

Handbook for Volunteer EAL Tutors

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Immigration, Refugees
and Citizenship Canada

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Chapter 1: Introduction to the handbook

a. Overview of the handbook

Volunteers offer a wealth of individual experiences and perspectives. In this handbook, volunteer EAL tutors will discover or re-discover ideas and solutions to help tutor and learner enjoy a series of successful, rewarding and relevant lessons.

This handbook answers questions such as:

- How is an adult learner unique?
- How do I find materials to use in a lesson?
- How do I communicate with an EAL learner?
- What do I do if the learner just wants to talk?
- How do I correct the learner's language without offending her?
- How do I plan a lesson at the right level?
- How and why do I work with CLBs?
- How can I motivate a learner to improve?
- What topics should I cover?
- What does "relevant" mean?
- How do I make this fun for both the learner and me?
- How do I know what language the learner needs to work on?

This handbook is a guide for volunteer tutors of learners whose language level has been assessed at Canadian Language Benchmark level 3, 4, or 5.

b. Adult Education principles

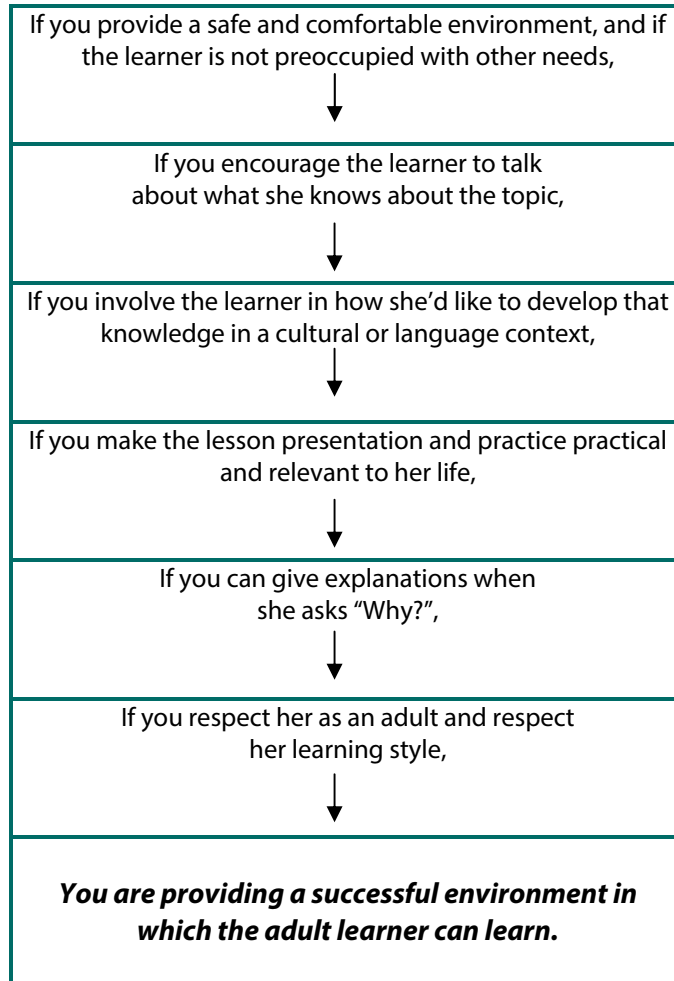
There are many studies on adult education and adult learners. Most agree that the following statements describe adult learners:

1. Adults draw on their existing experience and knowledge.
2. Adults are independent and self-directed.
3. Adults are practical.
4. Adults want the learning to be relevant to their lives.
5. Adults want to know why: they want an explanation.
6. Adult learners need to feel respected.

These six ideas will reappear frequently throughout this handbook.

Another factor that can affect the motivation of an adult learner is demonstrated in Maslow's hierarchy of needs where self-actualization (learning) can occur only after other needs have been met in sequence from physiological (hunger, health) to safety to belonging (family, friends) to esteem (confidence, respect) and finally to self-actualization (Maslow). For example, if an adult learner is worried about the health of her¹ children, she won't be as receptive to the lesson. If she is uncomfortable in the location you have chosen for the lesson, she won't be as receptive. If she has a headache, she may produce language at a lower level than she did in the last lesson.

Lesson planning for EAL adult learners develops along these adult education principles.



¹ Throughout this handbook we have used female pronouns to refer to the learner. All information applies equally to a male learner.

c. EAL for new immigrants

Why do immigrants want to learn English? There are many reasons. Worldwide there are about 375 million native speakers of English, and an equal number who speak English as a second language (Dieu). 750 million more speak English as a foreign language, meaning they don't live in a native-English speaking country such as Canada. In a current world population of around 6,830,000,000², about 22% can communicate in English. English is the international language of science, education, communication media, and the internet.

The Statistics Canada 2006 census reveals these mother tongue percentages³:

	Population	% English mother tongue	% French mother tongue	% other language mother tongue
Canada	31,612,895	60%	22%	18%
Nova Scotia	913,465	93%	4%	3%

New immigrants in Nova Scotia need, at the very least, basic communicative skills in English so that they can participate in their community, so that they can shop, look for a job, work, study, and talk with their children's teachers. They need to communicate in their social, educational and workplace worlds.

During your needs assessment, you will discover your learner's purpose for learning English. An important component of this assessment is listening to your learner. This is how you discover what language learning she requires, how long she has been in Halifax, what her family responsibilities are, whether she is trying to get a job or is already working, and other clues that guide you in planning lessons for her.

For many reasons, an EAL adult learner may be hesitant to discuss her prior experience and knowledge. Perhaps she lacks confidence in her new environment; perhaps she feels her prior experience is not relevant or appreciated; perhaps she is a very private person and isn't ready to share. Ask some questions and help her with language to describe her experiences, but let her volunteer personal information.

New immigrants may be experiencing culture shock, family worries, money worries, or concerns about matters we can't possibly predict. As a tutor, you can help provide language and support by trying to answer her questions about living here. If your learner is experiencing serious difficulties, contact the ISANS EAL Volunteer Tutor Coordinator so that the client can get other support from ISANS.

² US Census Bureau, Wikipedia http://en.wikipedia.org/wiki/World_population

³ Statistics Canada, 2006 Census of Population, Statistics Canada catalogue no. 97-555-XCB2006019

Chapter 2: First steps in one-to-one tutoring

a. *Getting to know the learner*

According to Scrivener (2005), a positive learning atmosphere is created by:

- showing respect
- inspiring confidence
- listening carefully to the learner
- empathizing with the learner's problems
- giving positive and clear feedback
- being patient and honest
- being well-organized

The advantage in tutoring is that with one learner you can quickly and easily provide this positive learning atmosphere and tailor it lesson-by-lesson, even minute-by-minute, according to her needs. Take time right from the beginning to get to know her; continue listening to her as you would a friend, continually adjusting your understanding of her personality and needs.

What's unique about tutoring is that you can establish rapport and understanding with the learner. Although you need to maintain a tutor-learner relationship, you might develop a relaxed friendship that encourages the learner to ask questions and experiment with her language.

Your first meeting with your learner should be a social meeting somewhere impersonal yet familiar. A coffee shop or local library might be a good place. From the very first meeting, take time to discuss topics the learner introduces: listen to what she's saying, but also listen for some of her language problems.



Stage 1: first meeting

- Choose a safe impersonal location such as a coffee shop, the library, a food court, etc.
- Relax and get to know each other. Begin by sharing general facts about yourself: maybe bring pictures.
- Ask the learner open-ended questions, but let her introduce personal details she is comfortable sharing. Avoid interrogation type questions.
- Go at her pace, and try to find out why she wants to improve her English. Move into an informal needs assessment.


b. Needs assessment

A needs assessment is a tool for discovering what language a learner wants or needs. Perhaps she needs to improve her language for work, for a job interview, or for better communication socially. A needs assessment should be introduced to your learner during your first meetings, and it should be updated regularly.

There are three parts to a needs assessment:

- Personal information, such as her first language, years of English study, goals in Nova Scotia, her learning goals and timeline, her opinion of her language ability.
- Your general observation of her language ability and needs.
- Your observation of her language ability based on the Can Do Checklist for her level; this could include giving her short speaking and writing tasks.

Make a chart with a short list of questions that she fills out with your guidance, or that you fill out with her. A sample needs assessment is on the next page.



Making a needs assessment interactive

- CLB 3: Ask her the questions, like in an interview. You fill out the form. Make a copy to give her at the next lesson. Use it as a reading task. Simplify the form and ask her to fill it out after the reading.
- CLB 4 and 5: Let her fill out the form, then ask her questions based on the information. Take notes on her answers. This way you are also testing her reading of a form, her writing skill in filling out a form, her listening to your questions, and her speaking and pronunciation as she replies.

Needs assessment is ongoing. Listen to your learner's language to identify where you think she needs improvement. Use the Can Do Checklists that correspond to her level and the one above, and keep track of what tasks she has accomplished and the date. Review what you've checked off in future lessons. This way you both can notice her improvement which will, in turn, bolster her confidence and yours.

Use the needs assessment and Can Do Checklists to prepare a learning plan together. Adjust the learning plan when some goals have been accomplished and new ones need to be added. [Refer to chapters 3 and 4 for more on Can Do Checklists and chapter 5 on Lesson Plans]

Sample ongoing needs assessment from the learner's point of view:

Learner's name: _____	Date: _____
CLBA scores: Listening ____ Speaking ____ Reading ____ Writing ____	
My first language is: _____ My first country is: _____ I arrived in Canada on: _____	
I think I need to improve my: <input type="radio"/> Speaking <input type="radio"/> Listening <input type="radio"/> Reading <input type="radio"/> Writing	
I think people understand me when I talk with them: <input type="radio"/> yes <input type="radio"/> sometimes <input type="radio"/> no	
I can do homework and practice English _____ hours a week.	
I need language for: <input type="radio"/> work <input type="radio"/> social <input type="radio"/> school	
Before coming to Canada I worked as: _____ Now I work at: _____ I want to work as: _____	
I need language for: <input type="radio"/> writing notes <input type="radio"/> writing email <input type="radio"/> speaking with customers/clients <input type="radio"/> speaking on the phone other: _____	
I want to learn about:	
<i>Tutor's observations:</i>	

Learning styles

Another way of understanding your learner is to recognize her learning style. There are many different kinds of learning style tests based on different theories. Awareness of your learner's general learning style – and your own – can help you plan successful lessons. The VARK learning style questionnaire is particularly useful because it is short, and it's available in many languages.

VARK <http://www.vark-learn.com/> assesses learning styles in four categories:

V = visual: prefers to see information in maps, charts, diagrams, pictures, etc.

A = aural: prefers information that is heard and spoken, such as discussions

R = read/write visual: prefers information displayed as words, including PowerPoint

K = kinesthetic: prefers videos or movies, demonstrations, action and hands-on

Multi-category: People can have varying strengths in all four categories, or one category can dominate significantly.

You can read about learning styles and develop your own basic survey questions to discover which of the four categories you and your learner are most comfortable with.

- If you are strongly R: read/write visual and she is K: kinesthetic, you will want to include active hands-on tasks. Sitting in the library for two hours may be challenging for her.
- If she is aural, you will need to focus on more speaking and listening tasks and adapt your tutoring location accordingly.
- If you are both strongly R: read/write visual, lesson preparation will be easier.



Stage 2 +: next meetings

- Organize your lessons around the needs assessment, the Can Do Checklists, and other ways of finding out what the learner wants and needs (such as listening to her, giving her a writing assignment on her needs, etc)
- Revise the assessment constantly in light of improvements or set-backs or changing needs.
- Consider different locations, depending on your comfort with each other. The learner might assume it is polite to offer to come to the tutor's home, but be sure you're comfortable with this before you offer.
- Listen, empathize, and inspire; give positive honest feedback; be patient, respectful and organized.

c. **About one-to-one tutoring**

There are many advantages to one-to-one tutoring:

- there's only one language level
- correction and feedback can be immediate
- lessons can always be relevant to the learner's needs
- you can get to know and appreciate your learner, and she can know and appreciate you
- you can predict what will and won't work well for the learner

Some challenges in one-to-one tutoring include:

- learner and tutor might take longer than they expect to appreciate each other
- tutor and learner both think learning isn't happening quickly enough
- learner pair work isn't possible: practice is learner-alone or learner-tutor
- tutor and learner need to be focused on the lesson the whole time: little downtime
- difficulty incorporating traditional reading and listening practice
- learner may want to chat the whole time or not speak at all



Points to ponder

- Smile! Be welcoming.
- Speak naturally, but a bit slower and more distinctly. Check that she follows you; if not, repeat, rephrase and clarify.
- Model language visually and orally, and use examples. Choose a method that works according to her learning style.
- If something doesn't work, move on.
- Relax! If you're nervous, take a deep breath and don't be too hard on yourself.

Reflection 1: *Why are the learner's needs important in lesson planning?*

Reflection 2: *How can you meet the challenges in one-to-one tutoring?*

Reflection 3: *How do you show respect to your learner?*



See Appendix A page 85 for commentary on reflections

Chapter 3: Introduction to Canadian Language Benchmarks

Immigrants to Nova Scotia can take a free CLB Assessment (CLBA) language test at an official test centre, such as ISANS, which gives them a benchmark score in each of the four skills: listening, speaking, reading and writing. This is their first step in getting settlement and language support.

Can Do Checklists summarize the main points of each level of the Canadian Language Benchmarks. These are short summary statements of key points for each level as described in the *Canadian Language Benchmarks 2000: English as a second language – for adults*. If you are interested in learning more about Canadian Language Benchmarks, check the website: <http://www.language.ca>

In the ISANS EAL Tutor Program, the use of Can Do Checklists is recommended as a clear method of checking what a learner can do at one CLB level, and what she is expected to be able to do at the next. Assessing competency at a level is a complex task involving expert understanding of the different stages and levels of the CLBs. The Can Do Checklists should be viewed as a guide in tutoring rather than as a language assessment.

Developing your objectives and lessons around the basic information of the CLB Can Do Checklists gives you many advantages:

- It saves you time because the objectives are already there
- It keeps you focused and relevant
- It is consistent with what your learner already knows from her CLBA
- It helps you develop a more relevant needs assessment
- It gives you suggested tasks to incorporate into your lesson plans

Can Do Checklists are included in this Handbook: CLB 3 on page 15, CLB 4 on page 18, and CLB 5 on page 21. You can download free PDFs of CLB Can Do checklists from: http://www.language.ca/display_page.asp?page_id=372



How does CLB affect tutoring?

- Learners already have a CLBA score.
- CLBs are standard language benchmarks in immigrant programs across Canada.
- CLBs will help you adjust your language and expectations to the level of the learner.
- Can Do Checklists, which summarize key features of CLBs, facilitate preparing objectives and lesson plans.

a. How to “read” a CLB

According to *Canadian Language Benchmarks 2000* (p xi), the benchmark system is a descriptive scale of communicative proficiency in three stages:

- Stage 1 basic proficiency: CLB 1 to CLB 4
 - covers communication in common and predictable contexts in the area of basic needs, everyday activities, and familiar topics of personal relevance.
- Stage 2 intermediate proficiency: CLB 5 to CLB 8
 - covers a wider variety of contexts where the learner can function independently in most familiar situations of daily social, educational, and work-related life experience, and in some less predictable contexts
- Stage 3 advanced proficiency: CLB 9 to CLB 12
 - communication is effective, appropriate, accurate and fluent in most contexts, topics and situations. The learner has a sense of purpose and audience; language is accurate, coherent and precise.

Often a learner scores a different level for each of the four skills. Nowadays, reading is often the highest skill and writing is the lowest. Productive skills (speaking and writing) are often more difficult for learners than receptive skills (listening and reading). If learners are experiencing literacy difficulties, they are more likely to have higher scores in listening and speaking.

Your learner may seem to produce language at a different level than her CLBA scores. This can result from several factors: perhaps she was stressed by the test and didn't do well; perhaps she was overtired and not performing well at the time of the test; perhaps she took the test several years ago and her language ability is now either higher or lower.



How to use the learner's CLBA score

- The CLBA reports 4 scores: listening, speaking, reading and writing. Each corresponds to a Can Do Checklist for that level and skill.
- Read the checklist statements for each of the learner's individual skills.
- Begin by planning lessons around the statements. Check that she can satisfactorily and consistently do each of the statements in the Checklist.
- Depending on her ability in a skill, gradually move up or down a level.

What a *Can Do Checklist* tells you

What a learner can do in a skill at a CLB level is summarized in a Can Do Checklist that corresponds to that particular skill and level. Below is a comparison of selected speaking abilities at CLB 3, 4, and 5. Notice how these Can Do statements develop from level to level, and how new features appear at higher levels. However, a learner needs to succeed in the majority of the competencies (statements) of one level before progressing to the next.

CLB 3 means she can do much, but not all, at her level. In your lessons you could create tasks related to the statements, then revise the task, repeat and expand the language: review. Check that she is performing satisfactorily and consistently for each statement, without prompts. “Can do” success means she is able to produce the language on her own in an authentic type task.

Lessons can be tailored to competencies of one level in light of their development at the next. For example, with a CLB 3 learner, you could check that she can use “short, routine questions” while beginning to introduce practice and language to “ask and answer many simple questions”.

Speaking 3 (abridged)	Speaking 4 (abridged)	Speaking 5 (abridged)
<ul style="list-style-type: none">▪ I can say a few simple sentences about familiar everyday topics: my work, family, daily activities, health, the weather, etc.▪ <i>I can ask short, routine questions</i>▪ I use words like <i>yesterday</i> or <i>today</i>, but I don't always use the correct verb tenses▪ I can give basic information about familiar subjects: family, weather, or daily activities	<ul style="list-style-type: none">▪ I can participate in conversations that are about what I need and what I have done.▪ <i>I can ask and answer many simple questions</i>▪ I can use the past tense with many common verbs▪ I have enough vocabulary for everyday conversation▪ I can use the phone for a very short conversation	<ul style="list-style-type: none">▪ I can join in conversation on familiar topics▪ I am beginning to use longer sentences but sometimes I hesitate or pause▪ I know a lot of common, everyday vocabulary and some idioms▪ I can use the phone for a simple conversation, but I still find it difficult▪ I ask for clarification when I don't understand



Lesson idea: Example task CLB 3 speaking

- *Bring pictures of your family members and pets*
- *Create a worksheet with a list of 5 or 6 short, routine questions about family*
- *Talk about one of the family members: who she is, what she likes to do, hobbies, etc.*
- *Help the learner ask short routine questions about your picture*
- *Using the other pictures, get her to ask similar questions. You answer the questions.*
- *Take turns: you ask her questions about the pictures (“I can say a few simple sentences...”)*
- *See if she asks and answers other simple questions.*

b. Comparisons of CLB 3, 4, and 5

The learner will possibly have a different CLBA benchmark for each skill. Compare each benchmark skill to the corresponding Can Do Checklist for that skill, plus the one above and below. For example, if your learner is CLB 4 in speaking, also look at the Can Do Checklists for speaking at level 3 and level 5.

What to notice:

- the statements require increasing language competency with each level
- one statement may be similar level to level, but expects more
- the statements include ideas for activities and tasks:
 - talk about family, weather, daily activities
 - talk about yesterday and today
 - directions, health, phone, introductions, asking for help
- the progression is towards more and more independent language production
- these are only 3 of 12 checklists. CLB 5 is still a long way from the accuracy and fluency of Stage 3 levels 9 – 12. Peek at the other checklists to help keep yourself focused on what to expect of yourself and your learner in CLB 3, 4 or 5.

Speaking 3	Speaking 4	Speaking 5
<ul style="list-style-type: none"> ▪ I can say a few simple sentences about familiar everyday topics: my work, family, daily activities, health, the weather, etc. ▪ I can answer simple questions with single words or short sentences ▪ I can ask for help or permission ▪ I can ask short, routine questions ▪ I use words like <i>yesterday</i> or <i>today</i>, but I don't always use the correct verb tenses ▪ I know a few words about health and feelings ▪ I can give basic information about familiar subjects, such as family, weather, or daily activities ▪ I can connect parts of sentences, for example, with <i>and</i> or <i>but</i> 	<ul style="list-style-type: none"> ▪ I can introduce two people to each other ▪ I can participate in conversations that are about what I need and what I have done. ▪ I can ask and answer many simple questions ▪ I can use short sentences to buy something or talk to the doctor ▪ I can give someone simple directions ▪ I can use the past tense with many common verbs ▪ I have enough vocabulary for everyday conversation ▪ I use some connecting words between my sentences, like <i>and, but, next, first, because</i> ▪ I can use the phone for a very short conversation ▪ People usually understand me, but sometimes I have to repeat 	<ul style="list-style-type: none"> ▪ I can join in conversation on familiar topics ▪ I am beginning to use longer sentences but sometimes I hesitate or pause ▪ I know a lot of common, everyday vocabulary and some idioms ▪ I use connecting words between my sentences, like <i>and, but, first, next, because</i> ▪ I can use the phone for a simple conversation, but I still find it difficult ▪ I feel comfortable using English with people I know in social settings ▪ I can use formal and casual language ▪ I ask for clarification when I don't understand

Compare this one language point on linking ideas in the three checklist levels:

<p>CLB 3 Speaking</p> <ul style="list-style-type: none"> I can connect parts of sentences, for example, with <i>and</i> or <i>but</i> 	<p>CLB 4 Speaking</p> <ul style="list-style-type: none"> I use some connecting words between my sentences, like <i>and, but, next, first, because</i> 	<p>CLB 5 Speaking</p> <ul style="list-style-type: none"> I use connecting words between my sentences, like <i>and, but, first, next, because</i>
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- CLB 3 is not asking for a compound sentence, but requires the learner to use *and* or *but* correctly. An example might be: “talk at lunch and eat”.
- CLB 4 level requires that the learner is using some connecting words and using sentences. An example might be: “We talked at lunch because we enjoy it”.
- CLB 5 requires greater competency with connecting words: “I use...” You would expect to hear them more often and used correctly. For example: “We met at the restaurant and had a good time. First we ordered our favourite food. We shared our food because we like it all”.

In a lesson, listen to your learner speaking and decide if you think her use of this one point is at her CLB level. Work with her on using these connecting words correctly. You could add a few new words if they appear in your reading or listening texts, or if the learner asks about them, or if you think they would be useful for her. Track her improvement in using this language by referring to the Can Do Checklists. Check to see if she can also use them in writing.

Perhaps you might choose to work on telephone skills and connecting words together. Notice how the Can Do statements describe using the phone:

<p>CLB 3 Speaking</p>	<p>CLB 4 Speaking</p> <ul style="list-style-type: none"> I can use the phone for a very short conversation 	<p>CLB 5 Speaking</p> <ul style="list-style-type: none"> I can use the phone for a simple conversation, but I still find it difficult
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Depending on how important telephone conversation is to your learner’s goals, you would work on it now and then, reviewing what was in previous lessons and taking it one step further with each subsequent lesson. You would also check the learner’s use of connecting words, for example, during the telephone practice. This links the two Can Do statements together in practice.

If the learner is CLB 3 and she has a goal of learning how to answer the phone, you would work slowly by introducing a few phrases and helping her towards the Can Do statement for CLB 4, “very short conversation”. You could also make this a listening activity since phone conversations are both listening and speaking. Speaking on the telephone, however, is not an expectation of a CLB 3 learner, so be careful not to push her too hard.

Check your Knowledge: CLB 3, 4, or 5?



1. *I love saying "Hey whatcha doin?"*
2. *I introduced my mother to my tutor yesterday.*
3. *I can talk and laugh with friends in a class.*
4. *I told the doctor about my headache.*
5. *I can tell someone how to get to the bank.*
6. *I asked my tutor about snow.*
7. *I have to repeat what I'm saying.*

See Appendix A page 85 for commentary on reflections

Chapter 4a: Ideas and tasks for CLB 3

Can Do Checklist CLB 3

<p>Speaking 3</p> <ul style="list-style-type: none">▪ I can say a few simple sentences about familiar everyday topics: my work, family, daily activities, health, the weather, etc.▪ I can answer simple questions with single words or short sentences▪ I can ask for help or permission▪ I can ask short, routine questions▪ I use words like <i>yesterday</i> or <i>today</i>, but I don't always use the correct verb tenses▪ I know a few words about health and feelings▪ I can give basic information about familiar subjects, such as family, weather, or daily activities▪ I can connect parts of sentences, for example, with <i>and</i> and <i>but</i>	<p>Listening 3</p> <ul style="list-style-type: none">▪ I know when a greeting is formal or informal▪ I can understand short sentences when you speak slowly▪ I can understand questions about myself▪ I can understand instructions including place and measurements▪ I can follow directions in the street▪ I can get the most important words in a story▪ I understand when a person asks me for something▪ I have trouble understanding people on the phone
<p>Reading 3</p> <ul style="list-style-type: none">▪ I can read and understand a short story or a simple news item▪ I can follow simple instructions with 1 – 5 steps when there are pictures to help me understand▪ I can read about the weather▪ I can understand a store flyer and make a list of key points▪ I can read words I know in a new context▪ I can sound out words in English▪ I can read some new words	<p>Writing 3</p> <ul style="list-style-type: none">▪ I can write a short note or message▪ I can write short, simple sentences about my family or a familiar place▪ I can fill in a short, simple form▪ I can write an invitation▪ I can write a greeting▪ I can copy information from lists of schedules▪ I can describe my daily routine

With a learner whose CLBA may be Listening 3 or 4, Speaking 3, Reading 3 or 4, and Writing 3, extract information from the Can Do Checklist CLB 3 to prepare tasks for lessons.

<p>Themes:</p> <ul style="list-style-type: none"> Family Daily activities Health 	<ul style="list-style-type: none"> Feelings Weather Work (if relevant) 	<p>Lesson Idea:</p> <p>Theme: weather Objective: learner will be able to converse about summer weather Target vocabulary: sunny, rainy, cloudy, humid, chilly Target language: asking and answering simple questions related to weather; describe familiar place</p> <p>Preparation:</p> <ul style="list-style-type: none"> Have 4 or 5 pictures that illustrate the target vocabulary. Include one picture about something you like to do when it's sunny or rainy Try to choose pictures that include a popular activity for that type of weather: maybe this will encourage conversation describing a familiar place Write out examples of asking and answering simple questions so that you are prepared to review that structure Prepare a basic worksheet and gap-fill questions and answers that match the pictures (use for review). <p>Activities:</p> <ul style="list-style-type: none"> Show her your picture and tell a brief story about it. Include some words related to the weather. For example, going to the beach when it's sunny but then it gets chilly so you wear a jacket and don't go swimming, etc. Ask and answer questions as you talk about your picture, such as what she likes to do on a sunny/rainy day Show her the other pictures Keep a list of other words she is trying to use. Add them to the target list. Focus on pronunciation of target words and expressions
<p>Language:</p> <ul style="list-style-type: none"> Asking and answering simple questions Asking for help or permission Writing a short note or message; an invitation; a greeting; Filling in a form Describe daily routine or a familiar place Copy information from schedules 		
<p>Grammar and Vocabulary expectations:</p> <ul style="list-style-type: none"> Uses short simple sentences correctly. Uses time words like <i>yesterday</i> or <i>today</i> Some correct tenses Can use <i>and</i> or <i>but</i> in parts of simple sentences Spelling and handwriting are easy to read (from Can Do Checklist CLB 2) Uses some vocabulary on the themes Understand vocabulary in different contexts Can sound out words in context 		
<p>Receptive skills (listening and reading):</p> <ul style="list-style-type: none"> Understands the difference between formal and informal greetings Understands basic instructions about place and measurement; basic directions; personal questions Understands requests for information on familiar topics Difficulty understanding speaker on phone Reads for gist in text (1-2 short paragraphs), news item, weather report, or store flyer Reads simple instructions with pictures and 1 to 5 steps Reads slowly (from CLB 4) 		

Create multi-skill tasks by using productive skills (speaking or writing) around a receptive skill (listening or reading). Use a listening task and then a transcript as a reading; include speaking to introduce the task and writing to conclude. Create a different task reviewing the same language for the next lesson. Here are some ideas for CLB 3 skills, adapted from *Canadian Language Benchmarks 2000*.

Ideas for CLB 3 Speaking:

- Introduces and asks questions about another person
- Asks for an explanation "Can you explain? What did you say?"
- Gives short directions "Go straight", "Put it on the table"
- Asks for permission "Can I leave early today?"
- Talks about immediate and future plans
- Talks about health and her feelings

Ideas for CLB 3 Listening:

- Language for greetings, leave-taking and introductions. "Nice to see you", "Pleased to meet you", "How are you?"
- Formal and casual greetings, "How do you do" and "Hey what's up?"
- Directions relating to movement and position, such as street directions or locating items in a store "Go straight up the main street", "It's on the top shelf at the left"
- Identifies and follows instructions of amounts and sizes: "Cut 2 inches off the top of the paper; draw a red line across the middle of the page"
- Expressions of permission, danger, asking and accepting assistance
 - Task: listen to a message and identify the problem, details, and where to go
- Gets gist and important facts from a short story about a personal experience, a description, a daily routine
 - Tasks: circle words you hear; true/false questions on the main idea
 - Task: vocabulary cards that learner puts in the order she hears them

Ideas for CLB 3 Reading:

- Text is one or two short paragraphs, usually with pictures; language is factual and concrete
- Context is predictable and familiar; layout clear
- Activities are usually short oral responses: circling, matching, checklist, fill in the blank
- Gets information from personal notes, cards and letters
- Follows 1 – 5 step instructions or directions using maps or diagrams
- Gets information from short brochures, notices, flyers
 - Answers 5 – 7 questions about the text
- Gets gist, key information and detail of simple explicit texts
 - Classifies information into categories; completes a chart; labels a diagram

Ideas for CLB 3 Writing:

- Fills out a form with 15 – 20 items
 - Emergency information for school; application for driver's license
- Topics personally relevant, informal, and familiar
 - Write a note to invite a friend to lunch; to a neighbour; on a card
- Copies information with legible handwriting or printing and few mistakes
- Writes about a personal situation; describes a person, object, place, event
 - Uses simple structures, adequate vocabulary, spelling with few errors

Chapter 4b: Ideas and tasks for CLB 4

Can Do Checklist CLB 4

<p>Speaking 4</p> <ul style="list-style-type: none">▪ I can introduce two people to each other▪ I can participate in conversations that are about what I need and what I have done▪ I can ask and answer many simple questions▪ I can use short sentences to buy something or talk to the doctor▪ I can give someone simple directions▪ I can use the past tense with many common verbs▪ I have enough vocabulary for everyday conversation▪ I use some connecting words between my sentences, like <i>and, but, next, first, because</i>▪ I can use the phone for a very short conversation▪ People usually understand me, but sometimes I have to repeat	<p>Listening 4</p> <ul style="list-style-type: none">▪ I can understand a conversation on a familiar, everyday topic when you speak slowly▪ I know what you are talking about because I understand some words and phrases▪ I can understand many simple questions▪ I can follow simple oral instructions▪ I can use connecting words like <i>and but, first, next, because</i>▪ I can follow instructions to find something on a map or picture▪ I can understand a short phone message if I know what the topic is▪ I ask people to repeat when I don't understand
<p>Reading 4</p> <ul style="list-style-type: none">▪ I can read a simple story of 2 – 3 paragraphs▪ I can read simple news items▪ I can follow simple instructions▪ Sometimes by looking at a whole sentence I can find out what a new word means. However, most of the time I use my dictionary for new words▪ I can get information from charts and schedules▪ I use a bilingual dictionary▪ I can understand if I read slowly▪ I still read slowly	<p>Writing 4</p> <ul style="list-style-type: none">▪ I can write a paragraph about a personal experience▪ I can write a paragraph about my future plans▪ I can write a short note, message, or letter▪ I can fill out a simple application form of up to 20 items▪ When I write, I can use whole sentences▪ I can copy information from dictionaries, catalogues and manuals▪ I can take slow, simple dictation with several repetitions▪ I can spell and punctuate my sentences▪ It is easy to read my print or handwriting▪ I can use whole sentences with few errors

Ideas for a learner at CLB 4, extracting information from the Can Do Checklist CLB 4 to prepare tasks for lessons. The lesson idea should be relevant to her language needs.

<p>Themes:</p> <ul style="list-style-type: none"> ▪ Shopping ▪ Visiting the doctor 	<ul style="list-style-type: none"> ▪ Directions ▪ Everyday Topics ▪ On the phone 	<p>Lesson Idea:</p> <p>Theme: shopping</p> <p>Objective: learner will be able to role play buying and returning a purchased item</p> <p>Target vocabulary: choose up to 10 words related to the specific item for shopping</p> <p>Target language: asking for repetition; using past tense, enough vocabulary, connecting words</p> <p>Preparation:</p> <ul style="list-style-type: none"> ▪ Find a flyer for a store she likes; take 2 ▪ From one flyer, cut out 5 or 6 items that will be used in the role play ▪ Prepare a worksheet of useful phrases for buying something and returning it ▪ Prepare a very short story to dictate to her; the story should include target language for the lesson <p>Activities:</p> <ul style="list-style-type: none"> ▪ Begin by discussing shopping and her favourite places to shop in Halifax ▪ Show her the flyer and talk about what she likes or doesn't like ▪ Explain the idea of a role play; perhaps ask her to look up the word "pretend" in her dictionary ▪ Take turns role playing buying one of the items, and then returning something ▪ Both of you ask for repetition to understand ▪ Dictate the short text; she should use language for repetition when asking you to repeat a sentence. ▪ Together check the writing and review the language. Check pronunciation of words and sentences
<p>Language:</p> <ul style="list-style-type: none"> ▪ Ask for repetition ▪ Small talk ▪ Giving directions ▪ Describe personal experience ▪ Describe future plans ▪ Fill out a form with 20 items 		
<p>Grammar and Vocabulary expectations:</p> <ul style="list-style-type: none"> ▪ Past tense with many verbs ▪ Enough vocabulary for everyday topics ▪ Connecting words: and, but, first, next, because ▪ Write a paragraph ▪ Use whole sentences with few errors ▪ Copy information ▪ Take dictation with repetitions ▪ Spell and punctuate 		
<p>Receptive skills (listening and reading):</p> <ul style="list-style-type: none"> ▪ Conversation on an everyday topic when speaking is slow ▪ Understands some words and phrases ▪ Follows simple oral instructions ▪ Follow instructions using a map ▪ Understand a short phone message ▪ Use a bilingual dictionary ▪ Read simple text of 2 – 3 paragraphs ▪ Follow instructions ▪ Guess meanings of some words ▪ Get details from charts and schedules 		

Create multi-skill tasks by using productive skills (speaking or writing) around a receptive skill (listening or reading). Use a listening task and then a transcript as a reading; include speaking to introduce the task and writing to conclude. Create a different task reviewing the same language for the next lesson. Here are some ideas for CLB 4 skills, adapted from *Canadian Language Benchmarks 2000*.

Ideas for CLB 4 Speaking:

- Talks about personal experience
- Start, respond to, and end casual small talk
- Answers the phone; leave a short message
- Gives basic instructions on how to use something, such as an ipod, cell phone
- Gives directions on how to get somewhere
- Provides information or descriptions of an item
- Asks questions about price, availability, location, appearance, function
- Returns or exchanges goods in a transaction
- Pronunciation may affect communication

Ideas for CLB 4 Listening:

- Listens for facts and inferred meaning in dialogues
 - casual small talk, introductions, leave-taking and short phone calls
- Follows sequence of instructions with 4 or 5 sentences
 - order steps in a recipe following verbal instructions
- Listens to announcement or commercial and identifies facts and inferred meaning
- Slower to normal rate of speech; request repetition
- Identifies familiar words and phrases
- Prepared for content of listening before the listening task
- Listens to a story about shopping, arranging travel, weather report, news item
 - Get the gist, details, and key words

Ideas for CLB 4 Reading:

- Gets information from notes, emails and letters: answer 7 – 10 questions about the text
- Follows up to 6 steps of instructions; sequence instructions
- Extracts information from short business brochures, form letters, flyers
- Reads a short newspaper article and answer up to 10 questions
- Labels a diagram using information from a text
- Finds information in complex directories, maps, etc.
- Finds main idea, key points and supporting details
- Predicts and guesses meaning; distinguish fact from opinion

Ideas for CLB 4 Writing:

- Writes descriptions or narratives of familiar topics; postcards, notes, directions, letters
 - Letter to a friend; formal invitation for a function; thank you note
- Uses simple grammar structures in a basic paragraph with few errors
- Copies information correctly from a catalogue or manual for comparison purposes
- Writes simple business messages in a note: to a teacher or passing a message to someone
- Writes about work experience in the past or plans for the future
 - Convey main ideas and supporting detail

Chapter 4c: Ideas and tasks for CLB 5

Can Do Checklist CLB 5

<p>Speaking 5</p> <ul style="list-style-type: none"> ▪ I can join in conversation on familiar topics ▪ I am beginning to use longer sentences but sometimes I hesitate or pause ▪ I know a lot of common, everyday vocabulary and some idioms ▪ I use connecting words between my sentences, like <i>and, but, first, next, because</i> ▪ I can use the phone for a simple conversation, but I still find it difficult ▪ I feel comfortable using English with people I know in social settings ▪ I can use formal and casual language ▪ I ask for clarification when I don't understand 	<p>Listening 5</p> <ul style="list-style-type: none"> ▪ I can understand conversations if people speak slowly ▪ I can follow simple, repetitive and predictable speech ▪ I can catch many words and phrases in informal conversations at a normal speed in audio recordings and on the radio. I can follow a general idea if the subject is personally relevant ▪ I can understand a range of common vocabulary and a few idioms ▪ I often have to ask people to repeat, especially when they speak quickly ▪ I can identify the situation, emotional state, and relationship of speakers ▪ I can understand a simple, predictable phone message ▪ I catch some inferred meanings in advice, offers, compliments and suggestions
<p>Reading 5</p> <ul style="list-style-type: none"> ▪ I can understand the main ideas, some details, and some inferred meaning of a text 2 – 3 paragraphs long. The topics are familiar and personally relevant ▪ I can read information I receive regularly, such as a gas bill or some items in a newspaper ▪ Usually I have to read something more than once to understand it ▪ Sometimes by looking at a whole sentence I can understand what a new word means. However, most of the time I use my dictionary for new words ▪ I can follow instructions with 7 – 10 steps. Sometimes I need the help of pictures ▪ I understand some facts and inferred meanings in everyday texts, such as memos and emails ▪ I can locate specific details in extensive directories, charts and schedules. I can use tables of contents, indexes and glossaries ▪ I can see the connection between paragraphs. I can predict what will come next ▪ My vocabulary is mostly concrete, but I know some abstract, conceptual and technical words 	<p>Writing 5</p> <ul style="list-style-type: none"> ▪ I can write a paragraph about an idea or an opinion and give details ▪ I can write a short letter, note or email using appropriate language ▪ I can fill out an application form with 20 – 30 items ▪ I can take a phone message with 5 – 7 details ▪ I can write a paragraph with a main idea and supporting details ▪ I can write sentences with good control of simple structures, spelling, punctuation and vocabulary ▪ I can write a paragraph describing an event or an incident ▪ I choose language and content that are appropriate and relevant to the occasion

Ideas for a learner at CLB 5, extracting information from the Can Do Checklist CLB 5 to prepare tasks for lessons. The lesson idea should be relevant to her language needs.

Themes: <ul style="list-style-type: none"> ▪ Relevant Emails ▪ News 	<ul style="list-style-type: none"> ▪ Emotions ▪ Everyday Topics ▪ On the phone 	Lesson Idea:
Language: <ul style="list-style-type: none"> ▪ Ask for repetition and clarification ▪ Join in conversations ▪ Simple phone conversations ▪ Describe personal experience ▪ Predict what comes next 		Theme: news Objective: learner will be able to predict what comes next in a short news article Target vocabulary: choose up to 10 words related to the news article Target language: predict what comes next in the news article
Grammar and Vocabulary expectations: <ul style="list-style-type: none"> ▪ Lots of common everyday vocabulary ▪ Simple phone conversation ▪ Ask for clarification ▪ Language is appropriate for audience ▪ Express opinion ▪ Sentences show control of simple structures ▪ Write a paragraph with main idea and details ▪ Use: and, but, first, next, because 		Preparation: <ul style="list-style-type: none"> ▪ Find a recent news article that will be of interest to the learner ▪ Adapt the article so that there is a heading and two paragraphs ▪ Prepare basic comprehension questions for the news story. ▪ Collect several other headlines and first paragraphs of news articles: adapt if necessary ▪ Worksheet of phrases to express opinion and prediction
Receptive skills (listening and reading): <ul style="list-style-type: none"> ▪ Join in conversations when speaking is slow ▪ Catch many words and phrases in informal conversations on radio ▪ Understand simple predictable phone message ▪ Follow inferred meanings when familiar and personally relevant ▪ Use dictionary to help guess meaning ▪ Follow instructions 7 – 10 steps ▪ Predict what comes next in reading 		Activities: <ul style="list-style-type: none"> ▪ Discuss current news stories that she might have read ▪ Encourage her to express her opinion on the stories. Help her with vocabulary and phrases if necessary ▪ Show her the headline of the recent news article. Get her to predict what the story will be about. ▪ Check language for prediction: "I think this will happen..." "Maybe it'll discuss..." ▪ She reads the first paragraph of the story and predicts what will come next ▪ Together identify words and/or experience that helped her come to her prediction ▪ Look at the other headlines and first paragraphs and do the same ▪ Ask her to write a paragraph about one of the news stories expressing her opinion (or ask her to write first sentence and points; give writing for homework)

Create multi-skill tasks by using productive skills (speaking or writing) around a receptive skill (listening or reading). Use a listening task and then a transcript as a reading; include speaking to introduce the task and writing to conclude. Create a different task reviewing the same language for the next lesson. Here are some ideas for CLB 5 skills, adapted from *Canadian Language Benchmarks 2000*.

Ideas for CLB 5 Speaking:

- Responds to small talk comments
- Expresses and respond to: invitations, compliments, congratulations
- Asks for clarification and repetition: "Sorry, what did you say?"
- Actively encourages conversation by nodding, short phrases, etc.
- Presents a detailed story or report an incident
- Obtains information at a drugstore to get the best product: asks relevant questions; summarizes
- Expresses opinion, agrees and disagrees

Ideas for CLB 5 Listening:

- Identifies facts and inferred meanings in dialogues
- Identifies emotional state of speaker from tone and intonation
- Identifies relationship between speakers
- Follows oral instructions
- Identifies facts and inferences in announcements, advice, commercials
- Understands a TV or radio news item or report or pre-recorded message

Ideas for CLB 5 reading:

- Identifies attitude of writer and purpose of text
- Reads authentic notes, emails, letters about likes-dislikes and preferences
- Sequences 7 – 10 steps of instructions
- Comprehends three paragraphs of moderately complex descriptive or narrative text
 - Newspaper articles, content materials, stories, short reports, charts
- Predicts, guesses meaning of words and expressions; predicts what comes next
- Understands standard maps, diagrams, graphs
- Language is mostly concrete with some abstract words

Ideas for CLB 5 writing:

- Writes personal message in short letter, note, email
 - 100 – 150 words
- Reproduces a page of information to a list of 7 – 10 important points
- Takes notes from a pre-recorded message
- Demonstrates good use and control of simple structures, vocabulary, spelling
- Writes a variety of paragraphs:
 - describes event or incident
 - for a newsletter
 - short report on familiar topic
 - fills out forms of 20 – 30 items

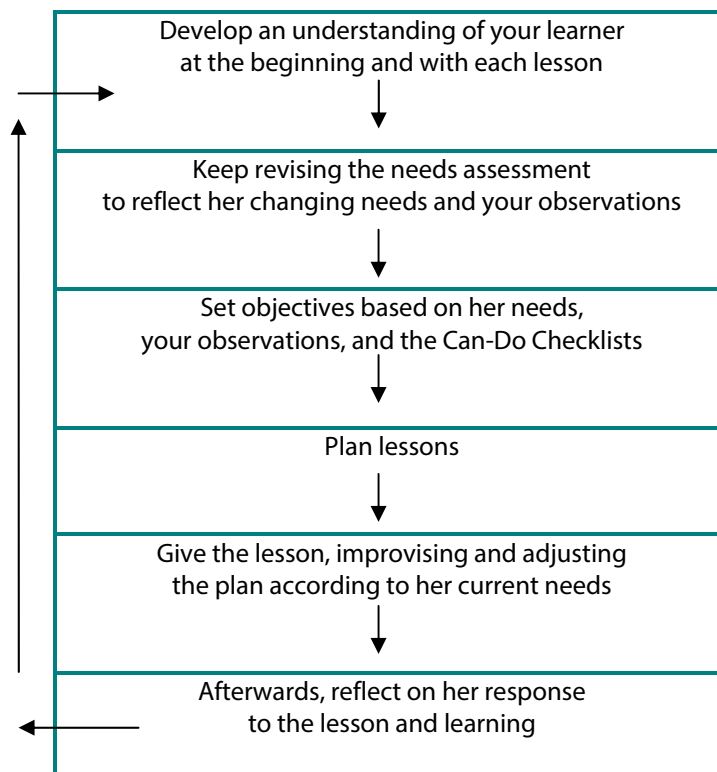
Chapter 5: Lesson Plans

Why is a lesson plan important?

- It keeps you focused and organized
- It ensures time is well-spent: you won't waste your time or your learner's
- It helps you reach the learning objectives
- It is one piece of the big picture for perhaps the month. Plan the big picture and then a small piece for each lesson, but revise as you go according to what happens in each lesson and how the learning needs change
- It gives a sense of progress and success for you and the learner. Perhaps keep a learning objectives chart and, with the learner, check off accomplishments as they happen. Keep in mind, though, that language needs constant review to remain an accomplishment.

BEFORE YOU PLAN:

Think about the needs assessment and what you know about the learner. Keep the lessons organized and learner-centred:



FIRST STEP: Learning objectives

An over-riding objective of the tutor program is to help the learner increase her skill and confidence in speaking and other language skills so that she can better participate in the community as an individual, a parent and an employee.

To meet this over-riding objective, specific learning objectives should be prepared for each lesson. Try to tie individual lesson learning objectives to the big picture.

With lesson planning, it can happen that she isn't interested. Maybe the learning objective you have prepared is not what she has in mind that day; maybe the theme and language turn out to be familiar to her. Then move into something else that will attract her attention. Improvise and adjust. Consider keeping a notebook of ideas for reviewing previous language learned; this not only gives you relevant material if a lesson isn't running smoothly or if you have spare time, it also reinforces the learning of a previous lesson.

A learning objective is a brief statement about what the learner is going to learn in that lesson. Often it's written as: "By the end of the lesson the learner will be able to" You fill in the dots with specific achievements of that lesson: for example, ask about the location of a coffee shop; write an email requesting an interview. The objective should include an action verb so that you and the learner can check the learning at the end of the lesson.

A clearly expressed learning objective gives the learner a sense of purpose that is achieved by the end of the lesson. This helps give you both a sense of accomplishment.

<i>Popular action verbs to use in learning objectives</i>				
analyze	apply	ask	choose	compare
create	demonstrate	describe	develop	evaluate
explain	express	identify	organize	plan
produce	read	recognize	use	write



Example of learning objectives

The learner (CLB 4) has indicated she wants to improve her telephone skills. You know CLB 4 Can Do Checklist says:

Speaking 4: I can use the phone for a very short conversation

Listening 4: I can understand a short phone message if I know the topic

Review the needs assessment to see what theme might work and what specific language she might need. You decide to work on a task where she telephones a drugstore to ask about a prescription.

Theme: Medical and Health

Objective: By the end of the lesson, the learner will demonstrate telephone skills by asking and answering questions on a familiar topic.

An objective for the next lesson related to the same theme could be using the telephone to make a doctor's appointment. A subsequent lesson could focus on the same theme, but involve role-playing asking at the pharmacy about which type of headache product is better. This comparison could also be done as a phone role-play, but would require more competency in telephone skills.

SECOND STEP: base your lesson on a theme

The needs assessment and talking with your learner will give you ideas for themes. Also consider her interest in local culture and events, and introduce a theme of local culture. Check the internet for what's going on in Halifax and Nova Scotia. As long as the theme is of interest to the learner, you can mix and match. For example, mix the Multicultural Festival (Canadian Culture) with Customer Service (volunteering at a booth). Include language skills and practice.

<p>Theme Suggestions (adapted :CLB Implementation p 111)</p> <p>Stage 1: CLB 3 and CLB 4</p> <p>Canadian Culture</p> <ul style="list-style-type: none"> ▪ Social conventions ▪ Small talk <p>Recreation</p> <p>Family and relationships</p> <p>Personal security</p> <p>Finance and banking</p> <p>Customer service</p>	<p>Shopping</p> <p>Child's Education</p> <p>Working in Canada</p> <p>Food and Nutrition</p> <p>Safety at Home</p> <p>Travel around the city</p> <p>Media: newspapers</p> <p>Job search</p> <p>Stage 2: CLB 5</p> <p>Business networking</p> <p>Customers and social behavior</p>	<p>Citizenship</p> <p>Employment standards</p> <p>Skills assessment</p> <p>Environment</p> <p>Human rights</p> <p>Healthy lifestyle</p> <p>Emergencies</p> <p>Current events</p> <p>Travel</p> <p>Etiquette</p> <ul style="list-style-type: none"> ▪ Telephone ▪ Email ▪ Social etiquette in groups
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THIRD STEP: Learner-centred tutoring

Throughout the planning, be sure the focus is language and the lesson is learner-centred. Then you will achieve your objectives.

Learners learn language by:

- listening to it or reading it (called input)
- repeating it and pronouncing it or writing it (called output)
- analyzing it and adapting it to a slightly different structure
- repeating it over and over
- noticing it being used by others and by herself



How to ensure the lesson is learner-centred

- Choose practical, relevant target language so she's interested.
- Extract language focus from what she has produced or from authentic (adapted) materials relevant to her interests.
- Discover what she already knows about the language point, then present new information around her prior knowledge.
- Keep the language presentation brief and move into her practice of the language. (Follow KIS: **keep it simple**)
- Focus her attention on the grammar and language she needs in the communicative task.
- Begin slowly and check that she is following you. Introduce language in a reading or listening activity: help her notice the language use. Noticing the target language in texts is a technique called "guided discovery".
- Learning comes with noticing, so help your learner become actively involved in the lessons. If she is making corrections, if she is pronouncing the words, if she is doing most of the talking, then learning is more likely to take place.



Example of a learner-centred lesson:

Listening, reading, speaking, pronunciation, writing in one lesson

- Prepare: (1) transcript of what you are going to speak about, related to the theme. Include a language focus (grammar point and target vocabulary) for the lesson (2) prepare a second transcript as a gap-fill task, and four other related language worksheets (each short).
- Talk generally with the learner about the topic you've prepared, activating her knowledge and prior learning about the topic.
- Ask her to listen to you talk a bit on the theme, and ask her to listen carefully. Point out this is a listening task. Decide whether to do pre- or post-lesson vocabulary teaching of target vocabulary, or both.
- You talk and she listens. Give her the prepared comprehension questions, and discuss them. Give the talk again if necessary.
- Give her the gap-fill transcript and you read the transcript. She fills in the blanks. Make sure she knows what to do. Read the transcript again so she can check her answers. Give her feedback on her answers.
- She reads the transcript. Return to the comprehension questions and expand on anything missed when this was a listening activity.
- Focus on the grammar or vocabulary in the text. What can she tell you about the grammar point? Prepare a matching for the vocabulary: match word and definition. Grammar: simple worksheet with form and meaning of the structure and short practice exercise. Worksheet should correspond to text.
- She reads text and you correct pronunciation of some words, or word stress, or sentence intonation. Repeat a few times.
- Create a form that she will fill in with information from the text.
- End with general questions related to the topic, guiding her to experiment with the target language.

FOURTH STEP: Organization

Traditional lesson planning is organized in 5 stages:

1. Welcome
 - 2. Language presentation
 - 3. Controlled practice
 - 4. Free practice
 - 5. Wrap-up/review

<p>STAGE 1: Welcome</p> <p><i>20 min to 35 min</i></p>	<ul style="list-style-type: none"> ▪ The purpose is to help the learner relax and be ready for communicative practice. ▪ Engage in small talk; assess her mood and receptivity. ▪ Think about whether your lesson plan will need tweaking to meet her needs. ▪ Use small talk skills as a lesson point: question-answer skills, etc. Either make notes to develop a lesson plan on the language problems you have identified, or correct on the spot. ▪ Be aware of which skills are stronger for the learner; begin and end the lesson with these. Develop these or focus on weaker ones during the body of the lesson. ▪ Learners remember what they saw and heard first and last. Therefore tell the learners what they are going to learn, do the learning activities, then remind them about what they learned.
<p>STAGE 2: Language Presentation</p> <p><i>20 min</i></p>	<ul style="list-style-type: none"> ▪ Usually this is a listening or reading or other task upon which language functions, vocabulary and grammar are based. ▪ Keep it brief and keep instructions clear. Keep in mind any restrictions from your meeting place, such as difficulties with using a CD-player. ▪ Beforehand you can pre-teach vocabulary with activities such as matching word to meaning. Also focus on pronunciation. You could choose to post-teach vocabulary, after the listening or reading text. This helps with understanding gist and guessing meaning (CLB 5). ▪ The text should contain target language: develop the grammar or structure point around this. ▪ Add functions that correspond, such as inquiring, informing, greeting, describing, narrating, predicting, suggesting, requesting, etc. [Refer to the chart in Appendix B]. Add some grammar to do this. Add vocabulary that will help meet this goal. ▪ Be careful not to over-prepare the language presentation. Leave time for practice. ▪ Use visual aids: drawings, laptop, pictures, handouts.
<p>STAGE 3: Controlled Practice</p>	<ul style="list-style-type: none"> ▪ The learner practices the language she explored in (2) through worksheets you complete together, or some other activity. This stage can often be combined with (2) to help the learner remember the language as she's working with it.

<p>20 min to 25 min</p>	<ul style="list-style-type: none"> ▪ When you give a task be sure to let her have enough time to process what she's doing. Check understanding – get her to repeat what it is she is going to do. This also involves her in producing language as she repeats and clarifies. ▪ Check that she understands, but don't belabor the instruction. If it's more complex than she's ready for, prepare the language again in a different format more suited to her level
<p>STAGE 4: Free practice</p> <p>30 min to 40 min</p>	<ul style="list-style-type: none"> ▪ This is an important stage of the lesson because the learner is the focus. Here you provide tasks and activities so that she can practice the language. ▪ The purpose of the lesson is communication and the tools to make it happen. Accuracy is less important than achievement of the communicative task. ▪ In tutoring, everything can be communicative because tutor and learner work together. ▪ Language learning comes from habit, repetition, and intensive oral practice.
<p>STAGE 5: Wrap-up/review</p> <p>15 min</p>	<ul style="list-style-type: none"> ▪ End on a positive note. Be sure she doesn't feel overwhelmed or unsuccessful. ▪ If she has agreed to do homework, check that she has time for it.



***She doesn't "get" my lesson:
what should I do?***

- *Are you listening carefully to what she's saying, or trying to say?*
- *Does she understand you? Are your instructions clear?*
- *Are you teaching to her level?*
- *Is your lesson centred on her, or on what you want to do?*
- *Is your feedback positive and clear?*
- *Are you being patient? Are you well-organized*
- *Are you moving at her pace, or at yours?*
- *Do you need rest breaks?*
- *Is the location working for her*



Possible pitfalls & preventions

Pitfalls:

- It's too hard! Simplify and adapt on the spot. If this isn't possible, abandon it and move on.
- It's boring and not relevant! Skip and move on. Maybe file it for another day or another learner.
- "Hmm, this isn't going too well". Just ask your learner if she wants to keep on with the activity or wants to change.
- "Eeek! I don't know the answer myself!" Everyone forgets, so don't worry. Just explain that you want to look it up and will come back to the question next lesson (just don't forget).

Preventions:

- Always have a reserve folder of one or two guaranteed interesting relevant activities or topics of conversation.
- A one-to-one tutorial can always be converted into an instant speaking lesson: have a few objectives and topics handy.
- When planning, always refer to your Can Do Checklists and needs assessment to be sure you're on target.

Reflection 4: *I only tutor two hours a week; every lesson should be just by itself, right?*



Reflection 5: *I know how to give a lesson. Why prepare anything other than great fun interesting activities?*

Reflection 6: *She's happy. She loves my lessons. Why even think about all these Can Do Checklists, objectives, formal lesson plans, etc? That'll make it boring!*

See Appendix A page 85 for commentary on reflections.

If you like using a form, here's a template based on traditional lesson planning:

Theme of lesson: Target language:	
Main objective of the lesson: <i>By the end of the lesson the student will be able to</i>	
Stage 1: welcome and warmer	
<i>Purpose</i> <i>Time:</i>	<i>Procedure and activity</i>
Stage 2: presentation of language OR preparation for the task	
<i>Purpose</i> <i>Time:</i>	<i>Procedure and activities</i>
Stage 3: controlled practice OR learner begins the task	
<i>Purpose</i> <i>Time:</i>	<i>Procedure and activities</i>
Stage 4: free practice OR learner presents the task	
<i>Purpose</i> <i>Time:</i>	<i>Procedure and activities</i>
Stage 5: conclusion OR follow-up on language and structure in the task	
<i>Purpose</i> <i>Time:</i>	<i>Procedure and activities</i>
What could affect the success of this lesson, and what to do:	

Chapter 6: Selecting and adapting materials

a. *Selecting relevant materials*

Although EAL course books might provide some useful language for lessons, there are few that adapt to a learner in Halifax trying to get a job. The best choice is to begin with what your learner needs to learn, look locally or on the internet for authentic text, develop a language lesson based on the text, and prepare a multi-skills lesson. You could also start with target language and find material you can customize.

Be sure all materials are relevant to your learner's needs and interests. You can take materials and adapt them by changing street names to real Halifax street names, simplifying grammar and sentence structure so that the learner can understand, and modifying the vocabulary. Materials and language need to be relevant to the learner's understanding of Nova Scotia and its customs and to her need to improve her job performance or prospects by improving her English.

A note on location:

When finding materials and planning the lesson, consider possible restrictions and opportunities of the place. If you tutor in the library, what resources do you have available to you? Explore the library together; look for books; go to the children's section and look at picture books; find a magazine; look through a picture encyclopedia; watch people and describe them; read the signs; ask the librarian a question. In a coffee shop: read the menu; describe people in the shop; language for customer service. If you have one, use an ipod with two sets of earphones (one set for her), a small recorder and player with earphones, or a laptop with earphones.

Using the internet:

There are countless excellent EAL resources on the internet. *Chapter 13: Resources* lists many of the best ones and organizes these websites according to different subjects. Nowadays a google search brings up new and useful websites every time you look. However, bookmark the best ones, or create your own annotated list like the one in Chapter 13 or with even more detailed notes. This will save you a lot of time when you're planning a lesson.

The internet is particularly useful for clarification and simplification of a grammar point that you are going to teach. Copy and paste relevant bits, with examples and practice exercises, for your learner. Simplify and customize.

NOC and Essential Skills:

There are several ways of finding information about your learner's job or career-path. The first step is checking the Canadian government's National Occupation Classification (NOC) descriptors: <http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/Welcome.aspx>. This website classifies and describes many jobs: click on "Search the NOC".

For example, perhaps the learner worked in a library at one time and would like to be a library clerk in Nova Scotia. Look up the corresponding NOC classification, which is 1451. This gives you an idea about what the job involves and different titles currently and historically used for the position. From this you could use the Can Do Checklists to decide on what language you are targeting, and create:

- a form for the learner to fill out
- a reading text
- a set of instructions for finding something in the library

- language for greeting a library user (called a patron)
- a list of questions about the job

1451 Library Clerks

Library clerks issue and receive library materials, sort and shelve books and provide general library information to users. They also perform clerical functions. Library clerks are employed by libraries or other establishments with library services.

Example Titles

circulation clerk – library
interlibrary loan clerk
library clerk
library page
periodicals clerk
reference clerk
shelving clerk – library

Main duties

Library clerks perform some or all of the following duties:

- Issue and receive library books and other materials
- Reshelve books and other library materials
- Perform clerical activities such as manual and electronic filing, word processing and occasional typing
- Maintain journal subscriptions
- Assist library users in accessing basic library materials and making interlibrary loans.

Employment requirements

- Completion of secondary school is usually required.

Additional information

Progression to more senior positions is possible with experience and post-secondary education related to library science.

Take the NOC number and go to the essential skills for more detailed information about the job:
http://www10.hrsdc.gc.ca/es/English/all_profiles.aspx

There are nine Essential Skills with different levels of expertise in each level. Language used in essential skills descriptions is useful because it is the language now popular with employers. The nine essential skills are: reading, document use, numeracy, writing, oral communication, working with others, continuous learning, thinking skills, and computer use.

The Essential Skills description for Library Clerk 1451 provides a wealth of detail. The description can be adapted to language learning tasks for tutoring a learner in this field. Not all jobs have essential skill descriptors, but if there's one for your learner, you'll find lots of ideas through essential skills. Even if there isn't an essential skill description, you can work from the generic list. A copy of an essential skill chart is included in the Appendices, or find the description and chart of essential skills at:
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/what_are_essential_skills.shtml

NOC Profile Description – Essential Skills**1451 Library Clerks***adapted and abridged*

The most important essential skills for library clerks are:

- Reading text
- Oral communication
- Job task planning and organizing

Reading:

- read memos, information bulletins and email about special events or new procedures at the library.
- read suggestion forms filled out by patrons to improve library services.
- read parts of books aloud to visually impaired patrons to help them decide if it is a book or audio book that interests them.
- read books, magazines and journals to keep current and direct patrons to the material they want.

Oral communication:


- interact by telephone with staff in branch libraries and other library systems to request, search for, or take requests for books.
- co-ordinate tasks with other staff.
- greet and talk to patrons to answer questions about the library and help patrons find materials.
- talk to patrons to deal with complaints.
- discuss work schedule with co-workers and procedures, such as how to get work done more efficiently and accurately.
- discuss work schedules, instructions, policies and procedures with their supervisor.
- may interact with children to conduct library tours or story-hour readings.

There are other websites on specific occupations, but none as easy to find and as reliable as these NOCs and Essential Skills.

The next step would be to find related job ads. Check the job postings on Career Beacon <http://www.careerbeacon.com/>. For the library assistant position, go to the Halifax Public Libraries website for jobs: <http://www.halifaxpubliclibraries.ca/about/opportunities/jobs.html>. Often they have ads for library assistants.

b. Adapting materials to the learner's level

Once you've found materials relevant to the learner's needs and interests, how do you ensure the materials are at the learner's level? Will the text or task be too hard or too easy?



Basic steps in adapting materials

- Re-read the Can Do Checklist for her level. Refer to the checklist above and below her level to get an idea of the language development expected of a learner.
- Focus on one or two learning objectives for one lesson, related to the needs assessment.
- Copy and paste so that you can restructure and rephrase; or cut and paste if you're working from a paper copy.
- Try to use clear good-size font: size 14 for CLB 3 and size 12 for CLB 4 and 5. If you are photocopying a document, try to enlarge it so that the font size is equivalent to 12 or 14.
- Add pictures from magazines or google images to enhance the material.

Example: CLB 4 learner who wants to be a library clerk.

1: Collect your materials:

Find flyers and brochures from the library and from the library website; NOC classification details; Essential Skills description and details; job ad.

2: Do a google search:

Look for a list of useful vocabulary. Librarians are excellent document creators, collectors and organizers, so a wealth of material is available on the internet. This creates the challenge of finding too much rather too little. Make a decision quickly on what might be useful. Keep track of the search terms that provided a lot of good information. Library vocabulary definitions are available at:

<http://www.library.cornell.edu/olinuris/ref/research/vocab.html>

3: Focus for one lesson.

You have enough material from steps 1 and 2 for many lessons, but you don't have a focus for one lesson and you don't have a language learning objective. What language objective best fits this lesson you are preparing, given the content and objectives of the previous lessons?

Objectives: By the end of the lesson, the learner will be able to:

- greet and provide directions to library users
- write a message to a library colleague

4: Read the Can Do Checklist CLB 4.

Decide which Can Do Checklist statements for CLB 4 you will focus on. Make your decision based on the learning objectives and what language works with the material you have chosen. For this example, consider focusing on some of these:

Speaking: I can ask and answer simple questions; I have enough vocabulary for everyday conversation	Listening: I can follow simple oral instructions; I ask people to repeat when I don't understand	Reading: I can get information from charts and schedules	Writing: I can write a short note or message; When I write, I can use whole sentences
--	---	--	--

5: Adapt and modify the text to the learner's level.

Decide what vocabulary you should pre-teach: oral, patrons, materials, complaints, may work. Pre-teach the meaning and pronunciation, using a matching of word with definition or pictures. Practice the vocabulary again afterwards. Decide what grammar you might introduce: perhaps an introduction to 3rd person present simple verb endings and pronunciation.

Oral communication skills for library clerks:

A library clerk:

- greets and talks to patrons to answer questions about the library
- helps patrons find materials in the library
- talks to patrons to deal with complaints
- discusses the work schedule with co-workers and supervisor
- may work with children by giving library tours or story-hour readings.

Notice that the original text is considerably adapted and modified. The result keeps to the idea of the original text, but adapts to the learner's level and includes only those points that will be focused on in activities in the lesson.

Activities might be: listening-speaking role-play following ideas from the text and the objective of "greet and provide directions to library users"; writing could be taking information from a recorded message from a patron. Prepare the learner for this task with a brief presentation on language for writing messages to a colleague, checking use of whole sentences.

When working on a task, the learner may have more or less language than suggested by their level. "Vocabulary for everyday conversation" is relative to their experience and interests, for example. Sometimes you may have adapted a task to a slightly lower or slightly higher level than your learner can work with during the lesson. This is good tutoring: a Three Bears balance of too little, too much, and just right works well in the overall picture.



Adapting the above text to CLB 3

- possibly modify objectives
- find pictures to accompany the text
- simplify the vocabulary, especially the words identified in pre-teaching which would probably not be useful for CLB 3 in this task
- reduce the text: omit the point about complaints
- use a message form for the writing task
- adjust tasks:
 - listening: I can understand short sentences when you speak slowly
 - speaking: I can give basic information about familiar subjects (assuming the library environment would be familiar to her)



Adapting the above text to CLB 5

- use the longer modified text on Oral Communication, on page 35 above
- give the text as a reading, with comprehension questions and post-reading vocabulary focus
- change the writing task: "I can write a paragraph about an idea or opinion and give details" and base it on reporting a complaint to a colleague
- adjust tasks:
 - listening: I can identify the situation, emotional state, and relationship of speakers
 - speaking: I can join in conversations on familiar topics




Idea bank of materials

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ <i>People around you in the room</i> ▪ <i>Scenery around you</i> ▪ <i>Objects in the room</i> ▪ <i>Google images; Google maps</i> ▪ <i>Google searching</i> ▪ <i>Newspaper article (simplified to the level)</i> ▪ <i>Website excerpt</i> ▪ <i>Postcards (purchased or handmade)</i> ▪ <i>Nova Scotia Tourism flyers, maps, and pamphlets</i> ▪ <i>Job search pamphlets from places such as Job Junction</i> ▪ <i>Magazine pictures for discussion or</i> | <ul style="list-style-type: none"> ▪ <i>Flyers from the grocery store and in the mail</i> ▪ <i>Transportation schedules and brochures</i> ▪ <i>Bills, invoices, renewal forms</i> ▪ <i>Signs in food courts, malls, libraries</i> ▪ <i>Application forms for jobs (online and in stores)</i> ▪ <i>Food packages and labels</i> ▪ <i>Manuals and instruction booklets</i> ▪ <i>Catalogues and menus</i> ▪ <i>Advertisements in magazines or flyers</i> ▪ <i>Magazines from the checkout at the grocery store</i> |
|---|---|

<p>writing</p> <ul style="list-style-type: none"> ▪ Picture sequence for story-making ▪ Cartoon picture sequences to cut up and put in order ▪ Podcasts to listen to on an ipod or laptop ▪ Movie trailers 	<ul style="list-style-type: none"> ▪ “Find the Difference” picture magazines ▪ Visit a workplace similar to that of the learner’s goals: become familiar with language situations she might need
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Wherever you go, whatever you do, look for free materials that might be useful as a resource for lessons. Keep a file or box of these materials. Toss out what gets outdated and continue adding to the collection. When you can’t decide what to do for a lesson, take out the box and find the perfect material.

Reflection 7: How can I use this information on selecting and adapting materials to help me save time in lesson planning?



See Appendix A page 85 for commentary on reflections.

Example of developing a lesson for CLB 3, 4, or 5 from picture:




<http://www.publicdomainpictures.net/view-image.php?image=3299&picture=segways> Photo by Peter Griffin

What theme and language could you develop from this picture?

- Modern technology: segways

- Discuss how popular these are nowadays; where are they popular; when do people use them; would you use one?
- Relationships in North American culture
 - What country do you think this picture was taken in? Why do you think that?
 - What day of the week do you think it is? Why?
- Clothes
 - What season is it; where informal clothes are worn
 - What are the blue tags around their necks?
 - Why do you think their helmets are all the same?
- Language
 - Describe what's going on in the picture
 - Role play what you would say to one of these people using a segway
 - Role play going to a dealer to buy a segway
- Work related
 - Is a segway a good method of commuting to work?
 - Read about segways: <http://www.segway.com/support/faqs.php>
 - Adapt information about how it works for the level of the learner; get her to condense the information into step-by-step instructions http://www.ehow.com/how-does_4564212_a-segway-work.html
 - Write a safety policy for the segway

Example of developing a lesson plan from a job application:

APPLICATION FOR EMPLOYMENT ROBIN'S FASHION CENTRE				
Date of application: _____ Date available to start: _____				
Name: _____ last first middle				
Present address: _____ number street apt #				
_____ city province postal code				
telephone: _____ cell: _____				
Type of school	Name of school	Location (city)	# years	Major & degree
High school				
College				
Other				

Do you have a valid driver's license? YES ___ NO ___ Do you have a social insurance number? YES ___ NO ___ Are you legally entitled to work in Canada? YES ___ NO ___
Previous employment: 1. Company _____ Location : _____ Years _____ Position _____ 2. Company _____ Location: _____ Years _____ Position _____
What position are you interested in? _____
Signature: _____

Job application forms can often be found at customer service and cashier desks. Start a collection. Some are also available on the internet. You could also create or adapt your own.

At CLB 3, the learner can fill out a short form; CLB 4 a form of 20 items; CLB 5 a form of 20 to 30 items. You could make it longer for the higher levels.

What theme and language could you develop from this job application?

- Theme of applying for a job
 - Sometimes called "survival jobs" when a newcomer works at a low paying job unrelated to their professional experience
- Process of application forms: where you find them, what the employer asks for and why, expectation of accuracy, confidentiality, what isn't required, comparison with home country
- Consider preparing a job ad that goes with the application form, and include several job titles such as customer service representative, accounting clerk, designer, etc.
 - Discuss what her expectations are for each different position
- Language:
 - Role-play question-and-answer based on the application form
 - Vocabulary used on the form
 - Writing task: filling out a form
 - whether to use full sentences or short phrases
 - neatness and spelling

Robin's Fashion Centre

Newly opened fashion store at popular Halifax mall is looking for enthusiastic sales staff, fashion counselors, and seamstresses.

Experience a benefit, but will train on-site. Learn to express your creativity!

Apply to Ms Robin. Application form at:
<http://www.robinfashion.com>



Chapter 7: You the Tutor



Be yourself!

- *Smile! Be welcoming*
- *Be sincere; don't think you have to be perfect*
- *Be committed to what you're doing*
- *Be creative*
- *Relax*
- *Have confidence in yourself*
- *Speak naturally, but a bit slower and more distinctly*
- *Use hand motions and body language; research her culture to understand acceptable gestures*
- *Repetition isn't boring; it reinforces the learning*
- *Model language visually and orally; use examples*
- *If something doesn't work, move on*
- *Be objective about possibly controversial topics*
- *Both you and the learner can learn from mistakes*

It's very easy to get caught up in your learner's interests and needs, but she's with you to improve her language. In some lessons, you might listen to her talk about her problems: tell her you're going to take a few notes on her language. Then listen and converse, but remember to take those notes and focus the next lesson on those language points. In another lesson maybe she says suddenly that she wants your help with her résumé. Go ahead, and use it as a basis for a writing lesson. Then use it for question-answer and interview skills.

a. Communicating

Communication is the key to success in one-to-one tutoring. You and the learner need to understand each other, to understand what both of you say and mean. This isn't always easy at CLB 3, 4 and 5, but it's the best overall lesson possible.

To make your speaking clear and comprehensible to your learner, you need to grade your language, especially at the beginning. Grading language means that you adjust the vocabulary and grammar that you use: you simplify the structure so that the learner can understand.

Here are some tips on how to simplify without sounding unnatural:

- Use basic verbs and everyday vocabulary.
- Do try to use some popular local idioms and expressions, but not too many at one time.
- Do use reduced forms and contractions in your speaking, such as "I'm gonna listen to ya speakin' now".
- Encourage the learner to ask you questions about the language you use.

- Avoid long sentences, complex sentences, and high-level vocabulary.
- Avoid negative questions such as: “You don’t want a coffee now, do you?” “Can’t we wait until later to take a break?”
- Enunciate clearly, but try to speak at your normal speed. If you usually speak quite quickly, slow down a little.
- Keep instructions basic, simple and clear. In the beginning it’s a good idea to write down the instructions to help you be clear.
- If you need to repeat yourself, use the same words so that she has the opportunity to hear the same language. If she seems not to follow the repetition, rephrase.



Example of how to grade your language

Ungraded: “Let’s get on with the grammar of past simple verbs, or simple past as we sometimes say, but before we do that I’d like to ask what your impression of the International Tattoo was. You mentioned that you attended last week.”

Language needing revision:

- Length of sentences; complex sentences
- Vocabulary choices: past simple, simple past, impression, mentioned, attended
- Grammar: phrasal verb “get on with”, modal verb “I’d like to ask”, indirect question “what your impression... is”.

Graded: “You went to the International Tattoo?” [wait for answer] “Did you enjoy it?” [yes-no question] “What did you like?” [inviting her to say more]. We are talking about last week. [Look at your notes of the verbs used in the discussion] We used past tense verbs, such as *went*.

Pronunciation:

If she has a strong accent and/or pronunciation difficulties, communication might be a bit difficult at the beginning. Remember that she’s with you because she wants your help. Introduce a lot of speaking activities into your lessons: have her listen to a sentence and repeat it several times; show her the pattern of sentence intonation, including where to pause and where to stress; focus on some vowel sounds that make words confusing. Help her become more understandable. [see *Chapter 10: Pronunciation* for some ideas].



Points to consider

- Don't ask "do you understand?" For one thing, the learner will likely say "yes". Instead say something like "Would you like me to say that again?" "Would you like me to explain that again?"
- Are your comments appropriate? Be cautious with your phrasing and your opinions. Think about your learner's point of view.
- When repeating an instruction or sentence for the learner, try to repeat exactly the same words and intonation. If she still doesn't follow, rephrase some of it. Later review the language you first used and decide if it was too complex or if it would make a good lesson another time.

b. Motivating

As you come to know your learner, you might be concerned that she isn't learning as quickly as you both expected. You can provide a positive learning atmosphere in which the learner can observe and participate and practice chunks of language, but you can't force learning to happen. Learning can only be accomplished by the learner herself. You can help by discussing learning objectives with her so that you both have the same expectations.

How do you motivate your learner to learn? A positive learning environment can encourage a learner to feel motivated, but motivation itself comes from within an individual. Research suggests that there are two kinds of motivation: intrinsic and extrinsic. Both kinds of motivation can be affected by the adult learning factors outlined in the first chapter.

Extrinsic means that the learner has a purpose, such as succeeding on a language test, getting a job, improving her performance at work. If she needs improved language for a purpose, she will be motivated to learn.

Intrinsic means that she is learning for the sake of learning, for enjoyment. An intrinsically motivated learner is more difficult to tutor because she isn't as focused on a goal. Therefore the two of you work together on a needs assessment to establish goals.

As an adult learner, she may sometimes be tired and unproductive. Be prepared with light speaking or writing activities for these times. Give her a listening task with you reading the text and her answering questions and then practicing pronunciation of the same text. Other days she may be very talkative and not ready to settle down to a lesson. Encourage her to keep talking, and take notes on some of the grammar errors. Every once in a while stop her and discuss some of the errors. Try to look for repeated errors, such as past tense, pronouns, word forms, etc.

Understand how to help your learner feel success. This could be your noticing when she spontaneously uses language you have been working on; it can be a small review test; it can be review at the end of a lesson; it can be ticking off learning goals from a checklist you both made. Most learners need to feel a sense of progress.



How do you arouse her interest? Spark her motivation? Enhance her learning?

- Plan your time together: be organized. Help her feel this is time well spent.
- Listen to her so that you know what she wants; her needs may change lesson to lesson.
- Plan achievable goals so that she feels successful.
- Introduce variety in each lesson so that she isn't bored.
- Personalize the learning tasks: make them relevant to her situation here.
- Help her see her progress: end each lesson on a positive note.
- Help her cope with the plateau effect where her learning remains stable but doesn't advance for a while. Work on reviewing what she has learned instead of adding too much new language when this happens. Remind both of you to be patient.

c. Correcting

During restricted practice activities when you focus on grammar and accuracy, correction is important. During conversation and freer practice, correction should be occasional.

How do you know when to correct? Sometimes learners want to be corrected whenever they make a mistake, but this is counterproductive. The more they are corrected, the less they will produce. Assess the degree of communication rather than the accuracy. For example, is the error communicating the opposite meaning? Would it confuse her listeners? Help her realize that communication is key, and communication happens from many different things: smiling, body language, attitude, openness, intonation, pronunciation, interest in people, basic accurate vocabulary, polite chunks of language, careful listening.

Let the learner know right from the start how you'd like to correct and give feedback, and be sure she is comfortable with your technique. Discuss other ways. Perhaps take a few notes on repeated grammar, vocabulary and pronunciation errors when she's speaking, then talk about these when she's finished and introduce them in the next lesson. Help the learner notice her mistake and encourage her to recognize when she is making the mistake. Then she can learn to self-correct.

How to correct:

- First identify the error and discuss it with her. She may already be aware of making the error and know how to correct it.
- If she isn't already aware, and if it's an important grammar point (such as using past tense to discuss the past), introduce it in subsequent lessons. Keep introducing the idea with lots of practice and repetition.
- If it's language from a lesson, correct her when she's speaking. Use a simple gesture, such as turning your hand over, putting your hand to your ear, or raising your eyebrows. Make it a positive experience to help her recognize the error and correct it.
- Spoken language is rarely perfectly correct, so remember to focus on repeated errors that affect communication. Who is her audience? Does she modify her speaking?
- Encourage her to keep producing language even if she's making mistakes: we learn from seeing our mistakes.



First rule of correction: don't correct everything

Second rule of correction: correct only what impedes communication

Third rule of correction: has she had time to self-correct?



Correction guidelines

- Does it affect communication?
- Is the lesson focused on accuracy?
- Does the error really matter?
- Does she often make this mistake?
- Does she talk a lot?
- Is she responsive to correction today?
- Is the error something you've already worked on?
- Would the error irritate other listeners?

If the answer is **YES** to any of these questions, correction should take place.

Types of correction:

- Echoing: you repeat what she said, but with correct grammar.
 - Problem: the learner herself isn't making the correction so isn't likely to notice and remember the correction
- Reformulation: you ask a question about a statement, correcting the verb or vocabulary. The learner answers using the corrected form. This is a popular method.
 - Problem: it can be difficult to think quick enough to do this. Also, she may not notice. Write it down and show her as long as it's a good place to interrupt

- Useful with short conversations or during the presentation or restricted practice of a lesson
- Make a list of errors to correct in a lesson. With the learner, use it as a checklist for improvement
 - Be sure to identify the right correction. Is it verb tense? Vocabulary? A phrasal verb? Pronunciation? Word form?
- Record her speaking so that she can hear her own errors. Make a transcript. Go over the recording together and identify the errors.
- With written work choose points you have been working on together, which are repeated often, or which impede communication.
- Also respond to the content. If it's a journal writing, ask questions and make comments. If it's a business letter, comment on appropriateness and sense of audience.

Reflection 8: *She makes so many mistakes that I'm discouraged. She's discouraged. What should I do?*



See Appendix A page 85 for commentary on reflections.

Chapter 8: Productive Skills

Productive skills are speaking and writing: the learner applies or produces language. Receptive skills are listening and reading: the learner receives the language and processes what she understands. For many language learners, productive skills are more challenging, especially speaking.

The technique of tutoring both speaking and writing is similar in that the lesson focuses on a theme and task where the learner needs to respond and produce language. Often the two skills can be combined, with speaking a fluency task and writing an accuracy task.

The ideas in this chapter can be adapted to any level learner. Use the Can Do Checklists to tailor an idea to the level of the learner, or to just above the level of the learner if she is ready.

Prepare lists of expressions or language functions and encourage the learner to use them. There are some suggestions in *Appendix B*. Think about keeping your own list of expressions that you want the learner to use in speaking, and put a tick mark beside each one that the learner uses. You could use stars when the learner has used an expression more than ten times, and a gold star if she uses it again in two subsequent lessons.



Language focus: ideas to add to suggestions in Can Do Checklists

- *common functions and chunks (see Appendix B)*
- *reductions such as contractions to make language suitably informal*
- *formal or informal language, when appropriate*
- *paraphrasing*
- *encourage her to communicate the best she can; occasionally help her find the right word. Take notes on what language she needs to communicate better.*

Speaking

In tutoring, speaking practice is often featured in every lesson, no matter what the level of the learner. An experienced tutor can base a whole lesson on the spoken language production of the first 30 minutes.

The caution is that speaking can take over a lesson, especially with a chatty learner, or one who wants to focus only on her speaking. If this is the learner's main objective, confirmed by the needs assessment, then find relevant reading or listening texts to promote speaking and language based on the texts. Language correction and lessons are then based on her errors in production or on what she needs to communicate better.

Writing

Writing can be difficult to include in a lesson. Sometimes tutors feel guilty because they are not as actively engaged with the learner during the writing task. Sometimes both tutor and learner feel it is a waste of time. “Writing” doesn’t mean the learner needs to create essays and complete business letters while you watch. It can be short chunks, such as filling out a form or writing a brief paragraph to begin a letter.

If she enjoys doing homework, give her short writing assignments and then go over the writing together in the next lesson. This way she is involved in correcting her own errors, and more likely to remember the language.

The needs assessment will give you an idea of how much writing practice she needs. It will also show you whether she needs help with spelling. Refer to the websites on spelling in *Chapter 13: Resources*. If she does need help, introduce some spelling practice in each lesson, then review it in each subsequent lesson. Try to tie spelling, pronunciation, and vocabulary together so that the lesson is meaningful and memorable.

Writing lessons focus on clarity, brevity, and accuracy. They cover sentence structure, paragraph organization, correct word forms (verb, noun, adjective, etc), spelling, and grammar.

If the learner is CLB 3, choose a few main points to correct in her writing. Don’t try to correct everything.

Accuracy and fluency

Accuracy means that the language produced is grammatically correct and comprehensible. Fluency means that the language sounds natural and seems to communicate, but it isn’t necessarily grammatically correct.

Does the learner need to be 100% accurate in the language you teach? Do you focus on one point until she uses it correctly? The answer to both is no. Make sure to include lots of practice of language in lessons, but remember that real learning is difficult to assess. Your learner may use the language you have taught in her workplace, but not with you. When you do hear her use language from your lessons, however, show her that you notice.

Encourage your learner to speak communicatively so that you and others can understand her meaning. This involves some accuracy and a lot of fluency. When you are working on communication skills, be sure to let your learner know when you are checking accuracy. With fluency practice, don’t correct errors until after the speaking is done.

Ideas for speaking and writing practice

Both language skills need restricted practice and free practice. Most of the ideas below are useful for both speaking and writing, and can be adapted for both restricted and free practice.

Welcome and warm-up discussions: (first stage of the lesson plan)

- These are excellent for the learner to experiment with her speaking. Take notes of errors that affect communication. Address these points in the lesson or in a future lesson.
- If she likes to talk, think about themes that will interest her and think about how to adapt what she

says to a writing task for a next lesson.

- If she has difficulty speaking in English, use this time to encourage her to try. Give her chunks of language to help her communication, perhaps some flash cards with phrases from the language chart in *Appendix B*, or phrases from previous lessons.
- Use these discussions as a way of assessing language improvement so that you know what to reintroduce and when you can move on.
- Another advantage of these welcome/warm up discussions is that the learner is thinking about the topic and thus activating her prior knowledge on the subject. This helps her remember and relate new words and language to what she already knows in her first language and in English.

Drills: (restricted practice)

Try to make drills interesting, such as in a dialogue rather than repetition. Do drills in patterns and base them on pictures or cut up sentences, such as in the example below. Create a fill-in-the blank worksheet or use a picture where she writes speech balloons for people using the target language. Repeat them in subsequent lessons.

WE	YOU	SHE	WORK	DOES	DO	N'T	?
----	-----	-----	------	------	----	-----	---

Does she work? She doesn't work.

We work. We don't work.

Do you work?

Jumbled sentences:

- For a writing lesson, cut up sentence words or phrases (as in drills, above) for her to piece together in the right order.
- Cut up complete sentences from an email for her to piece together for coherence.

Question-answer:

- Write out the question form, and then use it as a model for questioning each other.
- Write out a dialogue with only the answers, and the learner composes the questions.
- Focus on intonation for questions.
- Stress contractions.

Role play:

- Question and answer where the learner uses some formulaic structures such as in *Appendix B*; repeat and take turns.
- Polite and informal language and body language.
- Telephone role play: don't look at each other during the activity so that body language and facial expressions don't guide understanding.
- Prepare a role play card as a reading activity first, and then work together to prepare some expressions that should come up, then role play.
- At the end include a short writing task such as a three-sentence summary or messages.

Pictures:

- Describe the picture; include prepositions, colours, landscape, people's features, etc. If there are people in the picture, take on their characters and role-play.
- Describe a process of something in the picture, such as step-by-step how to turn on a computer or how to use voice mail. Write out the steps.

Prepared dialogues:

- Prepare a dialogue based on a reading or listening text and take turns reading roles. Correct pronunciation.
- Also prepare the dialogue without one person's lines. The learner then asks the questions and listens to your response. Change, and she responds to you.
- Use similar language on a different discussion without the prompts.

Positive-negative:

- Learner writes down three positive ideas and three negative ideas related to a topic of your choosing together. For example, vacationing in NS, finding a job, going to college.
- Discuss the topic and the different points of view, focusing on language for preference and for comparison.

Sharing experiences:

- Learner discusses her best and worst experiences, such as a holiday, in a workplace, at school.
- *Culture note:* avoid this if the learner has had difficult experiences in her home country and may not want to think about "worst".

Instructions and directions:

- Directions using a map.
 - Language focus on prepositions
- Following oral or written instructions for a task such as putting lego pieces together
- Writing instructions about how to do something.
- First give instructions or directions in a speaking and/or listening task, then make it a writing task.

Picture Dictionary:

- Learners at CLB 4 and 5 typically can learn around ten new words in a lesson, fewer for CLB 3. They need to see and use these words over and over to remember them.
- A picture dictionary can help. Use parts of the book with target vocabulary for a lesson. Choose up to ten labeled items, cover up the labels, and ask the learner to label the picture. Many learners enjoy this activity and it focuses their attention very quickly. Then use the picture for a speaking or writing task where she uses the vocabulary related to the context of the picture.
- A picture dictionary is not a useful lesson task by itself, however. One reason is that she can quickly become overwhelmed by the vocabulary she doesn't know.

Transcripts and writing models:

- Take a transcript of a listening task and use it for speaking after the listening practice. Take turns reading aloud. Correct pronunciation.
- Use a writing model for speaking practice. Ask the learner to read it aloud; correct her pronunciation after a sentence or paragraph.
- Introduce a similar topic that could use the same target language. The learner then either speaks or writes using the language and form of the model.

Email: (writing)

- After a lesson on writing email, prepare jumbled sentences for her to put the email in the correct order.
- Prepare an informal email and a more formal one; she compares the two and notices the differences. Perhaps mix up jumbled parts of both a formal and informal email for her to separate.

Reflection 9: *My learner has such a difficult time producing any language. Getting her to say anything is really hard, and she never volunteers much. We've been together for a month now. What should I do?*



See Appendix A page 85 for commentary on reflections.

Chapter 9: Receptive Skills

The receptive skills are listening and reading: language is received, or taken in.

Follow the suggestions in the Can Do Checklists for listening and reading tasks. For CLB 3, 4 and 5, keep the texts quite short and authentic when possible, but make sure the tasks are at her level. Keep reading the Can Do Checklists to adjust your expectations. If the language of the listening or reading text is beyond the learner's abilities, she will be discouraged and unable to distinguish meaning.

Listening can be challenging for the learner for many reasons. The listening task may be too quick for her to identify words; perhaps she has difficulty hearing some sounds, such as /l/ and /r/; perhaps she has no prior knowledge about the topic and the vocabulary is all new. On the other hand, perhaps she needs strategies for good listening. Also consider who or what she's listening to: a colleague, a customer service representative in a store, the radio, a TV program, a language tape, a teacher. The listening skill is different for each. In conversation she can listen for general ideas because she can ask for repetition or clarification to help her with meaning.

Reading can also be challenging. Sometimes learners say they can't understand the meaning of a passage. They focus on individual words rather than meaning. Sometimes they say they do understand because they know all the words, but they don't understand the meaning. Start with short texts and skimming for gist. Encourage her to guess meaning or ignore words she doesn't know.

Pre- or post-teaching vocabulary:

- Pre-teach vocabulary and grammar before presenting the text if the learner needs support. This helps them succeed in the reading and listening task and helps them acquire language for the speaking and/or writing task
- Post-teach the vocabulary and grammar through guided discovery of the language in the text if the learner doesn't need much support and is a risk-taker. This is more authentic: in the community they need to develop guessing strategies on their own. No one is there to pre-teach.
- Guided discovery is a technique where the tutor prepares text that includes the target vocabulary or grammar. After comprehension questions to check meaning, the learner is guided into noticing and exploring the target language. The premise is that because the learner is actively engaged she is more likely to learn.



Steps in a listening or reading task

- Identify and discuss the topic so that she can recall what she already knows about it.
- Pre-teach vocabulary, if this is relevant.
- Predict what might be in the listening or reading text: from headlines or from a short description of a listening.
- First exposure to the text: scan for general understanding of the main idea, or listen for gist
- Second exposure: read or listen for specific information and answer questions either orally or on a worksheet
- Consider the speaker's or writer's purpose and attitude
- Look at the language: vocabulary choices and sentence structure
- Create gap fills for the target language
- Convert the listening task to a reading with a transcript; convert a reading into a listening where you read it or have it recorded

Ideas for worksheets:

- Checklist where she ticks off items she hears or reads
- True–false questions
- Comprehension questions, checking what she has understood
 - Give them out before or after the task
- Gap-fills
- Follow route on a map
- Completion of a graph, table, chart, form
- Mistakes that she corrects according to meaning
- Guessing definitions by context (CLB 4 +)
- Note-taking focusing on the general idea rather than individual word
- Summarizing

Ideas for listening practice:

Strategies for listening:

- Before the listening, set the context so that she can think about what she already knows about the topic. Often for an adult learner the experience isn't new, but the language is.
- Listen for gist: what's the main idea? Develop a few questions to help her identify the gist.
- Listen for key words. She's familiar with the topic; she knows the gist; what are some of the key words that help her understand? Develop activities to help her do this.
- Listen for the point of view of the speaker. Listen for tone and formality. Is the speaker being helpful or not? Why is the speaker speaking?
- Why is the learner listening? Does she need to know everything the speaker is saying, such as directions to somewhere? Or does she just need the general idea so she can make appropriate comments, such as small talk at the bus stop?

- Help her to listen to key words, which are stressed in sentences. Help her to ignore the words she doesn't catch and focus on what she does understand.

Other speakers:

- Try to have someone else converse with the learner during some of your lessons. Maybe develop a task where the learner needs to ask the librarian for something if you're at the library. Prepare a task where the learner needs to make an order at the coffee shop.
- Go out shopping or visit a museum. Go to cooking and health workshops at the grocery store. Involve her in deciding where to go and what authentic language she would like to be exposed to. Also refer to the needs assessment for ideas.

Transcripts:

- If you are tutoring in a space where you can play listening texts, you can use podcasts and YouTube clips on a laptop. You can download podcasts to an ipod and ask your learner to listen to them. A small portable player/recorder is a useful resource as well.
- Some podcasts already have transcripts, or you can prepare your own.
- Do the listening task first, with pre-teaching of key vocabulary if necessary. After the learner completes comprehension tasks, give her the transcript to read as she listens again. This adds a reading skill to the listening skill and helps the learner notice the language.
- You can cut up the transcript in sentence units so that she puts them in order as she listens.
- You could prepare cut up cards of the key words for her to put in order when she listens. She could then refer to these cards in follow up productive speaking or writing tasks.

Dictation:

- Read out a short text for her to write down.
- You can do this the other way around, with her reading and you writing, but this would be a pronunciation exercise.

Ideas for reading practice:

Strategies for reading:

- Help her understand that there are different reasons for reading. Introduce her to whichever of these reasons are relevant to her objectives.
 - Reading for gist: to get the basic idea of something, like the first paragraph of a newspaper article, or reading the headings
 - Skimming: similar to reading for gist where you look for key words (such as nouns and verbs) to learn what the reading passage is about
 - Scanning: to find specific answers that you are looking for. You would scan a timetable to find out what time bus #52 leaves Mumford Terminal.
 - Extensive: read a long passage, such as a magazine article, for enjoyment but not to understand everything. This is reading for pleasure.
 - Intensive: read to understand everything. This is an advanced reading skill used by students in a college course or for an exam, or in the workplace where an employee needs to understand everything in a policy manual.
- Find authentic texts that can be adapted or shortened to her level. Refer to the Can Do Checklist for her level, and the one above, so that the task is achievable.
- For CLB 3 shorten or adapt the texts. Keep them relevant. Literature is not a good choice as the content is culturally-specific and the language too complex. Children's books are not a good choice both because the content is relevant to children, not adults, and the language is often not basic or relevant to an adult learner's current situation.

Comparison:

- Prepare two short texts from different points of view. One could correspond to a picture. Use language of comparison during some of the language tasks following.

Errors:

- Prepare a text that has some errors, such as facts which aren't the same, names that aren't correct, etc.
- The text could correspond to a picture, but misrepresent some of the details of the picture.

Pictures:

- Prepare a reading that corresponds to the picture.
- Use the picture to help the learner predict what the reading could be about. She could also predict some language and vocabulary that might be in the reading.

Test your knowledge: *I want to use this text because it's relevant and authentic. How will I combine all 4 skills in a lesson for CLB 4?*



The Halifax Public Gardens, found at the corner of South Park Street and Spring Garden road, are the oldest formal Victorian gardens in North America. Open from sunrise until sunset from May to November, this is a great place to experience if you are visiting this city.

Additional perks of this locale are the flowers from regions all around the world and the gravel paths that wind throughout the entire area. Also, there is a gazebo here, built for Queen Victoria's Golden Jubilee, which stands as an amazing site for all to see. The Public Gardens feature over 16 acres of trees, flower beds, fountains, along with a bandstand, a duck pond and concession area.

<http://www.halifaxkiosk.com/halifax-tour/Halifax-Public-Gardens.php>

See Appendix A page 85 for commentary.

Chapter 10: Pronunciation

One of the more intimidating parts of a lesson is pronunciation. Tutors worry about:

- Failing to see improvement in their learner's pronunciation.
- Learners feeling the tutor has failed to help them.
- Drills and constant repetition becoming very boring.
- Knowing how to create interesting pronunciation lessons.
- Knowing how to use the pronunciation charts in dictionaries, and which one to use.

You don't need to be familiar with a phonemic/phonetic/pronunciation chart; you don't need a good book on how to teach pronunciation. All you need are good listening skills, a few tips, and a few reliable websites.

In the needs assessment, the learner probably mentioned that she was concerned about her pronunciation. Whether true or not, second language learners usually feel that way. Most adult language learners will always have an accent, so it's unreasonable to try to change it. What's important is communication and being understood. Think of how many different pronunciations of words there are by native English speakers.

Any American Advanced Learners Dictionary will be a good resource for you. Then you can check how a word is pronounced; check its syllable stress; check its meaning and see it in an example sentence. There are also some very useful websites (see *Chapter 13: Resources - Pronunciation*). ISANS has a self-study pronunciation course called *Say It Better: A Pronunciation Series* which you can access at: <http://onlinelearning-ISANSns.ca>. This is a useful guide in preparing basic practice on some sounds, and word stress and sentence stress.

Word stress and syllables

- Show the syllables and word stress of all new vocabulary words and of words in a pronunciation lesson. Repeat pronunciation several times, and check pronunciation when she uses the word.
- Check an American Learners' Dictionary for syllables and, if you find you need it, the pronunciation key. The rule is that each syllable has one vowel; a syllable might be only a vowel (like in Can a da).
- For example, make it visual with symbols such as these:

● ● ● vege ta ble	<ul style="list-style-type: none">▪ three syllables▪ first syllable stressed▪ a vowel in each syllable▪ second "e" is silent
● ● pro duce	<ul style="list-style-type: none">▪ verb has stress on second syllable▪ remember that the noun has stress on the first syllable, something you might be able to introduce in the lesson

Intonation and sentence stress

- As with word stress, sentences have stress and usually have one main stress. If the sentence is long, there can be several secondary stresses as well.
- Usually nouns, verbs, and adjectives are stressed: the words that carry meaning.
- The speaker might choose to stress a preposition or article, but usually these words are structural, not stressed. That's one reason why articles and prepositions are so difficult to learn: we don't listen to them or hear them.

- Introduce the idea of sentence stress as soon as you can so the learner can acquire the rhythm of an English phrase or sentence.

<p>The man-a-ger told me to come to the off-ice.</p>
<ul style="list-style-type: none"> The multi-syllable words are divided with a dash into their syllables. The stressed syllable of a multi-syllable word is likely to be a stressed part of a sentence. The weaker stresses can be difficult to hear in fast speech but, compared to the prepositions, pronouns, and articles, the three weaker stresses can be distinguished.

- Sometimes the sentence stress is changed to stress a particular word for a specific meaning. Look at the example:

<p>The man-a-ger told me to come to the off-ice.</p>
<p>The man-a-ger told me to come to the off-ice.</p>
<p>The primary stress is changed to "me" because the speaker wants to emphasize that it's "me" not "you" or someone else who has to see the manager.</p>
<p>The man-a-ger told me to come to the off-ice.</p>
<p>The primary stress is changed to "told" because the speaker wants to emphasize that she was "told" not "asked". The speaker might emphasize it because she is worried about a reprimand.</p>

- Learners at CLB 3 and 4 should become aware of word and sentence stress and learn to use it correctly. This helps the learner be better understood. Stresses are predictable chunks of language that guide the listener in understanding meaning.
- Correct the learner's word and sentence stress when she reads aloud. Ask her to predict these stresses beforehand.

Check for rules

Sometimes there are pronunciation rules. For example, there are clear rules for word endings, final "s" and final "ed". It's useful to include this pronunciation in a lesson on past verb forms, past participle adjectives (excited), present simple 3rd person verbs, or plural nouns.

- Final "s" on nouns and verbs has three possible pronunciations /s/, /z/, or /ɪz/.

/z/	/s/	/ɪz/
-----	-----	------

answers sings dims	walks jumps laughs	stresses pages faxes
word ends in a voiced sound	word ends in a voiceless sound such as: /f/ /h/ /k/ /p/ /t/	for nouns or verbs ending in /s/ /z/ /dg/ /ks/ pronunciation adds another syllable

- Final “ed” on verbs has three possible pronunciations depending on the sound before the “ed”

/d/	/t/	/ɪd/
cleaned enjoyed married	jumped finished guessed	wanted needed expected
word ends in a voiced sound	word ends in a voiceless sound, such as /p/, /k/, /f/, /s/, /h/, /ʃ/	for verbs ending in sounds /t/ or /d/ pronunciation of /ɪd/ adds another syllable

Reduced and connected speech

- Sometimes learners feel that contractions (won’t, can’t) are lazy whereas they are commonly used everywhere, including workplaces. They are important for informality and a friendly tone. Encourage the learner to use contractions.
- Sometimes words link together and sound like one word; this is often called relaxed speech. For example: “How are you today?” actually sounds like “Howrya tday?” To get an idea of how this works, look at the examples on <http://www.ezslang.com/>
- For CLB 3 and 4, focus more on individual sounds and word or sentence stress. However, be aware of helping her sound more informal and friendly by slowly introducing some of the ideas of relaxed speech.

How to choose sounds to work on

- If you are finding it challenging to distinguish which sounds the learner needs to work on first, look at a guide to what English sounds specific first languages have difficulty with. Check out: <http://www.btinternet.com/~ted.power/phono.html>. This will also help you understand her listening difficulties as there is a relationship between sounds she can’t pronounce and sounds she can’t hear.
- Make a list of the words she uses that you have difficulty understanding. Check what vowels are the same in the list, then develop some practice on these words. Look at some of the websites in *Chapter 13: Resources – Pronunciation*.
- Make a list of the words she mispronounces and which sound like a different word. Practice these in lessons until she improves.

Using symbols

- When you do need to use a symbol, be sure you're familiar with the sounds. A useful chart with American and British sounds and examples, available in PDF, can be found at: <http://www.antimoon.com/how/pronunc-soundsipa.htm>. On the website you can click on the American or British to hear it. Another useful chart is: <http://www.btinternet.com/~ted.power/phon00.htm>
- Be sure to identify whether the symbols are American or British English. British English sometimes adds a final /r/ sound whereas Americans just weaken the final vowel. For example, the word "Canada".
- When do you need to use a symbol? For example, you can't say "letter 's'" is pronounced like "sss". It can also be pronounced like /z/.
- With consonants, some are voiced and some are not voiced. Often, for example, learners worry about mixing up /d/ and /t/ sounds, but actually they are very similar and pronounced with the same tongue and lip movements. The difference is that /d/ is voiced and /t/ is not. When you say "sad" you can feel your vocal cords when the /d/ is pronounced. When you say "sat" you can't feel your vocal cords. When the /t/ is doubled in the middle of a word, such as "butter", it sounds like /d/ because the voice is moving from unvoiced /b/ to voiced –er at the end of the word.
 - How to use this information? Don't worry about the explanation but help them produce the sound so that it is understandable.

Ideas for including pronunciation practice in lessons:

Reading aloud

- Use text before introducing a pronunciation lesson. Use a listening text which she has already heard. Prepare a transcript and ask her to repeat after the speakers. Repeat the exercise several times. This way she can hear the sound and try to copy.
- Use a prepared dialogue or interesting text and ask her to repeat the sentences after you. If she's having considerable difficulty, focus on correction of one pronunciation point at a time.
- Reading aloud. After a reading or writing lesson, ask her to read the text aloud. You can read it before she does it, or after, depending on if you are checking improvement. Do this several times, with you modeling, her repeating, you modeling, her repeating, etc.

Dictation

- Dictate a short sentence or set of instructions. Learner writes it down and then marks word stress and sentence stress.
- Change roles and she dictates to you; you write down the word and sentence stress she used. Then get her to repeat with the correct stress.
- Record someone else and use it as a dictation so that she hears a different pronunciation.

Matching

- Prepare cards with individual words on them, or sets such as minimal pairs (ship – sheep). She groups together words with similar sounds.
- Find rhyming words on the internet; choose words at her level. Make a group of 4 words where three rhyme, or sound the same, but one does not. She finds the odd one out.

Correction

- In each lesson, choose what pronunciation you're going to correct, and then do it. Make a list of words and sentences and at the end of the lesson show them to her and review correct pronunciation. Help her notice and remember.



Pronunciation tips

- Go slowly and correct her pronunciation occasionally, but not every error. The goal is communication, not perfection.
- Look for language problems that hinder communication: dropped endings, indistinct verbs, incorrect word stress and sentence stress.
- Talk about moving the mouth and the lips; show which vowels are smiles (sheep) and which are not (ship), which make your jaw drop (walk) and which don't (work). Look at some of the websites to check how this is done, especially <http://www.uiowa.edu/~acadtech/phonetics/about.html#>
- Identify which sounds are causing difficulties and keep practicing and modeling this sound throughout different lessons. This will help her more than anything.

Chapter 11: Grammar and Vocabulary

You don't have to be an expert on grammar rules and vocabulary definitions. If you can't explain something but decide it's important for the lesson, just say that you'll bring the explanation to the next lesson (don't forget!). Meanwhile work with examples, which may prove to be enough anyway.

Language learning focuses on communication and practice, not grammar instruction. Keep explanations simple and basic for CLB 3 – 5; provide no more detail than the learner needs in order to produce the language of the lesson. Prepare lessons based on language you are comfortable with. If you have difficulty defining words, get a Learners Dictionary and use it during the lesson.

Grammar and vocabulary focus on accuracy: use the right verb tense, choose the word form (noun, verb, etc). The language lesson needs to be short with lots of examples, but the practice needs to be lengthy. Review language from previous lessons; repeat parts of the lesson with new examples. Use reading and listening texts to present the grammar and vocabulary so that the learner is exposed to language in context.

a. Grammar

How are you going to decide what grammar the learner needs? Take a sample of her writing and record her speaking. Analyze the language. Look for frequent errors that impede communication, such as correct noun, verb tense, word order.

Even if she is lacking a lot of grammar, grammar should not be the exclusive focus of your lesson. Base a grammar lesson on a text so that the learner can see the context and use.

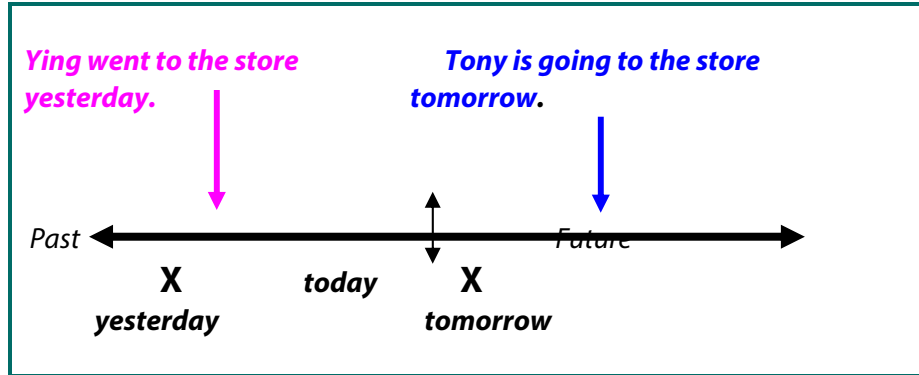
- expose her to the grammar in a text
- help her to notice form, meaning and use
- help her practice it in worksheets and exercises
- give feedback and correction on her production of the target grammar for the lesson.

If you like to use grammar labels, be sure to use EAL grammar terminology. The focus and terminology aren't the same as in native-language speakers' grammars. Raymond Murphy's *Grammar in Use Intermediate* (North American) is a very useful guide.

Ideas for including grammar in the lessons:

Timelines for tenses

- Demonstrate as visually as possible rather than explain. Draw pictures; write it out in words; draw a tense timeline; illustrate any way you can with examples.
- A great way of illustrating tenses is a tense timeline. Here's one for past simple and future simple.



Types of exercises

- Prepare a worksheet where the learner repeats phrases with different choices. In this example, the learner is reviewing subject-verb agreement and quantifiers. She starts with a pronoun, chooses the correct verb, quantifier, and noun. The XX means no article or quantifier. The words could be cut up and pieced together or they could be a matching exercise where the learner connects subject to verb to quantifier to noun.

What's interesting about this table is that "coffee" can correctly use all three determiners: She wants a coffee; you want some coffee; we want coffee. Chocolate can use "a" or "some" depending on whether there are individual pieces of chocolate available. Be open to the idea that more than one answer can be correct.

YOU		A	CHOCOLATE
SHE	WANT	SOME	BOOK
WE	WANTS	XX	COFFEE

- Prepare a similar worksheet with more choices. This can be expanded by adding adjectives and adverbs, or another phrase, or a negative.

Are Is	he we they you she	going	to the mall to the café for a walk for a drive home	tonight now later	?
Did		go		yesterday	

Concept questions

- If you ask the learner “do you understand?” the learner will say “yes” even if she doesn’t understand. Concept questions are a popular way of checking understanding.

Jana has just arrived at Maria’s apartment.

Jana: Where’s Sergio?

Maria: He’s gone to the store for some ice cream.

1. Is Sergio at the apartment? (no)
2. Is Sergio coming back? (yes)
3. Has Sergio already come back? (no)



A guide to what grammar to work on, in addition to your observations of the learner’s language production

Lower level:

- *“be” and “have” verbs*
- *present simple*
- *present continuous*
- *basic sentence structure*
- *nouns*
- *pronouns*
- *count and noncount*
- *past time*
- *future time*
- *modals for ability, advice, necessity, requests, suggestions*
- *comparison*
- *possession*
- *irregular verbs*

Higher level:

- *asking questions*
- *adjectives*
- *negatives*
- *wishes*
- *prepositions for direction*
- *prepositions for place*
- *phrases*
- *word order*
- *connecting ideas*
- *present perfect*
- *past perfect*
- *clauses*
- *articles*

b. Vocabulary

It’s well known among EAL teachers that the best way to learn language, especially vocabulary, is to read. Not only do learners then see how the word is used, they can try to guess meaning from the context. Vocabulary in context helps the reader understand and remember new words.

Methods such as memorizing words and definitions from a dictionary or memorizing word lists (without definitions) are tedious and ineffectual. Use a picture dictionary and/or a learners’ dictionary as a tool to help illustrate a vocabulary word, but not as a primary text.

Rule of thumb is to include no more than ten new words in a lesson, especially at levels CLB 3 – 5. At these levels vocabulary for a task is often pre-taught before the task. If the target words are critical for the learner’s understanding of the task, pre-teaching is a good idea. However, if the learner is ready to guess meaning in context, post-teach the vocabulary instead of pre-teach. The learner needs to develop strategies for understanding vocabulary in context: that’s how she has to cope outside the lesson.

Ideas for vocabulary lessons:

Pre-teaching

- Make a table with the vocabulary words down one column and definitions and/or pictures in the other. The learner matches word to definition.
- This works best if the learner has likely been exposed to the word before. If the words are completely new to her, use this exercise as a follow up review.
- You could use the matching, but also include corresponding sentences from the reading or listening text. The learner can then read the sentence and use context to help her guess meaning
- Matching words to pictures is one of the best exercises.

Chunks or function words

- At lower levels, teach chunks and provide lots of practice. Use functions, or phrases such as in the Appendix, like: "Excuse me, but . . ." "Sorry to interrupt, but. . ."

Types of practice exercises

- Give the learner a list of the target vocabulary words. Include definition, part of speech (verb, noun, etc) and an example sentence, or get her to match word with definition.
- Review pronunciation and different forms of the word.
 - For example: production, producer, produce (v), produce (n), productive, productively, unproductive, unproductively.
- Prepare different sentences with blanks for the target word. Either prepare a worksheet with these sentences or cut up the sentences into individual strips. She could place a vocabulary word on the corresponding sentence.
- Give her the pictures without the list of target words for her to identify the pictures. This works well for circumlocution, too, where she needs to rephrase to convey the meaning.
- Read out the meaning of the words and she chooses which word corresponds.
- Prepare a gap-fill text for the words. After she has filled it in, help her write another gap-fill text. Use both in the next lessons to review the vocabulary.
- Prepare a vocabulary pronunciation exercise with a list of words with same sounds as the target words but different spellings, plus one extra word that doesn't sound the same. Also review meanings of the words in the list.
 - produce juice loose foot [which words sounds different?]
- Use Scrabble or Boggle games to reinforce vocabulary or spelling. Reduce the number of available letters for words to reduce frustration.

Synonyms and antonyms

- When speakers can't recall a word, they need to use other words to communicate the meaning. Find a synonym or two at the same level as the target word. Words with opposite meanings are also useful. For example: bad – awful – terrible // good – wonderful – super

Pronunciation, spelling and word forms

- Knowing the meaning of a word is just the first step. The learner also needs to practice the pronunciation of the word so that she can use it. Also show her the different forms of the word: noun, verb, adjective, plural, singular, etc.

Reviewing

- Review vocabulary in next lessons, especially words and phrases that she needs to use in her workplace or elsewhere.

- Some vocabulary is mostly useful in reading and listening and can be reviewed periodically rather than regularly
- Learners have different ways of keeping track of useful vocabulary. Some keep a vocabulary notebook where they write down a new word, its translation, its meaning and an example. Others highlight words in a dictionary. Some might keep vocabulary cards. Some might keep the vocabulary worksheets in a special binder. Some may have no system at all. Each learner is likely to have a preference for how they want to learn vocabulary.
- Keep a list yourself of relevant useful words that should be reviewed often.

Grammar of vocabulary

- With nouns, include whether they are count (apples) or noncount (fruit). Show plural and singular forms, spelling, and pronunciation.
- With verbs, include past simple and participle forms. Cover irregular verbs, which need to be memorized. Introduce several of these each lesson if she doesn't know them.
- Endings: slowly introduce prefixes and suffixes so that she can recognize meaning or part of speech. For example, the suffix -tion will indicate a noun. The ending -ing can be for a verb, noun or adjective.

Pictures

- Make a collection of pictures from the newspaper, magazines, flyers, etc. Look for pictures of people doing things together. Find pictures on google images and save them and their URL to a file.
- Use the pictures for vocabulary, but also for grammar such as action verbs. A picture of people in a workroom can be used for prepositions, present continuous verbs, and prediction.



Example lesson idea using pictures for vocabulary



- You could colour this drawing before you use it in the lesson. You could include speech balloons for the learner to fill in; you could give each person a name or do this with the learner
- Decide on your language objective(s) for the lesson (see the ideas for vocabulary and grammar below)
- Set the task: Where are these people?
- Ask the learner to describe what's happening in the picture: 4 men and 2 women planning something. Prediction: maybe a workshop with an instructor and students; maybe an office group planning something; a flip chart recording objectives or ideas for something; dress is quite casual (note the ball hat on the

guy at the flipchart)

- Review some phrasal verbs: four people *are sitting down*; two *are standing up*
- Vocabulary: flipchart, ball cap, marker, people (plural) and person (singular), waving his hand; the speaker is gesturing (why?)
- Vocabulary: prepositions: writing on the flipchart; sitting at the table; sitting on a chair; sitting beside/across from/next to/between another person; standing in front of the group
- Vocabulary for prediction: maybe, perhaps; might, could
- Verbs: The man is speaking; another man is standing; they are talking about ...
- Question and answer: review question form. Ask the learner a question about the picture; she replies and then asks you a question.
- You could prepare a dialogue that goes with the picture, either recorded or written.
- You could role play a possible conversation between any two characters.
- You could use language for meetings: asking opinions, interrupting, disagreeing, and encouraging others to speak.

Idioms and slang

- Sometimes learners say they want to learn idioms, but often what they mean is that they want to be able to converse informally and understand others socially. They want to join in at coffee break or at parents' night at the school. "Idiom" doesn't so much mean expressions such as "look what the cat drug in" as understanding how to answer a question such as "Hey what's up?" (answer: not much) or "How's it going?" (answer: just great).
- The best idioms lists are on the internet. If you are going to teach idioms, be sure they are currently used, appropriate and relevant. See *Chapter 13: Resources – Idioms*.
- Encourage her to make a note about expressions she hears, and then ask you about them.

Formality and appropriateness

- Learners are often curious about how to use a word. Help her understand when a phrase or word is rude or inappropriate. Help her understand when expressions are too formal or too intimate.
- Encourage her to ask you about expressions she has heard at work or anywhere, and to check meaning with you before she uses them herself.
- Encourage her to focus on common words that communicate what she wants to say.

Chapter 12: Culture and community

As much as they need language, learners also need to know about the culture and community. Tutors sometimes wonder:

- How can I teach “Canadian culture”?
- What is Canadian culture?
- Do I understand cultural differences?
- Who am I to represent cultural competency?
- What’s “correct” in talking about immigrant integration?
- I just have my own experience and opinions of culture and community: how can I know everything?

When you’re unsure, first find out what situations the learner is curious about, or has questions about. This is a good way to start a lesson. You can then discuss the question, but you can do further research and come back with more information at the next lesson. Some useful websites are included in *Chapter 13: Resources – Canadian Culture and Information for and about Immigrants*.

Another interesting resource is a travel guide for Halifax, or Nova Scotia or Canada, such as *Frommer’s Halifax*. The book *Culture Shock! Canada* may give you some ideas to agree with or disagree with. Involve the learner in sharing her observations and questions.

A very in-depth, readable study of cross-cultural understanding is at this website: <http://bb.mhc.ab.ca/bbcswebdav/users/cpayne/website/portfolio/cultcomm/default.htm>. The link “Activities” includes four scenarios for cultural awareness discussions. If your learner is in a workplace where she has difficulties with the language and culture, she could also benefit from the English in the Workplace language program at ISANS. Ask the Volunteer Tutor Program Coordinator for details.

Your objectives in helping the learner understand culture and community could include providing her with:

- an increased ability to identify supports in her new community
- reduced feelings of isolation
- better understanding of how to cope with possible barriers such as language
- increased ability in EAL skills and confidence in speaking skills
- a stronger bridge between herself and other community members

Where do you start?

- Draw on your own experience, but remind her that this is only your own experience. Be cautious about stereotyping or generalizing.
- With the learner, watch people in your lesson environment (coffee shop, library, the mall, etc) and discuss what people are doing. Speculate on language used and what people are talking about.
- Meet in different public places so that you can observe. Use the place as part of the lesson: a shopping experience, asking a book question at the library, asking about something at the information desk in the library or at the mall, etc.
- Talk about body language, sharing ideas about what is customary in her culture and yours.
- What would you guess are the relationships among the people you are watching? What forms the basis for your opinion? Notice body language: distance between people, eye contact, hand gestures, touching, etc.
- Common courtesies: holding a door for someone, giving up a seat on the bus, thanking the bus driver or customer service representative, being on time, respecting appointments,

- Discuss forms of address: calling most people by their first name right away; recognizing which name is the first name; what to call her children's teacher.
- Courteous language: "let's have lunch sometime" doesn't necessarily mean you really will have lunch together. "See you later" doesn't mean you have an arrangement.

Where do you go from here?

- Once you have gotten to know each other, go to her local library and explore it together. Help her feel comfortable asking questions. Libraries are there to provide information; they have lists of volunteer groups, cultural associations, conversation groups, book clubs, etc.
- Plan a lesson at the mall. Perhaps begin with coffee together and then window shop together. Watch body language and how people behave in shops. Afterwards discuss what she observed.
- Watch body language of people working in shops, and discuss what she observed.
- Find out from the learner what places in the city she would like to learn about and, if possible, develop a lesson around it. If it isn't possible to go to the place, or meet at the place together, give her an assignment.
- Practice telephone skills: listen to how people answer their phones in the mall or coffee shop.
- Review language for buying something in a store, and then help her do this. Give her support. Give her an assignment where she does this again before the next lesson, and writes a brief description of her experience.
- Talk about tone and formality. Encourage her to relax and practice speaking in English whenever she can.
- Discuss differences and similarities between the two cultures. Do some research on her culture and ask her questions while respecting her privacy and possible reluctance to share some information.

Developing networks

- Help her be self-sufficient and confident.
- Guide her in exploring social groups at her library or parent groups at her children's school.
- Be sure she's aware of what programs ISANS offers that can help her with language and settlement.
- Encourage her to talk to people in her workplace.
- When she is CLB 5, encourage her to look at continuing education programs which are low cost and interest-based. Local superstores also have cooking classes and other low cost educational workshops.
- Focus on social talk and communicative conversation.

Chapter 13: Resources

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a. Useful for your tutorials

A learner dictionary:

Oxford Learners' Dictionary (any level)

Longman Dictionary of American English (intermediate or advanced)

(Suggestion: An advanced dictionary includes more words and is more in-depth; simplify the meaning and example for your learner. Invest in a lower level learner's dictionary if you find spontaneous explanations difficult.)

A picture dictionary:

Oxford Picture Dictionary, 2nd Canadian English edition

Word by Word Picture Dictionary, 2nd edition. Pearson EAL.

(Suggestion: Look at both picture dictionaries to decide which you like better. You can adapt the content of the picture dictionary to any level, although there is a basic level *Word by Word*. Caution: a picture dictionary is a guide to help illustrate vocabulary; it shouldn't be used as a coursebook)

A grammar book with explanations, examples and exercises:

Grammar in Use: Intermediate with answers and CD-Rom. (North American edition). This edition is easy to use and adapt to any level.

Basic Grammar in Use with answers and CD. There's also a workbook with answers.

A few EAL coursebooks with Canadian Content:

The publisher Pearson Longman Canada has a number of useful publications:

http://www.longman-EAL.ca/catalogue_n7670.html

Canadian Concepts series (level 2 or 3)

Canadian Snapshots: Linking to the Community

Canadian Snapshots: Raising Issues

A Canadian Conversation Book: English in Everyday Life

Browsing the internet:

Amazon sometimes has excerpts from some EAL books, which is great free reading.

<http://www.amazon.ca/>

Suggested search terms for google: EAL vocabulary practice; EAL listening practice; EAL podcasts; EAL lesson plans; EAL "one-to-one", EAL grammar

b. Internet resources for tutors

Have some spare time? Curious about different skills you're teaching? Want to check that grammar point? Want to find more information relevant to your learner? Experiment with these links. Choose what works for you and adapt the information to your learner and her level. Create your own list so that you can find your favourite website in seconds.

Adult EAL tutoring

CAELA EAL Resources: Teaching low-level Adult EAL learners. Good suggestions for working with low-level adult EAL learners and how to communicate with them.

http://www.cal.org/caela/EAL_resources/digests/HOLT.html

Hopelink Adult Education. Adult EAL Tutor Support. One of the most useful websites for tutoring lower level EAL learners, with excellent useful tips and information.

<http://www.eastsideliteracy.org/tutorsupport/EAL/EALTips.htm>

Adult learning

Adult Learning Principles Detailed charts showing what to do and not do with adult learners, based on Adult Learning Principles.

http://www.ballarat.edu.au/vfed/learning_and_teaching/educational_projects/2005/In_2005/docs/ts_adult_learning_principles.doc.

Cave, J., C. LaMaster, S. White. (2006) Adult Characteristics. This site presents a detailed chart showing differences between child and adult learners.

http://ed.fnal.gov/lincon/staff_adult.shtml

Cunningham Florez, M. and M. Burt. (2001) Beginning to Work with Adult English Language Learners: Some Considerations. A short article with useful suggestions for helping an EAL adult learner.

http://www.cal.org/caela/EAL_resources/digests/beginQA.html

Experiential Learning Cycles

An overview of experiential learning and how it helps adult learners use their experience to cope with new concepts.

<http://wilderdom.com/experiential/elc/ExperientialLearningCycle.htm>

CCLB: Centre for Canadian Language Benchmarks

The homepage for CLB. Here you can read about CLB benchmark levels. Go to the publications page to order your free copy of *The Canadian Language Benchmarks 2000: English as a Second Language for Adults*. There are also free PDFs for *Companion Tables for the CLB 2000* and *CLB 2000 Additional Sample Task Ideas*. The latter is mostly for Stage II learners of CLB 5 and higher.

<http://www.language.ca/>

An interesting online learning website to help you use CLB benchmarks and write lesson plans.

<http://elearning.language.ca/>

Essential skills in the workplace, with CLBs

<http://www.itsessential.ca/>

Self-assessment tool for CLB reading and listening.

<http://www.clb-osa.ca/register.aspx>

Canadian culture

Buzzle.com: Canadian Culture and Traditions. Interesting information with lots of links.

<http://www.buzzle.com/articles/canadian-culture-and-traditions.html>

Canada Cultural Profiles Project: <http://www.cp-pc.ca/english/canada/index.html>

Read about the cultural profile of your learner's first country: <http://www.cp-pc.ca/english/>

Citizenship and Immigration Canada's information on before and after arriving in Canada.

<http://www.cic.gc.ca/english/newcomers/before.asp>

<http://www.cic.gc.ca/english/newcomers/index.asp>

Integration.net: what prospective immigrants need to know about Canada before moving here.

<http://www.integration-net.ca/coa-oce/english/>

Vancouver English Centre's information on Canadian culture.

<http://www.vec.ca/english/2/culture.cfm>

Wikipedia on Canadian identity. Not always a reliable source but a good starting point.
http://en.wikipedia.org/wiki/Canadian_identity

Wikipedia on Culture in Canada. Good general information.
http://en.wikipedia.org/wiki/Culture_of_Canada

Generally useful EAL sites

English Learning Centre. It may look flashy, but the visual explanations for lower level language are excellent.
<http://www.englishmedialab.com/>

EAL Blues. An excellent website with a lot of practice activities and grammar explanations.
<http://ww2.college-em.qc.ca/prof/epritchard/>

EAL Volunteer Guide Links List. A useful list of links on different aspects of EAL. Worth the effort of seeing what's there.
http://writing.colostate.edu/guides/teaching/EAL/link_list.cfm

ISANS: Use the online courses available from ISANS. Just set up an account and click on whatever course lets you in. Some useful material for lessons.
<http://onlinelearning-ISANSns.ca>

Many Things: Interesting things for EAL students. One of the most useful EAL websites with a variety of practice ideas.
<http://www.manythings.org/>

Printable resources for adult basic skills. This website is rich with excellent prepared materials for lessons.
<http://www.skillsworkshop.org/other.htm>

Resources for teachers. One of the best websites for teaching EAL, although it takes time to find your way. Especially look at: Business and ESP: teaching approaches > one-to-one.
<http://www.onestopenglish.com/>

Statistics about English use, plus a link to David Gradol's fascinating *Future of English*.
http://the_english_dept.tripod.com/esc.html

Wikipedia on the English language. Want to know more about the development of English and where it's spoken? This Wikipedia article has a good summary.
http://en.wikipedia.org/wiki/English_language#English_as_a_global_language

Your Dictionary EAL resources. A collection of useful links on a number of topics.
<http://www.yourdictionary.com/EAL/EAL-reference.html>

Grammar and Vocabulary

5 Minute English. Short, easy explanations on grammar, vocabulary, pronunciation and listening.

<http://www.5minuteenglish.com/>

About.com English as 2nd language. A wealth of useful information and examples on every aspect of EAL teaching. The website is busy and tricky to navigate, but worth the effort.

<http://EAL.about.com/>

Activities for EAL Students. A huge collection of excellent quizzes, tests, exercises and puzzles for all levels. Also podcasts and bi-lingual exercises.

<http://a4EAL.org/>

Azur's Fun with Grammar. Full of fun suggestions for grammar lessons. A free PDF

http://www.azargrammar.com/materials/FWG_TOC.html

Dave's EAL Café. A traditional favourite with some useful tips and suggestions. Also includes some fun activities which could be adapted to one-to-one.

<http://www.EALcafe.com/>

Developing teachers. Look at "ideas" and "resources" down the right hand side. Some excellent material on this website, although it takes a lot of time to extract what might be useful in a lesson.

<http://www.developingteachers.com/>

E.L. Easton: Materials for teaching and learning. One of the best for business and workplace language and topics. Well worth navigating to find useful relevant material for lessons.

<http://eleaston.com/>

English Club. A very popular but very fussy website that requires patience to navigate.

<http://www.englishclub.com>

English Grammar Lessons. Excellent short descriptions of many grammar points, plus exercises.

<http://www.english-grammar-lessons.com/>

English page.com. A wealth of reliable, useful information and practice exercises for grammar and vocabulary.

<http://www.englishpage.com/>

English tenses with cartoons. An amazing, amusing visual description of tenses.

<http://www.englishtenseswithcartoons.com/>

EAL Partyland. Another very popular website. Excellent activities and language practice ideas.

<http://www.EALpartyland.com/>

Guide to Grammar and Writing. An excellent, thorough website, especially useful for higher level writing needs.

<http://grammar.ccc.commnet.edu/grammar/>

Language Guide: English. An interesting online picture dictionary where things are labeled, including parts of things, and you can hear the pronunciation. Available in many languages.

<http://www.languageguide.org/english/>

Low level activities for Adult EAL. A short document with lots of ideas for teaching skills to low level adult learners.

<http://www.susangaer.com/studentprojects/low.pdf>

Net Grammar. An excellent lower level multi-skill resource.

<http://netgrammar.altec.org/main.html>

Teaching EAL to Adults: Verb Tenses. A very useful concise description of all the verb tenses.

<http://www.teaching-EAL-to-adults.com/EAL-verb-tenses.html>

University of Victoria English Language Centre. Study Zone. An excellent website full of useful low-level grammar plus some listening and writing ideas. The website is changing and currently has two different-looking front pages.

<http://web2.uvcs.uvic.ca/elc/studyzone/grammar.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/>

Visual EAL: Lots of visuals to help with a lesson plan for a grammar point or topic.

<http://www.visualEAL.com/pages/en/activities>

Information for and about Immigrants

Canadian Immigrant An interesting online magazine about immigrant concerns and affairs in Canada. Content choices are interesting, and original materials are primarily written by an eager handful.

<http://www.canadianimmigrant.ca/learn/cultureshock>

CIC: Adapting to culture shock. Short useful information that helps promote an understanding of what happens in culture shock.

<http://www.cic.gc.ca/english/newcomers/after-life-shock.asp>

"Discover Canada". Good basic resource on Canada; the preparation book for the Canadian citizenship test. Useful information even if the learner isn't studying for the citizenship test. Includes audio and free PDF

<http://www.cic.gc.ca/english/resources/publications/discover/index.asp>

Integration.net: about culture shock experienced by newcomers

<http://www.integration-net.ca/coa-occe/english/pdf/03culture.pdf>

Learning styles

Ageless Learner. What's Your Learning Style? A basic chart outlining characteristics of visual, aural and kinesthetic learners.

<http://agelesslearner.com/assess/learningstyle.html>

George Brown College: Learning Styles. A simple cognitive preferences survey.

<http://www.georgebrown.ca/saffairs/stusucc/learningstyles.aspx>

Kolb's learning styles, with a link to information on Gardner's Multiple Intelligences. Kolb was an innovator in learning style assessment.

<http://www.businessballs.com/kolblearningstyles.htm>

Memletics learning style inventory is quite complex, assessing visual, aural, physical, verbal, logical, social and solitary.

<http://www.learning-styles-online.com/inventory/>

VARC: A guide to learning styles. An easy to use learning style assessment that looks at visual, aural, kinesthetic and read/write visual.

<http://www.vark-learn.com/english/index.asp>

Lesson Planning

Canadian Language Benchmarks. Language for Work: CLB and Essential skills. A detailed resource that develops work-related lesson plans.

http://www.itsessential.ca/itsessential/display_page.asp?page_id=413

Centre for Education and Training. Many very useful activities from a Canadian organization. Some fun flash exercises. Lots of suggestions for grammar practice. Good Canadian content.

<http://www.tcet.com/eaonline/>

Education oasis: help with lesson planning. An excellent guide to lesson planning, including writing objectives. Some lesson suggestions and organizational ideas.

http://www.educationoasis.com/curriculum/LP/lesson_plans.htm

English Club. A collection of ideas around different themes. Includes some workplace topics and useful vocabulary geared towards lower level learners

<http://www.englishclub.com/teach-english/teacher-themes.htm>

Learning English with the CBC: lessons. An interesting collection of EAL lesson plans

<http://www.cbc.ca/ottawa/EAL/lessons.html>

National Adult Literacy Database. A collection of free PDFs from Canadian sources focused on literacy. Useful and adaptable resources on a wide range of topics.

<http://library.nald.ca/learning>

Virtual Library of Lesson Plans. A collection of EAL Lesson plans that are adaptable to your learner's interests, needs and level. Lots of graphics and worksheets in the lessons. Browse through this website; there's a lot here, especially in the sections Curriculum Guides and Collection of EAL Lesson Plans:

<http://www.nc-net.info/EAL/index.php>

Listening Resources

BBC Skillswise. Lots of useful information for reading, grammar, spelling, writing, vocabulary. Well worth the time to discover what's here.

<http://www.bbc.co.uk/skillswise/words/reading/>

English Listening Lesson Library online. A collection of listening lessons in many different forms such as podcasts and vodcasts, most with transcripts.

<http://www.ello.org/>

EAL Podcast. Many podcast (audio) recordings that are short and useful for workplace listening tasks. Podcasts can be downloaded to your laptop so you don't need live internet access. You could download them to an iPod and share listening with your learner. You don't need to join to get maximum use out of the website.

http://www.EALpod.com/website/index_new.html

Learning Resources. Advanced listening and reading materials which include features such as vocabulary exercises, outline of the story, comprehension questions, multiple choice questions. Although advanced, it's a good illustration of how to prepare a complete lesson.

<http://literacyworks.org/learningresources/>

Randall's EAL Lab. The very best. Many different connected websites, including one on reduced forms. Listening texts are organized by level and each includes some exercises and a tapescript. American accent.

<http://www.EAL-lab.com/>

Needs assessments

Human Resources and Skills Development, Canada. An interesting essential skills assessment.

<http://measureup.towes.com/english/index.asp>

CalPro. Assessing the needs of adult English language learners. A useful short guide on what could be included in a needs assessment.

<http://www.calpro-online.org/documents/AssessingNeedsELLFinal.pdf>.

Pronunciation

American English Pronunciation. Excellent website with examples of minimal pairs. If you are able to use a laptop with your learner and have internet access, practicing sounds with the website is very useful.

<http://www.manythings.org/pp/>

English is Soup: A phonics resource for EAL adults. A number of useful PDFs for practicing different pronunciation skills.

<http://literacy.kent.edu/Midwest/Materials/ndakota/soup/>

EAL Galaxy: Pronunciation and Intonation materials. Lots of good links to pronunciation and intonation quizzes and resources.

<http://www.EAL-galaxy.com/pronunciation.html>

EAL Tower: grammar, vocabulary and pronunciation. Fussy to use, and British English, but lots of useful ideas here.

<http://www.EALtower.com/>

Okanagan College English Pronunciation lessons. This is an excellent website with different types of pronunciation practice, including tongue twisters. <http://international.ouc.bc.ca/pronunciation/>

Rachel's English: Because talking is fun. Excellent website with videos and charts on making individual sounds. Good visuals to see how sounds are made.

http://www.rachelsenglish.com/how_to

Ted Powers' Pronunciation page. This is one of the very best websites for everything. The pronunciation information and exercises are excellent guides.

<http://www.btinternet.com/~ted.power/phono.html>

Type IPA phonetic symbols. A useful website where you can easily copy phonetic symbols to use on your own worksheets

<http://ipa.typeit.org/>

University of Iowa Phonetics Library. Click on "Launch English library" at the top right. This is an excellent resource for seeing how the lips and tongue move when making a sound. If your learner is having difficulty with particular sounds, this information will help.

<http://www.uiowa.edu/~acadtech/phonetics/about.html#>

Reading

Anti-moon shaggy Dog Stories. Stories with MP3s and lesson plans. Although not for low learners, there are some good ideas here and some possibilities.

<http://www.antimoon.com/other/shaggydog.htm>

EFL/EAL Reading activities. These are arranged by level and include a transcript. Topics are a bit different, but it's well done. North American English and read at a reasonably slow pace.

http://englishenglish.com/reading_skills.htm

E-How. How to teach reading to (beginning and elementary) EFL/EAL Learners. Good tips on preparing lessons for low-level learners.

http://www.ehow.com/how_5520064_teach-beginning-elementary-eflEAL-learners.html

Internet TEAL Journal: EAL Reading. A collection of links to reading materials that could be adapted to different levels.

<http://itEALj.org/links/EAL/Reading/>

Reference

Encyclopedia of Canadian Provinces. An excellent resource to check some facts about Canadian provinces, including Nova Scotia. Possibly not current.

<http://www.nationsencyclopedia.com/canada/index.html>

Speaking

English study direct. Language activities listening and speaking. Excellent list of links.

<http://www.englishstudydirect.com/OSAC/langacls.htm>

EAL Gold: Phrases for conversation. A comprehensive list of language functions, chunks, or phrases that learner's need to learn.

<http://www.EALgold.com/speaking/phrases.html>

Focus English: Everyday English conversation. An interesting website that includes listening and transcripts. Good for lower level students and for pronunciation.

<http://www.focusenglish.com/dialogues/conversation.html>

Talk English.com offers models of conversations on day-to-day topics. Also has useful material for a listening activity.

<http://talkenglish.com/>

Spelling

BBC Skillswise – Spelling. A great collection of rules and exercises to learn spelling.

<http://www.bbc.co.uk/skillswise/words/spelling/>

Spelling: A Key to good communication. Good ideas for teaching spelling.

<http://literacy.kent.edu/Midwest/Materials/ndakota/spelling/toc.html>

Slang, idioms and phrasal verbs:

Commonly-used American Slang

<http://www.manythings.org/slang/>

Dave's EAL Café Phrasal Verbs. A very useful list including definition and a sample sentence.

<http://www.EALcafe.com/pv/>

English Club: English Idioms. An excellent list.

<http://www.englishclub.com/ref/Idioms/index.htm>

English idioms. A collection of links to useful websites for idioms and slang.

<http://www.rong-chang.com/idioms.htm>

The Idiom Collection. One of the largest collections of idioms. This is a good comprehensive reference if your learner is asking about the meaning of an idiom she has heard.

<http://www.idiomconnection.com/>

Self-study Idiom Quizzes. An extensive collection of useful idioms.

<http://a4EAL.org/q/h/idioms.html>

Settlement.org. A useful collection of popular Canadian idioms, complete with audio to hear the pronunciation.

<http://www.settlement.org/site/ED/EAL/idioms.asp>

Wiki-Slang. How to understand Canadian slang. An interesting website explaining some typically Canadian terms.

<http://www.wikihow.com/Understand-Canadian-Slang>

Workplace related

Description of Canadian Essential Skills related to the National Occupational Classifications. These descriptions give details about what skills are required in different types of jobs.

http://www10.hrsdc.gc.ca/es/english/all_profiles.aspx

EL Civics for EAL Students. Scroll down to the EAL Lifeskills section, but browse through all the sections. There is a lot of very useful lesson plan material here that you can adapt to a Canadian context. It's already at a level CLB 3-4, but also useful for CLB 5. There's even a useful, free EAL e-Book you can download.

<http://www.elcivics.com/>

Writing

How to write a business email. About.com is a great website if you can manage to ignore the flashing ads.

http://EAL.about.com/od/businessenglishwriting/a/bizdocs_3.htm

Sentence Sense: an overview of the whole sentence. An excellent resource for teaching sentence structure.

<http://www.ccc.commnet.edu/sensen/part1/one/index.html>

TEFL Boot Camp. Teaching EFL Writing. Some useful, adaptable ideas for writing activities.

<http://teflbootcamp.com/teaching-skills/teaching-efl-writing/>

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Chapter 14: Appendices

Appendix A: commentary on reflection questions

Reflection 1 (page 8): Why are the learner's needs important in lesson planning?

A premise of adult learning is that the learner wants relevancy. Therefore planning lessons that are relevant to the learner's interests and needs is important in engaging the learner in the lesson. This in turn provides a setting in which the learner will be motivated to learn. People's needs often change, so it's also important to keep revising your understanding of the learner's needs. Consider using this as a discussion point in a lesson so that you both better understand the objectives of the lesson.

Reflection 2 (page 8): How can you meet the challenges in one-to-one tutoring?

Obviously it takes time to get to know another person. With different cultures, backgrounds, and experiences, it can take even longer. Keep your expectations reasonable and give yourself and your learner lots of time to develop a comfortable relationship during the lessons. Before you know it, you'll settle into a general lesson pattern that suits you both.

The two hours together can be very intense and focused. Make this an advantage.

- Alternate language practice with casual conversation, and listen for her language use while you converse. Tell her you're just going to take a few notes.
- Introduce a receptive skill such as a short reading, or a productive skill such as writing where silent time is required. Use silence as a lesson component.
- If she's talkative sometimes, use this as a speaking task and take notes on her language. When the opportunity arises, stop her and discuss the language errors, or develop language practice for the next lesson.
- If she's always talkative, create a system of balance so that she's encouraged to be productive, but she also benefits from focused language practice. Record her if you can; make a tapescript of some of her speech; get her to listen to the recording and identify her own errors, etc. Use an ipod for listening, or email her the sound recording.

Reflection 3 (page 8): How do you show respect to your learner?

Respect means showing consideration for someone without intruding; showing esteem for them as a person. It builds over time, but you can show respect right from the beginning by listening and turn-taking. Remember that a good lesson is learner-centred which means she should do much more talking than you do. Respect her privacy, her background, her ideals, her dreams, her own strategies for understanding differences here. Try to avoid sounding instructive because it can be perceived as condescending.

Check your knowledge, page 13

Check your Knowledge: CLB 3, 4, or 5?



1. *I love saying "Hey whatcha doin?"*
2. *I introduced my mother to my tutor yesterday.*
3. *I can talk and laugh with friends in a class.*
4. *I told the doctor about my headache*
5. *I can tell someone how to get to the bank.*
6. *I asked my tutor about snow.*
7. *I have to repeat what I'm saying*

- #1 = CLB 5 "I know a lot of common, everyday vocabulary and some idioms"
#2 = CLB 4: "I can introduce two people to each other"
#3 = CLB 5 "I can join in conversations on familiar topics"
#4 = CLB 3: "I know a few words about health and feelings"
#5 = CLB 4: "I can give someone simple directions"
#6 = CLB 3: "I can ask short, routine questions"
#7 = CLB 4: "People usually understand me, but sometimes I have to repeat"

Reflection 4 (page 31): *I only tutor two hours a week; every lesson should be just by itself.*

To some extent this observation is correct. Two hours a week is very little time. On the other hand, those two hours may be all the language practice she can manage and she really wants to improve. By connecting overall objectives, individual lesson objectives, and goals expressed in the needs assessment, you can provide her with a structure. With your help and with this structure, she can see herself developing step-by-step along the path of improved language.

If she doesn't have time for homework or review on her own, every lesson should be a unit in itself. However, it should connect to and review the lesson before, and anticipate the lesson coming next.

Reflection 5 (page 31): *I know how to give a lesson. Why prepare anything other than great fun interesting activities?*

Again, refer to the learner's needs assessment to focus on delivering what she needs and expects. You may have your favourite vocabulary exercise but if it isn't relevant to her, or interesting to her, she won't share your fun. This in turn will reduce her motivation, hamper her learning, and contribute to her confusion. Many learners have already experienced some language classes and are comfortable with the familiar routine.

The other pitfall that occurs with a spontaneously planned lesson, or with activities and no particular language focus, is that the tutor forgets to review language from a previous lesson and neglects to develop that language one step further.

The more you tutor, the less the time spent on preparing a lesson, but time still need always be spent on connecting one lesson to the learner's expectations so that she can see steady improvement.

Reflection 6 (page 31): *She's happy. She loves my lessons. Why even think about all these Can Do Checklists, objectives, formal lesson plans, etc? That'll make it boring!*

Keeping yourself focused on these organization tools ensures that each lesson is contributing to her overall expectations. If she is happy and enjoys the lessons, you're probably meeting many of her expectations and objectives. Just take some time to check and revise the objectives, and check perhaps what competencies from higher levels you could guide her towards.

Reflection 7 (page 38): *How will this information on selecting and adapting materials help me save time in lesson planning?*

Teach yourself to choose materials quickly. Teach yourself to make good decisions. There's a wealth of wonderful information available in books and on the internet that you can use for lessons. You can spend dozens of hours poring through all this information. The more you find, the more difficult it is to choose. In the long run, does it matter exactly what material you select? Not really because what's more important is the language you extract from the material. Make a good decision quickly, and then spend time preparing a great lesson around the material.

Reflection 8 (page 51): *She makes so many mistakes that I'm discouraged. She's discouraged. What should I do?*

First reflect whether your expectations are too high, and whether her expectations are too high. Is she communicating well despite the mistakes? What kind of mistakes are they? Is she aiming for perfect grammar and vocabulary?

Second, consider where she's making the mistakes.

- Is it in her writing? Writing does need to be quite accurate, but address the errors related to the language she is practicing in lessons. Adjust expectations to focus on this language, not all language.
- Is it in her speaking? Fluency and communication are more important in speaking than accuracy. Is she communicating her ideas? If she is, then she has achieved her aim. Help her realize that accuracy isn't always necessary in speaking as long as communication happens.
- Make a note of the mistakes together and map out a plan for when each will be addressed and practiced. Help her realize that language learning takes time.

Third, assess why she is discouraged. Perhaps there's another reason. Go over the needs assessment again; look at the Can Do Checklists again and check that the lessons are at a good level for her.

Reflection 9 (page 53): *My learner has such a difficult time producing any language. Getting her to say anything is really hard, and she never volunteers much. We've been together for a month now. What should I do?*

First, reflect on the lessons: are they based on the needs assessment and on materials around her CLB level? Have you prepared objectives for your lesson which are interesting to her?

Second, reflect on her: is she shy? Is she experiencing culture shock? Is she having family difficulties? Would she benefit from consulting with a settlement counselor at ISANS?

Third, reflect on yourself: are you focused on her? Do you tend to talk a bit too much and dominate the lesson? Does she have an opportunity to say something? Give her time to prepare what she's going to say. Give lessons focused on language functions and help her learn how to use these in conversation. Focus on small talk and informal discussions.

Test your knowledge page 57.

Test your knowledge: *I want to use this text because it's relevant and authentic. How will I combine all 4 skills in a lesson for CLB 4?*



The Halifax Public Gardens, found at the corner of South Park Street and Spring Garden road, are the oldest formal Victorian gardens in North America. Open from sunrise until sunset from May to November, this is a great place to experience if you are visiting this city.

Additional perks of this locale are the flowers from regions all around the world and the gravel paths that wind throughout the entire area. Also, there is a gazebo here, built for Queen Victoria's Golden Jubilee, which stands as an amazing site for all to see. The Public Gardens feature over 16 acres of trees, flower beds, fountains, along with a bandstand, a duck pond and concession area.
<http://www.halifaxkiosk.com/halifax-tour/Halifax-Public-Gardens.php>

First look at the picture together. Has she been to the Public Gardens? Has she heard about them? If not, from the picture, what would she expect to find there? Are there gardens like this in her home country? Are you going to present this as a reading or listening text? You could prepare a complementary text about your experiences at the Public Gardens. Record either, or read either aloud during the lesson. Prepare a transcript to go with the listening task.

Choose some vocabulary to pre-teach. You might want to revise the text so that a word such as "locale" is substituted with a more common, useful one.

What language or grammar do you want to focus on? What skill is she most interested in developing? Perhaps she wants to work on telephone English. You could prepare some language and/or grammar for invitation. Perhaps prepare a task where she invites a friend to a picnic at the Public Gardens. She would need to prepare directions for getting there. She would need to issue an informal invitation and provide information about the Public Gardens.

Prepare a presentation or review a previous one on writing an informal invitation for a gathering such as this, perhaps for one person or several. Review the language to be used. At the end of the lesson, she writes an email with correct target language.

At the end discuss anything that came up during the lesson, or talk about cultural expectations about an invitation such as this. How well should you know the invitee before issuing the invitation? Does the invitee bring something to the picnic? What are the expectations about dress? Do they reciprocate with a similar invitation?

Appendix B: chart of useful phrases

- Use this chart as a guide to create smaller charts of functions (chunks of language) for your learner. Add your own phrases to your list.
- Include example sentences to illustrate how to use the functions.
- Choose phrases you think are appropriate. You might think some of these are too formal or too abrupt.
- Try to use some of these functions in your own speaking so that your learner notices.

Agreeing	Exactly! I agree. I think you're absolutely right. That's a very good point. I totally agree
Apologizing	I'm sorry. I apologize. There's been a mistake. I.... Excuse me.
Asking for Clarification	I'm afraid I don't quite understand what you're getting at. I don't see what you mean. Could I have some more details? I'm sorry but I'm still not clear on . . . I'm not sure what you mean. Could you explain that again please? Could you explain in more detail? So what you're saying is . . .
Asking for Information	Excuse me. Could you tell me...? Could you tell me how to...? Where can I...? When can I...? How can I...? Something else I'd like to know is....

Asking for Opinions	Do you (really) think that... How do you feel about...? What do you think about...?
Asking for Repetition	I didn't catch that. Could you repeat that, please? I missed that. Could you say it again, please? I don't follow you. Please say that again.
Asking for / giving / declining permission	Can I...? Could I...? Could I possibly...? Do you mind if I...? Would it be possible for me to...? Would it be all right if I...? Yes, I suppose so. Oh well. All right. I'd rather you didn't, if you don't mind. I'm sorry, but.... I'm sorry. That's not possible. No, please don't.
Checking understanding	Am I being clear? Do you see what I'm getting at? Let me put this another way... So you're telling me that I can't... So what you're saying is that... So you mean that... Are you saying that...? Let me just make sure – what you're saying is.. . If I have understood you correctly, your point is that...
Commenting on Opinions	I never thought about it that way before. Good point! I see what you mean.
Correcting Information	Sorry, that's not quite right. What I mean is... That's not quite what I had in mind. That's not what I mean. Let me explain. That's not really what I was asking. My question is about... Perhaps I didn't make my question clear. What I am asking is... I think you've answered a slightly different question. What I would like to know is ... I understand that but what I actually had in mind was...
Disagreeing	I'm sorry, but I can't agree with you. Well, I really don't agree with that. Yes, but don't you think ... ? I see what you mean, but I'm not so sure about that.

Giving Advice	<p>I think you should...</p> <p>Why don't you....</p> <p>How/What about...</p> <p>I suggest ...</p> <p>My advice would be to ...</p> <p>Don't you think it would be better to ...</p>
Giving Opinions	<p>I (really) feel that...</p> <p>In my opinion...</p> <p>The way I see it is ...</p> <p>If you ask me, I think ...</p> <p>Personally, I think ...</p>
Interrupting	<p>Can I say something?</p> <p>Well, I think...</p> <p>Excuse me for interrupting, but ...</p>
Rephrasing	<p>What I'm trying to say is ...</p> <p>What I mean to say is ...</p> <p>What I'm suggesting is ...</p> <p>Let me put it another way.</p> <p>The point I'm trying to make is ...</p>

Adapted from:

http://EAL.about.com/cs/onthejobenglish/a/a_meetphrases.htm
<http://www.uefap.com/speaking/group/grouplan.htm#Advising>

For more phrases appropriate for different levels, see also:

<http://www.EALgold.com/speaking/phrases.html>

Appendix C: Essential Skills



Human Resources and
Skills Development Canada

Ressources humaines et
Développement des compétences Canada

Now and Tomorrow
Excellence in Everything We Do

Skills and Employment
Office of Literacy and Essential Skills

What are Essential Skills?

Essential Skills are the skills that people need for learning, work and life. They are used in the community and the workplace, in different forms and at different levels of complexity. Definitions, typical applications and examples are outlined below to help you understand each Essential Skill.

Essential Skills	Typical Applications	Workplace Examples	Community Examples
<p>Reading Understanding materials written in sentences or paragraphs (e.g. letters, manuals).</p>	<ul style="list-style-type: none"> Scan for information or overall meaning. Read to understand, learn, critique or evaluate. Analyze and synthesize information from multiple sources or from complex and lengthy texts. 	<p>An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information.</p>	<p>You may use this skill to understand a lease agreement for a new apartment.</p>
<p>Document Use Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.</p>	<ul style="list-style-type: none"> Read signs, labels or lists. Understand information on graphs or charts. Enter information in forms. Create or read schematic drawings. 	<p>A bricklayer interprets blueprints to determine the height, length and thickness of walls.</p>	<p>You may use this skill when referring to a bus schedule to plan an outing.</p>
<p>Numeracy Using numbers and thinking in quantitative terms to complete tasks.</p>	<ul style="list-style-type: none"> Make calculations. Take measurements. Perform scheduling, budgeting or accounting activities. Analyze data. Make estimations. 	<p>Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts.</p>	<p>You may use this skill to calculate deductions on personal tax forms.</p>
<p>Writing Communicating by arranging words, numbers and symbols on paper or a computer screen.</p>	<ul style="list-style-type: none"> Write to organize or record information. Write to inform or persuade. Write to request information or justify a request. Write an analysis or a comparison. 	<p>Human resources professionals write recommendations on issues such as workplace health and safety.</p>	<p>You may use this skill to complete an application for a credit card.</p>
<p>Oral Communication Using speech to exchange thoughts and information.</p>	<ul style="list-style-type: none"> Provide or obtain information. Greet, reassure or persuade people. Resolve conflicts. Lead discussions. 	<p>Office clerks take messages and share information by phone and in person.</p>	<p>You may use this skill to explain a food allergy to a server at a restaurant.</p>

Essential Skills	Typical Applications	Workplace Examples	Community Examples
Working with Others Interacting with others to complete tasks.	<ul style="list-style-type: none"> • Work independently, alongside others. • Work jointly with a partner or helper. • Work as a member of a team. • Participate in supervisory or leadership activities. 	Municipal engineers work with technicians, inspectors, and suppliers to complete construction projects.	You may use this skill when working with volunteers to organize a fundraising activity.
Thinking Finding and evaluating information to make rational decisions or to organize work.	<ul style="list-style-type: none"> • Identify and resolve problems. • Make decisions. • Find information. • Plan and organize job tasks. • Use critical thinking. • Use memory. 	Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgement to start an appropriate treatment plan.	You may use this skill to research and select courses at your local adult learning centre.
Computer Use Using computers and other forms of technology.	<ul style="list-style-type: none"> • Use different forms of technology, such as cash registers or fax machines. • Use word processing software. • Send and receive emails. • Create and modify spreadsheets. • Navigate the Internet. 	Telephone operators use customized software to scan databases for telephone numbers or long distance rates.	You may use this skill when withdrawing or depositing money at an automatic teller machine (ATM).
Continuous Learning Participating in an ongoing process of improving skills and knowledge.	<ul style="list-style-type: none"> • Learn on the job. • Learn through formal training. • Learn through self-study. • Understand your own learning style. • Know where to find learning resources. 	Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures.	You may use this skill when attending a first aid course at a community centre.

The Office of Literacy and Essential Skills has developed a number of free and easy-to-use resources that can help you

✓ assess Essential Skills

✓ practice and improve Essential Skills

✓ develop Essential Skills training

Literacy and Essential Skills— for LEARNING, WORK and LIFE

To learn more about literacy and essential skills and other related tools, visit
hrsdc.gc.ca/essentialskills

Available from:

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/what_are_essential_skills.shtml

Another chart in a different style:

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/definitions.pdf