



# ESL: Summer Training Program for New Teachers

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## A Beginner's Guide to the St. Mary's ESL Classroom

### Part 1: Design Plan

#### **Rationale**

The St. Mary's ESL Program offers free classes three times a week during two semesters a year (fall and spring) to teach English language skills to Anne Arundel County residents with limited English proficiency. For the past two years, the program has seen dramatic growth: approximately 700 students have been registered for classes. This is one of the very few free programs for English language learners in the area.

Approximately 50 volunteers teach evening classes at eight levels of instruction, utilizing the parish high school facilities. Entering students are evaluated on English speaking, reading and writing abilities and then are assigned to an appropriate classroom for instruction. Students are primarily from Latin America. Most work in landscaping, the restaurant industry, and as cleaning staff in local businesses. Most are parents with children enrolled in local public schools. They are motivated to learn English to improve their job skills, participate in community life, and study for US citizenship.

Volunteers enter the program with varying levels of ability. Some serve as lead teachers; others serve as classroom assistants or as one-on-one mentors in the program. A small percentage of the teachers have a formal education or training in ESL. Others have training and experience as teachers; some have no training but bring Spanish-language skills to the program. Many volunteers simply want to perform community service where they can make a difference. New volunteers join the program throughout the year and often have to "learn on the job." They are given a set of texts and other materials, but many begin leading a class without any formal preparation for this particular program. A number of students from St. John's College and the nearby Naval Academy assist in the program for community service and have little or now experience with the low-literacy ESL population.

Given a relatively high turnover of lead teachers and assistants, there is a need to prepare new volunteers on a regular basis and to introduce Interviews of six experienced teachers and the faculty manager/co-founder of the program, and surveys results from eleven teachers and assistants identified these issues among their top desires for training.\*

- A basic orientation to the cultural framework and the goals of the program.

- Managing the classroom in consideration of low literacy skills of the students
- How to use the texts and supplementary material effectively, without relying solely on them.
- How to make the best use of classroom time, i.e., keeping learners engaged.
- How reinforcement of key concepts can strengthen basic speaking skills in students.

\*Data gathering conducted with C. Chaudoin.

### **Target Population**

New volunteers (those with two or fewer years of experience teaching ESL). The population includes existing and prospective lead teachers, classroom assistants, and on-call substitutes. Some have teaching experience, but few have specific ESL training. Many have basic Spanish skills.

### **Course Description**

***The ESL Classroom: an Orientation and Introduction to Teaching in the St. Mary's Parish ESL Program.***

This ninety-minute orientation and training session will better prepare volunteers with little or no ESL training. Experienced teachers (those with five years or more) will lead less experienced volunteers who wish to lead or assist in a class. While previous sessions have involved “experts” speaking to a group, this training session proposes to incorporate active learning into the program so that volunteers gain hands-on practice and immediate feedback during the session. Through a combination of short lecture, role play, demonstration, discussion, and practice, volunteers will gain an overview of leading or assisting in the ESL classroom at all levels.

A PowerPoint lecture with photos and a short video clip will provide an orientation to the student population and the basic structure of the program. The session will also include a reflective group discussion about the challenges of teaching in a volunteer environment and with this particular population of learners: (variable class sizes, differences in abilities, a need to maintain pride and dignity). Volunteers will leave with an orientation packet that summarizes key points of the training session, resources for teaching, and a guide to the training materials.

The training session three parts: will be divided into

#### **1) The Learner**

An overview (lecture and Powerpoint) of a typical class, covering:

- a) In introduction to the program
- b) Issues facing adult learners
- c) Characteristics of St. Mary's ESL students
- d) Methods and materials used in the ESL program: Foundations (beginning students) Side by Side (advanced students), supplementary materials.

## 2) **The Learning Situation**

Demonstrations of three different learning activities by veteran teachers

- a) Introducing new vocabulary: how to use the textbook to introduce new words and meaning. How to use the CDs for listening practice, how to use picture cards to test recall.
- b) Interactive learning: a trip to the Mall. How to go beyond the textbook
- c) In the community: how to teach vocabulary, important phrases, and responses that prepare a student for typical community interactions.

## 3) **Practice and Feedback**

After a break, volunteers will be given a task – apply a lesson on ordering a meal in a restaurant. They will:

- a) Identify how to select the correct materials for the activity.
- b) Identify how to approach all five aspects of a typical ESL lesson in this activity.
- c) Suggest an interactive activity to reinforce vocabulary and involve all learners.
- d) In small-group discussions, reflect on how their lessons 1) Met the needs of the ESL learner 2) Met the needs of Adult Learners 3) Demonstrated standards-based objectives

## **Objectives**

Primary terminal objective:

*Given an introduction to the St. Mary's Program materials, a demonstration of learning activities, and a practice session with feedback, the volunteer will be able to plan and lead a 90-minute class for beginning students of English that: 1) meets standards-based objectives 2) demonstrates the correct selection of materials 3) demonstrates a strong familiarity with the dominant characteristics of a typical St. Mary's ESL student and 4) demonstrates the five aspects of a typical lesson plan.*

Primary objective domain: **cognitive**. Volunteers will acquire the basic skills of applying standards-based ESL concepts to a class.

Secondary objective domains: **Affective and interpersonal**. 1) Affective: Volunteers will learn how to identify and respond to cultural and adult learning issues that may impede student learning and create conflict in the classroom. 2) Interpersonal: Volunteers will learn how to use communication skills in the classroom to engage all learners, minimize conflict, and make students feel encouraged and supported.

**Enabling objectives: Part I: The Learner**

- 1) Provided with a statistical breakdown of the typical ESL learner in the St. Mary's Program, the student will be able to name **three out of six characteristics** of the typical St. Mary's ESL student. (low literacy, living at poverty level, recent immigrants, Latin American, between the ages of 20-35, working in the service industry).
- 2) Provided with an introduction to adult learning principles, volunteers will be able to name **three out of five** characteristics of the adult learner: Diverse experiences, diverse learning styles, self-directed, motivated to improve their lives, and eager to apply knowledge to everyday situations.
- 3) Provided with a detailed explanation of curriculum standards and frameworks, volunteers will be able to name **three out of five** curriculum standards applied in the Foundations curriculum: EFF, SCANS, CASAS, LAUSD, and FLORIDA.
- 4) Provided with an in-depth explanation of the structure of the program, students will be able to define **ALL FIVE** primary activities of a typical lesson.
  - a). Listening and speaking
  - b). Reading and writing
  - c). Numeracy
  - d). Basic grammar
  - e) Community civics and culture

**Enabling objectives: Part II: The Learning Situation**

- 1) Provided with a demonstration of how to introduce a new chapter, the volunteer will be able to describe **five aspects of a typical lesson** and identify how *each* resource is used to develop key competencies:
  - a. Introducing lifeskills vocabulary
  - b. Using real-life conversation practice
  - c. Using picture cards to test vocabulary recall
  - d. Using the Foundations CD for listening practice.
  - e. Using the chapter test to review and determine if students are ready to proceed
- 2) Provided with a demonstration of action-oriented instruction, “A Trip to the Mall,” the volunteer will be able to plan and **three types of interactive learning**: movement activities, games, and team projects.
- 3) Community tasks: Provided with an overview of typical community situations, a demonstration by experienced teachers, and an overview of the typical ESL student, the volunteers will be able **to incorporate in each lesson** an activity that prepares new English speakers for typical scenarios in the community.

### Enabling objectives: Part III: Practice and Feedback

Given the Foundations materials, a checklist of standards-based objectives, and a demonstration by experienced teachers, volunteers will plan a lesson that:

- a) demonstrates at least **all five aspects** of a typical ESL class
- b) demonstrates (**without error**) the proper selection of the materials used
- c) reflects **an understanding of**: the St. Mary’s ESL student and the adult learner.

### Evaluation Strategy:

This course will use Level 1, Level 2, and Level 3 evaluations.

Level 1:

A) Upon completion of the training, volunteers will take a survey evaluating how helpful the training was to them as a beginning or new teacher. A series of 10 questions, using Likert Scale responses, will measure their response to the training.

B) In an oral post-test given at the conclusion of the session, volunteers will also be asked to name:

- Three characteristics of the St. Mary's ESL student
- Three characteristics of the adult learner
- Five primary activities of a typical lesson

Participants will also be asked open-ended questions about what they still feel uncomfortable about or inadequately prepared for.

Level 2: Experienced teachers will provide immediate constructive feedback after students have presented a sample lesson during the training. Here, students will demonstrate an understanding of how the materials are used.

Level 3: Experienced faculty/and or the faculty manager will visit classes during the first or second week of the fall term to observe and provide additional feedback.

**Note:** a shortage of teachers may not make this immediately feasible, but there is a desire to build it into the program.

### **Learner Prerequisites**

Required:

An interest in teaching ESL

An interest in a continuing community service commitment in Annapolis

A desire to improve the lives of others

Desirable:

Some teaching experience

### **Facilitator Prerequisites**

Required: The *lead* facilitator will have two or more years of experience specifically teaching in the St. Mary's ESL Program and graduate-level training in education.

Participating facilitators will have taught for at least two years in the St. Mary's ESL program.

Desirable:

ESL training, teaching experience, and five years or more in the St. Mary's ESL program are desired.

Basic knowledge of Spanish

### **Deliverables**

Interview transcripts of teachers and faculty manager

Survey results of teachers

Design plan for a 90-minute session

Plan with layout for the room

Handouts for Teachers

- What to look for in the modeling sessions – a checklist.
- PowerPoint outline view
- An overview of the St. Mary’s program with
  - Key personnel
  - Phone numbers
  - Price list for textbooks and dictionaries
  - Teacher roster
  - How to write pass-on notes

PowerPoint Presentation with photographs and a short video clip

Checklist of five typical classroom activities

Exit survey (Likert scale)

Follow-up checklist for classroom evaluation

<b>QRDP: St. Mary’s ESL Classroom Training</b>		
	Maximum Value	Rating
<b>Rationale</b>		
Mission	5	4
Detail	5	4
Format	5	5
	Subtotal 15 %	13 %
<b>Target Population</b>		
Clarity	5	4
Detail	5	4
Challenges	5	5
	Subtotal 15 %	13 %
<b>Course description</b>		
Course length	5	5
Instructional methods	5	5
Materials	5	4
	Subtotal 15%	14%
<b>Objectives</b>		
Number	5	5
Format	5	4
Detail	5	3
	Subtotal 15%	12 %
<b>Evaluation Strategy</b>		
Detail	4	4
Process	4	3
Thoroughness	4	3
	Subtotal 12%	10 %
<b>Participant Prerequisites</b>		



Clarity	4	4
Ranging	2	1
	Subtotal 6 %	5%
<b>Facilitator Prerequisites</b>		
Minimum Standards	6	5
Clarity	6	5
	Subtotal 12%	10 %
<b>Deliverables</b>		
Thoroughness	4	4
Clarity	3	3
Responsibility	3	2
	Subtotal 10 %	9 %
Total	100 percent maximum	86

## Part II: Lesson Plan

**Implementation Time:** 3: 15 hours (Two 10-minute breaks included)

### **Required Materials**

- Copies of “Foundations” books, picture cards, workbooks, supplementary materials
- Website links for ESL material (embed in the Powerpoint)
- PowerPoint notes view for the facilitator
- Course Roster (for facilitator use)
- Volunteer orientation packet:
  - Lesson objectives
  - Copy of the Gina Valdés poem, “English con Salsa”
  - Key definitions:
    - Andragogy
    - Standards-based ESL instruction: EFF, CASAS,
    - Life-skills vocabulary
  - Complete list of classroom and Internet resources
  - Roster of volunteers, with lead teachers (with keys) identified.
  - Classroom layout of the high school, with restrooms marked
  - Helpful terms in Spanish
  - Procedures for pass-on notes
- Evaluation sheet for practice/feedback session

### **Equipment**

- Projector hooked up to facilitator computer /must have audio

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- Table for instructor materials near projector
- Projection screen

### **Personnel**

- Facilitator
- Three experienced teachers (Rosa Johnson, Jane Addeo, Talke MacFarland)
- Volunteers (3) to distribute and collect survey information, help hand out materials, clean up after snack break, set out lunch, help clean up after lunch.

### **Room Arrangement**

1. Class will begin with tables and chairs arranged in U-shape around the facilitator so that they can see the PowerPoint, facilitator, and each other.
2. Move chairs and tables to small group arrangement for the second half of the class.
3. Return chairs to the U-shape for the final portion of the class.
4. Place refreshments, napkins, plates, spare notepads and pens within easy reach of participants.

### **Pre-Course Checklist**

#### ***Two Months in Advance***

- Book meeting room.
- Make sure textbooks and other materials have been ordered and are ready to distribute.
- Send e-blast “Save the Date” to participants: begin registration.
- Secure donation of lunch: Whole Foods or Graul’s.

#### ***One Week Prior***

- Send e-mail reminders to participants. Finalize numbers.
- Assemble, proofread, and copy all materials for the volunteer packet.
- Finalize lunch order with donor.

#### ***Day Before Course***

- Buy snacks and drinks at BJ’s.
- Arrange for lunch pick-up among the orientation helpers.

#### ***Day of Course***

- Arrive one hour before the course begins. Arrange tables and chairs.
- Collect textbooks from the supply closet and set out on the table for volunteers.
- Make sure the room is cool.
- Test-drive the PowerPoint. Set audio levels for the video clips.
- Put water on ice/start coffee/ set out cookies.
- Greet volunteers and go over schedule and tasks.

## LESSON

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Facilitator:

Welcome everyone, and thank you for coming out on this hot Saturday morning! My name is Bunny Wilson, and I'm one of the co-founders of the ESL Program at St. Mary's, a teacher of a Level 1A class, and the volunteer coordinator. In the next 90-minutes, you'll gain an overview of our Program, become familiar with our "typical" student – although you'll find typical can often mean *stereotypical* if we don't consider students as individuals – and see what goes into preparing a lesson.

But first, let's step back and think about the students in our program.

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### **Element One - Gaining Attention**

**Time: 10 minutes**

**Running time: 0.10.00**

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*Ask for a volunteer to read Gina Valdés' poem "English con Salsa."*

English con Salsa

Welcome ESL 100, English Surely Latinized  
inglés con chile y cilantro, English as American  
as Benito Juárez. Welcome, muchachos from Xochicalco,  
learn the language of dólares and Dolores, of kings  
and queens, of Donald Duck and Batman. Holy Toluca!  
In four months you'll be speaking like George Washington,  
in four weeks you can ask, More coffee? In two months  
you can say, May I take your order? In one year you  
can ask for a raise, cool as the Tuxpan River.

Welcome, muchachas from Teocaltiche, in this class

we speak English refrito, English con sal y limón,  
English thick as mango juice, English poured from  
a clay jug, English tuned like a requinto from Uruapan,  
English lighted by Oaxacan dawns, English spiked  
with mescal from Mitla, English with a red cactus  
flower blooming in its heart.

Welcome, welcome, amigos del sur, bring your Zapotec  
tongues, your Nahuatl tones, your patience of pyramids,  
your red suns and golden moons your guardian angels,  
your duendes, your patron saints, Santa Tristeza,  
Santa Alegría, Santo Todolopuede. We will sprinkle  
holy water on pronouns, make the sign of the cross  
on past participles, jump like fish from Lake Patzcuaro  
on gerunds, pour tequila from Jalisco on future perfects,  
say shoes and shit, grab a cool verb and a pollo loco  
and dance on the walls like chapulines.

When a teacher from La Jolla or a cowboy from Santee  
asks you, Do you speak English? You'll answer, Sí, yes  
simón, of course, I love English!

And you'll hum  
A Mixtec chant that touches la tierra and the heavens.

**Facilitator:**

To start with, what do you think about when you listen to Valdés' poem? What about all those unfamiliar words?

***Spend at least five minutes discussing the theme of Valdés' poem. Draw out volunteers' viewpoints about what it was like for them to learn a second language or be in another country where they didn't speak the language. Point out how the poem celebrates Latin American culture.***

There is a lot of irony in the poem, isn't there? At the same time, it captures the enthusiasm that our students bring to the program, and the rich culture they bring to us from their home country.

Before we launch into our training session, I'd like you to know a little bit about our students, our teachers, and the goals of our Program.

***Launch PowerPoint with short video clips of two teachers/two students describing the benefits of the program.***

- *Why I teach – ESL teacher. Talke MacFarland. "Going to class is such a boost!"*

- *Why I want to study English – student. Karla, a food service worker. “It’s embarrassing to not speak English.”*
- *“At first I didn’t know what I was doing...I just opened the textbook” – Maria Pallares, new volunteer*
- *“I need English for my work.” – Nelson, employee of a landscaping company.*

***After the video clips, stop the PowerPoint on Slide 1: “Our Objectives for Today”***

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**Element Two: Direction**

**Time: 5 minutes**

**Running Time: Running time: 0.15.00**

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Facilitator: Because you’re here today, you want to provide a service to others and you want to be an effective teacher of English. What does that mean, particularly when you have no background in teaching English as a Second Language?

To ensure a consistent quality of our classes, we use a series of textbooks and supplementary materials that use standards-based instruction.

Also, because we team-teach these classes, it’s important for EACH teacher to follow a consistent method to assure the quality of our classes. But that doesn’t mean you can’t be creative. We’ll see some examples of that today!

Now, I know when we use technical terms, it can be a little intimidating, especially to those of you who haven’t worked in education. In short, standards-based instruction means that we aim to provide instruction that helps our students learn what they need to know to succeed in everyday life. In each class, we have five basic skill areas we are trying to work on.

We seek to deliver courses that meet a number of standards in ESL education, and we keep these in mind in each activity that we introduce into the classroom.

Here’s our plan for today:

- First, we’ll talk a little bit about our students, and the cultural considerations of teaching ESL.
- Second, I’ll provide a little bit of background on what it means to teach adults. If you’ve worked in K-12 education, as some of our volunteers have, you need to know some of the things that are unique about the adult learner.
- Third, let’s take a look at what happens in the classroom: we’ll watch a short video clip of one our most experienced teachers, Rosa Johnson, introducing vocabulary to our Level 1a students.
- Rosa, Jane Addeo, and Talke MacFarland—all of whom have been with us for several years – will then demonstrate three different types of lessons that you will

- put into practice into the classroom. They'll talk about how they adapt to the needs of our particular learners and programs.
- Then, after our break – your turn! You'll split up into teams to present a short lesson that is very typical of the type of instruction we do in the program. Each of you will have an everyday situation. You'll introduce new vocabulary for that lesson. You'll choose the material you want to use. Then you'll “teach it” to the rest of us.

What will you be able to do after our session today? ***Advance to slide #2: “Training Objectives”***

- List characteristics of the St. Mary's ESL student
- List characteristics of the Adult Learner
- Demonstrate how the different materials are used separately and together in the classroom
- Define standards-based objectives
- Prepare a learning activity based on an objective

***Ask for questions.***

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**Element 3: Recall of Prior Learning**

**Time: 10 minutes**

**Running time: 0.25.00**

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**Facilitator:** There is one main reason students come to us to learn English. What do you think it is? And how do you think that it influences the structure of our program?

***Pause to allow volunteers to think critically about the question.***

Think back to that poem for a moment. It was a humorous poem, but what was its serious message?

What was it like for you to learn a foreign language? What worked for you?

***Wait for volunteer responses; as reinforcement, point out the fact that the poem explores the low-wage jobs many immigrants hold because of their lack of language skills and the aspirations they have to achievement more. Talk about how much practice and reinforcement is needed to learn new vocabulary.***

Our program seeks to build conversational and comprehension skills that give students a better chance to be a part of our community.

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**Element 4: Content: Lecture and discussion**

**Time: 25 minutes**

**Running time: 0.50.00**

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First, a little bit about our Program. ***Advance to Slide 3: “A Short History of St. Mary’s ESL”***

***In your own words...***

***Step away from the script and talk informally about the genesis of the Program. Explain your involvement. Describe parish support and funding. Talk about how many volunteers take part in the program.***

In short, our program got started because a group of people saw a need that wasn’t being filled. We’ve been fortunate, because of volunteers such as you, to be able to provide these classes for almost nine years now.

Now, let’s look at who are students are. I’m going to move through these next slides without comment – just keep track of what you’re reading here and we’ll talk about this in a few minutes.

***Review the statistics on Slides 4-6: “The ESL Learner at St. Mary’s”***

What do you notice about our students? What stands out to you as those things that matter most in our classroom?

Yes, 95 percent of our students are Latin American. 80 percent of our students are from El Salvador. When we surveyed them on the jobs they hold, we found these were the top three professions: 1) landscaping 2) the food service industry 3) housekeeping, and other domestic service, such as child care.

Keep in mind that many students work two or more jobs!

Seventy percent of our students are male. The average age is 30. And the average of time spent in the United States is -- three years. You may be surprised that many still struggle with English, but keep in mind, in their communities and on their jobs they don’t have the opportunity to practice English. They speak Spanish or another language at work and at home.

I think the most startling statistic for most of our new volunteers is this one:

***Advance to slide #7: “Previous Education of our Students”***

Only 50 percent of our students have finished high school in their home country. And 1 out of 10 of our students are functionally illiterate. This has important implications for our work in the classroom.

***Advance to slide #8: “Adult learners”***

Now that we know who our students are, how do we teach them? Let’s start by introducing a term you may not have heard of: andragogy.

Introduced in the late 1960s by educator Malcolm Knowles, andragogy is a way of looking at how adults learn best. Here are some key things to keep in mind about the adult learner, and later – in our demonstrations and in our practice session, we’ll look for ways to reinforce these ideas.

***In your own words. . . Introduce each of these characteristics of the adult learner and talk a little bit about each one.***

(From: Knowles, Holton & Swanson, 2005).

- Adults are motivated by immediate needs in their lives.
- Adults are self-directed – they don’t want to be treated like children when they come to the classroom – even if we’re teaching them in a high school classroom!
- Adults have rich experiences that they bring to the classroom. They will want to put new learning in context of these experiences. Remember that they may have had limited experience in formal educational settings, but that doesn’t mean they aren’t smart and capable!
- Now, this is probably one of the most important concepts to the ESL classroom. Our students are ready to learn because they identified a need in their life. They come here sometimes every night a week to address deficiencies that are affecting their lives.
- Students want to apply learning to their own lives – today if possible!
- Adult students bring internal and external motivation to the classroom. Many of our students are here because their employers require them to take classes. Some are hoping to take the citizenship exam. But you’ll also find many with strong internal motivation to learn on their own.

So to review: our learners are unique individuals with different life stories. It’s important to treat them as adults and establish an atmosphere of mutual respect in the classroom.

Now, let’s hand out the textbooks and a list of terms you’ll need to know to put your lesson-planning in context.



***Helpers pass out the Foundations textbooks, activity workbooks, multilevel books, and picture cards, as well as a handout with definitions of the ESL standards on which the Foundation textbooks are based.***

One of the most important things to note early on is this: we are not after mastery of certain subjects. What we're after is competency in the basics for our beginning ESL Learners.

***Advance to slide # 9 : “Methods and Materials: Standards-based Instruction”***

Earlier I used the term standards-based instruction. If you open your Teacher's Guide – that's the big, fat, spiral bound book – to page 10 and 11, you'll see a grid that shows you just what these standards are.

On the left side of your book, you'll see topics that the textbook covers. And across the top, you'll see what we teach and how each lesson's activities fits into these grids.

The first five are fairly self-explanatory: ***Advance to slide #10: Skill Areas***

These are the five basic skill areas we cover in our classes. We can't get them all in every lesson, but we try to hit on ALL of them in one week of instruction – as a team, working together.

- Listening and speaking
- Reading and writing
- Numeracy and math – we'll explain the distinction later; and
- Basic grammar – remember, we need to keep it pretty basic here, given the characteristic of our learners
- Community, civics, and culture – it's a goal of the program to help our students work and live and be a part of our community. So we gear lessons to this important goal.

Now, how about these five boxes on the right? ***Point to the section in the teacher's guide.***

Curriculum Standards & Framework – and underneath that, a whole lot of acronyms and numbers. What's important for you to know here?

Your packet includes a definition of these terms, but I just want to tell you briefly about what they mean. Each lesson in the textbook is geared to standards for what ESL experts believe beginning learners of English must know.

***Advance to slide # 10 “Curriculum Standards,” give a brief explanation of each framework: EFF, SCANS, CASAS, LAUSD, FLORIDA. Point out the definitions of these terms in the volunteer orientation packet.***

Our classes are designed so that students are:

1. Gaining different types of skills .
2. Receiving instruction according to accepted best practices and standards.
3. Building on a progression of skills.

***Advance to slide # 11: “Materials”***

Each of the materials you have in front of you is used in the class, and these are your copies. Put your names in them! We keep one set of Picture Cards in the materials closet of each classroom, and by the way – PLEASE keep them in order! Let’s take a look at each of these resources.

1. ***Hold up each book and explain its basic structure.***
2. ***Explain how the teacher’s guide adds supplementary activities such as games and group work.***
3. ***Show the basic structure of the primary textbook.***
4. ***Show the CDs in the back of the activity workbook and explain the listening exercises; why hearing other than the instructors’ voices is helpful.***
5. ***Pull out a picture card, also pointing out the index cards in the back. Explain how the picture card assists students with poor reading skills and builds on fluency in speaking.***
6. ***Show the multi-level CD and explain procedures for making copies of worksheets – show an example of a sample job application printed out from the CD for practice in the classroom.***

So what do we actually do with this material? As you can imagine, there’s much more involved than in standing at the lectern and reading from the book.

Let’s take a peek into a classroom. Here, you’ll see Rosa Johnson introducing our Level 1a students to new vocabulary. That’s how every new chapter in Foundations starts. But as you watch Rosa in action, pay attention and jot down what you see. After this, I promise you – a quick break.

***Advance to slide # 12 “Instruction in Action” and play the video clip of Rosa Johnson introducing school vocabulary (teacher, principal, gym teacher, etc.) in her class.***

So, what did you notice about how Rosa introduced her lesson?

***Wait as volunteers list some of the things they noticed. Continue to solicit answers and be sure the following are covered:***

1. *Rosa walked around the room and encouraged responses; Rosa repeated vocabulary clearly (but not loudly! Hearing isn’t the problem!).*
2. *Rosa provided several definitions of each term and talked about them in context.*
3. *Students repeated each word, chorally and individually.*
4. *Rosa used humor and a friendly demeanor to coax shy and disengaged students into speaking.*

Let's take a quick break – about 10 minutes. Refresh your coffee, and when we come back, Rosa will start off our demonstration by leading us in a short review of how to introduce new vocabulary using a variety of resources.

***Turn off the projector, move in the white boards. 10-minute break***

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**Application Feedback Level 1: Short demonstrations: 15 minutes each/ followed by student observation and guided discussion.**

**Time: 50 minutes**

**Running time: 1: 50**

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Facilitator: You've learned a little about our learners. You're now familiar with our materials, and how they're based on certain standards in ESL education. And you know the five basic skills areas we try to incorporate in each lesson.

But what do we DO in the classroom? This morning, we're fortunate to have three veteran teachers with us to demonstrate some methods for us.

***Introduce Jane Addeo, Talke MacFarland, and Rosa Johnson. Talk about their background.***

Rosa will demonstrate how to use the photo dictionary pages and the model conversations in the textbook. Then she'll draw a listening exercise from the workbook.

Talke will talk about going BEYOND the textbook to incorporate that all-important community civics and culture aspects of the program by leading us all on a trip to the mall.

Finally, Jane will illustrate the importance of having fun in the classroom by showing us three different types of games that illustrate vocabulary building and interactive learning.

***Short demonstrations begin. After each demonstration, ask volunteers to link what they saw to skill areas, materials, and program standards. On the whiteboard list:***

	Rosa: New Words	Talke: A trip to the mall	Jane: Fun and Games
<b><i>Skills areas</i></b>			
<b><i>Methods and materials</i></b>			
<b><i>The St. Mary's ESL Learner</i></b>			
<b><i>The Adult Learner</i></b>			

***Ask volunteers to identify what they have observed in each area for each lesson. Ask volunteers to comment on why what they saw was effective for this particular learning population.***

Here are the things I'd like to emphasize now that we've had a chance to watch these pros in action:

- We use a variety of materials: Rosa used the textbook, workbook, and picture cards to reinforce vocabulary. She kept in mind the low-literacy of our students.
- We like to get OUT of the textbook and get students moving and working with each other. By moving students to the board to buy something from their favorite store at the "mall" she drew on the board, Talke got the students to demonstrate what they are learning. Note that she worked numeracy and math skills in her lesson. Also, note that adults learn best when they get to apply what they learn. It's really helpful for our students to learn how to purchase something, ask for change, and ask for directions, as they practiced in the mall exercise.
- And as Jane showed, we like to have fun. The game of concentration using the Picture cards, the short "Wheel of Fortune" exercise, and Hangman are all examples of making learning enjoyable. But notice how much vocabulary was reinforced in that lesson.

Let's take one more short break, then we'll come back so you can get a chance to show us what you've learned! ***10-minute break***

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### **Application Feedback Level 2: Practice Activity with Feedback**

**Time: 40 minutes**

**Running time: 2:40**

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***Rearrange the chairs for team work. Divide the group into three teams with four volunteers each. Give each team a set of materials and ask them to 1) plan one living-skills activity with the material they have been presented and 2) to aim to practice certain skills.***

**Team 1:** Ordering in a restaurant: Picture cards, workbook, textbook, teacher's manual, listening, reading, community.

**Team 2:** Catching the bus to Bank Street: Foundations CD, activity workbook and foundations CD. Vocabulary, listening skills:

**Team 3:** Going to the bank: Play money, Foundations textbook, picture cards. Numeracy and mathematics, civics.

Facilitator: Now it's time to apply what you've learned to some creative lesson planning. Each of you has some materials, some basic instructions from your textbook. What would you do with this material? What else might you use that you didn't have on your table?

***Split experienced teachers up among the teams to offer guidance and observe. Have the experienced teachers to provide feedback and additional suggestions. Ask each group to describe how they will approach the lesson.***

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**Application Feedback Level 3: Group Discussion**

**Time: 15 minutes**

**Running time: 2:55**

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***Return the chairs to the semi-circle.***

Facilitator: Thanks, everyone, for your creative and interesting presentations! I know you're all getting hungry, and lunch is ready, so hang in there with us. In these last few minutes, we'll put everything together.

Let's talk first about what you learned in your practice activity. Do you find the books easy to use? Did you identify activities in the teacher's workbooks that would be helpful? Was there anything confusing about the directions?

***Ask volunteers to identify what skill areas were explored and what other materials might have been used.***

***Ask each group of volunteers to point out what techniques they saw in each other's lessons and make additional suggestions.***

What did our role models find that they want to comment on for everyone? What other approaches have you used to develop these skills?

***Spend this last part of class going over some of the dynamics of the actual ESL classroom – when things don't go exactly as planned.***

Now that you have a good picture of our learners, what problems do you think you might encounter in the classroom? ***Have volunteers and experienced teachers brainstorm solutions together.***

Knowing more about the cultural considerations in the classroom, what are some the issues you might encounter? ***Have experienced teachers share some of the aspects of working with Latin American students, as Jane points out, the “machismo” factor. Ask volunteers how they might approach typical situations.***

You're familiar with our materials – but what are some of the limitations you see with them? ***Have experienced teachers share some stories of student struggles with illiteracy. Ask volunteers how they think they will manager classes with students of widely varying abilities.***

Is there anything else you'd like to ask about our classroom, our students, or the St. Mary's Program?

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**Evaluation**

**Time: 10 minutes**

**Running time: 3:05**

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Before we close today – a short quiz!

***Helpers hand out the quizzes with these questions:***

- Where in your teacher's material can you find:
  - the Foundations CD?
  - The multi-level skills-application worksheets?
  - Listening exercises?
  - Chapter review tests?
- Name 3 characteristics of the St. Mary's ESL student
- Name 3 characteristics of an adult learner
- Name the 5 basic skill areas explored by the materials and our supplementary activities in the classroom.

**Element Nine - Closure**

**Time: 10 minutes**

**Running Time: 3:15**

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***Advance to PowerPoint Slide 15 – “Recap”***

***Put answers to the questions up on the PowerPoint Slides to reinforce answers.***

***Review the major skill areas and remind volunteers how they demonstrated them in their own practice lessons, along with keeping in mind characteristics of the learner.***

***Ask for questions.***

Thanks again to our role models – Jane, Talke, and Rosa – and to all the helpers who came out for the training session today. Thanks, especially to you volunteers for taking the time to learn about our program, get familiar with our learners and materials, and prepare to lead your first solo lesson in September! We’ll see you in the first week in September for registration, and then you’re ready to lead or assist in a beginner-level class!

We’ll be visiting you in the first couple of weeks of your class to observe and offer some feedback. In your volunteer packet, you have a copy of the skills activities and standards – we’ll use this checklist to provide some feedback to you, just as you responded to our model demonstrations today:

***Invite participants to lunch and to continue to discuss the session. Ask volunteers to fill out a short survey on the effectiveness of the training before they leave.***

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**Program Evaluation**

**Please rate each of these sessions and tell us how we did in preparing you to teach:**

**1.) Overview of the program and the learners**

Very informative	Informative	Neutral	Not Informative	Not at all Informative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2.) Introduction of materials and standards**

Very helpful	Helpful	Neutral	Not Helpful	Not at all Helpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3.) Teacher demonstrations**

ESL: Summer Training Program for New Teachers

Very helpful      Helpful      Neutral      Not Helpful      Not at all Helpful

                      

**4). Practice session**

Very helpful      Helpful      Neutral      Not Helpful      Not at all Helpful

                      

**5). Discussion**

Very helpful      Helpful      Neutral      Not Helpful      Not at all Helpful

                      

**6). Overall, how well prepared do you feel to teach ESL?**

Well Prepared      Prepared      Neutral      Not Prepared      Not at all Prepared

                      

**Please list any area you would like more support or training in before you begin teaching:**

**Thank you!**

**QRLP**

	<b>Maximum Value (%)</b>	<b>Rating (%)</b>
<b>Gaining Attention</b>		
Gains Attention	4	4
Brevity	3	2
Relates to Content	3	3
Transition	2	2
<i>Subtotal</i>	12	11
<b>Direction</b>		



ESL: Summer Training Program for New Teachers

Objectives Present	5	5
Clarity	4	3
Transition	2	2
<i>Subtotal</i>	11	10
<b>Recall</b>		
Key Prerequisite Content Covered	3	2
Strategies for Over- and Underqualified Learners	2	1
Transition	2	2
<i>Subtotal</i>	7	5
<b>Content</b>		
Lively	5	4
Clarity	5	4
Transition	2	2
<i>Subtotal</i>	12	10
<b>Application Feedback - Level 1</b>		
50:50 Facilitator-Learner Ratio	4	4
Application Feedback - Level 1 Opportunity	3	3
Clarity	3	2
Transition	2	2
<i>Subtotal</i>	12	11
<b>Application Feedback - Level 2</b>		
30:70 Facilitator-Learner Ratio	4	4
Application Feedback - Level 2 Opportunity	3	3
Clarity	3	3
Transition	2	1
<i>Subtotal</i>	12	11
<b>Application Feedback -</b>		

ESL: Summer Training Program for New Teachers

<b>Level 3</b>		
10:90 Facilitator-Learner Ratio	4	4
Application Feedback - Level 2 Opportunity	3	3
Clarity	3	2
Transition	2	2
<i>Subtotal</i>	12	11
Evaluation		
Evaluation Present	5	4
Clarity	4	4
Transition	2	2
<i>Subtotal</i>	11	10
Closure		
Recap of Content	4	3
Generalization	4	3
Synthesis	3	2
<i>Subtotal</i>	11	8
<b>Total</b>	<b>100 % (Maximum)</b>	<b>87</b>