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
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
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
# Documenting Student Progress Folders: Insufficient Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Books &amp; Pages</th>
<th>Something about the students that will help the next teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working Hard</td>
<td>Doing Well</td>
</tr>
<tr>
<td>Subjects Covered:</td>
<td>Learn writing</td>
<td></td>
</tr>
</tbody>
</table>
# Documenting Student Progress Folders: Good Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Books &amp; Pages</th>
<th>Something about the students that will help the next teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>English in Action 1</em></td>
<td><strong>Eager to learn. Needs work on reading.</strong></td>
</tr>
<tr>
<td></td>
<td>Subjects Covered: Jobs</td>
<td><strong>Limited vocabulary. Does well with repetition.</strong></td>
</tr>
</tbody>
</table>
## Documenting Student Progress Folders: Better Information

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

- 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.
“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)

Website for safety tips:
www.baltimorepolice.org/your-community/safety-tips/personal-safety-tips

Thank you so much for coming!
See you soon!

Summer 2015 Semester dates
• Registration: April 20th – 24th
• Semester: April 27th to July 3rd
• Next Training: January 28th