PDA Introduction to Tutoring ESOL

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Contents

Unit 1 Language and learning in ESOL

Unit 1 Language and learning in ESOL

Unit 2 Developing ESOL Tutoring Skills

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Introduction to the pack

This training pack is intended to support the delivery of the SQA qualification PDA: Introduction to Tutoring ESOL (G91E 46).

The pack is divided into the two Units of the PDA, with 10 sessions provided for each Unit. Each session is subdivided into two or three foci with paper-based handouts and resources following them. The material is also supported by audio visual resources, providing a comprehensive training package for any centre wishing to deliver a course leading to this qualification.

The contents of the sessions reflect the aims and learning outcomes of the PDA and the materials are presented in an order reflecting a suggested delivery sequence for each Unit. However, the pack should be viewed as a menu of resources and trainers are free to amend the content and order of the sessions as appropriate to their own training contexts.

Reference is made to *A Toolkit for Tutors: Design and Delivery* (publication code BB4885), known as the Toolkit, and in particular its sample sessions. It is recommended that trainers consult this publication when creating their course.

The following terms are used throughout the pack:	
trainers	people delivering the course
trainees	people participating in the course
candidates	the trainees when they are being assessed for the Outcomes
tutors	practitioners who deliver ESOL, sometimes replaced by *teacher/lecturer* where appropriate
learners	the ESOL learners, sometimes replaced by *students* where appropriate

Most sessions are designed to be delivered in three hours. Times are given as a guide and will differ according to the group you are working with. For sessions where the level of complexity warrants more time, this has been indicated, eg Unit 1, Session 4 (180–240 minutes). When the session is shorter, usually when it is likely the trainees will be working on their own ESOL delivery, this is also indicated.

Following this introduction, a selection of useful web resources is provided for trainees. It is recommended that trainees are directed to these websites, or other self-access resources selected by the centre, before undertaking the relevant language awareness focus in a session. You may wish to make these available as handouts and/or on a virtual learning environment (VLE).

Remember to leave time at the end of each session for review — suggested reviews are provided in the pack. These do not have to take long but help to mirror good practice in the ESOL tutoring environment.

Practical considerations

The following notes flag up areas where particular issues need to be anticipated by trainers, where it would be useful for the trainees to do some pre-session tasks, or where the trainees' own portfolio work could be incorporated into the sessions. More detailed information on aims, preparation and other issues can be found at the beginning of each session and focus.

Unit 1: Language and learning in ESOL

Session 1

If you have not already completed enrolment procedures, you may find you have less time available than anticipated for Session 1.

Sessions 1-6

These sessions cover potentially challenging language areas for the trainees. These include parts of speech (Session 1), word formation (Session 2), word and sentence stress (Sessions 2 and 6), sentence structure (Session 3) and the English tense system (Sessions 4 and 5). It would therefore be very useful to provide the trainees with some pre-session tasks to help prepare them and avoid overload. These could be based on the web resources listed on pp x–xiii, or centres could develop their own.

Session 3

You will need to decide in advance whether you are going to conduct a 'live' foreign language lesson or use the DVD resource provided in the pack. Preparation will be affected by this choice.

You may wish to provide the assessments for Outcome 1 before this session to allow the trainees time to do some prior research and preparation.

Sessions 9 and 10

It is recommended that the trainees are given the opportunity to observe ESOL delivery at first hand. This may need to be organised outside of the course timetable.

Unit 2: Developing ESOL tutoring skills

The practical focus in Unit 2 means that the trainees should have access to a variety of teaching aids and materials. If these are limited at your centre, or have to be brought in from outside, some planning ahead will be useful — particularly where the sessions need to be adapted to suit the resources available. See below for those sessions where this may be an issue.

The trainees will need to be provided with assessment timetables detailing when they will undertake their observations for Outcome 1. For Outcomes 2 to 4, practical considerations will include whether the trainees need to be provided with learners and where/when tutoring sessions will take place.

As the trainees will be working with their learners during this Unit, it is essential that time is given for them to work on their plans, resources and reviews, with appropriate support

provided when doing so. Taking account of this, some sessions indicate in the notes sections opportunities to incorporate the trainees' own portfolio work into the session itself (see below).

The Toolkit provides further information on the timetabling and organisation of this Unit.

Session 1

For Focus A, copies of the DVD will need to be made with enough TV/DVD players and/or PCs/laptops for groups to view individual learners. Alternatively, additional tasks would have to be provided while groups wait their turn to use the equipment.

Session 2

The notes for Focus A and Focus B detail the teaching aids and other equipment required for this session. Please check this against available resources and adapt the session accordingly.

Session 4

Trainees' lesson plans could be incorporated into this session.

Session 5

Provide adequate notice if you are intending to complete part of the summative assessment for Outcome 1 in this session.

In Focus B, Trainees' session reviews should be incorporated where possible.

Please check the notes for Focus C as a 'mini library' of ESOL resources should be made available.

Session 6

Please adapt the session if a data projector is unavailable (see the notes for Focus B). A variety of paper- and web-based resources are also required, along with access to PCs/laptops and the internet, if the session is to be run as described. The trainees could be invited to bring in copies of the resources and tasks they are using with their own learners.

Session 8

A selection of local, relevant authentic materials should be made available for Focus A. If appropriate, the trainees could bring in examples of authentic resources and tasks they are using with their own learners.

Web-based resources

Pre-session resources

The resources below provide additional support for exploring language areas covered in Outcome 2 of *Language and Learning in ESOL*. They have been divided according to the sessions in which they are introduced. It is recommended that you consult these before the relevant session. Some have been designed for ESOL learners but will also help to develop a tutor's language awareness.

Unit 1 Session 1

Parts of speech/word class

http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/parts.htm
A simple introduction to parts of speech

http://www.englishclub.com/grammar/parts-of-speech.htm
Simple explanations and a quiz

http://www.writingcentre.uottawa.ca/hypergrammar/rvpartsp.html
Another quiz to check recognition of the parts of speech

Unit 1 Session 2

Compounding

http://www.teachingenglish.org.uk/think/knowledge-wiki/compound-word
A brief description of compounding and issues for learners

http://en.wikipedia.org/wiki/English_compound
Technical, but useful for the examples of compound nouns, adjectives and verbs

Syllables and stress

http://www.englishclub.com/pronunciation/word-stress.htm
Clear but basic explanation, some audio clips to listen to and an exercise to try

http://www.teachingenglish.org.uk/think/articles/word-stress
Good explanations and lots of tips on ways to help your learners with syllable stress

http://www.oup.com/elt/global/products/englishfile/elementary/c_pronunciation/ef_stressgame/
A game-based activity to identify word stress

Affixation (prefixes and suffixes)

http://www.esl-galaxy.com/prefixsuffix.html

A simple overview of affixation with links to exercises

http://indodic.com/affixListEnglish.html

A useful reference list of affixes and what they do

http://www.englishmedialab.com/Quizzes/advanced/prefixchoice.htm

http://www.esltower.com/GRAMMARSHEETS/prefixes/prefixboard.pdf

A selection of web-based or printable exercises you could use with your learner(s)

Unit 1 Session 3

Sentence structure

http://www.bbc.co.uk/skillswise/words/grammar/sentencebasics/whatisasentence/

An introduction to basic sentence structure

http://en.wikipedia.org/wiki/Subject_Verb_Object

An article comparing basic word order patterns in different languages

Unit 1 Session 4

The present

http://www.english-the-easy-way.com/Present_Tense/Present_Tense_Page.htm

An overview of the present tenses with examples and exercises

http://www.usingenglish.com/quizzes/154.html

http://www.learn-english-today.com/lessons/lesson_contents/pres-perf_simple-cont-mistake-ex.htm

A selection of exercises on the present tenses

Unit 1 Session 5

The past

http://www.english-the-easy-way.com/Past_Tense/Past_Tense_Page.htm

Overview of the past tenses

http://www.past-simple.com/Past-Simple.htm

A page focusing on the past simple with a variety of exercises

http://www.englishtenseswithcartoons.com/tenses/past_perfect

A useful overview of the past perfect with exercises

The future

http://www.english-the-easy-way.com/Future_Tense/Future_Tenses.htm

Overview of future forms

Unit 1 Session 6

Sentence stress

http://www.englishclub.com/esl-articles/199810.htm

The first part of this article revises word stress; the second introduces sentence stress

http://www.englishclub.com/pronunciation/sentence-stress.htm

Further guidance with audio clips

http://www.englishraven.com/files/TeachingSentenceStress_1_.doc

Ideas to use with learners

General resources

Below are some more useful ESOL websites for you to explore:

The Scottish context

http://www.scotland.gov.uk/Publications/2007/05/09155324/0

The Adult ESOL Strategy for Scotland

www.esolscotland.com/

A website supporting the Strategy

http://www.sqa.org.uk/sqa/esol

Resources for teaching towards SQA ESOL National Qualifications at the various levels

http://www.sqa.org.uk/sqa/tesol

Information on professional development for ESOL practitioners

ESOL terminology

http://www.teachingenglish.org.uk/think/knowledge-wiki/teaching-knowledge-wiki

A collection of definitions of terminology used in ESOL

ESOL literacies

http://www.sqa.org.uk/sqa/33697.html

A learning support pack for teaching ESOL literacies learners, including a useful tutor guide

http://www.esolliteracy.co.uk/

Lisa Karlsen's ESOL literacies materials

Learner feedback

http://www.ncsall.net/?id=279

National Centre for the Study of Adult Learning and Literacy

http://www.teachingenglish.org.uk/try/activities/getting-student-feedback

British Council article

Citizenship

http://www.esolscotland.com/citizenship.cfm

http://www.lifeintheuktest.gov.uk/

http://www.niace.org.uk/projects/esolcitizenship/Home-Scot.htm

The Scottish Citizenship ESOL materials pack

http://www.cambridge.org/elt/esol/citizenship.htm

You can try out an online version of the Life in the UK test here.

General teaching and learning resources for ESOL

http://www.teachingenglish.org.uk/

British Council site

http://www.talent.ac.uk/

Downloadable teaching materials and other resources

http://www.bbc.co.uk/worldservice/learningenglish/

BBC site

http://www.esoluk.co.uk/

Audio visual materials suitable for both language and literacy learners

http://www.onestopenglish.com/

A resource from Macmillan Publishing

The following icons are used to indicate when to use audio and video resources:

Audio

Video

Acknowledgements

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