Session I
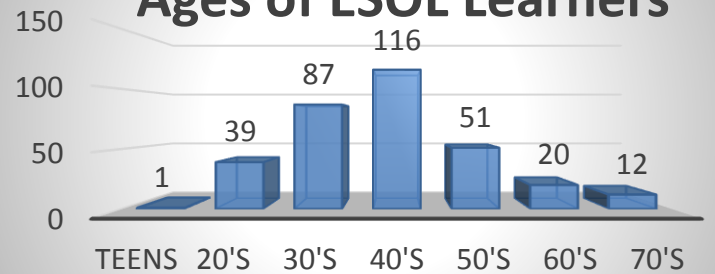# Table of Contents

Demographics of our ESOL Students

Our ESOL students are male and female, young adults and senior citizens, and from many, many different countries.

Gender of ESOL Students

Male
Female

35%

65%

Ages of ESOL Learners

TEENS	20'S	30'S	40'S	50'S	60'S	70'S
1	39	87	116	51	20	12

Libya Senegal Taiwan Central African Republic
Ghana Sudan Iraq Russia Peru Canada El Salvador
Ethiopia United States Jordan France Hong Kong Guatemala
Mexico Vietnam Colombia
Guinea Nicaragua Egypt Ecuador Albania Dominican Republic
Syria China Brazil Burma Iran Japan
Pakistan Morocco Liberia Cambodia Cuba
Ukraine Lebanon
Venezuela South Korea Nigeria Congo Nepal
Ivory Coast Argentina
Saudi Arabia Puerto Rico Malaysia Niger
Thailand Togo

This graphic represents the country of origin for students served in Reading Connections' English for Speakers of Other Languages program, fiscal year 2017-2018. It is important to keep in mind that within in a particular country there may be a wide range of ethnic groups that are represented in our program.

The majority of ESOL student population is made up of a combination of immigrants and refugees. **Immigrants** are individuals who have left their home countries by their own volition to establish homes in the US. **Refugees** on the other hand are individuals who have gone through an official process to flee an environment of recognized persecution. Refugees are assigned to a new country rather than choosing a new country. The policy of Reading Connections is in line with the policies of other academic institutions which do not require students to disclose the conditions under which they entered the country.

Cultural Competency

Culture means a great deal more than ethnicity, language, and religion. The image below illustrates some cultural differences that we're often less aware of.

(Source: http://opengecko.com/interculturalism/visualising-the-iceberg-model-of-culture/)

So what is cultural competency? According to Mercedes Martin and Billy Vaughn, **cultural competency** refers to "an ability to interact effectively with people of different cultures and socio-economic backgrounds, particularly in the context of human resources, non-profit organizations, and government agencies whose employees work with persons from different cultural/ethnic backgrounds."

Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures."

Here's what *you* can do to increase your cultural competence:
- Learn about your student's country of origin, culture and ethnicity.
- Learn about the differences between English and your student's native language.
- Be aware of the concept of code-switching

As an example, many Montagnards are represented in our program. Although their country of origin is Vietnam, they are ethnically, culturally, and linguistically distinct from ethnic Vietnamese people. Even within the Montagnard community, there exist multiple languages, customs, and ethnic groups.

(Source: Mercedes Martin & Billy Vaughn (2007). "Strategic Diversity & Inclusion Management" magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA)

Code Switching
The term code-switching refers to a person's switching between dialects or alternating between languages. It has also been described as "a strategy at negotiating power for the speaker" and a practice that "reflects culture and identity and promotes solidarity" (p. 435, Greene & Walker, 2004). An important aspect of code-switching is the recognition that a dialect other than "Standard American English" is not a lesser or ungrammatical way of speaking. Dialects such as Black English or Appalachian English, for example, have their own rules regarding pronunciation, grammar, and vocabulary.

Tutors can help students understand that people can speak differently in various settings. We can all be more accepting of the fact that everyone code-switches, e.g., the way we respond to a friend 's or a co-worker's question or request may differ completely from how we might answer a family member in the home setting. Another way that tutors can help students is to explain the grammatical and sound differences between English and the student's native language or dialect (See http://aboutworldlanguages.com/). For example, when a student from Mexico understands that the vowels in Spanish are very different from the many vowels in English, she will realize why she has difficulty pronouncing words with short vowels such as "sister" and "cat."
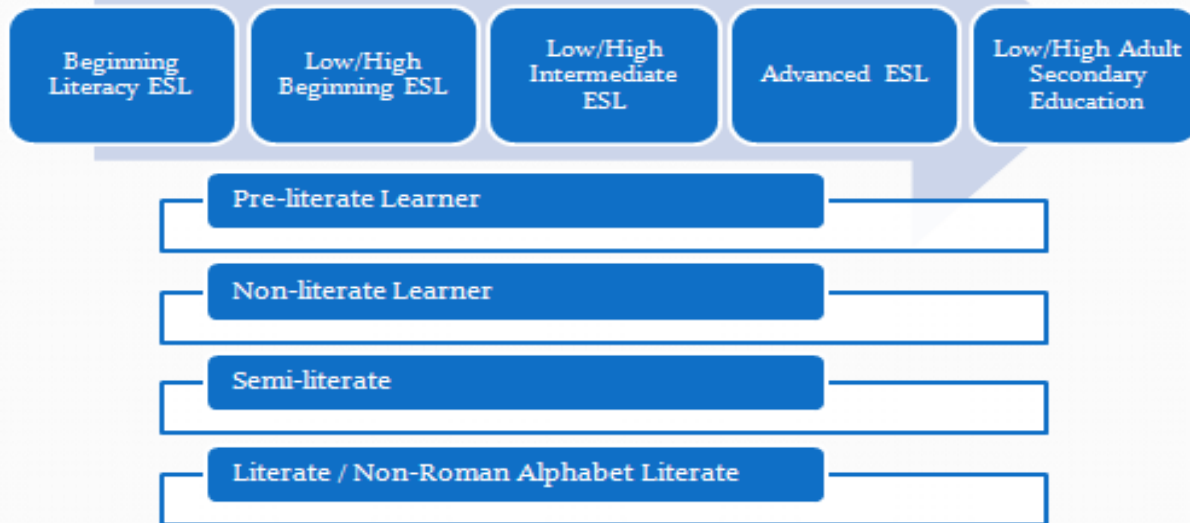
Sources:
Coffey, H. Code-switching. Retrieved from
    http://www.learnnc.org/lp/pages/4558?style=print

Greene, D. & Walker, F. (2004). Recommendations to public speaking instructors
    for the negotiation of code-switching practices among Black English speaking
     African-American students. *The Journal of Negro Education* 73 (4).

Adult ESOL Learners

Students' cultural and educational backgrounds and life-journey experiences significantly shape how they acquire other languages. The more a tutor learns about their students, the greater advantage he/she will have in planning and effectively facilitating lessons.

Adult ESOL learners may fall into one of these categories of learners:

- **Preliterate** - Those from a group whose language does not have a writing system. Examples: Bantu, Somalia; Jarai and other Montagnard languages, Vietnam; Dinka, (South) Sudan
- **Non-literate** - Those who have had no schooling at all, yet come from a society in which the written form of their home language has been established and formal education is available to some. Example: Refugees fleeing conflict
- **Semi-literate** - Those who have attended just a few years of school and had to leave, likely due to conflict; work at a young age; or lack of effective infrastructure.
- **Literate** - Those who have strong educational backgrounds in their home language. Most have completed secondary school, and some even post-secondary education.
- **Non-Latin Alphabet Literate** - Those who are highly literate in their own language; however, in written form their language does not utilize the Latin alphabet (e.g., Cyrillic, Chinese characters, Arabic, etc.). Existing knowledge of their own alphabet and language system will help in acquiring English in written form.

(Source: Cunningham Florez, Terril. *Working with Literacy-Level Adult English Language Learners.* Center for Adult English Language Acquisition, 2003.)

It is important to give special attention to the educational background of your student. Just as with those who went through our American educational system, the amount of years in the system and grade levels completed **do not** indicate how literate the student is in their home language. School systems in other countries may not be as developed as our own, and vise-versa. Some students may have entered the system at a later age, not had a strong focus on reading in their home at a younger age, or may have attended inconsistently due to conflict or poor infrastructure. Some students, however, do enter our program with strong educational backgrounds in their home country. One example is the number of South Korean students who enter our program with four or six years of higher education from their home country.

Considerations and Strategies				
	Preliterate	Non-literate	Semi-literate	Literate
Education	Little to none	Little to none	Limited; little to no secondary education	Likely completed secondary education, may have higher education up to a professional degree
Language Learning	Through use of visuals, interaction, socialization, narrative, a grounding in orality, a slow introduction to language components (e.g., grammar, syntax) when learners demonstrate readiness		Through some existing knowledge of language systems	Reading, writing, and researching resources; acquiring other languages through existing knowledge of language systems
Challenges	Navigating page, using utensils, taking standardized tests, learning from handouts and homework, accepting one's own pace of learning, learning how to be taught and how to learn		Reentering classroom setting, adapting to classroom culture	Meeting life goals in the United States with limited English, transferring educational and professional credentials
Benefits from	Hands-on, interactive activities, meaningful, communicative language, an explanation of a structured curriculum and use of homework and handouts		Building upon existing knowledge of language learning	
Strategies	Introduce grammar, alphabetics, and sight words at a comfortable pace that won't overwhelm students; use oral communication before written (but always address both)		Pair structured curricula with hands-on activities, role-plays, and dialogues	Utilize student's existing strong study and self-learning skills

(Partial Source: US Department of Education Office of Career, Technical, and Adult Education [OCTAE], English Language Learner University. *Principles of Second Language Acquisition*)

Student Summaries

Summaries are created for each student in the program and updated at least yearly. They give tutors background information on their students and information on their literacy skills. For new students, this information is gleaned from an initial intake interview, plus informal and standardized testing. Summaries should be used as a starting point for students and tutors and should not be used as definitive statements on who the students are and what the students are capable of. Below are some questions that we ask during the intake process.

Basic Information:
Where are you from? How long have you been in the United States, Greensboro, High Point? What is your first language? Do you read and write in that language? Are you a citizen? Do you want to become a citizen?

Worker Role:
Do you have a job? What is your job? If not, what do you do in your time?
What other jobs have you had in the past? In the U.S.? In your home country?
Do you want a different job now? What job would you like to have?
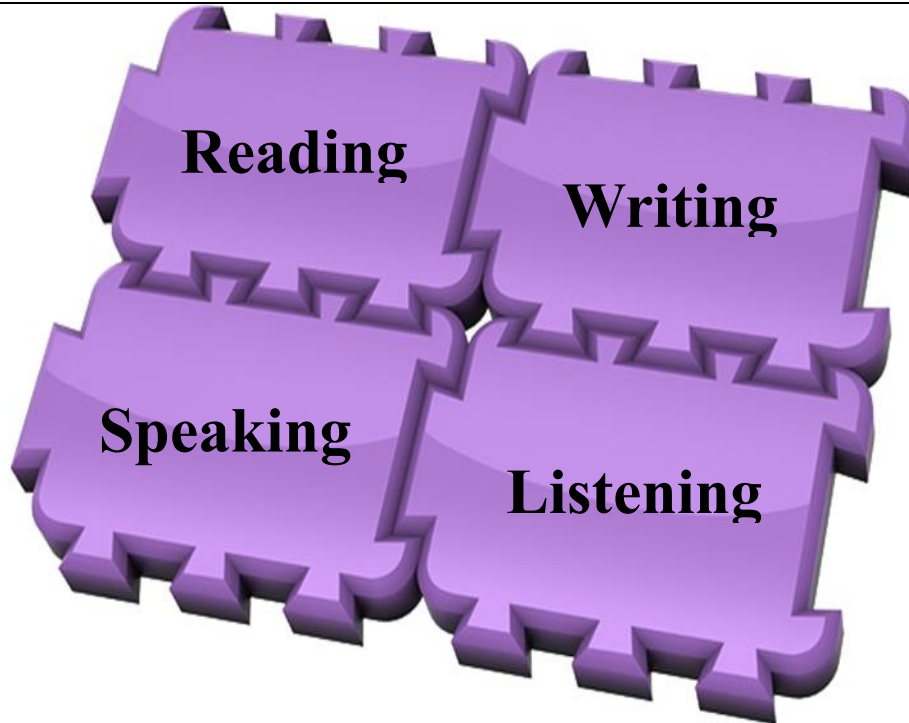What do you do when you're not working?

English/Education
How many years did you go to school?
Have you ever studied English before? How many years?
What do you read/write in English? Where do you speak/hear English on a daily basis?
What or where do you want/need to be able to read/write and speak/understand more English?

Family Role:
Do you have children? How many? Do your children speak English?
Do you have children's books at home?
Do your children like school?
Do you help your children with schoolwork? Do you want to be able to help them more?

The Four Aspects of Literacy

Reading

Writing

Speaking

Listening

According to the Workforce Investment Act (WIA) of 1998, **literacy** is defined as "the ability to read, write, and speak in English, compute and solve problems, at the levels of proficiency necessary to function on the job, in the family of the individual and in society."
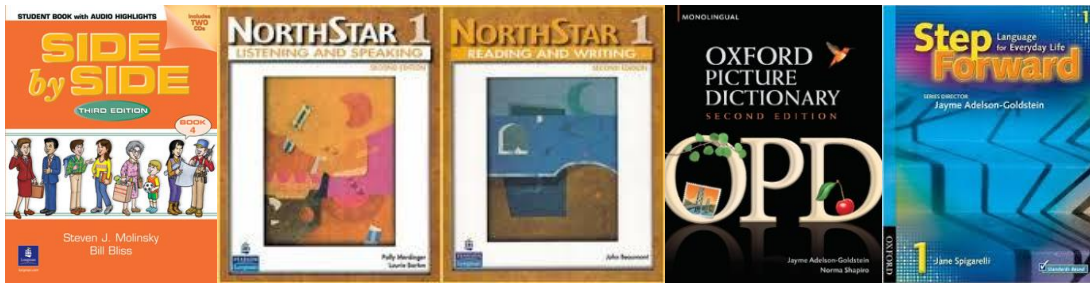
With immigrants and refugees in the United States, limited proficiency in English many times is the primary barrier to effectively participating and engaging in society. Limited English hinders learners from finding employment, entering post-secondary education, communicating with their doctor and navigating our healthcare system, finding housing or speaking to their landlord, engaging with neighbors, speaking with their children's teachers, receiving services, and navigating our financial and legal systems.

By improving your student's ability to effectively communicate in English and navigate our infrastructure that so heavily relies on proficient use of English, you will be equipping them with the tools to function in present-day American society.

Available Curricula & Resources

Curricula
Reading Connections provides tutors with research based Adult ESL materials which are level specific to student's needs and based on their English Language assessment.

Reading Connections Website
Our website has a tutor login portal that contains helpful links to websites and other resourceful documents that you may use during your tutoring, preparation, and reporting.

RC Facebook Page, Tips of the Week, Newsletter
Visit us, like and share our page on Facebook! Each week, we post helpful tips and links to websites and a mixture of other resources for you and your student(s). Also, sign up for our newsletter to receive important updates!

Resource Library
Each office location, both in Greensboro and High Point, has a collection of textbooks and other resources to share with tutors. Contact your Program Coordinator to get recommendations or to set up a meeting to find the right resource for your student's needs.

Authentic Materials
Reading materials from the real world have meaning to adult students. Reading Connections uses curricula that incorporate authentic materials. Some examples include: church bulletin, public pamphlets or flyers, information from child's school, bus route map, menus, and magazines and newspapers.

Elements of Effective Lesson Planning

Lesson Planning comes in all forms. Below are just two of the ways our tutors like to lesson plan. No matter which form you use, at least one type of lesson plan is required. You'll find that preparing all of your materials and content will make your tutoring purposeful and successful!

Student Agendas
Agendas are one type of lesson planning. The use of a session agenda can help students know what will be expected of them and what the activities for the day are. When the tutor presents the agenda at the beginning of a session, the tutor can ask the student: "How does this look to you? Would you like to add anything?" It is important that the agenda be visually appealing and not too loaded with text or explanations. You can find some examples of agendas on our website's tutor login under "Useful Documents."
Agendas can be presented in several different ways. They could be handwritten, typed or put on a dry erase board. A fun way to plan your session is to use a theme for the day that runs through all the planned activities and the four components of literacy. See the following example of an agenda that includes a theme as well as activities for the four components of literacy. (See page 10)

Lesson Plan Templates
You may access a few templates for ESOL lesson plans on our website's tutor login. See the section entitled "Useful Documents." Also included in your training manual are hard copies of these templates. We strongly suggest that you use a lesson plan for each session with your student(s) - even if it isn't from one of the provided templates. (See page 11)

SMART Goals

SMART Goals
Goal setting is an important part of staying motivated and focused. We recommend that you and your students have regular conversations about their goals and how building their literacy skills will help make achieving those goals possible. When setting goals with your students, make sure to use SMART goals.

A SMART goal is:
Specific - it's harder to hit a vague target
Measurable - progress will need to be evaluated
Achievable - realistic goals help build self-esteem
Relevant - focus on goals that are meaningful
Time-bound - a time frame helps give structure

An example of a SMART goal could be "Let's learn five new sight words from this job application this week" or "I want to learn to read all the words in my children's favorite bedtime story by the end of next month."

Conversational English Group: Agenda for Monday, March 23, 2015
Is Spring really here?

1. **Opening conversation**

2. **Two poems on Spring to read out loud with emphasis on vocabulary, fluency and intonation**

3. **Reading passage on the Spring Equinox with emphasis on vocabulary and questions for comprehension**

4. **Writing exercise: What is your favorite season and why? What is your least favorite season and why? Try to use at least three of the sentence connectors we have studied, for example: *Although it is spring, it is still cold outside.***

5. **Practice speaking on the phone: Pretend you are having a party to celebrate the Spring birthday of a family member. You want to invite some of the family member's friends, many of whom you do not know. Another class member will play the part of the friend.**

6. **Before doing this, we will discuss strategies for being understood on the phone.**

7. **Homework**

Lesson Plan   Student _____   **Date** _____

Theme: "Is Spring really here?"
_____

Materials: Handouts of two poems on spring; handouts of reading passage "Spring Equinox"

For each activity, remember to review previously learned material before introducing new learning.
Activities:

Reading	Writing
#2: poems on spring: read out loud with focus on vocabulary, fluency and intonation (20 minutes) **#3:** "The Spring Equinox" passage: read silently, mark vocabulary you don't know, go over it, answer questions for comprehension (30-45 minutes) Goal:	**#4:** review of how to connect sentences with examples followed by writing exercise answering "What is your favorite season and least favorite season and why" and using at least three connectors (20-30 minutes) Goal:
Speaking	**Listening**
#1: Opening conversation (minimum feedback/corrections given) (10-15 minutes) **#5:** practice phone conversation to invite friends to a spring birthday party with focus on understanding and being understood on the phone (20-25 minutes) Goal:	Listening comprehension will be necessary throughout the session and when students are unsure of directions, vocabulary, idioms or conversational speech, they will be expected to ask questions or make statements such as: "I did not understand what you just said." Goal:

Explicit Instruction

Adults respond best to instruction that is direct and explicit. That means that they know why a given lesson is relevant to their goals and that they receive sufficient support as they're learning the new skill. There are four steps to explicit instruction.

Step 1: EXPLANATION
_____
_____

Step 2: MODELING
_____
_____

Step 3: GUIDED PRACTICE
_____
_____

Step 4: APPLICATION
_____
_____

Gentle Corrections
Be positive, stay supportive and be encouraging. Help students know they have made a mistake by gently correcting them. Below are a few examples you can use.
- *That's close.*
- *Good try.*
- *I can understand why you said that.*

After these statements you can have the student try again, or you should give further instruction if it's needed.

Effective Feedback
Delivering feedback is an art that can take lots of practice over time. Here are a few more suggestions:
- Give direct feedback after you are certain that the student trusts you.
- Ground your feedback in what you have heard or observed with a focus on the behavior, not the person.
- Keep critical feedback to one or two key points.
- Remember that the feedback you give is a part of your teaching that helps the student learn.
- Immediate feedback is the most useful.

Sources: Aguilar, 2013; Oxford Learning Institute, University of Oxford)
Aguilar, E. (2013). *The art of coaching*. Hobaken, NJ:Jossey-Bass

Oxford Learning Institute, University of Oxford. *Guidelines for giving and receiving feedback*. Retrieved from: http://www.learning.ox.ac.uk/

"Back Up" Activities

Don't be surprised if from time to time your lesson plans don't go exactly as planned. Your students might surprise you and complete an activity much more quickly than you anticipated, or they might struggle with something more than you expected causing you to scratch the activity for the time being. In those circumstances, it's always helpful to have a "back up" plan to turn to. Keep a few activities in reserve that you can pull out at a moment's notice. Here are just a few suggestions:

- Crossword puzzles
- Word games
- Newspaper articles
- Pictures to use for writing or conversation prompts

What Happens in Every Good Lesson?

1. **Follow the sequence in the Curriculum**
2. **Review strategies and activities from the last lesson before teaching new material (revisit areas in which the student is still struggling before moving on)**
3. **Pick at least one activity for each aspect of literacy (*Reading, Writing, Speaking Listening)***
4. **Switch activities every 20 minutes or so**
5. **Don't assign homework unless you know the student can do the activity**
6. **Use explicit instruction**
7. **Use gentle corrections**
8. **Give effective feedback**
9. **Always have 'back up' activities**
10. **Have fun!**