

## MIDTESOL 2019 Proposal

My objectives for this session are for participants to 1) understand learners' practical needs for English in their daily lives, 2) identify their role in equipping students to use English outside of class, and 3) add three new tools to their "teaching toolbox" to help students increase their daily English use.

In my over 12 years of ESL teaching experience, I have discovered the following primary reasons many adult learners are not using English outside the classroom (and are subsequently failing to make significant progress): a skills deficit (they haven't learned the necessary vocabulary or forms), affective factors (they are self-conscious or nervous about speaking English), and lack of opportunity. Even though English learners in the U.S. appear to have more than enough opportunity to use English in their daily lives, it becomes surprisingly difficult when they are surrounded by friends, family members, and coworkers who speak their L1. When teachers expect their students to actively seek these opportunities without equipping them with the tools necessary to successfully carry out these interactions, it can be too overwhelming of an obstacle for many learners to overcome.

Through the process of confronting this dilemma in my own classes, I have developed several tools for building manageable steppingstones to help learners gain confidence in their interactions outside of class. I will share three of these tools with participants: 1) Self-Assessment and Goal-Setting Worksheet: a great starting point to help students identify how they already use English and how they would like to be able to use it. 2) "English Outside Class" Idea List: specific ways students can practice English outside the classroom that can be assigned by the teacher or selected independently by students. 3) "Real Life English" Lesson Plans: a series of 8 lesson plans I created based on real life situations such as the grocery store, library, post office, etc. A sample lesson will be distributed during the session and participants may also request to receive the entire lesson plan packet by email.

## Presentation Outline

### Set-up

- Put email list signup, pens, prizes in front, accessible to me
- Pass out business cards and chocolates as people arrive
- Put first slide up on screen

### Start: 8:00

### Introductions (5 min)

Find someone you don't know and introduce yourself

### Introduction (5 min) 8:05

- Family
- West Liberty
- ESL Background
  - Education
  - Teaching experience
  - Levels

### Objectives: (3 min) 8:10

*At the end of this workshop, my goal is that you will. . .*

- Understand **challenges** for learners
- Identify **how you can help**
- Add **3 new tools** to your "teaching toolbox"

### Show of hands: (2 min) 8:13

- How many currently teach ESL?
- Current students?
- K12?
- Credit?
- Noncredit?
- Nonprofit?
- Other teaching contexts?

### Brainstorm Session (5 min) 8:15

- Make a list of ways your students need to use English outside the classroom.
- Be specific as possible and think of as many contexts as you can! An idea to get you started: *going to the doctor*
- Call on each pair and ask them to list two speaking contexts that haven't already been mentioned
- It's important to know your students and know their priorities for the contexts in which they need to use English (Academic? Work? Medical appointments? Child's school? Speaking? Writing?)

### Obstacles (5 min) 8:20

- Theoretically, in an ESL context, learners have LOTS of opportunity to speak English in their daily lives. But is this the reality for your students? What do you think?
- If students aren't speaking English in their daily lives as much as they need to or want to, what is preventing them from doing so?
- Is the problem motivation? (possibly, especially in credit setting where classes are required)
- Is it because they lack linguistic skills? (missing vocabulary or grammar to express themselves)
- Is it because of affective factors? (Self-conscious, lacking confidence, shy, etc)
- Lack of opportunity? (depends on size of L1 community) What are the large L1 communities in your area?
- Opportunity: Tools I'm going to talk about are specifically targeting the students who belong to a significant L1 community and lack opportunity to practice English in their daily lives.
- Affective domain: These tools will also address some affective issues because students will gain confidence by building a portfolio of small real- world successes!
- Linguistic: these activities will build linguistic skills by providing targeted instruction in the vocabulary and forms needed for specific tasks
- Motivation: will also boost motivation because if learning relates to students' goals and priorities they are more likely to be interested

### What can we do? (5 min) 8:25

- That's what we're going to talk about right now!
- The ideas I'm sharing are tools I have developed as I have struggled with how to help students overcome these obstacles to use English confidently in their daily lives

- Our role as teachers is to build steppingstones of small successes!

### **Tool #1: Self-Assessment and Goal Setting (5 min) 8:30**

- A great starting point is to have students identify how they're *already* using English and how they *would like to* be able to use it.
- Here's a simple questionnaire I created that I will make available to you.
- Let's hear from one or two people who are already doing this in their classes—how do you help students set goals for what they want to be able to do in their daily lives?

### **Tool #2: "English Outside Class" Idea List (5 min) 8:35**

- One of the most successful techniques I have used--my students love it!
- Gives learners a little push and provides ideas for using their English in daily life.
- You might think this is too obvious, but many of these things are outside students' daily routines!

### **Tool #3: "Real Life English" Lesson Plans (2 min) 8:40**

- Organized by simplest to most challenging
- Adaptable
- Can easily be incorporated into the curriculum you're already using
- Pass around email list signup sheet to receive complete set of lesson plans

### **How to Adapt These Resources for Your Class (3 min) 8:42**

- Identify your learners' priorities and help them set goals
- List achievable tasks: what opportunities exist? Help them come up with ideas!
- Teach a few simple phrases they can use successfully in those situations
- Provide accountability by assigning do-able tasks and following up in class!

### **Wrap-up (2 min) 8:45**

- Email

**Handout #1: Goal Worksheet**

# My English Goals

Name \_\_\_\_\_

What can you do in English?	I can do this now	I can't do this yet
Talk to a neighbor or friend		
Talk to a friend on the phone		
Understand when someone I don't know talks to me		
Read a text message someone sends me		
Send a text message		
Understand the cashier at the store when I am checking out		
Ask a question at the store if I need help finding something		
Send an email or note to my child's teacher		
Talk to my child's teacher in Parent/Teacher Conferences		
Help my child with their homework		
Schedule a doctor or dentist appointment on the phone		
Ask and answer questions at a doctor/dentist appointment		
Understand the bank teller when I go to the bank		
Explain what I need to the teller at the bank		
Talk to my landlord about a problem in the apartment		
Understand my supervisor/coworkers at work		
Talk to my supervisor/coworkers at work		
Understand TV shows and movies without subtitles		
Understand people talking on the radio or a podcast		

Write the 3 **most important** goals that you checked "I can't do this yet":

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Handout #2: English Outside Class Idea List**

**English Outside Class**

*Idea List*

- Call the doctor/dentist office to schedule an appointment
- Go to a store you usually don't go to and ask for help to find something
- Talk to the cashier as you are checking out at the store
- Go to the library and ask for help finding a book or movie
- Send an email to your child's teacher
- Talk to another parent at a school event or school pickup/drop-off
- Talk to the teller at the bank
- Call or text your landlord about a problem in the house/apartment
- Talk to a coworker over your lunch break
- Ask your supervisor a question
- Call or text a friend or acquaintance
- Start a conversation with your neighbor
- Listen to an English radio station or podcast
- Watch an English TV show or movie with subtitles in English
- Watch the weather forecast on TV
- Listen to an English song while you read the lyrics
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Handout #3: Sample Lesson Plan

### Lesson 2: Going to the Grocery Store

#### Materials Needed

- Picture dictionary with section on food/supermarket (*Word by Word Picture Dictionary* pp. 48-55)
- Fliers from grocery stores in your area
- Index cards

#### How Did it Go?

- Ask students to raise their hand if they completed the assignment from the previous class
- Ask how they felt right before they completed the task: Nervous? Excited? How did they feel after they completed the task? Proud? Happy? Successful? Disappointed? Embarrassed?
- Ask a few volunteers to share about their experience. What did they say? How did the person they were talking to respond?
- Have students fill out their Assignment Report for Lesson 1

**Learning Objective:** *Learn common phrases to request help at the grocery store.*

#### What You Already Know

- Ask students where they go to shop for groceries (note any grocery stores in your community that are not mentioned, as English language learners often gravitate to stores where first language support is available, and may shy away from unfamiliar stores)
- Have students work with a partner to make a list of things they might need to say or ask when they go to the grocery store
- Have pairs read their lists, correct mistakes as needed, and write phrases and vocabulary on the board

#### Vocabulary

- *Excuse me, I'm looking for the \_\_\_\_\_.*
- *I'll take \_\_ pound(s) of \_\_\_\_\_, please. (meat counter)*
- Use a picture dictionary to go over useful food and grocery store vocabulary

## Lesson 2: Going to the Grocery Store (continued)

### Practice

- In pairs, have students take turns asking each other “Excuse me, I’m looking for the \_\_\_\_\_” with a food item they might look for in the grocery store. Partner plays the role of a store employee and answers, “It’s in aisle \_\_\_\_.” Students then switch roles. (If available, students can use picture dictionaries during this activity.)
- Repeat activity above to practice ordering at the meat counter: “I’ll take \_\_ pounds of \_\_\_\_\_, please.”
- Using sticky notes, a piece of thick paper, or a notebook to cover the words on the grocery store page of a picture dictionary, have students work in pairs, quizzing each other on food vocabulary by pointing to a food item for their partner to identify.
- Cut out pictures of lesser-known food items from a grocery store flier and write the corresponding name of the food on an index card. Have students match each picture to the correct word.

### Cultural Notes

- Make sure students understand the units of measure used in the U.S. and their corresponding abbreviations: pounds- lbs., ounces- oz.
- Show students how to check price labels on produce to see if the price is per pound (/lb) or individual item (ea.).

### Assignment

- Plan a trip to a grocery store you don’t usually shop at.
- Either 1) order meat at the meat counter or 2) ask a store employee for help finding something.