

## Resources for English Language Learners and Guidance for Tutors

Once you have identified specific areas that your participant(s) need to improve, plan future lessons accordingly. The e-board has compiled a short list of suggestions and resources so that you can map your next steps in improving the English proficiency of your participant.

### 1) Review the results of the test with your participant(s).

It may be helpful to ask about your participant's logic behind answers that they got wrong as well as correct, while making a list of areas that need improvement. After going through the test, come to a consensus with your participant(s) about the list of English language areas that need improvement and **make a "big" goal** for the semester.

Using this "big" goal as your guide, brainstorm, as a team, possible ways to move toward this goal daily and weekly. An example of a **daily goal** is, "By the end of today my participant will be able to...name 5 irregular verbs and use them in sentences."

Although we gave an introduction to the idea of goal-oriented teaching during the tutor workshop, tutoring/ teaching is an art that requires practice, so don't get discouraged if you are experiencing difficulty. The e-board and your fellow tutors are great resources if you need some ideas and encouragement.

### 2) Find resources to help you teach according to the needs of your participant(s).

If your participant(s) had trouble with the **Grammar section**:

- Remembering how you learned Spanish or English grammar probably brings back memories of worksheets and textbooks. Your participant will probably need similar practice, but tailor your instruction to manageable goals and make it fun! You may find the following websites helpful:
  - <http://esl.about.com>
  - [www.manythings.org](http://www.manythings.org)

If your participant(s) had trouble with the **Reading section**:

- Reading is a tricky discipline to teach, but you could help your participant(s) to improve by working on vocabulary, pronunciation, and analytical skills. Try picking a book from the library shelves and reading it sentence by sentence or paragraph by paragraph while consistently stopping to assess comprehension.
  - [www.simpleenglishnews.com](http://www.simpleenglishnews.com)
  - [www.candlelightstories.com](http://www.candlelightstories.com)

If your participant(s) had trouble with the **Writing section**:

- Have your participant translate a sentence or paragraph from Spanish to English. Develop grammar and vocabulary proficiency. Focus on paragraph/ sentence structure.
  - <http://grammar.ccc.commnet.edu/grammar/>
  - <http://www.freerice.com/index.php>
  - [www.wordreference.com](http://www.wordreference.com)

If your participant(s) had trouble with the **Conversation/ Interview section**:

- Have a conversation with each other or create a larger conversation group that meets periodically to help participant(s) build confidence when speaking English. Create dialogues, like an interaction between a bank teller and a customer, and perform it. Study transitions and useful phrases.
  - Beginners - <http://esl.about.com/library/weekly/aa053101a.htm>
  - Beginner - Advanced - <http://www.5minuteenglish.com/listening.htm>

### **3) Work towards the "big" goal**

Referring back to the "big" goal that your participant and you have made, try to link each lesson by **assigning homework**. Come prepared to the following lesson to review previous work and to introduce the next "**daily goal**". Keep reminding your participant of your "big" goal. However, the goals can be changed according to your participant(s) needs.

I hope that you find parts of this document helpful when teaching. Remember that your effectiveness as a teacher is measured by your participant(s) progress.

Questions and comments are welcomed by everyone on the e-board.

Best wishes!

The E-board