

Welcome!

The ESL Program at the Esperanza Center

Volunteer-Teacher Training

**SPRING
2015**

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- *Snacks in the kitchen*
- *Bathrooms to the left of the kitchen*
- *Please refresh yourself as needed*

S needs \Rightarrow Volunteer-Teacher actions

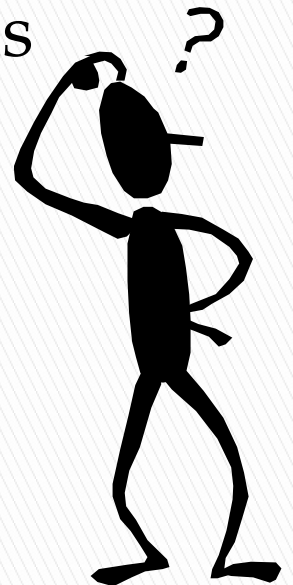
What do volunteer-teachers do?

- ▶ Respect the student as an adult.
- ▶ Keep the focus on speaking English
 - Spanish can be helpful to clarify vocabulary/concepts
 - Switch back to English as soon as possible
 - Don't translate everything – use “chunks”
- ▶ Avoid “teacher talk” and grammatical terms
 - “teacher talk” is “lecture mode” of teaching
- ▶ Volunteer teacher talking should be minimal
 - simple and practical lesson focused in English
- ▶ **Students should be doing most of the talking**



How does a class session work?

- ▶ Ss and V-Ts arrive, sign-in; all use nametags
- ▶ S folders pulled, divided up
- ▶ Using folder, give S nametag
 - **familiarize yourself with the student**
- ▶ Using topic goals list
 - **choose a goal on which to focus**
- ▶ Using resources, choose teaching materials
 - **textbook pages indicated – and/or –**
 - **activity folder(s) – and/or –**
 - **related game(s) or realia**
- ▶ Mix-and-match resources
 - **use a variety of teaching methods**
 - **address diverse S learning needs**



Documenting Student Progress Folders

General data to inform you about student:

- ▶ Years of schooling indicates:
 - difficulty/ease in learning
 - potential gaps in learning
- ▶ Amount of time in the U.S.
 - cultural adjustments (culture shock)
 - picking up “street” language
 - level of English at intake (and now)
- ▶ Age
 - ease in learning,
 - communicative needs
- ▶ Goals for learning English

Teachers: Please copy, start of testing sheet Case Number: _____

NAME: LAST (use both last names) FIRST MIDDLE
DOB: MONTH / DAY / YEAR EMERGENCY CONTACT: NAME / PHONE #
HOW LONG IN THE US? COUNTRY OF ORIGIN:
TELEPHONE: YEARS OF SCHOOL:
EMAIL:
STUDIED ENGLISH? YES NO HOW LONG? DATE OF INTAKE:
(USE ABILITY BY SKILL ACCORDING TO LEVEL FORM)
PROFICIENCY LEVEL AT INTAKE: LITERACY LOW BEGINNER HIGH BEGINNER INTERMEDIATE
COMMENTS:

DATE	PLEASE COMMENT ON STUDENT ABILITY, LEARNING STYLE, ATTITUDE, etc. (you may use Ability by Skill according to Level form – stapled in folder)	TEACHER
Test Source: Registration (format: SL/SS)		
BOOKS & PAGES	Something about this student that will help the next teacher.	
SUBJECTS COVERED:		
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SUBJECTS COVERED:		

1

Pre-Test - SL /

Documenting Student Progress Folders: Insufficient Information

Date	Books & Pages <i>Working Hard</i> Subjects Covered: <i>Learn writing</i>	Something about the students that will help the next teacher. <i>Doing Well</i>
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Documenting Student Progress Folders: Good Information

Date	Books & Pages	Something about the students that will help the next teacher.
	<i>English in Action 1</i> Subjects Covered: <i>Jobs</i>	<i>Eager to learn. Needs work on reading.</i> <i>Limited vocabulary. Does well with repetition.</i>

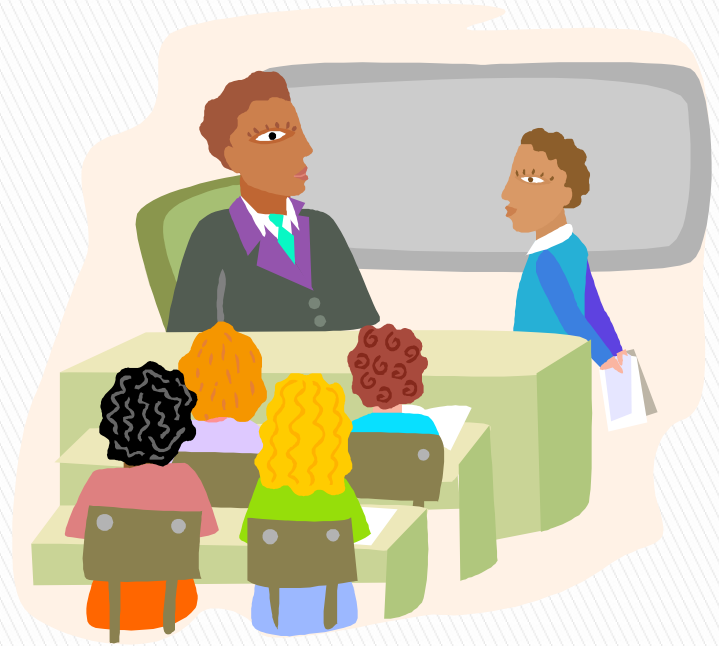
Documenting Student Progress Folders: Better Information

Date	Books & Pages	Something about the students that will help the next teacher.
	<p><i>English in Action 2 p. 34-36</i> <i>Pictionary p.4-7</i></p> <p>Subjects Covered:</p> <p><i>Family roles, living in Baltimore.</i></p> <p><i>Writing simple sentences. Used pictures to teach vocabulary.</i> <i>Discussion.</i></p>	<p></p> <p><i>Fast learner though quiet. Needs vocab work and how to phrase things in sentences. Some pronunciation work needed.</i></p> <p><i>Enjoyed working with others.</i></p>

Class Activity 2:

Strategies for different levels.

- ▶ Literacy
- ▶ Beginner 1
- ▶ Beginner 2
- ▶ Intermediate 1
- ▶ Intermediate 2
- ▶ Advanced



Literacy

- Teaching/reviewing the alphabet & numbers
- Picture Dictionary
- Use our facility.

Beginner 1

- Picture Dictionary
- Develop a list on the white board.
 - Develop sentences using the list.
 - Use our facility and outside.
- Have the student(s) pronounce words & sentences as they are reviewed.
 - Keep it simple!

Literacy

- Teaching/reviewing the alphabet & numbers
- Picture Dictionary
- Use our facility and outside.

Beginner 1

- Picture Dictionary / Realia
- develop a list on the white board
- Develop sentences using the list.
- Have the student(s) pronounce words & sentences as they are reviewed.
- Keep it simple. Use facility & outside.

Beginner 2

- Picture Dictionary/Realia – Ask questions to identify, describe, express interest, likes, dislikes, etc.
- Write sentences on the white board. Work them into a paragraph of 3 or 4 sentences (depending on the group).
- Take walk outside; identify next to, behind, above, sidewalk, gutter, cement, brick, each building; describe. List on small white boards words the student doesn't know. Use them when returning to your table.

Beginner 1

- Picture Dictionary/Realia - develop a list on the white board.
- Develop sentences using the list.
- Have the student(s) pronounce word & sentences as they are reviewed.
- Keep it simple. Use facility & outside.

Beginner 2

- Picture Dictionary/Realia – Ask questions to identify, describe, express interest, likes, dislikes etc.
- Write sentences on the white board. Work them into a simple paragraph (depending on the group).
- Take walk outside; identify next to, behind, above, sidewalk, gutter, cement, brick, each building; describe. List on small white boards words the student doesn't know. Use them when returning to your table.

Intermediate 1

- “The Pizza Tastes Great,” page 9. Have students identify aspects of the illustration.
- Ask: To have a meal, what would you add to this picture?
- Discuss & compose sentences based on the discussion: likes, dislikes, favorites...
- Group write a paragraph.
- Go into the kitchen & identify cooking items.
- True Stories “Dish Soap for Dinner,” p. 6 Read & discuss. Have each student write a paragraph based on the discussion. Review.

Intermediate 2

- “Readings in English,” p. 64ff. Read taking turns.
- Emphasize pronunciation. Ask questions as to meaning as you work through the reading.
- Discuss the reading. Have each student compose a paragraph to answer the question: What changes might you make given the information in the reading?
- Exchange paragraphs for feedback. Make corrections.
- Use Story Cubes.

Final Ideas



- ▶ Have your students do the work:
 - Write on the board for other students
 - Answer other students' questions
 - Help other students
 - Find answers themselves
 - Figure out how to spell a word
 - Look up words in the dictionary
- ▶ What did you learn today? Anything surprising?



Questions/Comments?

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ESL Program website:

<http://www.cc-md.org/EsperanzaESL>

- All administrative documents can be found on the website.
- See list of documents on the green sheet (section 3)

Summer 2015 Semester dates

- Registration: April 20th – 24th
- Semester: April 27th to July 3rd
- Next Training: January 28th

Website for safety tips:

www.baltimorepolice.org/your-community/safety-tips/personal-safety-tips

Thank you so much for coming!

See you soon!