



ELL 1 Tutor Training

Presented by Wisconsin Literacy staff:

Anna Bierer, Beth Gaytan, Cassie McLain,

Jamie Kobs, Marsha Connet, Robyn Hallet, Shannon Mason Young

Agenda

- Review and Warm-up
- Culture
- Assessment
- Goal Setting
- Lesson Planning
- Language Experience Approach

Handouts:

<https://bit.ly/WisLitELL1>



Review of ELL & ABE Tutor Training: Getting Started

Review Question 1

The **four components of language** are listening, speaking, reading, and writing.

Review Question 2

Which of the following elements are part of the **communicative approach**?

- a. Learning through real communication
- b. Real-life contexts
- c. Focus on using language to be understood vs. 100% accuracy
- d. Tutor as facilitator
- e. All of the above

Review Question 3

Besides the **communicative approach**, another instructional approach I remember learning about is ...

Possible answers:
direct instruction, discovery learning, scaffolding

Warm Up: Tic-Tac-Talk

Getting to Know You Activity: Tic-Tac-Talk

What is your favorite color?	Name a musician or song you like to listen to.	When is your birthday?
What is a food you don't like?	Ask your partner a question.	Are you a morning person or a night person?
How many siblings do you have?	Do you have a pet?	What is your favorite holiday?

Culture

Intercambio Video on Culture



Assessment and Goal Setting



Role of Assessment

Initial Assessment

- Identify student's existing abilities and needs
- Learn student's background and goals
- Build rapport and trust
- Establish a baseline to measure progress

Ongoing Evaluation

- Measure and celebrate student's progress
- Evaluate student's goals
 - New short-term goals
 - Modify long-term goals
- Modify instructional approach

Learner Intake

In most programs, a program coordinator (staff or volunteer) will assess new learners and set goals.

When matched, tutors often receive:

- assessment outcomes
- learner goals
- recommended instructional materials
- background information

Ask your program about their intake process and what information you will receive.

Digital Literacy Connection: Assessment

- Assess student's digital readiness
 - Access
 - Skills
 - Attitudes
- Understand that digital proficiency \neq language or literacy proficiency

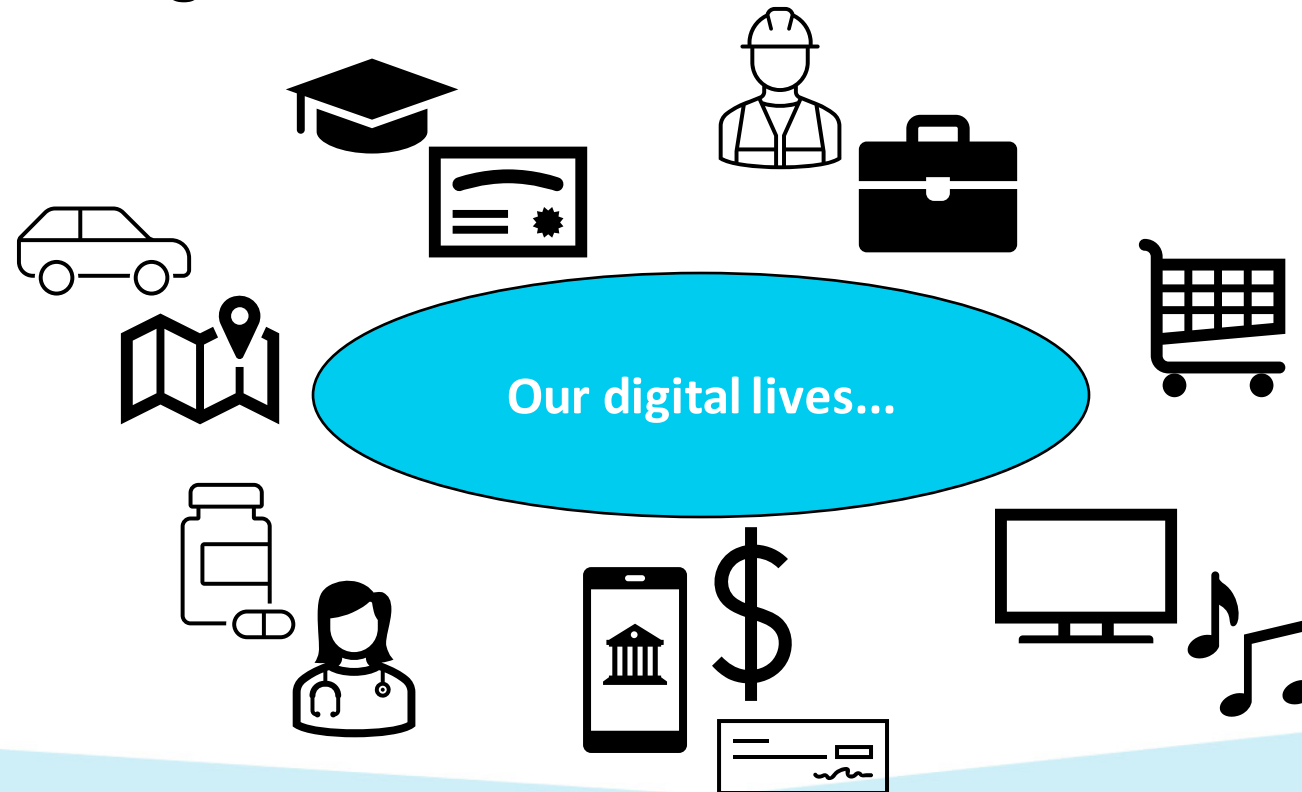


Assessment

Goals

Digital Literacy Connection: Goal Setting

- Recognize the digital skills and vocabulary required to achieve student's goals



Goal Setting Practice

Read the student scenario.

Complete goal setting form found in the post-training handout packet.



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Handout: Student Profiles
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Student 2: Aimar

Aimar is a Syrian refugee who has been in the country less than three months. He and his family came to the U.S. through a local relief agency after an 18-month vetting process. Aimar did not learn English in Syria and speaks very little English now (low beginning SPL).

In Syria, Aimar owned an interior design shop. Since he has been in the U.S. he is unemployed. Eventually he would like to go to school in the U.S. and operate his own business again, maybe interior design or maybe something else. Right now he would be happy to find any job that would allow him to provide for his family. He feels pressure to find work because in Syria he worked while his wife took care of the children. He's not opposed to his wife working, but would prefer it if he could make enough money so that she could still stay home with the children. Their two children are young, not in school, and the move has been traumatic for them.

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Handout: Student Profiles

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Goal Setting Activity

Goal Statement

- I need to improve job search skills so I can get a job.

Goal Planning

Skill What do I need to learn?	Measurement How will I know I've learned it?
Job posting and application vocab	I can use the vocab in conversation/ pass a check for understanding
Using keywords and filters for online searches	I can narrow a job search while working online with my tutor

Check for Understanding

Question 1

Assessment should happen...

- a. Once at the beginning of learning and once at the end of learning
- b. Before, during, and after learning

Question 2

What information might you get about your student when you're matched?

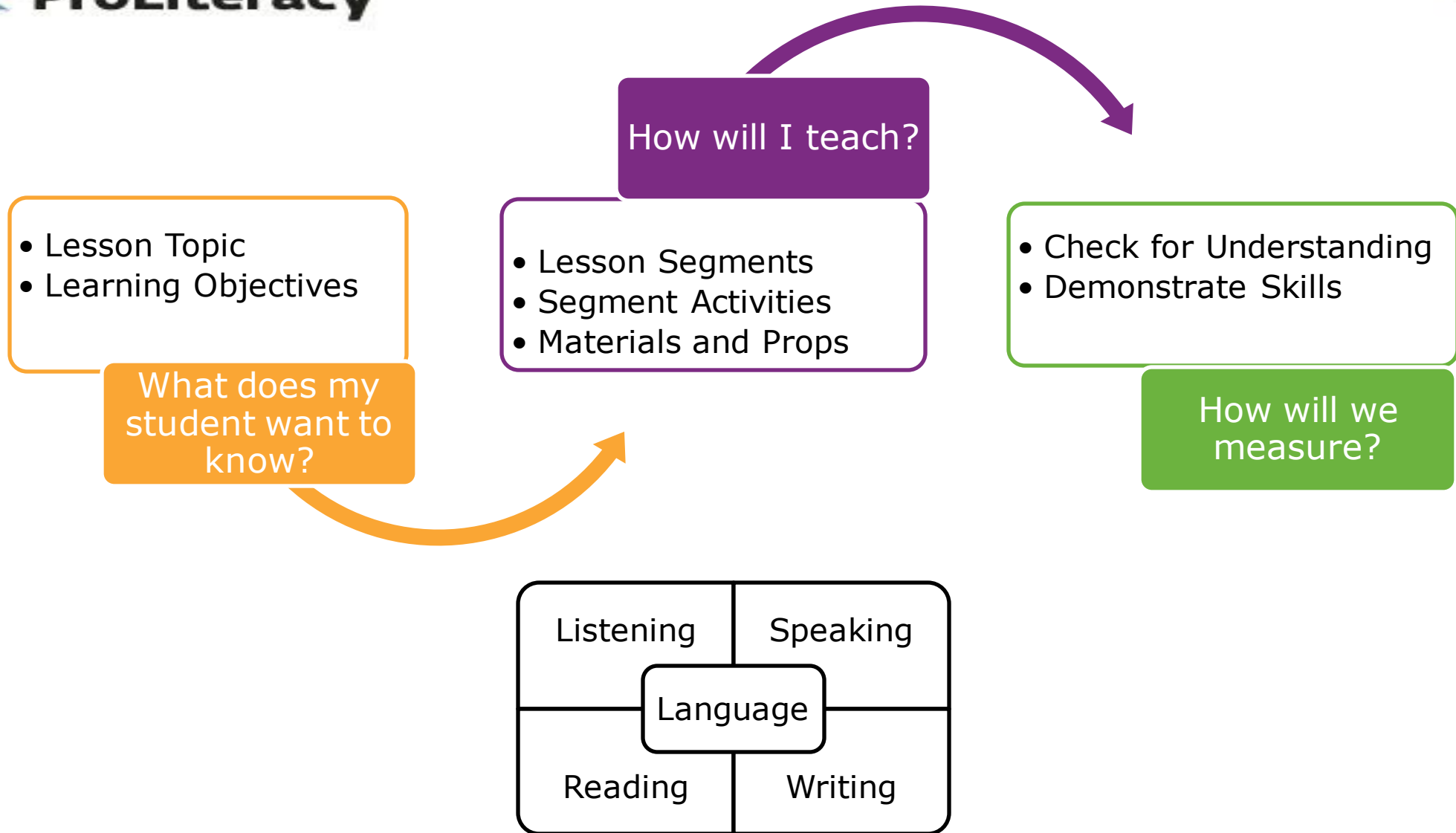
- a. Assessment results
- b. Background information
- c. Learner goals
- d. Ability to access/use internet and digital devices
- e. All of the above

Question 3

What should you do if you have questions about the learner intake process?

- a. Google it
- b. Ask your program
- c. Ask the magic 8 ball

Lesson Planning



Digital Literacy Connection: Lesson Planning

- Use technology to engage and extend learning
- Plan authentic digital tasks that reinforce learning
 - Digital reading
 - Digital listening
 - Digital writing
 - Digital speaking
- Anticipate digital skills that need direct instruction

Effective Lesson Planning

- Student-centered
- Goal-based
- Multi-sensory

(20% of what we hear, 40% of what we hear and see, 80% of what we do)

- Organized...but flexible

Learning Objectives

Actionable – What does the learner need to do?

- **Describe** child's symptoms at clinic
- **Fill out** an accident report at work
- **Follow** a specific procedure at work
- **Report** an absence with child's school
- **Request** benefits online

Lesson Plan Components

1. Warm Up
2. Review
3. Presentation of New Material
4. Structured Practice
5. Free Practice
6. Assessment
7. Wrap Up

Putting it into Context

As we look at lesson plan components, consider the competency: **location of cleaning supplies**

Lesson plan objectives:

- Identify cleaning supplies
- Describe where supplies are

1. Warm-up

- Loosen up
- Use realia to “hook” the learner
- Activate prior knowledge



2. Review

Begin every lesson with a review of the last lesson:

- Complete an authentic task
- Spend as much time as needed
- Use props, pictures, digital flashcards, etc.



<https://wordwall.net/resource/55922781>

3. Present New Information

Direct

Tutor **presents** information

The rule is...

Teacher-centered

We retain 20% of what we hear

Discovery

Tutor **elicits** info from student

Can you see a pattern?

Student-centered

We retain 80% of what we do

Discovery

- The Windex **is** on the table.
- The rags **are** on the table.
- The mop **is** in the closet.
- The gloves **are** in the closet.

Now, you try: The vacuum _____ in the closet.

The sponges _____ in the closet.

Rule: If the noun is singular, use “is.” If the noun is plural, use “are.”

<https://bit.ly/DiscoveryJamboard>



4. Structured Practice & Semi-structured Practice

is

are

1. The towels _____ on the bottom shelf.
2. The bucket _____ next to the Windex.
3. The Windex _____ on the top shelf.
4. The rags _____ next to the Windex.

- Where is the ...?
- Where are the...?



Liz: Hi Beth, can you please help me? I'm looking for extra rags.

Beth: Sure! The rags are next to the Windex.

Liz: Ok. Where is the Windex?

Beth: The Windex is always between the rags and the clean brushes.

Liz: Great. Just one more question. Where are the clean brushes?

Beth: The clean brushes are in the supply closet, on the bottom shelf.

Liz: So the rags are in the supply closet, on the bottom shelf, next to the Windex. Is that correct?

Beth: You got it.

Liz: Thanks for your help.

A

Listen to the conversation. Write the missing words.

Liz: Hi Beth, can you please help me? I'm looking for extra rags.

Beth: Sure! The rags _____ next to the Windex.

Liz: Ok. Where _____ the Windex?

Beth: The Windex _____ always between the rags and the clean brushes.

Liz: Great. Just one more question. Where _____ the clean brushes?

Beth: The clean brushes _____ in the supply closet, on the bottom shelf.

Liz: So the rags _____ in the supply closet, on the bottom shelf, next to the Windex. Is that correct?

Beth: You got it.

Liz: Thanks for your help.

B

Listen to the conversation. Write the missing words.

Liz: Hi Beth, can you please help me? I'm looking for extra _____.

Beth: Sure! The rags _____ next to the _____.

Liz: Ok. Where _____ the Windex?

Beth: The Windex _____ always between the _____ and the clean brushes.

Liz: Great. Just one more question. Where _____ the clean _____?

Beth: The clean brushes _____ in the _____ closet, on the bottom shelf.

Liz: So the _____ _____ in the supply closet, on the bottom shelf, next to the _____ . Is that correct?

Beth: You got it.

Liz: Thanks for your help.

C

Listen to the conversation. Write the missing words.

Liz: Hi Beth, can you please help me? _____

Beth: Sure! _____

Liz: Ok. _____?

Beth: _____ always between the rags and the clean brushes.

Liz: Great. Just one more question. _____?

Beth: _____, on the bottom shelf.

Liz: So _____, on the bottom shelf,
next to the _____. Is that correct?

Beth: _____.

Liz: _____.

Look at the picture of the supply closet. Finish the conversations.

Conversation #1

Coworker: Hey there. Can you please help me? I'm looking for a mop bucket.

You: _____

Coworker: Thanks. One more question-- where are the extra paper towels?

You: _____

Coworker: Thanks for your help!

5. Free Practice

- Authentic tasks
- Conversation practice
- Role play



6. Assessment

Did the student demonstrate lesson objectives?

- Identify cleaning supplies
- Describe location of supplies

7. Wrap-up

Where can you encourage your learner to practice?

Before our next lesson...

- Go to the grocery store and ask an employee where a cleaning supply is.
- Ask a coworker where something is.

Language Experience Approach



Language Experience Approach

1. Converse with students to identify an experience or topic
2. Engage in the conversation
3. Ask the student to tell you a story
4. Print exactly what the student says
5. Read and verify the story
6. Read the story to the student
7. Ask the student to read the story
8. Identify language skills
9. Have student copy the story



Benefits of LEA

- It empowers students
- It emphasizes the connection between oral and written language
- It gives insight into a student's language and experience
- It allows beginning students to produce stories and see them in print
- It works well for individuals or groups
- It works well with new students



Creating a Language Experience Story

- Listen to the story
- Copy the story
- Read and verify story with partner
- Ask for corrections



Activities to Interact with LEA stories

- Grammar corrections
- Grammar practice
- Cloze activities
- Make flash cards for words they want to learn
- Rearrange order with sentence strips or word flash cards
- Expressive reading
- Create comprehension questions
- Find on a map
- Identify cause and effect relationships in the story

We _____ family

I got all my sisters _____ me

We _____ family

Get up everybody _____ sing

Can Do List

After this training, I can... (select all that apply)

- identify where cultural differences might occur between a tutor and a student
- name activities that would be appropriate for warm-up or getting-to-know-you purposes
- identify when during a lesson you should assess learning
- create a multi-part lesson that includes practice for all 4 components of language: listening, speaking, reading, and writing
- explain how to scaffold/adapt an activity for structured, semi-structured, and free practice
- facilitate a language experience story with a student

Next Steps

- Reflect on today's training and add items to your tutoring bag.
- Complete our survey.
- Ask your program about:
 - goal setting
 - assessment processes
- Review the post-training packet
- Complete ELL 2 and 3



<https://www.surveymonkey.com/r/ProfDevEvalFY24>

Success stories

English Classes Help Mother Advocate for Son

“My English is improved a lot,” she says.
“Now I can communicate better with teachers, doctors and people in my son’s after-school program.”

Consepcion is even looking ahead to future goals, such as becoming a Certified Nursing Assistant (CNA). She adds, “I want to say thank you to all the volunteers (tutors) in the English class because they helped us students a lot.”

[Why Literacy Matters \(wisconsinliteracy.org\)](http://wisconsinliteracy.org)

