Barbara Law and Mary Eckes, *The More- Than-Just- Surviving Handbook: ESL for Every Classroom Teacher*. (Winnipeg, Manitoba: Portage & Main Press, 2000) p. 56. Copyright © 2000 by Barbara Law and Mark Eckes. Used by permission of Portage & Main Press.

Factors Affecting the Learner's Experience

1. TODUCAINE
2. EENRGD
3. MYFLAI SESHILATIRONP (2 words)
4. RWKO
5. ALCHYSPI AHLTEH (2 words)
6. PYOERSITNLA
7. TOTOIMVAIN
8. GLEARNIN YELSTS (2 words)
9. HBORVIEA

Tutor note: Use this with your own learners as vocabulary review or as an exercise to review spelling rules!

Preview of Session 2

Before you read this unit, take a look at the following statements and decide whether or not you think they are true or false.

_____ Culture refers to the activities that certain cultural groups do (such as traditional dancing and food preparation).

_____ The meaning of hand gestures is similar from country to country.

_____ Eye contact is always a sign of honesty and respect.

_____ The best way to learn about a culture is to read books written by people of that nationality or by anthropologists.

_____ Culture shock refers to the feelings of frustration and anxiety associated with moving to another country or place with a different culture.

_____ There are five different stages of culture shock.

_____ The best way to help a person suffering from culture shock is to teach her how to become "Canadian" as quickly as possible.

_____ If your learner is having difficulty, it is important not to directly intervene.

After you have finished reading the session, take a look at your answers. Which would you change? Which responses will stay the same? Are there some for which you cannot give a definitive answer?

SESSION 2

Culture and Communication

Session 2: Culture and Communication

The objectives of this session are:

- To understand the complexity of culture and the implications of cultural misunderstanding
- To discuss the impact of non-verbal behavior
- To introduce tutor trainees to culture shock and related issues
- To familiarize tutor trainees with a variety of methods they can use to discuss culture with their learners

Overview of Session 2: Culture and Communication

- Discuss objectives.
- Show overheads, Overview of Session 2.

Activity: Intercultural Icebreaker

The purpose of this activity is to have trainees experience the feelings that learners may encounter when in another culture where they are unaware of the rules.

Option 1: Hokies and Heelots¹

40 minutes

Group size: 10 or more trainees

Materials: tokens and handouts

Stage 1: Preparation for Activity

- Choose a “High Hokie” and a “High Heelot” before the class begins.
- Brief the groups separately so they cannot hear the information given to each other.
- Give the leaders a copy of the handouts and instruct them to read through these rules with the rest of their group.
- Divide the groups in half and have them join their respective Highs.
- Distribute the tokens.
- Ensure that trainees understand the laws and do not share them with the other group.

Stage 2: Activity

Let each group interact with each other and try to amass tokens while keeping with the values and norms of the country.

¹ Dodson, Margaret et al., *The English as a Second Language Tutor Training Manual* (Regina: The Regina Public Library, 1988.)

Stage 3: Debrief Participants

Draw a parallel between the trainees' reactions and the possible reactions of their learners.

Questions to consider:

- How would trainees describe the other group?
- How did the trainees feel when they tried to interact with the other group?
- What were their thoughts?
- Were they discouraged, perplexed, embarrassed, intimidated etc.?
- Did they find themselves congregating in their own groups even in the other culture's territory?
- Did they have trouble communicating?
- What caused the problems?
- Where did the breakdown in communication occur?
- Compare the secure feeling experienced within their own culture to the feelings they experienced when they had to leave or were "intruded" upon by "outsiders."

Stage 4: Applying the Knowledge

Ask trainees to discuss how this exercise will affect the way in which they tutor.

Possible answers:

- *What we interpret about another culture is a projection of our own culture and ourselves.*
- *Confusion can result from incorrect information or assumptions about another culture.*
- *The inability to understand can lead to frustration and the need to "withdraw" into one's own culture.*

Option 2: Cultural Encounter ²

Group size: 12 or more trainees

Materials: handouts provided

40 minutes

Stage 1: Preparation for Activity

- Form two culture groups and select three or four anthropologists. (There are three cultures from which to choose).
- Give handouts to the groups and have them read through them.
- Ensure that trainees understand the laws and do not share them with the other group.

Stage 2: Activity

Let the anthropologists interact and try to find consistent answers to their questions.

Stage 3: Debrief Participants

Ask the anthropologists to describe the culture they encountered.

Next, ask the people in the cultures studied to describe their rules.

Discuss:

- Why did misunderstandings occur?
- Why did it result in frustration?
- What is the anthropologist's role in affecting the response of those in the host culture? Did they critique their own performance or assume that those in the host culture were "inconsistent" or "uncooperative"?

Stage 4: Applying the Knowledge

Ask trainees to discuss how this exercise will affect the way in which they tutor.

Possible answers:

- *How we interpret (what we experience in) another culture is a projection of our own culture and ourselves.*
- *Confusion can result from incorrect information or assumptions about another culture.*

² L. Robert Kohls and John M. Knight, *Developing Intercultural Awareness: A Cross-Cultural Training Handbook* (Yarmouth, ME: Intercultural Press Inc., 1994.)

Option 3: Cultural Squares

Group size: five trainees

Overview of kit: This is a game where trainees must put together the pieces of a puzzle in a cooperative setting. Trainees cannot use verbal cues or familiar body language to do the task.

- Kit available (with instructions) from the Regina Public Library.
- You can also purchase the kit from Mission Training International (P.O. Box 1220, Palmer Lake, CO 80133.) More information is available at www.mti.org under the section entitled “resources.” The kit is fairly inexpensive.

Option 4: Dinner in Yekrut

Group size: each group can have three or four trainees

Overview of kit: This kit involves participants sharing a meal together. Trainees are to watch each other and figure out what table manners are considered appropriate in the host culture.

- Kit available (with instructions) from the Regina Public Library.
- You can also purchase the kit from Mission Training International (P.O. Box 1220, Palmer Lake, CO 80133.) More information is available at www.mti.org in the section entitled “resources.” The kit is fairly inexpensive.

Optional Activity

(Note: These are real examples, based on cultures where Confucianism is a predominant philosophy.)

You may also want to incorporate cross-cultural awareness tasks in each session. For example:

During one of your coffee breaks, you could request that trainees address each other in a different manner. They can only address people by their first names if they are the **same** age. People who are older should be referred to as “older sister” or “older brother.” Those who are younger than them should be called “younger sister” or “younger brother.”

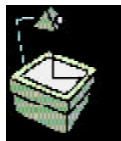
- Debrief at the end of the class by asking trainees how they felt about having to refer to each other in this manner.
- Ask trainees how they think immigrants would feel about calling everyone by their first names when they had grown accustomed to referring to each other using a specific designation.
- An option to consider: Rather than have people reveal their ages, have them write their (fictional) age on a nametag and use that for the activity.

For all activities reiterate the ideas that:

- Culture is not just what we wear, eat and how we act but the interpretation of these actions.
- Culture is not stagnant; different perspectives exist within a culture. Consider the differences between interpretations of an event dependent upon age, gender and socio-economic background.

Culture and Communication

5 minutes



What is Culture?

Show overhead, Culture and define culture.

What is Communication?

- Define “non-verbal communication” and highlight a few of the examples of how body language can be interpreted in different ways (refer to the tutor training manual).
- Casually hand a book over to a trainee (who is older than you) using both hands. Have the trainee hand it to another trainee (preferably older than himself) with other trainees watching. More likely than not, the trainee will hand it over using one hand.
- Explain that this would be considered very rude behavior in Korea (especially when the person is older than you).
- Try the following exercise with the trainees. Have the trainees guess what these gestures mean in France.

*In France*³

-
- *Put your right forefinger on your cheek and make a circular motion there. (You are trying to fool me.)*
 - *Hold your hand up (like you are making a shadow puppet) and snap your fingers down against your thumb. (Shut up.)*
 - *Form a circle with your thumb and forefinger; place it over your nose and twist. (Someone is drunk.)*
 - *Make an “okay” sign. (Worthless)*
 - *Make a “V” sign with your index and middle finger. (Victory)*
 - *Play an imaginary flute. (Someone is talking too much and you are tired of it.)*
 - *Flick your fingers across your cheek. (How dull.)*
 - *Use your index and middle fingers to push your nose upwards. (This is easy; I could do it with my fingers in my nose.)*

³ Desmond Morris, *BODYTALK: The Meaning of Human Gestures* (Crown Trade Paperbacks, New York, 1994.)

Roger E. Axtell, *Gestures: The Do's and TABOOs of Body language around the world* (John Wiley & Sons, Inc., 1991.)

A: Different Cultural Behaviours

- Show overhead, Different Cultural Behaviours.
- Discuss how these may affect a learner in a learning environment (refer to the tutor training manual).

5 minutes



Tips on Being an Effective Culture Guide

- Show overhead, Tips on Being an Effective Culture Guide and discuss the contents using the information in the tutor training manual and your own experiences.

5 minutes



B: Culture Shock

- Show overhead, Culture Shock.
- Show the second overhead entitled, There are 4 Stages of Culture Shock and discuss the four stages of culture shock.
- Give handout, Cultural Adjustment Process (as an informal way of discovering what factors may contribute to more pronounced culture shock).

10 minutes



C: Other Issues Related to Culture

- Show overhead, Issues related to culture. Discuss how learners may have a variety of other issues with which they may be struggling.
- Showing only the first bulleted point (*you and your learner are experiencing some discomfort due to culture differences*), briefly present a story or two demonstrating the point.
- Ask trainees what they would do in this situation.
- Look at the case study on the overhead and have trainees discuss the case study in pairs.
- Discuss the case study together – let trainees know that there is no “right answer.”
- Take a look at the second bulleted point, present applicable stories and ask trainees how they would respond.
- Repeat the process (present bulleted point and applicable stories; ask trainees for a response) for the remaining bulleted points.

15 minutes



- Let trainees know that this section in the tutor training manual was developed to increase awareness of the issues and give trainees an opportunity to brainstorm appropriate responses to the given situations. The most important thing to take from the exercise is simply the importance of enabling your learner (but not to make decisions for your learner).

D: Discussing Culture with your Learner

- Define “critical incidents” and discuss the example in the tutor training manual.

Activity: Critical Incidents

(This demonstration will give the trainees a chance to see how critical incidents work in a group setting.)

20 minutes

- Use the Facilitator cards included.
- Read the first critical incident (along with the four options) and have trainees choose the response they consider the best.
- In pairs, have trainees discuss WHY they consider their response the most appropriate.
- Discuss responses as a group.
- Read the “response and rationale” portion of the card to the group and discuss.
- After all the cards have been completed, debrief.

Questions you may want to ask when debriefing:

- How did you make your choice?
Possible responses:
 - *knowledge of the culture, guessing.*
- What would be difficult about negotiating meaning in any of the above situations?
Possible responses:
 - *a lack of consistency – what is acceptable in one situation may not be in another.*
 - *a lack of information - we notice what is culturally important to us; we ignore all the other “stuff” that isn’t considered important. Did trainees notice the placement of the facilitator’s hands when passing the book? Would any of us notice that a friend’s glass is empty?*

- Discuss the limitations of the approach. (i.e. Multiple choice exercises are very artificial. Culture determines not only what we notice and how we interpret it but what we fail to recognize as well.)
- Show overhead, **Critical Incidents** and discuss how tutor trainees may use these in their lessons.

5 minutes

E: Cultural Homework

- Discuss the use of surveys for beginner and advanced learners.
- Refer to the tutor training manual for an example.
- Give trainees the handout, **Getting to Know You: A Tutor-Learner Questionnaire**.
- **Optional Homework:** Have tutor trainees use the handout to interview Canadian friends. During the next session, discuss the results and differences that exist between the answers. Reiterate the idea that culture is not stagnant.

Review of Session 2 (Optional)

Have trainees write their own "critical incident" for homework.

Preview of Session 3 (Optional)

- Handout, **Preview of Session 3** and explain task. Trainees should answer the questions prior to reading the session and make changes, as they deem fit, after they have completed the session.
- During the following session, examine what answers were changed and why this occurred.

An Overview of Session 2

Culture and Communication

- Icebreaker

- Culture and Communication
 - Definitions
 - Different cultural behaviours

Break

- Tips on being an effective culture guide

- Culture shock and other potential issues

- Discussing culture with your learner
 - Critical Incidents
 - Cultural Homework

Welcome to Hokia!

Highly Valued

- ☺ Tokens
- ☺ Information concerning vital statistics
- ☺ Non verbal communication

Values / Rules

- ☺ Conversations begin and end with a handshake.
- ☺ "Yes" and "No" are never articulated. To indicate "yes" place your right hand on your right shoulder. To indicate "no", place your left hand on your left shoulder.

Tasks

Within your own group, using only questions which can be answered "yes" or "no," guess numerical statistics of your fellow Hokies.

(For example: Do you wear size 7 shoes? Do you have one child? Are you 37 years old?)

- ✂ If you guess correctly, receive a token from your subject.
- ✂ If you guess incorrectly, give a token to the subject.
- ✂ Ask only one question at a time, but you may return to the same person numerous times.
- ✂ You may collect a token from any other Hokie you see breaking the rules.

Behavior enforcement

- 💣 If you see a Hokie break a rule, she must give you a token.
- 💣 But if an outsider breaks a rule, she must be ignored. Walk away quickly.

Welcome to Heelotia!

Highly Valued

- ☺ Tokens
- ☺ Information concerning vital statistics
- ☺ Non verbal communication

Values / Rules

- ☺ Bodies are very private. Never touch another or allow yourself to be touched.
- ☺ There is a taboo against eye contact. Never look another person in the eye. You must approach and converse right side of face to right side of face.

Tasks

Within your own group, using only questions which can be answered "yes" or "no," guess numerical statistics of your fellow Heelots.

(For example: Do you wear size 7 shoes? Do you have one child? Are you 37 years old?)

- ✂ If your question is answered with a "yes", receive a token from your subject.
- ✂ If your question is answered "no", give a token to the subject.
- ✂ Ask only one question at a time, but you may return to the same person numerous times.
- ✂ You may collect a token from any other Heelot you see breaking the rules.

Behavior enforcement

- ☹ If you see a Heelot break a rule, she must forfeit a token.
- ☹ But if an outsider breaks a rule, she is shunned and the Heelots show their disgust by quickly walking away.



Interview as many people as you can from each culture.



Ask people the same questions and check for consistency in response. Try to ask each question to at least two different people.



After ten minutes, you will be asked to describe the culture.


1. Are all of you from the same culture?
2. Do all of you speak the same language?
3. Are you friendly to outsiders?
4. Do you practice the same religion?
5. Is the same food prepared by all culture members?
6. Do you live in extended families?
7. Are children educated in public schools?
8. Are most people in cities?


9.


10.


How friendly and cooperative were the people you interviewed?


- 🌐 Men can only talk with men and women with women.
- 🌐 You can only answer yes or no questions.
- 🌐 If the anthropologist is smiling when the question is asked, answer "yes." If the anthropologist is not smiling, the answer is "no."


-  You can only talk with someone who has the same eye colour as you.

-  You can only answer yes or no questions.

-  If the anthropologist is smiling when the question is asked, answer "yes." If the anthropologist is not smiling, the answer is "no."

-  You can only talk with someone who has the same hair colour as you.

-  You can only answer yes or no questions.

-  If the anthropologist is smiling when the question is asked, answer "yes." If the anthropologist is not smiling, the answer is "no."

Culture

"Culture is a system of behaviors and beliefs. These belief systems make some things more permissible under certain circumstances but nearly prohibited in others. These cultural patterns may vary from country to country and even from area to area. What may be normal or acceptable in one part of the world may be frowned upon in another."

Different Cultural Behaviours

1. Eye contact
2. Attitudes about cooperation
3. Fear of making mistakes
4. Taboos against touching

Tips on Being an Effective Culture Guide

- 🌍 Recognize who you are.
- 🌍 Avoid gestures such as the “thumbs up” or the circle “okay” sign.
- 🌍 Point using the entire hand (with the palm up).
- 🌍 Learn about your learner’s culture.
- 🌍 Explore cultural meaning found in words, phrases, gestures and even utterances.
- 🌍 Explore the learner’s perceptions through questions.
- 🌍 Avoid being judgmental.

Culture Shock

"Many students – including Native Americans – are confronted with the task of functioning in a society that they don't understand. There is a mismatch between our culture and theirs. Their own culture has a different set of norms for simple things we take for granted, such as how to address the teacher, how close to stand to the person they are talking to, how loud to talk. Many times what they see and hear in North America is in direct conflict with their own set of cultural values: people sitting with their legs crossed so that the soles of their feet are showing, dating, displaying affection in public, openly questioning a teacher's point of view. They often feel confusion, conflict, and helplessness over the wide disparity between what they experience in everyday North American life. These feelings are defined as "culture shock."

Barbara Law and Mary Eckes, *The More-Than-Just-Surviving Handbook: ESL for Every Classroom Teacher*. (Winnipeg, Manitoba: Portage & Main Press, 2000), p. 67. Copyright © 2000 by Barbara Law and Mark Eckes. Used by permission of Portage & Main Press.

There are 4 stages of Culture Shock:

1. Honeymoon

2. Hostility

3. Humour

4. Home

Cultural Adjustment Process

Adjusting to a new culture is difficult and distressing to people immersed in the process. The effects are more severe for some than for others, depending upon a number of factors such as those in the checklist below.

- Has the person been physically and emotionally healthy in the past?
- Does the cultural influence of the person's native culture encourage attitudes and beliefs which are compatible with the culture here?
- Does the person speak the language?
- Does the person belong to a group or community that shares her ethnicity, and cultural or intellectual leanings?
- Does the person have family here? Does the person have children?
- Is the person's self esteem relatively intact?
- Does the person have a good job, or are her chances of getting one good?
- Does the person generally approve of and like the new culture?
- Does the person think that Canadians like and admire her home culture?
- Is the person able to live near others who have shared similar experiences?
- Has the person found recreational and social outlets here?
- Was the move necessary for survival?
- Was the person exposed to other cultures in her home country?
- Does the host community have a positive attitude towards immigrants?

Dodson, Margaret et al. *The English as a Second Language Tutor Training Manual* (Regina: The Regina Public Library, 1988.)

Issues related to culture

- 🌐 You and your learner are experiencing some discomfort due to cultural differences

Case study:

After living in Canada for only 2 months, a learner wanted to take on an English name because she thought her name was difficult for English speakers to pronounce.

- What would you do in this situation? Why?
- 🌐 Your learner will not give you feedback; it is difficult for you to determine what you should be working on with your learner.
- 🌐 You feel your learner is being exploited.
- 🌐 Learner feels undervalued because she cannot find work in her field.
- 🌐 Learner has children who are adopting elements of Canadian culture that make her uncomfortable.
- 🌐 Abuse

1. While in India, you are at a home where the host puts some food in front of you. You are full – you have eaten more than you generally do already today. What should you do?

- a. Explain to your host that you are really full and can't possibly eat another bite. Leave the plate untouched.
- b. Tell your host how delicious the food looks but that you will need to wait awhile before eating it. Leave the plate untouched.
- c. Eat it (even if it means taking only a few bites and leaving the rest.)
- d. Take it, pretend to eat it and throw it in the garbage when your host isn't looking.

Response and rationale: *In India, excuses may be seen as "refusals" which are considered impolite. According to Ranji James, (c) is the best response.*

2. You are sitting in a restaurant in Seoul and your friend's glass is empty. He doesn't fill it. What should you do?

- a. Stop drinking your own drink.
- b. Nothing. Keep drinking your own drink. If he is thirsty, he will drink.
- c. Order him a different drink.
- d. Fill his glass for him.

Response and rationale: *In Korea, it would be considered anti-social behavior to fill your own glass. (D) would be the correct response.*

When pouring, it is also important to pour the drink either with two hands or with the tips of the fingers of the left hand touching the right arm (between the wrist or elbow.)

3. You are making a presentation to a group of Korean teachers. You want to ask a question about the material you have just taught. Who do you ask?

- a. the person who looks the most enthusiastic
- b. the person who looks the most introverted and who you feel needs to participate the most
- c. the oldest male
- d. the person who is the furthest from you

Response and rationale: *Generally, the first question should be asked of the eldest male.*

4. You are a male in Southeast Asia. You are at a bar with a few other men. One man, who has been particularly friendly, lays his hand on your thigh. What do you say or do?
- Say that you aren't interested in pursuing that type of relationship with him.
 - Move to the other side of the table.
 - Force his hand away from you and avoid eye contact all night.
 - Assume it's just a friendly gesture. Leave his hand there and keep drinking.

Response and rationale: The best response would be (d). While in Canada, that action may be interpreted as a "pass," in many Asian countries it is socially acceptable for men to hold hands or touch each other as a demonstration of friendship.

Public displays of affection between members of the opposite sex, however, would not be appropriate in many Asian countries such as Korea or India.

5. You have invited a Hindu family over for supper tonight. Knowing that the family is vegetarian, you have thoughtfully made a vegetarian pizza as well as a Hawaiian and all dressed pizza (which is your children's favorite.) You consulted your guests before the meal was prepared to ensure that all the ingredients on the vegetarian pizza would be appropriate.

However, after serving the children, you offer some pizza to the adults and they seem reluctant to take it. What should you do?

- Explain that your children will not eat vegetarian food and that you will be eating the vegetarian pizza as well.
- Put it back in the oven and serve it again in a few minutes.
- Ask your guests if they would like to have a drink first.
- Change your serving utensils.

Response and rationale: (d) Strict Hindus often will not use utensils that have touched meat.

Critical Incidents

Before the session: Planning your lesson

- Select a social situation.
- Write a scenario related to this situation.
- Create three or four responses for the situation.
- Make one of the choices related to the culture of the learner if possible.

Basic steps in using critical incidents:

- Read the situation and the responses together.
- Let the learner choose which one is the most appropriate.
- Ask follow-up questions regarding why the learner made that choice.
- Discuss with the learner each possible response and how it might be interpreted.
- Discuss which answer you would have chosen and why.

Getting to Know You

This questionnaire may be something that you would like to use to get to know your learner and her culture!

Greetings

- How should you greet: friends, the elderly, women, men, leaders?
- Would you use the first name, the family name or something different?

Names

- In what order are the names written? Is the family name first or last?
- How do names and titles change when a person is married, widowed or divorced?

Visiting

- What greetings are used when:
 - o seeing someone on the street?
 - o arriving at someone's house?
- What do you do when entering a house?
- If you are invited to dinner at six, when is the polite time to arrive at your host's home?

Eye contact

- When is it appropriate to look directly into the speaker's eyes?

Holidays

- What are three important holidays? How are they celebrated? Do they remain constant on the calendar?

Meals

- How many meals a day are usually eaten?
- At what times are these meals eaten?
- Which is the main meal?
- What food is usually served at the main meal?

Gestures

- What gestures are commonly used for greetings?
- How is approval shown at concerts or meals?
- What gesture is used for:
 - o Be quiet!
 - o I feel cold.
 - o Get out of here.
 - o I'm angry.
 - o This food is hot.

Preview of Session 3

Before you read this unit, take a look at the following statements and decide whether or not you think they are true or false.

- _____ Most people learn best in a controlled environment where there is a lot of structure (like school).

- _____ Your learner may have a learning style that she prefers but she can learn using methods not specifically designed for that learning style.

- _____ There is a connection between learning style and culture.

- _____ The way learning styles are categorized is linked to culture.

- _____ Assessing a learner (discovering strengths, weaknesses and needs) is important in order to set realistic goals during the tutorial sessions.

- _____ Formal assessment (using tests that have been made) is the best way to assess a learner.

- _____ It is impossible to assess a learner if you cannot give her a mark (or percentage.)

- _____ It is important to keep copies of learner work to review occasionally.

After you have finished reading the session, take a look at your answers. Which would you change? Which responses will stay the same?

SESSION 3

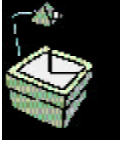
The Learner

**Discovering the Learning Styles,
Skills and Needs
of Your Learner**

Session 3: The Learner

The objectives of this session are:

- To introduce tutor trainees to different types of learning styles regarding how the brain receives and processes information
- To discuss the tutor trainees' learning styles and evaluate how this may affect their teaching or tutoring style
- To familiarize tutor trainees with the cultural issues associated with learning styles
- To introduce tutor trainees to assessment (skills and needs assessment) and discuss the importance of each type of assessment
- To familiarize tutor trainees with initial and continuous assessment
- To examine a sample inventory of questions that can be used to assess a learner
- To introduce and describe the usage of portfolios
- To start a portfolio for tutor trainees as a sample of how portfolios can be used to define goals and measure growth of a learner



Overview of Session 3: The Learner

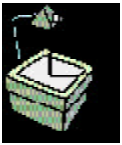
- Discuss objectives.
- Show overhead, An Overview of Session 3.

***Note to facilitator:** Sections on processing dimensions (how the brain processes information) and on whole picture vs. detail-orientated learners are located in the second section of the tutor training manual. Presentation information, handouts and overheads are included if you are interested in discussing these with your trainees.*

Part 1: Learning Styles

A 1: How the Brain Perceives Information

25 minutes



- Introduce the topic by discussing your own learning style and how it affects how you learn.
- Explain that knowing how we learn helps us become more effective learners.
- Discuss how knowing the way our learners learn enables us to use the lesson time more effectively.
- Show overhead, Learning Styles I (How the Brain Perceives Information).
- Call attention to some of the characteristics for each learning style noted in the tutor training manual.
- Ask trainees which learning style they favor and ask in what ways they learn best. (Do they like to write down what they are learning? Do they find that graphs or pictures help?)
 - You can also have trainees do a survey such as the Barsch Learning Style Preference Form (available from the Saskatchewan Tutor Training Kit¹). *However, tell trainees that it might be better to use their own judgment regarding what works well with a learner rather than subject a learner to a test which she might not fully understand. Paraphrasing the information for the learner may destroy the validity of the test. In addition, many tests are culturally biased and cannot be taken too literally.*
- Take note of what styles the trainees believe they possess.

¹ Saskatchewan Literacy Network, *Saskatchewan Level 1 Tutor Training Kit* (Saskatoon, Saskatchewan: Saskatchewan Literacy Network, 2000.)

- Show the second overhead, **Learning Styles I (How the Brain Perceives Information)** and discuss each question.
- Highlight the information in the tutor training manual entitled, **Other considerations**.
- Discuss the different instructional suggestions for each type of learner (refer to the tutor training manual for assistance) but do this portion orally. Do not provide any visual aids or allow anyone to refer to the manual. Give the exercise in a way that will make it easier for auditory learners.
- Divide the class into groups of 3. Try to ensure that there is one auditory learner in each group.
- Use the **Facilitator Cards** to play the following game. All of the answers will be either: auditory, visual, tactile or kinesthetic.
 - Invite a group to respond. If the team cannot answer, move on to the next team.
 - Debrief after the activity: Who was the quickest to respond in your group? Who found the exercise the easiest? Is there a correlation between the quickest person in your group and the learning preference she has?
 - Discuss (as a group) how the information should have been presented for: visual learners, tactile learners and kinesthetic learners.
 - Reiterate the idea that during lessons it is important to build on learner strengths. Introducing new material using the learners preferred style is one way to build on strengths. However, try to use other methods during the practice or while reviewing the material.
- Show overhead, **Joy Reid**.
- Discuss the results of that study and stress that, while there may be some similarities between cultures, there is a lot of diversity within any group.



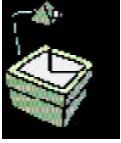
A2: How the brain processes information (optional)

15 minutes

- Show overhead, **Learning Styles (Processing Dimensions)**.
- Briefly review the suggestions for left and right-brained learners in **Additional Resources: Two Models of Learning Styles**.



25 minutes



A3: Whole picture vs. Detail-orientated learners (optional)

- Show the first overhead, Learning Styles (whole picture vs. detail-orientated).
- Introduce the information regarding whole picture learners and start the inductive lesson with the trainees. The trainees are to be “ESL learners.” (This information is available in **Additional Resources: Two Models of Learning Styles.**)
- Ask the warm-up questions and do the first reading with the comprehension questions.
- Outline what would happen throughout the rest of the lesson.
- Introduce the information regarding detail-orientated learners.
- Show the second overhead entitled, Learning Styles (whole picture vs. detail-orientated).
- Have trainees write up a mini-lesson with a partner teaching the differences in use between *at*, *on* and *in* using a deductive approach. (Lesson planning will come later; the emphasis here is on understanding the deductive approach.)
- Have the groups join another group and compare after the groups are finished.
- Show the third overhead entitled, Learning Styles (whole picture vs. detail-orientated) and discuss briefly. Are there any ways that you and your partner could change your mini-lesson so that it meets this criteria?

Note:

The information regarding cultural learning styles is very brief and is intended to give the trainee a chance to see that, while there may seem to be a connection between culture and learning styles, it is important not to make assumptions about a learner based on previous experiences with learners of the same culture.

Summarize the section on learning styles by discussing how the following can make learning successful for all students regardless of their cultural background:

- *know your own teaching / learning style.*
- *use less favoured styles when reviewing concepts and skills but try to use the preferred method when introducing a new concept.*
- *discuss the learners learning style with them and help them understand why they do what they do while learning.*

B: Aboriginal Learning Styles

For those trainees who will not be working with Aboriginal learners, this section could be used to help introduce the notion that the way we classify learning styles is cultural.

25 minutes



If your trainees will be working with Aboriginal learners, you may want to present this information in class.

- Show overhead, **Aboriginal Learning Styles** and highlight pertinent areas.
- Tell trainees that, when planning a program for Aboriginal learners, it is important to design lessons using all 4 aspects of the human being: mind (mental), body (physical), heart (emotions) and spirit (intuitive).
- Touch upon the two ways learning starts (inside and outside the person).
- Show the second overhead entitled, **Aboriginal Learning Styles**.
- Use the information presented in the tutor training manual about the different types of learners.
- Put trainees in groups of 4. Each group (called A, B, C, D) will read about a specific learning style and write 3 questions about the assigned learning style. These should be written on an overhead transparency and given to the facilitator.
- New groups (of 4) will be formed that have 1 member of A, 1 of B, 1 of C and 1 of D in them.
- Group members will need to introduce their learning styles to the rest of the group. Have them discuss the characteristics associated with the learning style and some of the activities that generally work with that style.
- Cut out the best two questions from each of the overhead transparencies and place them on the overhead. (You can put the questions on top of the second overhead entitled, **Aboriginal Learning Styles** to organize the questions.)
- After the groups have finished presenting, have them look at the overhead and answer the questions in their group. Individuals should not be answering the questions they wrote but giving feedback to the other group members who are responding to their questions.
- Review concepts and introduce additional points using the handout, **The Learning Process**.

- **Optional activity:** Use the handout, **Learning Styles Assessment Tool** provided for trainees to determine their own learning style. Let trainees know that the vocabulary used in the assessment tool may be too difficult for learners. Trainees should do this only with advanced learners. Discuss the vocabulary words in the assessment tool and point out which ones may even be problematic for more advanced learners (i.e. practical applications.)

Optional point to include:

This model was tested on non-Native people as well, and the test results demonstrated that there were very few mental learners in any cultural group. In fact, many people tend to be physically – centred and / or emotional-relational learners.

- Dianne Hill believes that we should consider the repercussions of this as our educational system is designed for mental learners.
- Dianne Hill thinks that we need to make learning more acceptable or learner-friendly to accommodate the other styles of learning that are present.

Part II: Assessment

5 minutes

A: Why should we assess the learner?

- Ask trainees to define “assessment” and list responses on the board.
- Ask trainees why they think assessment is important.
- Discuss the importance of assessment. For example, it assists in the planning process and allows us to make better decisions regarding what to teach and what materials to use.
- Describe the limitations and difficulties in assessment. For example, it is not exact; it needs to be continuous.

B: Initial Assessment

15 minutes

- Introduce any assessment measurements that you have used and found beneficial (such as the English-as-a-Second Language Oral Assessment or “ESLOA”). These are not mentioned in the tutor training manual, but may be of interest to the tutor trainee.
- Define the difference between skills assessment and needs assessment.

Give the trainees the following example:

You are going to go to France for a three- month work exchange program. Many of the professionals you will meet while you are there will know English and you will be able to converse with them. However, you will be staying with a French family (that does not speak English) and hope to do some traveling to different places on the weekend. You have a tutor that can spend 20 hours with you before you leave.

- Ask the group, “What are the most important things you will need to learn in order to function at the level you want?” (What will you need to say, read or write?)
 - As a group, brainstorm ideas in response to the question.
 - Ask one or two trainees what items from the list they can already do. (This would be their skills assessment.)
 - Highlight the skills or knowledge the trainees lack. This would be the components of their course in a learner-centred program.
- Introduce the **informal interview** as a way of accomplishing the needs and skills assessment.
 - Referring to the tutor training manual, highlight the sample surveys used and discuss the rationale for using some of them.

For example:

A: Education / Background

- Where did you grow up?
- Did you go to school there? How many years did you go to school?
Note the discussion in the tutor training manual regarding how the level of education can influence what you teach. Further information regarding how education can affect the teaching of grammar is highlighted in Session 6.
- What are schools like in your country?
This will give the trainee a good idea of how the tutoring sessions should be handled. If learners are used to a system where they are given a lot of homework, you may want to do the same. If they are used to assignments being paper-based, keep this in mind as well.
- What is your first language?
The first language can affect where you need to start with a beginning learner.
- Do you speak any other languages?

If your learner has already learned a second language, she will already have a variety of language learning strategies that you can ask about and help her use while she learns English.

- How old were you when you started learning English?
- Did your teachers spend a lot of time teaching you reading and writing? (How much?)
- What kind of books did you read? What topics did you write about?

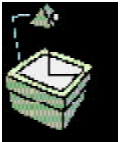
This will give you an idea of what the learner is capable of reading and writing. If the topics are fairly simple (i.e. my favorite food), you can assume that the learner can write about basic, familiar topics and may be a beginning or low- intermediate writer.

- Did you get many opportunities to practice speaking and listening in English before coming to Canada?

Once again, it will give you an idea of how familiar and comfortable the learner is with spoken language.

- What language do you speak at home?

Some learners will speak their mother tongue at home. Knowing this is important. Ensure that, with learners who do not have many opportunities to practice English, you spend additional time doing review during each session.



- Show overhead, Using informal interviews for skills assessment and discuss what other information should be gathered in the interview
- Take a look at the ESLOA: Level Description Grid in the tutor training manual and discuss how this should be used. This will give the trainee an idea of where the learner is at (as it will make materials selection easier). It can also determine what activities would work best.

C: Introducing the Learners

20 minutes

Introducing the learners highlighted in the manual

- Look at Introduction to Hyun-Chu in the tutor training manual and discuss; indicate that different activities used with Hyun-Chu will be discussed in the tutor training manual (*Lessons for Hyun-Chu include the r/l pronunciation lesson and the comparative/vocabulary lesson highlighted in Session 8*).

- Look at Introduction to Carine in the tutor training manual and discuss; she will also be discussed in conjunction with different activities in the tutor training manual. (*Lessons highlighted for her include the labeling exercises and TPR. In addition, review exercises used in the workshop are based on her.*)

Optional activity 1: Learner Profiles on Video

Materials

- Interviews with ESL Learners (Laubach training by design video, ISBN: 1-56420-137-6)
 - Neighbours Video #3: "Portraits"
 - Or any other video featuring learners from your particular program (or videos that represent the types of learners that are presently in your program).
- Explain to trainees that, while they will not be asking the questions themselves, this video will provide an opportunity to do a needs assessment (and a skills assessment, to a certain degree.)
 - Handout copies of the Learner Profile. You will need one copy for each learner that you will discuss.
 - Show overhead, **Using informal interviews for skills assessment** and ask trainees to keep these questions in mind while watching the video.
 - Show the video, stopping after each interview to discuss how the trainees have interpreted the interview/responded to the questions.
 - Reiterate the idea that assessment is not an exact science. **Assessment is observation and the interpretation of that observation.** Continuous assessment is necessary because the initial assessment may not be completely accurate, and the learner is constantly learning and developing new skills.



Other considerations:

If you choose to use the learner profiles, you will have plenty of opportunities to make further use of them throughout the tutor training workshop. Consider the following suggestions:

- When discussing different teaching strategies, discuss which method would work best for the learner.

- Have tutor trainees do their review exercises for a learner on the videotape (rather than for Carine).
- When presenting Session 7, replay a segment of tape, which highlights a learner with pronunciation difficulties. Have trainees discuss the problems and write an overview of a lesson plan that they would do with that particular learner (rather than Carine).

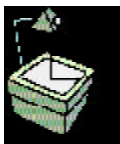
Optional Activity 2: Introducing additional learners

There are no lesson plans or specific activities highlighted that refer to any of these learners in the first section of the tutor training manual. However, if you are not using a video, you may want to introduce additional learners and have tutor trainees connect teaching strategies in Sessions 4 to 7 to the most suitable candidate. In the second section of the manual, there are some lesson plans that may work well with these learners.

- Handout, Introduction to John and discuss.
- Handout, Introduction to Naw Po and discuss.
- Handout, Introduction to Akbar and discuss. (There is a reading lesson in Session 6 of the facilitator’s training manual for Akbar.)

D: Continuous Assessment - Portfolios

10 minutes



- Define portfolios: *Portfolios are files that contain learner work. This work shows how a learner has progressed over a period of time.*
- Show overhead, **Basic steps in using portfolios** and discuss; refer to the copies of the following in the tutor training manual:
 - Goal statements and reflections
 - Reviewing the contents of the portfolio. (This sheet demonstrates how the contents can be reviewed periodically and is on the last page of Session 3 in the tutor training manual).
- Show overheads, **Items to include in a Portfolio** and discuss; refer to the copies of the following in the tutor training manual:
 - Interest inventory
 - Sample reading list and questions to guide reflection on the reading process
 - Writing summary sheet and questions to guide reflection
 - Reflection sheet (for speaking or listening exercises)
 - Learner Questionnaires (weekly or monthly)

- Show overhead, **Organizing your portfolio** and discuss.
- Show overhead, **Benefits in using portfolios** and discuss.
- Handout, **Portfolio Cover Sample** and have the trainees fill out the information (if possible, use a different colour of paper for this sheet).
- Have trainees put it in the back of their binder. The back of the binder will now be a portfolio.
- Handout, **Sample Goal Setting / Self-Reflection Exercise** (option 1 or option 2). Choose the one with the terminology that you consider the most user friendly.
- Ask trainees to write three **specific** things they would like to learn during this workshop under the category “objective” (or “want to know”).
- Share these as a group.
- The facilitator should keep track of these and put them on butcher paper or an overhead sheet. After the trainees have volunteered their information, take a look at the list and check off which objectives will definitely be covered by the course and which ones you will prepare to respond to on an individual basis.
- *If you have a large group of trainees, let them know that it is the trainees' responsibility to make their own portfolio. The portfolio needs to contain evidence of work done to fulfill the objective. Generally, this process would be done collaboratively with the tutor and learner. However, in a large classroom, the learners (in this case, the trainees) need to take more responsibility for the development of their portfolio.*

Preview of Session 4 (Optional)

Handout, **Preview of Session 4** and explain task. Trainees should fill in the grid while they do their reading.

An Overview of Session 3

Learning Styles and Assessment

Part 1: Learning Styles

- How the Brain Perceives Information

- Aboriginal Learning Styles

Break

Part 2: Assessment

- What is Assessment?

- Initial Assessment?
 - Skills Assessment
 - Needs Assessment

- Learner Profiles

- Continuous Assessment: Portfolios

Learning Styles 1

How the Brain Perceives Information

Visual Learners:

Take in messages through the eyes

Learn by reading

Auditory Learners:

Take in messages through the ears

Learn by listening

Tactile Learners:

Take in messages through the skin

Learn by touching

Kinesthetic Learners:

Take in messages through body movement

Learn by doing

Learning Styles 1

In groups of 2–3, please consider the following:

- How do you think your learning style could affect the way you tutor?



- If your learner has a specific learning style, should all of your lessons be geared towards that style?
 - What would be the merits in this?

 - What problems could result?





Facilitator Cards

What type of learner should be taught words as sight words?	Which learner prefers to have instructions spoken to him?
Reading aloud to this type of learner is beneficial. Who is it?	What type of learner should act out information that is read?
What type of learner would benefit from taking a walk and reading street signs with you?	Which learner should write down new words?
Who would benefit from word cards that have prefix, suffixes and root words on them?	What type of learner would profit from hearing syllables "beat out" so he can "feel the rhythm of the word"?
Which learner would benefit from tracing letters on sandpaper while saying the sounds?	For which learner should you not crowd information down on the page?
For which learner is background noise a problem?	What type of learner should use computers and audio-visual equipment?

A study of ESL learners done by Joy Reid (1987) shows that there are some cross-cultural differences in learning styles. Based on her study, it was found that:

-  Korean students were more visually orientated than English-speaking Americans
-  Japanese students were the least auditory (compared to Chinese and Arabic learners)

Learning styles are also influenced by:

-  Gender (male / female)
-  Length of time in the new country
-  Field of study (if involved in academia)
-  Level of education

Thus, while culture may play a role, it is not the only determining factor.

Processing Dimensions

How the brain processes information

Left Brain	Right Brain
Intellectual	Intuitive
Makes objective judgments	Makes subjective judgments
Relies on language to think and remember	Relies on images to think and remember
Structure, organization	Free form
Appreciates logical sequence of ideas or information	Favors discussions and the random development of ideas
Details	General ideas
Planned and structured	Spontaneous
Analysis: breaking down	Synthesis: building up
Favors logical problem solving	Favors intuitive problem solving
Good at grammar and spelling	Art, music, drama

H. Douglas Brown, *Principles of Language Learning and Teaching (4th edition)*. (White Plains, NY: Pearson Education, 1999.) Reprinted by permission of Pearson Education.

Whole Picture Learners:

- 📌 see things more holistically
- 📌 get the gist of the material but may not understand the smaller details within it
- 📌 benefit from “inductive” lessons where the material is presented before the rule is presented

Detail-Orientated Learners:

- 📌 do well in traditional classroom exercises
- 📌 benefit from “deductive” lessons where the rule is presented before it is practiced

With a partner:

How would you teach at/on/in using a deductive approach?

- What would you say?
- What kind of exercises would you have the student do?
- In what order would you do these exercises?

When teaching rules deductively:

- Keep explanations brief and simple.
- Use charts and other visual aids.
- Give clear examples.
- Do not worry about exceptions to the rules.
- When in doubt, tell the learner you will research it and answer him/her at the next session.

Aboriginal Learning Styles

Physical

Body – Doing or Acting on it

Spirit

Intuitive – Seeing it – Visioning

Mental

Mind – Knowing it – Understanding

Relational

Emotional – Relating to it – Feeling

¹ Michael Johnny (ed.) *Native Learning Styles: Second Edition*. (Owen Sound, Ontario: Ningwakwe Learning Press, 2002. Written permission granted.

Aboriginal Learning Styles

A Physically centred learners

B Intuitive learners

C Mental learners

D Emotional - Relational learners

The Learning Process

	Mental	Relational (Emotional)	Physical	Intuitive
Primary Learning Modality	Learns by seeing written word	Learns by seeing and hearing about something and through dialogue	Learns by doing.	Learns by trusting inner knowledge; integrating what they already know, feel and are doing.
Interaction	Subject matter	Learns by interacting personally with teachers and others	Learns by doing the task.	Learns by seeing the whole picture or end result.
Quality of Information	Learns by selecting valuable data - integrates only what he or she values.	Learns by connecting the learning with experiences - learning must be personally related to past experience.	Learns by absorbing all the info, then sorting through it. Once something is learned it is not forgotten.	Learns by absorbing all information and selects only the information required to create desired end results.
Quality of Time Needed	Learns best by working alone at first to get the structure, and overview, then by sharing.	May want to be included in many parts of learning - learns by talking about feelings and experiences. May want time alone or time "doing" to let it settle; diversity, variety, choice are important	Not too quickly - the mind is fast; speech is slower; needs time to sort; language needs to be precise, practical and concise.	Learns by taking time for inner reflection and seeing the end produce or results; works alone during conceptualizing then shares thinking and information only after concept has been created or completed.
Teachers Communication	Overview first, then the details (specifics) - Well documented, logical, ordered vocabulary - Needs to be precise, basic, objective, definite	Learner needs to be involved daily in significant communication - give material then stop a bit - use question and answer to find out what was heard. Vocabulary is animated, clear, individualistic, artistic	Not too quickly... needs time to sort; language needs to be precise, practical, concise.	Use of graphics, needs to see the overall picture or desired results - Uses few words - Language needs to be descriptive
General Comments	Needs tasks clearly defined; works best within time limits; stays with task, focused - may not see "other side"	Needs definite structure to begin; task works best with time limits; creative ability means many more possibilities need to be worked out.	Needs task clearly defined - can become very involved in all the details - needs to take as much time as needed to complete task.	Needs help with working out the steps (process) to achieve the end result visualized - Needs help remembering details.

Michael Johnny (ed.) *Native Learning Styles: Second Edition*. (Owen Sound, Ontario: Ningwakwe Learning Press, 2002), p. 26. Reprinted with written permission.

Learning Styles Assessment Tool ²

The following questions are an assessment tool designed to help learners identify their learning styles. Students may demonstrate all styles of learning and it is possible for more than one to be predominant. This checklist will assess the style that best describes how students learn. It will also help instructors assess their own learning style.

Go through the questions, marking the answers that best reflect your learning. When you have completed the assessment, go back over the questions and your answers to see if you can find a pattern or dominant learning style. Look at the answers only after you have attempted to determine your learning style on your own.

1. How do you usually learn best?
 - a) from working on my own and taking my own time
 - b) from an instructor's lecture
 - c) from an instructor who works personally with me
 - d) from working in a small group of people I feel comfortable with
 - e) from seeing practical applications
 - f) from following directions
 - g) from a small group of people with an instructor available to answer questions

2. What helps most in your learning? (Circle as many as you want. Rank in order of importance.)
 - a) having my own routine
 - b) talking with others while learning
 - c) being able to take my time
 - d) having fun while learning
 - e) being able to practice what I am learning
 - f) getting support and encouragement from instructors / people at home

² Michael Johnny (ed.) *Native Learning Styles: Second Edition*. (Owen Sound, Ontario: Ningwakwe Learning Press, 2002), pp. 22 - 25. Reprinted with written permission.

3. Think of three things you have enjoyed learning. They can be anything and do not have to be related to school. What are they and why did you enjoy them? How did you learn?

4. What first occurs to you when you are learning something?
 - a) remembering something you once did that was similar
 - b) thinking up a picture of how something ought to be
 - c) getting as much information as you can about a topic

5. What is the easiest part of learning for you?
 - a) beginning something
 - b) working on the details and practicing
 - c) completing something

6. What is the most difficult part or stage of learning for you?
 - a) beginning something
 - b) working on the details and practicing
 - c) completing something

7. In putting something together, I:
 - a) read instructions first, then look at the pieces
 - b) look for the pieces, then read the instructions
 - c) go back and forth between instructions and putting pieces together
 - d) try to put pieces together first, then if it doesn't work, look at the instructions

8. In what order do the following skills come into your learning process? (Rank as 1, 2 and 3)
 - a) thinking
 - b) assessing
 - c) doing

9. How do you best learn mechanical or technical things?
 - a) tinkering
 - b) having someone explain it to me
 - c) reading instructions
 - d) watching someone, then doing it myself

10. When is it important for you to be able to talk about what you are doing?

11. How do you best learn ideas or theory?
 - a) talking about them
 - b) working on applying them
 - c) reading about them

12. How do you know when you have really learned something? (Pick one.)
 - a) I feel comfortable doing it again
 - b) I show or tell my family and friends what I can do
 - c) I want to move on to something new

Assessment Evaluation Key

Using the chart below, count up how many of each of the corresponding letters you have (P, M, E/R)

P = *Physical*

M = *Mental*

E / R = *Emotional / Relational*

I = *Intuitive (*equal numbers of P, M, E / R)*

1	5	9
a) P	a) E/R	a) E/R, P
b) M	b) P	b) E/R
c) E/R	c) M	c) M
d) E/R, P		d) P
e) P		
f) M		
g) E/R, P		
2	6	10
a) E/R, M	a) M	variable
b) E/R	b) E/R, P	
c) P	c) P	
d) E/R		
e) P		
f) E/R		
3	7	11
variable	a) M	a) E/R
	b) P	b) P
	c) E/R	c) M
	d) P, M	
	e) P	
4	8	12
a) E/R	a) M	a) P
b) P	b) E/R	b) E/R
c) M	c) P	c) M

of Ps = _____ # of Ms = _____ # of E / Rs = _____

*If your scores for all three categories are the same or very close, then you are considered an "intuitive" learner

Using informal interviews for skills assessment

Comprehension

- Does the learner understand what you say?
- Does the learner often ask you to repeat or give you the wrong answer to the question?

Speaking

- Is the learner's speech easy to understand or do you have to ask the learner to repeat?
- Is the learner's speech fluent or are there many pauses?
- Is the speech grammatically accurate? Are there breakdowns in communication because the word order is often incorrect?
- Can the learner pronounce individual sounds correctly?
- Does the learner use appropriate intonation patterns? (Do questions sound like questions and statements like statements?)

Learner Profile

Name	
Native Country	
Length of time in English-speaking country	
Education	
Present job	
Job in native country	
Goals (long-term and short-term)	
Personal Interests	
Using the level grid, what level would you consider this learner? Why?	
What are her / his strengths in English?	
What areas need improvement?	

Introduction to John

John is a 47-year old *English-as-a-Second Dialect* speaker from Northern Saskatchewan who grew up in a Cree and English-speaking household. Although he had some schooling in English, he found school a difficult place to be and did not return to school after 16.

John's main concern is his reading and writing – he has a lot of difficulty with both. Ultimately, he is interested in getting a better job but needs to improve his skills before he can do so. Presently, he works in landscaping (and does a bit of carpentry) but it is getting harder and harder to do this job with his bad back.

When he speaks, he does not use standard English (and he wants to be able to call upon standard English when he feels it is necessary.) He wants help with vowel sounds (such as the difference between /ow/ as in **boat** and the /uw/ sound as in **boot**.) He often uses an /s/ sound in words such as **shoe** and **church**.

He wants to have informal sessions, and dislikes tests of any sort. One of the reasons that he didn't like school was because the teacher concentrated too much on the "little things." The atmosphere in the classroom was not good, and he hated having to make presentations in front of the other students.

He is interested in art and loves to draw. He loves working outdoors. He is not entirely sure what job he would like to do next; at this time, he is considering starting a fly-in fish camp with some friends.

Introduction to Naw Po

Naw Po, who is 23, is a student who fled Myanmar (formerly known as Burma) about two years ago. Because she was a supporter of the Aung San Suu Kyi and the National League for Democracy, Mai was often harassed by soldiers and feared for her safety.

After she was imprisoned and detained for weeks without cause, a family member helped her flee and the two of them spent over a year in India before coming to Canada. Coming to Canada was an exceptionally difficult process, but her brother, Nyunt was able to sponsor her. The majority of her family is still in Myanmar, and she often worries about them.

Nyunt, her brother, came to Canada roughly 7 years ago after he was sponsored by WUSC (World University Services Canada) to study English and then Engineering. He has since graduated and now has a job.

Naw Po, however, knows very little English and has to rely upon her brother to do everything for her. She spends most of her day inside; she is very timid and, having arrived only 2 months ago, she finds daily tasks exhausting and confusing.

Naw Po has limited literacy skills in her own language. With hyperinflation in her home country, her family was unable to live above the poverty line throughout the last few years. Rather than attend school, Naw Po stayed at home to help her family farm the small plot of land.

Naw Po has no immediate plans to go to school – she wants to “learn English” and be able to function. She wants to get a job as soon as possible to earn some money and help her family. She worries about the health and welfare of her two ailing parents and her youngest brother, who is now 15 years old.

Naw Po has the manual dexterity to print letters; she can copy a short text from a book although the letters are very large and she often does not remember to put spaces between her words. She understands that written text represents the spoken language and there is a symbol-sound correlation.

At this time, any communication between her and an English speaker is done through her brother, who translates for Naw Po.

Introduction to Akbar

Akbar is a 32-year old man from Afghanistan who has been studying English part-time for 4 years. He is considered an upper-intermediate student. In addition to studying, he has a security job at a local government agency. Generally, he feels comfortable speaking with people and has little difficulty doing daily tasks. However, he has some concerns about his pronunciation, including the way in which he stresses words. People who don't know him sometimes have difficulty understanding him because he uses unfamiliar word stress patterns.

He is interested in improving all of his skills but feels, at this time, that listening and reading are his weakest. He believes that his problems stem from having a limited vocabulary. When watching television or listening to the radio, he often doesn't understand the speaker. His strategy is to listen for words that he understands and try to string them together. However, he feels he misses a lot of important information. Sometimes, he does not learn new words because he believes them to be words that he already knows. When reading, he spends a lot of time looking words up in his dictionary. He is interested in learning how to read faster.

He uses many of the same phrases everyday and discusses activities (rather than more abstract ideas or concepts) with the people that he knows at work.

He wants to do reading exercises that are challenging and will help him improve his vocabulary. He is interested in keeping a listening journal (a written summary of a television program) and will bring it to each session to check his comprehension of the news against what his tutor heard.

His hobbies include playing soccer and doing volunteer work in the community. He is an active member of the local multicultural association.

Basic steps in using portfolios

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

Items to include in a portfolio

- A cover page with an introduction
- A preliminary skills checklist
- Writing samples (including drafts and final copies)
- Audio tapes with speech samples
- Video tapes demonstrating proficiency at a task
- Goal statements
- Skills checklists

- ❑ Reading checklists and samples of reading
- ❑ Checklists of TV shows watched or radio broadcasts listened to
- ❑ Vocabulary charts
- ❑ Idiom lists
- ❑ Anecdotal notes (stories of how the learner has changed)
- ❑ Self-reflection exercises that highlight what the portfolio demonstrates about the learner's strengths and needs

Any item that demonstrates that a skill or goal has been achieved!

Organizing your portfolio

- Put a date on all entries.

- Use a summary sheet at the beginning and keep it up to date.

- Include a variety of work.

Benefits in using portfolios

- Are learner-centred
- Improve tutor and learner planning
- Empower learner
- Motivate tutor and learner
- Can take on different forms to achieve their purpose

Portfolio Cover

A collection of the work of:

Created for the ESL Tutor – Training Program

Date: _____

Option 1

Sample Goal Setting / Self-Reflection Exercise

Take a moment to think about what you want to learn throughout the course of the tutor training workshop. Write these items down in the "want to know" column. A sample has been done for you. Share these with the facilitator. Whenever possible, the facilitator will try to ensure that you are given the tools necessary to achieve your goal!

At the end of the program, review the contents of your portfolio and see how it can demonstrate that you have achieved what you set out to do!

Want to Know	Learned	Additional concerns
To learn about different learning styles	About learning styles during session 3; took questionnaires to find out what my learning style was.	<p>Need to consider how my learning style will affect how I teach the learner. Once I get to know my learner, I can review the information. The facilitator told me that I could get additional learning style tests on the internet from http://www.nald.ca/clr/csa/appx_d.htm</p> <p><i>Note: the tests are often not appropriate for learners (they are culturally biased and may not be valid if the learner translates too much of the vocabulary.)</i></p>

Option 2

Sample Goal Setting / Self-Reflection Exercise

Take a moment to think about what you want to learn throughout the course of the tutor training workshop. Write these items down in the column. A sample has been done for you. Share these with the facilitator. Whenever possible, the facilitator will try to ensure that you are given the tools necessary to achieve your goal!

At the end of the program, review the contents of your portfolio and see how it can demonstrate that you have achieved what you set out to do!

Objective	Work to be done to achieve objective	Additional concerns
To learn about different learning styles	Read session 3 information in the tutor-training manual; took questionnaires to find out what my learning style was.	Need to consider how my learning style will affect how I teach the learner. Once I get to know my learner, I can review the information. The facilitator told me that I could get additional learning style tests on the internet from http://www.nald.ca/clr/csa/appx_d.htm <i>Note: the tests are often not appropriate for learners (they are culturally biased and may not be valid if the learner translates too much of the vocabulary.)</i>

Preview of Session 4

Strategy	Overview of Strategy	Intended Audience	Basic Steps
Info Grids	Grids with missing information; used to develop skills based on learner needs	Any learner	Create grid Model exercise Assist learner Debrief
TPR			
Info Gaps			
LEA			

What would you consider the benefits / disadvantages of each of these teaching techniques?

SESSION 4

Integrated Teaching Strategies

Session 4: Integrated Teaching Strategies

The objectives of this session are:

- To introduce tutor trainees to the communicative approach and the importance of an integrated approach to language teaching.
- To familiarize tutor trainees with integrated teaching techniques and activities.



5 minutes

Overview of the Session 4: Integrated Teaching Strategies

- Discuss objectives.
- Show overhead, Overview of Session 4.

The Four Language Skills

- Show the overhead, The Four Language Skills (the average person spends...).
- Show the overhead, The Four Language Skills (input/output).
- Discuss the rationale (provided on the above noted overheads and in the tutor training manual) for teaching all four skills.
- Suggest using one theme to teach all four skills during a session (in order to let the learner recycle new vocabulary and knowledge of form).
- Introduce the communicative approach and link the rationale for use with the previous overheads.
- Tell trainees that we will be looking at some communicative teaching strategies throughout the remainder of the session.

Integrated Teaching Strategies

20 minutes

A: Information Grids

- Introduce information grids.
- Have trainees write the names of three classmates in the first column of the grid provided in the tutor training manual.
- Get the trainees to find these three people and ask them questions to fill out the rest of the grid.
- After the activity is finished, ask trainees some follow-up questions. *For example: What question word did the questions asked all start with? What verb tense was used? What type of learner would an exercise like this be good for (beginner, intermediate or advanced?) What changes could you make to the grid so it would be more challenging for a higher-level learner?*
- Discuss intended audience (Refer to the tutor training manual section, "Who is this intended for?")
- Show the overhead, Information Grids (Basic steps in using information grids).

- Demonstrate how you would have modeled the information grid they previously filled out.

What does it mean “to model” an exercise?

Modeling an exercise means that, rather than explain how to do an exercise, you pretend that you are the student and you DO a small portion of the exercise.

The learner will watch what you do and try to imitate it accordingly.



- Show the overhead, Information Grids (How often do you...?).
- Tell trainees that grids can be set up in different ways. If you want your learner to write sentences, you could set up the grid as shown. The learner could check the correct response and then make sentences using information from the grid.

Note: this grid could be used to discuss adverb placement.

Possible example sentences written for overhead, How often do you...? could include:

- She often talks on the telephone.
- Often, she talks on the telephone.
- She talks on the telephone often.

- Using overhead, Information Grids, (How often do you...?) have a trainee “model” the exercise (the use of the grid) just as a tutor would for the learner.
- Discuss any cultural ideas in the grid. (*For example, Canadians who live far apart from their parents may only see them once or twice a year. Dancing is a common activity for people of all ages. However, certain types of dancing are more popular with certain age groups.*)
- Review the basic ideas regarding information grids.

B: Total Physical Response (TPR)

40 minutes

- Introduce TPR and it's intended audience.

Optional Activity

If you feel that the trainees would benefit from trying their own "info gap" exercise, prior to actually discussing it in the workshop, use the learner "A" and learner "B" handouts provided.

- Show overhead, Total Physical Response (TPR) if you don't do the optional activity.
- Do a Total Physical Response activity using another language. You are given some vocabulary in Indonesian below that you can use. (Chose any language that you are comfortable with so long as the trainees in your group do not speak it.)

English	Indonesian
Stand up	Berdiri (bĕ ɾdĕ ɾĕ)
Sit down	Duduk (dōō-dōōk)
Walk	Jalan (jāh-lān)
Stop	Berhenti (bĕ ɾhĕ ntĕ)
Turn around	Balik (baw- lĕ)
Walk fast	Jalan cepat (chōō-pā)
Walk slowly	Jalan pelan – pelan (pōō-lān)

- In the Indonesian words noted above, the accent is generally on the second syllable.
- The symbol ā is used to denote the sound in "apple" and "cat."
- The symbol ā is used to denote the sound in "ate" and "and."
- The symbol ě is used to denote the sound in "echo" and "red."
- The symbol ě is used to denote the sound in "eat."
- The symbol ōō is used to denote the vowel sound apparent in words such as "good, book and could."
- The symbol ōō is used to denote the vowel sound in words such as "tooth, too and moo."
- The symbol aw is used to denote the sound is words like "saw and sauce."

Preparation for activity

Let the trainees know that you will not be speaking to them in English for the next few minutes. They shouldn't speak to each other either... in English.

Tell them that you will be using gestures if you need to communicate with them.

- A hand over the ear means, "listen."
- An index finger over the lips means, "don't speak."
- An extended arm (palm up) moving upwards means "mimic the action."

Activity: Part 1

- Start the activity with everyone seated.
 1. Say "berdiri" and stand up.
 2. Sit down.
 3. Say "berdiri" before standing up slowly. Indicate that the trainees should follow.
 4. Repeat step 3 once or twice more.
 5. While standing, say "duduk" and sit down.
 6. Stand up.
 7. Say "duduk" before sitting down slowly. Indicate that the trainees should follow.
 8. Repeat step 7 once or twice more.
 9. Say the word "berdiri" and have the trainees do the action while you remain still.
 10. Say the word "duduk" and have the trainees do the action while you remain still.
 11. Say, "jalan" and start walking (alone).
 12. Stop.
 13. Say "jalan," and start walking. Have trainees follow.
 14. Repeat step 13 once or twice more.
- Continue to repeat the process of reviewing previously learnt vocabulary and introducing new vocabulary until you have taught all seven words.
- Finally, review all the vocabulary in random order while performing the action.

- Review the vocabulary again. This time, state the commands while the trainees respond. (Remain seated.)
- Remember: You are the only one who will be speaking. The trainees are just to listen and follow along.

*A demonstration of TPR using the same vocabulary words in Indonesian is also available on videocassette. **Training By Design: Total Physical Response.** Laubach Literacy Action. (Syracuse, New York: New Readers Press, 1990.) ISBN: 1 -56420 - 139 - 2*

Activity: Part 2

- Using the TPR handout, continue the exercise. Follow the directions laid out in the tutor training manual entitled, TPR with written commands.

Conclude by discussing the other uses for TPR. Draw attention to the example lesson in the tutor training manual and the section, Using TPR with children.

C: Information Gaps

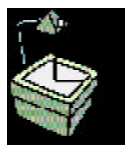
10 minutes



- Introduce information grids and their intended audience.
- Show overhead, Information Gaps.
- If time permits, have the trainees do the information gap exercise (written for Carine) from their manual.

D: The Language Experience Approach (LEA)

20 minutes



- Introduce LEA and it's intended audience.
- Show overhead, Basic Steps in using LEA.
- Discuss the basic steps; let the trainee know that the steps provided in the tutor training manual are fairly specific. The overhead is much more general.

- Using the appropriate steps set out in **Adapting LEA to a group** (in the tutor training manual), have trainees make a story. (It could be about what happened while they were learning TPR, for example.)
- Start the story by providing the first line. While you are writing each word on butcher paper or the chalkboard, say it.
- Have three or four trainees in the group add a line.
- Repeat each word that they say while writing it.
- Discuss different ways that they can use the short story they have now composed.
- Refer to the section of the tutor training manual entitled, **Building Skills with LEA Stories**.

*If you are interested in showing your group a video detailing the process, check out the kit called, **Teaching Reading to Adults: A Balanced Approach** by Pat Campbell. (Edmonton: Grass Roots Press, 2003.) In the fourth portion of the video "World Recognition Strategies," there is a demonstration of LEA in a tutoring situation.*

- *This video also has demonstrations of lessons featuring word families, sight words and phonics. These word recognition strategies are all highlighted in Session 5 of the workshop.*

Review of Session 4 (Optional)

Prepare an information gap exercise for Carine.

- Show overhead, **Review of Session 4** and discuss.
- Materials needed (not included in the kit): Flyers that have pictures of food with the prices (and 2 additional photocopies of each).
- Handout flyers and pair up trainees.
- In Session 5, break trainees into pairs and give them an opportunity to practice using their information gap, with one trainee pretending to be "Carine."
- Ask trainees to critique each other using the criteria set out on the overheads, **Giving Feedback on Review Work**. (These overheads can be used for the preview activities used throughout the workshop.)

Preview of Session 5 (Optional)

- Handout, Preview of Session 5 and explain task. Trainees should fill in the grid while they do their reading.

An Overview of Session 4 Integrated Teaching Strategies

The Four Language Skills

- An introduction to the communicative approach

Integrated Teaching Strategies

- Information Grids
- Total Physical Response (TPR)

Break

- Information Gaps
- The Language Experience Approach (LEA)

The average person
spends:

45% of her time LISTENING

30% of it SPEAKING



16% of it READING

9% of it WRITING

The Four Language Skills Input/Output

Input		Output
Listening	Spoken Language	Speaking
Reading	Written Language	Writing

“If we separate reading and writing from listening and speaking, we fragment language. All four skills are needed in the learning of English.”

Ruth Johnson Colvin, *I Speak English* (Syracuse, New York: New Readers Press, 1997), p. 12. Used by permission.

Information Grids

Basic Steps in using Information Grids:

- 📌 Model the exercise
- 📌 Repeat errors so learner can self-correct (optional)
- 📌 Discuss any cultural information in it (optional)

Benefits of using Information Grids:

- 📌 Interactive
- 📌 Integrated
- 📌 Versatile
- 📌 A way to learn more about the learner

How often do you...?

Ask your partner questions to get information about her habits.

Activity	Never	Rarely	Sometimes	Often	Always
Talk on the phone					
Eat pizza					
Go dancing					
See your parents					
Write a love letter					

Follow-up activity:

Write five sentences using the activities listed above and the adverbs of frequency (never, seldom, sometimes, often and always.)

1. _____
2. _____
3. _____
4. _____
5. _____

Total Physical Response (TPR)

Learner "A"

Directions: Work with a partner who has the learner "B" form. Your partner will have the information that you do not and you will have information your partner does not have. Ask your partner questions to get the information that you need such as "What should I do first?" or "What should I do next?" Do not look at your partner's paper. Do not let your partner look at your paper.

Before the session: Planning your lesson

1. Select the commands and vocabulary
2. _____
3. Get props etc.

Basic Steps in using TPR:

1. _____.
2. Do the action with the learner as you give the command.
3. _____.
4. Give the command. The learner will do the action. (The tutor will not.)
5. _____.
6. Introduce a new command. Repeat steps #1 -4.
7. _____.
8. Review commands in random order

Total Physical Response (TPR)

Learner " B "

Directions: *Work with a partner who has the learner "A" form. Your partner will have the information that you do not and you will have information your partner does not have. Ask your partner questions to get the information that you need such as "What should I do first?" or "What should I do next?" Do not look at your partner's paper. Do not let your partner look at your paper.*

Before the session: Planning your lesson

1. _____
2. Make an ordered list of the commands
3. _____

Basic Steps in using TPR:

1. Do the action as you give the new command.
2. _____.
3. Repeat step #2 several times.
4. _____.
5. Repeat step #2 if the learner has difficulty.
6. _____.
7. Review commands in order.
8. _____.

Total Physical Response (TPR)

Before the session: Planning your lesson

1. Select the commands and vocabulary.
2. Make an ordered list of the commands.
3. Get props etc.

Basic Steps in using TPR:

1. Do the action as you give the new command.
2. Do the action with the learner as you give the command.
3. Repeat step #2 several times.
4. Give the command. The learner will do the action. (The tutor will not.)
5. Repeat step #2 if the learner has difficulty.
6. Introduce a new command.
Repeat steps #1 – 5.
7. Review commands in order.
8. Review commands in random order.

Berdiri

Duduk

Jalan

Berhenti

Balik

Jalan cepat

Jalan pelan -
pelan

Information Gaps

Before the session: Planning your lesson

- ✦ Set up a grid that has all the information on it. (This will be the "master copy.")
- ✦ Make two copies.
- ✦ Make the "A" copy.
- ✦ Make the "B" copy.

Basic Steps in using information gaps:

- ✦ Give the learner the "B" copy.
- ✦ Give yourself the "A" copy.
- ✦ Take turns asking questions and writing in the responses.
- ✦ Discuss results.

Basic Steps in using LEA:

1. Find an interesting topic.
2. Have the learner tell you a personal story.
3. Write the story as the learner tells it.
4. Let the learner make changes.
5. Read the story together.
6. Work on words the learner wants to know by sight.

Review of Session 4

Using the flyers provided by the facilitator, make an information gap exercise that you could use with Carine:

- 📌 to teach her different food-related vocabulary (especially those related to baking)
- 📌 to practice asking and responding to the questions, “How much is...” and “How much are...”
- 📌 to practice talking about money

Giving Feedback on Review Work

You have only a few minutes to show your partner (or group) an overview of your activity. You may want to do a general overview and then role-play one section that you have prepared. Your partner(s) will assist you by role-playing the learner(s).

After the presentation, consider the following questions in your group.

- 📌 Presenter, what did you like about the exercise that you prepared for your learner?
- 📌 Presenter, what would you change for next time?
- 📌 Partner(s), what did you like about the presentation?
- 📌 Partner(s), what suggestions do you have for changes?

Preview of Session 5

Strategy	Overview of Strategy	Intended Audience	Basic Steps
Sight words	Words taught as whole words	Beginning Learners	Put words on cue cards and read; create sentences with words; shuffle and have learner read; put in appropriate envelope.
Phonics	Uses connection between sound and letter (or letter combinations) to assist learners	Beginning Learners	
Word Patterns			
Labelling			
Word Forms			
Word Parts			

What would you consider the benefits / disadvantages of each of these teaching techniques?

SESSION 5

**Teaching
Strategies
(Part I)**

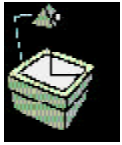
Session 5: Teaching Strategies (Part I)

The objectives of this session are:

- To introduce tutor trainees to sight words and how they can be used in the tutorial session*
- To discuss the importance of developing a meaningful context and teaching skills from this context
- To introduce tutor trainees to phonics and the basic steps in teaching phonics
- To familiarize tutor trainees with word patterns and how they can be used to assist learners
- To discuss strategies for learners to increase their vocabulary

* Reading is a complicated activity that involves performing many tasks at once. However, for this session, we will only be looking at one aspect of reading – decoding. Decoding refers to the act of knowing what the letters are and how they sound. When introducing new vocabulary, it is advisable for learners to be introduced to the written form of the word (as well the oral) since all four skills complement each other. Session 6 looks at reading more in depth and will clarify some of the questions session 5 may prompt.

5 minutes



Overview of Session 5: Teaching Strategies (Part I)

- Discuss objectives.
- Show overhead, Overview of Session 5.

Activity: A Korean Lesson

10 minutes

The activity outlined below will be used as a basis for trainees to understand some of the beginning level teaching techniques outlined in this session and the next session as well.

Materials:

- Prepare large cue cards using the five Korean words noted in the chart below.
- Prepare a copy of the **small cue cards** for one trainee to take home and practice after the lesson. (This should be cut and ready to go.)
- Make copies of the small cue card sheet for the other trainees to take home and practice after the lesson.
- An envelope that has the word "Study" on it.

English	Korean	Korean <i>(using long and short vowel notation)</i>
Mother	어머니	/aw/-m/aw/-nē
That	저것	ch/aw/-k/aw/s
Was	였다	yēs - dā
When	언제	/aw/n - chā
Day	일	el

Basic steps:

- Tell the trainees that they will be part of a Korean lesson for the next 10 minutes. Have them imagine that they have already encountered these words in a previous lesson. So, they have heard and said these words before.
- Chose one card and read the word on it aloud while showing the card to the trainees.
- Have the trainees repeat it.
- Create a sentence (oral) for each word. (The Korean word will go into the English sentence.)
- Show the trainees the cards in the same order you presented them before.
- Have the trainees say the words on the cards. When they don't know, supply the response for them and have them repeat.
- Shuffle the cards and have the trainees read the words again in a different order.
- Ask the learner to create a sentence (oral) for each word. (Once again, the Korean word will go into the English sentence.*)
- Continue to shuffle the cards and have the trainees read them until the trainees have a fair degree of accuracy.
- Tell the trainees that you will put these cards into a “**Study**” envelope and give them to a trainee to take home and practice. The trainee should practice writing the word underneath the word you have provided on the card. (Tell the other trainees who were not fortunate enough to get the cards that you have just given out and that they can make their own with the handout you are now providing.)
- Tell trainees that there will be a quiz next session in which the sight words will be inserted! (Quiz not included in the package.)
- Write out some of the sentences that the trainees made to insert the sight words into. (Use these for the quiz next session.)

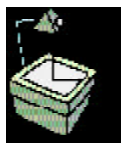
* You may want to tell trainees that their experience with sight words is very different than what their learners will experience with this method. Learners may have to face unfamiliar sentence patterns when learning sight words in context.

For Beginning Learners

Learning how to decode vocabulary in text

A: Sight Words

15 minutes



- Show overhead, Sight words.
- Discuss what sight words are and which words are best taught as sight words.
- Tell the trainees how the sight words lesson could progress after the homework was given (i.e. the use of Known and Want to Learn envelopes.)
- Discuss some of the optional activities/review activities as discussed in the tutor training manual.
- Handout, 100 Key Words as a sample of some useful sight words that the learner may opt to learn.

Other considerations: Developing Context

5 minutes

- Show overhead, Developing a context for vocabulary development.
- Ask trainees which sentence has the most meaningful context.
- Tell trainees that, in the first sentence, we know that **dangerous** is probably an adjective but we have no context, or no clues, to even determine if **dangerous** has a negative or positive connotation.
- Ask trainees if they think the second and third examples provide enough information for learners to understand what the word **dangerous** means. Is there a sentence that they could create which would better demonstrate what the word means? Discuss.

B: Phonics: Letter–Sound Relationships

5 minutes

- Define phonics.
- Do **Activity 2: A Korean phonics lesson** with the trainees (see below).
- Briefly discuss the phonics vs. sight word approach and reiterate the idea that the approach should reflect the needs and preferences of the learner.
- Show overhead, Phonics and highlight the basic steps in introducing a new sound.

Activity: A Korean Phonics Lesson

Materials:

20 minutes

- One cue card for each trainee

Basic steps:

1. Identify the symbol
 - Write the letter down

In this exercise, we will be looking at the symbol, **ㅁ**. (The Korean sound provided is similar to the “m” sound in English.)

2. Ask the trainees to listen to the beginning of the words that you state.

Example:

Korean word	Pronunciation	English translation
머리	m /aw/ - rē	head
마늘	mā - nūl	garlic
말	māl	horse

3. Repeat each word in step 2 and have the trainees repeat.
4. Ask the trainees to tell you what sound comes at the beginning.
5. See if the trainees can hear the sound in other words.

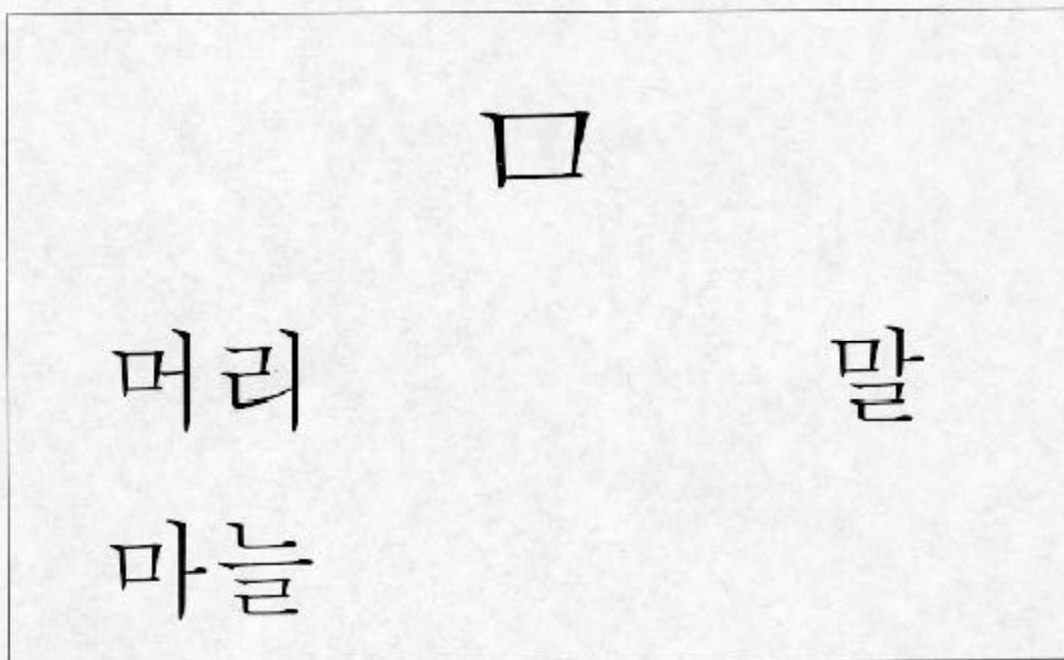
Korean word	Pronunciation	English translation
심다 (yes)	sēm - dā	plant (verb)
다리 (no)	dā - rē	leg
다리미 (yes)	dā - rē - mē	iron (iron, for clothing)

6. Put the sound at the end of the words.

Example:

Korean word	Pronunciation	English translation
삼	sām	three
가슴	kā - sūm	chest

7. Have the trainees repeat the words and tell you what the final sound is.
8. Write the symbol and have the trainees write it as well. Have the trainees write down a couple of key words that have the sound in them. (These key words should be familiar words. If they are not, a picture should be drawn next to the word.)



Guide to symbols:

- The symbol *ā* is used to denote the sound in "apple" and "cat."
- The symbol *ã* is used to denote the sound in "ate" and "and."
- The symbol *ĕ* is used to denote the sound in "echo" and "red."
- The symbol *ē* is used to denote the sound in "eat."
- *Ū* is the sound in "umbrella."
- The symbol /aw/ is used to denote the sound in words like "saw and sauce."

C: Word Patterns (or word families)

10 minutes

- Introduce word patterns and discuss how they can be helpful for teaching vowel sounds.
- Give some background information regarding the exercise.
 - Let the trainees know that the learner is a beginning learner.
 - This learner has just written a language experience story with the word "cat" in it.
 - "Cat" was one of the words the learner opted to learn by sight.
 - Rather than teach this learner about the short a (*ă*) sound, the tutor has opted to use this approach.

10 minutes



Sample lesson:

- Show the first overhead, **Basic Steps in Using Word Patterns**.
- Ask a trainee to pretend she is a learner.
- Cover up –at and –bat.
- Point to the word “cat” and ask her to read it.
- Place your finger over the first letter of cat and have your learner say that sound.
- Uncover –at and –bat.
- Point to each word on the list and have your learner say the word.
- Tell trainees they should:
 - Assist learners whenever there is an error.
 - Practice no more than 3 rhyming patterns each lesson.
 - Use this exercise primarily to increase reading, spelling and pronunciation accuracy. Vocabulary development exercises should be in a different form.
- Give optional handout, **Personal Notebook or Cards** and briefly discuss.

D: Labeling (Vocabulary Development)

10 minutes

- Introduce
 - what it is
 - who it is intended for
 - how it could be participatory
- Try the sample lesson below.

*You could do the sample lesson in English or in a different language. **The Canadian Oxford Picture Dictionary**¹ is written either as a monolingual picture dictionary or as a bilingual picture dictionary. There are numerous versions of the bilingual dictionaries. Languages presently available include: Chinese, Japanese, Korean, Cambodian, Vietnamese, Spanish, French, Russian, Polish and Navajo.*

*The sample lesson below would best be done using the **The Canadian Oxford Picture Dictionary Overhead Transparencies**. A handout of the page used for the sample lesson is included.*

¹ E.C. Parnwell and Maggie Grennan, **The Canadian Oxford Picture Dictionary** (Oxford, England: Oxford University Press Inc., 1996.)

Sample lesson:

- Using *The Canadian Oxford Picture Dictionary* (or a photograph), ask a trainee to come up to the front and choose which verbs she is interested in learning. (The trainee can choose as many as she would like.)
- Say each word and have the trainee repeat the word (two to three times).
- Say the words in the same order originally presented.
 - Trainee touches each object in the picture after it is stated.
- Say the words in any order.
 - Trainee touches each object in the picture after it is stated.
- Trainee says the word and the facilitator touches the object.

Follow-up:

- This lesson would also involve making sentences with words provided in the picture dictionary. Examples include:
 - Stir the coffee.
 - Grate the carrots.
 - Open the tuna.
- Tell trainees that making cue cards with a picture of the item on one side and the written form of the word on the other would be a good idea. The learner could then take these cards home and practice for homework.
- Future lessons would focus on other categories of vocabulary linked to the topic.
- Review exercises could then include categorization exercises (as discussed in Session 1).

For Intermediate and Advanced Learners

Developing Word Knowledge

10 minutes



A: Word Forms

- Introduce the rationale for teaching word forms. (Once learners know the function of the word, it gives them a much better idea of how to use it in a sentence.)
- Show the first overhead entitled, *Word forms*.
- Briefly discuss nouns, verbs, adjectives and adverbs. Give additional examples and have trainees give examples as well.
- Show the second overhead, *Word forms*.
- Look at the first sentence and ask trainees: *Which word is the noun? Which word is the adjective? What could the adjective mean?*
- Uncover the remaining two sentences of the overhead and ask trainees: *Which word is the verb?*
- Ask trainees to write a sentence with the three words (kimbap, mashesh, and mauke) with a partner.

Sample sentences:

I like to mauke kimbap. It is my favorite meal. I think kimbap is mashesh.

- Ask trainees what they think the mystery words mean?
- Tell trainees that even if they do not know that these nonsense words mean **food** (a rice roll), **delicious** and **eat**, they can still gather some information about them from the sentences provided. Context clues (the surrounding information that allows learners to guess the meaning of unknown vocabulary) make this possible.

Optional discussion point:

You may want to point out that for us it will seem natural where to place the words because we have an almost “intuitive” knowledge of English grammar.

However, for learners who have been exposed to more traditional grammar based instruction, there will be a host of other clues that allow them to know what words are nouns, verbs, adjectives and adverbs.

Some of the rules the learner may consider when reading these sentences are as follows:

- A common sentence form in English is S- V- O (subject- verb- object).
Example: John likes milk.

John is the *subject*.

Like is the *verb*.

Milk is the *object*.

Example: Susan maukes kimbap.

Susan is the *subject*.

Maukes is the *verb*.

Kimbap is the *object*.

- Subjects and objects are often nouns.
John and *milk* are both nouns in the first sentence above.
Susan and *kimbap* are nouns as well.
- Verbs in the past tense often end in -ed.
Last night, Susan *mauked* a lot of kimbap.
- Nouns generally come after articles. Articles include the following words: *a*, *an* and *the*.
This provides another clue as to why *kimbap* is a noun (and not a pronoun) in the sentence:
The *kimbap* was mashesh.
- Generally, verbs follow modals (can, would, could, should).
She could dance.
She can mauke.
- In the present tense, verbs after modals are written in the base form of the verb. (There are no other letters such as s and d that are added to it.)
Correct: She could dance.
Incorrect: She could dances.
Correct: *She should mauke.*
Incorrect: *She should maukes.*

**This rule is also true when using the conditional.*

- When writing a sentence in the negative form (with not), the learner will need to add not after the modal but before the verb.

Correct: She could not mauke.

Incorrect: She could mauke not.

Additional note:

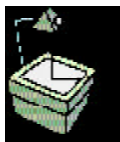
This is the way in which many learners will process sentences in English. A common complaint is that English is very complicated, and it is. Although tutors are not required to have an extensive knowledge of grammar, an appreciation of how complicated it is for learners (and how many things a learner needs to think about while speaking or writing) is important.

Drills (which are discussed in the grammar section of the manual) are a good way to give learners practice using a particular form, and will be discussed in Session 6.

Charting Words

- Introduce the rationale for teaching word forms and take a look at the example in the tutor training manual.

10 minutes



B: Word Parts

- Introduce the rationale.
- Show overhead, **Word Parts**.
- Define what each word is and give examples.
- Give the trainees the word **agree** and have them write as many variations of the word as they can.

Examples include: agree, disagree, agreement, disagreement, agreeable, and disagreeable

- Ask trainees to describe which parts are the root, the prefix and the suffix of the written word. Which words are nouns, verbs, adjectives and adverbs?
- Refer to the tutor training manual for additional information regarding word endings that denote nouns (such as -ment) and adjectives (-able).
- Introduce compound words.
- Ask trainees: *How would you explain the following words to your learner?* (Have trainees work in pairs.)

Exercise: How would you explain the following words to your learner?

earring	wallpaper	waterproof
overlook	yearbook	snowball
nutshell	oatmeal	sandbox

- Discuss, Points to consider when discussing vocabulary with your learner from the tutor training manual.

Review of Session 5 (Optional)

- Handout, Session 5 Review and discuss the homework assignment. (Note: Carine has already done some preliminary work labeling kitchen verbs in the previous lesson.)
- The following session, break trainees into small groups and have them critique each other using the criteria set out on the overhead, **Giving Feedback on Review Work**. (This overhead is available among the Session 4 overheads.)
- Show overheads / handouts, **Session 5 Review: Sample Responses** and discuss why the tutor here made some of these choices.

Preview of Session 6 (Optional)

- Handout, Preview of Session 6 and explain task. Trainees should respond with either a T (true) or F (false) for each statement prior to reading the information in the manual.

An Overview of Session 5 Teaching Strategies (Part I)

- Language Lesson

- Developing Reading and Spelling Skills
 - Sight Words
 - Phonics

Break

- Word Patterns

- Vocabulary Development
 - Labeling
 - Word Forms
 - Word Parts

어머니

저것

였

언제

일

Sight Words

- ⚡ are words that the learner can recognize and understand immediately
- ⚡ are generally taught as whole words

The four types of sight words:

1. Survival words

danger, exit, emergency

2. Service words

the, a, what, where, when, why

3. Irregularly spelled word

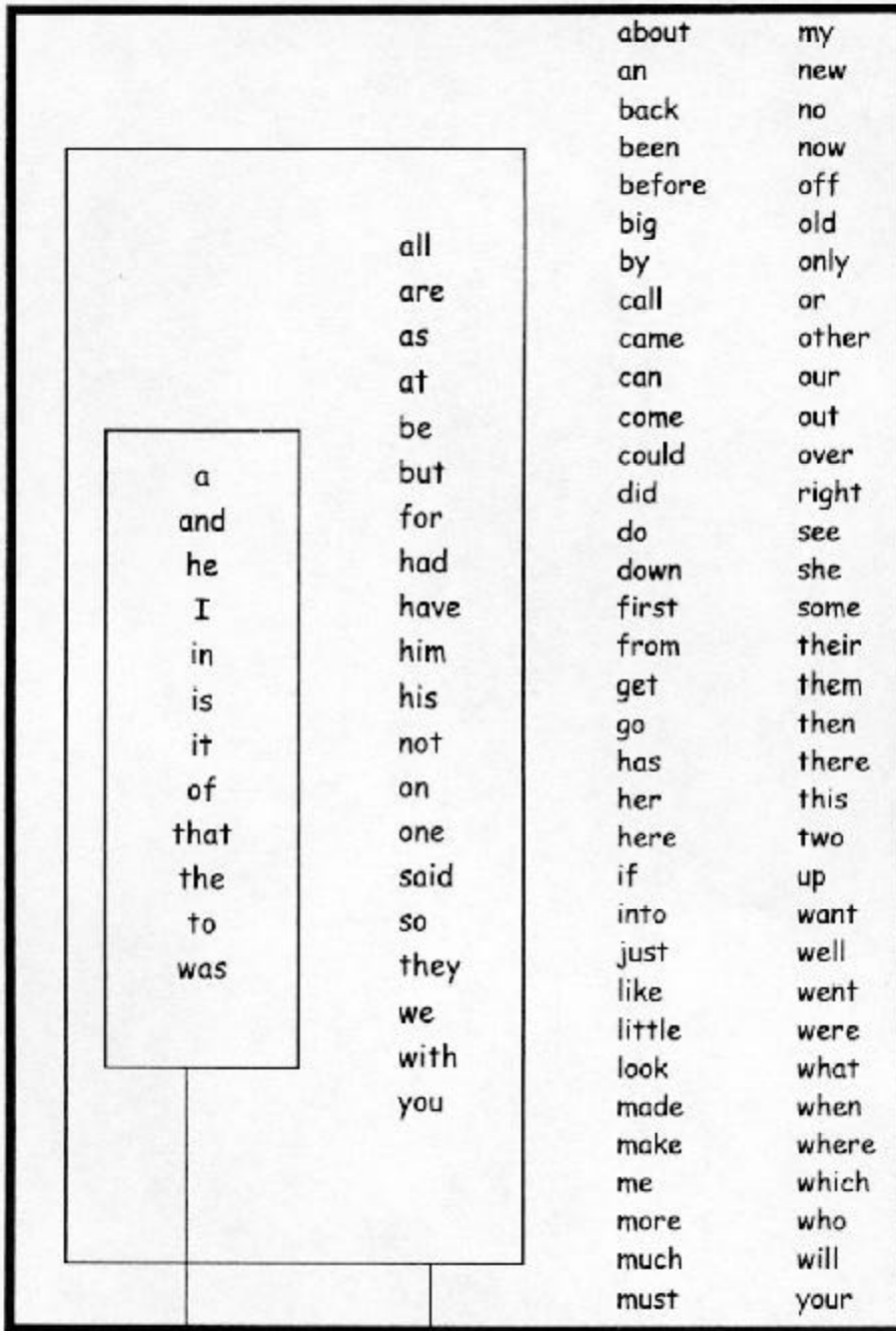
laugh, have

4. Introductory words that could be used in word patterns

o *eat (could enable the tutor to teach beat, meat, and seat)*

o *day (bay, hay, lay, may, say)*

100 Key Word List



These 12 words
account for 1/4 of
all reading!

These 32 words
account for 1/3 of
all reading!

These 100 words
account for 1/2 of
all reading!

Source: Core Literacy Tutor Training Manual (1990)
as cited in Frontier College's Tutor Handbook (1997).

Developing Context

Our sight word for this lesson is dangerous.

- ⚡ He is very dangerous.
- ⚡ Driving your car after drinking a lot of beer is very dangerous.
- ⚡ She can be dangerous when she is angry.

Phonics

Basic Steps in introducing a sound:

1. Identify the letter
2. Have learner listen to the sound at the beginning of words.
3. Have learner repeat the words.
4. Ask learner to identify the sound heard.
5. Use examples and non-examples.
Example: *movie* (yes), *mother* (yes), *tape* (no), *number* (yes)
6. Put the sound at the end of the words.
Example: *them*, *dim*
7. Have the learner repeat the words and tell you what the final sound is.
8. Write the letter.
9. Have learner write the symbol.

Ruth Johnson Colvin, *I Speak English* (Syracuse, New York: New Readers Press, 1997), p. 107. Used by permission.

-at

bat

cat

fat

hat

mat

rat

sat

-ab

cab

dab

gab

jab

nab

tab

-am

ham

jam

pam

ram

sam

yam

Personal Notebook or Cards

One strategy that may be useful for your learner is to have her make her own personal phonics notebook or set of cards. In it, each page (or each card) would be dedicated to a different letter or sound.

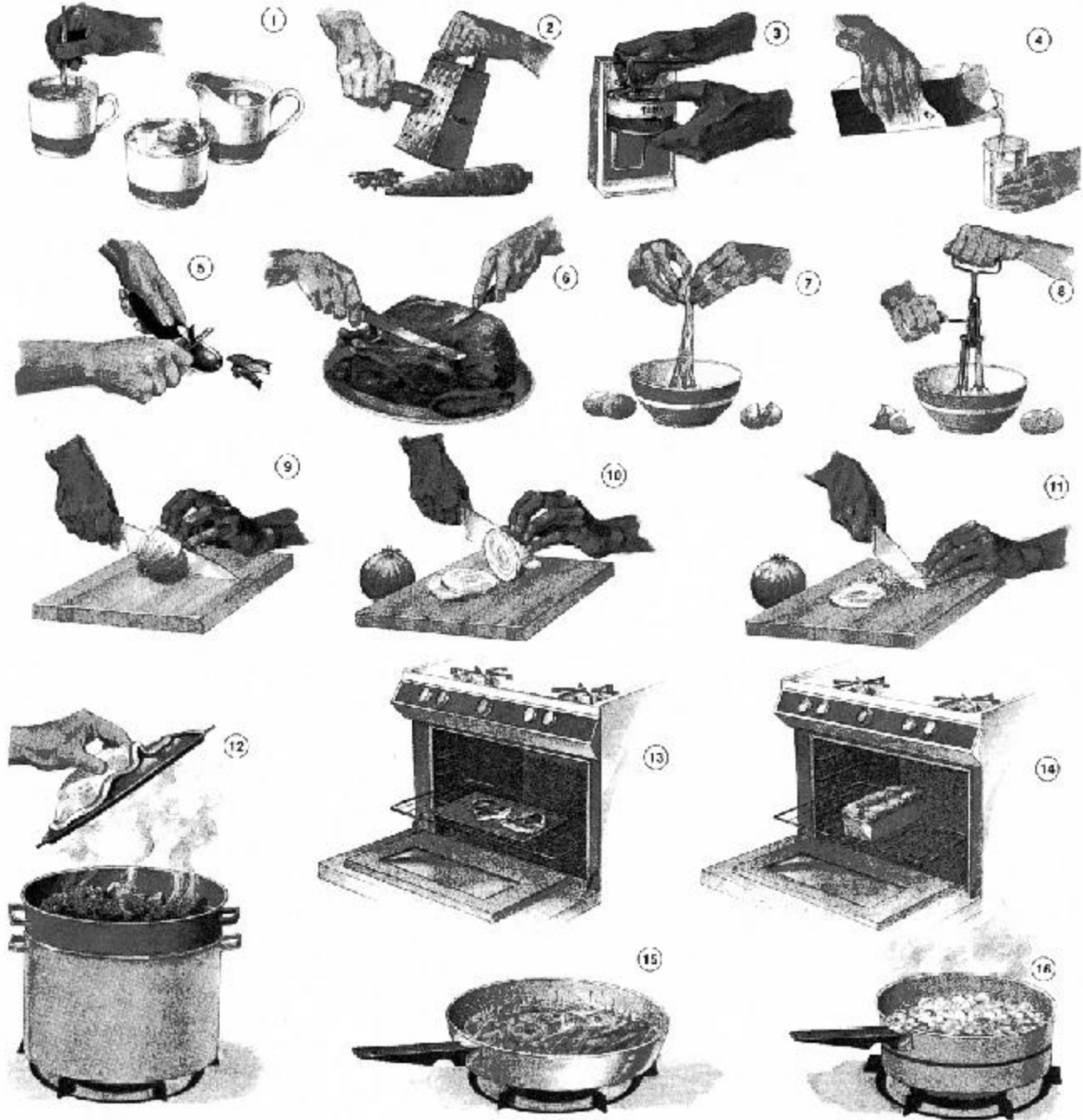
Basic steps in producing and using the personal notebook.

1. Choose a sound to work on.
2. Make a list of words that begin with this sound with the learner.
3. Write these words on scrap paper.
4. Have the learner select words she doesn't know from the scrap paper and wants to learn.
5. Have the learner write these words on her page or card.
6. Make sketches next to the new words wherever possible (stick figures will do!)
7. Ask the learner to select a card and say: the sound (/m/), the name of the letter (M) and one of the words on the card. (This should be the word that the learner pronounces best.)
8. Continue reviewing all the cards made. (Have the learner practice with more words from the card each time the exercise is done.)
9. Review these cards again the next time you see your learner.

M	m
Music	Money
Man	Mother
Monday	

Kitchen Verbs

Handout for facilitator use: Kitchen Verbs



- 1. stir
- 2. grate
- 3. open
- 4. pour
- 5. peel
- 6. carve

- 7. break
- 8. beat
- 9. cut
- 10. slice
- 11. chop

- 12. steam
- 13. broil
- 14. bake
- 15. fry
- 16. boil

E.C. Parnwell and Maggie Grennan, *The Canadian Oxford Picture Dictionary* (Oxford, England: Oxford University Press, 1996.) Reproduced by permission of Oxford University Press.

Word Forms

Noun *Person, place or thing*

John went to Paris by plane.

Verb *Action word (walk, run)
or state of being (am)*

Adjective *Word describing
a noun.*

He is tall.

Adverb *Word describing a
verb*

He walks slowly.

Word Forms

1. The kimbap was mashesh. Everyone loved it!
2. Susan maukes kimbap everyday. She maukes so much kimbap that she cannot mauke any other food.
3. Last night, Susan mauked a lot of kimbap. After that, she was too full to have dessert.

Word Parts

A. Root words

B. Prefixes

C. Suffixes

Session 5 Review

Carine is interested in learning how to cook. You have the following recipe for chocolate chip cookies (something she sampled last session and enjoyed.)

1. How would you teach the following unfamiliar vocabulary in bold? (Where would you use sight words, phonics, word patterns, labeling, word forms or word parts?)
2. What other activities would you use if the recipe were a reading assignment during a lesson? What would you assign for homework if she wanted something to work on after the lesson was complete?

1 cup	Butter
1 cup	White Sugar
1 cup	Brown Sugar
2	Eggs
1 tsp	Vanilla
2 cup	Unbleached Flour
2 1/2 cups	Oatmeal
1 tsp	Baking Soda
1 tsp	Salt
1 tsp	Baking Powder
12 oz	Chocolate Bar
1 1/2 cup	Chopped nuts (optional)

Directions:

First, whip the butter with the white and brown sugar.

After that, beat the eggs.

Pour the vanilla into the egg mixture.

Then, combine the flour, baking soda, salt, baking powder, and oatmeal; then, add it to the egg batter.

Grate the chocolate and stir into the mixture. (Chop nuts and add if you like.)

Next, roll the batter out into small cookies about an inch and a half wide.

Finally, bake at about 375 **degrees** for about 10 minutes.

Session 5 Review: Sample responses

Sight words:

- First
- Then
- After
- Next
- Finally

Phonics:

- Because Carine is a visual learner, the tutor opted not to have her do a traditional phonics lessons today but chose to show Carine a few relevant word patterns (or word families) instead.

Word Patterns:

- *Bake (cake, fake, lake, make, rake, take)*
- *Oat (boat, coat, goat, moat)*
- *Meal (deal, heal, peal, real, seal, veal, zeal, steal)*
- *Blend (end, bend, lend, mend, send, spend)*
- *Whip (dip, hip, lip, nip, rip, sip, tip, zip, chip, ship, slip, trip)*

Labeling:

- All types of measurement used (i.e. cup, tsp, oz).
- This could be done with the actual objects (with follow-up TPR exercises or with a picture as described in the tutor training manual.)
- TPR exercises could also include the verbs, which were not introduced in the previous labeling exercise (whip, combine, add, roll).

Word Forms:

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
<i>Blender</i>	<i>Blend</i>	<i>Blended</i>	<i>n/a</i>
<i>Combination</i>	<i>Combine</i>	<i>Combined</i>	<i>n/a</i>
<i>Baking; Baker</i>	<i>Bake</i>	<i>Baking (sheet)</i>	<i>n/a</i>
<i>Bleach</i>	<i>Bleach</i>	<i>Bleached</i>	<i>n/a</i>

Word Parts

- Unbleached: un (not) bleach (to make white) ed: turns some verbs into adjectives (for example, tired)

Compound Words

- Oatmeal (oat, and meal)

Question 2: Possible Answers

1. Go shopping for the ingredients. Discuss the prices of the goods as you collect them.
2. Make the cookies together.
3. Find another recipe, which is similar and have her demonstrate (using TPR) how she would make it.
4. Give her additional vocabulary building homework based on the theme. However, rather than have her use cue cards, have her learn new (and review old) kitchen-related vocabulary by doing some homework on the following web site: <http://iteslj.org/v/ei/kitchen.html>

Preview of Session 6

Before you read this unit, take a look at the following statements and decide whether or not you think they are true or false.

- _____ Reading is a very complicated task that involves a number of different skills.

- _____ It is important to make sure that there are no difficult words in the reading that you are using in the tutoring session.

- _____ Varying the types of questions that you ask about a reading is important.

- _____ Teaching grammar is absolutely unnecessary. If the learner is in a country where the language is spoken, she will just naturally pick it up.

- _____ If a learner really wants you to correct errors, you should point out only a few common errors each session, not all the errors that you hear or read from your learner's work.

- _____ Grammar is best taught using a grammar workbook and lots of exercises from the book.

After you have finished reading the session, take a look at your answers. Which would you change? Which responses will stay the same?

SESSION 6

**Teaching
Strategies
(Part II)**

Session 6: Teaching Strategies (Part II)

The objectives of this session are:

- To review the use of sight words
- To emphasize the idea that context is important
- To discuss reading as a complex task
- To introduce a format tutor trainees can use when teaching reading
- To highlight different reading strategies a learner can use
- To give tutor trainees the opportunity to experience a second language lesson that focuses on all four skills
- To highlight the importance of grammar in second language learning
- To introduce tutor trainees to drills and how these can be used
- To familiarize tutor trainees with dialogues and role-plays

5 minutes

Review from last session

- Quiz trainees on their homework (the Korean vocabulary lesson).
- Link the previous lesson on sight words and phonics to the reading section below (i.e. sight words and phonics allow learners to decode the symbols but it does not necessarily allow them to understand what they are reading).

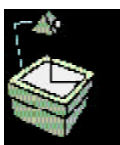
5 minutes



Overview of Session 6: Teaching Strategies (Part II)

- Discuss objectives.
- Show overhead, Overview of Session 6.

25 minutes



A: Reading

- Introduce reading as a complex process.
- Show overhead, *What happens during reading (decoding the symbols)* and ask trainees to read the text (on the overhead) to a partner.
- Ask trainees some follow up questions. (Can you pronounce these words? Do you know what they mean? If an ESL learner can say the words, is she reading?)
- Show overhead, *What happens during reading (understanding the syntax)* and ask a trainee to read the overhead aloud.
- Ask trainees: Which words do you know? Can you use word parts to figure out what some of the words mean?
- Show overhead, *What happens during reading (sentence samples)* and show trainees sentence #1.
- Ask trainees: Can you easily determine the meaning? What does this tell us about the importance of syntax or sentence patterns?
- Show overhead, *What happens during reading (sentence samples)* and show trainees the second sentence.
- Discuss how the syntax (which is appropriate for English speakers) makes it easier to understand. However, the text is still difficult because it is obviously intended for a specific audience with scientific knowledge.
- Review the basic concepts outlined in the tutor training manual that relate to this exercise. (Reading is a complex activity that involves

decoding the symbols, as well as understanding the patterns, the meaning and the context.)

- Talk about the importance of choosing appropriate reading material for the learner, and cite resources that you think are useful for different levels. Some examples of “real life” materials are mentioned in the tutor training manual.
- Show overhead, **Basic steps when reading with high-beginner to advanced learners** and discuss the basic steps involved in teaching a reading lesson.
- Use a recent news story from a local paper.
 - *Have the trainees imagine what the story is about using the title and pictures provided.*
 - *Have the trainees write a couple of prereading questions based on the title, pictures and material in bold (if applicable).*
 - *Ask trainees to imagine now that they are planning to use this material in their next lesson. What other prereading activities would they use? What types of questions would they ask about the text?*
 - *Have trainees work in pairs for 5 minutes and discuss the results. Were the questions written in a variety of forms? Did they all begin with the same wh-question or were there different types of wh-questions? Was the learner asked to apply the information, evaluate what was read or requested to synthesize the material?*
- Let trainees know that these steps may not be appropriate for all learners. For example, those at a very basic level may be able to respond to a picture connected to the text but will probably not be able to answer prediction questions.
- **Note:** There is an article included in the overheads/handouts section of the manual. Sample responses are also included for each of the steps highlighted in the tutor training manual. (You may want to let trainees know that Akbar would not complete ALL of the “preparing to read” exercises – only the one that the tutor felt was most appropriate.)
- Optional: Show trainees the optional handout: **Additional vocabulary review using “The fine art of Canadian Conversation”** which demonstrates how some of the word forms could be charted for this article.



- Optional: If trainees will be paired with higher-level learners, you may want to give the handout, **Idiomatic Expressions and “The fine art of Canadian Conversation”**. It provides trainees with a brief overview of idiomatic expressions. It also asks the trainees to scan the article for idiomatic expressions in the first paragraph.
 - Idiomatic expressions in the first paragraph include: to land work, to count on (something)

- Briefly discuss **Other Reading Strategies: Skimming and Scanning** from the tutor training manual. Let tutors know that the lesson plan outline provided is not the only way to teach reading. If a learner wants to develop other skills (i.e. skimming and scanning), the tutor will need to develop the lesson plan in a way that prompts learners to read in a different manner.

A Language Lesson

25 minutes

Using one of the two languages below (either Russian or the fictional language, Arepelalese), you will teach a short lesson. As Arepelalese is not a true language, you are free to pronounce it as you see fit. The short and long vowel notation section of the chart has been left blank for to you to fill in.

Option 1: THE AREPELALESE LESSON

The activity outlined below will be used to review some of the techniques discussed last session (using cue cards and sight words) as well as a basis for trainees to understand some of the beginning level teaching techniques (such as drills and dialogues) outlined in this session.

Materials (provided and facilitator produced):

- Have handouts 1A, 2A and 3A available for the trainees.
- Make an overhead copy of handout 2A (or prepare the AREPELALESE facilitator cue cards provided).
- Collect and bring the objects (or large pictures of the objects) shown on handout 1A.
- While drills will not be discussed until the grammar portion of the session, take note of what you do during the Arepelalese lesson so you can refer back to it when discussing drills.

English	Arepelalese	Arepelalese (using short and long vowel notation)
Table	Nunuk	
Chair	Yepsha	
Book	Mupiz	
Pen	Katup	
Pencil	Papu	
Lamp	Nemani	

Additional phrases:

English	Arepelalese	Arepelalese (using short and long vowel notation)
This is	Jes et	
What is this?	Qui et	

Part 1: Basic steps

- Tell trainees that they will be Arepelalese learners in a class for the next few minutes.
- Indicate that trainees (who are the “learners” for this session) should just listen. (You can put your index finger on your mouth to indicate “just listen.”)
- Pick one of the objects, show the object (or the picture) and say the word in a sentence.

For example:

- Say, *Jes et Nunuk*.
- Repeat the phrase, *Jes et Nunuk*.
- Indicate that the trainees repeat the phrase. (Use the palm up, fingers waving towards yourself to indicate to repeat.)
- Say, *Jes et Yepsha*.
- Repeat the phrase, *Jes et Yepsha*.
- Indicate that the trainees repeat the phrase.
- Repeat the steps using the remaining words.
- Now, show the object or an enlarged picture of the object (handout 1A). Have trainees respond by saying the word in the sentence. (*Jes et...*)

Part 2: Response Drills

This time, you want to say the word and have the trainees repeat the word again. However, rather than just go on to a next word, you want the trainees to respond to the question, *Qui et?*

For example:

- Say, *Jes et Nunuk*.
- Indicate that the trainees repeat the phrase, *Jes et Nunuk*.
- Point at the object and say, “*Qui et?*”
- Wait for the trainees to respond with *Jes et Nunuk*.
- If there is an error, repeat the question.
- If the trainees need additional assistance, model the question (while keeping your hand close to yourself) and the answer (with your hand closer to the trainees.)
- Repeat using all the vocabulary words introduced in Part 1.

Part 3: Reading

- Give trainees copies of handout 2A.
- Place your own copy on the overhead projector (or use the facilitator cue cards provided).
- While holding the prop in one hand (or touching or pointing to the prop), state and point to the sentence on the overhead (or show the cue card).

For example:

- Touch the table you are using and say, *Jes et Nunuk*.
- Point to the first sentence on the overhead (or show the cue card) and say, *Jes et Nunuk*.
- Have the trainees repeat the word.
- Repeat until all the sentences are complete.

Follow-up: Dialogue Reading

- Introduce what a dialogue is and let trainees know that this is a way for them to practice the vocabulary and structures in pairs.
- Show overhead, *Dialogue for the Arepelalese lesson*.
- Put the trainees in pairs and assign them an "A" or "B."
- Have them read the dialogue in pairs.
- Trainees will switch roles and read the dialogue again.



Part 4: Writing

- Give trainees copies of handout 3A.
- Give the trainees a few minutes to write out the four words requested.
- Give feedback as necessary.

Other considerations:

- Keep your hand signals consistent throughout the process.

Part 5: Debriefing

- Point out to trainees that the "Arepelese lesson" started with listening and speaking. The words, in their printed form, were not introduced until later in the lesson. First the trainees got to see the picture and hear the word. Then, the trainees were given an opportunity to read and write the word.
- Tell trainees that the lesson not only focused on learning sight words (decoding the symbols) but also on understanding how they were used in simple statements and questions.

Option 2: RUSSIAN LESSON

25 minutes

The activity outlined below will be used to review some of the techniques discussed last session (using cue cards and sight words) as well as a basis for trainees to understand some of the beginning level teaching techniques (such as drills and dialogues) outlined in this session.

Materials (provided and facilitator produced):

- Have handouts 1B, 2B and 3B available for the trainees.
- Make an overhead copy of handout 2B (or prepare the facilitator cue cards provided).
- Collect and bring the objects (or large pictures of the objects) shown on handout 1B.
- While drills will not be discussed until the grammar portion of the workshop, take note of what you do during the Russian lesson so you can refer back to it when discussing drills next session.

English	Russian	Russian (using short and long vowel notation)
Table	Ñòì ë	<u>Stōl</u>
Chair	Ñòóë	<u>S t ō ō l</u>
Book	Êí èãà	<u>K ŭ n ē g ã</u>
Pen	Í ãđî	<u>P ã r ō</u>
Pencil	Êãđáí ààø	<u>K ã-rŭn-dõh</u>
Lamp	Ëàì ìà	<u>L ã m p ŭ</u>

Additional phrases:

English	Russian	Russian (using short and long vowel notation)
This is	Çòì	<u>ē-tŭ</u>
What is this?	Óòì Çòì ?	<u>Shtō ē-tŭ</u>

This lesson has been adopted from a "Russian Lesson" from the Lutheran Women's Series.

Part 1: Basic steps

- Tell trainees that they will be learners in a Russian class for the next few minutes.
- Indicate that trainees (who are the “learners” for this session) should just listen. (You can put your index finger on your mouth to indicate “just listen.”)
- Pick one of the objects, show the object (or the picture) and say the word in a sentence.

For example:

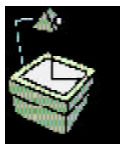
- Say, *ýòî ñòî ë.*
- Repeat the phrase, *ýòî ñòî ë.*
- Indicate that the trainees repeat the phrase. (Use the palm up, fingers waving towards yourself to indicate to repeat.)
- Say, *ýòî ñòóë.*
- Repeat the phrase, *ýòî ñòóë.*
- Indicate that the trainees repeat the phrase.
- Repeat the steps using the remaining words.
- Now, show the object/enlarged picture. Have trainees respond by saying the word in the sentence. (*ýòî ...*)

Part 2: Response Drills

This time, you want to say the word and have the trainees repeat the word again. However, rather than just go on to a next word, you want the trainees to respond to the question, *óòî ýòî ?*

For example:

- Say, *ýòî ñòî ë.*
- Indicate that the trainees repeat the phrase, *ýòî ñòî ë.*
- Point at the object and say, “*óòî ýòî ?*”
- Wait for the trainees to respond with *ýòî ñòî ë.*
- If there is an error, repeat the question.
- If the trainees need additional assistance, model the question (while keeping your hand close to yourself) and the answer (with your hand closer to the learner.)
- Repeat using all the vocabulary words introduced in Part 1.



Part 3: Reading

- Give trainees copies of handout 2B.
- Place your own copy on the overhead.
- While holding the prop in one hand (or touching or pointing to the prop), state and point to the sentence on the overhead.

For example:

- Touch the table you are using and say, *ýòî ñòî ë.*
- Point to the first sentence on the overhead and say, *ýòî ñòî ë.*
- Have the trainees repeat the word.
- Repeat until all the sentences are complete.

Follow-up: Dialogue Reading

- Introduce what a dialogue is and let trainees know that this is a way for them to practice the vocabulary and structures in pairs.
- Show overhead, Russian dialogue.
- Put the trainees in pairs and assign them an "A" or "B."
- Have them read the dialogue in pairs.
- Trainees will switch roles and read the dialogue again.

Part 4: Writing

- Give trainees copies of handout 3B.
- Give the trainees a few minutes to write out the four words requested.
- Give feedback as necessary.

Other considerations:

Keep your hand signals consistent throughout the process.

Part 5: Debriefing

- Point out to trainees that the "**Russian lesson**" started with listening and speaking. The words, in their printed form, were not introduced until later in the lesson. First the trainees got to see the picture and hear the word. Then, the trainees were given an opportunity to repeat the word.

- Tell trainees that the lesson not only focused on learning sight words (decoding the symbols) but also on understanding how they were used in simple statements and questions.

B: Teaching Grammar to Beginning Learners

20 minutes



1. Rationale

- Show overhead, **Factors determining the value the study of grammar may have for your learner.**
- Discuss contents of overhead. The grid shows how age, education and English proficiency level can determine whether or not specific grammar lessons will be useful for the learner. (Naturally, the learner will determine how important learning grammar is for her, despite in which “category” he may fit.)
- Introduce drills as a way in which to teach structure without having to use “grammar talk” and as a way to increase fluency.
- Cite examples of drills from the Russian or the Arepelalese lesson. (An example of a drill would be the exercise with cue cards where learners were required to say, “This is a table. This is a chair.” This type of drill is called a substitution drill. In it, one word out of the sentence is substituted for another similar word. For example, a noun is substituted for another noun, and a verb for a verb.)
- Introduce complex substitution drills and refer to the tutor training manual for an example.
- Introduce response drills and discuss how part 2 of the Russian / Arepelalese lesson was an example of this type of drill. Refer to the tutor training manual for an example.
 - Ask trainees to make a response drill using the materials given in the Russian or the Arepelalese lesson.
 - Give trainees five minutes to put a response drill together. (They should work in pairs.) Have them perform it with another pair as their learners.

2. Drills

- Introduce transformation drills.
- Show overhead, **Things to consider when using drills.**
- Show overhead, **The Benefits of Using Drills.**
- Note the completion drill in the tutor training manual.
- Time permitting, try a completion drill with the class. The topic could be “if I had a million dollars...” (2nd conditional practice)

3. Dialogues

10 minutes



- Introduce dialogues.
- Show overhead, **Dialogues** and demonstrate how dialogues could be used.
- Read the complete dialogue once for the trainees. Use normal speed and rhythm.
- Break the dialogue into sentences. Say the first sentence and ask a trainee to repeat it.
- Repeat this process for each line.
- Repeat the entire dialogue with appropriate body language.
- Repeat the entire dialogue with a trainee. (You and the trainee will read the dialogue together at the same time.) You may also want to let the trainees know that this is a good way to get an apprehensive learner to read.
- Take a role! You can read the dialogue for person 1 and a trainee can do the same for person 2.
- Reverse roles.
- Refer to some of the follow-up activities provided in the tutor training manual.
- Introduce role-plays and brainstorm possible role-play topics with the trainees.

C: Teaching Grammar to Intermediate and Advanced Learners

10 minutes



- Highlight some of the material cited in the tutor training manual under the sub-heading "some considerations."
- Tell the trainees that they do not need to be apprehensive about teaching grammar. They know a lot more grammar than they might think.
- Review parts of speech on overhead, **Grammar (Parts of Speech)**.
- Show overhead, **Grammar (Example 1)**. Let trainees know that this is an early sample of Hyun-Chu's work. They were introduced to her in Session 3.
- Ask trainees, "How would you correct these two sentences? What type of word is causing the problem (noun, verb, adjective, adverb)? What rule can be applied?"
 - Possible answers include: the verb ("action word") is always used in the present tense. The learner should use "went" "ate" and "danced" to discuss things in the past.
- Give tutors the **Reference Sheet for Tutors: Looking at Common Verb Tenses** to file for future use.

Additional information:

Many of our common verbs are “irregular” such as went, ate, saw, met, swam and slept. (Most grammar textbooks will have comprehensive lists of irregular verb tenses for learners to refer to.)

- Other verbs are “regular” and have “ed” endings. Examples of regular verbs include: danced, watched and faxed.
- Some linguistics believe that irregular verbs are words that have generally been in the English language for a long time.
- New words that have recently been coined almost always follow the “ed” rule. Examples include faxed and e-mailed.

- Show overhead, Grammar (Example 2).
- Ask trainees, “How would you correct the sentences? What type of word is causing the problem (noun, verb, adjective, adverb)? What rule can be applied?”
- Possible responses include: the phrases used to compare the two items are often worded incorrectly.
- Give handouts, **The Comparative Form** and discuss.
- Discuss the handout and the resources that trainees can use for grammatical information.



Optional component: Review of the optional portion of Session 3 (the inductive vs. deductive approach)

- Ask trainees: Would the following exercise be an example of inductive or deductive teaching?
- The response should be inductive.
- Ask trainees: What were my objectives?
- Possible responses include: You were demonstrating that a tutor knows more grammar than she thinks.)

Optional: Looking at Hyun–Chu’s Writing Sample

- Show overhead, Hyun–Chu’s Writing Sample.
- Discuss with trainees the fact that a learner’s writing or speech sample will not have only one grammatical problem, but perhaps have many.
- Have trainees critique the writing sample provided.

Problems:

- Verb tenses or (spelling of verb tenses): staided, eatted, swimmmed.
- Missing verbs: It was snowy.
- Missing articles: I made a snowman. I swimmmed in the pool.
- Sentence fragments:
The sentence should have read, “When I was here, it... ”
- Missing commas: Then, I swimmmed in pool.

- Discuss the importance of showing the learner her strengths.

Good points:

- Attempts to apply –ed rule to the past tense.
- She understands that articles are important and uses “the” when talking about “the” city.

- Show overhead, **What problems should I tackle first with the learner?**

- Discuss the criteria on the overhead, and brainstorm which problem Hyun–Chu’s tutor should address first. Suggestions:

- The past tense lesson about irregular verbs would be the preferred topic to discuss first. (It is easier to handle than other topics and more relevant to the introductory learner.)
- “Y” as a common word ending that can change nouns into adjectives (snowy, rainy) could be the focus of a later lesson.

- Give optional handout, Irregular past tense verbs.

- Should tutor trainees have any questions about articles (a, an, the), there is a reference sheet provided for facilitator use.
 - Note: Articles (a, an, the) are also a problem in Hyun-Chu's written text but are not errors that interfere with communication. A short lesson about articles could easily be left for another session.
 - You may want to point out to trainees that articles do not exist in a number of languages and are very difficult for many ESL learners to use accurately. Articles are often a reoccurring problem that need work on an ongoing basis.

Review of Session 6 (Optional)

- Show overhead, *Session 6 Review* and discuss the homework assignment.
- In Session 7, break trainees into small groups and have them critique each other using the criteria set out on the overhead, *Giving Feedback on Review Work*. (This overhead was also used for Session 4 review work.)
- Show handouts, *Session 6 Review - Sample Responses* and discuss why the tutor made some of these choices.



Preview of Session 7 (Optional)

- Handout, *Preview of Session 7* and explain task. Trainees should respond with either a T (true) or F (false) for each statement prior to reading the information in the manual.

An Overview of Session 6 Teaching Strategies (Part II)

- Korean Quiz (sight words)
- Reading
- A Language Lesson

Break

- Teaching Grammar to beginning learners
 - Rationale
 - Drills
 - Dialogues
- Teaching grammar to intermediate and advanced learners

What happens during reading:

1. Decoding the symbols

Mubday ix lonped de l tiesrab

2. Understanding the syntax

carbon	arc	clear
relationship	lamp	light
the	between	resistance
there	house	coefficient
electric	clean	and
consistent	is	a
of	in	

Philip Fernandez, *Frontier College Tutor's Handbook: A Guide to Student Centred Individualized Learning*. (Toronto, Ontario: Frontier College Press, 1997.) Used with permission.

Sentence #1

Between and resistance, house
in there electric relationship a
clean coefficient the carbon
lamp consistent arc of clear
light is.

Sentence #2

There is a clear relationship in the
carbon arc lamphouse between
a clean, consistent light and the
coefficient of resistance in the
electric arc.

Basic steps when reading with high-beginner to advanced learners:

Preparing to read

- 📌 prereading activities
- 📌 preview

During reading: Focus on Meaning

- 📌 Break up the text
- 📌 Ask questions (factual, prediction)

After the reading: Link the reading to the learners' life

- 📌 Ask questions where the learner can:
 - interpret the text
 - apply the information
 - evaluate the text
 - synthesize the material

The fine art of Canadian Conversation¹:

A Sample lesson at the high- intermediate level for Akbar

Reprinted here as a shortened version of an article originally printed in the Globe and Mail, March 17, 2003, by Renée Huang and available on the web at: <http://www.theglobeandmail.com/servlet/ArticleNews/TPPrint/LAC/20030317/CALANG/>

When Malcolm Oliver moved his family to Canada from Bombay last fall, he knew landing work would be tough. But he didn't count on finding a culturally diverse workplace full of other newcomers also struggling to adjust to new jobs and lives.

"I thought I'd be working with Canadians but I was surprised," says Mr. Oliver, 46, a production technician for Toronto – based Dalton Chemical Laboratories. About 70 of its 100 employees are newcomers to Canada.

Working with other cultures and with people for whom English is a second language is a fact of life in this country. The latest census figures indicate that immigrants account for almost one-fifth of the work force. Recent immigrants — those arriving in the past 10 years – represent almost 70 percent of labour force growth.

Yet this influx of people has led to an array of communication hurdles on the job, and workplace experts say organizations with strategies and programs that address these issues are best equipped to deal with the evolving face of the Canadian work force.

Dalton, a pharmaceutical and biotech research company, is a prime example. The company offers on-site classes, on company time, in English as a second language, and accommodates employees' various religious needs and holiday requests. Dalton also has multicultural potluck lunches to encourage cultural curiosity and to celebrate holidays such as the Chinese New Year or Indian festivals. Thirty cultures are represented by its workforce.

Paying for immigrants to learn English improves and gives newcomers a chance to bond with other employees in a positive learning environment, says Peter Pekos, Dalton's president and chief executive officer. Even though they cost "quite a lot," Mr. Pekos says the onsite ESL classes are a worthwhile investment because building a cohesive work team is an organizational plus.

Rensia Melles, a director of clinical products and global services for FGI, a large Toronto- based employee assistance provider, says companies need more

¹ Renée Huang. (March 17, 2003) The Fine Art of Canadian Conversation. *The Globe and Mail*. [on-line] Available: www.theglobeandmail.com/servlet/ArticleNews/TPPrint/LAC/20030317/CALANG/ Reprinted by permission of the author.

emphasis on sensitivity training and cross – cultural effectiveness — both within Canada and abroad.

Culture can account for misunderstood actions and miscommunication, she explains, citing the case of a Japanese man who landed a job at an international manufacturing company in Canada.

He would often sit too close to female co-workers, and fail to look them in the eye while talking to them, not realizing that they regarded his behaviour suspiciously. No one had briefed him on how to interact with co-workers here, nor were the workers taught anything about Japanese ways of communicating.

The problem came to a head when, during a conversation with a female superior, the man pointed his index finger at her and pulled his thumb like a trigger, as if to say “gotcha.” The woman found the gesture threatening, and complained to the occupational health nurse, who thought the man needed a mental health assessment.

Ms. Melles was called in and immediately arranged for a Japanese therapist to meet the new employee; the therapist discerned that the man was not dangerous and explained the context of his actions to his colleagues. It turns out that the man was using a gesture common in Japan, that signified a positive understanding between two people. The employee learned some common Canadian interactions and his co-workers, in turn, became less suspicious and more helpful.

Some companies are turning to cross – cultural specialists, such as Ottawa – based Malkam Consultants Inc., to ease the transition for newcomers and equip them with the language skills necessary to their profession.

Quite often, well-educated professionals from countries such as India and China possess excellent reading and writing skills but lack familiarity with spoken Canadian English, says Laraine Kaminshy.

What they need is training not in English as a second language, but rather English as a second dialect, she says. They learn this by practicing “natural communication” in such situations as boardroom meetings and corporate social functions. This also introduces them to industry-specific terminology and North American idioms.

A smattering of knowledge about sports also helps newcomers, Ms. Kaminsky half-jokes, noting that it’s common at a business meeting to hear talk of someone being “out in left field” or an idea that “hit a home run.” A person with perfect English but no knowledge of baseball would be lost, she says.

Potential Prereading Activities

Option 1: Ask a question to allow learners to connect what they will be reading with their own knowledge and experience.

What topics do you think are the most difficult to discuss with native speakers of English? (1 = most difficult; 8 = least difficult)

_____ Weather

_____ Sports

_____ Politics

_____ School

_____ Work

_____ Health

_____ Religion

_____ Family

Potential follow-up questions:

- What made it difficult (or easy) to talk to native speakers about these topics?
- What things have you learned when talking to native speakers about these topics?
- Have you ever experienced a situation where you were unable to understand a discussion about one of these topics?
- What caused the communication problem?

Potential Prereading Activities

Option 2: Using a quotation from the text to connect what they will be reading with their own lives.

Take a look at the following quotation and answer the questions below.

Culture can account for misunderstood actions and miscommunication, she explains, citing the case of a Japanese man who landed a job at an international manufacturing company in Canada.

He would often sit too close to female co-workers, and fail to look them in the eye while talking to them, not realizing that they regarded his behaviour suspiciously. No one had briefed him on how to interact with co-workers here, nor were the workers taught anything about Japanese ways of communicating.

Potential questions:

- Do you agree that culture "can account for misunderstood actions and miscommunication?" Why or why not? Give examples to justify your answer.
- How close do you think the man would have to sit to female co-workers to be "too close?"
- Why would not looking female co-workers in the eye make his behaviour "suspicious?"
- Why were there communication difficulties? What would you do if you were the supervisor at this company?

Potential Prereading Activities

Option 3: Preview the article

Possible questions to ask the learner:

- Why do you think this article is called "The Fine Art of Canadian Conversation"?

Potential follow-up questions include:

- What is art?
 - What is fine art?
 - Why could Canadian conversation be considered "fine art?"
- Take a look at the first sentence with your learner. ("When Malcolm Oliver moved his family to Canada from Bombay last fall, he knew **landing work** would be tough.")

Potential question(s) to ask:

- What do you think this article will be about?

Other optional probing questions (should predicting be difficult):

Who is Malcolm Oliver? Why would getting a job be difficult for him?

Do you know anyone who is in a similar situation? Why is getting a job difficult for him or her?

- Take a look at the second sentence with your learner. ("But he didn't count on finding a culturally diverse workplace full of other newcomers also struggling to adjust to new jobs and lives.")

Potential question(s) to ask:

- How does this second sentence change what you think the article will be about?

Other optional probing questions (should predicting be difficult):

What was Malcolm Oliver surprised to find?

Addition to option 3:

Have your learner write prereading questions based on the preview.

Possible learner responses:

- Why is it difficult for Malcolm Oliver to find a job?
- Why are newcomers struggling to adjust to new jobs?
- How are newcomers struggling with new lives?

During the Reading: Focus on Meaning

Asking questions that measure the knowledge gained from the text, and allowing the learner to predict what may come next

Section 1 (paragraphs 3 – 7)

- Why was Mr. Oliver surprised? (P3)
- How many people at his company are newcomers? (P3)
- What percentage of people in the workforce are immigrants? (P4)
- Why are there communication problems on the job? (P5)
- What "strategies and programs" do you think these organizations use to make communication easier among all employees? (prediction; P5)
- What is Dalton? What does the company do to help employees who are new to Canada? (P6)
- Why are English classes a good investment for the employees and the company? (P7)

Section 2 (paragraphs 8 - 12)

- What does Rensia Melles believe? (P8)
- Why did the "Japanese man" have problems communicating with co-workers? (P10)
- What happened to make the occupational health nurse think the newcomer needed a mental health assessment? (P11)
- What do you think happened after the therapist spoke with the man? (prediction; P11)
- Did the man really need a mental health assessment? What was the real issue? How was the problem solved? (P12)

Section 3 (paragraphs 13 - 16)

- What do cross-cultural specialists do? (P13)
- What do well-educated professionals sometimes lack? (P14)
- How can knowledge of sports help newcomers? (P16)

After the Reading: Link the Reading to the Learner's Life

- In your company, are there many newcomers? Were you surprised that there were/were not many newcomers? Why?

- Are there free English classes or other types of support offered at your workplace for newcomers? What other types of support are offered? How do they help?

- Have you ever had a "communication hurdle" at work? What happened? How did you solve the problem? Did your knowledge of Canadian culture help? Did your co-workers knowledge of your culture help?

- The article discusses a Japanese man who had trouble communicating. If you had been his coworker, what would you have done to help?

- What is the main idea of this article?

- Why do you think the writer decided to write this story?

Additional Vocabulary Review

In Session 5, we discussed different ways to teach intermediate and advanced learners strategies to increase their working vocabulary. The following are some examples, which demonstrate you could use the following article to teach new vocabulary. Take a look once again at the first two paragraphs of the reading assignment.

When Malcolm Oliver moved his family to Canada from Bombay last fall, he knew landing work would be tough. But he didn't count on finding a culturally diverse workplace full of other newcomers also struggling to adjust to new jobs and lives.

"I thought I'd be working with Canadians but I was surprised," says Mr. Oliver, 46, a production technician for Toronto – based Dalton Chemical Laboratories. About 70 of its 100 employees are newcomers to Canada.

The learner and you could take some unfamiliar words and fill in the grid with additional word forms.

Noun	Verb	Adjective	Adverb
Diversity Diversification	Diversify	Diverse	Diversely
Adjustment Adjustor	Adjust	Adjustable	
Product Producer Production Productiveness Productivity	Produce	Production (technician, line) Productive Producible	Productively
Technician		Technical (director)	Technically
Employee(s) Employer Employment	Employ	Employable	

note: some words, such as production, can take the same form when used as different parts of speech

Idiomatic Expressions

Intermediate and upper-level learners may also need help learning idiomatic expressions. Idiomatic expressions are phrases that are commonly used but have no literal meaning. "It's raining cats and dogs" is an example of an idiomatic expression. Most native English speakers know that it refers to a heavy rain; it does not mean that cats and dogs are falling from the sky.

Other examples of idiomatic expressions include:

To be a wet blanket: *to be a dull person who makes it difficult for others to be happy*

To be out on a limb: *to be put in a risky situation*

What two idiomatic expressions can you find in the first paragraph which could be problematic for your learner to understand?

Additional information regarding how to teach idiomatic expressions is in the second portion of the manual.

Jes et nunuk

Jes et yepsha



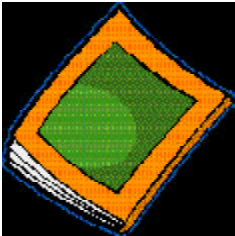
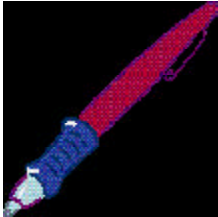
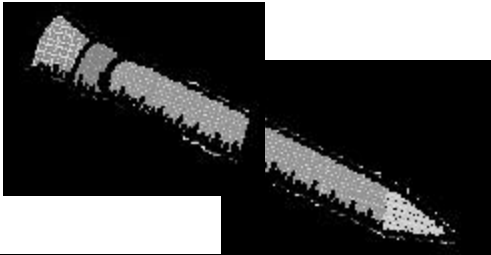

Jes et mupiz

Jes et katup

Jes et papu

Jes et nemani

1A: AREPELALESE LESSON

	nunuk
	yepsha
	mupiz
	katup
	papu
	nemani

2A: Qui et?

Jes et Nunuk.

Jes et Yepsha.

Jes et Mupiz.

Jes et Katup.

Jes et Papu.

Jes et Nemani.

Qui et? Jes et Nunuk.

Qui et? Jes et Mupiz.

Qui et? Jes et Katup.

Dialogue: An Arepelalese Lesson

A: Qui et?

B: Jes et Nunuk.

A: Qui et?

B: Jes et Yepsha.

A: Qui et?

B: Jes et Mupiz.

A: Qui et?

B: Jes et Katup.


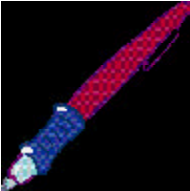


A: Qui et?

B: Jes et Papu.

A: Qui et?

B: Jes et Nemani.

3A: Qui et?

	1. n e m a n i
	2. _____
	3. _____
	4. _____

yòî ñòî ë

yòî ñòóë

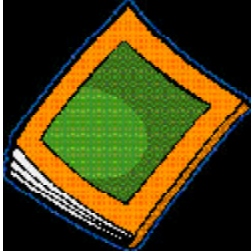
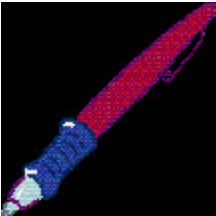
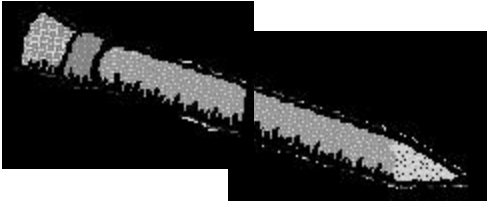
yòî êí èãà

yòî ì àđî

yòî êàđàí äàø

yòî ëài ì à

1B: RUSSIAN LESSON

	<p>ñòî ë</p>
	<p>ñòóë</p>
	<p>êí èãà</p>
	<p>ì ãđî</p>
	<p>êàđàí ààø</p>
	<p>èàì í à</p>

2B: óòî ýòî ?

ýòî ñòî è.

ýòî ñòóè.

ýòî êí èãà.

ýòî ì àðî .

ýòî èàðàí äàø.

óòî ýòî ?

ýòî ñòî è.

óòî ýòî ?

ýòî ì àðî .

óòî ýòî ?

ýòî êí èãà.

Dialogue: Russian Lesson

A: óòî ýòî ?

B: ýòî ñòî è.

A: óòî ýòî ?

B: ýòî ñòóë.

A: óòî ýòî ?

B: ýòî êí èãà.

A: óòî ýòî ?

B: ýòî ìãðî .


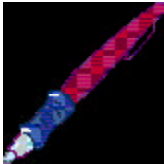


A: óòî ýòî ?

B: ýòî êàðá äàø.

A: óòî ýòî ?

B: ýòî èàì ìà

3B: óòî ýòî ?

	1. ý ò î ë à ì ï à
	2. _____
	3. _____
	4. _____

Factors determining the value the study of grammar may have for your learner

less important ——— more important

Age	Children	Adolescents	Adults
Level	Beginning	Intermediate	Advanced
Education	Preliterate: no formal education	Semiliterate: some formal education	Literate: Well educated
Need / Use	Survival	Vocational	Professional

Marianne Celce- Murcia, 1991 as cited in H. Douglas Brown, *Teaching by Principles: An interactive Approach to Language Pedagogy*. (White Plains, NY: Pearson Education, 1994), p. 349. Reprinted by permission of Pearson Education.

Things to consider when using drills:

- 📌 Use known vocabulary
- 📌 Don't spend too much time on drills
- 📌 Use pictures or objects
- 📌 Keep stress and intonation natural
- 📌 Adapt drills to your learner's needs
- 📌 Use drills in conjunction with other teaching strategies

Benefits of using drills:

- 📌 Learn grammar without “grammar talk”
- 📌 Help learners internalize new structures
- 📌 Increase accuracy
- 📌 Increase fluency/speed

Dialogues

Person 1: Hello.

Person 2: Hello. May I speak with Ranji?

Person 1: Who is calling?

Person 2: This is Namiko.

Person 1: Please hold. I'll get Ranji.

Person 2: Thank you.

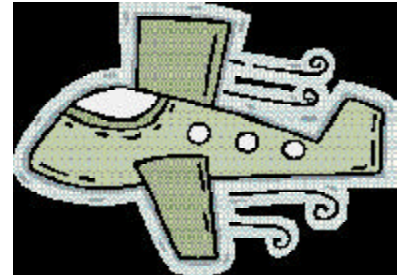


Parts of Speech

Noun

Person, place or thing

John went to Paris by plane.



Verb

Action word (*walk, run*)
or state of being (*am*)

Adjective

Word describing a noun.
He is tall.



Adverb

Word describing a verb
He walks slowly.

Example 1

Tutor: Where did you go yesterday?

Learner: I go to the store yesterday.

Tutor: What did you eat for supper last night?

Learner: I eat a hamburger and some potatoes.

Tutor: What did you do last weekend?

Learner: I dance at Habanos.

Reference Sheet for Tutors: Looking at common Verb Tenses

Section A: The Present Tenses

Simple present	She <i>eats</i> .	Used for daily habits.
	The library <i>is</i> big	Used for statement of fact.
Present Progressive	I <i>am</i> eating my lunch.	Used for activities happening as the speaker is speaking.
	am / is / are + verb + ending	

Section B: The Past Tenses

Simple Past	She <i>stayed</i> home last night.	Used for events that started and ended in the past.
	(verb + ed) unless the verb is irregular	
Past Progressive	I <i>was</i> eating supper at nine.	Used for an activity in progress at a certain time in the past.
	I <i>was</i> singing when Rabin came home.	
	was / were + verb + ing	

Section C: The Future Tenses

Present progressive	I <i>am leaving</i> the office at five.	Used for definite plans.
	The train <i>is leaving</i> at four.	Used for timetables.
To be going to	I <i>am going</i> to meet him in Africa.	Used for set plans.
	She <i>is going</i> to do well on the test.	Used for predictions.
	am / is / are + going to + verb	
Will	I <i>will</i> meet him in Africa.	Used for set plans.
	I <i>will</i> help you carry that.	Used for showing intent.
	will + verb	

What is the past participle?

The past participle is an important part of the verb and is used in some of the perfect tenses.

Take a look at the following regular verb:

walk (simple form)
walked (simple past)
walked (past participle)

Take a look at the following irregular verb:

See (simple form)
Saw (simple past)
Seen (past participle)

Section D: The Perfect Tenses

Present Perfect	She <i>has seen</i> him once already.	Used for activities that happened at an unspecified time in the past.
	I <i>have looked</i> over the report five or six times already.	Used for repeated activities in the past.
	I <i>have been</i> here since six this morning.	Used for situations that started in the past but continue now (with for and since)
	I <i>have been</i> here for six hours.	
	has / have + past participle	
Present Perfect Progressive	He <i>has been</i> sleeping for 11 hours.	Used for expressing the length of time an activity has been taking place.
	has / have + been + verb + ing	
Past Perfect	She <i>had read</i> the book before the professor assigned it.	Used for an activity that occurred before another activity in the past.
	had + past participle	

This may seem a bit overwhelming but remember this is to be used as a reference guide. If you need activities to help your learner with some of these verb tenses, check out the grammar textbooks by Azar and Murphy.

Example 2

Tutor: What is the difference between your hometown and Regina?

The learner - Hyun Chu:

- ↳ Regina is more small than Seoul.
- ↳ Regina is more boring than Seoul.
- ↳ Seoul is maybe more interesting than Regina.
- ↳ Regina is more cold than Seoul.
- ↳ Seoul is more warm than Regina.

The Comparative Form

Tutor: What is the difference between your hometown and Regina?

*Leaner: Regina is more small than Seoul.
Regina is more boring than Seoul.
Seoul is maybe more interesting than Regina.
Regina is more cold than Seoul.
Seoul is more warm than Regina.*

Small, quiet, interesting and cold are all adjectives. However, it is not the adjective but the form around it, which is the problem.

Small, cold and warm are *one syllable each*. When comparing two things using a one-syllable adjective, we add -er to the adjective.

- Regina is smaller than Seoul.
- Regina is colder than Seoul.
- Seoul is warmer than Regina.

Boring is a *two-syllable adjective*. When comparing two things using a two-syllable adjective that does not end in 'y', use the "more + adjective + than" form.

- Regina is more boring than Seoul.

However, if the two-syllable adjective ends in "y", use the "adjective + er + than" form.

- Regina is prettier than Seoul.
- Seoul is busier than Regina.

Interesting is a "three-syllable or more" adjective. When using "three-syllable or more" adjectives, the form is "more + adjective + than."

- Seoul is more interesting than Regina.
- Regina is more beautiful than Seoul.

How can I help the learner?

By recognizing that the learner was applying a rule where it was not applicable, you can now make the learner aware of this throughout the next few lessons. Using your knowledge of the learner's goals, learning styles and interests, you can create lessons that will help her improve her communicative competencies.

While you do have a lot of grammatical knowledge, you may find it useful to refer to a grammar text in the interest of saving time. I suggest using:

- Azar, Betty Schramper. ***Understanding and Using English Grammar: 3rd ed.*** (Englewood Cliffs, NJ: Prentice Hall, 2000.)
- Azar, Betty Schramper. ***Basic English Grammar: 2nd ed.*** (Englewood Cliffs, NJ: Prentice Hall, 1996.)
- Murphy, Raymond. ***Grammar in Use Intermediate With Answers.*** (Cambridge, New York: Cambridge University Press, 1997.)
- Murphy, Raymond. ***Basic Grammar in Use: Reference and practice for students of English.*** (Cambridge, New York: Cambridge University Press, 1997.)

Both authors have written grammar books for beginning, intermediate and advanced learners that are easily accessible. Murphy's book has better visuals, but Azar has open-ended grammatical exercises, which are more beneficial than the traditional clozed (or fill in the blank) exercises. ***Focus on Grammar**** is also another series of books that are well produced and have numerous communicative exercises.

* ***Focus on Grammar*** is published by Pearson Education.

Hyun – Chu's Writing Sample

I staided in there and eated in
the city and bought some
gifts. When I was here. It
snowy. I made snowman.
Then I swimmmed in pool.

What problems should I tackle first with the learner?

Things to consider:

- 📌 Which errors are reoccurring?
- 📌 Which errors make communication difficult?
- 📌 Which problems will be the easiest to explain and help the learner correct?

Reference Sheet for Tutors: Some Irregular Past Tense Verbs

Present (or Root)	Simple Past	Past participle
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned	burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
dig	dug	dug
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
go	went	gone
get	got	got
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent

Optional Handout: Irregular past tense verbs

Present (or Root)	Simple Past	Past participle
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
sing	sang	sung
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Reference Sheet for Facilitators: Articles

Articles (**a**, **an** and **the**) are words used before nouns.

A and **an** are used when discussing a person or thing that is one of many.

- 👉 He works in a bank. (We do not know which bank; there are 23 banks in this particular city.)
- 👉 She would like a glass of juice. (It doesn't matter which glass of juice she gets.)
- 👉 She talked to a supervisor. (There are many supervisors, and we are not sure with which supervisor she spoke.)
- 👉 He wanted to ask a question. (We are not sure what his question is about.)
- 👉 In each of these examples, "a" indicates that we are discussing only one noun.

If these nouns were plural, no article would be used.

- 👉 She goes to many banks.
- 👉 She would like two glasses of juice.
- 👉 She talked to her supervisors.
- 👉 He wanted to ask some questions.

The is used when it is clear which thing or person we mean.

- 👉 He works at the bank next door. (There is only one bank which is next door.)
- 👉 She would like the glass of juice. (There is only one glass of juice available right now.)
- 👉 She talked to the supervisor. (She has only one supervisor.)
- 👉 He wanted to ask the question. (We know which question he will ask.)

English nouns

In English, there are two different types of nouns, **countable** and **uncountable**. (These are also known as count and noncount nouns.)

Countable nouns have singular and plural forms.

- 👉 (a) car, (my) hat, (an) hour, and (the) party become cars, hats, hours, parties

Uncountable nouns have only one form.

- ✎ Money, water, rice, coffee, and music cannot become monies, waters, rices, coffees and musics.

A and **an** are not used when using uncountable nouns.

The following are incorrect:

- ✎ "Do you have a money?"
- ✎ "I want a rice."
- ✎ "I am listening to a music."

The can be used with uncountable nouns.

The following are correct:

- ✎ Do you have the money? (You have set a specific sum of money aside to purchase something such as concert tickets.)
- ✎ The rice is in the fridge.
- ✎ Can you hear the music?

All uncountable nouns are written without the articles **a** and **an**; however you can say:

- ✎ I want a **bowl of** rice.
- ✎ Give me a **cup of** coffee.
- ✎ Could you play a **piece of** music?

** This can be done when using other types of measurement such as **a cup of + noun** or **a plate of + noun**.*

Using **some**

Some is used with noncount nouns and plural (count) nouns:

- ✎ "I want some tea." (Tea is a noncount noun; you do not add an "s" to it.)
- ✎ "Do you want some money?" (Money is a noncount noun.)
- ✎ "I have some friends that might be interested." (Friend is a count noun, but it is already in its plural form.)

Session 6 Review

Carine has a lot of difficulty asking questions using proper question formation. Word order (what likes he doing?) and subject – verb agreement (what do he like doing?) are both problems. How could you use her interest in food and cooking to devise a short exercise (such as a dialogue) that she could do to improve her question form?

Session 6 Review: Sample Responses

Because Carine is still a beginning student and does not like to engage in traditional exercises, it is important to keep the activity light and fun.

- Drills (5 – 10 minutes)
- Sentence Scramble (5 – 10 minutes)

Simple Substitution Drill #1:

Tutor: What do you eat?

Learner: What do you eat?

Tutor: What meat do you eat?

Learner: What meat do you eat?

Tutor: vegetables

Learner: What vegetables do you eat?

Tutor: fruit

Learner: What fruit do you eat?

Tutor: pasta

Learner: What pasta do you eat?

Tutor: cheese

Learner: What cheese do you eat?

Simple Substitution Drill #2:

Tutor: What do you eat?

Learner: What do you eat?

Tutor: He

Learner: What does he eat?

Tutor: they

Learner: What do they eat?

Tutor: she

Learner: What does she eat?

Tutor: I

Learner: What do I eat?

Complex Substitution Drill:

Tutor: What do you eat?

Learner: What do you eat?

Tutor: like

Learner: What do you like?

Tutor: he

Learner: What does he like?

Tutor: drink

Learner: What does he drink?

Tutor: where

Learner: Where does he drink?

Tutor: when

Learner: When does he drink?

Tutor: we

Learner: What do we eat?

Sentence Unscramble:

Using the following words, have Carine make as many different meaningful sentences as she can.

WHEN	WHAT	HE	DRINK	CHEESE
DO	DOES	SHE	DANCE	VEGETABLES
?	.			

Preview of Session 7

Before you read this unit, take a look at the following statements and decide whether or not you think they are true or false.

_____ English pronunciation is very easy to learn. The sound – letter correlation in English makes it easy to see a word and pronounce it properly.

_____ Pronunciation can be difficult for ESL learners because there are 7 different parts of the head that are used to produce sound. If one of these parts is not in the right position, the sound can be altered.

_____ Each language learner has his / her own pronunciation problems, but there are certain similarities between people who have the same first language.

_____ Sometimes, pronunciation problems stem from hearing / listening difficulties.

_____ If individual sounds are produced correctly, you will have no difficulty understanding an ESL learner.

_____ Native speakers often link words and reduce sounds, which makes it difficult for ESL learners to understand.

SESSION 7

Speaking and Pronunciation

Session 7: Speaking and Pronunciation

The objectives of this session are:

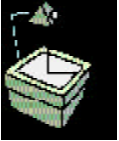
- To discuss the importance of pronunciation
- To demonstrate how sound is produced
- To introduce tutor trainees to minimal pairs
- To introduce tutor trainees to a format for teaching pronunciation
- To define different pronunciation difficulties a learner may have
- To discuss the impact of stress and intonation on meaning
- To explain a variety of different activities to improve listening discrimination and sound production

5 minutes

Overview of Session 7: Speaking and Pronunciation

- Discuss objectives.
- Show overhead, Overview of Session 7.

15 minutes



Reading and Pronunciation

- Write the word, "ghoti" on the board and ask trainees how they think the word should be pronounced. (The correct response is "fish." The "gh" makes an "f" sound as in rough; the "o" makes the same vowel sound as women. "Ti" makes an "sh" sound in words such as nation.)
- You may also want to note further how different letters (or a combination of letters), may represent the same sound. Have trainees read the following words from the chalkboard: *to, tool, two, threw, through, shoe* and *clue*.
- Show overhead, **Vowel Sounds** and discuss how problematic vowels can be for learners.
- Have trainees look at the chart and tell you how many different sounds the letter "a" can make. (*Four are noted in the chart.*)

Silent letters

- Write the words *dumb, honest, sign* and *knew* on the chalkboard or butcher paper.
- Ask trainees the following questions:
 - How many sounds are in each word?
 - Which letters are silent?
 - Are these letters always silent? (Consider the words *rub, hockey, rug* and *kite*.)

Vowel combinations

- Tell trainees that some combinations of letters make only one sound.
 - When two vowels are next to each other, the first vowel often has a long vowel sound and the second vowel sound is silent. (*seat, coast, paid*)
 - Ask them how many sounds are heard in the following words: *photo, rough* and *eight*. Which letters combined make one sound?

Letters that make two sounds

- Tell trainees that sometimes one letter will make two sounds. (Examples include: mix and quick).
- Point out that, while this may seem frustrating (and it will be for learners too), the spelling of a word frequently represents the sound that it makes. (This is particularly true for consonant sounds, but less so for vowel sounds.) Tutors should introduce these types of problems to their intermediate and advanced learners, after they have a firm understanding of the basics.

A: Sound Production

- Show overhead, How we make sound and introduce the seven articulators.
- Show overhead, How we make sound (The Sound System of English) and note where these articulators are on the diagram.

10 minutes



Voiced and Unvoiced Consonants

- Tell trainees that consonants are divided into two main categories – voiced and unvoiced.
- Introduced voiced consonants by having trainees put their hands directly underneath their Adam's apple and say the following words:
 - bad
 - door
 - goat
 - van
 - zoo
- Have trainees say: *pad, tore, coat, fan, Sue* with their hands directly under their adam's apple.
- Introduce "unvoiced" consonants.
- Have trainees say the following words, reading each line from left to right. Have trainees concentrate on how the articulators are used when reading each line. (The only difference between these initial sounds is that they are either voiced or unvoiced.)

bad	pad
door	tore
goat	coat
van	fan
zoo	Sue

15 minutes

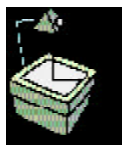
Identifying problems

- Tell trainees that researching common pronunciation errors from your learner's language group can be helpful.
- Tape recording your learner is also a good idea.

Optional: If you opted to introduce learners by video in Session 3, take a moment to replay a section and critique the speech sample. Listen for reoccurring errors that could result in miscommunication.

- Tell trainees that the learner should be involved in critiquing for errors. This is particularly important when the sound was previously taught.
- The learner should also be involved in prioritizing the errors and deciding which sounds she would like to practice first.

20 minutes



B: Teaching Pronunciation

Individual Sounds

- Discuss the materials needed to teach pronunciation (as noted in the tutor training manual.)
- Show overhead, **Basic steps in teaching individual sounds.**
- Discuss the sample lesson in the tutor training manual and point out each step.
- Refer to the back of the section (on pronunciation games) and discuss other ways to do listening discrimination exercises (i.e. BINGO).
- Tell trainees that pronunciation lessons should be kept short.

Note: The pronunciation exercises in this section are designed for learners who have been studying English for sometime and need assistance making a certain sound. For learners who are completely new to English, the approach discussed in the phonics section of the manual will be more useful. (You will notice Hyun-Chu's lesson would need to be revised for a learner who could not read.)

C: Stress

- Define stress.
- Discuss the importance of appropriate stress.

Within a Word

- Discuss how stress can be a problem at the word or sentence level.
- At the word level, note that learners may stress the wrong syllable within a word.
- Give examples of how odd a word will sound when stressed incorrectly. (“Telephone” is provided in the tutor training manual).
- Tell trainees that they can assist the learner by “clapping out” a word. The clap used for the stressed syllable should be louder than the clap used for the unstressed syllable.
- Say “**but** ton” and clap it out at the same time (with more emphasis on the syllable in bold print).
- Say “fo**l** low” and have the trainees say it while clapping it out. Repeat using “Monday, drugstore, overcome, record (noun), and record (verb).”

10 minutes

Learners may even break the word up incorrectly by adding too many syllables to it or by reducing it to fewer syllables than it actually is. Clapping while stating each syllable may be useful in situations like this.

- Show overhead, **Words with noun and verb forms.**
- Have trainees read the list as nouns and then as verbs.
- Show overhead, **Henry Making a Bow.**
- Have the trainees read it aloud line by line. (Cover the lines below so they cannot determine the word form.)
- Discuss the other “hints” regarding stress patterns in words (as noted in the tutor training manual).



- *Accent most two syllable words on the first syllable (paper).*
- *Accent compound nouns on the first part (sunshine, oatmeal, railroad).*
- *Accent compound verbs on the second part (overcome, undertake).*
- *With words that have a noun and verb form:*
 - *Accent the noun on the first syllable.*
 - *Accent the verb on the second syllable.*

Optional: Further discuss how the word form may help us distinguish where to accent a word. For example, word stress may change when a suffix is added.

Stress change may occur when adding a suffix to a word. Adding *-ity, -ic, -ar, -al, -cal* and *-tion*, may cause the stress to move towards that end of the word.

Note the differences in:

- active, activity
- sensible, sensibility
- liberate, liberation (note the change from a verb to a noun)
- history, historical

Other suffixes (*-ness, -ship, -ance, -able, -ful, -al, -hood, -ment, -er, -or, -ly* and *-ist*) do not generally cause a change in stress.

Note the differences in:

- Biology, biologist
- Farm, farmer

10 minutes

Within a sentence

- Have the trainees give you 2 –3 sentences. Write these on the board and have them discuss which words they would say at a louder volume or hold for a longer length of time. (You can give them the example *I want to save some money*, if they look perplexed.)
 - *Words and syllables that carry meaning are spoken at a louder volume and held for a longer length of time than the other syllables.*
 - *Discuss words which are stressed within a sentence:*
 - *content words (nouns, most verbs, adjectives and adverbs).*
 - *demonstratives (this, that, these, those).*
 - *interrogatives (who, what, where, when and how) other words that are used for emphasis or special meaning.*
 - *We generally do not stress function words such as articles, prepositions, conjunctions and most pronouns. Helping verbs (be, have, do etc.) should not be stressed.*

- Call attention to the fact that changes in word stress can result in changes in meaning. Say the two following sentences and have trainees discuss the differences between them.

I went to the WHITE house.

I went to the white HOUSE.

- Show overhead, **Word Stress within a sentence.**
- Discuss how word stress can be used to change the meaning of a sentence.



Statement	Potential Meaning
HE told them my name.	I do not know why he told them my name. I did not think he knew who I was.
He told THEM my name.	Why did they want it? I wonder what will happen as a result.
He told them MY name.	He did not give them your name or the name of another person.
He told them my NAME.	Not my address or telephone number.

Intonation

- Define intonation and the two types of intonation.
- Refer to tutor training manual for examples.

10 minutes

D: Sound Reductions

- Ask trainees to write down the following sentences on the board as you dictate them:
 - *I wanna go to movies tonight.*
 - *I've gotta get some done this weekend.*
- Ask trainees to read what they have written.
 - *Some trainees may write these sentences without their reduced form. If this occurs, discuss how native speakers may not even notice when people speak to them in reduced forms. If the trainees write out the reduced forms, discuss how common it is to speak in this form.*

Optional point: Consonant Replacements

- *You may also want to point out the word "gotta." Did you say gotta or godda? It is very common for American and Canadian speakers to pronounce words with a "d" sound in place of the "t." Regional differences such as these may also be addressed with the learner.*
- *Other examples that include the "d" sound in place of the "t" include: water, better, bottle, that'll.*

Schwa: Vowel Reductions

Within a Word

Define and discuss using the following examples to illustrate the difference between the stressed and unstressed vowel sound. ¹

Canada	Canadian
Drama	Dramatic
Democrat	Democracy

- In the first column, the first syllable of each word is stressed; whereas, in the second column the second syllable is stressed.
- The unstressed first syllable in Canadian, Dramatic and Democracy are all examples of schwa, or reduced vowels.

¹Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*. (Oxford, England: Oxford University Press, 1994), p.65. By permission of Oxford University Press.

Within a Sentence

- Tell trainees that, in normal speech, words such as *to*, *do* and *of* are often unstressed in sentences, and thus are also reduced to schwa. In the following sentences are examples of schwa; these are indicated with “ah.”
- *I would have liked to see him there*” might sound more like “I’d’ve liked **dah** see him there.”
 - (In this sentence, the “t” sound in *liked to* is also replaced with a “d” sound.)
- “*It is on the tip of my tongue*” may sound more like “*It’s on the tip ah my tongue.*”

An additional note

Let trainees know that intonation, word stress and sound reductions can be difficult to teach. A tutor cannot do a “lesson” on intonation and word stress in the same way one could do a lesson to improve or enhance other skills. However, having an awareness of this is important, and tutors may find that they are able to help learners, when required, with these areas sporadically throughout the lessons.

Jazz Chants² are a set of books by Carolyn Graham, which feature short exercises that can assist learners in developing some of these skills. They cover a variety of themes and may complement the themes your learner would like to work on during her tutoring sessions.

E: Fun Activities for Teaching Pronunciation

- Introduce some of the following activities. Make sure to frame each by discussing how it can be used and at which proficiency level it works best. 15 minutes
- Tell trainees that, while these activities are designed for youth, they can use them with any learner if it is appropriate.

² Cheryl Graham, *Jazz Chants: Rhythms of American English for students of English as a Second Language*. (New York: Oxford University Press, 1978.)

Cheryl Graham, *Smalltalk: More Jazz Chants* (New York: Oxford University Press, 1986.)

Cheryl Graham, *Grammarchants: More Jazz Chants* (New York: Oxford University Press, 1993.)



1. Classification exercises

- Show overhead, **Sound Pairs**.
- Discuss how these could be used and who they could be used for. They may be used for review for beginners, and as an assessment exercise for advanced learners to determine what sounds they are familiar with.
- Show overhead, **Syllable Grids**.
- Discuss how these grids can be used and adapted for word stress or even specific sounds.
- Show overhead, **Sound Grids** and discuss how it would be used. (A “word bank” is included on the bottom of the page if you are interested in having them do the classification exercise themselves.)

2. Listening Discrimination



- Discuss the basic steps when using **BINGO**.
- Show overhead, **BINGO Grid** and discuss how this grid could be used as review for the R (and L) lesson that was examined earlier.
- An additional blank BINGO grid is included should trainees want their own copy to customize it for their learners.

3. Other Exercises

- Discuss how songs can be used to demonstrate English intonation as well as how English speakers link words and reduce sounds. (Consider the title: “I’m gonna wash that man right outta my hair.”)
- Limericks can also be used to practice sentence stress with learners.
- Haiku can also be used with beginning learners to improve syllabic awareness. An example and definition are in the tutor training manual.
- Tell trainees to include a section in the portfolio for pronunciation. You can include:
 - Audio-tapes made with speech samples.
 - Goal- setting statements and plans.

Review of Session 7 (Optional)

- Show overhead, **Session 7 Review** and discuss the homework assignment.
- The following session, break trainees into small groups and have them critique each other using the criteria set out on the overhead, **Giving Feedback on Review Work**. (A copy is included. This is the same overhead that was used for Session 4 review work.)
- Show handouts, **Session 7 Review - Sample Responses** and discuss why the tutor here made some of these choices.



Preview of Session 8 (Optional)

- Handout, **Preview of Session 8** and explain task. Trainees should respond with either a T (true) or F (false) for each statement prior to reading the information in the manual.

An Overview of Session 7

Speaking and Pronunciation

Teaching Pronunciation

- Reading and Pronunciation problems
- Sound Production
- Voiced and Unvoiced Consonants
- Identifying Problems

Break

Teaching Pronunciation

- Individual Sounds
- Stress within a word
- Stress within a sentence
- Intonation
- Sound Reductions within a word
- Sound Reductions within a sentence
- Fun Activities for Teaching Pronunciation

Vowel Sounds

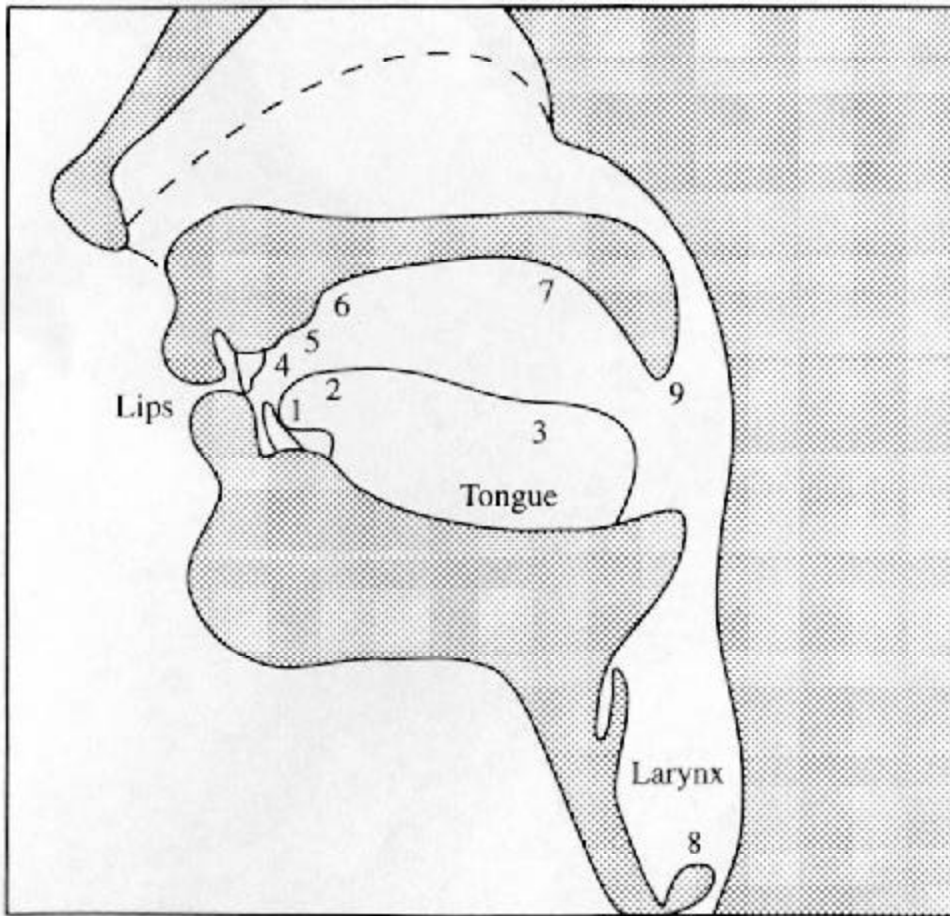
Long/ short vowel notation	Common Spelling Patterns	Alternative Spelling Patterns
ē	e (me, we) e...e (scene) ee (sheep) ea (meal) ie (niece)	y (ready) ey (monkey) ei (ceiling) i (taxi) i...e (police)
ĕ	e (yes, best)	ea (bread, heavy) a (any, anyone) ai (said, again) ay (says) ie (friend)
ā	a (baby) a...e (name) ai (train) ay (gray)	ei (vein) ey (they) eigh (weigh) ea (great) aigh (straight)
ō	o (job, shop) a (father, hard)	ow (knowledge) ea (heart)* <i>* ea makes this sound before an r</i>
ă	a (bank, jacket)	au (laugh) ai (plaid)

In addition to using our breath, we use the following to make sound:

- 📌 Vocal chords
- 📌 Tongue
- 📌 Teeth
- 📌 Lips
- 📌 Jaw
- 📌 Roof of the mouth
- 📌 Nose



The Sound System of English



Articulators and Places of Articulation

Articulators

1. tip of tongue
2. blade of tongue
3. back of tongue

Places of Articulation

4. teeth
5. tooth (alveolar) ridge
6. hard palate
7. soft palage (velum)
8. glottis
9. uvula

Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*. (Oxford, England: Oxford University Press, 1994), p. 12. Reproduced by permission of Oxford University Press.

Basic steps in teaching individual sounds

- 1 Show the diagram
- 2 Explain how the articulators work while making the sound
- 3 Model the correct pronunciation
- 4 Do some listening discrimination exercises
- 5 Practice the sound using familiar vocabulary
- 6 Practice the sound in different positions (*at the beginning, middle and end of the word*)
- 7 Practice the sound in a sentence

Combine

Contrast

Desert

Incline

Insult

Object

Permit

Present

Produce

Progress

Project

Record

Refuse

Rebel

Henry Making a Bow

The boys' arrows were nearly gone so they sat down on the grass and stopped hunting. Over the edge of the wood they saw Henry making a bow to a small girl with tears in her dress and tears in her eyes. She gave Henry a note which he brought over to a group of young hunters.

Read

to the boys, it caused great excitement. After a minute,

but rapid examination of their weapons, they ran down to the valley. Does

were standing at the edge of the lake, making an excellent target.

Word Stress within a Sentence

Statement

HE told them my name.

He told THEM my name.

He told them MY name.

He told them my NAME.

Sound Pairs

Took	Clue
Too	Moon
Snooze	Book
Loon	Use
Now	Cow

Syllable Grids

1 syllable	2 syllables	3 syllables

Sound Grids

ā	ă

Word bank

***baby, bank, name, train, gray, jacket,
laugh, vein, they, plaid, weigh, great,
straight***

Bingo Grid

B	I	N	G	O
long	read	marry	pirate	fire
rent	law	merrily	light	car
red	correct	led	liar	file
right	Leena	lead	carl	lent
collect	raw	Reena	wrong	pilot

B	I	N	G	O

Session 7 Review:

Write a pronunciation lesson for Carine. Areas that she presently has problems with are:

- ✚ the th sound as in think
(sometimes, she says /s/ as in sink or /t/ as in tank)

- ✚ the th sound as in that
(sometimes, she uses a /d/ sound instead)

Giving Feedback

You have only a few minutes to show your partner (or group) an overview of your activity. You may want to do a general overview and then role-play one section that you have prepared. Your partner(s) will assist you by role-playing the learner(s).

After the presentation, consider the following questions in your group.

- Presenter, what did you like about the exercise that you prepared for your learner?
- Presenter, what would you change for next time?
- Partner(s), what did you like about the presentation?
- Partner(s), what suggestions do you have for changes?

Session 7 Review: Sample Responses

Sample lesson for Carine: /th/ (as in *thick*) and /t/

A. Introduction:

- Show diagram (with a side view) and explain the following:
When making the "th" sound, put your tongue between your teeth. Your tongue should lightly touch your top and bottom teeth. Your tongue should be flat. Your tongue will stick out of your mouth a little. Blow air out between your top set of teeth and your tongue.
- Place the mirror in front of my mouth, positioning it so Carine can see where my tongue is placed and how my lips move in the mirror.
- Say the following words: thick, think, thumb.
- Ask Carine to try and say "thick" while visualizing how her articulators should be placed. Make sure that she is not moving her tongue into her mouth as she tries to make the sound.

B. Listening:

Do the following listening discrimination exercises:

Circle the word that you hear.

1. Send (tanks, thanks.)
2. After she finished her last university class, she (taught / thought) for some time.
3. The (bath, bat) is already being used.
4. Do you want to see pictures of the (tree, three)?
5. What happened to his (tie, thigh)?

B	I	N	G	O
tie	tin	through	with	tenth
tanks	both	thanks	thick	bath
thought	true	free	boat	mouth
tick	tent	thing	thigh	taught
bat	wit	thin	sing	mouse

C. Speaking:

Have Carine say the following words:

Initial Position	Middle	End
thin	anything	month
thick	mother	mouth
Thursday	wealthy	worth
three	nothing	moth
thousand	birthday	math

- Practice tongue twisters and sentences that feature th as in (thick).

Sample sentences:

Thirty thousand thorny thistles thrive throughout the thicket.

Theodore thrust three thousand thistles through the thick of his thumb.

Additional speaking practice: Before the session, cut up all the words in the speaking portion of the exercise (section C) and put them in a hat. Do an improvisational speaking exercise with these words. The tutor will pull a word out of the hat and say a sentence. Carine will pull a word out and try to respond to what was previously said while trying to use the word that she pulled.

(Note: The assumption here is that these will all be familiar words to Carine. She will know how to use them *in context* prior to this activity.)

Preview of Session 8

Before you read this unit, take a look at the following statements and decide whether or not you think they are true or false.

_____ Learning objectives should be linked to the learner's goals.

_____ Lesson plans include the following parts: presentation, exercises and homework.

_____ It is important to connect new lessons to material with which the learner is already familiar.

_____ It is good to do the most difficult part of the lesson early, when the learner has the most energy.

_____ Reflecting upon lessons after the lessons are done is an important part of lesson planning.

_____ Speak slowly. If it sounds unnatural, that is okay. It is important the learner understands every word. Your learner will have more experience with "natural sounding English" when she is more advanced.

SESSION 8

Lesson Planning

Session 8: Lesson Planning

The objectives of this session are:

- To connect short and long-term goals to the lesson planning process
- To review strategies tutor trainees can use to help learners form goals
- To familiarize tutor trainees with the process involved in lesson planning
- To introduce a format to write lesson plans
- To critique a lesson plan
- To write a lesson plan
- To provide tutor trainees with general tutoring tips

Overview of Session 8: Lesson Planning

5 minutes

- Discuss objectives.
- Show overhead, Overview of Session 8.

A: Where should I start?

20 minutes

- Discuss the importance of starting where your learner is. Link new knowledge to prior knowledge and experiences.
- Discuss how lesson objectives (goals) should take into consideration the short and long-term goals of your learner.
- Review the information about Hyun–Chu and define two long-term goals.
- In pairs, trainees should break down the long-term goal into smaller short-term goals.
- Refer to the tutor training manual and discuss the long-term and short-term goals her tutor defined for her. What other long and short-term goals were mentioned during the pair work?
- Ask trainees, *“Let’s say that you are in a situation where the learner has a long-term goal such as “go to university and graduate.” How would you break this down into short-term goals?”*
- After giving the trainees a minute or two, ask them, *“Was it difficult for you to take the learner’s long-term goal and break it into smaller, manageable parts? Should you break this into short-term goals? Would it be better for you to do it in conjunction with the learner? Should the learner do it on her own and “inform” you?”*
- Show overhead, **How can I help my learner set goals?**. Explain that, while some learners may be overwhelmed when we ask about “goals”, if we ask specific questions, we will get a better understanding of what some of the learner’s goals are.
- Introduce the “task analysis tree” or “mind map” as a method to brainstorm and plan with learners. (A shortened version is available in the tutor training manual.)
- Refer to the assessment checklists from Session 3.



B: What are the steps involved in lesson planning?

5 minutes

- Show overheads: What are the steps involved in lesson planning?.
- Discuss the three steps and the questions that trainees can use when planning.
- Use handout, The steps involved in lesson planning to show how these three steps can be implemented.
- Let trainees know that the focus of the lesson will be on the “presentation” section that is highlighted. We will actually be looking at the SECOND lesson in the series of four.

C: What should a lesson plan “look like?”

5 minutes

- Show overhead, What should a lesson plan look like?.
- Discuss what each letter of the acronym R.O.P.E.S. signifies.
- Discuss Tips to help your lesson planning from the tutor training manual. Add other suggestions of your own.



D: The Lesson Plan

- The lesson itself should only take a half-hour with the trainees; however, explain that this lesson would take a longer period of time with a beginning learner.

5 minutes

Presentation options:

- Option 1: For small groups, feel free to use one trainee as the learner and have the other trainees watch.
- Option 2: Make overheads of the handouts of the lesson materials in the facilitator training manual. Then, call upon different volunteers to do segments of the lesson while the other trainees watch.
- Option 3: Segments of the lesson could also be done in pairs (i.e. the dialogue). The pairs could practice together. Later, they could present their portion to the rest of the class.
- Follow the directions as per the lesson plan. The 3 handouts for the lesson plan are included.
- Note the importance of “reflection” at the end of the lesson. There is a section in the tutor training manual with questions to consider regarding the learner, the content and the materials to help guide the tutor.

30 minutes

Sample Lesson Plan

Student	Hyun-Chu
Date	August 3, 2003
Objective(s)	Learner will increase vocabulary. Learner will be able to use the comparison form with one-syllable adjectives.
Materials	Vocabulary cards based on the objects highlighted in the landscape and city photos from Regina and area. (These were learner photos of Regina used during the last lesson for vocabulary development.)
Review	Review list of vocabulary from last day (nouns and adjectives related to Regina) using vocabulary cards (words written out on cue cards) and photographs of the landscape and city. Review Landscape/city vocabulary (nouns) <i>Model exercise: Match a couple of vocabulary cards with their pictures (put word underneath).</i> <i>Have Hyun-Chu match the word card with the picture.</i> <i>Model exercise: Say the word and point to the picture.</i> <i>Say the word and have Hyun-Chu point to the picture.</i> Part II: Review the Adjectives <i>Review the cards and have Hyun-Chu repeat each word.</i> <i>When appropriate, have her give a synonym or "similar word" in meaning. (For example, attractive, beautiful and pretty are all similar in meaning.)</i> Part III: Classifying Words <i>Using the vocabulary cards, Hyun-Chu will put them into two rows. One row will be for nouns; the other row will be for adjectives.</i>
Overview	Discuss the assignment that she will need to do at the end of the semester and how the following exercises will help her to compare Regina and her hometown, Seoul.
Presentation	Part 1: Classifying adjectives <i>Model: Read six or seven adjectives. While reading the word, clap your hands for each syllable the word has. Big (clap once), small (clap once), beautiful (clap once for each: beau, ti and ful)</i> <i>Have the learner read the adjectives and "clap out" the syllables for a couple of words.</i> <i>Model: Take four or five cards and set up three rows on the desk. One row is for "one syllable" adjectives, the second row is for "two syllable" adjectives and the third row is for "three or more syllable adjectives"</i> <i>Have the learner continue classifying the rest of the adjectives.</i>

<p>Presentation Cont.</p>	<p>Part II: Comparing objects using one syllable words (adjectives) <i>Using the words (adjectives) in the first column and the landscape and city vocabulary (nouns), make sentences using the vocabulary previously learned.</i></p> <p><i>Example</i> <i>Materials: (noun) vocabulary cards with the words "bank" and "store"</i> <i>(Adjective) vocabulary cards that say: "big", "tall", "old", "nice", "small", "new", "cheap" and "clean"</i> <i>Cards that say: "is" "ger" "er" "r" "the" (x2) and "than"</i></p> <p><i>Take the photos and say the following sentence: The farm is bigger than the park.</i> <i>Take the cards and use them to make the sentence you have just said.</i> <i>Hyun-Chu will read the sentence that she sees.</i></p> <p><i>Repeat exercise using a different adjective:</i> <i>The park is smaller than the farm.</i></p> <p><i>Hyun-Chu will use the vocabulary provided and say a sentence.</i> <i>She will use the cards to make a sentence.</i> <i>Read her sentence back to her.</i> <i>Allow her to make any changes she wants.</i></p> <p>Repeat with other adjectives and nouns.</p>
<p>Exercise(s)</p>	<p>Part I: Write a short dialogue together comparing things previously labeled in the photographs. (The tutor will write one line and then have the learner respond to that statement in written form.)</p> <p>Part II: Free conversation Discuss how Regina is different than her hometown. Ask questions whenever there is a lull, i.e. Which city has wider roads?</p>
<p>Summary</p>	<p>Review vocabulary cards. Read the dialogue again together and point out where she has used the form correctly. Reiterate the need to continue learning in this area in order to do the best job possible on her major project due later this term.</p>
<p>Personal Reflections on the Lesson</p>	<p>Hyun-Chu did all the exercises very well. Perhaps I could have introduced more vocabulary in the prior lesson and added additional related vocabulary in this lesson.</p> <p>Her dialogue was very well done, but she took a long time writing it. Maybe, the assignment should have been given as homework. I could have written out some short dialogues for person #1 and she could have written out the responses for Person #2.</p> <p><i>Person #1: Hello. I am looking for the bank. I heard it is on this street.</i> <i>Person #2: Yes, it is further down this street, next to the store.</i> <i>Person #1: What does the building look like?</i> <i>Person #2: _____</i></p> <p><i>Person #1: I want to go to Regina or Saskatoon for the weekend.</i> <i>Person #2: You should go to Regina.</i> <i>Person #1: Why?</i> <i>Person #2: Regina is _____ than Saskatoon.</i></p>
<p>Items to Include in Portfolio</p>	<p>Have Hyun- Chu fill in the reflection sheet (for speaking or listening exercises) for homework.</p> <p>The dialogue will be placed in the portfolio and added to the writing summary sheet.</p>

15 minutes

E: Critiquing the Lesson Plan

- Option 1: Have the tutor trainees critique the lesson using the general tips (provided before the lesson plan) in the tutor-training manual.
- Option 2: Have the tutor trainees determine which teaching strategies have been implemented in the lesson plan.
- Option 3: Discuss what elements in the lesson plan would be good for a visual learner, an auditory learner, a tactile learner and a kinesthetic learner.
- Option 4: Using the section of the tutor training manual entitled, **Reflections on the Lesson: Assessing the Session**, critique the lesson using the sections you feel are the most pertinent.
- Option 5: Compile a checklist using the criteria you consider the most relevant regarding the lesson plan. (Include both negative and positive comments.)

F: Writing a Lesson Plan

20 minutes

Option 1:

Have learners prepare a lesson plan for Carine in pairs.

- Have each pair look over the exercises prepared for Carine and chose their favorite 3 exercises.
- Pairs should take these exercises and use these as the focus of their lesson plan.
- Give each pair a **lesson plan grid**. (Trainees should focus on subsequent revisions and sequencing when doing this activity.)
- Have pairs perform their lesson for another group of trainees and receive feedback.

Option 2:

30 minutes

- Ask trainees to write another lesson for Hyun-Chu in pairs. (This lesson could focus on her other long and short-term needs as defined previously in the session.)
- Give each pair a **lesson plan grid**.
- Allow them 15 minutes to plan a lesson. The lesson plan should have at least three different activities. (The focus could be on her pronunciation difficulties and the phrases/vocabulary surrounding the shopping theme.)
- Have the pairs present their lesson plan to another group of trainees.

Option 3:

- Refer back to the learner profiles that were provided in Session 3. (These could include the learners introduced by video.)
- Define long-term and short-term goals for each learner. (Ask who?)
- Pair up the trainees and assign them one learner each. Have the pair take a short-term goal for the learner and break it into smaller, tangible tasks that could be presented during a lesson or a series of lessons. (Ask what?)
- Discuss the results as a larger group and ask the entire group to brainstorm different activities that could be used. (Ask how?)
- Give each pair a lesson plan grid.
- Have the pairs plan a lesson based on the information (Who? What? How?) provided.
- Give the pairs a 20-minute time limit. Circulate and give feedback.
- Have trainees present their lesson to another group.

55 minutes

G: General Tutoring Tips

- Go through the list provided in the tutor training manual.
- If you have Aboriginal learners in your program, discuss the tips for Aboriginal learners as well.
- Give trainees optional handout, **Questions to ask your learner** and discuss.
- Show overhead, **Culturally Appropriate Materials**.
- Discuss the importance of critiquing learning materials for their cultural appropriateness. The questions provided on the overhead can be used as a starting point.

15 minutes

**H: The First Lesson**

- Discuss some of the main points as defined in the tutor training manual.

10 minutes

An Overview of Session 8

Lesson Planning

- Where Should I Start?
- What are the steps involved in lesson planning?
- What should a lesson plan “look like”?
- The Lesson Plan

Break

- Critiquing the Lesson Plan
- Writing a Lesson Plan
- General Tutoring Tips
- The First Lesson

How can I help my learner set goals?

Ask your learner about:

- ↳ Reading materials
- ↳ Academic skills
- ↳ Skills she needs in her daily life
- ↳ Skills she needs in her job
- ↳ Future plans

Ask specific questions.

- ↳ Determine a time period.
 - *For example, "What materials do you want to be able to read in 3 months? 6 months? A year?"*

What are the steps involved in lesson planning?

Step 1: Ask who?

- ⚡ Who is the learner?
- ⚡ What are the learner's short and long-term goals?
- ⚡ What does the learner want to be able to do that she couldn't do before?

Step 2: Ask What?

- ⚡ What vocabulary or skills will the learner need before the objective can be fulfilled?

Step 3: Ask How? (How will I teach these skills?)

- What materials, teaching strategies and activities will you use?
- What should the pace be?
- How much time should be spent on each activity?
- How much practice is needed?
- How much review is needed?

The Steps Involved in Lesson Planning

Step 1: Ask Who?

- Use learner needs to define focused learning objectives.

Objective: Hyun-Chu will be able to use the comparative form “er... than” (larger than) and “more... than” (more beautiful than) to compare Canada and Korea.

Step 2: Ask What?

- What will I need to do to meet this objective?

During the presentations, I should introduce:

- Nouns and adjectives related to Canada.
- ***The one syllable rule when using the comparative.***
- The two syllable rule when using the comparative.
- The three (or more) syllable rule when using the comparative.

Step 3: Ask How?

- How will I teach these skills?
- What activities will I use?

Activities I could include:

- Make a list of nouns associated with Canada and have her add to the list.
- *Have her describe each noun using an adjective – provide additional adjectives whenever necessary.*
- ***Have her classify each adjective by the number of syllables it has (make a chart).***
- ***Using one syllable adjectives, write some sentences using the comparative (adjective + er + than) form.***
- ***Using those sentences as a model, have Hyun Chu make her own sentences using one syllable words (speaking and writing).***
- ***Repeat using two syllable and then three (or more) syllable words.***
- Have her write additional sentences using the vocabulary provided for homework (follow-up).
- Review work between each session.

Based on the steps discussed in: Suzanne Abrams et al., **Teaching Adults: An ESL Resource Book**. (Syracuse, New York: New Readers Press, 1996.) Used by permission.

What should a lesson plan “look like?”

Review

Overview

Present

Exercises

Summary

Handout: Materials for the review portion of the lesson plan (adjectives)

small	beautiful	hot
clean	cold	noisy
nice	exciting	quiet
cheap	dirty	big
tall	ugly	old
boring	expensive	new
convenient	short	large
pretty	polluted	wide
narrow	attractive	loud

Handout: Materials for the review portion of the lesson plan (nouns)

bank	University of Regina
store	Regina Public Library
river	Government House
hill	lake
park	road
farm	sunset
train	pharmacy
bus	restaurant
traffic	northern lights
blizzard	toboggan



is	the
ger	than
er	the
r	

Lesson Plan

Handout: Lessonplan

Student	
Date	
Objective(s)	
Review (of the last lesson)	
Overview (relevance of the lesson to the learner)	
Presentation	
Exercises (include targeted and open exercises)	
Summary (summarize what has been taught and how it is important for the learner)	
Reflections on the lesson	

Questions to ask your learner *

The following are questions that you can use after a lesson to gauge how your learner feels about the session and the tutoring process.

1. What did you learn today?
2. What is the most useful thing you have learned today?
3. What was the most difficult thing that you did today?
4. Were you comfortable with the pace of today's lesson?
5. How do you feel about the work that you are doing?
6. What do you want to do next lesson?
7. What work have you enjoyed the most over the last few lessons?
8. How have you used what you have learned during the sessions in your everyday life?
9. Does the work that you are doing still fit with your plans for the future?
10. Would you like to change your short-term or long-term goals?
11. Is there anything related to your job that would be useful for us to work on during the tutoring sessions?
12. Are you doing homework? How much homework do you do each week? Do you want more homework?
13. Tell me about a learning strategy that works well for you.

* Kingston Literacy, *Assessment Kit: Ongoing Assessment Tracking Model for Volunteer Tutoring Program*. Kingston, Ontario: Kingston Literacy, 1998. Used with permission.

Culturally Appropriate Materials

- ◇ Does this material acknowledge the contributions Aboriginal people have made to civilization?

- ◇ Is this material sensitive to appropriate use of words and terminology?

- ◇ Does this material effectively counteract the negative stereotypes of Aboriginal people?

- ◇ Would this material make an Aboriginal person feel proud?

- ◇ Did someone knowledgeable about Aboriginal people and the subject matter review it?

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