


LITERACY COALITION OF CENTRAL TEXAS



LITERACY
FORWARD

ENGLISH FORWARD: WHAT WORKS IN 1 TO 1 TUTORING


MODULE 1

WHAT WORKS IN ADULT ESL?


NAVIGATION

Pause the video now and read the following:

You can pause the video in several ways:

- Click on the Pause Button on the video. 
- Click anywhere on the video image.
- Click the space bar on your keyboard.

To play again:


- Click on the Play Button to start video. 

Pause - Read - Play - Repeat

For each new slide, do the following:

- Pause the slide.
- Read the slide.
- Click the Play Button to hear narration and go to the next slide.

INTRODUCTION



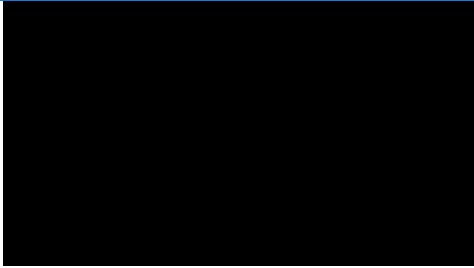
OVERVIEW

- 1. Who Are Our Students?
- 2. 1 to 1 Tutoring: Limitations and Advantages
- 3. Using the Lesson Flow in 1 to 1 Tutoring
- 4. What Works? Practical Ideas Based on Research
- 5. Using the Native Language Judiciously
- 6. Ideas for Adapting Group Tasks to 1 to 1 Tutoring
- 7. Points to Remember
- 8. Resources

1
WHO ARE OUR STUDENTS?

VIDEO: COMING TO AMERICA

Video developed by the Literacy Coalition of Central Texas, shows learners from different countries and backgrounds telling their stories.



REFLECTION | WHAT ARE YOUR THOUGHTS?



1. Was there anything that surprised you in these stories?
2. Which one of these students would you love to have dinner with?
3. Which person would you like to teach?
4. Who would be the most challenging to tutor?

2
1 TO 1 TUTORING:
LIMITATIONS AND ADVANTAGES

LIMITATIONS OF TUTORING 1 TO 1

Students in 1 to 1 sessions rarely get a chance to:

1. Hear different voices speaking variations of English.
2. Interact with peers from different educational and cultural backgrounds.
3. Work on group projects and develop team building skills.
4. Communicate with others who have varying degrees of English proficiency.

ADVANTAGES OF WORKING WITH ONE STUDENT AT A TIME

1. You can create 1 to 1 assessments.
2. You can personalize the English Forward lessons and have spontaneous conversations.
3. You only need to talk to one student to decide on what topics to discuss.
4. You have time to work with your student to write down stories and events and illustrate them.
5. You and your student can watch a video on your laptop or tablet and discuss it.

3

USING THE LESSON FLOW
IN 1 TO 1 TUTORING

LESSON FLOW



The Lesson Flow is a core part of the English Forward Training System. It is also used in other Adult English Language Acquisition programs both in the US and in Rwanda, Africa.

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ACTIVATE BACKGROUND KNOWLEDGE

In Step 1 you activate background knowledge to help your student think about what he already knows about a topic.

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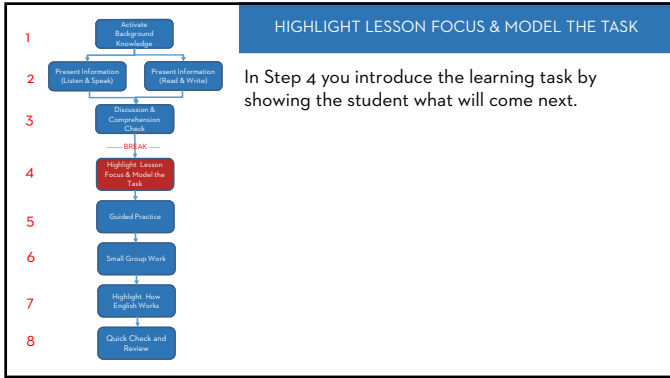
PRESENT INFORMATION
(LISTENING & SPEAKING) (READING & WRITING)

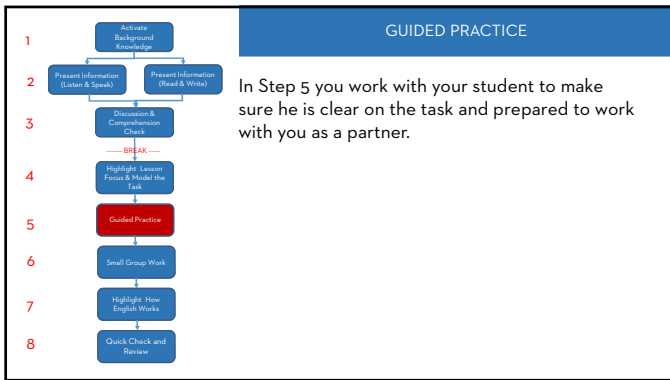
In Step 2 you present key information about a topic to your student. Use objects, compelling pictures, a poster, a short video or a song.

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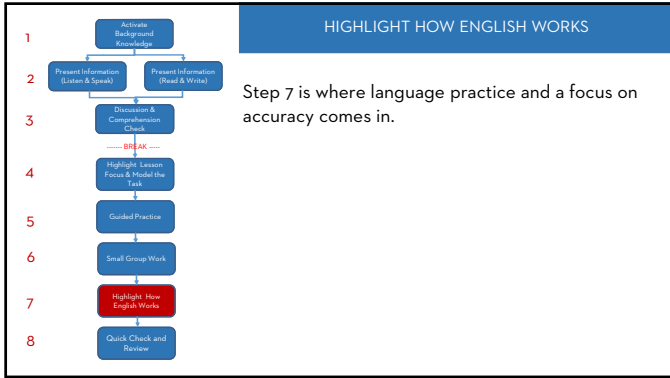
DISCUSSION & COMPREHENSION CHECK

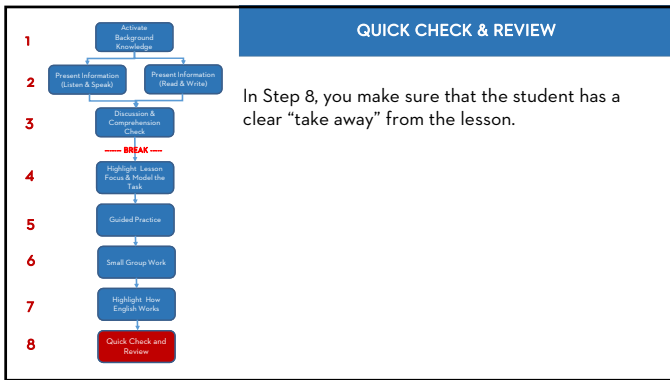
In Step 3 you check your student's understanding of what was just presented. You might use True/False Cards or ask a comprehension question.











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**WHAT WORKS?
PRACTICAL IDEAS BASED ON RESEARCH**

USING EFFECTIVE PRACTICES FROM A NATIONAL STUDY

ESL students had higher test scores when teachers:

- 1. Used varied interactions and activities.
- 2. Used real world materials and "brought the outside in."
- 3. Used the native language judiciously and strategically.

VARIED INTERACTIONS AND ACTIVITIES

- 1. Use one strategy to focus on fluency and another strategy to focus on accuracy.
- 2. Ask many open-ended questions.
- 3. Give your student plenty of time to practice what you are teaching.

TIPS FOR BRINGING IN THE OUTSIDE

- 1. Use Realia and authentic visuals and print.
- 2. Use role plays and scenarios to discuss and practice sticky situations.
- 3. Give your student real world assignments that focus on listening and speaking.
- 4. Draw your student's attention to signs and labels found outside the classroom.

SUGGESTIONS FOR YOUR REALIA TOOLKIT

Ideas from the Toolkit

- Calendar
- Job Application
- Playing Cards
- City Map
- Restaurant Menu
- Grocery Store Flyer
- Utility Bill
- Hardware Store Flyer



PEPPERS! USING EVERYDAY WORDS FOR ENGLISH PRACTICE



Previously, the students went to a farm to pick vegetables. In a follow-on lesson, they go to a supermarket to compare the prices between the farm and supermarket. This is the classroom activity to prepare them.

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USING THE NATIVE LANGUAGE JUDICIOUSLY

USING THE NATIVE LANGUAGE JUDICIOUSLY

This might include:

1. A bilingual teacher introducing the lesson in the native language.
2. A student switching to the native language to get a point across to the teacher.
3. A student using or creating bilingual vocabulary cards with pictures to practice at home.



VIDEO: TEACHER GIVES DIRECTIONS IN ENGLISH & SPANISH



Although this is an ESL class, the teacher previews the lesson in Spanish so students know what to expect. As the lesson evolves, they can focus on English.

USING THE NATIVE LANGUAGE IF YOU ARE NOT BILINGUAL

What can you do if you don't speak the language of your student?

1. Don't insist on English, especially not with beginners. Invite your student to use her own language when she is lost in a sentence. It can help her get unstuck.
2. Ask your student to bring in something written in her language; then ask her to read it for you. It will tell you much about her overall reading skills.
3. If you have access to the internet, it can be great fun to have you both play with Google Translate.
4. Why not have your student teach YOU a few survival phrases to memorize? It will validate how hard it is to learn another language.

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IDEAS FOR ADAPTING GROUP TASKS FOR 1 TO 1 TUTORING


ADAPTING LEARNING TASKS (1)

Lesson Title	Adaptation
My name is...	Introduce yourself and introduce your student to different people in your building. Introduce her to shop keepers and people at the local coffee shop. Teach "nice to meet you."
Getting to know you	Adapt the 3 Things About Me strategy. Draw stick figures of people in your family and your friends. Say my sister likes... Ask students to do the same. Give your student the vocabulary she needs to explain what she likes and doesn't like.
Where are you from?	Bring various maps and let your student show you his country. Invite the student to draw the town or neighborhood where he grew up. You do the same. Bring in a puzzle of the US and explain where friends and family members live. Ask student to do the same. Introduce "my sister lives in..." or my friend, Brigitte, is from Denmark. Use pictures to illustrate.
How do you feel? Healthy Living	Act out various ailments. Bring in common medicines and explain names. Ask your student to do the same. Have a conversation around traditional medicines that your grandmothers recommended. Take turns and work with the student to write a modified Language Experience Story around traditional remedies.
Work	Compare notes on your first job. Walk student through filling out an online job application. Discuss jobs in your family (mother, grandfather, great grandfather).

ADAPTING LEARNING TASKS (2)

Lesson Title	Adaptation
Family	Use Chalk. Talk to draw different kinds of families (not just conventional ones) - share information about yourself and your friends. Talk about grandparents and include early memories. Consider helping your student create a book of memories (When I was little) possibly around holidays and foods.
Personal Information	Introduce a scenario early on and play the role of the case worker or the school nurse who needs information. Start with a simplified intake form and use an authentic form later on.
Money	Bring in bills and play money. Play store and give the wrong change to teach your student what to say. Use flyers to buy pretend gifts within a set budget.
Time and Daily Activities	Bring in a clock and discuss what you do at certain times of the day. Use it to introduce past and future tense in context. (Next Sunday, I will sleep late, and you?)
Food	Share what foods you like to make. Bring in healthy and not so healthy food to try. Discuss ingredients. Have your student share a recipe that you try out and review food guidelines.

ADAPTING LEARNING TASKS (3)	
Lesson Title	Adaptation
The Weather Report/Clothing	Include a daily weather report in each session and take notes as part of a dictation. Take turns playing the weather announcer. Talk about what you think one should wear in certain weather.
Giving Directions	Use cell phones to give directions on what to do in an emergency and ask your student to write them down. Take turns.
Housing	Invite the student to create a dream house out of construction paper and discuss the elements (or design a workshop or a garage). Bring in a catalogue to select furniture, tools or machines and create a poster that represents the dream.
Favorite Places and Around Town	Interview each other and introduce your student to other adults so they can take a quick survey of their favorite places.
Civics	Introduce social service agencies in town and what they do. Ask student where she might go for what kind of service. Use a simple map to show where places are located. Review how to get there. Show pictures of city hall and ask the student about government services in her home town. Discuss what kind of problem is handled by what kind of agency and how.



POINTS TO REMEMBER

The Lesson Flow and the principles that guide the English Forward Training System also apply to 1 to 1 tutoring. While specific activities might change, the underlying approach does not.



RESOURCES

RESOURCES

Teaching Adult ESL: A Practical
Introduction
Betsy Parrish
McGraw Hill (Available from Amazon)

CAELA ESL Resources
A large collection of resources for
teachers
<http://www.cal.org/caela/esl-resources/>
