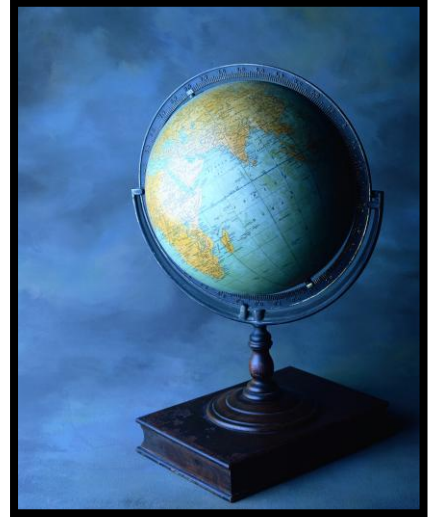


# **Teaching Strategies For English Language Learners**



## **A Train the Tutor Workshop**

*Developed by: Stacy Dunn*



**The Adult Literacy Council**  
OF GREATER FORT ERIE

# Teaching Strategies for English Language Learners

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I would like to thank Maria and Keri-Lynn from The Adult Literacy Council of Greater Fort Erie for providing me with the opportunity to complete an Internship under their knowledgeable guidance. I have learned a lot during this experience, and I look forward to learning more about working with English language learners. As educators, we are entrusted with the important and difficult task to teach the intricacies of the English language and to help develop literacy skills that can provide a brighter future for new Canadians.

## Section 1: Who Are Our Learners?

Between 2004 and 2005, over 262,000 immigrants were admitted to Canada, and over 39 percent of these individuals spoke neither of Canada's official languages.<sup>1</sup> According to Stats Canada (see chart below)<sup>2</sup>, in 2006 one quarter of the population of Ontario had a **mother tongue** (the first language learned at home in childhood and still understood by the individual at the time of this 2006 consensus) that was a non-official language of Canada.

<b>Population by mother tongue, by province and territory (2006 Census)</b> <b>(New Brunswick, Quebec, Ontario)</b>				
	2006			
	Canada	N.B.	Que.	Ont.
	number			
<b>Total population</b>	<b>31,241,030</b>	<b>719,650</b>	<b>7,435,905</b>	<b>12,028,895</b>
Single responses <sup>1</sup>	30,848,270	714,490	7,339,495	11,853,565
English	17,882,775	463,190	575,555	8,230,705
French	6,817,655	232,975	5,877,660	488,815
Non-official languages	6,147,840	18,320	886,280	3,134,045
Chinese	1,012,065	2,160	63,415	482,570
Cantonese	361,450	295	9,850	181,820
Mandarin	170,950	505	7,770	75,335
Hakka	4,415	10	85	2,805
Chinese, n.o.s.	456,705	1,270	44,740	215,345
Italian	455,040	590	124,820	282,750
German	450,570	1,935	17,855	158,000
Polish	211,175	220	17,305	140,890
Spanish	345,345	1,040	108,790	160,275
Portuguese	219,275	210	34,710	155,310
Punjabi	367,505	55	11,905	152,645
Ukrainian	134,500	140	5,395	48,310
Arabic	261,640	970	108,105	114,730
Dutch	128,900	1,290	3,620	68,180
Tagalog (Pilipino)	235,615	330	11,785	117,365
Greek	117,285	275	41,845	61,330
Vietnamese	141,630	205	25,370	67,150
Cree	78,855	0	13,340	3,495
Inuktitut (Eskimo)	32,380	0	9,615	390
Other non-official languages	1,956,060	8,900	288,405	1,120,655
Multiple responses <sup>2</sup>	392,760	5,160	96,405	175,330
English and French	98,625	4,450	43,335	32,690
English and non-official language	240,005	560	16,200	131,290
French and non-official language	43,335	120	31,350	7,790
English, French and non-official language	10,790	30	5,520	3,565

Source: Statistics Canada, [2006 Census of Population](#).  
Last modified: 2007-12-11.

### Notes for above chart:

1. Single response: the respondent reported only one language as mother tongue.
2. Multiple response: the respondent reported more than one language as mother tongue.

<sup>1</sup> Woolfolk, Anita E., Philip H. Winne, Nancy E. Perry, and Jennifer Shapka. *Educational Psychology*. 4th ed. Toronto: Pearson Canada, 2010. Print. Page 182-3.

<sup>2</sup> Chart: "Population by Mother Tongue, by Province and Territory (2006 Census)." *Statistics Canada - Summary Tables*. Government of Canada. Web. 05 May 2011.

Furthermore, it is important to look at the changes that occur in immigration from 2006 to 2010 (see chart below)<sup>3</sup>. Within four years, the number of new Canadians has significantly increased, which may alter the statistics (from the previous chart) of individuals who have a mother tongue that is different from the two official languages of Canada.

<b>Preliminary tables – Permanent and temporary residents, 2010</b>					
<b>Canada - Permanent residents by category, 2006-2010*</b>					
<b>Category</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010*</b>
Spouses and partners	45,305	44,912	44,209	43,901	40,755
Sons and daughters	3,191	3,338	3,254	3,025	2,953
Parents and grandparents	20,005	15,813	16,599	17,178	15,322
Others	2,016	2,179	1,519	1,100	1,177
<b>Family class</b>	<b>70,517</b>	<b>66,242</b>	<b>65,581</b>	<b>65,204</b>	<b>60,207</b>
Entrepreneurs - principal applicants	820	580	446	371	291
Entrepreneurs - spouses and dependants	2,273	1,577	1,255	945	795
Self-employed - principal applicants	320	204	164	180	174
Self-employed - spouses and dependants	632	375	341	358	326
Investors - principal applicants	2,201	2,025	2,832	2,872	3,223
Investors - spouses and dependants	5,830	5,420	7,370	7,434	8,492
Skilled workers - principal applicants	44,161	41,251	43,361	40,733	48,815
Skilled workers - spouses and dependants	61,783	56,601	60,373	55,220	70,524
Canadian Experience Class - applicants	0	0	0	1,775	2,532
Canadian Experience Class - and dependants	0	0	0	770	1,384
Provincial/territorial nominees - principal applicants	4,672	6,329	8,343	11,801	13,856
Provincial/territorial nominees - spouses and dependants	8,664	10,765	14,075	18,578	22,563
Live-in caregivers - principal applicants	3,547	3,433	6,157	6,273	7,661
Live-in caregivers - spouses and dependants	3,348	2,685	4,354	6,181	6,245
<b>Economic immigrants</b>	<b>138,251</b>	<b>131,245</b>	<b>149,071</b>	<b>153,491</b>	<b>186,881</b>
Government-assisted refugees	7,326	7,572	7,295	7,425	7,265
Privately sponsored refugees	3,337	3,588	3,512	5,036	4,833
Refugees landed in Canada	15,884	11,696	6,994	7,204	9,038
Refugee dependants	5,952	5,098	4,057	3,183	3,557
<b>Refugees</b>	<b>32,499</b>	<b>27,954</b>	<b>21,858</b>	<b>22,848</b>	<b>24,693</b>
DROC and PDRCC**	23	15	2	6	0
Temporary resident permit holders	136	107	113	106	109
H and C cases	4,312	4,346	3,452	3,142	2,903
Other H and C cases outside the family class / Public Policy	5,902	6,844	7,168	7,374	5,836
<b>Other immigrants</b>	<b>10,373</b>	<b>11,312</b>	<b>10,735</b>	<b>10,628</b>	<b>8,848</b>
Category not stated	2	1	2	1	7
<b>Grand Total</b>	<b>251,642</b>	<b>236,754</b>	<b>247,247</b>	<b>252,172</b>	<b>280,636</b>

<sup>3</sup> Chart: "Preliminary Tables – Permanent and Temporary Residents, 2010." *Citizenship and Immigration Canada*. Web. 05 May 2011.

Out of the total number of individuals who immigrated to Canada, approximately one half of the immigrants reside in Ontario, with the majority living in the province's capital of Toronto.<sup>4</sup>

Toronto	99,289	87,139	86,900	82,637	92,181
Ottawa-Gatineau (Ontario part)	6,279	5,798	6,286	6,297	7,173
Hamilton	4,036	3,680	3,806	3,778	4,004
Kitchener	3,321	3,205	2,914	2,823	3,058
London	2,979	2,459	2,338	2,464	2,938
Windsor	2,781	2,215	1,951	1,892	1,836
St. Catharines-Niagara	1,599	1,384	1,235	1,114	1,259
Oshawa	745	859	734	799	759
Guelph	774	705	751	630	613
Kingston	415	378	416	396	437
Barrie	427	404	357	418	358
Thunder Bay	180	145	142	122	155
Sarnia	157	169	139	127	153
Peterborough	161	161	152	201	139
Leamington	120	91	116	99	125
Belleville	108	95	126	108	118
Greater Sudbury	134	138	138	146	116
Other Ontario	2,387	2,291	2,377	2,808	2,694
<b>Ontario</b>	<b>125,892</b>	<b>111,316</b>	<b>110,878</b>	<b>106,859</b>	<b>118,116</b>

## How do they learn?

Most English language learners become fluent in conversation within their first two to three years in an English-speaking country like Canada. Furthermore, it takes five to seven years in total for newcomers to become fluent in vocabulary knowledge, reading comprehension and academic writing.<sup>5</sup> The role of the first language is very important to an English language learner because it:

- ✓ Is the foundation for second language learning, and is an important tool for second language learning by adults. It is also a very important component of personal and cultural identity.<sup>6</sup>
- ✓ May be used by an English language learner in a variety of ways.
  - For example, they may consult bilingual dictionaries, make notes or prepare outlines and first drafts in their first languages, or may work on specific activities with first-language peers before transferring to English.<sup>7</sup>
  - Many learners will think and process information in their first language before gaining proficiency in another language.
- ✓ The more proficient an English language learner is in their first language, the more quickly they can master a second language.
  - Proficiency in a second language has two separate aspects: face-to-face communication (known as “contextualized language skills”) and academic use of language, such as reading and doing grammar exercises (known as “decontextualized language skills”).<sup>8</sup>

<sup>4</sup> Chart: "Preliminary Tables – Permanent and Temporary Residents, 2010: Permanent residents by province or territory and urban area." *Citizenship and Immigration Canada*. Government of Canada. Web. 05 May 2011.

<sup>5</sup> Coelho, Elizabeth. "ESL Across the Curriculum: An Introduction for New Teachers." 2004. *TES Core Course Reader 2011: University of Toronto*. Print. Page 4.

<sup>6</sup> Siouga, Ero, BA, Med, OCT, MEd. "Supporting English Language Learners." University of Toronto - Ontario Institute for Studies in Education, Toronto. 12 Apr. 2011. Lecture.

<sup>7</sup> Coelho. Page 10.

<sup>8</sup> Woolfolk, Anita E., Philip H. Winne, Nancy E. Perry, and Jennifer Shapka. *Educational Psychology*. 4th ed. Toronto: Pearson Canada, 2010. Page 182-3.

## **Principals of Second Language Acquisition:**<sup>9</sup>

1. The English language learner is concerned with communication and not correctness.
  - a. At the end of the day a learner will ask themselves, “was my need met?” They do not ask, “Did I use the correct form of the verb ‘to be’ ”
2. A person learns a language better if they feel a low level of anxiety and a high level of success.
  - a. This is true in any learning situation, but especially true of English language learners. An ELL will be more willing to try using a new language if they are not afraid of making mistakes or concerned that they will sound foolish. They will want to learn more if they feel generally successful with what they are trying to do.
3. There is often a feeling of social and psychological distance between the English language learner and the people who speak the target language.
  - a. Sometimes English language learners have little contact with English speakers outside of tutoring or the classroom. Or, what contact they do have is so repetitious or superficial that they can get by with their current English they know. They never feel part of the English speaking community.
4. There is a natural series of language development stages that the English language learner must follow.

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<sup>9</sup> The Adult Literacy Council of Greater Fort Erie. “Principals of Second Language Acquisition”. Handout.

**Myths surrounding Bilingual Individuals regarding First Language (L1) and Second Language (L2)**<sup>10</sup>

<b><u>Myth</u></b>	<b><u>Truth</u></b>
<ul style="list-style-type: none"> <li>• Learning a L2 takes little time and effort</li> <li>• All language skills (listening, speaking, reading, writing) transfer from L1 to L2</li> <li>• Code-switching (the use of more than one language in conversation) is an indication of a language disorder</li> <li>• All bilinguals easily maintain both languages</li> <li>• Children do not lose their first language</li> <li>• Exposure to English is sufficient for L2 Learning</li> <li>• To learn English, parents need to speak only English at home</li> <li>• Reading in L1 is detrimental to learning English</li> <li>• Language disorders must be identified by tests in English</li> </ul>	<ul style="list-style-type: none"> <li>• Learning English as a second language takes two to three years for oral and five to seven years for academic language use.</li> <li>• Reading is the skill that transfers most readily</li> <li>• Code-switching indicates high-level language skills in both L1 and L2</li> <li>• It takes great effort and attention to maintain high-level skills in both languages.</li> <li>• Loss of L1 and underdevelopment of L2 are problems for second-language learners (semi-lingual in L1 and L2)</li> <li>• To learn L2, students need to have a reason to communicate, access to English speakers, interaction, support, feedback, and time</li> <li>• Children need to use both languages in many contexts</li> <li>• Literacy-rich environments in either L1 or L2 support development of necessary pre-reading skills</li> <li>• Children must be tested in both L1 and L2 to determine language disorders.</li> </ul>

<sup>10</sup> Chart: Woolfolk, Anita E., Philip H. Winne, Nancy E. Perry, and Jennifer Shapka. *Educational Psychology*. 4th ed. Toronto: Pearson Canada, 2010. Print. Page 183.

## **Basic Literacy Development (BLD) and English Language Learners (ELL)**

**Basic Literacy Development** is required for newcomers who may not have developed literacy skills in their first language. These individuals are most often from countries in which their access to education has been limited. This could have happened for a variety of reasons. Schooling in their home countries could have been inconsistent, disrupted, or unavailable throughout their life. Perhaps the learners have not had access to schools for political, economic, geographic, or ideological reasons. There are some countries that are experiencing periods of war or civil conflict, which causes a severe disruption to education. Families that live in rural areas of some countries might have to travel long distances by foot to get to school, which might be impossible due to a variety of reasons. In some countries, social class, gender, ideology or religion may limit an individual's access to schooling. Also, in some cases, higher-quality education is too expensive for some families to afford. As a result, these individuals arrive in Ontario with significant gaps in their education.<sup>11</sup>

**English Language Learners** are individuals whose first language is not English. These individuals have first-language literacy skills (that are age-appropriate) and educational backgrounds, but may require educational support to assist them in attaining proficiency in English. They may be born in Canada or have recently arrived from another country; therefore, they come from diverse backgrounds and educational experiences, and vary in their strengths and areas that need development.

There are different levels of proficiency that you might encounter among your learners:

- ✓ “Some newcomers have had no exposure to English at all prior to arrival in Canada. These students need an intensive program of second language support”;
- ✓ “Some newcomers have studied English as a foreign language in their own countries, and have varying levels of competence in English”;
  - In order to understand how challenging this must be, try and imagine how it would be for an average English-speaking citizen to be suddenly required to complete one's daily job routine in French, with no access to English.
- ✓ “Some newcomers have attended English language schools in their own countries, but always with teachers who could use their native language as a support. They may have difficulty in reading textbooks, completing assignments, and communicating with their teachers in Canada”; and,
- ✓ “Some newcomers come from an English-speaking country where the variety of English spoken is so different from Standard Canadian English that students may have difficulty communicating with their teachers in Canada”.<sup>12</sup>

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<sup>11</sup> Ministry of Education. *The Ontario Curriculum Grades 9 to 12: English as a Second Language and English Literacy Development*. 2007. Web.

<sup>12</sup> Coelho, Elizabeth. "ESL Across the Curriculum: An Introduction for New Teachers." 2004. *TES Core Course Reader 2011: University of Toronto*. Page 3.

## **Section 2: The Importance of Cultural Awareness and Sensitivity When Working With English Language Learners**

As a tutor, you will work with learners who come from various countries around the world, with different levels of English proficiency. Therefore, it is important to acknowledge that with every learner you will face different challenges. The effectiveness of our assistance as tutors relates to how well we know our learners. This is the most important, and can often be the most difficult, obstacle to overcome. How do we figure out what our learners need the most when there is often a language barrier? How can both the learner and the tutor overcome this barrier in order to enter into a positive learning relationship?

As defined by the Teachers of English to Speakers of Other Languages certification course, culture is...

- ✓ That complex whole which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by humans as a member of society;
- ✓ The [human]made part of our environment;
- ✓ The elements that give order and direction to a society in its attempts to answer basic human problems;
- ✓ The context within which we exist, think, feel and relate to others. It is our collective identity;
- ✓ Products (literature, art, artefacts, food, folklore, music), behaviours (customs, habits, leisure) and ideas (beliefs, values, institutions); and,
- ✓ Ways of doing things and ways of thinking. Culture is an everyday thing. It does not have to be very sophisticated.

What is the relationship between Language and Culture?<sup>13</sup>

- ✓ The way your language is organized will determine how you perceive the world being organized. Language determines thought, and therefore culture.
- ✓ Language reflects cultural emphases. If a culture places importance on something, this importance will also be represented in the language system.
- ✓ There is a relationship between language categories and cultural thought patterns. Languages have a special effect on mental activities. Mental activity is to at least some degree relative to, and dependent on the language in which it takes place.
- ✓ Language is the most visible and available expression of a culture. Language is one element among others within the definition of culture as socially acquired knowledge.

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<sup>13</sup> Damen, L. Culture Learning: The Fifth Dimension in the Language Classroom. Addison-Wesley. Cited from TESOL Certificate Manual.

As an English language and literacy tutor, you will interact with learners from various different cultures. Therefore, it is important to know about your learner's home country, their language, their cultural traditions and their life experiences. This will take time and much effort on your behalf. Tutoring is not a one-sided relationship; you have as much to learn from your learner as they do from you. Through building a relationship with your learner, it will allow you to begin uncovering the way that they learn.

Since many English language learners are from countries that have a culture that is unique from Canada, practicing cultural awareness is crucial. First, it involves the ability to temporarily stand back from ourselves and look at our own cultural values, beliefs and perceptions. Second, we need to critically look at how we see the world and why we do things in a certain way. It is important to understand that people see, interpret and do things in different ways depending on their culture (as well as a variety of other facets of our very complex personality). It is important to be conscious of your own assumptions of a culture, as well as of your learner's knowledge of and connection to their own culture. Be sensitive to cultural differences between your own culture and the culture of your learner. Do not "clump" together different nations, like for example, all Spanish-speaking countries. The cultures of Ecuador, Peru, Argentina, Columbia, and Mexico are vastly different, and we should not assume that nations that share a common native language will share similar cultural backgrounds. Different regions of the same country will have different cultural beliefs and traditions that should be honoured and preserved. This is why it is important to be culturally sensitive and educate ourselves about the culture of our learners.

Since Canada is becoming more multicultural with the influx of more new Canadians from countries all over the world, educators need to embrace this diversity. Teaching English does not mean assimilation. Teaching newcomers to speak the language that will allow them to function within Canadian society does not mean that this education should remove them from their cultural roots. Rather, their past experiences can be used within lessons to develop their proficiency in the English language.

Below are some tips on how to be culturally aware and sensitive when working with an English language learner from another country:

- ✓ Begin by doing some background research on the culture of your learner. There are some culture profile packages available in The Adult Literacy Council of Greater Fort Erie office, but there is also a lot of information available on the internet.
- ✓ Further explore the differences between their language and the English language. A helpful online source is: <http://esl.fis.edu/grammar/langdiff/index.htm> that provides an introduction to various languages and explores a language's alphabet, phonology, grammar and vocabulary. This research may be beneficial in helping you to understand how your learner's language works, which can help you to identify and anticipate any potential obstacles that your learner might encounter when learning English.
  - For example, the website compares the Chinese and English alphabet: "Chinese does not have an alphabet but uses a logographic system for its written language. In logographic systems symbols represent the words themselves - words are not made up of various letters as in alphabetic systems. Because of this fundamental difference, Chinese learners may have great difficulty reading English texts and spelling words correctly".<sup>14</sup>
- ✓ Engage in a conversation with your learner or create a lesson plan based on their culture in order to show your interest in getting to know your learner. This will allow them the opportunity to share their culture, as well as their experience before coming to Canada. This may lower their anxiety and make them more comfortable working with you as their tutor.
- ✓ It is also important for new Canadians to learn about the culture that they are entering into. Think of interesting and creative ways to explore Canadian culture within your lessons. Try focusing on the local area so that your learner can feel connected to their new community (i.e. using a local newspaper or exploring local issues within your lessons).
- ✓ Make connections to their own experiences, which may help them to better understand a concept. For example, if you are discussing French-English relations in Canada, ask your learner if their own home country has a similar language construction, where more than one language is used for government, law and education.
  - It is important to note that some Canadian materials refer to assumed cultural knowledge or experience. Learners may be at a serious disadvantage when concepts are introduced or explained with reference to Canadian popular culture, art forms, sports personalities, Canadian history, Canadian literary personalities, European mythology, Bible stories and characters, traditional/children's stories, etc.<sup>15</sup>
- ✓ Your personal characteristics also have an impact on your learner. Being caring, respectful and enthusiastic will encourage the learner to learn because they will be more comfortable working with you.

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<sup>14</sup> "The Differences between English and Other Languages." *A Guide to Learning English*. Web. 05 May 2011.

<sup>15</sup> Siouga, Ero, BA, Med, OCT, MEd. "Supporting English Language Learners." University of Toronto - Ontario Institute for Studies in Education, Toronto. 12 April 2011. Lecture.

## **Section 3: Developing an Effective Lesson Plan**

A lesson plan should be:

1. **Focused and purposeful:** invites critical thinking and is clearly connected to the overall areas of development that your learner requires;
2. **Engaging:** needs to be relevant and meaningful for your learner (getting the learner engaged in the material will allow for better retention); and,
3. **Well-scaffolded:** clear and logical progression of activities that promote the building of skills and understanding, while also attending to the needs of your learner.

As a tutor, helping your learner can be most effective when you prepare a well-thought out and focused lesson plan. When designing a lesson plan, choose and integrate the instructional strategies based on the needs of your learner, as well as the content to be explored.<sup>16</sup> Think of how the lesson plan can best suit the needs of your learner in terms of both skill development and their individual learning style. Each learner is unique; therefore, you must be flexible in your lesson planning. This is knowledge that will develop over time as you encounter and work with different learners. In order to discover your learner's style, look at how they learn with regard to the different senses (auditory, visual, and tactile/kinaesthetic) and how they approach learning. This will take some trial and error until you can see what styles of teaching produce the best results for your learner's development. For example, look at the following chart from the Teachers of English to Speakers of Other Languages (TESOL) Certification course that outlines the types of activities that cater to different learning styles:<sup>17</sup>

	<b>Visual</b>	<b>Auditory</b>	<b>Tactile /Kinaesthetic</b>
How does this type of learner like to learn?	- learn with eyes, written materials, pictures	- rather hear it than write it down	- enjoy doing things with their hands; like to write things down
What are some examples of language learning activities that this type of learner would enjoy?	- benefit from illustrations and presentations that are colourful with large fonts ( e.g. PowerPoint)  - DVDs, flash cards, comic strips, computers/books	- use DVDs, CDs, podcasts, etc.  - oral discussions  - read aloud  - fill in the blanks using songs instead of only using sentences.	- hands on activities (e.g. role play/drama)  - cut out words to make a sentence  - offer some activities that offer physical movement

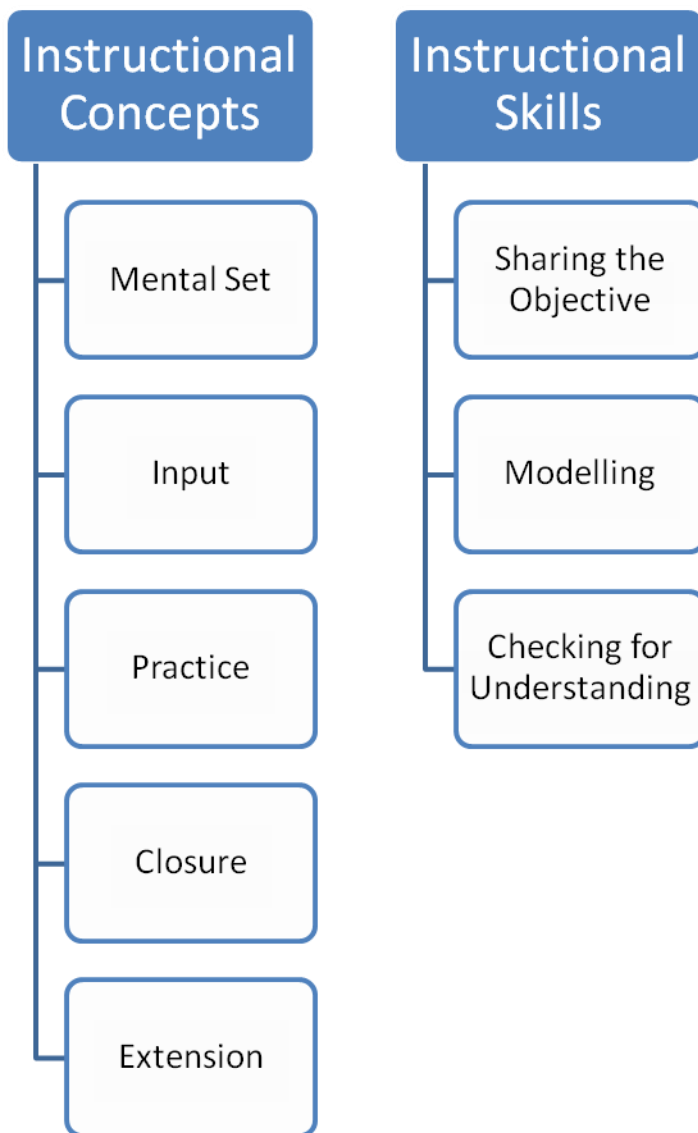
<sup>16</sup> Bennett, Barrie, and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2008. Page 118.

<sup>17</sup> Niagara Catholic District School Board: Adult and Continuing Education, ACE: Advance Consulting for Education. "TESOL Certificate Manual." 2009. Learning 3: Learning Principles.

## Components of a Lesson Plan

The following components of a lesson plan can be varied in their integration. Each lesson plan is going to be different because each learner is unique. Therefore, when planning a lesson, your personal judgement is required in order to design a lesson that best suits the needs of your learner.

According to Dr. Barrie Bennett and Dr. Carol Rolheiser (instructors at the Ontario Institute for Studies in Education at the University of Toronto), there are eight components to lesson design.<sup>18</sup>



**Instructional Concepts** cannot be directly done, but require you to employ a skill, tactic, or strategy to make them “come to life”.

The **Instructional Skills** are skills that you can do directly as an instructor.

Therefore, the Instructional Skills need to be integrated with the Instructional Concepts in order for a lesson plan to be truly effective.<sup>19</sup>

The Instructional Concepts and Skills will be explained in further detail on the next page in the guideline to creating a focused and effective lesson plan.

<sup>18</sup> Bennett, Barrie, and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2008. Page 119.

<sup>19</sup> Bennett & Rolheiser. Page 119.

## Lesson Planning Outline

This outline is written using the lesson planning template attached on pages 15 and 16. When tutoring, it is very beneficial to have a clear objective and an outline of what you will be exploring in your lesson to ensure that you stay focused throughout.

1) **Decide what the key learning and the overall objective is going to be for the lesson.** When trying to decide what the focus of your lesson is going to be, ask yourself the following questions:

- ✓ What is the lasting learning that your learner will come away from your lesson with?
- ✓ What learning skills will they develop throughout the lesson?

2) **Record the appropriate materials** that your learner will work with during the lesson, i.e. worksheets, books, etc.

3) **Create a mental set for your lesson.** This is an introduction that aims to get your learner focused and actively involved in learning.<sup>20</sup> This introduces the lesson in an interesting way, in order to grab the learner's attention, to open up their minds and to get them to practice thinking. A mental set does not have to be complicated, but it needs to be effective. Consider providing a link to the past experiences of your learner through a question or activity, and make sure that it connects to the learning objective of your lesson, as well as the content that will be covered.

4) **Sharing the objectives of your lesson is very important** because you do not want to hide anything from your learner. When tutoring, it is important to be straight forward with your learner about what you will be covering in the lesson, so that they KNOW what they are going to be learning. Sharing your objectives ensures that the learner knows how to meet learning outcomes.<sup>21</sup> For example, consider writing down an agenda and reviewing it with your learner after the mental set. Ensure that the objective of the lesson is clear, meaningful and relevant. If your learner knows where they are going, then it increases the chances that they will get there.

5) **Record point form notes in the input section on the information that your learner will be receiving and how they will be receiving it throughout the lesson.** Make sure that you consider how to make this content interactive and engaging, as well as how to suit the learning style of your learner. In addition to information, there are two important parts of this section of your lesson:

- ✓ **Practice:** provide time during your lesson (and/or assigned as homework) that allows your learner to try out what was learned during the lesson. It can be guided and/or independent.
- ✓ **Modelling:** ensure that you provide a gradual release of information that allows your learner time to absorb what they are learning. One of the biggest barriers to student achievement is the ability to transfer information (do not "hope" they get it, but ensure that they do get it). In most cases, modelling comes after or along with the information in the input section of your lesson plan, and involves both guided and independent practice. An example of modelling is:

I do	→	You watch
I do	→	You help (practice together, with guidance)
You do	→	I help (and offer guidance whenever necessary)

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<sup>20</sup> Bennett, Barrie, and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2008. Page 128.

<sup>21</sup> Bennett & Rolheiser. Page 129.

6) **Decide how you are going to check for understanding throughout the input section of the lesson.** You need to check that the learner absorbed what the lesson was about, which shows if the target learning was met. This can also help you to make adjustments in your teaching by, for example, breaking something down into simpler steps and re-teaching. This should primarily be done before your learner engages in independent practice in order to increase the chances that they will experience success rather than frustration or confusion during the practice period.<sup>22</sup> Throughout your lesson ensure that you ask the learner to demonstrate that they are absorbing what you are teaching. Avoid just asking “Do you understand?” because that does not accurately tell.

7) **Provide clear closure to your lesson.** At the end of your lesson, check for understanding one last time and remind your learner of the skill that they developed during the lesson. Introduce what you will cover next lesson, and assign them any work for independent practice to complete.

8) **Always have a backup plan!** Regardless of whether you have a fantastic lesson planned out, be prepared for the unexpected. When with your learner, you must be prepared to make adjustments and modifications as your time together unfolds. Your learner might need more time on an activity or might need further clarification in order to understand a concept. Never rush your learner, because the most important part is that they understand and absorb what you are teaching them, regardless of how long this may take. In order to prepare for the possibility that your learner completes their work quicker than you anticipated, prepare an extension or an additional activity to expand learning on the lesson content.

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<sup>22</sup> Bennett, Barrie, and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2008. Page 132.

## Lesson Plan Template

Learner:

Level:

Time:

Topic:

Key Learning/Objective:

Materials:

<b>Purpose and timing</b>	<b>Instructional Strategy: What will students do?</b>	<b>Resources Required</b>
<b>Mental Set:</b>  <i>Purpose:</i>  _____ min		
<b>Sharing Objectives</b>  _____ min		
<b>Input</b>  <i>Purpose:</i>  _____ min		

<b>Modelling:</b> <i>Purpose:</i>  _____ min		
<b>Checking for Understanding</b> <i>Purpose:</i>  _____ min		
<b>Closure</b> <i>Purpose:</i>  _____ min		

## **Section 4: Tips and Strategies for Skill Development**

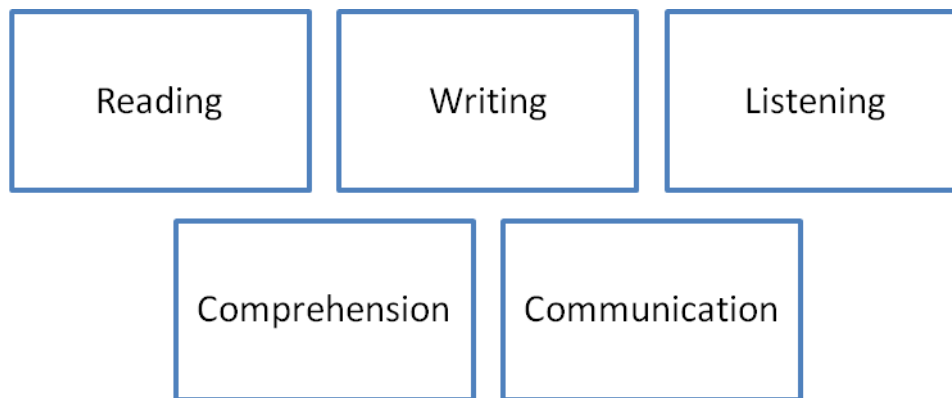
This section will explore some tips and strategies on how to successfully promote learning and second language acquisition. Effective teaching for English language learners requires a combination of many strategies such as direct instruction, modelling, feedback, encouragement, and challenge. Consider looking at the following list of important elements to promote the learning and language acquisition of your learner:<sup>23</sup>

1. Structures, frameworks, scaffolds, and strategies:
  - a. Provide support to your learner by “thinking aloud”, building on and clarifying input
  - b. Use visual organizers, story maps, or other aids to help your learner organize and relate information
2. Relevant background knowledge and key vocabulary concepts:
  - a. Provide adequate background knowledge to your learner and informally assess whether your learner has background knowledge
  - b. Focus on key vocabulary words and use consistent language
  - c. Incorporate your learner’s primary language meaningfully (and if possible)
3. Feedback: Individuals who are learning English make mistakes as part of the learning process, and therefore, as a tutor you need to provide supportive feedback on the errors that they make. Focus on understanding what they are saying, and responding to the message. This does not mean that you should ignore all errors, but model the correct way to say it in your response.
  - a. Give feedback that focuses on meaning, not grammar, syntax, or pronunciation
  - b. Give frequent and comprehensible feedback
  - c. Provide your learner with prompts or strategies for reading and writing, etc.
  - d. Ask questions that press your learner to clarify or expand on initial statements
  - e. Provide activities and tasks at a level that your learner can complete and assign activities that are reasonable, thus avoiding undue frustration
  - f. Indicate to your learner when they are successful
  - g. Allow use of native language responses (when context is appropriate)
  - h. Be sensitive to common problems in second-language acquisition
4. Challenge
  - a. Provide implicit challenge, for example cognitive challenge, use of higher-order questions (i.e. questions that are not only fact-based, but that require critical thinking)
  - b. Provide explicit challenge, for example with high but reasonable expectations
5. Respect for – and responsiveness to – cultural and personal diversity
  - a. Show respect for your learner as an individual, respond to things that your learner says, show respect for culture and family, and possess knowledge of cultural diversity
  - b. Incorporate your learner’s experiences into writing and language arts activities
  - c. Link content to your learner’s experiences to enhance understanding
  - d. View diversity as an asset

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<sup>23</sup> Gersten, R. “Literacy instruction for language minority students: The transition years.” *The Elementary School Journal*. 1996. Page 241-242.

## Some Tips and Strategies for the Following Five Areas of Development:



### Reading Strategies

- ✓ Provide effective before, during and after reading strategies for learners:
  - **Before:** This prepares your reader for what they are about to read.
    - Develop background knowledge by using pictures, films, and music, etc., in order to prepare your learner for the material that they are about to read. It is pointless to proceed in a lesson if your learner does not have the background knowledge they need to be able to make sense of the material.
    - Guide your learner in a survey of the text by looking at various features like the table of contents, chapter introductions, chapter headings / subheadings, highlighted words, notes, and visual materials such as maps, graphs, charts, diagrams, and pictures.
    - Pre-teach some key words that will greatly aid your learner in understanding the material.
  - **During:** This provides a focus for your learner in order to make sure that they are absorbing what they are reading.
    - “Chunk” the text into manageable sections.
    - Provide a pre-reading question(s) related to the main idea in each “chunk” of text, so the learner can search for something in the text.
    - Instruct your learner to read silently, in order to skim for the main idea of the passage or section to be read. Depending on what they are reading, it might be beneficial to have them use different colour highlighters to highlight different parts of the text (for example, green for the thesis, yellow for the arguments, and orange for the evidence used to support the argument).
    - Encourage your learner to keep reading if they come across a word that they do not know. Have them highlight it and return to the vocabulary after.
  - **After:** This ensures that the reader has understood what they have read.
    - Encourage your learner to re-read specific sections. Provide questions that require your learner to look back at the text to find details that exemplify, support, or clarify the main idea of the passage.

- Invite your learner to read some passages aloud: for example, ask them to find the most important sentence in the paragraph and have them be prepared to read it out loud and explain why it is important (give them time to rehearse).
  - Encourage your learner to use context to infer the meaning of new words: for example, to help your learner understand the word *predominant*, ask them to look through the text and find a word that means *the most important*.
- ✓ Use graphic organizers as a before, during, and/or after reading activity. This reduces the language barrier and visually shows the relation between key ideas in the text and in the lesson content. This is beneficial for an English language learner because it provides a visual representation of key ideas. Some examples of graphic organizers are: T-charts, Venn diagrams, Flow charts, Story maps, Time lines, Mind maps and Concept maps, etc.
- ✓ Use a newspaper in your lesson to teach your learner how to:
  - Skim and Scan: skimming is to read a text in order to get the general meaning. Scanning is to look over a text in order to pull specific information out of it. Use the newspaper's sections, headings, pictures, etc., to have your learner develop these skills
  - Using a local newspaper will allow your learner to feel more connected to the local area.
- ✓ Choose appropriate texts that suit the level of your learner:
  - Reading materials for lower levels: Recipes, maps, phonebooks, labels, brochures, menus, signs, simple instructions, flyers, advertisements
  - Reading materials for higher levels: Magazines, newspapers, short stories, modern plays, poems, reports, journals
- ✓ For more advanced learners, explore the organization of text (i.e. paragraph and essay structure). Have your learner be able to locate the following:
  - Topic statement/thesis
  - Examples, details, evidence
  - Summary, conclusion/restatement
- ✓ Reading out loud can raise anxiety, but it is a good skill to practice if you have formed a comfortable relationship with your learner.
- ✓ Encourage your learner to carry a pocket dictionary (English-only or a dual-language one) at all times just in case they do not understand a word they come across.
- ✓ Vocabulary is most effective when modelled and clearly explained to the learner. Consider the following:
  - Use vocabulary notebooks in which your learner can add new words. Focus on teaching 5-10 new words a day, and have your learner record them in their notebook with a sentence example. Use these new words several times during the lesson and in the following days. Provide pronunciation practice, highlight common spelling patterns, common prefixes and suffixes
  - Transition words
  - Introduce different forms of words (educate, educator, education, educational, etc)
  - Use word analysis to figure out the meanings of words and use context to infer word meanings
  - Relate new words to specific content or to associated words: antonyms, synonyms, and root words

## Writing Strategies

- ✓ Listed below are some writing activities to complete with your learner:
  - Use journal entries and dialogue writing as a tool to develop the writing skill of your learner. Provide your learner with an interesting event or idea that they can write about and then you can write a response back to them. This activity is a great way to practice grammar, spelling, and written communication
  - Revising content: Provide your learner with a false sentence and have them re-write it so that it is true (i.e. Canada is the smallest country in North America. It is located east of the United States. No Canadians love ice hockey. All Canadians speak English)
  - Reordering: Provide your learner with words and have them put the words in the correct order to form a sentence
  - Editing: Provide your learner with a sentence that is incorrect and have them correct the language
  - Personalization: Have your learner write a true sentence about their own experiences (after providing an example)
- ✓ When beginning to develop writing skills, it may be beneficial to look at writing that is done in our daily lives such as, emails, grocery/to-do lists, forms, cards, letters, etc.
- ✓ How to respond to their writing:
  - Errors are more noticeable in written work. Train yourself to not be distracted by the errors by reading past the mistakes and focusing first on the content before dealing with the language errors. Respond to meaning as well as form
  - Use a correction scheme in order to allow them to identify their own mistakes, and then you can look over it and correct it together. Be careful to not overcorrect their work because it can be too overwhelming and can also lower their confidence
  - Circle words and use symbols such as:
    - v – verb tense
    - sp – spelling
    - wo – word order
    - art – article
    - ww – wrong word
    - mw – missing word
    - sv – subject/verb confusion
    - ?? – unclear
  - Before beginning a writing activity, inform your learner about the skill set that you are going to focus on developing (e.g. spelling). Instead of marking up or correcting each and every mistake, focus on errors of a specific type. Mark the errors in their writing and make sure that you explain the problem and encourage your learner to fix the flagged errors themselves or with assistance.<sup>24</sup>

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<sup>24</sup> Coelho, Elizabeth. "ESL Across the Curriculum: An Introduction for New Teachers." 2004. *TES Core Course Reader 2011: University of Toronto*. Page 11.

## Listening Strategies

- ✓ Use pre and post listening activities with your learner:
  - Pre listening: for example, ask your learner to predict what will happen; to extend the dialogue; to set the scene; or to focus on vocabulary used;
  - Post listening: for example, ask your learner to offer their opinion; to role play; to answer questions; or to debate the topic of discussion.
- ✓ Have conversations that focus on listening skills by having your learner repeat in their own words what was said to them. This can be focused on a reading done together; for example, by engaging in an oral discussion using prompting questions (e.g. agree or disagree).
- ✓ Encourage your learner to listen as often as possible. The more they listen, the better they get at listening and the better they get at understanding and pronunciation.
- ✓ Help your learner prepare to listen. This may involve looking at pictures, discussing the topic or reading the question first in order to be in a position to predict what is coming. They need to be engaged with the topic in order to want to listen.
- ✓ Once may not be enough. Your learner will want to hear it again and again to pick things up they missed the first time; therefore, be patient! Encourage your learner to ask for repetition and clarification.
- ✓ Encourage your learner to respond to the content and not just to the language. It is important for them to draw out the meaning of what is being said.
- ✓ Listening skills are a continual development. Different listening stages demand different listening tasks. For example: the first listening may need to be straight-forward and general so that your learner understands and can successfully respond. Later listening can focus on more detailed information (i.e. language use or pronunciation).

## Comprehension Strategies

- ✓ Make sure to provide comprehensible instruction:
  - Use simple vocabulary when interacting with your learner, articulate clearly what you are saying, and avoid using idiomatic expressions (especially at the beginning, because there is a significant chance that the learner has never heard of that expression before).
- ✓ Encourage the learner to tell you if they do not understand a word. Write down the word, look at it together and then look up the definition of it. Consider asking them to then use it in a sentence in order to ensure that they understand (i.e. within their vocabulary notebooks).
- ✓ After telling the learner something, instead of asking “Do you understand?” have them tell you in their own words what you just said.
- ✓ When communicating with your learner, make sure that you use sufficient “wait time”. After asking your learner a question, give them at least 5-7 seconds to think of their response. An English language learner may need extra time to process the question. After a certain amount of “wait-time”, either rephrase the question, or find another way to assist your learner. During the learner’s “think-time” you can often tell by their facial expressions if they are confused, thinking hard to process the question, or if they think they have the answer.

## Communication Strategies

- ✓ It is important to consider the following points before engaging in a speaking activity with your learner:<sup>25</sup>
  - Has your learner been provided with the necessary language?
    - English language learners need to have the language necessary to perform a speaking activity. This may mean pre-teaching the anticipated language, or doing the activity once, providing the missing language, and trying it again.
  - Was it clearly set up?
    - You cannot just jump into a free speaking activity. Get your learner in the mood by engaging them. Tell your learner exactly what is expected of them.
  - Has the learner been given time for thinking and rehearsal?
    - Even knowing what they are to do and having the language to do so is not enough. Your learner needs time to plan and rehearse. Giving them this time reduces inhibitions, gives them something to say, and can help reduce frustration. Thinking time gives your learner control, which builds confidence.
  - Was the speaking activity managed effectively?
    - In a communicative speaking activity, the tutor's job is to monitor and ensure that your learner is on task, and monitor for communicative success and language use. Be careful with time: too little, they get frustrated; and too much, they grow bored.
- ✓ Work on pronunciation skills and grammar because these can impede communication and raise anxiety among your learner.
- ✓ According to the Ontario Ministry of Education, "Students who are learners of English will have the best chance to succeed in classrooms where there is opportunity for extensive oral interaction with English-speaking peers". Therefore, encourage learners to practice speaking English at home (for example, devote an hour a night to speaking only in English).
- ✓ Some speaking activities to do with your learner:
  - Do a role-play for a job interview
  - Have them do a small oral presentation on the customs of their country
  - Have them tell a story about what happened to them on their first few days in Canada
  - Create a game where there is a board with some discussion topics, have them roll the dice, and if they land on the square, have them give their opinions on it
  - Have them describe their home town
  - Ask them a yes or no question and have them explain why they answered that way

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<sup>25</sup> Niagara Catholic District School Board: Adult and Continuing Education, ACE: Advance Consulting for Education. "TESOL Certificate Manual." 2009. Speaking 2: Speaking Activities.

## Types of Questions

The different types of questions we ask our learners will benefit them greatly. The following questions can be used throughout the above categories of skill development. This provides a variety of challenge for your learner:<sup>26</sup>

- ✓ Recalling Information: How many...? Where is...? In which year...? Why did...?
- ✓ Describing: What is... like? What can you see...? What did you notice about...? How would you describe...?
- ✓ Explaining Why does...? How do you...? Why did this happen? Why do you think that...? What caused this...? Can you explain..?
- ✓ Generalizing: What is true about all of these? What can you tell me about...? What have you found out about...? What seems to be generally true about...? What have you learned about...? What conclusions can you draw about...? What does this tell you about...?
- ✓ Inferring: Why do you think this happened? What do you think might be happening here? What do you think caused this? Why do you think they did this? How do you think they are feeling?
- ✓ Predicting/hypothesizing: What would happen if...? What might happen if...? If..., what do you think would be the result? What would it be like if...? What would you do if...?
- ✓ Classifying: Which of these go together? Can any of these be put together? How are these things alike/different? What could you call these groups? What are the characteristics of all these in the group? What criteria would you use to classify these?
- ✓ Evaluating: Do you think this is a good/bad thing? Why? Do you agree with this? How do you feel about this? Why was that done? What are the reasons for this? Do you think this is fair/appropriate? How could this be improved?

In addition to the above tips and strategies, a copy of the TESOL grammar notes can be accessed through The Adult Literacy Council of Greater Fort Erie office. The TESOL grammar notes provide a thorough grammar reference to have on hand when working with your learner.

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<sup>26</sup> Siouga, Ero, BA, Med, OCT, MEd. "Supporting English Language Learners." University of Toronto – Ontario Institute for Studies in Education, Toronto. 12 April 2011. Lecture.

## **Section 5: How to Help Your Learner with Day-to-Day Living**

As a tutor, it is important to include relevant information in your instruction that will help your learner function in Canadian society. Teaching English language learners is not only about teaching them the language, but it is also about helping them to adjust to a new environment, with new rules and customs. Look at what type of information will best help your learner with “day-to-day” Canadian living and consider incorporating it into your lesson plans.

Some examples of areas that your learner may want or need some information on are:

- ✓ driving test/license
- ✓ grocery shopping/dining in restaurants
- ✓ budgeting/banking
- ✓ local level of government
- ✓ voting
- ✓ local organizations/services
- ✓ speaking on the phone
- ✓ idioms/slang
- ✓ pronunciation
- ✓ Searching for employment
  - resume/cover letter writing
  - interview skills
- ✓ Health and Safety/WHIMIS

**Note:** There are many valuable resources on the internet and located in The Adult Literacy Council of Greater Fort Erie’s office (any book title that is listed below can be found there).

First, there are two series, *LifePrints* and *SIDE by SIDE* that are a great reference for working with your learner. Both series include a teacher manual that outlines the possible lesson plans that you can use with your learner depending on the area of development that you want to focus on.

***LifePrints* series:** This series provides lessons that encompass a wide range of day-to-day areas that learners need assistance with, such as finding employment, handling money/spending, driving, going to the doctors, going to school, and becoming a citizen, etc.

***SIDE by SIDE* series:** This series provides information and lessons to use with your learner that are highly relevant for their day-to-day life. It primarily explores building grammar skills (i.e. past, present and future tenses) by providing communication strategies for the learner to use in various daily scenarios. It provides activities that requires the learner to look at typical conversational topics about their own past and current experiences, as well as exploring future plans and intentions.

## **Resources**

Listed below are some helpful resources organized into categories. This is only a small list of what is available on the internet, so I encourage you to research further.

### **Driving Test/License:**

- ✓ “Ontario Ministry of Transportation” website:  
<http://www.mto.gov.on.ca/english/dandv/driver/drvlicen.shtml>
  - This website has relevant information about getting a drivers license in Ontario. You can use this information (as well as the study book that is used for the test) to plan lessons that will help your learner to work towards getting their driving license.

**Grocery shopping/Dining in Restaurants:** Refer to both of the *LifePrints* or *SIDE by SIDE* series.

### **Budgeting/banking:**

- ✓ *Canadian Forms Made Easy*: There is a section of this book that helps learners understand how and when to use various banking forms like deposit slips and cheques. This book is also a great tool to help learners fill out various types of forms, such as ones that are work-related, government-related (certificates of birth, marriage, and death, social insurance numbers, passports, Canadian citizenship), and has a word bank of important words to know when filling out forms.
- ✓ Most online banking institution websites have information on how to perform various banking tasks; therefore, depending on the institution they use, you can guide them through the appropriate website and create appropriate activities.

### **Voting:**

- ✓ *I Can Vote!*
  - If your learner is a Canadian-citizen over the age of 18 and an election is nearing, then it would be beneficial to introduce them to this user-friendly guide to voting in Canada.
- ✓ “Election Canada” website: <http://www.elections.ca/home.aspx>
  - This website provides more information on elections. It would also be beneficial to guide your learner through the platforms of the Canadian political parties (without providing your own bias) in order for them to make an informed decision when voting.

### **Local organizations/services:**

- ✓ “Town of Fort Erie” website: <http://www.forterrie.on.ca>
  - This website provides information about the town of Fort Erie by listing residential and town hall services provided to town residents, and attractions of the area, etc.
- ✓ “Niagara Region” website: <http://www.niagararegion.ca/>
  - This website has information on various services and attractions in the Niagara region. There is also helpful information on transportation access in the area. Both of these websites will allow the learner to become more informed about the local area.

### **Idioms/slang:**

- ✓ “Idiom Site” website: <http://www.idiomsite.com/>
  - This website provides a long list of idioms that can be used when developing communication and comprehension skills of a higher-level English language learner.

- ✓ “Online Slang Dictionary” website: <http://onlineslangdictionary.com/>
  - This website provides a database for various slang words that a learner might encounter during a conversation with another English speaker.

### **Pronunciation/communication:**

- ✓ “ESL-Lounge: Pronunciation Materials” website:  
<http://www.esl-lounge.com/pronunciationindex.shtml>
  - This website provides a list of online pronunciation resources to use with your learner.
- ✓ *The English You Need For the Office*:
  - This book explores the various communicative possibilities that your learner may encounter in the office such as: daily routines, communication with co-workers and management, handling printed materials, sending and receiving mail, using telephones, fax machines and computers (this book may be a little outdated, since technology is always changing), and working with money (invoices, cheques, etc).
- ✓ *On-the-Job English*:
  - This book is a teacher’s guide that includes lesson plans for helping your learner adjust to and function within different types of work environments.

### **Searching for employment:**

- ✓ *Get That Job*:
  - This book includes various worksheets that will help your learner prepare to enter the competitive realm of job-hunting. The book explores how to uncover your strong areas, identify job search goals, fill out applications, create resumes and cover letters, as well as prepare for an interview. The book also explores how to assist your learner with the various steps after receiving a job, such as how to get the best pay and conditions, as well as tips for their new job.
- ✓ “Job Gym” website: <http://www.jobgym.com/>
  - While this website does not provide any specific resources to help your learner develop English language skills for employment, it is still a very good resource for information on employment within the local area. If necessary, your learner can visit one of their offices in order to get further assistance from their staff.

### **Health and Safety/WHIMIS**

- ✓ “Key Vocabulary for a Safe Workplace”
  - Provides lessons, worksheets and handouts to teach your learner about key words they will need to know in order to ensure their safety in the workplace.

## **Section 6: General Online Resources**

In connection to the previous section, listed below is a collection of online resources that may be useful tools for your lesson planning. This is only a starting point. You can uncover many more online resources by entering a topic or your lesson objective into your favourite search engine. While there is a lot of excellent material on the internet, there is also a lot of garbage; therefore, your challenge will be to sort out the good from the bad. Enjoy!

### **The New York Times: The Learning Network**

<http://learning.blogs.nytimes.com/category/lesson-plans/>

- ✓ This website provides a wide array of lesson plans using the New York Times online edition. The lesson plans are categorized into the following subject areas: American History, Civics, Current Events, Economics, Fine Arts, Geography, Global History, Health, Journalism, Language Arts, Mathematics, Media Studies, Science, Social Studies, Technology, and Academic Skills.

### **Language Differences: A Guide to Learning English**

<http://esl.fis.edu/grammar/langdiff/index.htm>

- ✓ This is a useful source to use in order look at the differences between the English language and various other languages. The linguistic comparisons are broken down into 4 main categories: Alphabet, Phonology, Grammar, and Vocabulary.

### **Human Resources and Skills Development Canada**

<http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml>

- ✓ This resource is a section of the Government of Canada website. It lists the various literacy and essential skills that:
  - Are needed for work, learning and life
  - Are the foundation for learning all other skills
  - Help people evolve within their jobs and adapt to workplace change
- ✓ This website outlines the various occupation titles and the essential skills that they require. It is a good resource to use in order to focus on developing skills that learners require in order to achieve their career aspirations.

### **Job Gym: Oasis Skills Building**

<http://www.jobgym.com/training/oasis-skills-building-on-line-courses/>

- ✓ Through the Job Gym website, there is a free online course that your learners can complete that focuses on developing basic computing knowledge and digital skills for operating a computer, using key software applications and functioning in an increasingly digitized world. This course is beneficial for those learners who are seeking employment where computer skills are necessary.

### **Lanternfish: Jobs, Worksheets, and Flashcards for the ESL and TEFL Teacher.**

<http://bogglesworldesl.com/>

- ✓ This website provides a collection of printable teaching resources to use with your learners, such as lesson plans, creative activities, grammar and phonics worksheets, etc. The website also has an “ESL for Adults” link on the top bar that has activities directed towards higher age-levels, and is organized according to different learning levels (1-5).

### **ESL Discussions**

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

- ✓ This website has approximately 600 discussion topics that you can use for lessons with your learner. There are printable conversation lessons about everyday themes, as well as controversial issues. There are a broad range of topics that are conveniently alphabetized.

### **Breaking News English**

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

- ✓ This website offers lesson plans and podcasts for studying current events and news. It is a valuable source that will enable you to explore and discuss with your learner what is happening in their home country, or you can choose a random topic to explore in a lesson.

### **Laubach Literacy Ontario: Web Resources**

<http://www.laubach-on.ca/links>

- ✓ This website provides a long list of web resources for students and tutors in the following categories: Reading, Writing, Math, All-in-one sites, Computers, Research, Tutors & Trainers, Workplace, Fun & Games, Life & Lifestyle, Essential Skills and World News. This website is an excellent hub that connects to numerous valuable resources that can assist you in effectively helping your learner.

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\*\*All the sources used below were for personal use and no profit will be made from the creation of this booklet\*\*

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