

WEEK 2

Internet Sites- There are many great web sites to assist you with your tutoring.

You Tube. Search ESL lessons or more specifically, ESL lessons, oi sound, etc.

Pro Literacy

New Readers Press

Elizabeth Claire

Grammar Internet Sites

www.abcteach.com

www.yahooligans.yahoo.com

www.allwords.com

www.manythings.org

www.englishclub.com

www.a4esl.org

www.eslcafe.com

www.sitesforteachers.com

Google search your own!

Attend a Class

Contact one or more of the teachers listed and attend their class.

Please be on time as you are there to observe only.

Monday, 6:45- LVSCT, Rm. 3 Conversation Class, John Scalici, jscalici@snet.net

Tuesday, 10:00 AM, LVSCT, Rm. 3 Advanced Class, Melinda Karwon, mskarwon@sbcglobal.net

Wednesday, 12:30 PM, LVSCT, Rm. 3 Intermediate Class, Linda Newton, lnewton2@optonline.net

Wednesday, 10:30, Stratford Library, John Biddle, jrjbiddle@hotmail.com

Thursday, 10:30, LVSCT, Rm. 3 Woman's Class, Peg Magdone, mmagdon@snet.net and Claire Zeidenberg, cnz@snet.net

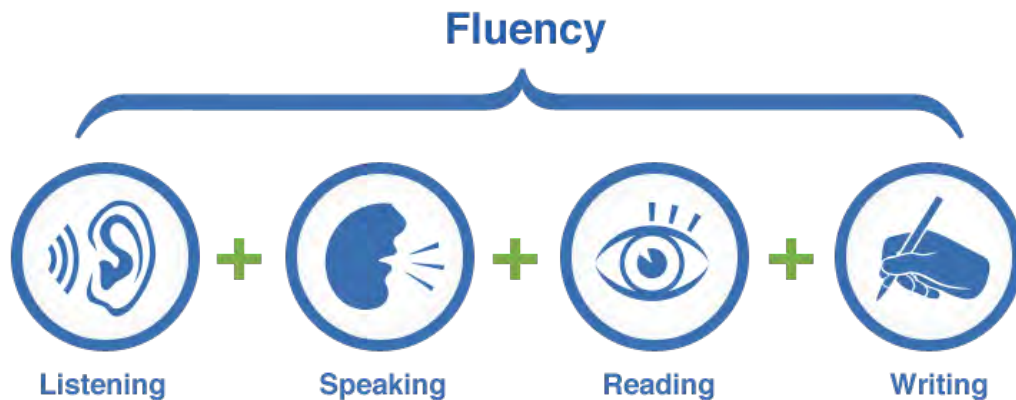
3rd Tuesday of each month, 11:30, LVSCT, Rm. 3 Workshop for tutors include lunch.

Be prepared to discuss what you saw in class. ie. What teaching materials were used, techniques, exercises, conversation, etc... How do you feel about tutoring now?



BEGINNER COMPETENCIES

COMPETENCIES	STUDENT	TUTOR
LISTENING	Understands single words and phrases.	Speaks slowly, clearly, and repeatedly. Improves pronunciation.
SPEAKING	Uses basic grammar. Engages in simple dialogue. Understands Q & A: Who, What, Why, When, Where, How.	Builds basic vocabulary. Builds basic conversation.
READING	Exhibits limited understanding.	Uses finger pointing. Uses repetition. Uses mimicking.
WRITING	Can copy words and phrases. Can make simple sentences.	Corrects grammar and spelling. Provides examples. Suggests changes.



The Difference Between Goals and Objectives

Goals are broad;
Goals are general intention;
Goals are intangible;
Goals are abstract;
Goals can't be validated as is;

objectives are narrow.
objectives are precise.
objectives are tangible.
objectives are concrete.
objectives can be validated.

Examples:

Goals: knows about the human body.

Objectives: LWBAT name all of the bones in the human body as stated in the medical textbook, "The Human Body".

LWBAT = Learners Will Be Able To;

Lesson Plan Grid

Date:

Goal:

Objective:

Activity:

Materials:

Warm Up:

Work Out:

Homework:

Wind Down:

Lesson Plan

DATE:

GOAL: TO EXPAND AND PRACTICE VOCABULARY

OBJECTIVE: STUDENTS WILL BE ABLE TO:

- Build their practical vocabulary
- Practice conversational skills
- Copy words

MATERIALS: First Words in English, pp. 69-73

- Magazine picture
- Goodnight Moon

WARM-UP: What did you eat for lunch today?

WORKOUT: FAST FOOD RESTAURANTS

- P. 69-talk about picture using WHAT, WHERE, WHO, WHY
- P. 70-matching pictures w/words
- P.71-practice alphabet w/fill-in the blanks; categorize words
- P.72-practice dialogue
- Discuss the magazine picture

HOMEWORK: Complete worksheet p. 73-prices & menu

WIND-DOWN: Read Goodnight Moon; introduce rhyming words

Listen to the Teacher:



Practice:

Write the names of fast food restaurants in your city.

What food do they serve in the restaurant?

Which one is your favorite?

Reading Practice

Say the Word.



Read. Write the numbers next to the words.

___ Hamburger
___ Cheeseburger
___ Coffee

___ French Fries
___ Hot Dog
___ Sandwich

___ Pizza
___ Tea
___ Taco

LETTER AND SOUND PRACTICE.

Write the words with F.

f	_____
F	_____ F _____

Write the words with H.

h	_____
h	_____

Write the words with CH.

ch	_____
_____	_____ ch

Write the words with T.

t	_____
t	_____

READING PRACTICE.

Read the words.

cheeseburger

milk

tea

hamburger

taco

hot dog

chicken

coffee

Write the words in the correct group.

Food

Drinks

Speaking Practice...



Can I help you?

That's \$2.60.

Thank you. Come again.

Student A

Can I help you?

That's _____.

Thank you. Come again.

1. Can ...?
\$3.24
2. Can ...?
\$2.93
3. Can ...?
\$2.50
4. Make your own conversation.

I'd like a hamburger and a Pepsi.

Here you are.

Good-bye.

Student B

I'd like _____.

Here you are.

Good-bye.

2 hamburgers, 1 small Coke

1 hot dog, 1 small fries, 1 coffee

2 tacos, 1 small milk

Make your own conversation.

Reading Practice:



Write the prices. Write the total.

1 French Fries _____
 1 Drink _____
 1 Mexican Taco _____
 Total _____

2 Burgers _____
 1 Hot Dog _____
 1 Coffee _____
 2 Pizza _____
 Total _____

Write your own order

1

2

3

4

Total

SUGGESTED LESSONS FOR LEVEL 1 STUDENT

Structures:

1. Teach common verbs in present tense (*be, have, need, want, go, like*).
Use basic English sentence word order with *to be*. (I am a _____. This is a _____.)
2. Use *do* in present tense and question form.
3. Teach personal pronoun in subject position. (*I, you, he, she, it, we, they*)
4. Use adjectives before and after a noun. (This is a *black* dog. This dog is *black*.)
5. Use *what* and *where* questions.
6. Teach articles *a, an, the, this/these, that/those*.
7. Use time and place prepositions (*around, after, beside*).

Survival Topics

- | | |
|--|---------------------------------------|
| 1. Names of foods and meals | 5. Members of family |
| 2. Names of parts of the body | 6. Address and telephone number |
| 3. Days of week, months, telling time | 7. Simple introductions |
| 4. Numbers 1-100, ordinal numbers
(first, second) | 8. Clothing |
| | 9. Names of furniture and house parts |

See Appendix B for useful teaching techniques



SOME USEFUL TEXTS FOR TUTORING BEGINNER ESL STUDENTS

- | | |
|---|------------------------------------|
| <u>Topics And Language Competencies: Literacy Plus</u> | by Michael Kerwin |
| <u>Going Places 1: Picture Based English</u> | by Eric Burton & Lois Mahaug |
| <u>Better English Everyday</u> | by Paul Hamel |
| <u>New Oxford Picture Beginners Workbook</u> | by Pat Zevin |
| <u>Oxford Picture Dictionary and Korean/Chinese/Spanish</u> | by E. C. Parmwell |
| <u>Focus on Grammar: Introductory Course for Reference and Practice</u> | by Irene Schoenberg and Jay Maurer |
| <u>Graded Exercises in English</u> | by Robert Dixon |

Beginning (Comprehension & Early Speech Production)

In this stage, students have little or no previous knowledge of English. Emphasis will be placed on spoken English. Students will learn basics of written English, including the alphabet, numbers and personal information necessary for filling out important forms.

Assessment:

May be literate or illiterate in native language.

Speaks in one or two word phrases, or very slowly

Cannot complete registration form alone.

Can answer only limited questions about self (i.e., name, age, address)

The following terms and concepts are helpful toward understanding the process of language development.

Silent Period: The ESL student may go through a 2-6 month period with little or no oral communication. This is an acceptable way of learning through observation and physical response.

Physical Response: ESL students work well with hands-on activities. Ask the student to point, draw, choose, etc. Body language and facial expressions provide cues so that the student can respond.

Affective Filter: This describes the level of the ESL student's anxiety and self-esteem, and his/her attitude toward the second language and those who speak it. The lower the anxiety, the higher the self-esteem. Positive feelings toward oneself will lend to more positive feelings toward the new culture, its people, and their language. Positive attitudes will make learning more effective and enjoyable. The tutor can accomplish this by being sensitive to the pressures students feel when learning a new language, and respectful of their culture and life experiences.

Visuals: Provide a rich visual environment to explain concepts and vocabulary. Students may have prior knowledge, and with visual help can transfer the knowledge into an English meaning. The use of charts and visuals can serve as a transition into reading.

Simplify: Focus on simplified language. Explain vocabulary in simple terms. Use slower speech and proper enunciation.

Spoken Errors: The tutor gradually begins to see changes in the length of responses. Instead of correcting spoken errors, model the response in a grammatically appropriate manner

Concepts:

Greetings – Introductions

Personal identification

Alphabet – Numbers

Verb “to be” – present tense and noun: I am a tutor. You are a student.

Question form – “What is this?” This is a table. It's a table

Basic Colors

Identification of things in room

Plural nouns formed with ‘s’

Beata and her husband have been in America for 2 years. They have 3 children. The oldest is in second grade, the next is in Kindergarten and the smallest attends pre-school a few hours a week. Beata studied English in middle school in Poland and remembers many words and greetings. Her husband has fairly steady work as a carpenter but she is not employed and must care for the children at this time. A neighbor sits her youngest on occasion so she can get out to do shopping.

You are her tutor. What might be some goals of hers? As you develop lesson plans, what might be some of your objectives to help her learn English?

Silia has just come from Tonga to live with her daughter Tupou who was recently widowed and must now go to work full time to support her family. Silia will be running the house and helping to raise the 4 children ages 3 to 10. The children speak some Tongan and Silia knows some basic English from her previous work of selling handicrafts to English speaking tourists. She does not drive but does live on a bus line. She hopes she can help out with family finances by baby sitting. She knows she needs a lot of help with her English and is thrilled to have you as her tutor.

What might be some of her goals? What might be some of your objectives to help her meet these goals ?

Facts About Speaking

Changing Speech Takes Time

Speech is a neuro-muscular activity that is learned very early in life. Those early lessons have become individual-a part of the self just like the way one walks or does other activities. To change speaking patterns, one must retrain his/her muscles-it cannot be done overnight!



Changing Speech Takes Practice

It has been found that to change a physical habit, you must repeat the new activity 25-30 times each practice period. There is no substitute for regular practice. We recommend two or three short (10-15 minute) practice periods per day between sessions.

Changing Speech Takes Guts

Speech is a part of us. Learners may feel that some of their personality is being threatened by this new activity. Also, others may hear them change and be upset. But, remind the learners that they are not changing who they are, just what they do!

Changing Speech Puts the Learner in Control

When learners know how to speak clearly, they can concentrate on what they are saying, secure in the knowledge that they will be heard and understood.

Clear and effective speech will give the learners power!

Variables that Affect Language Acquisition

Attitudes

Attitudes are developed by around us. The attitudes that students have toward themselves, the second language and the people who speak it will have affect on language acquisition

Self-esteem is improved through a positive attitude. Self-esteem generally leads to self-confidence. If students are secure with themselves, they may be better prepared for the humbling experience of learning a second language.

Stereotypes may affect the process of learning and communication, especially when the student is the object of negative stereotyping affects the student's self-image, and the student may develop a negative attitude toward the second language and the people who speak it. These attitudes can hinder successful acquisition of the second language.

**** As a tutor, show respect for the first language and culture of your student. The student has the opportunity to learn about United States culture, the language and its people through the tutor. The tutor helps create positive attitudes that will ease the student's transition into a new way of life.**

Motivation

Students are motivated to learn a second language for different reasons. A student may want to learn English for practical purposes, such as obtaining employment or U.S. citizenship, or a student may simply want to learn English for personal enrichment.

**As a tutor, it is useful to recognize what motivates your student, so that the tutoring session is made more meaningful.

Level of Anxiety

In general, the lower the anxiety level, the greater the capacity for acquiring a second language.

**As a tutor you can promote a low-level anxiety environment. Realize that your student may seem overly dependent at first, but will gradually gain independence as his/her confidence increases.

Acculturation

The newcomer is a minority within a dominant group that is the majority. The student may go through natural stages a part of the acculturation process. The ability to acquire a language is related to the closeness a student feels toward the culture. H.D. Brown (1980) described the normal acculturation process as follows.

1. In the first stage, the newcomer feels a sort of euphoria mixed with the excitement of being in a new place.
2. As reality sets in the newcomer moves onto the stage, which is culture shock. Frustration and alienation set in, threatening to decrease self-esteem and security.
3. Third stage, anomie is that of recovery. The student may still feel stress, but feels more in control of external forces. The process begins to adapt to a new culture, and may lose some the native culture.
4. Full recovery, refers to the stage where the individual accepts his/her new role in the culture.

Under normal circumstances. Individuals pass through all stages at varying rates. Transition from one stage to another is not always smooth. In fact, regression to previous stages is common, depending on the situation and state of mind.

** As a tutor, you can aid the student's adjustment to a new culture by introducing him/her to United States customs. You should be prepared to be your learner's link to American society, and will often find yourself explaining customs. These topics will provide excellent base for language lessons. Remember to encourage native language and culture maintenance. There are advantages to being multilingual and multicultural in today's global society.

Personality

According to H.D. Brown, certain personality traits lead to proficiency in second language. Willingness to take risks, extroversion and assertiveness may be beneficial when learning a new language. Empathy is also important. If a student can identify with the people of the new language, he/she will be more open to the language. ** As a tutor, identifying your student's personality can explain his/her outward behavior and attitude toward you and the lesson plan.

300 Most Common Sight-Words

1. the	51. will	101. new	151. put	201. every	251. until
2. of	52. up	102. sound	152. end	202. near	252. children
3. and	53. other	103. take	153. does	203. add	253. side
4. a	54. about	104. only	154. another	204. food	254. feet
5. to	55. out	105. little	155. well	205. between	255. car
6. in	56. many	106. work	156. large	206. own	256. mile
7. is	57. then	107. know	157. must	207. below	257. night
8. you	58. them	108. place	158. big	208. country	258. walk
9. that	59. these	109. year	159. even	209. plant	259. white
10. it	60. so	110. live	160. such	210. last	260. sea
11. he	61. some	111. me	161. because	211. school	261. began
12. was	62. her	112. back	162. turn	212. father	262. grow
13. for	63. would	113. give	163. here	213. keep	263. took
14. on	64. make	114. most	164. why	214. tree	264. river
15. are	65. like	115. very	165. ask	215. never	265. four
16. as	66. him	116. after	166. went	216. start	266. carry
17. with	67. into	117. thing	167. men	217. city	267. state
18. his	68. time	118. our	168. read	218. earth	268. once
19. they	69. has	119. just	169. need	219. eye	269. book
20. I	70. look	120. name	170. land	220. light	270. hear
21. at	71. two	121. good	171. different	221. thought	271. stop
22. be	72. more	122. sentence	172. home	222. head	272. without
23. this	73. write	123. man	173. us	223. under	273. second
24. have	74. go	124. think	174. move	224. story	274. late
25. from	75. see	125. say	175. try	225. saw	275. miss
26. or	76. number	126. great	176. kind	226. left	276. idea
27. one	77. no	127. where	177. hand	227. don't	277. enough
28. had	78. way	128. help	178. picture	228. few	278. eat
29. by	79. could	129. through	179. again	229. while	279. face
30. word	80. people	130. much	180. change	230. along	280. watch
31. but	81. my	131. before	181. off	231. might	281. far
32. not	82. than	132. line	182. play	232. close	282. Indian
33. what	83. first	133. right	183. spell	233. something	283. real
34. all	84. water	134. too	184. air	234. seem	284. almost
35. were	85. been	135. mean	185. away	235. next	285. let
36. we	86. call	136. old	186. animal	236. hard	286. above
37. when	87. who	137. any	187. house	237. open	287. girl
38. your	88. oil	138. same	188. point	238. example	288. sometimes
39. can	89. now	139. tell	189. page	239. begin	289. mountain
40. said	90. find	140. boy	190. letter	240. life	290. cut
41. there	91. long	141. follow	191. mother	241. always	291. young
42. use	92. down	142. came	192. answer	242. those	292. talk
43. an	93. day	143. want	193. found	243. both	293. soon
44. each	94. did	144. show	194. study	244. paper	294. list
45. which	95. get	145. also	195. still	245. together	295. song
46. she	96. come	146. around	196. learn	246. got	296. being
47. do	97. made	147. farm	197. should	247. group	297. leave
48. how	98. may	148. three	198. America	248. often	298. family
49. their	99. part	149. small	199. world	249. run	299. it's
50. if	100. over	150. set	200. high	250. important	300. afternoon

Total Physical Response (TPR)

TPR is a method that was developed by James Asher in the late 1960s, with the goal of helping students acquire a second language.

The main assumption is that a second language can be learned in the same way as the first – through the same natural processes. So, TPR tries to mimic these processes by requiring students to respond to commands, which in turn require **physical movements**. Naturally, this method was embraced by ESL teachers back then, but it is still quite popular today, particularly when teaching children or beginners.

The advantages:

ESL activities with TPR are tremendous fun for students, even for grown ups once they become less self-conscious. But it is precisely because children are less self-conscious about moving their bodies around the classroom, that these activities are **excellent ways to get young learners up and about**. Although they require more out of teachers, physically-speaking, they require less preparation. Finally, activities with TPR are great for *kinesthetic learners* who need more action or hands on activities.

But does it work? Can we really maximize student learning through TPR?

Try some of these TPR activities and see for yourself!

Stand up, Sit Down

Stop, Turn Around, Walk

Point to the door, table, pen, etc.

Touch Nose, Head, Hand, etc

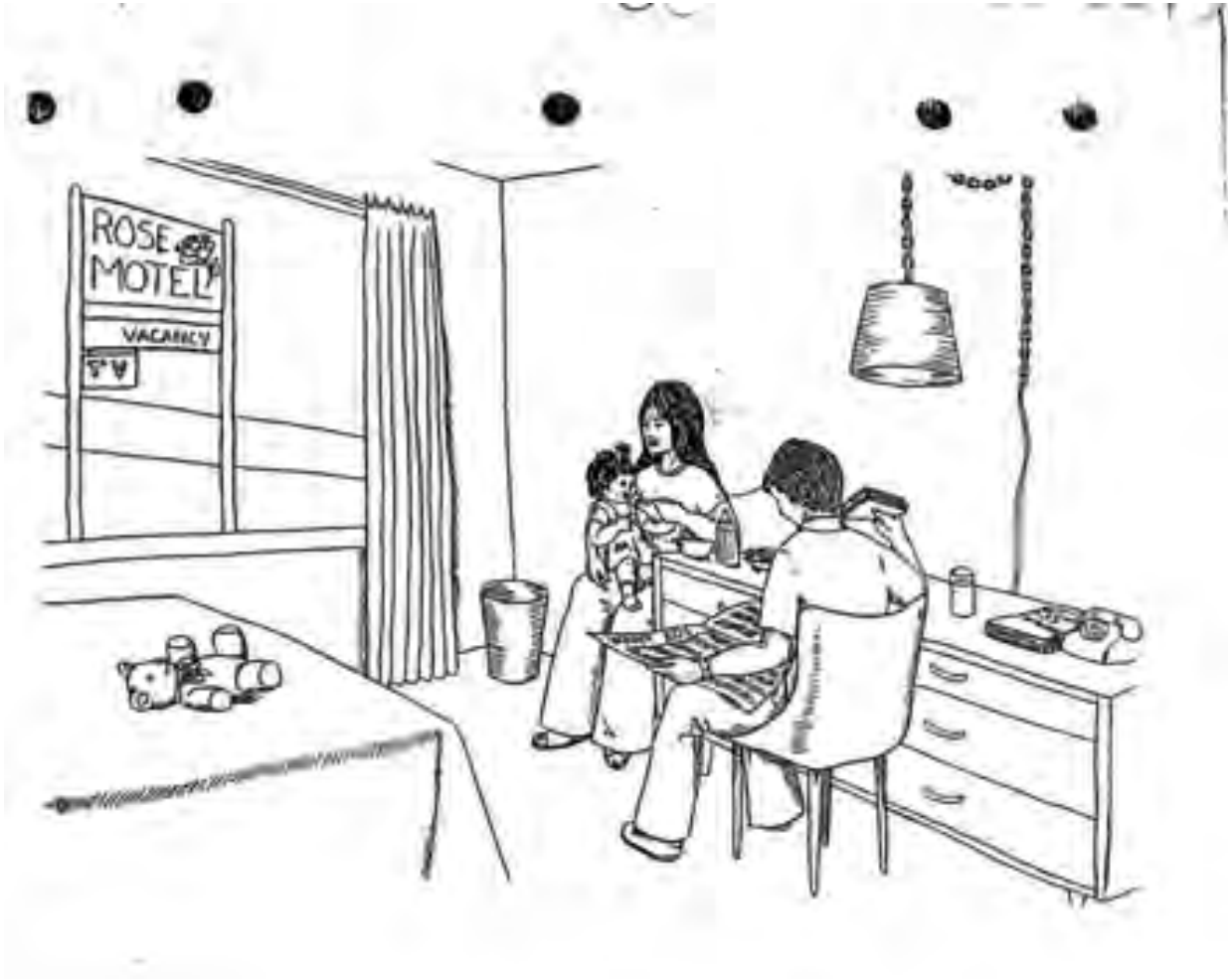
Pick up the Book, Red Book, Green Book, etc.

TPR

Point to the light.

What is on the bed?

What is the man reading?



Use a picture to:

Ask "point to" questions.

Ask question requiring Yes/No answers.

Ask questions requiring a simple answer.