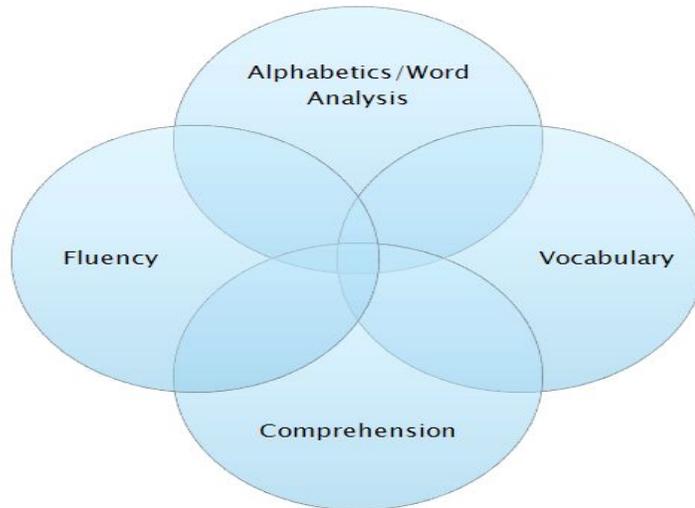


Session II: ESOL Training

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Reading



Alphabetics/Word Analysis

- Process readers use to identify words
- Inclusion of:
 - Phonemic awareness, word analysis, and sight word recognition
 - Phonics/Phonetics
 - Prefixes & Suffixes

Fluency

- Ease and comfort in reading
- Inclusion of:
 - Prosody -- “music” of reading
 - Rhythm – reading in phrases
 - Inflection – reading with expression
 - Natural flow – appropriate speed
 - Appropriate pauses – responding to punctuation
 - Reading should mimic conversation

Vocabulary

- Words a reader knows and understands
- Inclusion of:
 - Comprehension of written and spoken words
- Helpful vocabulary concepts:
 - Synonyms and antonyms
 - Context clues
 - Practical idioms, adages, and proverbs

Comprehension

- Process of understanding text
- Connection of text to what is already known about self, the world and other texts
- Recognition of what is not understood and knowledge of what to do in that event
- Use of context clues

Teaching Steps / Strategies for Reading

Here are some teaching strategies to use to augment your student's ability to work with the four components of reading:

BEFORE

With the learners, examine and discuss the title, table of contents, subtitles, pictures, captions, excerpts, or any other material that previews the text.

Ask questions that elicit the learners' previous experiences and background knowledge about the topic. *Where do you go shopping? Do your children get sick sometimes?*

The purpose of pre-reading is to orient learners to the topic of the reading and tap into their background knowledge about the topic. The pre-reading conversation also allows you to assess how much the learners know about the topic, vocabulary, etc.

DURING

1. Listening

Especially for beginners, it can be helpful to *hear* the story first, while following along. Read the passage and indicate that learners are to listen and follow along silently. Read slowly and clearly. Repeat as many times as needed. Ask learners if they would like you to read again. On the second (or third) time through, ask learners to circle words or phrases that they don't understand.

- Do pre-reading activities
- Tutor reads/learners listen (repeat as needed)
- Check learner comprehension/highlight key or new vocabulary
- Tutor reads/learners repeat (repeat as needed)
- Take turns reading (various formats possible)
- Focus on post-reading comprehension activities

2. Comprehending

Be prepared to ask comprehension questions, beginning with recalling facts. Gradually move to questions that require more critical thinking skills. Do learners have a general understanding of the meaning of the passage? Are there any more words that are not understood? Read back through the text again so that learners can see the new vocabulary in context, building on context clues.

3. Practicing Fluency: "Please repeat after me" (echo reading and paired reading)

Divide the reading into short segments. One or two sentences at a time may be enough. Read and ask learners to repeat as a group. It is OK to ask learners if they would like to do it again. Express that this is a chance to practice pronunciation. Take note of issues in pronunciation that can be addressed later. *Once learners have repeated lines after the tutor and are somewhat familiar with the rhythm of the text, the entire group can try reading together, out loud (paired reading).*

4. Taking turns

Each learner reads a section of the text.

5. Reading entire selection

Ask if anyone would like to read the entire selection. Ask those learners who are more comfortable directly. Once they start it is likely that other learners in the group will want to try.

AFTER

Follow-up with a more extensive discussion of comprehension questions. Use questions that go beyond basic factual comprehension and require learners to evaluate, infer, and predict. **Ask questions that help learners relate the topic back to their personal experience.** Another useful follow-up is to ask learners to retell or summarize the story in their own words (this may be facilitated using picture prompts). *Beginners may need to be provided keywords or phrases to guide them.*

Additional activities may include vocabulary, grammar and writing exercises. One example:

- **Cloze reading activities** are essentially fill-in-the-blank activities based on familiar texts. As a follow-up to a reading, a cloze form of the text can be a great way to test comprehension and push learners to synthesize their understanding of the reading with the text in front of them. Depending on the aim of the activity and the desired difficulty, tutors can remove certain features (all adjectives, articles, adverbs, etc.) or simply every nth word. A key or bank of missing words can be provided or not. A tool to help create such an activity can be found at <http://l.georges.online.fr/tools/cloze.html>. See the *Follow-up* activities in the *Dialogue and Role-Plays* section for other ideas.

Writing

The components of writing will differ based on the student's level of proficiency determined during their initial intake appointments. A beginning student might need to first understand the writing of letters and numbers, basic personal information words, using simple punctuation, copying words or phrases related to daily life, and composing lists such as a shopping list. Activities might then progress from writing single words to phrases and sentences that could describe a picture. A final step could include the writing of a simple paragraph that tells the story of a picture. A very helpful resource for the skills of writing from beginning levels through advanced levels can be found at <http://www.dllr.state.md.us/gedmed/cs/eslcskill.pdf>

For intermediate and advanced students, the five steps to writing are: pre-writing, organizing, writing, editing and rewriting (<http://busyteacher.org/11878-help-learners-through-writing-13-strategies.html>).

1. **Prewriting**

- Ask questions to help elicit vocabulary or grammatical structures.
- Create a word bank that relates to the topic.
- For some students with lower language proficiencies: Ask them to draw pictures of their ideas.
- Use graphic organizers to help your students organize their ideas. You might want to do one first.
- When appropriate, be sure your students have done some preliminary research about their topic on the internet, in books or through interviews.

2. **Organizing**

- Topic sentences: Ask your student to choose one of the ideas generated in the prewriting step and then write one sentence that introduces the topic to the reader. Then have her or him list information to include about that topic under the topic sentence.
- Try another graphic organizer to help students put their ideas into place. Using something like a flowchart or bullet point lists, they will follow these ideas when it is time to write.
- Ask students leading or open ended questions about their topic to help them think more before they begin to write.

3. **Writing a draft**

- Use a fill in the blank template for topic, thesis, and transitional sentences as they write their first draft. Give students help with the grammar and organization as they supply the content.
- Encourage students to use the graphic organizers and templates they completed in the organization step.

4. **Editing**

- Ask students to look for any revisions, deletions or additions to make and ask them to pay attention to elements such as topic sentences, paragraph coherence, introductions and conclusions.
- Try peer editing which can be very helpful for ESOL students at this stage. Pair students and ask them to give each other feedback on any problems with meaning or vocabulary as well as any confusions in organization.

5. **Rewriting**

- Encourage students to use dictionaries to check for spelling and word meanings.
- If your students are relying primarily on simple sentences, try introducing sentence combining through the use of various clauses.

Here are two additional activities for teaching and incorporating writing into your tutoring session:

- **Dictation**
 - A tutor reads aloud and a learner transcribes what she or he hears
 - A great way for learners to associate the sounds of oral language with the symbols of written language
 - Can also lead to conversation about punctuation, capitalization, and other basic mechanics
- **Journaling**
 - Use journal entries as a way to see what your student's instructional needs are (punctuation, tense, spelling, grammar, etc)
 - Do not correct the journal, instead make a lesson on what you see needs to be worked on.

Speaking

Spoken English is a vital part of literacy for our ESOL students. They want others to understand them and they want the confidence to converse with friends, present or future employers, coworkers, teachers of their children, physicians and many others in their community.

The Big Picture: Intelligibility

How easily can your student be understood?

- A primary goal for students is to be easily understood in English.
- Components of intelligibility are: pronunciation, rate of speech, volume of speech and intonation. Contrary to popular belief, the primary difficulty is frequently not due to errors in English pronunciation and grammar, but to other aspects of intelligibility.
- First **listen** to your student speak and read and ask yourself the questions: What stands out? and What makes my student difficult to understand?
- It could be very helpful to rate your student's level of intelligibility. You could create your own scale or use one that has already been developed such as the "Speech Intelligibility Index Evaluation of Student Communicability" (Morley, 1991) that includes six levels ranging from a "1" for unintelligible speech to a "3" for reasonably intelligible speech to a "6" for "near-native" speech. The scale could be used as a measure of the student's progress over time; you and your student could compare the initial rating before tutoring with subsequent ratings during tutoring.

Components of Intelligibility

1a. Pronunciation: first understand the reason for the difficulty.

- There are differences in the sound systems between English and other languages. So first find this information from links such as <http://aboutworldlanguages.com/> and then explain to your student what some of these differences are.
- By sharing some examples of these differences, you will help the student understand that it is perfectly natural that he or she would not be able to pronounce some of the English vowels and consonants.
- For example, there are 14-16 vowel sounds in English and five in Spanish plus a few diphthongs.. There is no short i in Spanish so the student will most likely say "heat" for "hit," thereby confusing the listener. There are some different consonants in Spanish and English, for example, in Latin American Spanish there is no th and no v. The student might say "sin" for "thin" and "best" for "vest."
- Spelling in English can be an obstacle to pronunciation. Spelling is frequently not phonetic, meaning that English letters can be used to spell several different sounds. For example, look at the letters ou in the words "you," "young," "bought" and "bough." Many ESOL students would not know to pronounce these four words differently.

- With Spanish as an example again: Spanish spelling is phonetic, meaning that every letter represents one sound. If you hear a word, you know how to spell it. If you see a word to read, you know how to pronounce it. Not so in English!
- Start thinking of words in terms of sounds when identifying pronunciation errors. So, rather than saying “My student has difficulty with the letter A,” you might say: “My student has difficulty with the short vowel in the word cat.”
- Different pronunciation and grammatical/word order rules from the student’s native language can affect the meaning of what a student wants to say. For example, if a student omits word endings in English on regular past tense verbs (such as talked or wanted), on the possessive form of nouns (such as my child’s teacher) and the third person singular form of verbs (such as the car stops), the listener might not follow what the student is trying to say. An excellent resource for different levels of grammar skills in ESOL students is <http://www.dllr.state.md.us/gedmed/cs/eslcskill.pdf>

1b. Pronunciation: What you can do to help

- First help your student learn to hear the differences between sounds and between words (auditory discrimination) before you ever expect her or him to say them. This first step is very important and does not require the student to say anything!
- There are some very good resources in the RC library and on the website to help you with this activity. Basically you will be asking students to indicate if two words sound the same or different, for example, “hit” and “heat” or “best” and “vest” or “jump” and “dump.” Notice that these word pairs are identical with the exception of one sound.
- After these listening exercises, see if your student can imitate your production of a sound in a word before you go into a lengthy explanation of how to make the sound.
- If necessary, explain how the sound is made by place (for example, teeth on lips for /v/), by manner (for example, continuous airflow for /v/ as in “vest”) or by voicing (for example, /v/ is voiced while /f/ is voiceless). Again, there are resources to help you with these explanations if needed.

2. Rate and volume: What you can do to help

- First, help your student learn to hear the difference between various rates and volumes.
- Then, see if your student can imitate you producing different rates and volumes. At this stage there is not a “correct” or “normal” production.
- Exercises and activities: First you might construct a written scale for rate or volume. For example, a scale for rate might be from 1 to 5 with 1 being “extremely slow like a snail,” 2 being “slower than is appropriate for the situation,” 3 being “appropriate rate for the situation,” 4 being “faster than is appropriate,” and 5 being “so fast that speech is unintelligible.” Include graphics whenever

possible, e.g., a picture of a snail could go under #1 and a picture of a cheetah under #5.

Your scale for volume could also be a five point scale with 1 being “extremely soft, almost inaudible” and 5 being “so loud that the voice is irritating and distracting.”

Using these graphic scales, you can speak or read a sentence at one of the rates or volumes and ask your student to identify which one you used. In addition, you and your student could listen to speakers on the radio or on a video and try to identify which rate or volume they were using.

The next step is for your student to speak or read a sentence and you identify which rate or volume he or she is using. Finally you and your student would need to identify the rate or volume appropriate to specific situations and then use that as a goal, keeping in mind that we all use different rates and volumes according to the context of the speaking or reading event.

You can increase the difficulty of these tasks and move to picture descriptions, role-plays, reading passages, conversations. You and the student would choose what rate or volume to use on the scale.

3a. Intonation: What is it?

- It’s an umbrella term for the musicality of a language that includes pitch and stress.
- Pitch includes tones from high to low. Inflection is rising or falling pitch, e.g., inflection rises when we ask questions in English.
- Stress has to do with the emphasis we put on syllables or words to denote meaning, e.g., the noun “**progress**” versus the verb “**progress**.”

3b. Intonation: What you can do to help

- Use exercises to help the student hear the difference first between nouns and verbs that are spelled the same but have different stress points as in the example above. Then move to having the student produce the words and you point to the one you heard.
- Try exercises next using compound words versus descriptive phrases, e.g., “blackbird” versus “black bird” or “darkroom” versus “dark room.” These words and phrases can be fun to think of!
- Next move to single sentences, e.g., “I love to eat popcorn at the movies.” Ask the student a series of questions that are designed to elicit different stress points such as: “What do you love to eat?” or “You love to eat it where?” or “Who loves to do this?”
- Reading passages paragraph by paragraph can be another excellent way to practice intonation. For the first paragraph, you and the student can decide

together what words need to be stressed; the student can underline these words and then listen to you read the paragraph. Then it's the student's turn.

Summary: Putting It Altogether

- Remember that the big picture is intelligibility.
- Every few sessions listen to your student and ask yourself: What stands out? What makes him or her difficult to understand?
- Always include functional activities in your agenda for the day, e.g., a conversation about the past or future weekend, a role play about a meeting at a child's school or about a doctor's appointment.
- Always ask your student what he or she would like to work on next in terms of speaking English.

A final note: *If you suspect that your student might be having the same difficulties in his or her native language or if the student is having a great deal of difficulty progressing, he or she may need to be referred to a speech-language pathologist for a speech-language evaluation or to an audiologist for a hearing evaluation.*

Sources/Resources

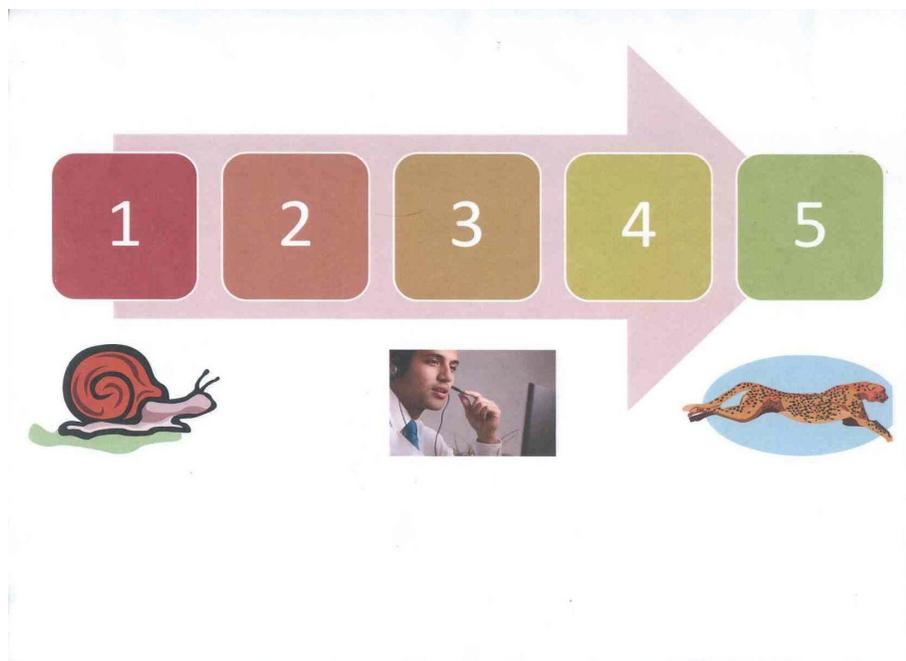
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Conversational Strategies

Many of our ESOL students feel very insecure and hesitant about using English in other settings outside of the tutoring session (just as we would if we were in a new country with a different language!). So, it can be very helpful to “brainstorm” with your students about what they can do when they don't understand a speaker, what they can do when

they are not understood by someone else and what they can do to initiate a new conversation or an ongoing one. During the brainstorming, ask them to write these strategies down so that they can remember to use them in a role play.

Before a functional role play, tell the student or students that you want each of them to use the strategies at least three times and to give themselves a star or make a slash mark on their paper each time they use a strategy. A group role play might mimic an actual situation like a parent-teacher meeting or a phone call with a doctor's office. You could intentionally talk too fast or with a soft volume or you could tell the student that you did not understand him or her. In the middle of the role play, it can be helpful to call a "time-out" and discuss what just happened and how the student felt. Of course it is very important to praise any effort as well as any improvements you notice.



EXAMPLE OF A SCALE FOR RATE

- 1= extremely slow like a snail**
- 2= slower than is appropriate for the situation**
- 3= appropriate rate for the situation**
- 4= faster than is appropriate**
- 5= so fast that speech is unintelligible**

Listening

Listening involves comprehension of what is heard and can be demonstrated either non-verbally or verbally. Expectations for listening comprehension will vary considerably according to the skill level of your student.

Here are some selected examples of ESOL standards by the skill of listening: from the Maryland Department of Labor.

(Source: <http://www.dllr.state.md.us/gedmd/cs/eslcstoc.pdf>)

Beginning Literacy:

- Follows simple one step directions
- Responds to simple requests for repetition
- Recognizes/responds to basic survival vocabulary, greetings, polite expressions

Low Beginning:

- Responds to simple questions/statements/greetings in familiar contexts
- Follows one step directions in a familiar context to complete a simple task

High Beginning:

- Recognizes/responds to alternative forms of basic questions in familiar contexts
- Follows simple multi-step directions and instructions
- Listens for key vocabulary words in specific conversations

Low Intermediate:

- Responds to simple social conversation in familiar contexts
- Follows simple two-step directions and instructions with some detail
- Uses context clues to get main ideas and to identify details
- Responds to statements, questions and commands using some expanded vocabulary

High Intermediate:

- Follows multi-step directions to a specific location or on how to do something
- Understands more complex structures
- Recognizes/responds to some common idioms
- Responds to requests for clarification and elaboration

Advanced:

- Responds to topics beyond immediate survival needs (e.g., news and events in the workplace or community)
- Recognizes/responds to conversational openers/closures and polite expressions as used by native speakers (e.g., “I have to get going...” or “I’d rather not...”)
- Recognizes/responds to idiomatic expressions in familiar situations
- Identifies details in a description
- Follows detailed multi-step directions and instructions in familiar situation

Question Hierarchy Method

A question hierarchy is a systematic progression of questions that allows learners to participate using various amounts of English. This technique can be used with objects, pictures, stories, dialogs, and just about anything else used in lessons. Questions are

used to test comprehension as well as to initiate conversation. Question hierarchies can help to informally assess the learner's level of English, both in the first meeting and periodically over time.

This method relies on following a hierarchy as you practice specific learning points and as you lead your learner into conversation. Begin with the simplest *yes/no* questions and work up the hierarchy as far as a learner's abilities allow. These questions **move from the simple and concrete to the more complex and abstract or speculative**. They also can move from the general to the personal.

Remember to give learners adequate time to respond to a question - it may take a few moments for them to comprehend the question and a few more to retrieve an answer. **Some questions a tutor might ask about the following picture using a question hierarchy:**

Yes/ No Questions:

Is this a woman?

Is this corn?

Is this a lake?

Either/Or Questions:

Is this woman working or relaxing?

Is she wearing pants or a dress?

Is the sky clear or cloudy?

Is she standing or sitting?

Fact-based Wh- Questions:

What color is her dress?

What is she doing?

Where is she?

What time of day is it?



Open-ended Questions:

These require some conversational ability. They may look like *Wh-* questions (who, what, when, where, why), but they differ in the degree of speculative thinking required. Whereas the simpler *Wh-* questions remain on the level of factual reporting about the picture, the open-ended questions leave room for personal opinions.

Examples include:

Why is she hitting the rice?

Do you think her job is difficult?

How many hours do you think she works a day?

How did she get to work?

What will she do when she gets home?

Personal Questions:

After “warming up” their English on the more impersonal questions, the learner may be ready to proceed to sharing personal experience and discussing the ways in which they can personally put the picture in context. For example:

Is rice grown in your country?

Have you ever done this type of work?

How do you feel about working long shifts?

Tell me about farming in your home country.

Do you think she is paid fairly?

There is an art to this technique. Carefully frame your question, but be flexible enough to accept an unexpected response! To lead to conversation, use open-ended questions that allow the learners to express their opinions and experience. With all learners, at all levels, questions can stimulate creative use of language. Encourage learners, from the very beginning, to ask questions as well as answer them. Do not consistently assume the role of questioner. Outside of the classroom, it is the learners who will have to formulate questions to get the information they need.

Supplemental Activities

The following activities you might find helpful as you think about integrating the four components of literacy in the classroom.

Activities by Level

Handwriting worksheets	Beginning Lit
Documents and forms	Level-appropriate forms
Grids	Beginning
Cloze	Beginning- Low Intermediate
Journals	High Intermediate - Advanced
Emails	High Intermediate - Advanced
Notes and letters	High Intermediate - Advanced
Language Experience Approach	All levels
Role-Plays	All levels
Dialogue	All levels
Total Physical Response	Beginning Lit – High Beginning

Language Experience Approach

Language Experience Approach stories are an excellent method that allows your student to tell a story while you write it down **word-for-word**. The student can learn a variety of skills from their own words while editing and revising their story.

This is not a grammar drill. Learners come up with a story in their own words. It is important that the tutor write the story using the language of the learners even if that

language contains grammatical errors. The purpose of the LEA is to provide a familiar text with which learners will practice reading and, later, writing. It is also to show learners the connection between spoken and written language. Follow-up exercises may contain opportunities to go back and correct grammatical errors, or the tutor may make a note of grammatical problems and create completely separate lessons to address those issues at a later time.

There is empowerment in being able to see one's words in print, and many low-literacy and beginning reader learners find that reading their LEA stories is easier than reading unfamiliar texts. This gives them confidence in their developing ability to read.

Possible prompts for LEA stories include pictures, photographs, objects, or topic sentences. When using the LEA with a group of learners, prompts must be familiar to all learners. It may be necessary to *create* a shared experience through taking a field trip, watching a video, or by asking a learner to demonstrate a skill.

Tips for using LEA stories:

- Think of a topic that is related to your student's life.
- Have the student brainstorm a word bank to use in the writing. This could be phrases or words. They don't have to use all the words in their writing. These words serve as a springboard for ideas.
- Depending on the level of the student they can either dictate the story for you to write, or write it themselves.
- Make several photocopies of the story so it can be used in different ways.

The following list has just a few examples of the activities you can have your student do after creating an LEA story.

- Circle the vowels.
- Underline the nouns.
- Review verb tense.
- Substitute pronouns for some of the proper nouns.
- Write the contractions and what they stand for.
- Choose words to learn to spell.
- Reread for fluency.
- Rewrite the story adding more descriptive words and/or time order words.
- Review capitalization and punctuation.

Use the picture below. Have a conversation about the prompt first, using the question hierarchy method. Say to learners, "Tell me about this picture." Don't be thrown off by lack of a response. Learners often find this task daunting, especially if they're new to English.



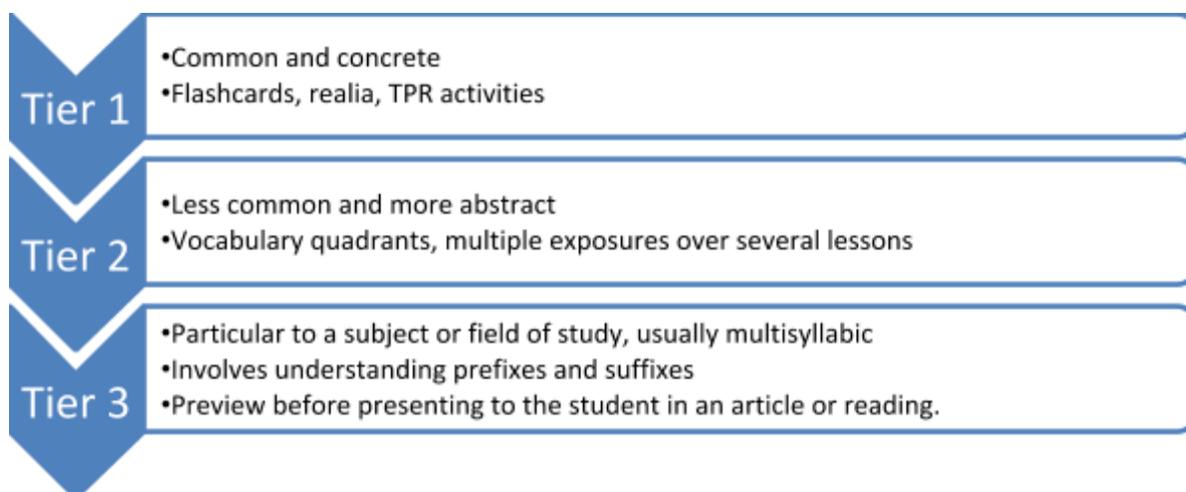
Lower levels may only come up with three to four sentences. Remember, the point of the exercise is to use the learners' own words, not to correct grammar. A low-level story from this photograph might look like:

Some possible topics for LEA stories:

When I get up in the morning
In my free time I like to
One day I hope to
My favorite boss
My favorite holiday

I would like to travel to
My favorite pets
My favorite sport/team
My favorite TV show
My family

Teaching Vocabulary



Tier 1 vocabulary includes common, concrete words. These are words that we use on a regular basis and that can be shown easily with objects, pictures, or drawings. Beginning ESOL students will require instruction in Tier 1 vocabulary.

1. Name the object (use realia, flashcards, pictures)

- Name the object and learners listen
- Name the object and learners repeat

2. Check for comprehension (use a question hierarchy)

- Yes/no questions: *Is this a _____?*
- Either/or questions: *Is this a _____ or a _____?*
- Total physical response (TPR):
 - o *Give me the _____.*
 - o *Point to the _____.*
- What questions: *What is this?*

- Name the object
- Check for comprehension
- Show the word in written form
- Use follow-up exercises

3. Do a literacy exercise

- Show what the word looks like in written form (flashcard or on board).
- Learners match picture to written word.

4. Follow-up options

- Learners match pictures (or objects) with written words (for example, a 'concentration' game).
- Tutor makes series of simple sentences with the new words:
 - o *I like bananas.*
- Learners make sentences and write them down, or complete simple fill-in-the-blank exercises.
 - o *I like _____ (bananas, apples).*
- Use the new vocabulary to do a grid exercise.
- Use the new vocabulary to stimulate a language experience approach (LEA) exercise.

This process is the key to establishing listening skills, relaxing learners and preparing them to talk. Skipping steps often makes retention more difficult and inhibits willingness to participate. This format has the potential to incorporate all four learning skills: listening, speaking, reading and writing.

What about the words that aren't simple and concrete? Often, these words are not as common in oral language, and can't be as easily illustrated. We often call these words **Tier 2 Vocabulary**.

What do you do when you encounter a new word, or a word whose meaning is unfamiliar or difficult? You might look up words in the dictionary, use context clues, and look at affixes. Our learners often need to learn these techniques that work well and then practice using them. Regardless of how a word is initially learned, though, in order for it to stick there need to be multiple exposures: this word should show up over and over in lessons, in different ways, until it becomes meaningful.

There are a lot of good techniques out there for introducing vocabulary. One that is popular with many students is creating vocabulary quadrants. A sheet of paper is divided into four sections. The vocabulary word is written in the upper left quadrant. The definition provided by the teacher is written in the upper right quadrant.

Vocabulary Word rehearse	Meaning practice prepare go over
Examples wedding graduation ceremony a play music	Opposites “wing it” ad lib improvise

Through discussion of the meaning, learner and tutor write examples of contexts in which the word fits and these are recorded in the lower left quadrant. Finally, when applicable, antonyms are discussed and recorded in the lower right quadrant. Other categories to use include “associations” or “synonyms.”

Tier 3 Vocabulary only represent a small proportion of text but help students expand their vocabulary.

- Multisyllabic words (e.g. prehistoric)

- Words that are particular to a certain field or subject but don't have common definitions outside of those areas (e.g. telephoto)
- Words with roots (e.g. transcontinental)
- Words with prefixes and suffixes (e.g. preset and undone)

Total Physical Response (TPR)

TPR involves learners in situational language use by asking them to react to language. The method begins with learners watching and listening, and not reacting to language. For this reason, it is particularly effective with lower level learners who may not be as confident with language production. TPR activities, when done well, allow learners to show that they comprehend language in its larger context, without overly focusing on grammar. TPR relies heavily, like most methods used in language learning, on a consistent structure. Refer to this short curriculum for a more thorough review: <http://www.springinstitute.org/Files/tpr4.pdf>.

1. Tutor demonstrates and gives commands while learners listen. At this point learners only watch. They do not mimic the tutor.
 - *Example:* "Point to the door."
Tutor points to door while saying "Point to the door." Learners watch.
 2. Tutor and learners perform actions together while tutor gives commands. At this point learners mimic the tutor's actions without repeating the command.
 - *Example:* "Point to the door."
Tutor gives command and points to the door along with learners.
 3. Tutor gives commands without performing actions. Learners follow tutor's commands by performing the actions.
 - *Example:* "Point to the door."
Learners point to the door.
 4. Tutor gives commands in mixed up and recombined orders. Learners follow commands.
 - *Example:* The tutor might say, "Point to the door." Then the tutor says, "Point to the book."
1. Learners and tutor give (and perform) commands together, simultaneously.
 2. Learners give commands to tutor and to each other.

Grids

Grids are a useful tool with which to present a lot of information in a meaningful way. The information in the grid is relevant to the learner (about and/or supplied by) and is immediately accessible in the form of pictures, symbols, single words, or short phrases. Relationships and grammatical structures are presented visually.

Grids work well with pre-literate learners, since minimal literacy is required. Grids are also a helpful “bridge” to conversation for those “book-dependent” learners who tend to want to have everything written down. They work well as a catalyst to conversation for advanced learners as well; when information is visually available it is often easier to think of conversation topics. With all levels of learners, a simple grid on day one is a great way to visually organize names, countries, languages, jobs, and the other information that helps tutors and learners begin to get to know each other.

Name	Pizza	Tea	Coffee
Maria	Yes	No	Yes
Ytik	Yes	Yes	No
Soo	No	Yes	Yes

With the above grid, the tutor would ask each learner, *Do you like pizza?* After completing a column and recording responses, each learner would be asked, *Do you like tea?* For a very beginning group, pictures of the items could be substituted for words across the top row. Grids may also be used to ask more complex or diverse questions. For example: *Where do you work? When do you start work? When do you finish work? What is your dream job?* These questions would be written in five columns across the top of the grid.

Name	Job	Start	Finish	Dream Job
Helen	nurse	7:00 pm	7:00 am	nurse
David	landscaper	7:30 am	6:00 pm	truck driver
Alain	meat cutter	6:30 am	2:30 pm	teacher

Procedure:

1. Introduce and contextualize the topic with a picture, object, discussion, etc.

2. Draw the grid on the board or a piece of flipchart paper. While white boards are more versatile, paper has the advantage of being easily saved for follow-up activities in future classes.
3. Elicit information from the learners to fill in the grid. One option is for the tutor to be the questioner. Another is to have learners ask each other the necessary questions to fill out the grid (round robin style), or have one strong learner play the role of the questioner. This gives learners practice with asking questions.... but you must make sure learners have been prepared for this task or that they already have the requisite skills. With certain low-level groups, it is more appropriate for the tutor to ask the questions because it is hard enough for the learners to just provide answers.
4. Model the material by making a statement while pointing to the appropriate squares on the grid. Give several examples.
5. Once the information has been elicited, recorded, and modeled, try a variety of listening and speaking activities (examples below).
6. Follow up with literacy activities (examples below). Follow-up exercises can also be done during subsequent lessons.

Listening and Speaking Activities:

- Give learners lots of listening practice, if necessary, before having them speak. For example, the learner can point to a square on the grid and the tutor can provide a sentence that describes that square. Repeat as necessary. Next, the tutor makes a statement suggested by the grid (*Yacine doesn't like pizza*) and the learner points to the appropriate square in the grid. At this stage the tutor may decide to focus on listening activities and not demand that learners speak.
- Give a series of statements based on the grid and have the learners tell you if they are *True* or *False*. For example, *Alain is a meat cutter*.
- When learners are comfortable with the material, have them practice speaking. Point to squares on the grid, give the statement suggested, and have learners repeat. Or, point to the squares and have learners come up with the appropriate statement.
- Learners can practice asking and answering various types of questions:
 - Yes/No Questions: *Do you like coffee? Does David start work at 9:00 am?*
 - Either/Or Questions: *Does Maria like coffee or tea? Who wants to be a teacher, Alain or Helen?*
 - Wh- and Complex Questions: *Who doesn't like coffee? What does Maria like? How many people work more than ten hours a day? Who works inside? Who works outside?*

- Let the conversation flow naturally from the information presented in the grid.
Can you get pizza in Guatemala? What do you put in your tea? Do you drink coffee in the morning or at night? How many cups a day? Why do you want to be a truck driver? Are your hours the same every week, or do they change? How did you find your current job? Do you speak English at work?

Literacy Activities:

- Learners can practice sight word recognition by matching written words on index cards to pictures/symbols on the grid.
- Have learners combine parts of sentences on strips to describe information in the grid.
- Provide a cloze (fill-in-the-blank) exercise.
- Learners can write their own sentences or paragraphs based on the information in the grid.
- Many of the oral activities can become writing exercises. For example, have learners respond to written true and false statements or answer written questions.

Dialogues

Dialogues and role-plays are two types of activities that help English learners develop their conversation skills, including speaking, listening, and pronunciation.

Dialogues:

1. Prep learners for the topic of the dialogue. Set the stage with simple questions that relate the topic to their life experience and/or by showing a picture that demonstrates the context. “We’re going to listen to a dialogue between this woman and her doctor.” *Point to the people in a picture.* “Do you go to the doctor sometimes?” “Is it difficult to communicate at the clinic?”
2. Model the dialogue while the learners listen. This could be done by performing the dialogue in front of learners with a fellow tutor, or by pointing to the characters in a picture as you say their lines to indicate that two people are speaking. Drawing stick figures on the board and pointing to each one as you say their lines also works. Using a simple ‘costume’ to indicate when you are one character and when you are the other is another option.

*Variation: Depending on the level of the learners and the difficulty of the dialog, tutor may want to try modeling the dialogue **before giving the learners the text to read.** Follow with a comprehension check, and then hand out the written text. Listening to a dialogue is different than reading a dialogue or listening/reading at the same time.*

3. Ask comprehension questions to check for understanding. Ask *who, what, where and when* questions. Focus on comprehension of the ‘facts’.
4. Make sure learners understand key vocabulary and phrases. After asking general comprehension questions, go through the dialogue, line by line, asking learners if they have questions about any words or phrases. The tutor can ask other learners in the group to explain new vocabulary in the shared native language if necessary. After explaining new vocabulary, read back through the dialogue one more time so that learners can ‘put it all together’.
5. Now tutor reads with learners. Learners read the other in unison
6. Next, tutor and learners switch roles.
7. Divide the group in half. Group A takes one role, Group B the other, then switch roles and repeat.
8. Finally, break the group into pairs and have them practice the dialogue. Circulate among the learners to see if they need support.
9. Ask if there is a learner willing to read the dialogue with the tutor in front of the group. Try this with two or three individuals if possible. Additionally, a pair of learners may be willing to read in front of the group.
- 10. Follow-up: Here are some good next day activities...**

- Answer comprehension questions in writing. This gives learners another opportunity to express comprehension beyond the initial oral check.
- Sentence strips: Print one part of the dialogue on blue paper and the other part on orange paper. Present them to learners in a mixed-up fashion. Learners then put the dialogue in order and practice re-reading it for several minutes in pairs.
- Cloze Activity: Erase certain words in the dialogue to create a cloze activity where learners must fill in the blanks with the appropriate missing words. The more blanks created the harder the cloze activity. The tutor may want to provide a word list with the cloze activity to prompt learners with the possible missing words. Tutor can also emphasize listening skills using a cloze activity by reading the dialogue out loud and having learners fill in the blanks as they hear the words.
- Dictation: Dictate the dialogue to the learners if they're fairly familiar with the words (writing practice). Also, learners can attempt to recreate the dialogue by dictating it to the tutor as the tutor writes it on the board. By seeing it written on the board, learners may be able to catch any mistakes they make in speaking.
- Erase the Dialogue: If it's short, the tutor can write the dialogue on the board and, as the learners practice and repeat the dialogue, erase words randomly until only a few key words remain. This is a good method for getting learners very familiar with short exchanges. This involves a lot of repetition and a degree of memorization.
- Write a dialogue: Have learners write a dialogue for a similar scenario. Give them a topic or a picture as a prompt. Have them work in pairs or groups. This is a good follow-up after they've done considerable practice with models of similar dialogues. They may be willing to 'perform' their written dialogue in front of the group.

Role-plays

Role-plays are essentially conversations that are created by learners and provide less-structured ways of practicing material before the learner moves out of the classroom and tries the new language in the real world.

True role-plays (as described below) may be most appropriate for learners at a high beginning level or above. For lower-level learners role-plays may be best done as a follow-up after considerable practice with dialogs of similar scenarios. See variation for beginners below.

1. Give learners roles in a scenario establishing the context with explanations, written cards and pictures. It may be a good idea to model a version of the role-play first with another tutor or a stronger learner.
2. Have learners work in pairs to develop what they might say. It's not necessary for them to write their lines out word by word. You may actually want to discourage this so that the role-play is more spontaneous (mimicking situations like those they may find themselves in outside the classroom). As they prepare, circulate and give help where needed.
3. Have learners perform the role-play in front of the group. Note areas in which to give feedback, such as phrases they may need correction on or phrases that would be useful in that situation.
4. After the role-play, identify with the learners where they felt comfortable and where they need more practice. Give them feedback.

Civics

Reading Connections' ESOL Program is funded by the EL Civics Community College Grant. Our ESOL instruction needs to include instruction in Civics and increasingly

technology. Many of our ESOL students have goals to become more engaged with the community in which they live. Pre and post tests will be needed and will be provided at your match meeting.

- Civics is very broad and covers:
 - Government and governance
 - Police and legal rights
 - Education
 - Housing
 - Health and medical care
 - Banking and financial literacy
 - Employment
 - Local community and state history
 - Citizenship

Meeting Your New Student

The Reading Connections staff will match you with your new student(s) based on schedules, interests, and goals. Once your references have been checked with our Volunteer Coordinator, you will receive a call or email from Reading Connections' staff with the day and time of your first student/tutor meeting at the Reading

Connections office. A Reading Connections staff member will be there to facilitate the match meeting and provide you with a packet of student information.

Match Meeting

- Let us know your availability and preferences.
- You will receive a call or email from Reading Connections' staff with the day and time of your first student/tutor meeting at the Reading Connections office. A Reading Connections staff member will be there to facilitate the first meeting and provide you with a packet of student information.
- Meet your new student! Complete Learner and Tutor Agreement, decide when and where you're going to meet, and get to know each other a little.

Your First Session

Suggested Questions for Conversation Starters

- Do you have a nickname you prefer to be called?
- What do you do for a living?
- What do you like to do in your spare time?
- Do you use a computer?
- How much time do you have to spend on homework?
- Where do you practice English?
- What are specific things that you want to improve?
- What are your goals? (See suggested list on monthly report.)
- What made you decide to come to Reading Connections right now?

After Your First Session

- Email or call Reading Connections Coordinator to let them know how the first session went. Let your coordinator know if you have any questions.
- Keep in touch with Reading Connections by....
 - Turning in monthly tutor report or class attendance sheet
 - Visiting our website (www.readingconnections.org) and Facebook page
 - Attending special events like Scrabble Tournament, Supplemental Trainings, and Volunteer and Student Celebration Dinner
- Reading Connections keeps in touch with you by...
 - Emailing you regularly about upcoming training opportunities
 - Sending you the monthly e-newsletter
 - Responding to your emails or calls about your tutoring need

Other Administrative Responsibilities

- Every month you will need to submit a monthly report
 - Goals your student achieves
 - Civics instruction
 - Technology use

- o College and career awareness
- Please submit them on time (by the 5th of the month)
- You will get a reminder email at the end of each month

Additional Resources

- ESOL coordinator
- Office resource library
- www.casas.org
- [RC website links](#)
- Other Tutors