



ELL 2 Tutor Training

September 26

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Beth Gaytan

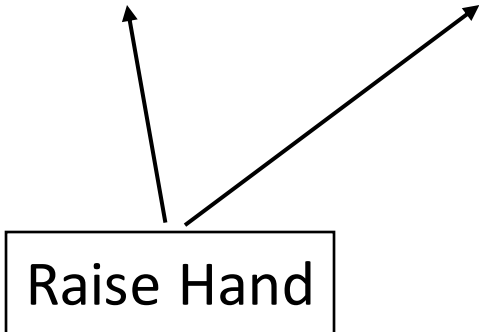
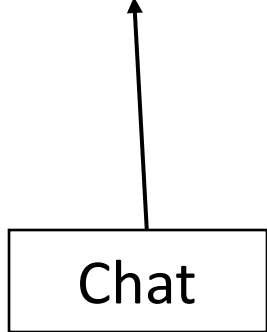
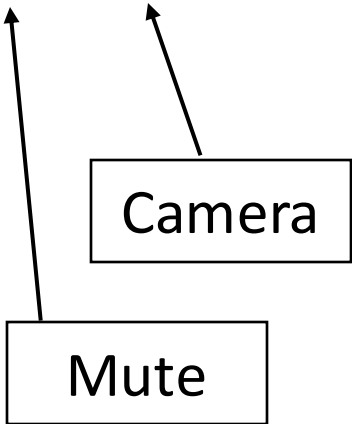
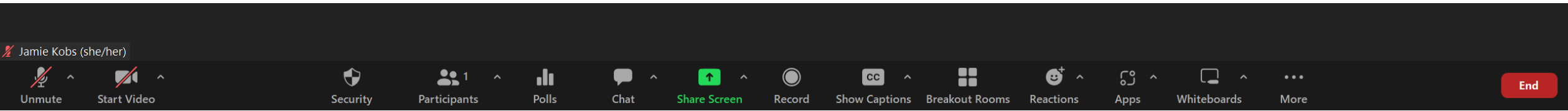
Anna Bierer

Jamie Kobs

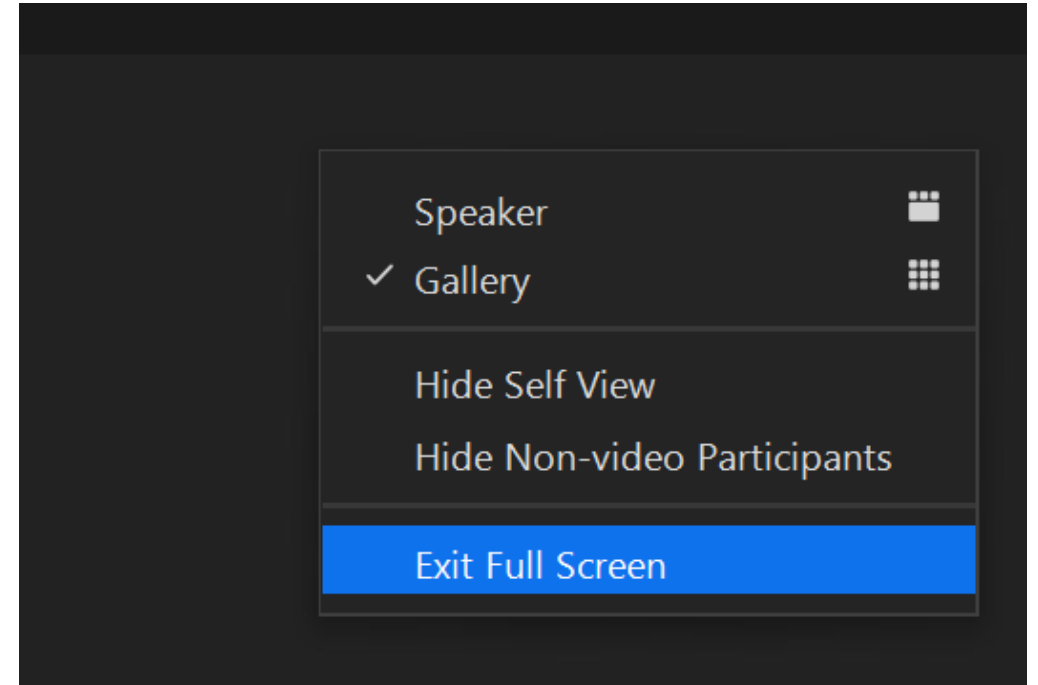
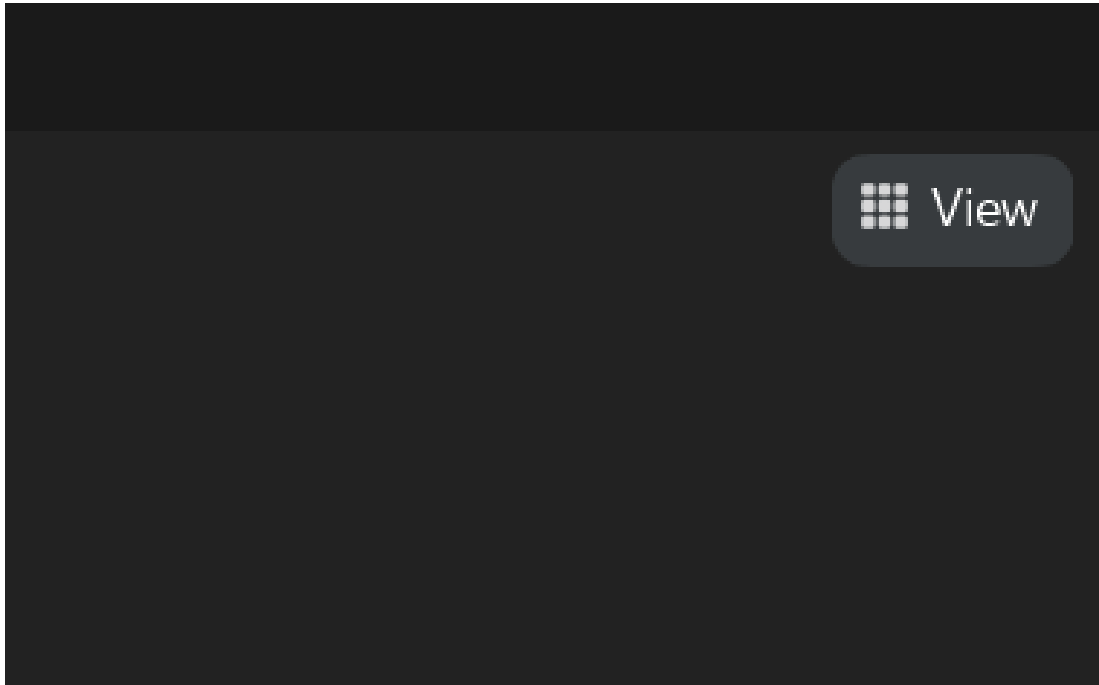
Marsha Connet

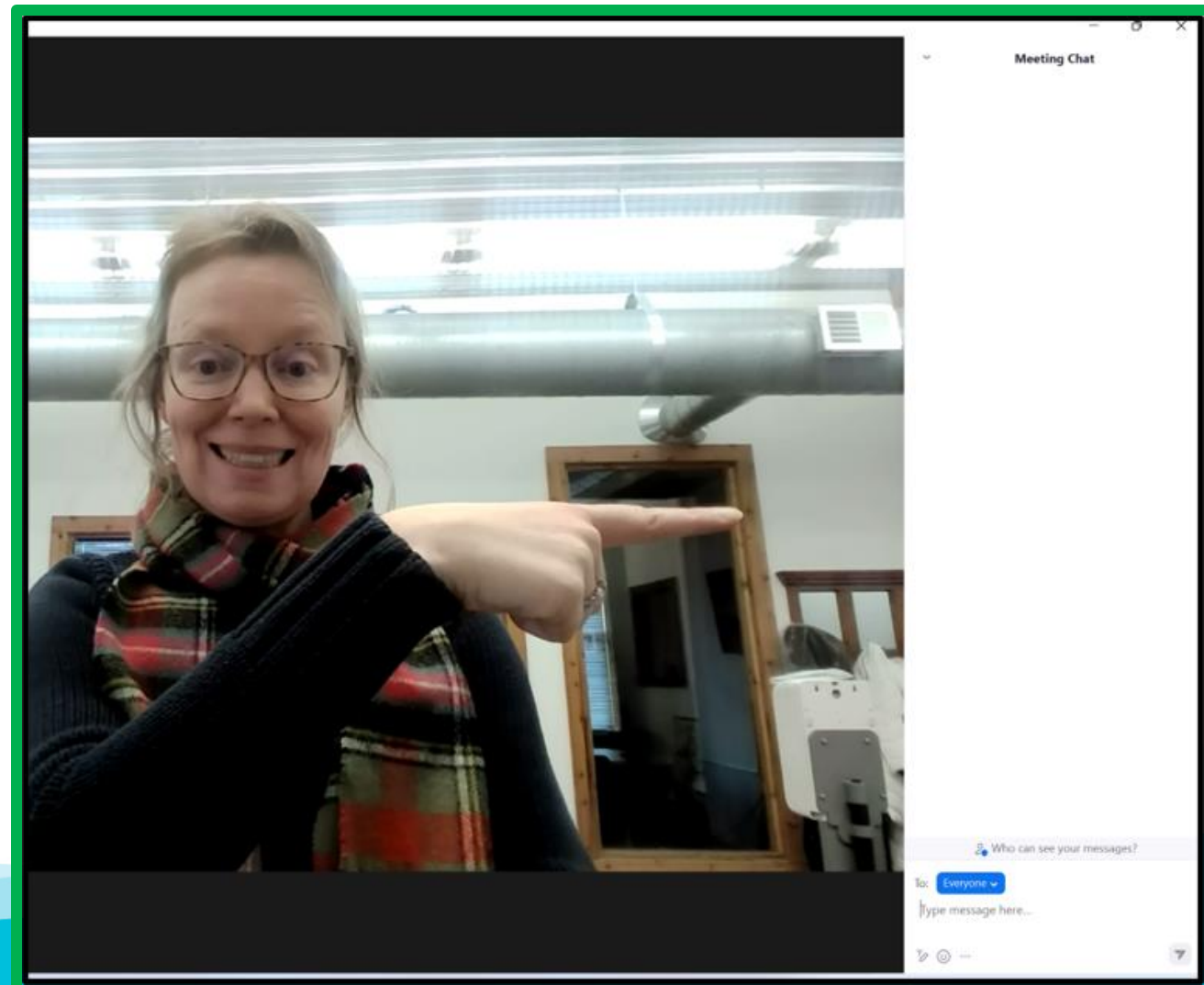
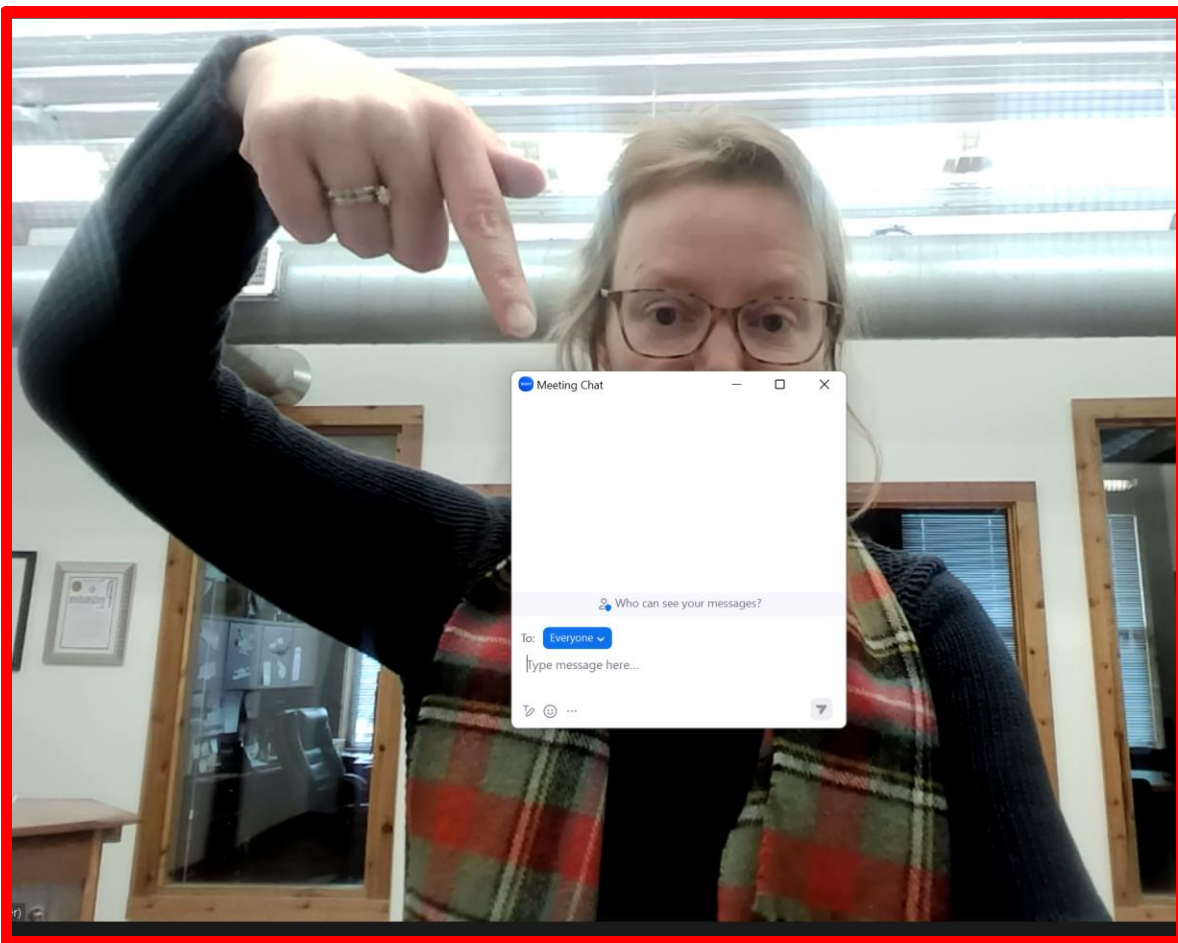
Cassie McLain

Zoom Orientation: Menu Bar



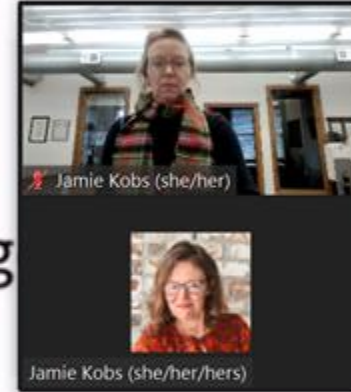
Zoom Orientation: Adjust Your View

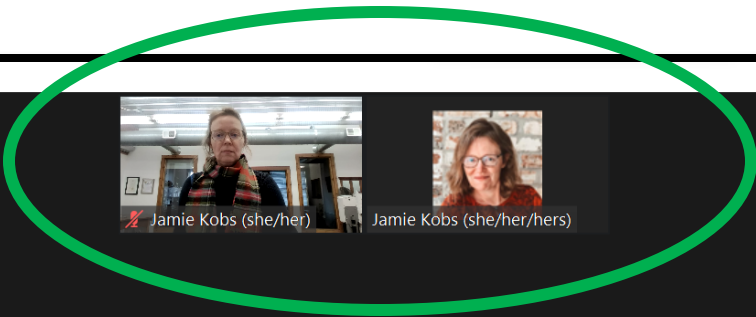




Objectives

- ✓ Introduce a digital skill with a **3-part lesson**
- ✓ **Integrate** digital skills into an English language
- ✓ Use **best practices** for teaching digital literacy





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Agenda

- Review/Vocabulary
- Dialogs
- Integrating Health Literacy
- Break
- Listening
- Pronunciation
- Error Correction

Review from ELL 1

- [Open vocab sort](#)

Manipulatives



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Multitasking on Zoom

Going back and forth between Zoom and other open tabs or programs



Click **Open Zoom Meetings** on the dialog shown by your browser

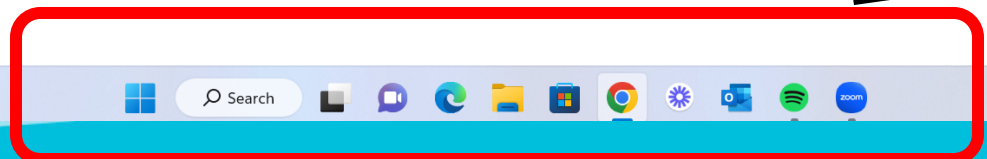
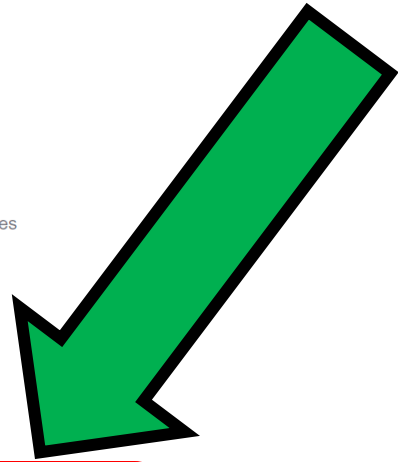
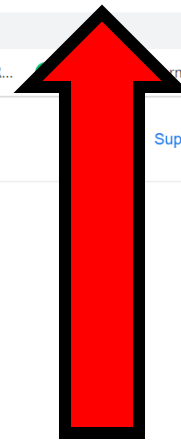
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Vocabulary

Vocabulary

- 15 meaningful encounters with a new word
- Based on learner's needs, daily communication
 - Chunk—5-10 new words
 - Avoid translation
 - Visuals
 - TPR – Total Physical Response
 - Repetition and review
 - Create personal dictionaries
 - Use phones to record

Use Several Examples



Teaching vocabulary



Bring the item or a prop (wax fruit)



Photo



Cartoon drawing



Black-line drawing

Teaching vocabulary



VS.



Show don't tell

Teaching vocabulary

- Bring the item
- Bring a prop
- Photo
- Cartoon drawing
- Black line drawing

VS.

Teaching vocabulary



Bring the item or a prop (wax fruit)



Photo



Cartoon drawing



Black-line drawing



Direct Instruction

- **Explanation:** Explain where/how students will use the word or phrase
- **Model:** Say the word/phrase several times while students listen
- **Guided Practice:** Students repeat with tutor as many times as needed
- **Application:** Students produce words on their own

Substitution Drills

- This is a _____.
 - pen
 - book
 - paper
- What is this?
- This is a ____ book.
 - red
 - blue
 - brown



Dialogs

Dialogs are a great way to...

Chat

- model authentic conversation.
- improve confidence in listening.
- build resilience.
- give “real world” experience within the safety of a tutoring lesson.
- provide structured and semi- structured practice.
- lead up to free practice
- imbed digital literacy skills.
- practice different roles within a communication situation.

Remember to...

Chat

- introduce orally first, then in writing.
- start short.
- use authentic language.
- use normal tone and speed.
- repeat as often as needed.
- manipulate your dialog to create authentic reading and writing activities.
- use your dialog as a way to prepare for role play.

Prepare for Your Lesson

1. Place → **Clinic**
2. Goal → **Make an appointment**
3. People → **Patient, Receptionist**
4. Props → **Calendar, clock, pictures of clinic & person on phone, ID**
5. Pre-learning → **“I would like to”, on date at time, first name, last name, date of birth**

Sample Dialog

Receptionist: Hello. Thank you for calling West Clinic.

Patient: Hello. I would like to make an appointment with Dr. Brown.

Receptionist: What is your first name, last name, and date of birth?

Patient: Beth Gaytan, 3-20-1983

Receptionist: Thank you. Dr. Brown has an appointment on Tuesday, October 31 at 1:30pm. Does that work?

Patient: Yes, thank you.

During Your Lesson

1. Use your props to pre-teach vocabulary
2. Pre-teach grammar
3. Play your recorded dialog and ask follow-up questions
4. Write a dialog together
5. Read the dialog together
6. Structured and semi-structured activities

Sample Dialog

Chat

Receptionist: Hello. Thank you for calling East Clinic.

Patient:

Receptionist:

Patient:

Receptionist:

Patient:

Dialogs to Free Conversation

- Role play
- Conversation strips
- 20 Questions
- Show and Tell
- Two Truths and a Lie
- News for You article



Connected Speech (Fast Speech)

What students hear:

1. watser
2. Izi busy?
3. Jeet?
4. mighta
5. frunna
6. shoulda tolme
7. Hafew seen

Actual English:

1. what is her
2. Is he busy?
3. Did you eat?
4. might have
5. front of
6. should have told me
7. Have you seen

Health Literacy: Things to Consider

- Give tools and offer authentic practice to talk to health care staff and providers.
- Empower adult learners to find information and resources they need to care for their health.
- Do not give health care advice.

Break



Listening

TPR

Total Physical Response

TPR in Breakouts

- Choose who is the tutor and who is the student
- Tutor choose a topic and lead the group in a TPR activity

Music



Cloze

We are _____

I got _____ my sisters _____ me

We are _____

_____ up everybody _____ sing

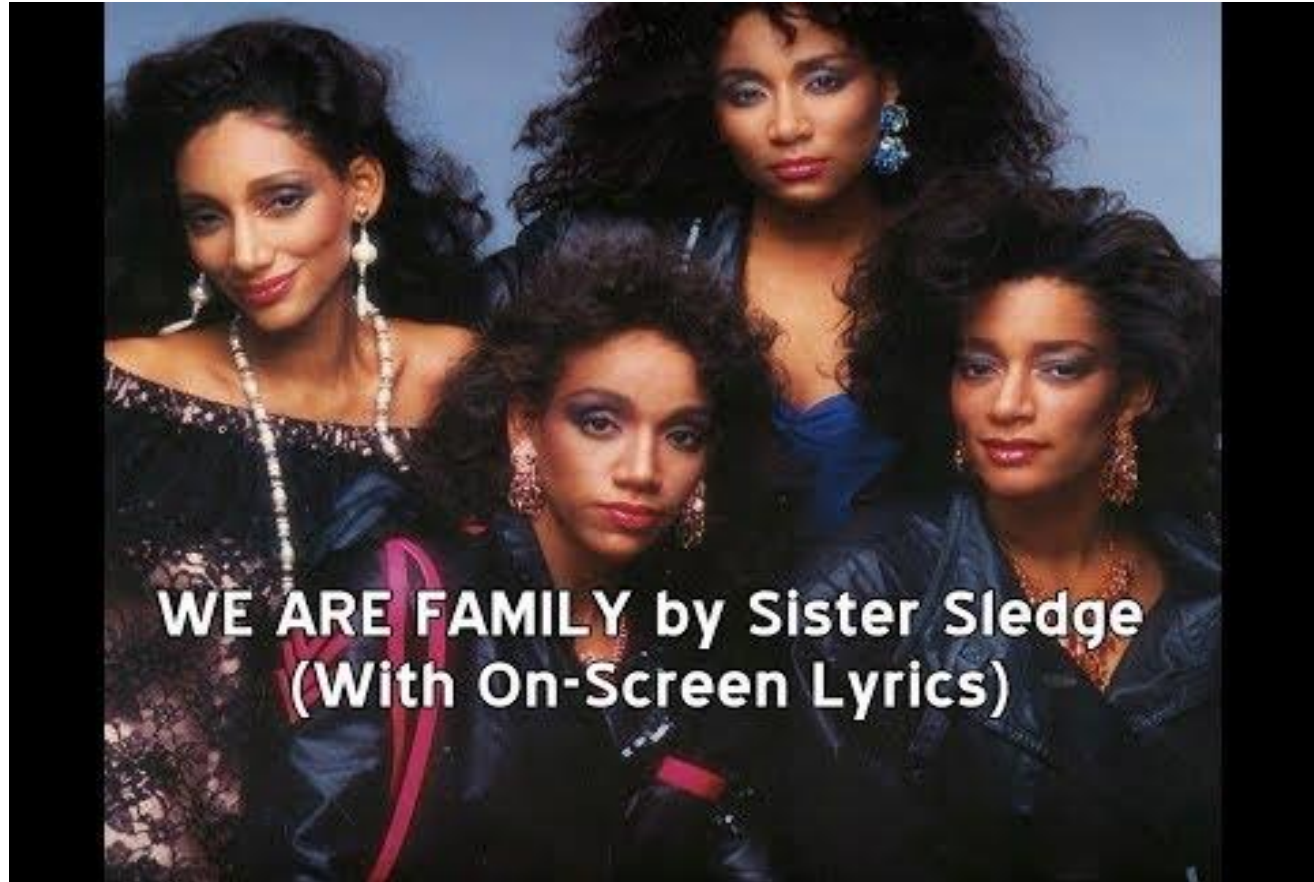
We are _____

I got _____ my sisters _____ me

We are _____

_____ up everybody _____ sing

Cloze



<https://youtu.be/XwLjtilAZDQ>

Cloze

We _____ family

I got all my sisters _____ me

We _____ family

Get up everybody _____ sing

We _____ family

I got all my sisters _____ me

We _____ family

Get up everybody _____ sing

and

are

by

can

no

of

with

_____ are _____

I got _____ my _____ me

_____ are _____

_____ up everybody _____

_____ are _____

I got _____ my _____ me

_____ are _____

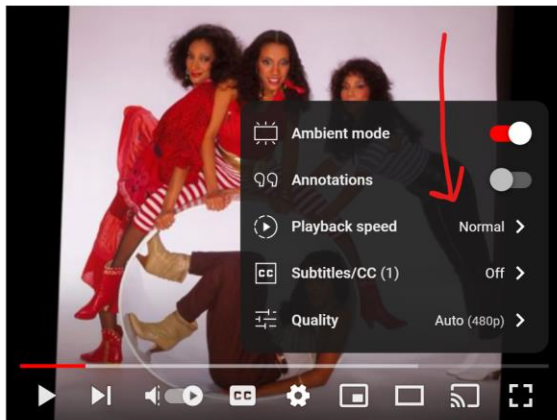
_____ up everybody _____

Adjusting speed

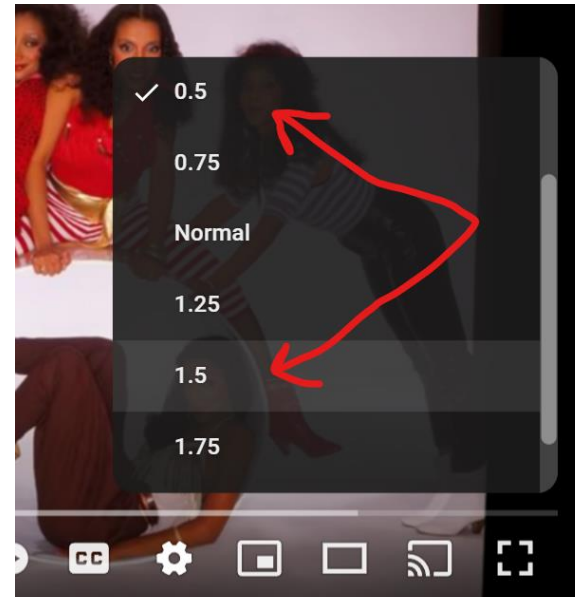
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2



3



Components of a listening activity

- Before
 - Tell me about the picture
 - Elicit and write the words students already know about the topic
- During
 - Listen
 - Listen again and engage through an activity with the material
- After
 - Check for comprehension

Listening activity

- TPR
- Cloze
- Conversations
- Listening activities in textbooks
- Realia -
 - TV
 - Phone messages
 - Radio
 - News for You Online
 - Record your own


Pronunciation

Pronunciation

- Placement of lips, tongue and teeth
- Stress and Intonation
- Minimal pairs
- Voiced and un-voiced
- Avoid over-correction

Thirty American pronunciation ▾


Sounds like
thur·tee 🔊



Slow Practice

Thirteen American pronunciation ▾

Sounds like
thr·teen 🔊



Slow Practice

Feedback



Stress

Changing the stress on individual words alters the meaning of a sentence

1. **Roberto** is sitting on the chair.
2. Roberto **is** sitting on the chair.
3. Roberto is **sitting** on the chair.
4. Roberto is sitting **on** the chair.
5. Roberto is sitting on **the** chair.
6. Roberto is sitting on the **chair**.



The Sound Phone

To dial a number

- Say the word below each digit

Activity

- Use the sound phone to give a phone number to your partner

1 book	2 food	3 look
4 moon	5 cook	6 roof
7 good	8 room	9 foot
	0 too	

Voiced and Unvoiced Sounds

Closed Sort:

Group these 14 sounds into
voiced/unvoiced pairs

*/b/, /c/(k), /ch/, /d/, /f/, /g/, /j/, /p/,
/s/(snake), /s/(measure), /sh/, /t/, /v/,
/z/*

Manipulatives



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Answers

Voiced

- /v/
- /b/
- /d/
- /g/
- /j/
- /z/
- /s/(measure)

Unvoiced

- /f/
- /p/
- /t/
- /c/(k)
- /ch/
- /s/(snake)
- /sh/

Error correction

	Correct now.	Don't correct. Make a note for a future lesson.
Error relates to the lesson objective	X	
Error does not relate to the lesson objective		X
Goal of the activity is accuracy	X	
Goal of the activity is fluency .		X
You can understand despite the error.		X
Error causes confusion .	X	
Error could be inappropriate or embarrassing .	X	

How much time should I spend on pronunciation?

- Focus on general communication
- Do you understand the learner?
- Ask for authentic clarification
- In context
- Focus on stress and intonation
- Modeling

Next Steps

- Read the post-training packet (coming via email)
- Register for ELL 3

You Make an Impact!

Wisconsin Literacy 2022-2023 Member Survey

Member agencies reported that with:

- 1,970 volunteer tutors and
- 125,263 number of volunteer tutor hours
- Programs reached 11,138 adult learners and their families with one-on-one, small group and classroom instruction.

