

## Unit 1 > Session 10

This session aims to:

- develop an awareness of ESOL levels (Outcome 4)
- introduce the concept of 'spiky profiles' (Outcome 4)
- practise language selection for different levels (Outcome 4)
- develop awareness of tutoring low level learners (Outcome 4)
- provide preparation for Outcome 4 assessment (Outcome 4)

We suggest that you allocate 180 minutes for the session.

## Focus A Language selection and level

|              |                                                                                                                                                                                                              |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aims:        | To develop an awareness of ESOL levels<br>To introduce the concept of 'spiky profiles'<br>To practise language selection for different levels                                                                |
| Time needed: | 90 minutes                                                                                                                                                                                                   |
| Materials:   | <a href="#">Handouts 1 and 2</a><br><a href="#">Resources 1 and 2</a><br>Session 7, Handout 4 (Writing criteria and level — equivalences table)                                                              |
| Preparation: | Cut up Resources 1 and 2<br>Make spare copies of Session 7, Handout 4 in case the trainees do not have theirs to hand<br>See also Toolkit Sample Session 9, page 84                                          |
| Notes:       | This Focus builds on Session 7, where the trainees are introduced to concepts of language levels. It would be worthwhile highlighting the SCQF levels and how they are of increasing importance in Scotland. |

## Task 1 Functions and level

### Stage 1

Refer back to Session 9 and review the terms *function* and *exponent*. Distribute the cards from [Resource 1](#) to small groups who sort them into four functions with three exponents each.

### Answers

| Introducing someone                            | Making suggestions          | Disagreeing                            | Talking about ability                 |
|------------------------------------------------|-----------------------------|----------------------------------------|---------------------------------------|
| This is Jane.                                  | Let's go for a walk.        | I don't agree.                         | He can swim.                          |
| I'd like you to meet Bob.                      | Why don't we go for a walk? | I can't really agree with you.         | He's great at chess.                  |
| Have you been introduced to my colleague Amir? | Are you up for a walk?      | I don't think we see eye to eye there. | He's very adept at playing the piano. |

On the board, write *Elementary*, *Intermediate* and *Advanced* — space them widely. Focus on the ‘Making suggestions’ function. In groups, the trainees decide which exponent would be appropriate for which level and why. By this point in the course they should have some ideas about level, so there should be little need for preamble to the task.

#### Potential feedback

##### **Elementary: Let’s go for a walk.**

Easy structure, but perhaps some confusion caused by the contracted ‘s’.

##### **Intermediate: Why don’t we go for a walk?**

Longer structure, but fairly clear. Negative question might be more difficult at lower levels.

##### **Advanced: Are you up for a walk?**

Colloquial construction that uses a difficult verb structure.

The trainees should look at the other functions and discuss their choices in small groups. Each group should provide feedback on one of the functions.

### Stage 2

Write 2, 4, 6 beside Elementary (2), Intermediate (4), Advanced (6). Elicit what the levels at 1 (beginner), 3 (pre-intermediate) and 5 (upper-intermediate) are called.

Remind the trainees that these are generic terms used internationally in ELT (often for coursebooks). In Scotland, learners and classes are also often referred to by SQA NQ ESOL levels. Refer to the table of equivalences given in Session 7, Handout 4 and check that trainees can see how the SQA levels (Access 2, Access 3, Intermediate 1, Intermediate 2 and Higher) fit with the generic levels.

Also, it is important to point out here how these qualifications are mapped against the Scottish Credit and Qualifications Framework (SCQF). These are made clear in the table of equivalences that the trainees were given.

### Stage 3

Tell the trainees that they are going to look at three examples of activities which come from the SQA ESOL support materials. The tasks are set at Access 2 (for beginner/elementary learners), Intermediate 1 (for intermediate learners) and Higher (for upper-intermediate/advanced learners). Provide [Handout 1](#) and ask the trainees to decide which task corresponds to which level. They should do this individually. They should then discuss in pairs or small groups what features of each helped their choices.

## Answers and potential feedback

### Example 1:

Higher — DV34 12: ESOL: Everyday Communication page 64

### Example 2:

Access 2 — F1AD 08: ESOL Transactional Student Notes page 36

### Example 3:

Intermediate 1 — F1AD 10: ESOL: Transactional Contexts Student Notes page 60

### Features:

- variety of grammar structures
- variety and complexity of lexis
- complexity and length of sentences
- use of linkers
- subject matter
- total length of passage

## Task 2 Spiky profiles

### Stage 1

On the board write — *Reading, Writing, Speaking, Listening, Vocabulary, Grammar*. Ask the trainees what their knowledge of Japanese is in each area. Most of them will say that they have no knowledge at all. Tell the trainees that you are now going to give them a Japanese vocabulary test. They can work individually or in pairs. Read out the definitions below:

- 1 What is the Japanese word for a kind of traditional dress mostly worn by women but also by men? (*kimono*)
- 2 What is the Japanese word for an alcoholic drink made from rice? (*sake*)
- 3 What is the Japanese word for a kind of food made from rice and raw fish? (*sushi*)
- 4 What is the Japanese word for 'Hello'? (*konichiwa*)
- 5 Can you count to three in Japanese? (*ichi, ni, san*)
- 6 What is the Japanese word for tidal wave? (*tsunami*)
- 7 What is the Japanese word for fried vegetables? (*tempura*)
- 8 What do you call a fighter who dresses in black, is extremely deadly and moves like the night? (*ninja*)

### Stage 2

Provide sets of [Resource 2](#) (Kanji cards). Ask the trainees to match them. Most will not be able to do this.

### Stage 3

Write the term '*spiky profile*' on the board. Explain that their vocabulary level in Japanese is higher than any of their other abilities (reading, writing), but they do have some listening skills — they can identify some of the words and may be able to distinguish Japanese from other languages. This is a very basic '*spiky profile*'. As a group have a short brainstorm about what some typical '*spiky profiles*' might be.

#### Potential feedback

- You have good oral communication skills, but poor literacy (reading and writing) skills.
- You have good grammatical knowledge, comfortable reading and writing, but difficulty in communicating orally.
- You have extensive lexical knowledge, but unable to use individual items to communicate accurately.
- You are able to decode written text easily, but have problems listening to natural connected speech.

In groups, ask the trainees to discuss what the implications of this are for ESOL.

#### Potential feedback

- Level is more complicated than is apparent.
- You need to assess all of the skill areas.
- Within each group, learners will display different strengths and weaknesses.
- There is often a need for differentiated teaching.
- Group learning allows learners with different strengths to help each other.
- One-to-one tutoring allows for particular focus on areas of learner need.
- Much tutoring will be driven by learner needs.

## Task 3 Language selection

### Stage 1

Refer back to Task 1 on functions and exponents. Highlight that making decisions on which exponents of a function are appropriate to introduce at different levels is a process we call *language selection*. As a group, brainstorm what areas of language a tutor might have to select language from. Elicit *functions/exponents, grammar, lexis, pronunciation features*.

### Stage 2

Distribute [Handout 2](#) to groups. Tell the trainees you will give them definitions for five words and they should write each word on a separate line. Elicit the five lexical items using the definitions (or similar) below:

- Money you get when you are unemployed, have a disability or on a low income. (*benefits*)
- A formal word for husband or wife. (*spouse*)
- The place where you live. (*residence*)
- A formal meeting, often with a doctor, dentist or lawyer. (*appointment*)
- What you make when you want a job. (*application*)

The trainees should then write the 'level' they think each word is.

Discuss why they chose this level for the items, eg length of word, pronunciation features, complexity of meaning, frequency.

Tell the trainees that they are considered to be quite 'high level' words but that there are times that these words need to be taught to lower level learners. Tell them to look at each word and decide why a tutor might decide to introduce it at a lower level.

#### Potential feedback

- benefit — used extensively for financial claims etc
- spouse — found on forms
- residence — same
- appointment — need for doctors, schools etc
- application — for job search

Briefly explain that the same holds true for exponents — that learners sometimes need structures that might be considered above their level. Tell the trainees to think of some of the exponents of functions that would be needed in the three situations given in part 2 of the handout.

**Potential feedback**

|                     |                                                                                                          |
|---------------------|----------------------------------------------------------------------------------------------------------|
| At the doctors:     | I'd like to make an appointment.<br>Could I change my appointment, please.<br>Is it an acute pain?       |
| At the bank:        | Can I exchange these for Zlotys?<br>I'd like to open a bank account.<br>Do you have some identification? |
| At the Post Office: | How long will this take to get there?<br>How much is a first class stamp?<br>Just pop it on the scales.  |

Discuss the exponents the trainees suggest. At this point, mention that learners need to understand what they hear as well as be able to say what they want.

Tell the trainees to complete the paragraph in part 3.

**Answers**

At lower **levels** we tend to introduce **exponents** that have simple structures, but this is not always the case. In a variety of real-life situations, **learners** may need to use more **complex** structures. So, for example, at **work** a waiter often **needs** to be very **polite**. An example of when a learner needs to understand complex language is when faced with **official** correspondence.

## Focus B Working with low level learners

Aims:

- To develop awareness of tutoring low level learners
- To develop awareness of language grading techniques
- To develop awareness of language selection issues
- To provide practice for Outcome 4 assessment

Time needed: 90 minutes

Materials: [Handouts 3, 4 and 5](#)

- DVD — Community practitioner interview and Beginners' community lesson
- Flipchart

Preparation: Preview the DVD clips and make notes of any important areas for feedback

Notes:

This session helps to pull together a number of the previous sessions. Allow plenty of time for feedback and discussion.

This session also prepares the trainees for the Outcome 4 assessment. You will need to make a decision as to when to set up this assessment and allow time for it. If possible, more observation should be arranged to support the trainees.

### Task 1 Learner needs and background

#### Stage 1

Put the following two headings on the board:

*Access 2/beginners*                      *Higher/advanced*

Ask the trainees to think for a moment about which of the two levels they believe would be the most challenging to tutor. This should be done without conferring. Tell them you are going to go round the group and ask them for their choice and a reason for this. As trainees offer reasons, make notes under the headings but do not make any comment. It would be useful to use a flipchart as these comments will be needed for the end of the session. If a trainee cannot give a reason, move on to the next trainee. Do not try to force anyone to give a reason if they feel uncomfortable.



**Potential feedback**

- Low level: literacy issues, language grading issues, difficult to talk about language without using metalanguage/language terminology, perhaps less interesting, a lot of repetition, learners frustrated by their lack of language
- High level: learners may know more about grammar than tutor, not really teaching anything new, learners will ask very difficult questions, learners might get bored, some learners could be very dominant

**Stage 2**

Tell the trainees they are going to watch Michelle Ozturk, a tutor from North Lanarkshire Council, talking about a new ESOL class being provided for a group of Romanian families who have recently settled in the area. Before they watch they should write down five questions they would like to have answered by the interview. Provide [Handout 3](#). When the trainees have written their questions, take some quick feedback on the types of questions they have. Then, tell the trainees to watch the clip and make notes beside any of their questions that are answered. There is also space to make notes on any other interesting points the tutor makes.

**Stage 3**

After viewing put the trainees into small groups to compare their questions and discuss their notes. Take feedback on any points of interest to the group.

**Potential feedback**

Some of the important areas that the tutor mentions are:

- Other agencies — social work, the church. Clearly there is communication among these agencies.
- Responding to learner interest and need — using the swimming pool and getting to know the local area and available services.
- Building learners' ability to do things.
- Peripatetic nature of learners' backgrounds leading to lack of formalised education and low levels of literacy.
- Need for support for children in schooling.
- Tutor has difficulty monitoring class because of not knowing learners' language.
- Need for tutor to be flexible about learners' use of L1.
- Need for balance of language presented. It should be simple but immediately usable.

- Need to consider literacy issues in everything.
- Benefits of tutor assistants.

### Stage 4

Refer the trainees back to the 'challenges' comments from Stage 1. Has anyone changed their opinion? Does anyone wish to add any further comments? Add any new points and tell the trainees that there will be an opportunity to discuss them at the end of the session.

## Task 2      Observation



### Stage 1

Tell the trainees they are now going to watch the class that the tutor talked about in the interview. Put the following words on the board:

*topic*            *vocabulary*    *functions*      *grammar*  
*listening*      *speaking*      *reading*        *writing*

Ask the trainees to tell the person next to them what they expect to see in the clip, using the words on the board as prompts. The trainees should know from the interview in Task 1 that the lesson will focus on language related to going swimming. Elicit some ideas from the trainees and write them under the appropriate word.

### Stage 2

Provide [Handout 4](#). Tell the trainees that they should make some notes in the first section using their notes from the practitioner interview. The trainees can work in pairs for this. Next, ask the trainees what sort of notes they will make in the other sections, checking that they are clear on the terms *language grading* (refer back to Session 9) and *language selection*. Tell the trainees they should try to complete the observation sheet while watching the clip.

### Stage 3

Play the DVD (Beginners' community lesson). Stop the clip after about five minutes to check that the trainees have understood the task and know how to complete the observation sheet. Then allow the clip to run to the end of the lesson.

### Stage 4

Give the trainees some time to compare their notes. During group feedback you may wish to replay sections of the lesson to highlight points of interest that arise. Then give out [Handout 5](#), with completed notes, as a record.

### Stage 5

If you have not done so earlier in the session or course, this is an appropriate time to set up the assessment for Outcome 4. Provide the pro formas from the assessment exemplars and discuss any issues related to completing the assessment before setting a deadline for submission.

### *Review and reflect (15 minutes)*

Refer back to the notes from Task 1 and ask the trainees if they would like to add any more comments. This should lead to a discussion on not only the challenges but also the rewards of working with low level learners.

#### Potential feedback

- progress tends to be more noticeable
- lots of opportunities to work on specific language points
- feeling that you are really making a difference to learner's life
- helps a tutor develop their creativity in planning and delivering a lesson
- develops language grading and language selection skills
- provides opportunities for tutors to develop 'soft' skills (eg patience, empathy, resourcefulness)
- the limitation of learners' English can often lead to non-verbal humour through gesture, mime and so on



# Session 10

## Handouts and Resources



## Task 1 Functions and level

### Example 1

Match the practices with the descriptions:

|                       |                                                                                  |
|-----------------------|----------------------------------------------------------------------------------|
| 1 flower remedies     | a) alignment of the body through gentle exercises                                |
| 2 herbalism           | b) massage with essential oils                                                   |
| 3 homeopathy          | c) pressure on parts of the feet                                                 |
| 4 acupuncture         | d) use of distilled flower essences                                              |
| 5 crystal therapy     | e) entering a deep state of relaxation                                           |
| 6 aromatherapy        | f) use of medical herbs                                                          |
| 7 Alexander technique | g) talking about problems to a trained person                                    |
| 8 hypnotherapy        | h) treating 'like with like' in the form of tablets containing diluted substance |
| 9 counselling         | i) use of crystals to heal                                                       |
| 10 reflexology        | j) use of fine needles in various parts of the body                              |

**Task 1**    *Functions and level*

*Example 2*

**Read the dialogue and fill the gaps using the words and numbers below.**

|               |      |   |        |           |    |
|---------------|------|---|--------|-----------|----|
| Thursday (x2) | make | 7 | 6 (x2) | Shaw (x2) | 12 |
|---------------|------|---|--------|-----------|----|

Receptionist: Hello, Duke Street surgery here. How can I help you?

Haji: Hello. I'd like to \_\_\_\_\_ an appointment please.

Receptionist: OK. What's your name?

Haji: My name is Haji Shah.

Receptionist: Can you spell that for me please?

Haji: Yes, that's Haji, H-A J-I, Shah, S-H-A-H

Receptionist: OK. What's your date of birth?

Haji: \_\_\_\_\_-4-79

Receptionist: Can you come on \_\_\_\_\_?

Haji: I work every day until 5.00. Can I come after 5?

Receptionist: How about \_\_\_\_\_pm with Dr \_\_\_\_\_?

Haji: Yes, that's fine.

Receptionist: So, that's \_\_\_pm on \_\_\_\_\_, \_\_\_th June with Dr \_\_\_\_\_.

Haji: OK. Thank you. Goodbye



**Task 1**    *Functions and level***Example 3**

**Write the jobs a–e and complete the definitions with words from the box below.**

|            |               |                   |                      |          |
|------------|---------------|-------------------|----------------------|----------|
| chemistry  | extraction    | filling           | general practitioner | patients |
| pharmacist | surgery (x 2) | operating theatre | chemist              | dentist  |
| doctor     | nurse         | surgeon           |                      |          |

- a) \_\_\_\_\_ : There are two types. One works in a hospital. The other, a GP (\_\_\_\_\_), works in a \_\_\_\_\_ in the town.
- b) \_\_\_\_\_ : They can fill your teeth (a \_\_\_\_\_) or pull them out (an \_\_\_\_\_). They work in a \_\_\_\_\_. You don't call them Doctor, but Mr/Mrs/Ms — or just their first name.
- c) \_\_\_\_\_ : They work with doctors, surgeons and dentists, and look after the \_\_\_\_\_.
- d) \_\_\_\_\_ : This is the normal word for a \_\_\_\_\_. They work either in a hospital or in a chemist's shop — or just a chemist's. We also use this word for scientists who work in \_\_\_\_\_.
- e) \_\_\_\_\_ : They do operations in an \_\_\_\_\_ in a hospital. Like dentists, you don't call them Doctor.

## Task 3 Language selection

### Part 1

Listen to the definitions and write the words.

\_\_\_\_\_

In what situations would learners need to know the words above?

### Part 2

In the situations below, what are some of the exponents that learners will need to be able to use/understand?

At the doctors:

Opening a bank account:

Applying for a driving licence:

### Part 3

Complete the paragraph below, using the words in the box.

|          |           |         |       |
|----------|-----------|---------|-------|
| official | exponents | complex | work  |
| learners | levels    | polite  | needs |

At lower \_\_\_\_\_ we tend to introduce \_\_\_\_\_ that have simple structures, but this is not always the case. In a variety of real-life situations, \_\_\_\_\_ may need to use more \_\_\_\_\_ structures. So, for example, at \_\_\_\_\_ a waiter often \_\_\_\_\_ to be very \_\_\_\_\_.

An example of when a learner needs to understand complex language is when faced with \_\_\_\_\_ correspondence.

## Task 1 Learner needs and background



Michelle Ozturk, an ESOL tutor for North Lanarkshire Council, talks about an ESOL class provided for a group of Romanian families who have settled in the area recently.

### *Before viewing*

**Write down five questions you would like to hear answered during the interview.**

1

2

3

4

5

### *While viewing*

**As you watch the interview make notes beside the questions the tutor answers. Make notes below on any other interesting points she makes.**

### *Post viewing*

**Compare and discuss your notes with a partner.**

## Task 2 Observation



Watch the lesson and make notes on the observation sheet below:

### Language and Learning in ESOL

#### Observation of qualified ESOL tutor (Outcome 4)

**Learner level:**

**Learner background:**

**Learner needs:**

**Language grading (examples and comments):**

**Language selection (examples and comments)**

**functions and exponents:**

**vocabulary:**

**grammar:**

**Other notes:**

## Task 2 Observation – suggested notes

### Language and Learning in ESOL

#### Observation of qualified ESOL tutor (Outcome 4)

**Learner level:** beginner/elementary

**Learner background:** Roma. Recently arrived in Cumberland. Disrupted education, low literacies levels.

**Learner needs:** accessing local services

#### Language grading (examples and comments):

*What's this?* Simple form

*My family. // We are going // to go out.* Delivered at a realistic pace but ideas broken up to give learners time to process.

When drilling there is no extra language, just the word to be pronounced.

Stop!

Put the word back. Put it back. With gestures.

I want you to look at the words then write.

#### Language selection (examples and comments)

##### functions and exponents:

Asking for prices — How much is/are \_\_\_\_?

##### vocabulary:

trunks, swimming costume, towel, armbands, shampoo, goggles

##### grammar:

marking of 'to be' according to person/number

#### Other notes:

Tutor is often silent. Allows learners space to answer, think or work.

Well prepared — realia, pens for learners, cut up activities (in envelopes).

Atmosphere very positive.

Tutor corrects learners quite often.

Good humour — but learners working.

Variety of interaction: tutor–learner, learner–learner, learners working alone.

A lot of time spent covering not much language, but learners needed this.

Task 1 Functions and exponents (cards)

|                       |                      |                                |                                                |
|-----------------------|----------------------|--------------------------------|------------------------------------------------|
| Talking about ability | He can swim.         | He's great at chess.           | He's very adept at playing the piano.          |
| Disagreeing           | I don't agree.       | I can't really agree with you. | I don't think we see eye to eye there.         |
| Making suggestions    | Let's go for a walk. | Why don't we go for a walk?    | Are you up for a walk?                         |
| Introducing someone   | This is Jane.        | I'd like you to meet Bob.      | Have you been introduced to my colleague Amir? |

## Task 2 Spiky profiles (Kanji matching cards)

|           |         |
|-----------|---------|
| kimono    | 着物      |
| sake      | 酒       |
| sushi     | 鮭 or 寿司 |
| konichiwa | 今日は     |
| ichi      | 一       |
| ni        | 二       |
| san       | 三       |
| tsunami   | 津波      |
| tempura   | 天麩羅     |
| ninja     | 忍者      |

