



## ESOL Nexus professional development

An introduction to teaching ESOL one-to-one



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# Introduction

ESOL Nexus professional development modules are intended to help teachers to develop in their role in a range of contexts. They have been written by expert practitioners and quality assured by a wider team. We hope that you will find this module useful. For other professional development opportunities, see

<http://esol.britishcouncil.org/content/teachers/staff-room/continuing-professional-development>

The 2011 Census showed that 1.7% of people in England have either no or poor spoken English; people who may have been held back by a range of factors, such as classes in far off venues, formal, classroom-based learning or a lack of childcare facilities.

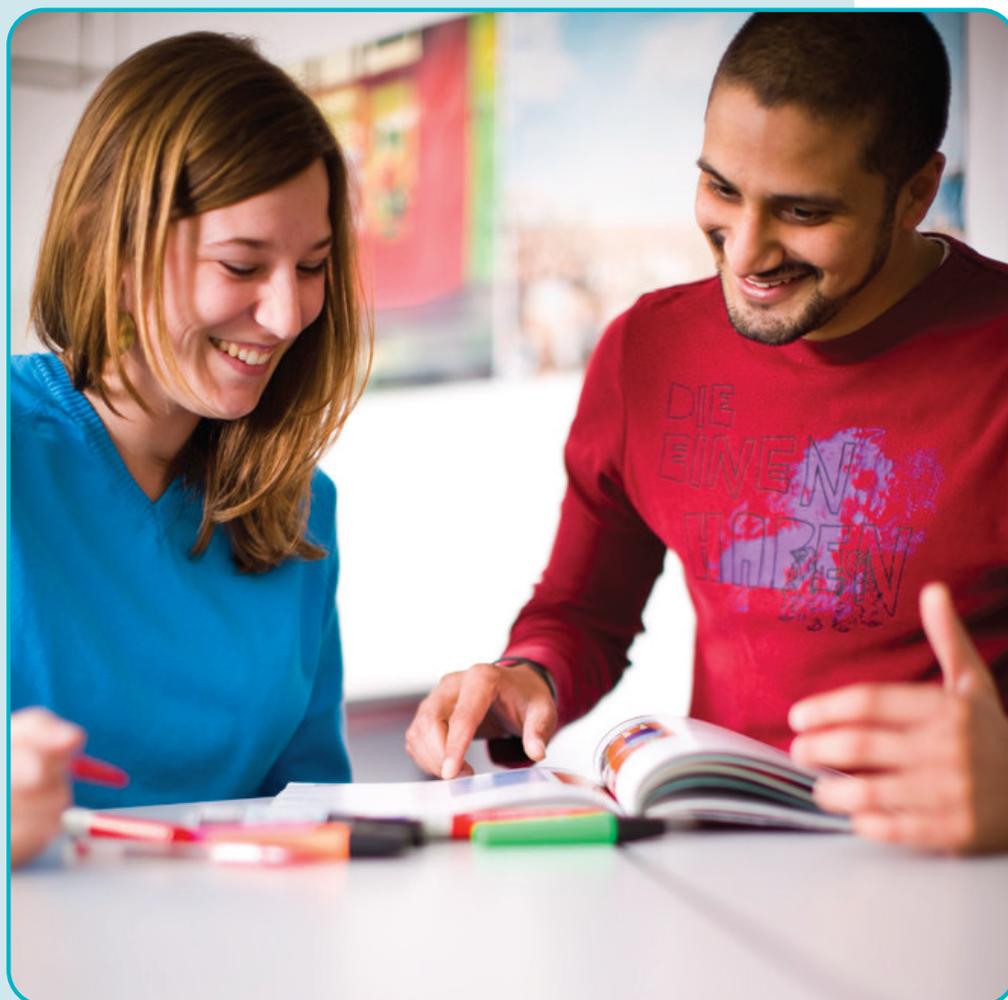
The role of volunteers teaching one-to-one is an important one since traditional English language classes are not always suited to the people who need them the most – such as those who are often socially and economically isolated by their lack of English and who have not engaged with ESOL classes in the past. Teaching ESOL one-to-one can be a highly rewarding experience.

The module has been prepared with the aim of supporting the needs of volunteer teachers involved in teaching ESOL one-to-one. It will provide both an introduction for those working in this context that are new to teaching ESOL to beginner or elementary level learners, as well as support and reference to those with some experience of teaching groups but not individual learners. The module outlines the importance of knowing your learner, identifies ESOL teaching approaches and provides ideas for planning and delivering lessons.

*We would like to thank Frances Weinreich for her support in producing this*

- While you can work through the module on your own and at your own pace, you will get greater benefits by working through it together with colleagues.
- If you are looking at the pdf on your computer you can type your reflections into the boxes provided, and save your progress for the next time you return to the module.
- There are links to videos embedded in the activities and suggested answers for activities at the end of the unit, as appropriate. There is also list with further reading related to the content.

## Using this module



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## Starting points

This step will help you to answer the following questions:

- Who is your learner?
- How can you help your learner to learn?
- How do you know what to teach first?

People learn English in the UK in order to participate more fully in aspects of British society. Increasing fluency helps build relationships, develops self-confidence and opens up opportunities for work and career.

In **Step 1A** you will consider the importance of knowing your learner and his or her background. It contains five learner profiles and activities to get you thinking about your current or potential learner.

In **Step 1B** you will identify factors which influence adults as learners and gain a set of guidelines to help your learner learn and carry out activities that will help you empathise with your learner in his or her quest to cope with learning English.

In **Step 1C** you will find suggestions on how to assess your learner's language needs and decide what his or her priorities are. The section covers the steps you need to take before you can plan a more definite programme.

It is important to consider the background and motivations of your learner. Rosenberg, in her book 'A critical history of ESOL', tells us about the history of migration to the UK and the different reasons that people have come to the UK. We can look back to the seventeenth century Huguenots - French Protestants - who left France to find refuge. They were followed

# Step 1

# Step 1

from the 1880s by east European Jews and during 1914-15 by Belgian refugees.

Refugees from fascism and Allied services staff in the 1930s and 1940s were the next significant group to migrate to the UK and people from the New Commonwealth started arriving from the West Indies in 1948, many of whom were recruited to jobs by the British government in their homelands.

The 1970s saw the arrival of Ugandan Asians expelled by Idi Amin, political refugees from Latin America and war refugees from Ethiopia and Eritrea. Refugees from Vietnam also started arriving in the late 1970s and their numbers increased in the 1980s, along with people from Africa - Ghana, Sri Lanka, Iran, Pakistan, Somalia, Turkey, Congo and Sudan – and Hong Kong.

New groups of refugees from Africa arrived in the 1990s from Algeria, Angola, Sierra Leone, Nigeria, Sudan, Somalia and Zaire, fleeing persecution and civil wars, and for the first time since the 1960s, from other parts of Europe, such as the former Yugoslavia.

When Britain joined the EEC (now EU) in 1973, movement between member states became possible. Many people have since come to the UK from other EU countries, especially since 2004, when ten eastern and central European countries joined the union.

The wide range of backgrounds and life experiences that learners have mean that learners have a wide range of different needs. When working with individual learners it is crucial that you identify what is most important for them.

## Know your learner

Knowing and understanding your learner's background is a key to a successful one-to-one teaching relationship. Before you start teaching, it is important to find out about your learner. Read the following profiles:

- **Shafique** is 45, from a small village in Sylhet, Bangladesh, and is married with three children, aged seventeen, fifteen and eight. He has lived in the UK for eighteen years and wants to apply for UK citizenship. He attended primary school in Bangladesh for six years. He suffers from migraine. He has experience in catering.
- **Hassan** is 43, from Turkey and has lived in the UK for over ten years. He is married with four children. He suffers from depression. He has worked on building sites and in shops but is not looking for work at the moment.
- **Fatima** is 39, came from Somalia as an asylum seeker three years ago and speaks Somali. She is married with seven children, aged between two and 21. She attended school for 2 years and is not literate in Somali. She would like a job in the future.
- **Lady** is 36, from the Democratic Republic of Congo. She has lived in the UK for four years and is an asylum seeker. She speaks Lingala and a little French. She attended primary school for five years. She is married and looking to start a family. She is currently receiving medical treatment. Wants to be a nurse.
- **Phailin** is 58, from Thailand, single and has lived in the UK for 10 years. She has close family members here but little contact with English speaking people. She suffers from diabetes and sickle cell anaemia. She completed secondary school. She has no work experience and is not looking for work in the future.

## Step 1a

## Activity 1: Profile questions

Using the profiles, make a list of questions that would help you to build a profile of your learner. For example: *[Did you] go to school in [learner's country]? How many years?*

When you are put in touch with your learner, try to compile his or her profile as fully as you can. Make sure you include in your list of questions one that will help you find out about your learner's educational background as this could be anything from little or no opportunity for schooling to holding a university degree. Sometimes you can get help from a family member. Explain why you are asking questions and avoid an inquisition. (CRE 1985,p22)<sup>1</sup>

## Activity 2: Accessing classes

a) There are many reasons why people find it difficult to access organised classes. Can you think of any? Jot down your ideas here.

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Now **check the suggested solutions.**

b) Looking at the reasons why people do not attend classes (suggested solutions for previous activity), is there any group mentioned you would feel better equipped to teach? Explore your reasons for feeling drawn to one group more than another.

**See suggested solutions.**

<sup>1</sup> Activities adapted from Home Tutor Handbook (CRE 1985, p11)

## Learning as adults

This section will help you to identify factors influencing adults as learners and ways to help your learner to learn. A beginner ESOL learner is not a beginner learner and can call on a wealth of personal experience, feelings and knowledge. Be prepared to exchange roles; there are occasions when your learner will become the 'teacher', informing you – the 'learner'.

- Take note of your learner's motivation and interests. Respond to them. If your learner feels in control of their own learning, he or she will progress more.
- Give plenty of encouragement to build your learner's confidence. But progress may be slow - be patient. Avoid expecting a finished product at the end of each session, neatly packaged and retained to be brought out at the next session. Learning is a process and individuals respond in different ways and at different rates.
- Focus on areas of common interest in your local situation, for example, a community centre, school, shops, facilities, transport, visitor attractions and so on. Remember that your learner may have a different perspective because of the experience – sometimes negative – of living within two cultures.
- As adults, you and your learner have many other responsibilities and demands on your time and energy. Do not worry if at times your learner does not give the language lesson the priority you may feel your carefully prepared work deserves. Learn to cope with any feelings of frustration.

### Step 1b

- Different cultures have different customs for people to get acquainted. Think about how we usually do this in the UK. In some cultures, asking direct questions or making eye contact is not acceptable. Be sensitive to your particular learner's reactions and remember that confidentiality is vital.

Adapted from Home Tutor Handbook, (CRE 1985, p30)

## Step 1b

## Activity 1: Your learning experience

This activity will prompt you to learn from your own experiences of learning and to gain some ideas about your role in creating a successful learning situation.

Think of one successful and one unsuccessful examples of your learning experience as an adult. Your examples might be leisure activities or things you have needed to learn. Think about things like your expectations, who taught you, your relationship with your instructor and how he or she helped your confidence, the factors that helped and/or hindered you in making progress and how you felt as you learnt. Use the chart below if it is helpful.

<b>What</b> I've tried to learn as an adult	<b>Why</b> I tried to learn it	<b>How</b> I tried to learn it	<b>Why</b> I think I was successful or unsuccessful	<b>How</b> I felt about the experience
driving	To get around quickly and safely especially at night	With a professional instructor	I persevered. (I had 4 instructors!)	It was harder than I thought and some things took me a long time to grasp.

## Step 1b

## Activity 2: Experiencing another language

Have you ever experienced what it feels like to be on your own, surrounded by the sounds of a strange language in a foreign country? This activity will help you feel empathy with your learner trying to cope with English. Click on the videos in the links below to listen to a foreign broadcast in a language new to you.



Watch video

Bengali



Watch video

Somali



Watch video

Arabic



Watch video

Spanish

- What are your feelings about trying to understand? Frustrated, feeling inadequate, needing to hear it again?
- Can you hear properly?
- Do you want to see the words written down on paper?
- How would recording it have helped?

Step 1b

Activity taken from Home Tutor Handbook, (CRE 1985, p33)

## Assessing your learner's needs

This section contains ideas about finding out what language your learner needs so you can plan a programme. Once you have an outline for a few weeks you can focus more clearly on each lesson.

(CRE 1985, p39)

When you start teaching ESOL one-to-one, the key questions are 'What shall I teach?' and 'How do I know what he or she needs?' Teaching 1-1 means you have a chance to respond to your particular learner's needs. (CRE 1985, p41). It is important to find out in which areas your learner can cope and where he or she experiences difficulty. You both need to be involved in making decisions about your work together. (CRE 1985, p47)

When considering what the learner's priorities are, you could:

- ask yourself what kind of English you use in your everyday encounters
- find out about your learner's routine areas of contact
- ask your learner in which areas she needs help with English. (CRE 1985, p40)

When working out what your learner can already do, you could:

- find out what he or she can do in speaking, listening, reading and writing, through time spent informally together
- ask your learner if they have a mobile phone or can use a computer and have one at home
- use a language checklist (see activity 2) or record of what your learner can do
- ask your learner what he or she can do in a particular situation. (CRE 1985, p40)

## Step 1c



Resource

After agreeing on the priorities, choose a focus and find out what your learner already knows so he or she can build on it. (CRE 1985, p40)

The Adult ESOL Core Curriculum details skills which learners may need to use, consider the list on page 58 of the following link:

<http://rwp.excellencegateway.org.uk/resource/Adult+ESOL+Curriculum+-+Entry+1/pdf/>  
(p58)

## Step 1c

## Activity 1: Learner areas of contact

Think about where you use language and make a list of where you go, who you speak to and what you listen to. Draw a spidergram illustrating your areas of contact for a chosen period. (CRE 1985, p42).

Now look at Lady's profile and try to create a spidergram for her areas of contact. She has a child at school, where else might she need to use English? What other information will help you build up a fuller picture? Local shops and services? Does she talk to neighbours? What about her family situation?

You can use this format with your learner, adding detail over several sessions from observations and informal conversation.

*Activity adapted from Home Tutor Handbook (CRE 1985, p45)*

## Activity 2: Language checklist

Some of the places you go to could be grouped together because the activities and the language needed are similar: in different types of shops you ask for things and at the doctor's, dentist or hospital, you give information and make appointments. (CRE 1985, p42) Making a checklist of all the things your learner may need to do will suggest items to work on in future lessons. If your learner's first priority is language related to the doctor your checklist might include: know doctor's name/address/telephone no/surgery times /where medical card is; tell the time; make appointments; ask for a home visit; talk to receptionist; tell doctor symptoms; understand what doctor says; ask/answer the doctor's questions; understand medicine instructions;

read surgery times; write down appointment; read surgery notices; fill in new patient forms. Put a tick, question mark or dash against each item to indicate how well your learner can cope with each task. Repeat for each priority language area.

*Activity taken from Home Tutor Handbook, (CRE 1985, p49)*

## Step 1c

## Speaking and listening

This step will help you to answer the following questions:

- How can I encourage my learner to speak?
- How can I increase my learner's fluency?
- How can I prepare my learner to speak English in a real situation?

In **Step 2A** you will learn about some language teaching strategies to encourage your learner to speak and some of the tools that are available to you and your learner to use. Visual aids and props are both essential and can be fun and engaging.

In **Step 2B** you will see a key learning technique that will help your learner to increase his or her confidence in speaking and gain a degree of fluency and accuracy. Repetition is important for the learner to practise new language and you will learn how to devise drills to help your learner do this and improve his or her pronunciation.

In **Step 2C** you will learn how to bring the real world into the learning environment and set up activities for your learner to practise conversations that he or she would like to be able to have in real life. Role play can be fun and engaging as well as a highly effective language learning activity.

You will know from your learner's priority areas of contact that there is a lot of ground to cover. So Step 2 is about also pacing yourselves and the learning to ensure that the learner has ample opportunity to practise new language by extending tasks and thereby extending the learning and

# Step 2

opportunities for further practice. As always with language learning and teaching, it is important to maintain a balance between accuracy and fluency and support the learner to gradually build up both of these aspects.

You will also look at how to help your learner with pronunciation. Obviously pronunciation is important in making oneself understood, but is a perfect or nearly perfect accent an essential goal in learning a new language? You may not be able to assess until later on how important it is to your learner to try to develop an English accent. Some people may prefer to retain the accent from their first language if they see it as closely linked to their identity.

Since language is learned for use in the real world, what better way to prepare your learner than with real life situations related to your learner's priority areas of contact? Using role play, you will gain an insight into how to give your learner the best chance of success using the new language in real situations that he or she wants to be able to manage.

## Step 2

## Encouraging your learner to speak

It is likely that your learner knows some language already and this is the foundation to build on. Learning a language can be a slow process. Your aim is to help your learner build confidence in using English so encouraging and praising your learner is important.

Visual aids provide a stimulus for conversation and are essential. The Home Tutor Handbook suggests that at your first meeting you take some images and real objects which you can use to break the ice, such as photos of family and friends, local shops and visitor attractions, the country your learner is from, maps, magazines, a calendar, grocery shopping and so on.(CRE 1985,p28)

The Home Tutor Handbook also suggests visiting a place together (such as a supermarket or school) can provide an excellent opportunity for your learner to gain confidence in a real situation. These are highly motivating experiences and can provide the context for several hours of future learning. (CRE 1985)

In a one-to-one teaching situation you will need to carefully consider your communication strategies. Be selective about when to correct your learner and when to promote fluency. Over-frequent correction interrupts fluency and can dent learner confidence. Instead, let your learner try to express themselves with whatever language they already have, even if sentences are broken.

Also there will be silences. You are also more likely to notice these than your learner. Remember your learner needs time to process your

### Step 2a

question and then process a response. It is important to give your learner enough time and space to process new language and you may see that what can feel like an awkward silence for you could actually enable the learner to be more productive. (Downman and Shepherd, 2003)

## Step 2a

## Activity 1: First meeting

Think about the photos or images or props (realia) you would take to your first meeting with a learner. What or who would they depict? Would you show hard copies or electronic versions? How much are you willing to share about yourself?

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## Activity 2: Using the local area

Think about the local area where your learner lives. How well do you know it? Perhaps you live in the same area and use some of the same local facilities. You will already know the places where your learner wants to communicate in English. Can you anticipate places your learner does not know but that may be of interest to him or her?

Consider a visit to the local supermarket. Jot down your ideas about what language you would be able to work on during and after the visit. When you have finished, check the suggested solutions.

Now make a list of places that you think it would be valuable for your learner to visit with you. For example, an everyday place could be a local market or doctor's surgery (to make an appointment) and a less well-known place might be a visitor attraction. Choose a place from your list and jot down the key points from which to develop an outline for your lesson.

## Building learner confidence through drills

Rather than moving through the tasks quickly, more can be gained by extending them. Repetition of target language is a key factor in learning. Language drills, although highly controlled, encourage speaking and are necessary in language learning. The learner needs to listen several times to the new language item, repeat it and then try it out. Make drills meaningful and relevant to your learner. What follows are five different ways of drilling language.

- In a listening drill, break the dialogue down into small sections. Let the learner listen several times to a new phrase: 'Can I have a kilo of onions, please?'
- A simple repetition drill - you say the phrase several times for your learner to repeat each time. The learner will need plenty of practice to get the word order, pronunciation and intonation right and develop a degree of fluency.
- A substitution or picture drill. When your learner has developed some accuracy and fluency, encourage him or her to try out the language by substituting words. Say the phrase again – learner repeats. In subsequent sentences you say a new word – potatoes/beans/ carrots – and each time the learner creates the whole phrase. You could use a picture prompt (or word card) instead. You can also transfer this pattern to other situations, eg buying medicines or changing the weight.
- In a question and answer drill, ask a question several times changing one word and the learner answers it. 'Do you like aubergines?' 'Yes, I do.' '...like apples?' 'No, I don't.' '...like bananas?' 'Yes, I do'.

Taken from Home Tutor Handbook (CRE 1985, p93-96)

Now you can see how the learner can build confidence and fluency in the new language through repetition and extension of a task.

## Step 2b

## Activity 1: Practising drills

Look again at the different drills in Step 2B. Review your learner's priority areas of contact. Think of a specific sentence or question for your learner to practice and try to devise a set of drills for your learner in one of his or her priority areas.

- a listening drill
- a simple repetition drill
- a repetition drill
- a substitution drill (or picture drill)
- a question and answer drill

## Activity 2: Dealing with pronunciation

Through drilling, and as you get to know your learner, you may notice he or she finds it difficult to distinguish between similar sounds, such as /f/ and /v/ or /p/ and /b/. These are known as minimal pairs. Your learner might have difficulty hearing the difference or saying the sounds or both. The link below focuses on some of those sounds that learners whose first language is non-European may find difficult. It is helpful to show the learner how to make the sound. Using a small mirror will help your learner to follow the model correctly. To see an example, click on the link below:

<http://esol.britishcouncil.org/content/learners/skills/pronunciation>

You can access a video clip for all the sounds of English at:

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/>

Think about your learner. Can you identify which sounds he or she finds difficult to say? Would you show your learner the video or use it to inform you how to teach pronunciation of individual sounds?

# Step 2b



Watch video

## Using role play

Role play can be used for practising functional language for a wide range of scenarios. It involves setting up a real life situation as realistically as possible. This includes using props (or pictures) and rearranging furniture and of course you and your learner acting out roles of other people in a given situation (CRE 1985, p98).

Explain to your learner what you are going to do. For example, after working on language for ordering food at a cafe you may feel this would be a good scenario for a role play. You should plan the structure of the role play. Introduce and practise any new phrases needed. Allow your learner to take control of the conversation and be prepared to ad lib if he or she says something you do not expect. Consider which roles are most useful for your learner to practise (CRE 1985, p99).

- You could act out several short role plays to illustrate the same situation (different orders, for example).
- Extend the role play to slightly different but related situations, such as buying fruit and vegetables at a market stall.
- Follow the role play through to its natural conclusion and discourage your learner from asking for your help during the role play, though offer prompts (through facial expressions, gestures, whispering, encouraging lip-reading, miming, word cards, use of props and so on.)
- Afterwards share feedback with your learner. Even with only a little English, you can elicit some reaction. (Did he or she find it fun, useful, like or dislike it? Talk about what went well and highlight any key errors of vocabulary and/or grammar. Invite the learner to have another go.) Recording the role play might help you both in sharing feedback.

Activities adapted from Home Tutor Handbook, (CRE 1985, p99)

## Step 2c

### Activity 1

Think about how you would set up the role play for ordering in a cafe. What props would you use? Jot down your ideas before you check the solutions page.

### Activity 2

Think of another situation for a role play – for example, making an appointment or sending a parcel. What language will your learner practise? What new real life phrases would you introduce into the conversation to make it sound more natural? What props would you use or bring in and how would you make use of the furniture?

## Teaching reading and writing

This step will help you to answer the following questions:

- How can I help the learner to gain confidence in reading and writing skills?
- How can I help the learner to read a whole text?
- How can I help the learner to compose a short text?

In **Step 3a**, you will find out about an approach to teaching basic literacy to adult ESOL learners who have little previous experience reading and writing English. It is known as the language experience approach and it puts the learner at the centre of his or her learning. Although it is more often used to develop reading and writing skills, it also encourages the learner to speak more and helps develop all the four language skills of reading, writing, speaking and listening.

The focus of **Step 3b** is supporting your learner to practise reading strategies and apply reading skills to English texts if they already have some basic literacy skills. You will learn about ways to develop tasks to teach reading and English language skills in general. Reading helps develop the other three language skills too.

Supporting your learner to write a text is the focus of **Step 3c**. You will consider a variety of ways to help the learner develop his or her ideas about what to write about and how to organise a text. You will also see examples of the kinds of texts that a beginner learner may be able to produce after some tuition.

# Step 3

In this step, just as in the previous ones, you will notice activities to extend the learning to give your learner time to process the new language skills he or she is studying. Recycling language is an important part of language learning and practice. Your learner is unlikely to find repetition too slow or boring, since lots of practice is needed by all levels of language learners.



## Step 3

## Language experience – a learner-centred approach to teaching basic literacy

Language experience is a method of teaching reading and writing skills which uses the learner's own words. The teacher stimulates conversation with the learner about a topic he or she is familiar with and then scribes the learner's own words to build up a text to use for teaching reading and writing. This approach can be very effective with individual beginner-level learners using very simple texts (of 15 - 25 words) and can also be used with higher level learners who are working on composition skills.

This approach centres on using the learners own words and experiences to create a text which can be used for a number of activities to reinforce and expand the learner's language skills involving all the four language skills.

This approach is ideal for teaching one-to-one, and since the language is generated by the learner, the level of vocabulary and grammar used are determined by the learner and can be developed in a personalised and creative way with the teacher.

The approach works well with learners who have only a basic level of English though would not be effective for a complete beginner. It is particularly useful for learners whose speaking skills are stronger than their writing skills. It puts the learner at the centre of a variety of activities which can also be used selectively in other lessons where the language experience approach is not being used as a complete process. The motivation to read and write is increased by the learner's knowledge that he or she is the author of the text.

### Step 3a

**Watch video**

## Activity 1: The language experience approach

Click on the link below and watch the video clip, showing a teacher using the language experience approach with a Somali student. In the lesson you are going to see, the teacher and learner go through a number of stages together. As you watch, write down each activity in the lesson.

<https://esol.britishcouncil.org/content/teachers/staff-room/continuing-professional-development/language-experience>

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## Activity 2: Helping the learner

Watch the video again. What are some of the problems the learner is having and how the tutor is helping her. What can the student do now that they could not do before? Write down your thoughts before you read the comments in Step 3b.

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**Step 3a**

## Supporting learners to read a text

When we read something, we use our existing knowledge and experience of the world to understand it. While reading, learners draw on their own mental images to obtain meaning. Our experience and cultural background informs how we see the world, for example what is a good film is different for a Bollywood film fan and a Hollywood film fan. This reinforces the importance of choosing a text that the learner can relate to at some level.

There is general agreement on the value of using texts that will interest and motivate learners to read and to learn specific reading skills and strategies. Ask your learner or review what he or she reads in his or her first language and in English to help you choose relevant texts.

We use three reading strategies, depending on what or why we are reading:

- skimming a whole text to get the gist of it within a short time limit
- scanning a whole text to obtain specific information, including layout features
- reading (every word) for detail

We also use a range of reading skills to understand and predict meaning such as:

- existing cultural knowledge of the world, society and culture, vocabulary and lexical chunks (semantics);
- word order and punctuation (syntax);
- how letters relate to sounds (phonology)
- word recognition and word patterns, such as prefixes and suffixes (visual/layout).

## Step 3b



Listen

## Activity 1: Promoting reading skills

Click on the link below and listen to and read a short account of a special day out in London:

<http://esol.britishcouncil.org/content/learners/skills/reading/unforgettable-event>

As you will see, interactive exercises accompany this text. But before you look at these, think of three questions you could set for the learner to practise skimming, scanning and reading for detail.

Check the solutions page to see if your thoughts match the suggestions.



Read



Read

## Activity 2: Finding appropriate texts

Click on one or both of the following links and look for an example of a Skills for Life ESOL Entry 1 reading sample exam paper

<http://www.cambridgeenglish.org/exams/skills-for-life/>

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

Your thoughts

Do you think the texts used would interest your learner? Why/why not?

Can you think of a text that your learner is more likely to relate to? What kinds of texts will learners need to read on a daily basis?

Once you have selected a text to use with your learner think about the following points:

- How would you introduce the text?
- How would you teach (or pre-teach) new vocabulary in the text?
- Which grammar point would you focus on?
- How would you check whether your learner has understood it?
- After doing online exercises (or doing them offline), how could you use the text to practise speaking or other skills?

## Step 3b

## Supporting learners to write a text

Learners need guidance in two critical areas: content and form.

### Content

You can use activities based on other skills to help learners think about what content to include. For example:

- Having a discussion about a topic
- A role play
- Listening to a recorded text
- Reading a letter to which a reply is expected

You can also use prompts to give ideas for writing such as:

- pictures
- key words which need to be included
- a list of points the writer needs to include
- a writing frame (example given later in activity 2)

One of the important things to bear in mind with regard to content is that writing tasks are more beneficial for the learner if they reflect real-life and the learner's world as much as possible e.g. a note, a letter, form-filling or an invitation.

### Form

Guidance in the form of writing includes where to put the address, punctuation, style and so on. A model text can be provided to show the content is organised. You may want to use an authentic text (such as a real letter,

email, invitation, etc) or one that has been adapted for learners, such as a text from an textbook or ESOL website. You may also want to write or adapt a text yourself.

Use your model text to demonstrate other features that learners can replicate. For example:

- look at the different tenses used and consider why
- how paragraphs are used
- how linking words are used: firstly, then etc.
- show examples of opening and closing formulae in a letter: I look forward to hearing from you.

You have seen some of the ways to practice key features of text in step 3a, through language experience approach, such as gap-filling, jumbled sentences, sentence extensions, linking two halves of a sentence and so on.

## Step 3c



Read

## Activity 1: Writing using a model

Click on the following link:

[http://rwp.excellencegateway.org.uk/ESOL/ESOL teaching and learning materials/](http://rwp.excellencegateway.org.uk/ESOL/ESOL%20teaching%20and%20learning%20materials/)

Go to ESOL learner materials Entry 1, Unit 6, My Neighbourhood, p4 Reading and writing about a neighbourhood, and read the email description of a town, Santon. How could you adapt this to help your learner to be able to write a few sentences about the city/town/village where he or she lives? What else would you need to bring to help your learner understand the key places in a town?

## Activity 2 Using a writing frame

A writing frame is a very effective way to support and build your learner's confidence in this skill. Click on the following link and download worksheet 3 of this resource to see an example of one:

<http://esol.britishcouncil.org/teaching-beginners/writing-about-yourself-and-family>

Now try to create a writing frame about the city/town/village where your learner lives.



Resource

**Step 3c**

# Reflection

In this module you have considered teaching ESOL one-to-one. Now spend a short time reflecting on what you have learnt.

## **Stage 1: What?**

Consider what you want to remember about:

- the reasons that one-to-one classes are suitable for some learners
- Developing speaking and listening skills
- developing reading and writing skills

## **Stage 2: So what?**

Reflect by considering your thoughts and feelings about the content in the module and making some notes.

What do you feel about working with learners in a one-to-one context?

Have there been any changes in your thinking about planning one-to-one teaching sessions?

How will what you have learnt affect the people you teach?

## **Stage 3: Now what?**

How can you apply what you have learnt in this module to your own teaching context?

How will you apply your learning from the module?

What will you do in your teaching that you didn't do before?

# Suggested answers to activities

## Step 1

### Step 1a: Activity 1

Your suggestions may include people who have a very low income including asylum seekers, a spouse visa, a medical condition or disability, very young children, little or no education or English, or who for cultural or reasons do not want to attend a formal class.

### Step 1a: Activity 2

For example, you might be drawn to someone with whom you have something in common and feel that this would help him or her and promote good rapport. This could include knowing his or her language, having children of a similar age, etc.

## Step 2

### Step 2a: Activity 2

A trip to the supermarket could stimulate learning about buying loose vegetables and could cover vocabulary for vegetables, metric weights, price per item and working out prices according to weight; asking where things are – where is/are the ...; prepositions of place and countable and uncountable nouns; shop related vocabulary such as aisle, counter, etc. You could also pick up in store leaflets to use for reading and writing skills.

# Suggested answers to activities

## Step 2c: Activity 1

Furniture arranged in cafe style, menus, a note pad for taking orders, money.

## Step 3

### Step 3a: Activity 1

Your list may include some or all of the following stages:

1. Use visual aids to stimulate conversation.
2. Transcribe some of the things the learner says, and read aloud as you write.
3. Prompt the learner to read the whole text, pointing to the words
4. Write out the sentences again, this time on a piece of card.
5. Ask the learner to count the sentences.
6. Ask the learner to read the separate sentences.
7. Cut the sentences up into words. Ask the learner to reconstruct sentences
8. Invite the learner to reconstruct the whole text
9. Ask learner to read the whole text again.
10. Ask learner to copy the text.

### Step 3a: Activity 2

Recognise words, provide/correct vocabulary (too much = a lot of), construct and reconstruct sentences, read a sentence/text, use capital letters and full stops, read a text, pronounce words correctly (courgette), including a consonant cluster /fr/ (fresh), writing (learner copies text).

**Authentic text** This is something that has been written for native speakers and has not been enlarged, adapted or changed in any way. What matters when using an authentic text is not the level of the language used, but the level of the reading tasks set for the learner.

**Context** We set a context or situation for teaching a grammar point; we can elicit words, phrases or sentences through providing a context; we can help our learner to guess the meaning of new words from its context (in a sentence, but also a paragraph or the overall text)

**Drills** Controlled practice where the learner repeats or creates a sentence to practice new language.

**Elicit** This means to draw out words from the student and is central to engaging the learner and to teaching ESOL effectively.

**ICT** – This stands for: information and communication technology and includes mobile phones, digital recorders, tablets, Skype and everything on the internet.

**Language function** Selecting the grammar focus based on the reason for the communication as the starting point or context. For example, would you like to express an offering or inviting; or you should for giving advice.

**Realia** real objects including authentic texts brought into the lesson to aid the learners understanding and progress

## Further reading and websites

*Play Games with English 1*, Colin Granger and John Plumb, Heinemann, 1993. For activities to extend learning.

*Teaching Basic Literacy to ESOL Learners – a Teachers’ Guide*, Marina Spiegel and Helen Sunderland, LLU+ London South Bank University, 2006. For more information about teaching reading and writing.

*The power of writing, the writing of power: approaches to adult ESOL writing*, Elsa Auerbach, in *Language Issues*, Vol 14, No 1, 2002

*Teaching Adult ESOL – Principles and practice*, Ed Anne Paton and Meryl Wilkins, Open University Press, 2009

*A critical history of ESOL in the UK, 1870-2006*, Sheila Rosenberg, NIACE, 2007

*The Oxford ESOL Handbook*, Philida Schellekens, Oxford University Press, 2007

Commission for Racial Equality (1985) *Home Tutor Handbook*.

*ESOL Activities* (various authors) Pre-Entry – E3, (2008) Cambridge University Press.

*Longman Photo Dictionary* (2010)

<http://www.trinitycollege.com>

To see examples of past exam papers of what a beginner ESOL learner might achieve after having had some English tuition. Look for level E1 papers.

[www.esolcourses.com](http://www.esolcourses.com)

To encourage learners to develop a habit of self-study and practise using a digital interface

<https://esol.britishcouncil.org/content/learners/skills/pronunciation>

To help ESOL learners which they often find difficult

## Further reading and websites

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/>

For practice with any of the 44 sounds of English

[http://rwp.excellencegateway.org.uk/ESOL/ESOL teaching and learning materials/Entry 1/](http://rwp.excellencegateway.org.uk/ESOL/ESOL%20teaching%20and%20learning%20materials/Entry%201/)

Materials to give you ideas and access to resources, many of which can be adapted for 1-1 use from Adult ESOL Skills for Life Curriculum (2001) DfES