

TEACHING ENGLISH LANGUAGE LEARNERS

A HANDBOOK FOR VOLUNTEERS



Developed by



A Division of Tacoma Community House

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A Division of Tacoma Community House

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Assistance Section of the
Washington State Department of
Social and Health Services



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2008

DEDICATION



We'd like to dedicate this fourth edition to Marilyn Bentson, former Literacy Now Coordinator, who directed the completion of the first three editions.

ACKNOWLEDGEMENTS



The fourth edition of this handbook includes old and new material. For all the old material, there are too many individuals to thank for their contributions. For new material, we are indebted to Alysan Croydon once again. Alysan has authored many materials for TCH over the past 15 years and we are fortunate to have her skills and professionalism. We'd also like to recognize Jamie Treat for her great illustrations, Katrina Mikitik for her skillful editing and layout, and the Literacy NOW staff, Lee Jewett and Viola Harper, for their direction and assistance for this project.

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INTRODUCTION

“I speak English so it can’t be that hard to teach someone else, right?” If that were true, there wouldn’t be books like the one that you are about read. Teaching English as a Second Language or ESL is a specialized field of teaching and it takes a lot more than just speaking English to do a good job.

From the humble beginnings of the HER (Homebound English Refugees) Project back in 1983, the Literacy Network of Washington - a Division of Tacoma Community House - trains volunteers working with English language learners. We were one of the first programs in Washington to develop curriculum to work with preliterate and non literate refugees.

Originally funded through the Office of the Superintendent of Public Instruction and focused on underserved adult refugees from Asia in the 1980’s, our services have grown with our funding. The State Board of Community and Technical Colleges and the Refugee and Immigrant Assistance section of DSHS are major funders of our services which include workshops, resources, consulting, and a statewide program directory and toll free hotline. We support both English as Second Language programs for immigrants and refugees and adult literacy programs for native speakers. One of the ways we support adult literacy programs is through the materials we produce, like this handbook for volunteers.

Teaching English Language Learners: A Handbook for Volunteers will be used in conjunction with your Literacy NOW training. There are two purposes of this handbook. The first section of five parts—Getting Started, Teaching Your Students, Teaching Basic Literacy, Developing Lesson Plans and World of Work-- will guide you through basic instructional processes for teaching ESL. Your trainer will present the various techniques that are described and you will participate in activities to extend your learning. The second section, made up of four appendices, provides you with a range of ideas to enhance and expand the basic techniques you’ll learn in the training.

This handbook is intended as a tool to provide you with an introduction to ESL teaching. It is not a curriculum or an exhaustive reference. Upon the completion of your training, you'll be able to get started teaching your students but you'll remain a novice until you practice and continue to expand your knowledge and skills in teaching ESL. There are many ways to do this, including exploring other materials produced by Literacy NOW (formerly Tacoma Community House Training Project) and participating in other workshops we offer. In addition, unlike 1987 when our first handbook was produced, there is easy access to ESL teaching information on the internet. You can find instructional resources on the Literacy NOW website, www.literacynow.info, as well as numerous other web resources for ESL instruction.

This is the fourth edition of the handbook and much has changed since 2001 when the last edition was produced; accountability for state funded programs is much greater, the State of Washington has adopted content learning standards, and more volunteer programs are utilizing volunteers in the classroom as aides. You may find yourself teaching a small group of students rather than one-on-one tutoring. This new handbook addresses these changes but still emphasizes student centered instruction.

Once you've completed your training, hold on to this handbook. You'll find yourself returning to your notes and checking out activities that were fuzzy to you during training but make sense to you as you increase your teaching experience.

On behalf of all the Literacy NOW and Tacoma Community House staff who contributed to this handbook, we'd like to welcome you to the gratifying world of ESL instruction. We hope that you love it as much as we do.

Deborah Reck
Education Director
Tacoma Community House



PART I

GETTING STARTED

- 2 Teaching Adult Learners
- 4 Who Are My Students?
- 6 Some Thoughts About Culture
- 11 How People Learn English

Teaching English to second language learners involves a great deal more than opening a book and learning words, phrases or grammar. Gaining a basic understanding about a student's life and needs, how adults learn language, and the importance of culture, provides new teachers with insights that will be important when they begin their ESL teaching experience.



TEACHING ADULT LEARNERS

ADULT STUDENTS LEARNING ENGLISH HAVE A LIFETIME OF EXPERIENCE TO SHARE, QUESTIONS TO ASK AND FEARS TO OVERCOME. INSTRUCTION NEEDS TO BE RELEVANT TO THEIR NEEDS AND REFLECT, HONOR AND INCLUDE THEIR LIFE EXPERIENCES, VISIONS AND POINTS OF VIEW.

Why learn English?

People seek help in learning English for many reasons. They may be looking for a job, they could be parents wanting to help their children with homework, they might be aiming for a job promotion, or hoping to go to college. All adults have four purposes for learning (figure 1-1):

- ❖ Voice
- ❖ Access to information
- ❖ Independent action
- ❖ Bridge to the future

These four purposes give teaching and curriculum overall direction.

FIGURE 1-1: The Four Purposes for Learning

1. VOICE	2. ACCESS TO INFORMATION	3. INDEPENDENT ACTION	4. BRIDGE TO THE FUTURE
To be able to express ideas and opinions with the confidence that they will be heard and understood.	To be able to access information so they can orient themselves in the world.	To be able to solve problems and make decisions on their own, acting independently, without having to rely on others.	To be able to reflect on their past learning experiences and apply insights to the world as it changes.



Appropriate Material

Maximum learning takes place when the material suits the immediate needs of the learner. Adults will not remember material unless it is:

- ❖ Practical
- ❖ Meaningful
- ❖ Related to their experiences
- ❖ Has application to their daily lives.

Simply put, we learn what we need to learn.

Roles of Learners

In addition, adults play a number of roles. They are family members, community members, workers or job seekers.

Your students might be home-bound parents with little contact with the English speaking community. For these students, their **family role** is primary.

Your students might have jobs, in which case the **worker role** may be the most important area where they need support in English.

Your students might be concerned about becoming U.S. citizens or interacting with the English speaking community, so the **community member role** is more immediate for them.

Knowledge of the roles and purposes of your students will help you make decisions about what and how to teach them.



WHO ARE MY STUDENTS?

WASHINGTON STATE IS HOME TO A HUGE VARIETY OF PEOPLE WHO COME FROM ALL OVER THE WORLD. PROXIMITY TO THE PACIFIC RIM HAS ATTRACTED MANY PEOPLE FROM THAT REGION, BUT WE SEE STUDENTS FROM ALL CONTINENTS IN ADULT EDUCATION CLASSES IN THE STATE. ANYONE BORN OUTSIDE THE UNITED STATES BUT LIVING IN THE UNITED STATES IS GENERALLY CONSIDERED AN IMMIGRANT.

The official definition of a **refugee** was developed by the United Nations High Commission for Refugees (UNHCR) after the Second World War when countries in Europe first had to deal with displaced persons.

Immigrant: definitions

United States law separates foreign born people present in the U.S. into different groups. Some of the main groups include:

- ❖ US citizens
- ❖ Immigrants
- ❖ Refugees/Asylees
- ❖ Unauthorized migrants

Immigrants may be legal or undocumented. People who apply to live in the U.S. through family connections or work are **legal immigrants**. They must be self-sustaining upon entry to the country and have no right to governmental assistance. **Illegal** or **undocumented** immigrants do not have permission to reside in the U.S.

Refugees are a special category of immigrant who arrive in the U.S. with legal refugee status. The State Department oversees the U.S. Refugee Resettlement Program and the Department of Homeland Security interviews all refugees prior to their entrance into the United States. **Asylees** are similar to refugees but they are already in the U.S. when they apply for asylum status, unlike refugees who apply from abroad.



Who is a refugee?

A refugee is a person who is outside of his/her country of nationality and is unable or unwilling to avail him/herself of the protection of that country owing to a well-founded fear of persecution for reasons of:

- ❖ Race
- ❖ Religion
- ❖ Nationality
- ❖ Political Opinion
- ❖ Social Grouping

A refugee is NOT:

- ❖ An "economic refugee"
- ❖ A victim of natural disaster
- ❖ A victim of gender discrimination

In addition, refugees are matched with one of ten national refugee resettlement agencies which provide support and case management services during the refugees' first few months in the United States. Refugees are eligible for benefits upon arrival in the United States, but the expectation is self-sufficiency as quickly as possible.

Depending on the employment program and the type of cash assistance they are receiving, most refugees are employed within 4- 8 months of their arrival in the U.S., regardless of English language proficiency or previous employment experience.



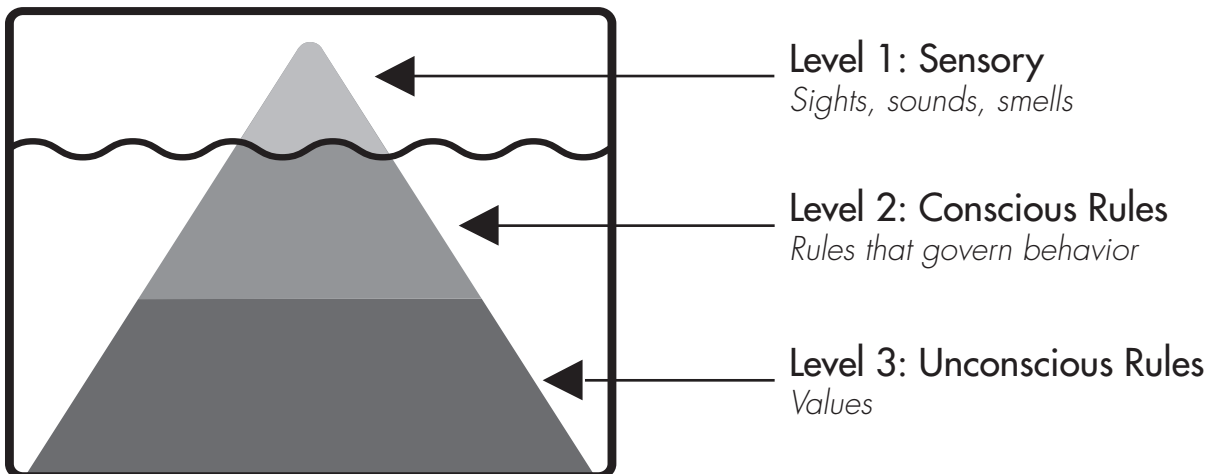
SOME THOUGHTS ABOUT CULTURE

WHEN YOU FIRST MEET YOUR STUDENTS YOU MAY FEEL A LITTLE APPREHENSIVE AND AFRAID OF MAKING A CULTURAL 'FAUX PAS'. THEY PROBABLY FEEL THE SAME WAY. ANY MISUNDERSTANDINGS YOU EXPERIENCE MAY STEM NOT ONLY FROM THE LANGUAGE BARRIER, BUT FROM CULTURAL DIFFERENCES AS WELL. THE BEST ADVICE IS TO RELAX AND RECOGNIZE THAT THESE INCIDENTS CAN BE A LEARNING OPPORTUNITY FOR BOTH YOU AND YOUR STUDENTS. AN OPEN ATTITUDE AND A LITTLE UNDERSTANDING OF THE ADJUSTMENT PROCESS REFUGEES AND IMMIGRANTS GO THROUGH WILL HELP YOU DEAL WITH ANY CULTURAL DIFFERENCES THAT ARISE.

Three Levels of Culture

Culture is such an integral part of who we are that it is often difficult to see just how deep its influence goes. It is sometimes compared to the water a fish swims in, or the air we all breathe. Any culture can be viewed as an iceberg. Like icebergs, culture can be hard to navigate around as only part of it is visible above the surface. The three levels are **sensory**, **conscious**, and **unconscious rules** (figure 1-2).

FIGURE 1-2: The Cultural Iceberg





❖ SENSORY

This includes the language spoken, architectural styles, climate, dress, music, performing arts, and food. When we think about culture, these are the areas that we can easily see and predict might be different from culture to culture but, just like an onion, there are many layers to be peeled back that are not immediately apparent.

❖ CONSCIOUS RULES OF BEHAVIOR

These are the things we teach our children. We can talk with students about expectations of behavior in different situations. What is the procedure in a supermarket? How should you behave in a library? If we were helping students with English to get a job we could talk about on-the-job rules as well as behavior expected when interviewing for a job. Although we are conscious and can name these behaviors they are still partially obscured for us as they are automatic and we do not have to think about them.

❖ UNCONSCIOUS RULES

Many times our values (what we consider good or bad), our beliefs (what we consider true about the world) and our behaviors are so automatic and “natural” that we hardly stop to think that someone else might see the world quite differently. The level of unconscious rules includes concepts such as how time and space are viewed, attitudes towards authority, power, formality, and the future. It is the deepest level of culture. We could tell someone the general rule to be on time or even early for a job interview but we never think about why.

There is enormous potential for misunderstanding. We tend to judge others whose behavior and values do not meet our expectations. The more we become aware of our own cultural conditioning, the better able we will be to identify what makes a particular cross-cultural interaction uncomfortable. In addition, we should include cultural information where appropriate in our teaching.



Most refugees come from developing nations that are culturally and linguistically very different from the U.S. The greater these differences are, the more difficult the adjustment process will be.

Culture Shock

Culture shock happens when a person experiences the confusion and discomfort of having everything familiar replaced by the unfamiliar. There are aspects of the new culture that seem unpredictable, baffling, and even offensive to newcomers. The “culture shock curve” can chart the process of adjustment (figure 1-3).

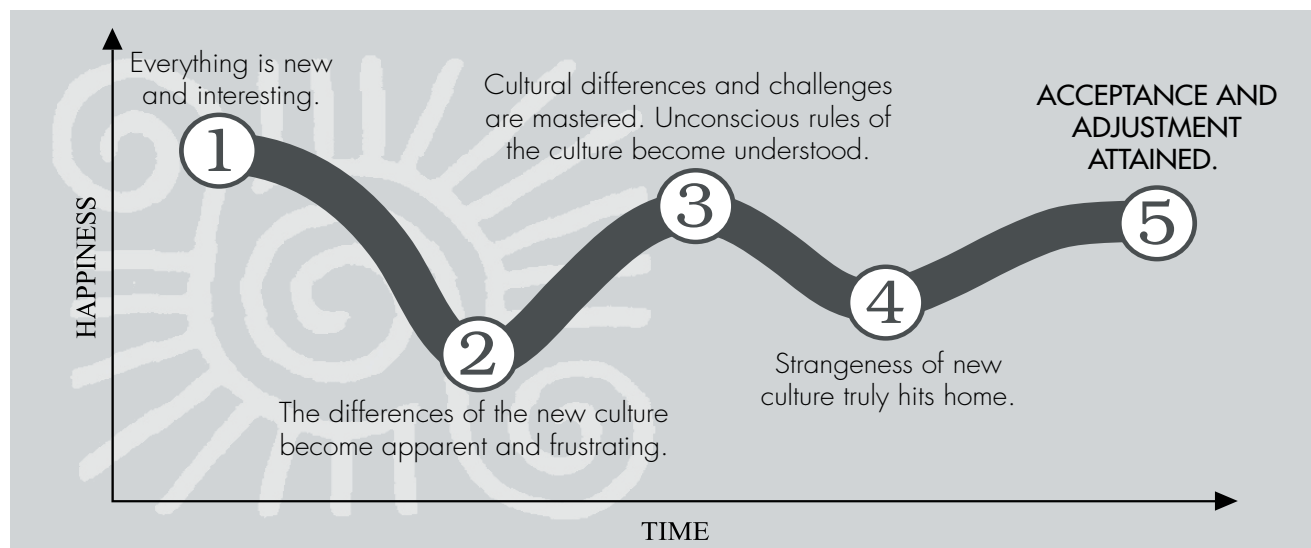
Successful immigrants eventually reach a plateau of adaptation. As the challenges of adapting are met successfully, as one acquires alternative responses to the environment, and as inner peace is made with the conflict between cultures, one can both maintain the original cultural identity yet function in the new culture.

Learning to Adjust

People living in a different culture adjust through a process of integrating their native culture with the new culture in a form of bi-culturalism. This involves picking and choosing what to maintain from their old way of life, and what to adopt from the new culture.

A Lao man explains how he has changed his relationship with his children here in the U.S. by blending some elements from his native culture together with some cultural values from the U.S.:

FIGURE 1-3: The Culture Shock Curve





“

I changed my values and attitudes in this country. In my country I didn't talk to my children very much, but in this country I try to play with them. I try to change to that relationship where we can share everything. I love them.

”

By adapting his parenting style, this man minimizes the potential conflict between children who are becoming Americanized and parents who tend to maintain the norms of their native culture.

Changes in circumstances

For those who were educated and well-off in their own country, the loss of personal status and the experience of living in poverty in the U.S. can be devastating. A professional man from Afghanistan endured the humiliation and frustration of being told that a vocational skill, such as baking, was his only chance for a job in the US:

“

I was a college instructor in Afghanistan and I had many things, and I still don't have things here like I had there. And I won't be able to have those things here; the standard of living. I don't even have a backyard here so that my children can play, and in Afghanistan I had over 1,000 acres of farmland, fruit gardens, and houses.

”

While refugees from rural areas may lack the experience, education, and skills necessary to quickly adapt to life in a fast-paced society like the U.S., those with more education and skills may experience culture shock just as intensely. Like this Afghan man, they, too, struggle to start anew in a foreign land.



How Can I Help?

There are several ways that you can help your student to make the adjustment and learn the language and cultural tools needed to survive:

❖ LEARN ABOUT YOUR STUDENTS' CULTURE

Look for books and movies that illustrate students' cultures and talk to others from the same country. Realize that while there are identifiable cultural traits within a particular country, there is much variation among individuals. Learning about another culture doesn't make its members' behavior predictable. It only sheds some light on possible ways of understanding the cultural background and frame of reference that they have come from.

❖ RECOGNIZE THE PROCESS OF ACCULTURATION

Refugees and immigrants are confronted with many cultural conflicts, and each person resolves them in a unique way. Facilitate biculturalism by helping your students make decisions about how to live in the U.S. without necessarily giving them the answers.

One way to do this is to simply compare and contrast your students' native culture with cultural tendencies here in the U.S. This is a neutral approach which conveys respect and interest in your students' culture, while simultaneously informing them about the new culture. Ask questions like, "How do you go about finding a job in your country? What is the job interview like?" Give responses like, "in the U.S. it usually happens this way..."

❖ DEEPEN YOUR AWARENESS OF YOUR OWN CULTURE

It is surprising how deeply our personal identity overlaps with our cultural identity. Working with someone from another culture is a great way to learn about ourselves. It provides the contrast we need to be able to see aspects of ourselves that are normally hidden.

Operate on the assumption that your students are very likely perceiving things differently than you are. Expect the unexpected.



HOW PEOPLE LEARN ENGLISH

WHEN YOU THINK ABOUT YOUR OWN EXPERIENCES AND THOSE OF OTHERS IN LEARNING ANOTHER LANGUAGE THEY MAY VARY A GREAT DEAL. SOME MAY HAVE LEARNED BY “PICKING IT UP” WHILE VISITING A COUNTRY WHERE THE LANGUAGE WAS SPOKEN. OTHERS MAY HAVE TAKEN CLASSES AND DONE A LOT OF FORMAL STUDY. THERE IS NOT ONE WAY TO GAIN PROFICIENCY IN THE NEW LANGUAGE.

Teaching adult learners

Language theorist Steven Krashen proposes that there are two distinct ways that we gain input and mastery of a new language. These inputs are called “learning” and “acquisition.” Figure 1-4 shows some contrasts between the two terms.

Children learning their first language never learn grammar rules yet master grammar, in spite of the fact that we seldom speak to them in complete sentences and accept almost any sounds they make with great celebration, however fragmentary or incorrect they may be at first. This approach to first language acquisition can be adapted to use with adults learning a second language.

FIGURE 1-4: Learning vs. Acquisition

LEARNING	ACQUISITION
<ul style="list-style-type: none">• Associated with what adults do• Learning the rules of the language• Memorization• Typically happens in classroom• Presentation focuses on reducing errors• Conscious knowledge about language• Halting, translations needed• Reading and writing precede speaking and listening	<ul style="list-style-type: none">• Associated with what children do• Learning to communicate in the language itself• Arises from needs and interests• Can happen anywhere• Errors are developmental• Unconscious knowledge• Fluent• Listening is followed by speaking



Our challenge is to reproduce the helpful aspects of this informal, unconscious form of learning we call acquisition in a formal, classroom type setting.

An awareness of the distinction between learning and acquisition leads to some simple pragmatic conclusions for language teachers:

❖ **TEACH LANGUAGE ITSELF, RATHER THAN RULES ABOUT LANGUAGE.**

❖ **LOWER STRESS AND CONSIDER HOW ERRORS ARE CORRECTED.**

Students must not only listen to contextualized language, but they must also practice the new language. A concern with perfection, which is reinforced by constant correction by the teacher, is inhibiting and counterproductive. Like children, students learn through making mistakes. Unlike children, adults are prone to feeling stupid when they make mistakes. It is essential to minimize these feelings.

❖ **KEEP COMMUNICATION MEANINGFUL.**

Adults learn best when the content has some interest and meaning. At all times encourage communication, using words in a realistic, meaningful context.

❖ **PROVIDE INPUT THAT STUDENTS CAN UNDERSTAND.**

Students may not understand everything you tell them about your past weekend. However, by drawing pictures you can help give meaning so that your students can understand what is being said, even if they are unable to repeat it back to you.



❖NOTES



PART II

TEACHING YOUR STUDENTS

- 16 Visual Aids
- 20 All About Questions
- 24 Grids
- 29 Total Physical Response
- 32 Dialogues and Role-plays
- 38 General Teaching Tips

To be a competent speaker of English, learners need to develop both accuracy and fluency. **Accuracy** is the ability to reproduce English pronunciation and grammar to be comprehensible while **fluency** is the skill of putting words together to get a message across. Both accuracy and fluency are necessary to be a competent speaker of English and different kinds of practice activities and techniques target each of these skills.

To read and write well in English, learners need to make meaning from what they are reading and writing. Teaching techniques focus on how to give students strategies to approach any kind of text as well as information on how to sound out words in English.

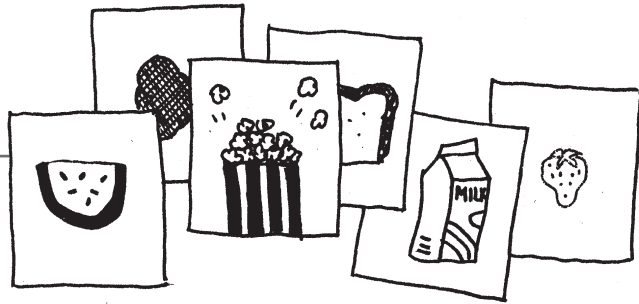


VISUAL AIDS

VISUAL AIDS ARE THE MOST USEFUL AND VERSATILE TOOLS YOU WILL USE IN TEACHING. USE PICTURES AND REAL OBJECTS TO TEACH VOCABULARY, STIMULATE CONVERSATION AND PROVIDE PRACTICE OF NEW LANGUAGE. VISUALS PROVIDE COLOR, VARIETY AND SOMETHING TACTILE TO BE MANIPULATED.

❖NOTES:

Examples of Visuals





Real Objects

Consider the differences between a real lemon, a plastic lemon and a picture of a lemon. The real object is the best thing to teach the word 'lemon' or the concept 'sour,' as there is little ambiguity. The real thing also allows you to develop tangents and use the material for other teaching because you can smell it, touch it, and manipulate it. Real objects can be used in TPR to teach vocabulary (page 29); they can also be used as props in a dialogue.

Objects can also be pulled out if a lesson drags, or to fill the last minutes of a session. Let your student select an object, or give her one and say:

“
Tell me three things about this.
Make up a story about this.
Tell me three things you can do with this.
”

Many teachers and programs collect and use items in categories such as empty medicine bottles, food packaging, or a set of plastic fruit and vegetables.

Pictures

Keep your learning point in mind when you choose a picture. The best pictures are in color with no writing.

If you are teaching vocabulary, be sure the picture is simple, clear and unambiguous. It is helpful to show the item in several different contexts. For example, if you want to teach and practice the word shirt, bring a picture of a shirt alone, a shirt on a person, a blue shirt, a plaid shirt, etc.



Teaching Your Students

Pictures are not only helpful to teach individual vocabulary items, they may also be used to provide practice in connected speech. If you have a set of small pictures of basic food items for example, students could practice dialogues or do simple question and answer exercises. They can be used at any level:



Teacher: Do you like fish?
Student: Yes, I do.
Teacher: How often do you eat fish?
Student: A couple of times a month.
Teacher: What kind of fish do you eat?
Student: Usually salmon.

Pictures can also be sorted, categorized and used in games and as props. With a set of clothing pictures you could:

- ❖ Learn the names of clothing items
- ❖ Play a game like Concentration or Go Fish (page 128, 130)
- ❖ Sort them into categories (seasonal, men's, women's)
- ❖ Use them as props in a "shopping for clothes" dialogue
- ❖ Use them in a TPR sequence ("put on the shirt")
- ❖ Discuss differences in clothing selection between cultures
- ❖ Use them to check comprehension ("show me the pants")
- ❖ Tell a story; have students order the pictures as they hear the words in a story

If your goal is to stimulate conversation, select pictures that are high-interest: Pictures portraying people in your students' countries of origin; people performing typical activities in the U.S.; pictures showing things you know your students like, or situations they have encountered.

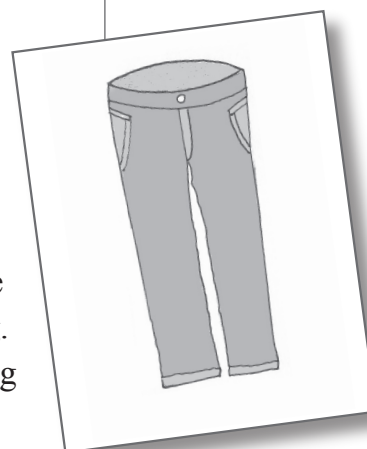
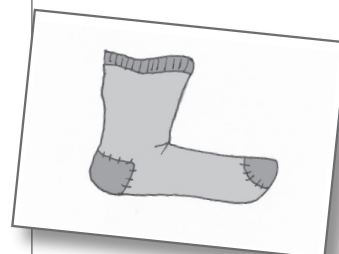


When you want to elicit language from the students (rather than presenting them with some specific vocabulary or structures), let them choose the pictures to use from an assortment that you've brought. Then you'll know it's of interest to the students.

Picture file

Since pictures play such an important role in teaching ESL, almost every teacher has a picture file. Pictures can be gathered from magazines, catalogs, or old books you no longer want. Cut and paste on construction paper for use again and again. National Geographic magazines are especially good because you can find pictures of places and events familiar and of interest to your students. There are also commercially available picture dictionaries both in print and online.

When searching for good pictures, it helps to have a list of some of the categories of items and grammar points you'll be teaching. Here are some category ideas you may find helpful when searching for pictures:



IDEAS FOR PICTURE FILE CATEGORIES

Actions	Food	Places (rooms, porch)
Adjectives and contrasts	Family	Recreation
Animals	Geography (beaches, etc.)	Safety
Body parts	Health	Signs
Calendar	Holidays	Telephone
Cleaning items	Household appliances	Time
Clothes	Jobs	Tools
Colors	Locations (bank, market)	Weather/seasons
Emotions	Maps	Furniture



ALL ABOUT QUESTIONS

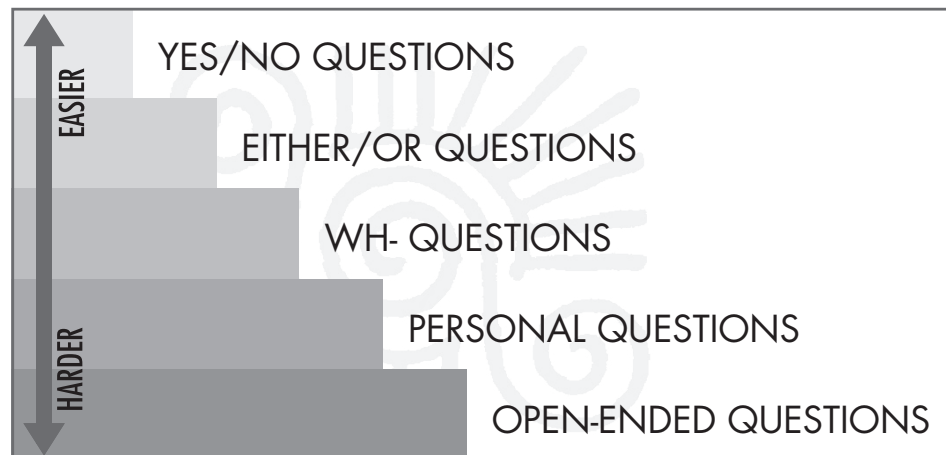
QUESTIONS ARE A NATURAL WAY TO STIMULATE CONVERSATION AND CHECK COMPREHENSION. WITH A SERIES OF QUESTIONS, THE STUDENTS RESPOND QUICKLY, BECOMING ACCUSTOMED TO A GRAMMATICAL STRUCTURE OR SERIES OF VOCABULARY WORDS YOU HAVE INTRODUCED:

- IS SHE SITTING?
- IS HE WALKING?
- ARE THEY COOKING?
- WHAT'S HE DOING?
- WHAT'RE THEY DOING?
- WHAT'S SHE DOING?

The question hierarchy

Keep in mind the hierarchy of questions as you practice specific learning points and lead your student into conversation. Begin with the simplest - yes/no - questions and work your way down the hierarchy as far as your students' ability will allow you to go. These questions move from the simple and concrete to the more complex and abstract or speculative (figure 2-1). They also can move from the general to the personal.

FIGURE 2-1: The Question Hierarchy





When you first meet your students, a question hierarchy serves as a simple assessment tool. Observe and listen to students. What kinds of questions are answered easily? What types of questions do students struggle to understand?

The question hierarchy will help in communicating with your students in any situation. If your students cannot understand a Wh-question (“where are you going?”), try instead to go up the hierarchy and use a yes/no question (“are you going to work or home?”).

Lower-level questions

Using the picture below, ask the following questions:

Encourage students to ask questions as well as answer them. Students can select pictures and develop questions to ask you or a classmate. Students need plenty of practice in forming questions in English.

YES/NO QUESTIONS

- Is this the mother?
- Is the food on the table?
- Is there a spoon on the table?
- Is it morning?

EITHER/OR QUESTIONS

- Are they in the kitchen or bedroom?
- Who is cooking, the mom or the dad?
- Does she have long or short hair?
- Is she standing or sitting?

WH- QUESTIONS

- What is on the table?
- Where are the onions?
- How many people are in the kitchen?





Personal Questions

After warming up with the more impersonal questions about the picture, students may be ready to proceed to sharing personal experiences:

PERSONAL QUESTIONS

- How many people are in your family?
- In your house, who does the cooking?
- Who works?
- Where do you study?
- Do you like quiet or noise/music when you study?

This method of questioning is an effective way of encouraging conversation. Higher level students can cope with more variables: they can not only describe or answer questions about one picture, but can compare and contrast several pictures.

Open-ended Questions

These require some conversational ability. They may look like Wh- questions, but they differ in the degree of speculative thinking required. Where the simpler Wh- questions remain on the level of factual reporting about the picture, the open-ended questions leave room for personal opinions and ask students to go beyond the concrete.

OPEN-ENDED QUESTIONS

- Where was the mother before?
- How does she feel?
- What is going to happen next?



Extensions

Once students are comfortable with asking and answering the hierarchy of questions, use a series of questions to lead into or discuss a topic. You or the student can make question cards about a topic. Students take turns drawing a question off the pile and asking the group. This technique helps ensure equal participation as all students can ask and answer questions.

❖NOTES



GRIDS

GRIDS PROVIDE A VISUAL FOCUS. THEY ARE EASY TO MAKE AND PROVIDE A STRUCTURED WAY TO PRACTICE VOCABULARY AND GRAMMAR. GRIDS ARE:





- INTERACTIVE
- WORK AT ALL LEVELS
- EASY TO CONTROL

Procedure: Grids



❖ STEP 1: *Set up*

Put pictures or words in the grid. These can be elicited from the students or filled in:

				
Ling				
Luis				
Kadijah				
Abdi				

❖ STEP 2: *Fill in the grid*

Ask questions to gather information for the grid.

❖ STEP 3: *Practice*

Have students ask questions and make statements to each other.

❖ STEP 4: *Group work (optional)*

Have students make their own grids in groups to practice vocabulary or grammar.



Set Up

Elicit students' names and items to eat and put them on the grid as shown on the previous page. Make sure your students understand the food items and the names.

Fill In the Grid

Ask yes/no questions to fill in information on the grid. Point to each square as ask the question:

“
Ling, do you like ice cream?
”

The students answer after each question with a “yes” or “no.” Mark the box with a check mark for yes and an X for no.

Practice

After modelling with the whole group, students practice asking questions with each other:

“
Abdi, do you like tea?
”

For multi-level groups, students can ask each other questions appropriate to varying skill levels:

YES/NO QUESTIONS	EITHER/OR QUESTIONS	WH- QUESTIONS
<ul style="list-style-type: none"> • Do you like pizza? • Does your daughter like pizza? 	<ul style="list-style-type: none"> • Does Hawa like pizza or ice cream? • Who likes ice cream, Ling or Luis? 	<ul style="list-style-type: none"> • What does Kadijah like? • Who likes ice cream?



GRID ACTIVITIES

❖ Have students count, add, compare, contrast, analyze, summarize, generalize, or speculate about the information:

- What do most people in your family like?
- How many people like crab?
- Do many Somali students like coffee? What other things do they drink?
- Do most people prefer pizza to hamburgers?
- What flavor ice-cream do you like?
- What foods do people like the most?

❖ Teach words and phrases to make connections:

- I like pizza, but my daughter doesn't.
- Mohammed likes tea and coffee.
- Although Mohammed likes pizza, he rarely eats it.

❖ Introduce new vocabulary and structures:

EVERYBODY / NOBODY

Nobody likes tea and coffee.

NEGATIVES

My husband doesn't like rain.

CONJUNCTIONS

Hawa hates red but loves blue.

THIRD PERSON STATEMENTS

She likes tea and crab.

❖ Discuss the information in a general way

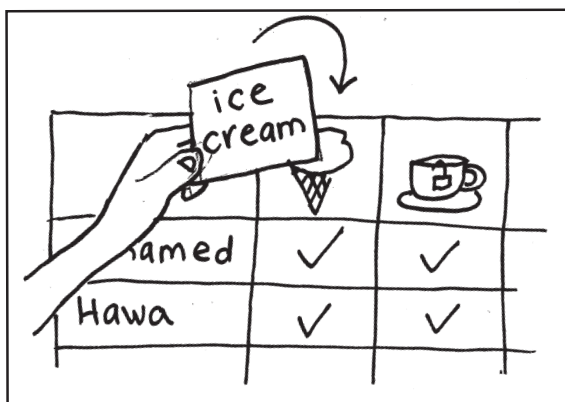
- How often did you eat it?
- Where did you get it?
- How did you cook it?
- Did you eat it in your country? (fill in location)





GRID ACTIVITIES

- ❖ Match vocabulary words on index cards to various squares in the grid (A).
- ❖ Complete cloze (fill in the blank) exercises (B).
- ❖ Circle true/false statements (C).
- ❖ Respond to written questions (D).
- ❖ Write statements about the information on the grid.



A. Matching exercises

Mohammed likes _____.

B. Fill-in-the-blank exercises

Hawa likes pizza.

TRUE

FALSE

C. True/false statements

Do you like ice cream?

D. Written responses to questions





Teaching Your Students

❖NOTES



TOTAL PHYSICAL RESPONSE (TPR)

A POPULAR AND EFFECTIVE APPROACH TO TEACHING LANGUAGE IS TOTAL PHYSICAL RESPONSE (TPR). UNLIKE METHODS WHICH REQUIRE STUDENTS TO VERBALLY PRODUCE THE LANGUAGE IMMEDIATELY, TPR ASKS STUDENTS TO UNDERSTAND AND SHOW COMPREHENSION BY RESPONDING TO A COMMAND WITH AN ACTION.

Procedure: TPR



❖ **STEP 1: *Demonstrate***

The teacher gives a command and demonstrates it.

❖ **STEP 2: *Command***

The teacher gives commands and the students carry out the commands.

❖ **STEP 3: *Practice***

The teacher expands the complexity of commands.

TPR can be very simple or very complex depending on the level of the student. A beginning language learner may only go through step 2 until he or she is more comfortable with the language. At higher levels, students should be able to give and follow step 2 and 3 commands.

Choose a focus that you want to work on and gather any props or visuals that you might need. Remember that TPR is essentially a listening activity. The language is in the imperative, or command, form. Imperatives can involve your student in the learning process in a very non-threatening way.

TPR can be used to teach absolute beginners almost anything you can demonstrate. It works best to teach vocabulary by subject: furniture, clothing and so on.



PREVIOUSLY LEARNED

key
pen
paper

NEW VOCABULARY

give me
pick up
put down
point to

◀ **Demonstrate**

For beginners, combine words that students already know with new, carefully selected items.

As students observe and listen, the teacher performs and names the actions. Repeat the procedure for each action and noun:

“
Pick up the paper. Pick up the pen. Pick up the key.
”

Command

After demonstrating and repeating commands several times, the teacher turns to a student and gives the same commands. The teacher waits to see if the student will follow correctly. Students don't have to speak, just follow the commands. Repeat this step as many times as needed until the students follow the commands easily.

Practice

If students respond to commands with little confusion, increase the number of commands by adding a few nouns or verbs to your sequence. You could, for example, provide two-step commands such as “pick up the paper and the pen,” which increases difficulty but does not add to the burden of new vocabulary.

Extensions

For higher level students, make commands longer and more complex:

“
Go to the window that is next to the door.
If it's open, close it.
”



TPR can be a clear comprehension check which shows you that your student understands new vocabulary and structure:

“
*Show me the green pencil.
Now show me the blue pencil.*”

TPR can be used to introduce, practice, or review language:

“
*Put the pencil in the book.
Put the pencil under the book.*”

TPR can even be used as a literacy review. Rather than manipulating objects, the student can follow directions about flash cards:

“
*Put the “A” after the “e”.
Put “apartment” next to “kitchen”.*”

By combining two or three commands, TPR can prepare your student for job situations and training programs:

“
*Before you fill out the form,
get a new pen from the box.*”

TPR can be a fun and stimulating way to warm up, pick up the pace of your lesson, or just get your students to focus on language by giving one another commands.



Sample TPR Scripts For . . .

. . . Classroom language:

VERB		NOUN	
Stand up	Give me	The paper	The board
Sit down	Write on	The pen	The door
Pick up	Point to the	The book	The window
Put down	Close/Open	The eraser	

. . . Food vocabulary:

VERB		NOUN
Give me	Drink	Vocabulary for common foods, fruits, vegetables and drinks
Point to	Pick up	
Eat	Put down	

. . . Clothing vocabulary:

VERB		NOUN	
Put on	Do up	The jacket	The shirt
Take off	Undo	The pants	The skirt
Fold		The shoes	The dress

. . . Parts of the body:

VERB		NOUN	
Touch your	Point to your	Head	Mouth
Hold your	Open your	Eye	Leg
		Nose	Arm



... Prepositions:

VERBS	NOUNS
<ul style="list-style-type: none"> • Put the ____ on the ____ • Put the ____ under the ____ • Put the ____ behind the ____ • Put the ____ between the ____ and the ____ • Put the ____ in the ____ • Put the ____ next to the ____ 	<p>Any nouns you want to review. Include something like a box that you can put objects into.</p>

❖ NOTES



DIALOGUES AND ROLE-PLAYS

WHEN STUDENTS HAVE NEEDS TO COMMUNICATE IN SPECIFIC SITUATIONS, DIALOGUES AND ROLE-PLAYS ARE A NATURAL WAY TO PRACTICE SPEAKING IN A CONTEXT FOR A SPECIFIC PURPOSE.

Dialogues

Dialogues are scripted conversations that respond to a clear purpose your students have for communicating. Your students may have told you that they want to interact at the post-office, call in sick or speak to their doctor. Some consist of a few lines:

“
Teacher: *Hi, how are you?*
Student: *Fine, thanks.*
”

Other dialogues may involve multiple exchanges:

“
Customer service: *May I help you?*
You: *I need to return this shirt*
Customer service: *Is this exchange or refund?*
You: *Excuse me?*
Customer service: *Do you want to change it for another one or do you want your money back?*
You: *I want my money back*
Customer service: *I need to see the receipt*
You: *Here you are*
”



Procedure: Dialogues



❖ STEP 1: *Set the scene*

Use pictures or drawings. Make it clear who is talking, where and about what.

❖ STEP 2: *Model the dialogue*

Play both parts or recruit another student to help.

❖ STEP 3: *Check comprehension*

What did they say? Why are they talking?, etc.

❖ STEP 4: *Repeat*

Model the activity again if necessary.

❖ STEP 5: *Teach the dialogue*

Line by line, teach the student the dialogue. Drill for pronunciation and accuracy.

❖ STEP 6: *Practice*

Practice the dialogue with the teacher. Students practice in pairs.

Students may want a written copy of the dialogue if they read well. However, dialogues should be practiced and memorized, not read. If students want to see the written form for security, ensure that they also practice without the script. An alternative is to write the dialogue on the board to begin with but erase whole lines and words as students become more accurate.



Role-plays are effective activities to teach some of the cultural rules of communication such as making eye-contact and using a tone and volume appropriate to a given situation.

Role-plays

Role-plays are open-ended and unscripted;. They require students to use any language at their disposal to meet the goal of the role-play. Students read about their role and problem on a role-card and then act it out.

Procedure: Role-plays



❖ **STEP 1: *Set the scene***

Include students' world and personal experience:



*Has anyone been robbed? What happened?
What did you do? How did you feel?
What happens in the U.S. if there is a robbery?*



❖ **STEP 2: *Present the roles***

Provide role cards for the students.

❖ **STEP 3: *Make preparations***

Allow time for preparation as necessary.

❖ **STEP 4: *Perform***

Perform role-play. Teacher circulates and takes notes.

❖ **STEP 5: *Critique***

Provide feedback on errors and communication style from your notes.

❖ **STEP 6: *Repeat the activity***

Repeat with a new partner; incorporate feedback.

Role-plays make a good assessment. See if students are able to produce the appropriate vocabulary and structures you have already practiced to meet the communication purpose without prompting from you.



Examples

Role cards give directions for your students to follow in their role-play:

EXAMPLE 1:

You are in a store. You are at the check-out. You are paying for your food.

Your wallet is not in your pocket. You cannot pay for the food. Tell the cashier.

EXAMPLE 2:

You are a cashier. A customer needs to pay for the food but does not have any money.

You can include additional material for use with your role cards:

EXAMPLE 3: ►

Look at the job announcement. Think of questions you want to ask about this job. Ask the person at the front desk your questions.

EXAMPLE 4: ►

You work in a company at the front-desk. Look at the FAQ's about job openings. Your job is to answer questions.

JOB ANNOUNCEMENT:

POSITION TITLE: School Janitor

QUALIFICATIONS: Two years experience in a school setting.

DESCRIPTION: The Panama School District is seeking an experienced and reliable person to clean and maintain the John Adams Elementary School. Working hours are from 3 p.m. to 9 p.m. Monday through Friday.

SALARY: \$9 to \$12 per hour, depending on experience. Good benefits.

CONTACT JANET AT 360-999-2500



GENERAL TEACHING TIPS

TEACHING ENGLISH MEANS HELPING YOUR STUDENTS BECOME A PART OF THEIR NEW COMMUNITIES IN THE UNITED STATES. STUDENTS ARE EAGER TO LEARN ENGLISH BECAUSE THEY KNOW THAT IT IS THE KEY TO SUCCESSFULLY INTEGRATING INTO THEIR NEW ENVIRONMENT.

In daily life we generally spend about **80%** of our time listening and speaking a language and about **20%** reading and writing it. That's a good ball park figure to keep in mind when you plan lessons, though, of course, student needs will vary.

What Should I Teach?

As you teach English, be aware of the balance among listening, speaking, reading, writing, and pronunciation skills.

When we acquire our first language, we **listen** for a long period before we can competently speak understandable language. When we **do speak**, it is words we already comprehend aurally. **Reading** comes much later and, once again, we learn to read first words that already have meaning to us. We learn to **write** words we already can read.

All students need better listening skills, even those with sophisticated reading skills, and tutoring may provide the only regular opportunity for your student to practice oral English. Higher level students who are more comfortable with speaking English will appreciate more time spent on literacy. As reading skills are enhanced, you can also focus more on correct grammar.

Use common sense when deciding how much effort to put into pronunciation work. Remember that adult learners of a second language will almost always have an accent. Focus only on what's essential for your student to be understood and to understand.



How Should I Talk To The Students?

Let natural speaking patterns guide you. Your speaking style is a model for your students. If your students know little English:

- ❖ Use short sentences, make frequent pauses and limit your vocabulary.
- ❖ Allow enough wait time after asking a question before you assume non-comprehension.
- ❖ Speak more slowly, but repeat in your normal speaking style.
- ❖ Use the question hierarchy (page 20). Give more clues by adapting your type of question.

You do your student a disservice if you make your English overly simple: out in the real world, they will have to understand quickly-spoken, slurred-together language. Also, shortened answers and brief questions are common in our speech: “Leaving?” “Yeah, see you at seven.” Include both formal and colloquial speech in your lessons.

What Gestures Should I Use?

A gesture can be any body motion that conveys meaning: A nod for yes or no; a shrug to say you don’t understand; a facial expression that tells your student she’s right or wrong; or a hand motion that indicates you want your student to repeat, listen, or answer a question.

Gestures are silent language. They’re useful at all levels because they allow the teacher to help students speak without always repeating for them. For example: When you want your student to answer a question, you can help by giving the first word of the answer and then gesturing to the student to continue.



Keep in mind that gestures can have different meanings in different cultures.

Go ahead and try all kinds of gestures. They can help you communicate with your students when words just aren't enough. However, don't get too dependent on them. When you cup your ear and tell your student to listen, remember to eliminate your gesture one day and simply say, "listen." By then your student shouldn't need your signal to understand.

How Should I Correct Errors?

When and how you correct errors depends on:

- ❖ The level of the students
- ❖ The purpose of the activity

Go easy on error correction, especially with low level students. It's much more important to encourage a free flow of English than to expect impeccable pronunciation and grammar. More advanced students will want more error correction. With your students, decide on specific targets. Do they want to polish some pronunciation, or be more precise with verb tenses? You might come up with a small gesture, or hold up a cue card to indicate when you hear the error - then let the student correct the error herself.

In a discussion activity, don't interrupt for error correction unless you can't understand the meaning a student is trying to get across. Do this by asking a clarifying question ("Excuse me, did you mean last night?").

Activities requiring accurate reproduction may require immediate correction. Stop the student, point out the error with words or by using your fingers to represent words. Allow students to self-correct wherever possible.



What's the Main Goal?

The goal of language is not to reproduce precise grammar drills, but to communicate. Your warmth, acceptance, enthusiasm and genuine interest in your students create an atmosphere that fosters communication and breaks down barriers to learning. Remember to listen to your students. When you ask them a question, give them time to come up with an answer. Try to get students to talk as much as possible while you listen as much as possible!

How Do I Know if Students Understand?

Checking your students' understanding will help you adjust your pace. A comprehension check doesn't have to be lengthy or a written test. Almost any classroom activity can check the student's understanding, as long as you aren't prompting or drilling the point. For example, to check if your student understands the meaning of "tall," you can use a picture with people of varying heights and ask "Is she tall?" "Is he tall?" If your student answers correctly, she understands the vocabulary.

Total Physical Response (page 29) is a handy comprehension check, as is any "real world" activity in which the student can demonstrate the newly-acquired skill by accomplishing a task, getting or giving information.

Jot down in your lesson plan notes what errors you notice frequently, then design activities for subsequent lessons that address those.



Teaching Your Students

❖ NOTES



PART III

TEACHING BASIC LITERACY

44	Literacy Classifications
45	Beginning Reading
52	LEA
56	Writing
61	Teaching Reading

We are teaching a great variety of students. Some may be able to read and write in English, others may not. As you will see in Part IV, Developing Lesson Plans, in order to identify where to start and what approaches to use you will need some background on your student. First, being familiar with the literacy level of the student will inform your choices of appropriate reading materials, the instructional focus, and the overall approach to teaching reading and writing.



LITERACY CLASSIFICATIONS

ESL TEACHERS DIVIDE ENGLISH LANGUAGE LEARNERS INTO FIVE LITERACY CLASSIFICATIONS. THE STRATEGIES AND TECHNIQUES DESCRIBED ON THE FOLLOWING PAGES CAN BE USED TO MEET THE NEEDS OF STUDENTS WITHIN THESE CLASSIFICATIONS.

LITERACY CLASSIFICATIONS

PRE-LITERATE	Come from an oral tradition. The students' first language is not written. Holding a pen or opening a book are new experiences. Pre-literate students need a foundation in oral skills before focusing on reading and writing.
NON-LITERATE	Come from a culture with a written language but have had little or no exposure to literacy in their first or second language. Instruction should emphasize the connection between spoken and written language.
SEMI-LITERATE	Have had limited schooling in their own language. They lack confidence in their literacy skills.
NON-ROMAN ALPHABET LITERATE	Speak and are literate in a language that is written with a different script. Can transfer skills from one language to another even if the script is completely different. Have had schooling in their native language.
FULLY LITERATE	Read and write in English and their own language.



BEGINNING READING

PRE-LITERATE AND NON-LITERATE LEARNERS FACE HUGE OBSTACLES TO UNDERSTANDING AND NEGOTIATING OUR LITERATE CULTURE. AS WE BECOME INCREASINGLY DEPENDENT ON TECHNOLOGY, THESE LEARNERS ARE PUSHED FURTHER TO THE MARGINS. STUDENTS OF BASIC LITERACY MUST HAVE THEIR LITERACY NEEDS CONSISTENTLY ADDRESSED WITH TREMENDOUS SUPPORT AND ENCOURAGEMENT.

The three S's

Literacy should begin only when students have some ability to speak and understand English. When students are beginning reading they need the three S's:

❖ SIGHT WORDS

Learn what a whole word looks like. Some words cannot be broken into parts. A word like 'the' must be learned as a whole. Many high frequency words are learned this way as they have irregular spelling. High interest words such as personal names can be learned as sight words.

❖ SOUNDS

Independent readers need to know the sounds that letters make. However, this approach alone is not enough because there is no one-to-one correspondence between sounds and spelling English. Also, letters and sounds are abstract concepts to those with no background in reading.

❖ STRATEGIES

New readers may not have seen people read. They need to know what to do, how print is organized and how to use strategies to help uncover meaning.



Procedure: Sight Words

Write sight words on index cards. Students can keep a set of their own in a zip-lock bag. Review the words every lesson. Follow these steps:



❖ STEP 1: *Sort the words*

Students sort the words into two piles: words I know, words I don't know; or sort by first letter sound.

❖ STEP 2: *Matching*

Students match the words. Match content words to pictures, match two words that are the same together, and match pictures that begin with the same sound.

❖ STEP 3: *Play games*

Examples include Bingo, Go Fish, or Concentration.

❖ STEP 4: *Record new words*

Put new words on wall charts by topic or alphabetically, in student-made dictionaries, and on worksheets.

❖ STEP 5: *Mix and match sight word cards*

Use the sight word cards to build new sentences that students are able to read.

A challenge we face is how to find high-interest low-level reading material. You can use any of your classroom materials for reading practice. Use TPR scripts that students understand and respond to as reading material. Use a copy of the dialogue they have been working on as a text to recognize sight words or sounds. You can also write short texts on topics of interest and include many sight words your students know.



THE 100 MOST COMMON SIGHT WORDS

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	call
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	its
it	word	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

Taken from: *The Reading Teachers Book of Lists, Third Edition*; by Edward Bernard Fry, Ph.D, Jacqueline E. Kress, Ed.D and Dona Lee Fountoukidis, Ed.D.



Procedure: Sounds



❖ **STEP 1: *Say the words***

You say the words very slowly, breaking them into syllables. Students tell you what the word is:

“ pen-cil beau-ti-ful stu-dent ”

❖ **STEP 2: *Repeat***

Repeat the activity and students count the parts:

“ Pen-cil. How many parts?
(Students indicate 2) ”

❖ **STEP 3: *Listen for a target sound***

“ Can you hear /t/ in the following words?
(Students indicate yes or no)

Meat fish milk tomato carrot beans ”

❖ **STEP 4: *Make mental lists***

Think of other words with “M” sounds for future practice.

Separating, manipulating and combining sounds is the foundation of literacy. Working with sounds and letters alone may make no sense to those new to literacy and new to the language too. Using words that students already understand helps to build an understanding of the relationship between sounds and symbols.



Procedure: Connect Sounds to Letters



- ❖ STEP 1: *Show a letter card*
- ❖ STEP 2: *Make the letter sound*
- ❖ STEP 3: *Put multiple letters together to make a word*
- ❖ STEP 4: *Practice matching sounds with letters*

Example: The Word “Am”

Hold up a letter card A. Make the short sound “a” (as in “at”). Indicate it is short by chopping the air with your hand. Students say short sound “a”. ►

Show the letter card M. Touch your ear and make the sound “mmm”. Students say “m”.

Hold the “A” and “M” cards in each hand and bring them slowly toward each other saying the sounds “aaaaam”. When the letters are next to each other, students say “aaaaaam”. Then, give an example as you hold up the cards:

“
I am a student. I am from Somalia.
”

Continue to practice. Have students practice using “am” as you hold up the cards.





Word families

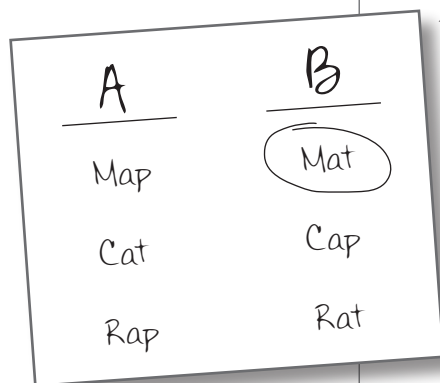
After you introduce some sounds, you can begin with word families. They are short, phonetically regular words.

They should be real words that your students know the meaning of. Use letter cards to substitute one letter at a time.

-at FAMILY:	-it FAMILY	-ap FAMILY
cat sat mat rat	it sit hit	cap map tap

Sound discrimination

Following word families, introduce discrimination exercises. They ask students to identify one of two words that are phonetically similar but differ by one sound only. Provide a worksheet with choices. You say one of the two choices and the students circle the word they hear.



Provide example sets where the words differ in:

INITIAL POSITION	MIDDLE POSITION	FINAL POSITION
hot pot	hot hat	cat cap

Teaching sight words, sounds and strategies all work in parallel to help students learn to read. The emphasis and time you spend on each approach depends on the point where your students are starting and their previous experiences with print.



❖NOTES



LEA: THE LANGUAGE EXPERIENCE APPROACH

THE LANGUAGE EXPERIENCE APPROACH (LEA) IS AN EFFECTIVE STRATEGY FOR TEACHING LOW-LEVEL LEARNERS TO READ. STUDENTS SEE THEIR SPOKEN WORDS TRANSFORMED INTO A WRITTEN TEXT. IN THE LEA APPROACH, ALL COMMUNICATION SKILLS (READING, WRITING, LISTENING, AND SPEAKING) ARE INTEGRATED.

Procedure: LEA



❖ STEP 1:

Discuss the experience, picture or prompt.

❖ STEP 2:

Encourage the students to "tell a story" about the prompt.

❖ STEP 3:

Transcribe the story sentence by sentence (figure 3-1).

❖ STEP 4:

Read back each sentence as you transcribe it, run your finger under the words as you say them.

❖ STEP 4:

Repeat the steps until the story is complete.

The value of the activity is for students to focus on reading their own words. The problem of comprehension is removed: students know what the text says because they produced it. They will be able to remember and read back what they said. However, you need not ignore errors. They provide helpful clues as to how students are putting language together that can be addressed in subsequent lessons.



❖NOTES

FIGURE 3-1: Sample LEA picture and transcription





Extensions

Although originally intended for use with individual students, LEA can also be used effectively with groups. The benefits of writing the students' language verbatim may no longer be so valid in a group setting where there is a wide variety of knowledge of grammar and vocabulary. In a group-written piece where many voices are contributing, the teacher helps paraphrase and asks questions like:

“
*Do you mean...?
Maybe we can say it like this.*
”

It is a balancing act to be faithful to how the students are communicating while trying to produce a text that everyone will be able to read.



LEA ACTIVITIES

- ❖ Read the text a few times. Model it first and then students read along with you.
- ❖ Circle sight words in the original text. Start by asking them to find a word they already know. Introduce a new sight word. Key words or repeated words are good choices.
- ❖ Write some of the words from the text in list form. Students identify them out of context.
- ❖ Write sentences or chunks of the story on sentence strips. Students order the strips to re-create the original. ►
- ❖ Include word attack strategies. Students figure out words by the beginning or ending sound:

“
Can you find pink?
P-P-P pink.
This is ‘P’. Can you find it?
”



- ❖ Create a cloze exercise by deleting every eighth word or key words. Read the text back to students and have them supply what is missing.
- ❖ Connect to ongoing literacy work. Students record words in a system you help them create.





WRITING

MANY STUDENTS ARE HAPPY TO TRY THINGS OUT ORALLY AS MISTAKES ARE INVISIBLE. WRITING IS ANOTHER MATTER. OFTEN STUDENTS ARE FROZEN AND UNABLE TO PUT PEN TO PAPER UNLESS THEY CAN COPY.

Writing and letter formation

Teach your students to form letters in a systematic way. Start with capital letters as they are easier to form and many sight words in the environment such as signage are written in capitals. Group the letters by similar shape and stroke order, then follow these steps:



❖ STEP 1:

Introduce the name of the letter by holding up a card or writing it on the board.

❖ STEP 2:

Show the order of strokes to make the letter.

❖ STEP 3:

Write the letter in the air with your finger. You can easily spot a student who is going the wrong direction.

❖ STEP 4:

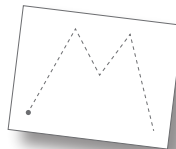
Direct the students to write the letter on the table with their finger.

❖ STEP 5:

Give students a worksheet and direct them to circle all the target letters on a line.

**❖ STEP 6:**

Trace the letter on paper. Add a point or arrow to show where the first stroke begins.

**❖ STEP 7:**

Provide a commentary as you show how to form the letter. Then hand out lined paper for students to practice:

**❖ STEP 8:**

Ask for words students know that begin with their target letter.

❖ STEP 9:

Provide words with the target letter missing:

(Letter M) ___ilk ___onday ___ay



Dialogue Journals

Dialogue journals are like a conversation on paper between the student and teacher. Dialogue journals are not corrected, per se. However, we model correct spelling and grammar in our responses. They are an effective tool to start students writing and provide an ongoing written record of how your students are putting English together. Apart from reading your students entries for content, make note of the following:

❖ WRITING MECHANICS

Writing on the line, word spacing, use of margin, letter formation, capitalization.

❖ GRAMMAR

Degree of accuracy with language that has been introduced and practiced, repeated errors that show gaps in knowledge.

❖ SPELLING

You can do on the spot mini-lessons on some of these problem areas or decide to introduce and practice items that are bigger problems at a later date.



Setting Up the Dialogue Journal

Give your students a prompt, ask a question, ask them to make comments, or give opinions on a topic:

“
How was your weekend?
What did you do?
”

Your students then respond in their dialogue journals:

My weeken good.
I go store I hav party
my son birthday



❖NOTES



TEACHING READING

AS A TEACHER YOU CAN DO SO MUCH MORE WITH STUDENTS WHO ALREADY UNDERSTAND THE READING PROCESS. THEIR FOCUS WILL BE ON GETTING MEANING FROM MATERIALS THAT ARE IMPORTANT TO THEM.

❖NOTES:

What do we do when we prepare to read something?



SEATAC STAR



April 2008

Seatac Elementary School
14603 14th Ave. SW
Burien, WA 08166
Phone: 433-2531

Principal: Chris Butler
Educational Assistant: Maria Ramires
Office Manager: Hong-Phi Lam
Office Hours: 8:00 AM to 4:00 PM

Spotlight on the WASL

When Seatac students return from Spring Break, it will be time for the WASL test. Students have been sharpening their academic skills all year in preparation for taking the WASL. Students will be testing April 14th through the 25th and it is extremely important that your child attend school during those days. Grade levels will have their own testing schedule and recess times may be changed. Sometimes just thinking about a test can make students and parents anxious. Here are some ways you can help your child at testing time:

Tips for parents during WASL testing:

- Get students to school on time.
- Schedule appointments after school or on a day after the testing weeks.
- Make sure your child gets at least 8 hours of sleep.
- Be sure your child eats a healthy breakfast that includes protein.
- Encourage your child to take the test seriously, follow the rules, and do his/her best.

Tips to discuss with students:

- Testing is a way to determine his/her strengths and areas of improvement. Encourage him/her to always do his/her best work.
- Relax while taking the test, take a couple of deep breaths, and try to stay focused.
- Ask questions before the test begins.
- Listen carefully to the teacher's instructions.
- Don't rush.
- Go back and check your work when finished.

April Calendar

April 4	Popcorn Friday Spirit Day - Mariners
April 7 - 11	Spring Break
April 14 to April 25	WASL Testing
April 18	Popcorn Friday Spirit Day - To Be Determined
April 8	PTA Family Dance
April 24	PTA Board Meeting
April 28	5th Grade to the Aquarium
April 29	PTA General Meeting 7:00
April 29 to May 2	Cornwell, Johnson, Krsak to Camp Waskowitz

Placement for 2008/2009 School Year

If you have information regarding your child's learning style, academic strengths/weaknesses, and/or social and peer interactions which you would like considered when the placement teams configure classes for the 2008/2009 school year, **please submit a brief letter to the office before May 22.** In your letter, please refrain from requesting a specific teacher but include information pertaining to the categories previously listed. Different criteria are used in making placements for students with their best interests as our priority.



STANDARD: READ WITH UNDERSTANDING

COMPONENTS OF THE STANDARD	QUESTIONS WE ASK OURSELVES
<ul style="list-style-type: none"> Determine the purpose for reading. 	Why am I reading this? What do I want to get from it?
<ul style="list-style-type: none"> Select reading strategies appropriate to the purpose. 	How am I going to read this?
<ul style="list-style-type: none"> Monitor comprehension and adjust reading strategies. 	What am I getting? Do I need to change something I am doing?
<ul style="list-style-type: none"> Integrate with prior knowledge to address reading purpose. 	What did I get from reading this?
<ul style="list-style-type: none"> Analyze the information and reflect on its underlying meaning. 	How does this add to or change what I already know?

❖NOTES



Keep in mind, the texts we choose to bring to reading lessons are determined by the students' needs and interests and the purposes they have for reading in their lives.

Procedure: The Reading Process



- ❖ STEP 1: *Pre reading activities*
- ❖ STEP 2: *Choose the best approach to the text*
- ❖ STEP 3: *Check for understanding*

Pre Reading Activities

Pre reading activities will prime the reader for interaction with the text. First, ***determine the purpose of the reading.***

Purposes for reading will vary depending on the student, the material, and the student's goals. As a tutor, whether you work with one student, a small group of students, or a classroom you will be choosing materials that meet a broad array of goals such as directions to the store, ingredients on food containers, or a newsletter from their child's school.

Asking the student, "What do you want to know?" and, "Why do you need to read this?" will help center the student's attention on the important information. In addition, the answers will help determine appropriate approaches to the reading.

Next, ***generate questions about the topic.***

Show the headline or title. Use students' interest and inherent questions about the text to deepen the interest and prime the brain for comprehension and analysis. For example, the newspaper headline, Couple Join Ranks of Super Rich, could prompt the following questions:



“

Based on the title, what do you think this is about?
How do think they got rich?
What is 'super rich'?
Would this happen in your native country?
Do you think the couple will continue to work?

”

What
will I do
with this
informa-
tion?

Then ***pre-teach*** key vocabulary.

As you preview the text prior to the lesson, make sure to note the new or challenging vocabulary. Introduce any words that will hinder understanding of the text discussing the meaning and how it applies to the topic.

Lastly, ***point out text structure***.

Show students the way the text is organized; headings, abbreviations, special sections, the index, etc. Understanding the structure empowers students to navigate the text to find specific information and/or focus attention on the author's message. Being aware of the organization is very useful when reading articles, stories, forms, schedules, recipes, and labels as well as many other types of texts.

Choose the Best Approach to the Text

In some cases the best approach may be to look for certain types of print like bold headings or pictures to get an overview of the reading. For other text, food labels for instance, scanning for the location and appearance of the information will be the strategy to get the needed information. Each time a new approach is needed, model it first and explain why that strategy is most useful. Review prior approaches before adding new ones. Eventually, students will have a toolkit of approaches which they can choose from on their own.



Use the following strategies when appropriate for the purpose.

❖ **SKIM**

Should students read the entire text over very quickly? Should they only read the first sentence in every paragraph?

❖ **SCAN**

Should the students search out specific information in the text?

❖ **READ AND RE-READ**

Should students read and re-read to get a precise understanding of the text? Discuss where to find information in a text and the text-markers that guide us such as sub-headings, capitalization, bold highlighting and so on.

Check For Understanding

Adults bring information to the text and then integrate information from the text with what they already know. In ***self talk***, model the metacognitive processes of asking questions as you read. For example:

“
*That makes me wonder...?
Does that make sense?
How does this information
match what I already know?*”
”



Allow students to make notes out to the side of the text or highlight information that answers initial questions, raises new questions, or is an interesting fact or opinion.

At this point you can help students monitor their comprehension and adjust the reading approach if necessary.

Next, ***analysis of the information*** requires self-questioning, comparison, and contrasting of the information. Teach your students to ask questions of themselves:

“
What is this telling me?
Does that make sense to me?
Do I know of similar things?
What does it mean to me?
What will I do with this information?
Does this information change what I believe?
”

Analyzing the information in this way allows the students to incorporate the new information into new contexts as well as evaluate the background knowledge present at the beginning of the lesson. This can be done through journaling, discussion, or reflection.

Also useful is to address during this step is whether the original purpose of the reading was met.



PART IV

DEVELOPING LESSON PLANS

68 Assessing Student Needs
And Goals

74 Planning The Lesson

TO DEVELOP individual lessons and curriculum around students' needs and interests we first need to find out their goals and assess their ability in English. Some of these needs will emerge and change over time as you get to know your students better and they meet new situations. However, begin to assess your students' needs from the very beginning. There are both formal and informal ways to find out what your students need and want to be able to do in English to carry out their purposes and fulfill their roles.



ASSESSING STUDENT NEEDS AND GOALS

ASSESSMENT IS SOMETHING THAT TAKES PLACE OVER TWO TRACKS: STUDENT NEED AND STUDENT ABILITY. PROGRAM COORDINATORS TEND TO CONCENTRATE ON STUDENT ABILITY USING FORMAL ASSESSMENTS AND TUTORS TEND TO BE CHARGED WITH EMPLOYING INFORMAL ASSESSMENTS TO GLEAN STUDENT NEEDS.

Assessing Your Students' Needs

A formal assessment, which tracks student ability, usually takes the form of a paper and pencil test, quiz or survey. Formal assessments are usually commercially made but many programs develop their own. Tacoma Community House, for example, developed tests to measure level increases. Standardized tests such as the CASAS or the BEST Test are examples of formal assessments. The coordinator of your program may have given your student a diagnostic test and will be able to recommend materials at the proper level.

There are a number of ways to find out a student's needs and interests without necessarily taking a paper and pencil test or completing a survey. Using a variety of informal assessment approaches, the teacher can draw out a student's daily activities, find out his or her speaking and literacy abilities, or find out what the student wants to learn.

The following informal assessment methods will tell you a lot about a student. This information, along with formal assessments, can help you plan meaningful lessons.



Mapping

Mapping students' typical activities gives you background information on your students' lives. You can learn about their family, employment and community connections. They make good springboards for conversation as well as paint a picture of students' use and exposure to English. After a mapping activity, follow up by asking in which situations English is difficult to understand, speak, read or write. This information gives you contexts to plan instruction that directly connects to when and where your students use English. Figures 4-1 and 4-2 show examples of mapping. Some mapping topics are:

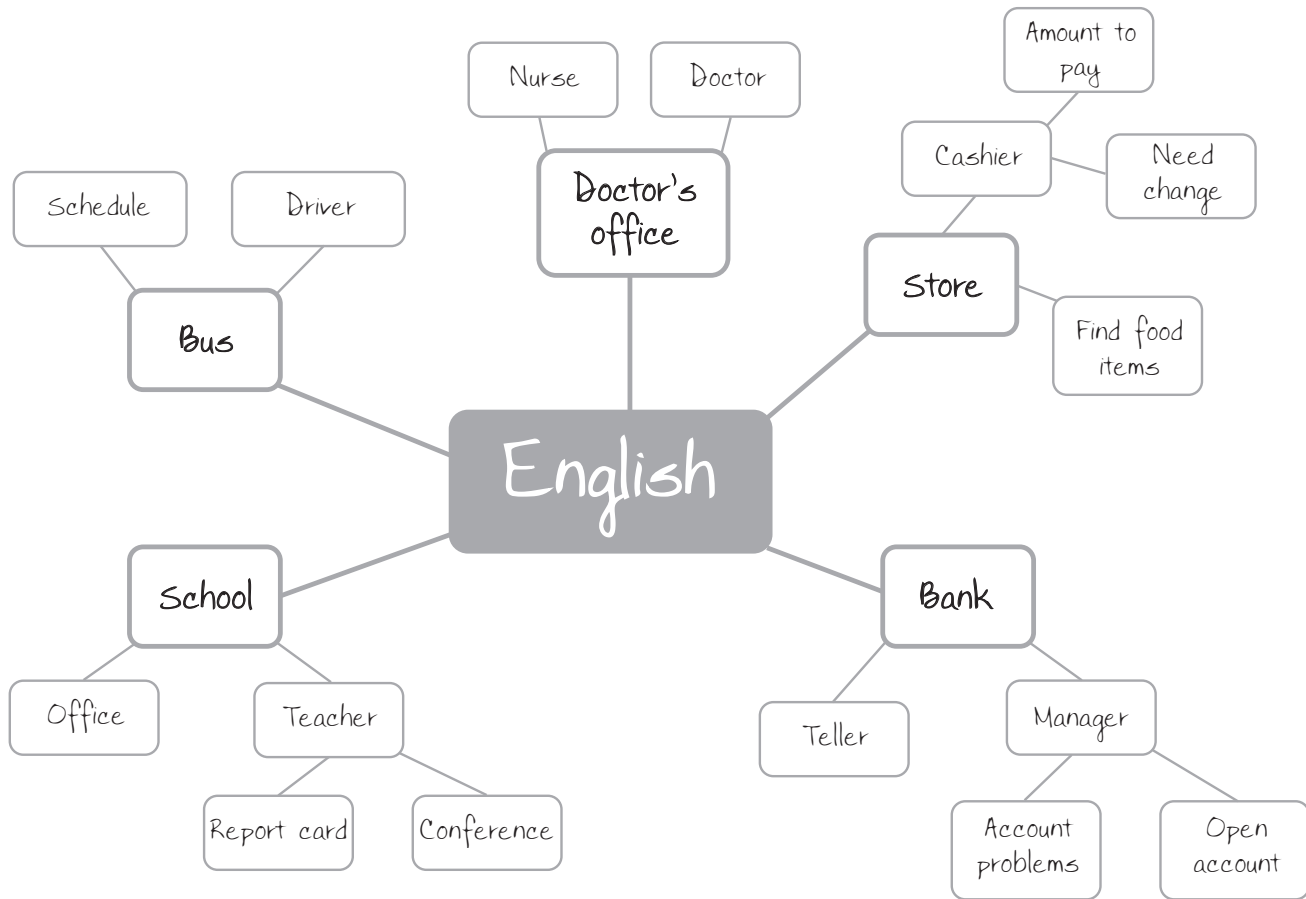
- ❖ A typical week
- ❖ The events in a typical year
- ❖ A day at work
- ❖ A floor plan of a house
- ❖ A map of the neighborhood
- ❖ A timeline showing past, current and possible future events
- ❖ A picture of the student's family or family tree
- ❖ Daily tasks at home

FIGURE 4-1: Drawn neighborhood map





FIGURE 4-2: Written neighborhood map



Dialogue Journals

Start journaling with your students. You can quickly get information about family, work and community situations. In addition, you have a written record of the students' current language ability which allows you to look at gaps or needs in grammar and vocabulary as well as their ability to represent ideas in writing and use of writing conventions and spelling.



Question hierarchy

Pay attention to the question hierarchy. When you ask questions, which ones are difficult for students to understand? On which level of the hierarchy do students get stuck? Are they able to ask their own questions accurately as well as respond to them?

Observation

Observe how your students go about tasks. Are they hesitant to speak? Do they typically look for help or translation from classmates? How do they hold a pencil? Do students seem comfortable writing? Do students volunteer to read things from the board? Do you see them writing in their own language? If so how fluent are they?

Assessing Your Students' Goals

Once we have some idea of our students' needs, we can start to plan around those needs. The next step is to break each need or goal into smaller chunks that we can plan lessons around.

Students may have the overall goal of wanting to find a job. Giving information about how to go about a job search is useful background information but students really need to learn and practice language that will be useful to them in their job search.

Take each goal or need that you know and brainstorm the skills and knowledge necessary for your students to be able to handle that situation independently. The checklists starting on page 87 are helpful resources to aid in this brainstorming process.



INFORMAL ASSESSMENT ACTIVITIES

- ❖ Brainstorm with students what they need or want to know.
- ❖ Give students a picture dictionary and select up to five different pages that are interesting.
- ❖ Create role maps with students.



❖ NOTES



❖NOTES



EXAMPLE: BRAINSTORMING PROCESS FOR VLADIMIR

GOAL / PLACE TO VISIT / PERSON	PURPOSE	SPEAKING AND LISTENING	READING AND WRITING
Doctor's office	Take sick kids	<ul style="list-style-type: none">• Give and respond to greetings• Understand and give personal information• Describe symptoms• Follow directions in medical exam• Identify body parts• Describe time periods (one week, two days)	<ul style="list-style-type: none">• Forms: medical history, personal information• Read health information brochures/directions• Read medicine labels
Get a job		<ul style="list-style-type: none">• Give and respond to greetings• Ask information questions• Describe work experience• Describe skills• Describe schedule	<ul style="list-style-type: none">• Fill out a job application• Read help wanted signs and notices

Keep in Mind . . .

Vladimer is a beginner, so there are a lot of basic things that he needs to know that he can use immediately. We can see from the brainstorming process that he needs to be able to use greetings in a number of different situations. Therefore, we can introduce different greetings that he can use in a the variety of situations that he meets.



PRACTICE: COMPLETE THE CURRICULUM BRAINSTORM FOR BOL			
GOAL / PLACE TO VISIT / PERSON	PURPOSE	SPEAKING AND LISTENING	READING AND WRITING
At work	Get feedback from supervisor	•	•
Community	Find out where to play basketball	•	•
•	•	•	•
•	•	•	•



PLANNING THE LESSON

NOW THAT WE HAVE A SENSE OF THE OVERALL NEEDS AND ABILITIES OF THE STUDENTS, THE NEXT STEP IS TO SELECT ITEMS FROM THE BRAINSTORM THAT LOGICALLY FIT TOGETHER TO PLAN LESSONS AROUND.

Procedure: Lesson Planning



❖ STEP 1:

Select item to teach from the goals/needs brainstorm.

❖ STEP 2:

Write an objective.

❖ STEP 3:

Brainstorm vocabulary, phrases, questions and grammar that meet the objective.

❖ STEP 4:

Choose activities to teach the language that supports the objective.

❖ STEP 5:

Collect materials needed to carry out the activities.

Vladimer needs to use greetings in a variety of situations. We write an objective that states what students will know and be able to do at the end of the lesson.



EXAMPLE: LESSON PLAN OBJECTIVES

OBJECTIVE:

Student will be able to use greetings to greet doctors, teachers, his child's teacher and someone in a job seeking situation.

LANGUAGE NEEDED:

Good morning/afternoon/evening
How are you? and responses

PRACTICE: LESSON PLAN OBJECTIVES

OBJECTIVE:

Student will be able to

LANGUAGE NEEDED:



Procedure: Lesson Planning Formats



- ❖ STEP 1: *Warm up*
- ❖ STEP 2: *Review*
- ❖ STEP 3: *Introduction of new material*
- ❖ STEP 4: *Applied Practice*
- ❖ STEP 5: *Assessment*

Warm Up

A warm up is an activity to start the ball rolling in class. It may preview some information to come. For example, if the lesson objective was to state opinions and likes/dislikes, the warm up is a good place to elicit, remind or review vocabulary that the students will need in the lesson but is not part of the objective per se. In this lesson on giving opinions and stating likes and dislikes, students could review food vocabulary, or vocabulary to describe movies or other things the students are ready to give opinions about.

Review

Review should be included in every lesson. Students need to see, hear and repeat language over time to be able to remember and use it appropriately. Language learning is like a spiral, not a linear process: the same things come around again but each time at an increasingly difficult level. Including review in your lessons helps ensure the spiraling process over time.

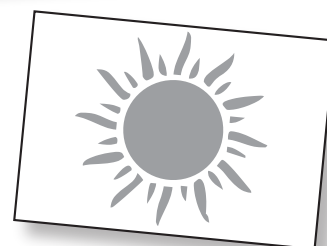
A general learning principle is to start with what students know and build towards new language. Review also helps build students confidence as it helps teachers be explicit about what they are teaching.

Review increases retention of language.



For teachers, a review is our road map. We can see how much students have retained and where we need to go next. Use the assessment grids on page 87 to help keep track of how often you are reviewing material and the progress students are making.

If you introduced vocabulary related to household items in a previous lesson, bring that vocabulary back again in a TPR activity. If you used real objects the first time, you could create a game with picture cards this time. It also makes sense to just repeat an activity that you have done before so you do not spend time teaching the students the procedure of the activity. This helps to focus on the language itself.



Introduction of New Material

The first activity presents and models the new language for students. You could:

- ❖ Present vocabulary in a TPR activity
- ❖ Model a dialogue in a context
- ❖ Teach questions and answers that could be used in a grid

See more ideas on how to model and present information to students starting on page 16.

Controlled Practice

Controlled practice activities allow students to practice new language in a controlled environment. This is an opportunity to focus on accuracy and give students corrective feedback.

When pronunciation is unclear or words are missing or in the wrong order, gently point out the error and give students a chance to correct themselves before you jump in and correct them. Plan several activities that give students this kind of practice. Controlled practice



activities are structured so that students get maximum opportunities to use the language but the focus is on the new language only.

Do not worry about errors in things you have not practiced yet. As much as possible, make activities communicative; that is, students are using the language in a meaningful way to give or get information even though you are limiting them to practice one thing. Controlled practice activities include:

- ❖ Grids
- ❖ Information gaps
- ❖ Picture stories
- ❖ Practicing dialogues
- ❖ Games

See page 115 for more ideas for controlled practice activities.

Applied Practice

This kind of practice is more personal and meaningful. For example, after students have learned food items in controlled practice, they could engage in a discussion of food preferences, perform a role-play requesting those items in a restaurant, or take a field trip to a store to buy and ask for those items. You may have rehearsed parts of what the students say in applied practice but it is an opportunity for students to put language together on their own.

See page 131 for applied practice ideas.



Evaluate Progress

The final stage of a lesson is to assess what the students have learned in this session. If you plan lessons using this model, then assessment is partly built-in to your model. How students perform in applied practice activities shows you if they can actually use the new language in a meaningful and accurate way. In addition, provide a lesson wrap up that makes learning transparent for your students. You could:

- ❖ Ask students to tell new words, phrases or structures learned.
- ❖ Conduct a quick TPR activity to check what students remember.
- ❖ Help students organize, classify and record the new language so they are ready to go out of the classroom and use it.

The templates on the following pages are guides to help you plan lessons; they are not blueprints.



LESSON PLANNING FORM 1

Objective: _____

Examples of New Language:

Pronunciation

Reading

Speaking

Spelling

Listening

Vocabulary

Writing

Listening

Grammar

American Culture

Materials Needed: _____

ACTIVITY	MATERIALS	TIME
Warm-Up:		
Review:		
Activity 1 (Introduction of new language):		
Activity 2 (Controlled practice):		
Activity 3 (Applied practice):		
Assessment:		



LESSON PLANNING FORM 2

Objective:

Examples of Language:

TIME	ACTIVITY	MATERIALS
5	Warm-up	
10	Review 1. 2.	
15	Learning Point 1) Intro: 2) Controlled: 3) Applied:	
10	Break	
10	Learning Point Activity 1. Activity 2. Activity 3.	
5	Review	



SAMPLE LESSON PLAN

Objectives: The student will be able to call the manager to complain about common household problems using the terms leaking, broken, and doesn't work

TIME	ACTIVITY WEATHER, SEASONS	MATERIALS
5	Warm-up Weather, seasons	Picture file
10	Review 1. Household items 2. Dialogue: reporting an emergency to 911	Real items or Pictures Telephone
15	Learning Point VOCABULARY: <u>Leaking</u> <u>Broken</u> <u>Doesn't Work</u> Activity 1. Pictures for conversation Activity 2. Response drill: "what is it?" "It's a stove." Activity 3. "What's the matter?" "It's broken."	Pictures of appliances and fixtures
10	Break	
10	Learning Point Reporting a problem Activity 1. Model dialogue calling building manager. Activity 2. Pairs practice Dialogue. Activity 3. Tell about situation in own experience. Write a list of appliances/fixtures in your own kitchen Check (✓) items that have problems.	
5	Review Final s (with k) > walks Leaks fix, box	



Level 1: Speaking and Listening	Can	Can't
Greet someone and respond to greeting		
Ask and answer questions about personal information (name, origin, age, birth date, address, phone, marital status, # of children		
Say good-bye and respond to farewells		
Ask and answer Yes/No questions and simple questions that begin with: Who, What, When, Where, What time, and How much		
Follow classroom instructions (copy, repeat, listen, ask, etc.) and simple directions		
Express lack of understanding (I don't know; I don't understand)		
Count to 100		
Identify money		
Count money		
Tell time in simple terms (five, five - thirty)		
Identify the rooms and furniture in a house or apartment		
Dial a number written on a piece of paper		
Name common foods (fruits, vegetables, meats, drinks, staples)		
Express needs and wants (I need/want/have/would like; I don't need, etc.)		
Describe one's general condition or how one feels		
Identify body parts		
Name common illnesses and remedies/medicines		
Describe objects by color, size, and shape		
Describe people (young, happy, tall, etc.)		
Report an activity (I'm busy; She is sleeping)		
Follow simple directions in a medical exam		
Follow simple job related instructions		
Say and sequence the days of the week and months of the year		
Distinguish between today, tomorrow and yesterday		
Ask/respond to questions about the location of objects (next to, under, on, behind, in, near, etc.)		
Identify common jobs		
Describe basic weather conditions		
Dial 911 and provide basic information		



Level 1: Speaking and Listening	Can	Can't
Identify commonly used community resources and places (supermarket, post office, bus stop, hospital, welfare office, park, school, etc.)		
Use basic spatial directions (left, right, up, down, north, south)		
Name clothing items		
Identify common types of transportation		
Identify relationships (friend, relative, neighbor, sponsor, etc.)		
Count by ones, fives, and tens		

Level 1: Reading and Writing	Can	Can't
Write the numbers 1 - 100		
Print the alphabet		
Write name, address, phone number, and age		
Read simple signs (restroom, men, women)		
Fill out simple forms		
Read digital and numerical clock time		
Read dates		
Read prices		
Read and write days of the week and months of the year, including abbreviations		
Apply basic phonetics rules to sound out simple words		
Read and write simple statements		

Level 2: Speaking and Listening	Can	Can't
Ask and respond to questions about former jobs		
Talk about or describe self and family members/Identify extended family relationships		
Ask and answer questions that begin with How, Why, How long, Which, Whose, What kind		
Use variations of time expressions (11 :45, 15 to 12, quarter to 12)		



Level 2: Speaking and Listening	Can	Can't
Ask for clarification: What does _____ mean? Should I _____ ? Do I _____ ?		
Follow 2-3 directions given at one time (go to the bookcase, get the green book, and turn to page 9)		
Buy a stamp and mail a letter; buy a money order		
Give directions		
Follow oral instructions for taking medication		
Identify duties, tools and supplies of common jobs		
Talk about past activities		
Talk about future activities		
Make an appointment		
Call to cancel or change a meeting		
Describe skills, abilities and interests in basic words (I can _____ a little/very well; I can't _____ ; I like to _____)		
Express preferences (I like; I don't like)		
Identify important information (who, what, when, where) from a short conversation		
Use basic conversation strategies (Please speak slowly)		
Express gratitude		
Use a variety of time expressions (in the morning, two weeks ago, next year, etc.)		

Level 2: Reading and Writing	Can	Can't
Sort items according to alphabetical or numerical order		
Read a calendar and schedules		
Apply sound/symbol relationships to decode familiar and useful words that frequently occur in class, employment, or some community situations		
Read a short simplified paragraph on a single familiar topic (descriptions of people, places, things, and activities)		
Read and write various forms of dates (10-11-92 or October 11, 1992)		



Level 2: Reading and Writing	Can	Can't
Read simple directions (simplified prescriptions or labels)		
Interpret and pay bills		
Match abbreviations to long form words commonly found in ads, prescriptions, announcements, etc.		
Use basic punctuation correctly (apostrophe with contractions and possessives, periods and question marks at the end of sentences, commas in lists)		
Fill out personal information and other ESL adapted forms neatly and accurately		
Write from dictation useful and familiar one syllable words that use the regular spellings of English consonant and short vowel sounds (shop, bank) and frequently used sight words (name of city and state, classroom items, family members, etc.)		

Level 3: Speaking and Listening	Can	Can't
Call in sick/late; explain tardiness or absence for self or children		
Give reason or excuse for behavior when necessary/Identify and explain mistakes, errors/Accept feedback in a work situation		
Report an injury, accident or incident (cause, results, location)		
State an opinion or an idea		
Respond to warnings, rules, or regulations		
Apologize		
Obtain bus schedule information over the telephone		
Give and follow verbal and map directions to a particular place		
State skills and interests clearly in a job (e.g. interview), life skills or social situation		
Explain and compare common practices and activities (e.g. customs, job duties, training programs, etc.)		
Make a complaint (to teacher, landlord, store manager)		
Respond correctly to negative and tag questions (e.g. You don't have it, do you?)		



Level 3: Speaking and Listening	Can	Can't
Respond appropriately to criticism, compliments, condolences, and simple requests for more information or clarification		
Talk/ask about hobbies, interests, and recreational activities		
Use vocabulary related to insurance, driver's license, and banking needs		
Ask for operator assistance and call information		
Ask questions related to parent/teacher conference		
Ask questions related to pay, benefits, work rules, and policies		
Identify the units in the U.S. measurement system and their abbreviations (e.g. area, volume, temperature, and distance)		

Level 3: Reading and Writing	Can	Can't
Apply simple context clues to decode the meaning of new words occurring in related sentences and questions (e.g. punctuation or signal words)		
Identify the units in the U.S. measurement system and their abbreviations		
Read short text on familiar topics with clear structure (e.g. clear main idea, sequential, etc.)		
Write simple notes and messages (e.g. note to teacher about sick child, explanation about class absence, or note to boss or co-worker)		
Locate places and determine distance and routes using maps and schedules		
Write down a message received over the phone		
Locate a word, number, or item in alphabetical or numerical order (e.g. telephone book, building directories, etc.)		
Complete a simplified medical history form and job application		
Extract information from job descriptions and announcements		
Apply sound/symbol relationship to decode useful, common words occurring in related sentences and questions		
Write a check		
Interpret and demonstrate compliance with safety regulations and licensing requirements (e.g. driving, fishing)		



Level 4: Speaking and Listening	Can	Can't
Ask for and respond to complex instructions and clarification from a supervisor		
Provide accurate personal background and employment history in employment or social settings		
Ask for and agree or disagree with an opinion		
Obtain and summarize information from and respond to a radio or television announcement or phone message		
Persuade someone to do something		
Describe the steps in a process (e.g. how to make, do, or repair something)		
Ask about corrections or mistakes on bills		
Respond appropriately to telephone answering machines		
Answer questions and provide information in mock job interview		
Clearly state reasons for personal decisions regarding work, family, citizenship, and school		
Understand common idioms and two-word verbs		
Use appropriate conversation management strategies such as interrupting politely, including others, and ending a conversation		
Request, confirm, and clarify basic information in a variety of situations including telephone conversations on a familiar subject		
Ask for and give directions using a map		
Ask for operator assistance and call information		

Level 4: Reading and Writing	Can	Can't
Read and write detailed messages		
Read and extract information from diagrams, charts, graphs, and reading passages		
Transcribe information from a radio or television announcement		
Scan and interpret newspaper or magazine articles		
Write a simple resume or fill out a detailed work history form		
Interpret job announcements, comparing and categorizing titles, duties, salaries, advancement opportunities, etc.		



Level 4: Reading and Writing	Can	Can't
Use supplementary sections of the telephone book		
Use a dictionary to determine meaning, pronunciation, and spelling		
Write a letter for a specific purpose (e.g. requesting information, making a formal complaint, applying for a job)		
Fill out forms, questionnaires, and surveys (e.g. W-4 form)		
Read and follow specific directions to perform an activity (e.g. use a cash machine, assemble furniture, do a repair, etc.)		
Extract basic information from an authentic bill, receipt, bank statement, or pay stub		
Write steps in a short process and sequence accordingly		



PART V

92	Job Search Skills
98	On-The-Job English
99	Task Language
101	Social Language

THE WORLD OF WORK

It is highly likely that the students in your classroom are looking for or have a job. All of the language skills you practice in class will help your students in job situations but there is specific information and language skills that will help your students get or stay employed.

Supervisors have identified the following areas where communication becomes an issue for a refugee or immigrant worker:

- ❖ Not calling in when he/she misses work
- ❖ Not indicating when he/she doesn't understand something
- ❖ Not asking for help
- ❖ Not participating in meetings or social interactions at work
- ❖ Not letting others know when there are problems with equipment or co workers.

You can help your students avoid these problems but remember; our job is not to find a job for our students, but to prepare them with the skills, knowledge and language needed to navigate the American world of work.



JOB SEARCH SKILLS

LOOKING FOR AND APPLYING FOR JOBS IS DAUNTING IN ANY LANGUAGE. DON'T ASSUME THAT YOUR STUDENTS UNDERSTAND THE JOB HUNTING PROCESS. JOB SEARCH SKILLS INCLUDE:

- READING JOB ADS AND POSTINGS
- FILLING OUT APPLICATIONS
- RESUME WRITING
- INTERVIEWING SKILLS

Give homework assignments for students to ask people in their community these and other job search questions.

Reading Job Ads and Postings

Introduce useful questions to help your students develop networks:

“
*I am looking for a job. Do you know of any openings?
Would you keep me in mind if you hear about a job?*
”

Introduce different places that students can look for work. Include:

- ❖ Classified ads in newspapers
- ❖ On-line sources
- ❖ Help Wanted signs in businesses and companies
- ❖ Agencies that specifically help refugees and immigrants
- ❖ WorkSource Centers (in Washington State)

For each of these job search methods, teach the vocabulary and abbreviations students need to understand the information. Also teach them key questions they would need to ask and answer to enter a business, enquire about a position, and secure an application form.



Filling Out Applications

Start by discussing forms with your students. Have them brainstorm information asked for on a form. Next, find out as much information as you can about your students' education, training and previous employment. Ask students to write a paragraph about their work experience or use a Language Experience Story. Some information, such as the education system or kind of job that was performed in the students' home countries, may need some work to figure out how to translate them to the American context.

Keep in mind that application forms are all different. They are lengthy and contain vocabulary that may be strange to your students.

APPLICATION FORM ACTIVITIES

- ❖ Divide the form in to sections and tackle each section separately. From each section of a form, extract unknown vocabulary and teach students what they mean (for example: position = name of job; previous = before; etc.).
- ❖ Make worksheets that match words from the form with an answer you would write on a form. ►
- ❖ Provide matching activities and vocabulary games to help familiarize your students with any new terms.
- ❖ Provide two examples of the same application form. Make one a good example and the other not. Omit information, put things in the wrong place, write unclearly, and so on. Ask students which one is better and ask them to make corrections to the forms as necessary.
- ❖ Make an information gap activity. Complete a section of a form and leave a duplicate section blank. One student has a completed form, the other the blank. Students must ask each other questions to get the information needed to fill-out the form.
- ❖ Practice filling out a few application forms.

Signature	Cook
Date	4/7/08
Position	\$10.00/hour
Hourly rate	(Handwritten Signature)





Writing a Resume

Resumes are similar to application forms in that there are separate sections to be worked on. There are many styles of resumes but all include:

- ❖ Contact Information
- ❖ Summary of qualifications
- ❖ Work History
- ❖ Education
- ❖ References

For examples of traditional and non-traditional resumes, refer to the samples on the following page.

RESUME WRITING ACTIVITIES

- ❖ Some refugees may not have had work experiences that translate well into a resume format. For example, they may have been agricultural workers or homemakers. Help these students develop a strong personal statement.

Students can give personal information and also detail skills they have that are useful in a work situation (refer to the non-traditional resume, next page).

- ❖ Provide an example resume and remove titles and headings. Ask students to match headings to sections on the resume.
- ❖ Provide a blank template for writing a resume (use the traditional resume on the following page as a guideline). Help students transfer their own information into the template. Leave the summary of qualifications until the end.





SAMPLE: Non-Traditional Resume

BONH VANG

WEST 4612 HARTSON, SPOKANE, WASHINGTON 99202 • (509) 432-7814

My name is Bonh Vang. I am Hmong. I come from the highlands in Laos. During the war in Vietnam, I fled my home to a refugee camp in Thailand. In 1979, I came to live in Spokane, Washington. I am a single mother, and I have four children. I cook, clean and sew for them. My children are getting older now, and I would like to have a job. I have had two jobs in Spokane, the first one just four months after I arrived in the United States. I am a good cook, and I work very well with my hands. I concentrate on doing each task I have to do patiently and efficiently. I am a hard worker and will always do a good job.

SAMPLE: Traditional Resume

SAMBATH KONG

3816 So. G Street. Tacoma, WA 98405 • (206) 243-7914

SUMMARY OF QUALIFICATIONS

- One year training in industrial sewing in United States
- Volunteer experience as church custodian
- Supervisory experience
- Background in operating a small business
- Able to: run power sewing machines, tailor clothes, design clothes, make patterns
- Reliable, hard-working

WORK HISTORY

Assistant Block Leader 1988	<u>Refugee Camp, Thailand</u> Helped distribute food daily to 150-200 people; helped those people with problem-solving; provided orientation to camp for new refugees.
Farmer 1965-1977	<u>Self-employed, Battambang, Cambodia</u> Tilled, planted, and harvested crops; marketed farm produce; supervised 4 workers.

EDUCATION

Clover Park Technical College	1981-1982	Training in industrial sewing
Tacoma Community College	1981	English as a Second Language



Interviewing Skills

Students must be able to answer a variety of questions in job interviews. In addition, they must also convince the employer that they are confident and anxious to work.

PRACTICE INTERVIEW ACTIVITIES

- ❖ Perform a skit of a job interview. Play the role of a number of candidates. Play the role of a “good” candidate and a “bad” candidate. Show the importance of eye contact, speaking clearly and loudly enough, asking questions and sitting appropriately. Ask students to identify the best candidate and why.
- ❖ Practice questions and answers typically asked in job interviews (following page).
- ❖ Practice questions students should ask when they interview (following page).
- ❖ Role-play a job interview. You or other students can evaluate the candidate based on a list of criteria such as:
 - Gave a strong handshake
 - Made eye contact
 - Spoke loudly and clearly
 - Answered questions
 - Asked questions





Sample Interview Questions	
Basic Questions	<ul style="list-style-type: none"> • What job are you applying for? • Do you have any work experience? • What were your duties? • What are your skills? • What machines can you operate? • What shift can you work? • When can you start? • Do you have any questions?
Intermediate Questions	<ul style="list-style-type: none"> • Tell me about yourself. • What are your hobbies? Your interests? • Are you looking for permanent or temporary work? • How is your attendance record? • What do you expect as a starting salary/wage? • Do you know anything about our company? • Do you have any references? • What would you do if...? (Example: You were sick and couldn't go to work?)
Difficult Questions	<ul style="list-style-type: none"> • Why do you want this job? • Why did you leave your last job? • Why do you think you would be good at this job? (Why should I hire you?) • Why have you been out of work so long? • What are your strongest/weakest points? • How do you get along with other people? • What are your future plans and career goals?

Questions For Students to Ask at the End of the Interview
<ul style="list-style-type: none"> • What are the duties of the job? What would I be doing most of the day? • How many people work at this company? • Is there any chance for advancement or training for a better job in this company in the future? • How do the workers dress for work in this job? • Is this a permanent job? Do most people stay at this company for a long time? • What are the fringe benefits? How long do I have to work here before I can get health insurance/fringe benefits? Are there scheduled pay raises? • Are there different shifts? <p>ALWAYS ASK: When will you be deciding who to hire for this job? May I call you then?</p>



ON-THE-JOB ENGLISH

STUDENTS NEED TO UNDERSTAND AND PRACTICE HOW TO INTERACT WITH PERSONNEL AT WORK AND HOW TO HANDLE MANY OF THE DOCUMENTS THAT THEY ENCOUNTER. THE FOLLOWING ACTIVITIES HELP PRACTICE THIS KIND OF LANGUAGE.

- UNDERSTANDING BENEFITS, TAXES, DEDUCTIONS, ETC.
- CALLING IN TO REPORT AN ABSENCE
- FILLING OUT TIME SHEETS
- RECORD KEEPING ON THE JOB

ON-THE-JOB ENGLISH ACTIVITIES

- ❖ Discuss various job benefits, requirements
- ❖ Discuss preferences in work schedules, benefits
- ❖ Create dialogue for phoning in sick
- ❖ Discuss, then create, dialogues or role-plays regarding safety in the workplace (restricted areas, special protective wear, smoking, fire, lifting, working with hazardous materials, machines).
- ❖ Fill out time sheets
- ❖ Read company rules and policies; read paycheck stub (to identify gross pay, net pay, deductions)
- ❖ Fill out W-4 form





TASK LANGUAGE

IN THE WORK ENVIRONMENT, STUDENTS NEED TO UNDERSTAND AND FOLLOW DIRECTIONS, ASK FOR CLARIFICATION ON TASKS, AND LISTEN TO SUPERVISORS. CHOOSE ACTIVITIES TO HELP STUDENTS PRACTICE THESE SKILLS. KEEP IN MIND:

- TPR CAN BE COMBINED WITH WORK RELATED VOCABULARY SUCH AS TOOLS OR PROCESSES.
- USE INFORMATION GAP ACTIVITIES THAT PRACTICE EXCHANGING INFORMATION THAT PARALLEL INTERACTIONS THAT HAPPEN IN THE WORKPLACE.

TASK LANGUAGE ACTIVITIES

- ❖ Use hidden grids. Students each have a matrix with about 9-12 squares. One student makes an arrangement of pictures or words on the squares, screens it so the partner can not see the arrangement. The first partner tells how to arrange them. The second partner follows the directions and repeats them.

“

Partner 1: *Put the hammer on the second space first row*

Partner 2: *I should put the hammer in the second space, first row*

”

- ❖ Teach words that signify sequence such as first, next, and then:

“

Before you _____, then you _____.

”

Using pictures, objects or tools, direct students to do something give directions using the sequence language.





TASK LANGUAGE ACTIVITIES

- ❖ Make an arrangement of objects or build something with blocks. Give students oral directions to create another model that matches yours.
- ❖ Students assemble something as above but by following written directions.
- ❖ Give directions to sort items according to certain criteria such as alphabetically, with a numeric code or letter-number code.
- ❖ Practice asking for clarification. Say things unclearly and teach students how to ask for clarification. Show them different ways to get clarification such as asking directly or repeating the part you do understand and stopping.
- ❖ Create dialogues and role-plays on the topics:
 - Reporting progress on a task
 - Giving and accepting feedback
 - Reporting that a task is finished
 - Asking for clarification if directions are unclear





SOCIAL LANGUAGE

AS TEACHERS, WE UNDERESTIMATE THE IMPORTANCE OF SOCIAL LANGUAGE ON THE JOB. TO REDUCE ISOLATION ON THE JOB, STUDENTS NEED TO KNOW WHAT TOPICS ARE ACCEPTABLE OR CULTURALLY UNACCEPTABLE. SOCIAL LANGUAGE INCLUDES:

- SMALL TALK WITH COWORKERS (GREETINGS, WEATHER, ETC.)
- MAKING POLITE REQUESTS, OFFERS, SUGGESTIONS
- OFFERING OPINIONS

SOCIAL LANGUAGE ACTIVITIES

- ❖ Brainstorm a list of things they have heard people talk about at work or think people could talk about at work. Also list what is unacceptable to talk about.
- ❖ Make a list of things students would like to talk about (include the weather, family, holidays, sports, etc). Practice conversations around these topics.
- ❖ Act out some dialogues between co-workers on these topics and check comprehension
- ❖ Teach words and phrases useful in small talk and practice them in a dialogue such as:
 - What did you do over the weekend?
 - Are you feeling better (after being out sick)?
 - Where did you go for lunch?
- ❖ Introduce and teach language for specific interactions such as:
 - Making a polite request ("could you give me..."; "could I have...")
 - Making an offer (Let me help you; Can I give you a hand?)
 - Making an invitation (Would you like to sit here?; Would you like to try some?)
 - Giving an opinion (I think; I believe...)
 - Agreeing and disagreeing (I don't agree; I agree; I think so; I don't think so)





APPENDIX I:

ACTIVITIES TO INTRODUCE NEW LANGUAGE

- 108 Same or Different:
Sounds
- 110 Dialogues
- 112 TPR On Paper
- 113 Chalk Talk

SAME OR DIFFERENT: SOUNDS



MATERIALS

- List of sound contrasts (you can make it yourself, or get it from a pronunciation guide)

OBJECTIVE

- Distinguish the sounds of English

DIRECTIONS

1. Pick two contrasting sounds that your students have trouble distinguishing and list words that differ only in the key sounds. For example:

<u>th</u> ank	<u>t</u> ank
<u>th</u> igh	<u>t</u> ie
<u>th</u> ree	<u>t</u> ree
<u>ba</u> th	<u>ba</u> t
<u>bo</u> th	<u>bo</u> at
<u>to</u> oth	<u>to</u> ot

2. Read through each column, repeating each word at least twice. In some cases, it helps to show pictures of contrasting pairs so students see that the words have different meanings. Then read pairs of words like ‘thank’ and ‘tank’, ‘three-tree’ at a quick pace.
3. After you say two words, have the students say “same” or “different” or “yes” (answer to “same?”) or “no.” Try this with your back turned.

VARIATIONS:

- ❖ Give students a piece of paper and have them write the numbers 1-5 in a column on the left. Read five pairs of words such as “tank-tank,” “tree-three,” “tie-tie.” Have the students write S (same) or D (different), or yes or no, next to each number. Write the correct answers on the board and repeating each word. Have students correct their own papers.
- ❖ Write two columns of words on the board or a paper and number each column 1 and 2. Randomly say words and have the students hold up one or two fingers to show which column the word is from.
- ❖ Give the students a prepared worksheet with pairs of items that have contrasting sounds. You can use numbers, words, pictures, time, letters, phrases, etc. Say one of the words or numbers. The students circle the word you say.
- ❖ If you have a group of students, divide them into two teams. Tell your students you will say four words and that they must listen carefully and tell you whether all the words sound the same, or one of the words sounds different. Here are some examples:

b <u>a</u> ll	l <u>i</u> ke	s <u>n</u> ack	d <u>i</u> sh
c <u>a</u> ll	l <u>o</u> ok	tr <u>a</u> ck	w <u>i</u> sh
t <u>a</u> ll	b <u>o</u> ok	b <u>a</u> ck	w <u>a</u> sh
t <u>e</u> ll	c <u>o</u> ok	tr <u>u</u> ck	f <u>i</u> sh

NOTE

Your students can take the role of teacher in all of these activities, making it a speaking or pronunciation exercise.

DIALOGUES



MATERIALS

- Pen
- Paper

OBJECTIVE

- Practice listening, speaking, and conversation skills.

DIRECTIONS

1. Prepare a short, simple dialogue. For example:

“

A: *Excuse me, do you have Tylenol?*
B: *Yes, what kind?*
A: *For babies.*
B: *Here it is.*
A: *Thank you.*

”

Focus on a real situation and include only one or two new learning points. Introduce and practice the new learning points before you begin the dialogue.

2. Present the dialogue while your students listen. Repeat it using gestures, puppets, or pictures to help indicate the roles.
3. Ask questions about the dialogue to check for understanding. Read the dialogue line by line and have students repeat the lines (take part A and have your students take part B). You begin with the first line and have them respond. Encourage them to speak up and use appropriate gestures. Repeat this until they can respond easily.
4. Reverse roles and practice as needed. Role play the dialogue with appropriate actions.

5. Follow up with a field trip where they can use the language in a real situation. If you can, have students practice in pairs and perform for the class.

SIMPLE BUT USEFUL DIALOGUE IDEAS

- Greetings, farewells (“Hello, how are you?”)
- Asking for street directions (“Excuse me, where is ... ?”)
- Introductions of people (“Tom, I want you to meet ...”)
- Inquiries for information (“Excuse me, can you tell me... ?”)
- Buying something (“How much is ... ?”)
- Classroom rituals (“How do you spell ... ?”)
- Making an appointment (“I need to see the doctor ...”)
- Reporting an emergency (“I need help!”)

VARIATIONS:

- ❖ Have your students create their own dialogues about any given situation. Have them write it as well as perform it.
- ❖ Have your students write a dialogue on the board, line by line. As students repeat and practice it, erase words randomly. They must remember the word to continue practicing. In the end, you have only a bare skeleton and the students have memorized the dialogue. Students can write the dialogue as well.
- ❖ Dictate the dialogue and have students write it down, or have them dictate the dialogue to you and write it on the board as you hear it. Students might also point out your errors.
- ❖ Write out and cut the dialogue into single lines. Give students the lines. Students arrange the strips to match the original dialogue.
- ❖ Give a copy of the written dialogue and remove some words. Students fill in what is missing or listen to you perform the dialogue and fill-in the blanks.

NOTES

- Use natural language and keep the dialogue short and simple.
- Include dialogues where the student is the initiator (see example).
- Remember, it's more difficult to begin the conversation than to respond. The customer or inquirer role is the most important for your student to learn.

TPR ON PAPER



MATERIALS

- Pencil
- Paper

OBJECTIVE

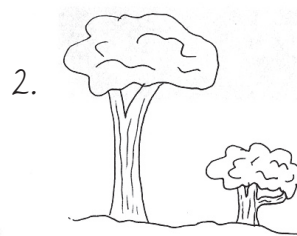
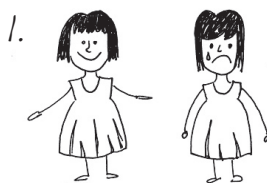
- Listen and follow directions.

DIRECTIONS

1. Give directions to your student, who draws an appropriate response. You might begin with:

“
Number 1. The girl is happy. There's a sad girl next to the happy girl.
Number 2. Draw a tall tree next to a short tree.
 ”

The student draws:



2. On a subsequent day, use the same paper for a more complicated activity:

“
Number 1. There's a sad girl and a happy one. Draw a circle around the happy girl. Color the sad girl's dress blue. Put a line under the picture that shows how you feel today.
Number 2. There's a short tree and a tall one. Write your name next to the tree you like. Put a bird in the big tree. Draw some grass between the trees.
 ”

NOTE

With low-level students, the commands would be slower and less complex. Higher-level students would benefit from faster paced, multiple-step commands.

CHALK TALK



OBJECTIVE

- Practice listening and comprehension.

MATERIALS

- Board
- Markers

DIRECTIONS

Stand where all students can see you. Draw pictures on the board to represent what you are saying as you say it. Here is a sample script:

“

This is my family. I have three children. This is me, this is my husband. I have two girls and one boy. My son is 3 years old. This daughter is 10 and this one is 8. My daughters go to school. They like school. All my children like to go to the park. They like to play soccer. They like to watch movies. They don't like to go to bed.

”



With low level students, run through the script two or three times, pointing to the drawings as you do so. To check comprehension, repeat some of the sentences. Say some with correct information and some with incorrect information. Students give you a yes/no response by shaking or nodding their heads or by using yes/no cards that they hold up. To check comprehension with higher-level students, ask them to repeat some of the information back to you. Invite them to ask questions if appropriate before moving on to an activity where students practice some of the language in the script.



APPENDIX II:

ACTIVITIES THAT GIVE CONTROLLED PRACTICE

- 116 Drills
- 120 Information Gaps
- 122 Picture Pairs
- 123 Food on the Shelf
- 124 Grids
- 125 Tic-Tac-Toe
- 126 Bingo
- 128 Concentration
- 129 Picture Stories
- 130 Fish

DRILLS



MATERIALS

- A list of the drills you intend to use (*you* read this, not the students)

OBJECTIVE

- Practice and reinforce vocabulary and grammatical structures.

DIRECTIONS

There are four general drills: the *repetition drill*, the *substitution drill*, the *translation drill*, and the *chain drill*.

In each type, model a word, phrase, sentence, or question. Have the students repeat. Then use a cue to indicate what you want the students to say next.

APPLYING THE DRILLS

The simplest drill is a **Repetition Drill**.

- You say what you want the students to practice, then the students repeat after you.

“
Teacher: *I'd like chicken.*
Students: *I'd like chicken.*
”

To practice a new structure while expanding vocabulary, use the **Substitution Drill**.

- Model the first statement and have the students repeat it. Then cue the word to be substituted by saying the word or showing the picture. The students repeat the statement, plugging in the new word. When teaching how to do this drill, you act out both parts at first, or use two puppets.

“

Teacher:	<i>I need a blouse.</i>
Students:	<i>I need a blouse.</i>
Teacher:	<i>Skirt</i>
Students:	<i>I need a skirt.</i>
Teacher:	<i>Dress</i>
Students:	<i>I need a dress.</i>

”

To practice using different verb tenses and conjugations, use the **Translation Drill**.

- Model a sentence and have the students repeat it. Then cue the change you want made (indicate a different time or person). The students repeat the sentence, changing the verb as needed.

“

Teacher:	<i>I am eating.</i>
Students:	<i>I am eating.</i>
Teacher:	<i>He</i>
Students:	<i>He is eating.</i>
Teacher:	<i>They</i>
Students:	<i>They are eating.</i>
Teacher:	<i>Yesterday</i>
Students:	<i>They ate.</i>
Teacher:	<i>Later</i>
Students:	<i>They will eat.</i>

”

To practice asking and answering questions and to practice vocabulary and structures with more than one student, use the **Chain Drill**.

- Begin the chain with:

“
I'm going to the supermarket to buy rice.
”

- The next person must repeat it and add an item:

“
I'm going to the supermarket to buy rice and oranges.
”

- Variation: begin the chain by asking one student a question. The student answers, then asks the next student a question:

“
Tutor: *My name is Jody and I like oranges.*
Student 1: *Her name is Jody and she likes oranges.*
My name is Polly and I like apples.
Student 2: *Her name is Polly and she likes apples.*
My name is Hoa and I like rice.
”

COMMENTS

Be sure to use natural speed and intonation. The pace should be quick and evenly paced.

Drills can be effective for practice, but can be boring or tiring if over-used. Five minutes of drills is generally quite adequate.

Give your cues orally, or have pictures to point to as cues.

To keep the pace quick and lively in chain drills, the students can toss a ball or beanbag back and forth - first asking the question, then throwing the ball to the student they want to answer.

INFORMATION GAPS



MATERIALS

- Worksheet
- Pencil

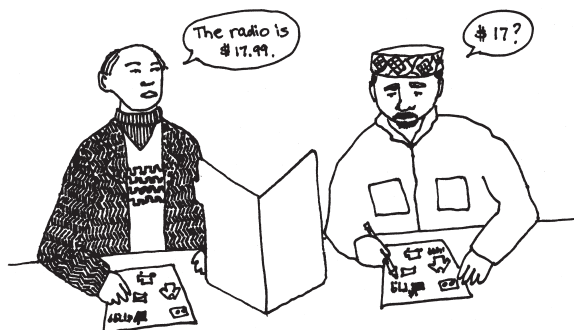
OBJECTIVE

- Practice speaking.

DIRECTIONS

1. Students work with a partner. Each one has information that is incomplete. The aim is to exchange information so that each partner ends with complete information. Students may be asking questions or making statements, working with lists, describing pictures or manipulating cards.
2. Introduce the target language you want to practice. Practice asking the questions or saying the sentences a few times:

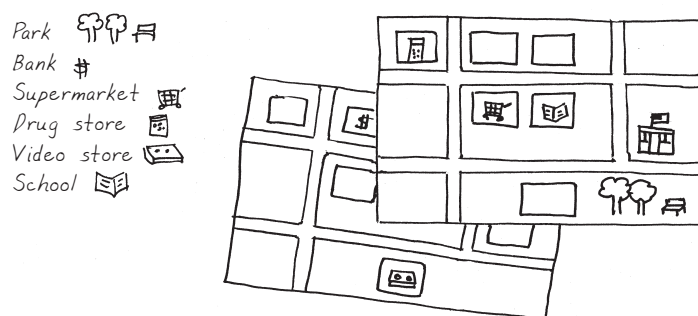
“
Student A: *How much is the radio?*
Student B: *The radio is \$17.99.*
”



3. Seat students so they cannot see each other's paper. Model the activity. You be student A and a volunteer in the group is student B.
4. Monitor the students and provide correction as necessary.

VARIATIONS:

- ❖ *Lists*: Each student has a list of words, sentences, or numbers to tell his or her partner.
- ❖ *Maps*: Use simplified maps with places and street names marked. Students exchange information about locations of services or places:



- ❖ *Picture Sequences*: Each student has a few pictures that tell a story. Students describe their pictures without showing them and decide the order the pictures should be in.

COMMENTS

To ensure students keep speaking English during the activity, it is important to introduce and practice the language of clarification. There are many ways to ask for clarification. They include:

“
Repeat again, please.
What is number 2?
What is left of the bank?
”

If students are writing words or sentences, include spelling strategies:

“
How do you spell that?
“E” like egg? “A” like apple?
”

PICTURE PAIRS



MATERIALS

- Worksheet
- Pencil

OBJECTIVE

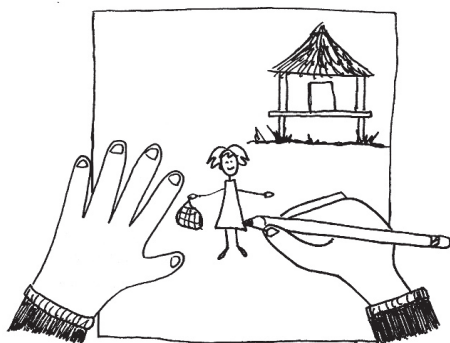
- Practice speaking.

DIRECTIONS

1. This is a variation of information gap activities. The students sit back-to-back so that neither can see the picture or paper the other has. The first student has a picture that she describes to the other student. For example:

*There's a girl in front of a house.
She has a bag in her hand.*

2. The second student attempts to reproduce the picture. The second student can ask clarification questions. Example:



*Is the house Cambodian
or American? Is the bag in her
left hand or right hand?*

3. After a certain amount of time, the students compare pictures to see how closely they match.

FOOD ON THE SHELF



OBJECTIVE

- Practice speaking.

MATERIALS

- Worksheet
- Pencil

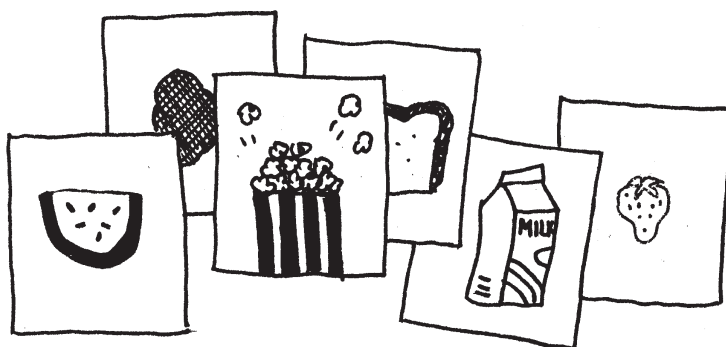
DIRECTIONS

This is a variation of information gap activities. One person directs the other in placing the “food” on the “shelves” using directional vocabulary. Example:

“
Student: *Put the milk on the top shelf.
Put the lettuce on the second-from-the-bottom shelf, next to the bread.*
”

Then, students can practice questions and answers. Example:

“
Student 1: *Where is the milk?*
Student 2: *It's on the top shelf.*
”



GRIDS



MATERIALS

- A grid drawn on the board or large paper, blank copies for students

OBJECTIVE

- Practice speaking.

DIRECTIONS

1. Write some common verbs across the top of the grid (sew, swim, etc.). Model by asking the questions and recording answers on the grid. Example:

“
Amina, can you sew? Can you swim? Can you drive?
”

	Sew	Swim	Drive
Amina	✓	✗	✗

2. Transfer to students to ask the questions of each other and record the answers. Then ask questions to interpret the completed grids:

“
How many students can drive? Who can drive?
Who can drive and swim? What can Amina do?
”

3. Follow up with written work. Students write sentences or questions and answers.

TIC-TAC-TOE



OBJECTIVE

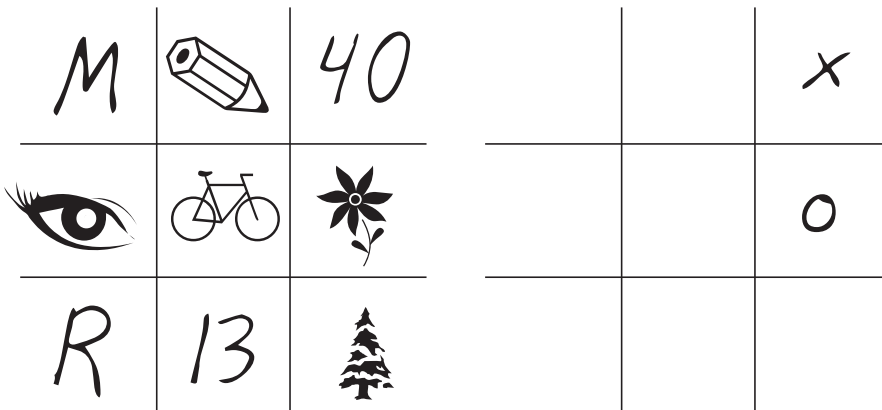
- Practice new vocabulary, numbers, words, sounds, etc.

MATERIALS

- Blackboard and chalk, or large paper and markers

DIRECTIONS

Draw a big Tic Tac Toe grid on the board. Assign each student or team to be X or O. Practice playing Tic Tac Toe a few times to show them how to play the game. When they can play the game easily, draw a Tic Tac Toe grid and fill it in with pictures, words, numbers, letters, or a combination of all these. Then draw a blank grid next to it.



In order to score an X or an O, students must tell the teacher the correct name of an item in the grid. The teacher then marks an X or O in the corresponding square of the blank grid. The students try to get 3 X's or O's in a row. When learning directional language, the students identify which space they want filled, e.g., "Put an X in the top row, middle column."

BINGO



MATERIALS

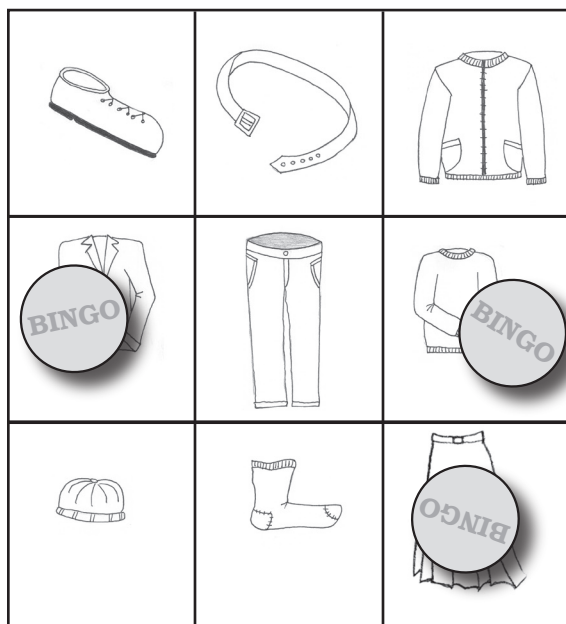
- Cards with a Bingo grid for each player
- Tokens to cover the squares
- Slips of paper that match the symbols on the Bingo card

OBJECTIVE

- Practice listening, pronunciation, and vocabulary using numbers, letters, sounds, words, or phrases in random order.

DIRECTIONS

1. Play according to the rules of a commercial Bingo game. You should be the caller the first time. As you call the numbers, you can have the students repeat them after you for pronunciation practice. For beginning students, it helps to write each number on the board as you say it.
2. Have the winner read back the numbers to make sure they are correct (be sure you keep track of the numbers you have called). Ask the others for verification (“Is that right?”). Have the winner be the leader and read off a number for the next game.



VARIATIONS:

- ❖ *Introductory Bingo*: Use a smaller homemade grid with fewer spaces. The first person to cover all the spaces wins.
- ❖ *Letter Bingo*: This requires a homemade set with letters instead of numbers on your cards. Play the same as above.
- ❖ *Dictation Bingo*: Give each player an empty grid. Dictate or write on the board: Words, numbers, letters, or times. The students fill in the grid in a random order. Then call out the items in random order and play as above.
- ❖ *Verb Bingo*: Place a verb in each space. To score, the player must use the verb in a sentence. Specify “past tense” or “now,” “he,” “question” or “negative,” etc., and use the same sentence pattern throughout the game.
- ❖ *Vocabulary Bingo*: Make a Bingo grid with pictures of vocabulary items on it. An easy way to do this is by xeroxing a page from one of the texts and cutting up the pictures. Use body parts, foods, actions, etc. Say the word (or phrase) and proceed as above. “She’s running.” “It’s a big book.” “The blue shirt ...”, etc. This doesn’t require literacy skills.
- ❖ *Lotto*: Use the grids, cards, and matching slips of paper from one of the Bingo games. Give each student a grid. Stack all slips face down in a pile. Each player takes one slip in turn from the top of the stack and places it on his grid if it matches. If not, he returns it to the bottom of the pile. Have the students say each word as they draw. The first person to cover all his squares wins.

NOTES

When a student is first introduced to Bingo, it’s easier to use a grid with only 9-12 squares.

Keep in mind that the pictures you make for Vocabulary Bingo will also be useful for other games like Lotto, matching games and Tic Tac Toe.

CONCENTRATION



MATERIALS

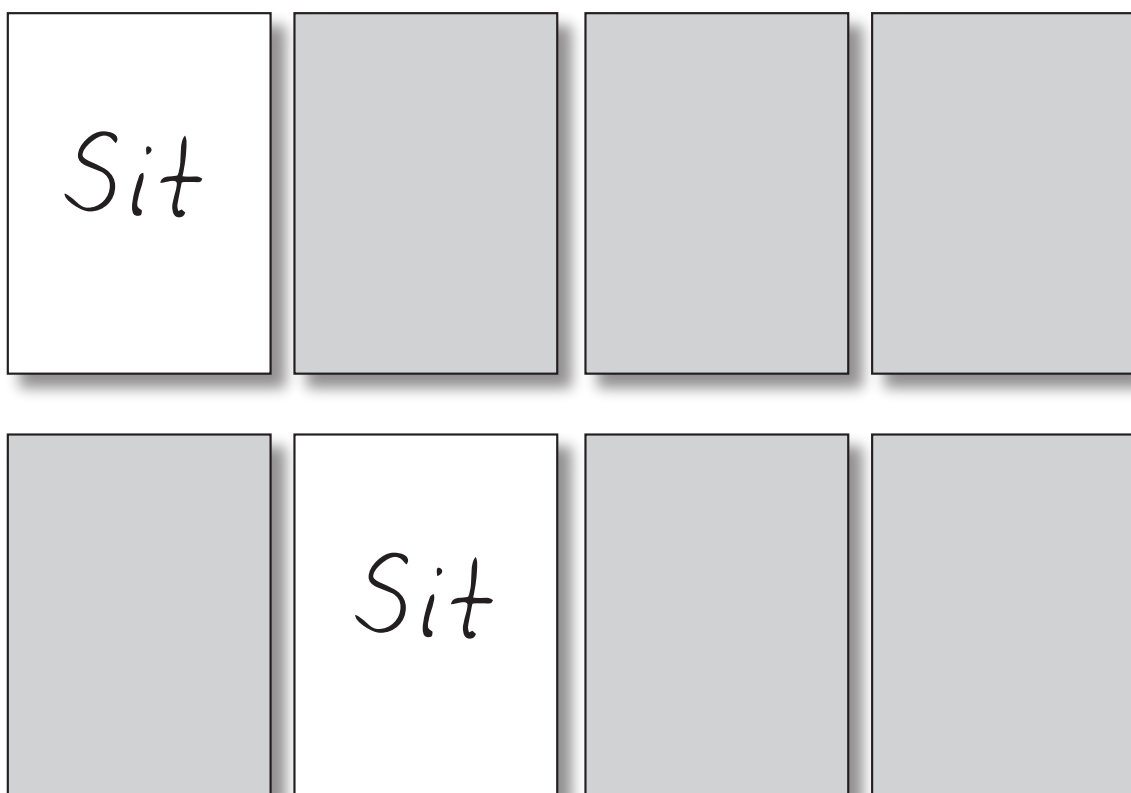
- Pre-made colored sight word cards

OBJECTIVE

- Review vocabulary.

DIRECTIONS

Put sight words such as sit, table, the, man, etc. on cards of one color. Put pictures of items (lemon, pen, mother, etc.) on several different colored cards. Place all cards face down in random order. The student turns over one card of each color, seeking a matched pair.



PICTURE STORIES



OBJECTIVE

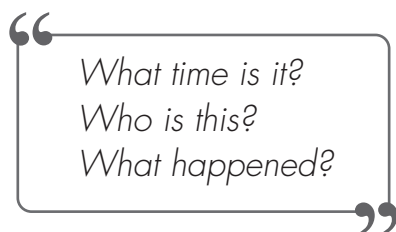
- Practice speaking.

MATERIALS

- Set of pictures to tell a story (hand drawn or from magazines)

DIRECTIONS

1. Show one picture at a time. Say a sentence to go with that picture.
2. When finished, go back to the first picture. Use a question and answer technique:



3. Go through each picture this way.
4. Return to the first picture. Say the model sentence and students repeat the sentence. Go through each picture in the story this way; review the story frequently and ask individual students to say the sentence for each picture as you motion with your hands.

VARIATIONS

- ❖ Hand out each picture to a student. Say sentences in random order. They stand up when they hear the sentence for the picture they are holding.
- ❖ Hand out key word cards or strips with the whole sentence written out. Students sequence them correctly.

FISH



MATERIALS

- Regular deck of cards or pre-made set of matching cards

OBJECTIVE

- Practice numbers, vocabulary, sight words, asking and answering questions.

DIRECTIONS

1. Deal out 5 cards to each player and place the rest in a pile face down. Students must ask, “Do you have a five?” If they don’t get the requested card, they “fish” from the pile. The winner has the most pairs. This is also good for practicing questions when using identical pairs.
2. With a regular deck of cards, you practice numbers. By making your own cards you can practice pronunciation (make a set of minimal pairs: bin/bin, pin/pin), sight words (pairs would be word and picture), or, for the pre-literate student, vocabulary (all cards with pictures).
3. Make the game a little more challenging for higher level students by requiring variety in the question form:

“
Ask nicely: *Could I please have a ten?*
Ask assertively: *I must have the four now.*
”

And in the answers:

“
Nope. No way. Sorry, not today.
Why yes, of course. Sure do. Here you go.
”



APPENDIX III:

APPLIED PRACTICE ACTIVITIES

- 132 Role Plays
- 134 I Know Everything
- 135 Box of Stuff
- 136 Associations
- 138 Treasure Hunt
- 139 Field Trips

ROLE PLAYS



MATERIALS

- A list of the drills you intend to use (*you* read this, not the students)

OBJECTIVE

- Build confidence in speaking English.

DIRECTIONS

Role play is one way of practicing material before the student moves out of the classroom and tries out the new language and skills “for real.” Role play is different from dialogues because there is no set script to follow.

It is important that students understand the context of the situation, and the language to be used. The point of role playing is to build confidence, so the purpose is not served if the students become embarrassed in the course of the role play. It’s a good idea to model a role play first, with another native speaker or a stronger student.

If you have a group of students, it may be inhibiting for some or all of the students to “perform” for the others. In that case, have everyone involved in one role play, or have several small role plays occurring simultaneously.

1. Give your student a role or divide a class into groups for the roles. This part can be described verbally or can be written on a card:

STUDENT 1

You are a supervisor. The phone rings.

STUDENT 2

You are sick and you can not come to work today. Call your supervisor.

2. Each group or pair has a few minutes to practice or discuss the situation before doing the role play. While groups are practicing, circulate and give help where it is needed. Note problems or additions for next time.
3. After the role play, discuss what happened. The students can identify what language they felt comfortable with and where they need more English. Examine the social/cultural overtones of the scene and speculate what might happen next.

POSSIBLE ROLE PLAY IDEAS

- Buying stamps
- Asking directions
- Changing the time of class
- Applying for a job
- Visiting a doctor or dentist
- Meeting a neighbor

VARIATION

- ❖ Instead of being assigned roles, each pair can develop their roles based on a picture cue. Some examples are a picture of a doctor and patient, or of a customer and a salesclerk at a department store.

COMMENTS:

Role plays are intended to build student confidence in using English. It is important not to correct students' grammar during a role play. Note the difficulties students have and deal with those later.

I KNOW EVERYTHING



MATERIALS

- High interest magazine pictures (e.g., from Life, National Geographic, etc.)

OBJECTIVE

- Practice questions and answers.

DIRECTIONS

Let a student select a picture from a stack you've brought in. The picture is held up so that all students can see it. The student who has selected the picture says, "I know everything about this picture." The other students ask questions about the picture.

Some questions will be easy:

*What color is her hair?
What is he doing?*

Some are more difficult:

*What is she planning to do tonight?
What is he thinking about?*

The student with the picture must answer every question. "I don't know" is not an acceptable answer. No answer is wrong unless it directly contradicts something in the picture. The students must think up names, jobs, relationships, etc., using their imagination. The teacher can supply vocabulary as needed, but the student is the know-it-all.

BOX OF STUFF



OBJECTIVES

- Practice speaking.

DIRECTIONS

The student selects an item. The student speaks for one minute, or makes 3-5 sentences about the object she's chosen. If you have two students, one can select an item (unseen by the other), and the other student must ask questions to elicit information and guess what the object is.

IDEAS FOR OBJECTS

- Sewing supplies
- Kitchen implements
- Hand tools
- Home remedies (tea, salves, etc.)
- Religious objects (incense, rosary, candle, etc.)
- Things from a car glove box (map, tire gauge, screwdriver, flashlight, flare, etc.)
- Winter wear (scarf, ear muffs, ice scraper, etc.)

VARIATIONS

- ❖ The students can select one to several items and make up a dialogue or role-play using the objects.

MATERIALS

A box of every-day or culturally interesting items (perhaps items that review earlier-taught sessions)

ASSOCIATIONS



MATERIALS

- Pictures of objects and people (equal numbers of objects and people)

OBJECTIVE

- Using language to explain associations.

DIRECTIONS

1. Show your students pictures of four to six different examples of some item. For example:

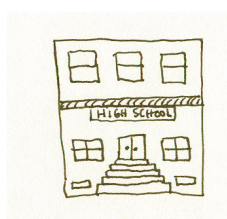
- Transportation (bicycle, motor scooter, luxury car, farm truck, van, sports car)
- Housing (fancy condo, low-income apartment, farm house, mansion, tract house)
- Clothing (sailor's cap, necktie, fur stole, bolo tie, sun hat, bandanna)

2. Ask your students questions that will orient them to the pictures. Some examples:

“
Which vehicle is the cheapest to use?
Which would be best for a family?
Which ones are used for work? For recreation?
Who would be most likely to drive which one?
”

3. Show your students pictures of a variety of people (an equal number to the number of object pictures you've been using) - perhaps a mom, a student, a worker, a tycoon type, etc.

4. Ask your students to pair up a vehicle and a driver and give them reasons for that association. **ALL ANSWERS ARE CORRECT.** The pin-striped businessman may well ride the bicycle, especially if he made his millions by manufacturing Schwinn!



COMMENTS

All answers are occasions for discussing different points of view and for sharing information: “in your country only the poor people smoked cigars;” “some Americans think it’s not respectable to ride motorcycles,” etc.

The pictures are the beginning point and initial focus for your conversation, but the end point is the sharing of experiences and view points, so don’t feel that you can’t move outside the subject or boundaries of the pictures. Remember to follow-up your students’ statements with questions to keep them talking.

TREASURE HUNT



MATERIALS

- Map
- List of stores and/or agencies

OBJECTIVE

- Become familiar with the community.

DIRECTIONS

This requires pre-planning and leg-work on your part. Survey your students' neighborhoods, or parts of town they might be likely to frequent. Find out what materials businesses and agencies have that are given away for free. Some possibilities are:

- Informational pamphlets
- Bag with store logo
- Schedules
- Menus
- Coupons

Give your students a list of the stores and agencies that have free stuff, and what the items are. Their assignment is to collect as many of these as they can. Self-confident, high-level students may welcome the chance to get to the different locations and retrieve the "treasures" on their own. Other students may need several weeks of preparation, including:

- Planning routes to get to locations
- Role-playing dialogues to ask for things

For low-level students or recent arrivals to the U.S., the treasure hunt can be a good field trip activity for you to do with your students.

FIELD TRIPS



OBJECTIVES

- Practice English in daily situations outside the home.
- Increase self-confidence.

MATERIALS

- None

DIRECTIONS

In selecting field trips, think of your students' needs and interests. Choose a trip that is meaningful and useful for them. What do they need to know? Which trip might reinforce what you are studying in class? Will it be too tiring or too confusing for them? If you are teaching food, a trip to the supermarket is a good idea. A trip around the block can make directions more meaningful.

Prepare your students for the trip. Tell them about it well ahead of time. Make sure they have the necessary language and skills before the trip. Using pictures and props, introduce and drill the necessary vocabulary, structures, and gestures. If the field trip involves speaking to other people, role play this kind of dialogue beforehand.


Plan ahead and make necessary arrangements beforehand so the field trip goes smoothly. You might even ask a shopkeeper if you can bring in your students for a field trip. Keep several tips in mind:

- Keep the trip short, simple, and useful.
- Prepare the students for the trip.
- Limit new vocabulary and structures.
- Plan ahead for necessary arrangements and materials.
- Make it enjoyable.
- Follow up with review.

NOTE

Ask shopkeepers, postal workers, or government employees ahead of time if you can bring in your students for a field trip.

Sample Lesson Plan for a Field Trip

OBJECTIVE	Become acquainted with bus system; learn bus routes necessary for student needs; learn basic procedures and vocabulary.
PREPARATION	Choose a destination and find out the bus schedule and bus number.
VOCABULARY	Bus, schedule, pass, driver, bus stop.
PRE-TRIP ACTIVITIES	<p>Introduce and practice phrases needed to ride a bus:</p> <ul style="list-style-type: none"> • "Does this bus go to ___?" • "Which bus goes to ___?" • "I need a pass." • "Excuse me, please." <p>Role-play a short dialogue, with the teacher as driver. Practice variations of phrases and vocabulary. Discuss bus fares, single fares, passes. Be sure students have exact change to pay the fee.</p> <p>If appropriate to students' level, familiarize them with schedules. Practice finding various destinations and departure times.</p>
THINGS TO DO	<p>On a bus:</p> <ul style="list-style-type: none"> • Ask for an all day pass • Inquire about bus' destinations • Demonstrate and have students pull cable to signal for stop • Note familiar landmarks <p>At the bus station:</p> <ul style="list-style-type: none"> • Read bus numbers • Find parking slots for specific buses • Go in waiting room, find schedules, information person <p>After the trip:</p> <ul style="list-style-type: none"> • Problem-solve any difficulties that arose • Make an experience story about the trip • Have students set goals for when they will ride the bus on their own 



APPENDIX IV:

ACTIVITIES TO PRACTICE BASIC LITERACY SKILLS

- 142 Matching Games
- 144 Same or Different:
Pre Reading
- 145 Sentence Strips
- 146 Scrambled Sentences
- 148 Alphabet Brainstorm
- 149 Gamble For Words

MATCHING GAMES



MATERIALS

- Pencil
- Paper

OBJECTIVE

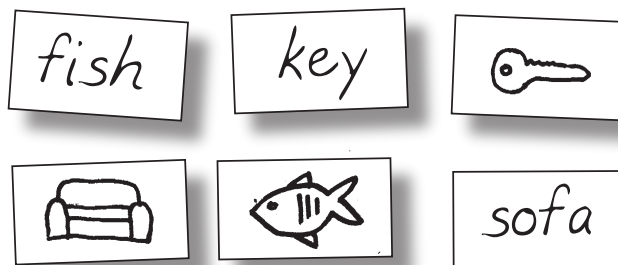
- Practice recognizing same or different numbers, letters, words, times, money, and shapes.

DIRECTIONS

Give each student, or group of students, a set of 10-20 matched pairs. Have the students mix up all the cards. At first, have them match the pairs (saying the word) while all the cards are face up.



Once they are familiar with the process, you can introduce variations.

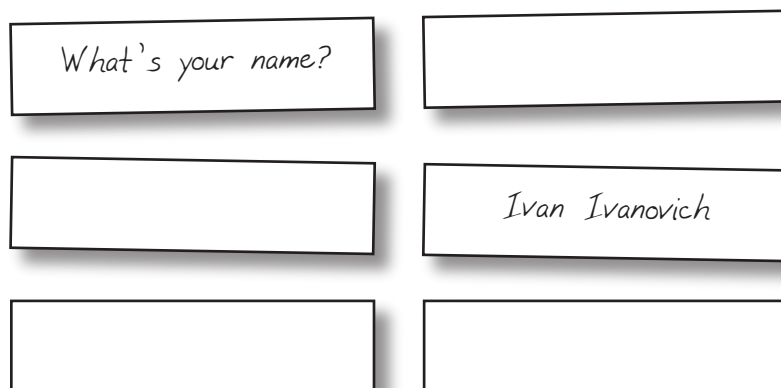


VARIATIONS

- ❖ Turn all cards face down. The student turns over two cards. Have the students say the word on each card. If they get a pair and correctly say the word, they keep the pair. The person with the most pairs wins.

❖ *Matched Pairs:* This is an all-purpose, all-level game for tutoring sessions. The goal of the game is to get a matched pair from a collection of cards. You may be matching words to pictures or questions to answers, or the first half of a sentence to the second half.

The cards can be set out upside down for a “concentration” game, or several pairs can be shuffled and placed before the student for sorting. If that is too complex, read one card aloud and have the student select a correct match from only two or three cards. Two students can play on their own without your help.



COMMENTS

Matching games can be very simple for low level or non-literate students, or complex for higher level students. Use one to two words or pictures for low level students. Use complex associations for high level students, such as grammar information. You might ask, “What is a person, place, or thing?” The student should answer, “noun.”

SAME OR DIFFERENT: PRE-READING



MATERIALS

- Pencil
- Paper

OBJECTIVE

- Practice recognizing same or different numbers, letters, words, times, money, and shapes.

DIRECTIONS

Prepare a worksheet with a row of letters, with several of the letters repeated. Before the row, write the repeated letter. Students must circle all the repeated (or same) letters in the row.

b	b	d	d	b	c	b
a	c	a	e	o	q	a
bus	boss	base	bus	bus	bus	base
42	42	24	92	43	42	43

VARIATIONS

- ❖ Shapes can be used as a pre-reading exercise.
- ❖ Can be played with numbers, time, money, and words.
- ❖ A student can be leader and write the letters.
- ❖ Use common signs such as restroom, exit, or stop signs.

SENTENCE STRIPS



OBJECTIVE

- Reinforce sight reading, check comprehension.

MATERIALS

- Strips of paper
- Pencil

DIRECTIONS

Once you and your students have done plenty of oral work with a story several sentences long, you can create a quick sketch to illustrate each sentence. Write each sentence on a separate slip of paper and have the students match sentence to picture. Then have them try to put the sentences in order without the picture cues. If the story has a definite sequence of events, make a sentence strip for each event and have the student put them in order.

In Cambodia I liked New Years.



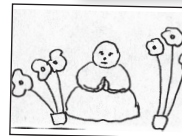
I visited my friends.



I took food and flowers to the temple.



The flowers were for Buddha.



The food was for the monks.



SCRAMBLED SENTENCES



MATERIALS

- Words and phrases from sentences printed on index cards

OBJECTIVES

- Practice sequencing words into sentences.

DIRECTIONS

Prepare the cards ahead of time. Using sentences that are familiar to your student, print one word on each index card and include punctuation.

Mix up the cards for each sentence. Put students in groups or pairs and have them put the words in order. Have the students read the sentence. (Ask other students if it is correct.)

The girl is under the tree .

The grandpas are in front of the house .

VARIATIONS

- ❖ Write phrases (e.g., noun phrase, verb, object, prepositional phrase) on cards. Students assemble them into reasonable sentences.
- ❖ Ask the students to write one sentence and print each word on an index card. Ask them to mix up the cards and trade with each other. They can unscramble each other's sentences. Read sentences aloud and check for accuracy.

- ❖ Following the same procedure, write sentences from a familiar story or dialogue - one sentence on each strip of paper - and have the students put them in order. The students should read the story aloud. In a class, you can give each student one sentence and have them read aloud in order.
- ❖ For preliterate students, you can follow the same procedure using pictures. Picture sequences from the texts are useful for this.
- ❖ Questions and answers can also be scrambled and then matched.
- ❖ As words and phrases come up in stories or conversation, you can write them on slips of paper. The students can match them to a picture or spoken words.
- ❖ As a review or warm-up activity, the students can draw a card from a pile and use what they read in a spoken sentence or question.

ALPHABET BRAINSTORM



MATERIALS

- Paper and marker

OBJECTIVE

- Review alphabet and vocabulary.

DIRECTIONS

Make a chart of target letters and familiar places. As the students think of items, activities, or attributes at each location that start with a target letter, you write the word on the chart. The students can then use the words in spoken or written sentences.

	M	S	T
Home	Mailbox Mat	Stove Sofa	Tea Tool
Store	Margarine Milk	Sell Sugar	Tomato Turnip
Farm	Mud Many	Sickle Sit	Tree Tired

GAMBLE FOR WORDS



OBJECTIVE

- Practice sight words.
-

MATERIALS

- Word cards
- Set of die

DIRECTIONS

Write sight words that you want students to study on cards. Place the word cards upside down on the table. One student rolls the die, then picks up the same number of cards as the number on the die. Each student gets one point for each word he or she says correctly after picking up the card. Two or more students can play, or one student can try to beat a previous score.

LESSON PLANNING FORM 1

Objective: _____

Examples of New Language:

Pronunciation	Reading	Speaking	Spelling	Listening
Vocabulary	Writing	Listening	Grammar	American Culture

Materials Needed: _____

ACTIVITY	MATERIALS	TIME
Warm-Up:		
Review:		
Activity 1 (Introduction of new language):		
Activity 2 (Controlled practice):		
Activity 3 (Applied practice):		
Assessment:		

LESSON PLANNING FORM 2

Objective:

Examples of Language:

TIME	ACTIVITY	MATERIALS
5	Warm-up	
10	Review 1. 2.	
15	Learning Point 1) Intro: 2) Controlled: 3) Applied:	
10	Break	
10	Learning Point Activity 1. Activity 2. Activity 3.	
5	Regular Routine	

SAMPLE ASSESSMENT NEEDS SURVEY

What do you want to study? _____

Name: _____ Date: _____

1. What is the most important for you in English? (rank 1-4)

Reading _____ Writing _____ Listening _____ Speaking _____

2. In the next 6 months, I want to learn _____

so I can _____

3. In the past month, English was difficult when _____

4. I want to learn in English: (Circle all that apply)

To go to the doctor/hospital

To go to a store

To talk with my child's school and teachers

To take a bus

To talk to landlords or housing managers

To get a job

To talk to neighbors and friends

At work

To go to the post office/bank/pharmacy

To go to a restaurant

5. I need English to _____

6. Where do you want to speak English? _____

SAMPLE ASSESSMENT GRID

Student Name:

Can develop a warm-up activity to include in lessons				
Can use the question hierarchy with a visual to promote language use				
Can plan a TPR activity that is relevant to student's life and ESL level				
Can develop a grid as a practice activity that is relevant to student's life and ESL level				
Can use the Language Experience Approach as a strategy to teach beginning reading/writing				
Can relate the 4 purposes of learning to his/her own learning				
Can develop a lesson plan that includes warm-up, review, intro to new concepts and language, and practice activities.				