



ESRA's English Tutoring Program (ETP)

Tips for Tutors

2018-2019





Dear Tutor,

Some of you have been tutoring for many years, some for only a few and some will be starting for the first time.

We welcome everyone to what we know is a win-win experience.

Unfortunately, many of the pupils you meet believe they can never succeed in English.

They are afraid even to try, for fear of failure!

It is your job, more than anything else, to help them believe in themselves, to show them that English is not something beyond their reach, that in fact it is part of their everyday living.

An important factor in helping them do this is the fact that they are getting individual attention in a warm, non-threatening environment.

The material included in this booklet is intended to give general guidelines to all ETP tutors, irrespective of who and what you will be tutoring. Please remember they are only guidelines and suggestions intended to help you enjoy your tutoring experience.

In addition to this material, there is a very wide variety of supplementary material available, suitable for all grades and all levels. Make sure to ask for these when you know who you will be tutoring.

As a result of our on-going close cooperation with the English Inspectorate in the Ministry of Education, much of our focus in the coming year will be on speaking. Tutors should be working in close coordination with class teachers and should get guidelines about what to do in tutoring sessions.

This year we are beginning a campaign to brand ESRA and bring awareness of its wonderful work in the community at large. To this end, we have included an ESRA bracelet in your package which we encourage you to wear each time you are tutoring. It will also be a great 'ice-breaker'.

Best wishes for an enjoyable and rewarding tutoring year!

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What Is ETP?

ESRA's English Tutoring Program (ETP) is one of the ESRA's most important programs. English-speaking volunteers go to a school of their choice near where they live in order to assist pupils with their English studies. Volunteer tutors are not teachers and do not need any teaching experience or qualifications. ESRA's ETP offers training sessions for both new and experienced tutors, with tips and guidelines to facilitate a pupil's learning process.

The volunteers choose which schools, days and times they would like to tutor. The ETP Branch Coordinator then contacts the schools to find a suitable time that coincides with the English lessons on the school timetable. Volunteers come to a school once or twice a week, depending on the school, and meet with pupils in a designated place, either individually or in groups of 2-3 pupils.

There are several options available for tutors. Some volunteer with pupils preparing for the Oral Bagrut. ESRA offers a comprehensive set of guidelines for tutors who choose this option, so that the time spent tutoring gives pupils maximum benefit. Tutors can also assist High School pupils with literature and reading comprehension texts.

Tutors volunteering in Elementary or Junior High schools work in close cooperation with the teachers who provide guidelines about what to do with the pupils.

ESRA's ETP works in close coordination with the Ministry of Education's English Inspectors, who heartily endorse and support this worthwhile program.

We invite you to participate in this win-win program. It's an experience appreciated and enjoyed by volunteers, pupils and teachers.



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Guidelines for Tutors

A ESRA ADMINISTRATION

- Establish contact with your ETP Branch Coordinator before the school year begins and complete the **Tutor Registration and Preferences Form**.
- The law requires that all men who do volunteer work with children need to obtain a Certificate of Absence of Sexual Offences - in Hebrew אישור העדר עבירות מין - from the police. This, of course, in no way reflects on the volunteer as an individual, but in today's climate of sexual harassment and child abuse, schools need to ensure that men who volunteer with pupils are not registered in any police record as offenders. This procedure is simple, and your Branch Coordinator can help you take care of this.
- Your ETP Branch Coordinator is there to support you. If you encounter any difficulty, report IMMEDIATELY. Teachers have been asked NOT to send pupils with learning difficulties or behavioral problems to tutors. **Should this occur, please contact your ETP Branch Coordinator.**
- Complete and return ESRA's feedback form when it is sent to you at the end of the year.
- Bituach Leumi Insurance – online **Volunteer Information Forms (VIF)** will be sent to you in December which must be filled in and returned to the ESRA National Office.

B GUIDELINES IN SCHOOLS

- **IMPORTANT** - establish ongoing communication procedures with the teacher. Teachers and schools have a lot on their plates and, as our volunteering is meant to assist schools, it would be GREATLY appreciated if **you** assume the responsibility to ALWAYS ascertain there will be a lesson BEFORE leaving home by contacting the school or sending a text message to the teacher / pupil.
- Please inform the teacher if you plan to be away on vacation or are unable to come to school on your designated day.
- **It is TOTALLY PROHIBITED for any ESRA tutor to meet with any pupil from the school outside school premises for any reason whatsoever! It is also TOTALLY PROHIBITED to photograph any pupil you tutor without written permission from the parents.**
- Please be aware that space is often very limited in a school and if by chance you are asked to sit in the corridor, this is not meant to demean your volunteering contribution in any way. We have asked the schools to provide a location conducive to learning and as close as possible to the classroom where the pupil learns.
- Ask the teacher if you may sit in on a couple of lessons so that you can get an idea of the atmosphere in the class and the teacher's method of instruction.
- ESRA offers its ETP tutors professional support. In addition to this booklet, a large bank of supplementary material is available on request from our Professional Consultant, Lola Katz, mobile: 052-2653847, email: lolak@esra.org.il. We encourage you to use this as a Help Desk Service. Worksheets are available for every level from teaching the letters of the alphabet to tutoring for the Bagrut.



Some terminology before you begin

It is accepted that volunteer tutors do not have any professional training and are NOT teachers. However, there is a growing trend in the Ministry of Education to use volunteers in schools as 'Teachers' Supporters'. We believe that tutors should be as informed as possible about the teaching / learning process in order to be as effective as possible.

1 Buzzwords related to learning a foreign language:

- L1: 1st Language (English is a tutor's first language)
- L2: 2nd Language (Hebrew is a tutor's second language)
- EFL: English as a Foreign Language (French in the UK)
- ESL: English as a Second Language (French in Canada)
- English in Israel is both EFL and ESL depending on locality.
- LOTS: (Lower Order Thinking Skills). Relates to surface facts in a text.
- HOTS: (Higher Order Thinking Skills). Requires pupils to do something with the facts: infer/sequence/contrast them,
- YES / NO QUESTIONS: These are questions to which the answer could be just Yes or No: (Do you speak English?)
- WH QUESTIONS: These are questions which start with WH words: When / What / Where / Why / Who ... and How!
- UNSEENS: (AKA 'Unseenim') Short reading texts followed by comprehension questions in booklets called 'modules' starting in 10th grade. However even pupils in 6th grade have reading comprehension texts in their coursebooks.
- REALIA: This is a term used in second language teaching and it refers to authentic items brought from the real-world to the EFL classroom. Realia offers another dimension to language learning by making interactions both kinetic and meaningful, e.g. maps / menus / disposable cups with English messages / stuff from newspapers
- COGNATES: These are words which are the same in English and Hebrew. Using them gives pupils confidence, e.g:
ambulance / bank / cactus / disc / falafel / gorilla / helicopter / igloo / jeans / kangaroo
lemon / mango / orange / pizza / radio / salad / villa / yoyo / zebra
- LANGUAGE FUNCTIONS: This is a term which refers to how language is used to achieve communicative goals, e.g:
Saying hello and goodbye and responding / Agreeing and disagreeing / Saying thank you etc.
- PHRASAL VERBS: These are multi-word verbs with meanings different from their separate parts, e.g:
Look out the window (**look** = regular verb)
Look out when crossing the road! (**look out** = phrasal verb)

Note



- **COLLOCATIONS:** These are pairs of words that usually go together in a language. L1 speakers of a language use collocations intuitively but L2 speakers need to learn them to achieve native-like fluency. e.g:
A bubble **bursts**. A balloon **pops**. A bomb **explodes**.
In Hebrew, every verb is the same: להתפוצץ [le-hit-poh-tzets]
- **STICK FACES (SFs):** (An ETP concept)
On p.15, there are faces and names of five 'people' and four featureless outline faces representing 'tutors' and 'pupils'. They can be used for a wide variety of activities to encourage weak pupils to talk.

2 English is taught in Israeli schools in the following classes:

Generally English language instruction in Israel begins in 3rd grade.

ELEMENTARY SCHOOL (Beit Sefer Yesoodi)		JUNIOR HIGH SCHOOL (Chativah)		HIGH SCHOOL (Tichon))	
Gimmel	3rd grade	Zain	7th grade	Yod	10th grade
Daled	4th grade	Chet	8th grade	Yod Aleph	11th grade
Hay	5th grade	Tet	9th grade	Yod Bet	12th grade
Vav	6th grade				

In the 10th grade, pupils are streamed into one of 3 levels:

5 point: Advanced **4 point:** Intermediate **3 point:** A regular Bagrut level

MEITSAV: Standards exam given in 6th & 9th grade for English, Math and Hebrew.

3 Some concepts related to learning a foreign language you can read about on Google

- Affective Filters
- Learning Styles (Gardner)
- HOTS and LOTS: <http://www.readingrockets.org/article/how-increase-higher-order-thinking>



Tutoring Tips

EVEN BEFORE YOU BEGIN

- The pupils you will tutor often do not believe in their ability to succeed in English.**
As a tutor you are offering them individual attention which is a rare treat in their school environment.
Your MAIN task is to build their self-confidence and to enable them to believe: "Yes, I can!"
Anything else you do is a bonus!
- Talk in English as much as possible. Give instructions in English. e.g:**
"Please come in." / "Please sit down." / "Please give me your notebook." / "Please open your book on page xx."
Research shows that learners of a second language learn more from what they hear (acquisition) than from what they study (learning). However, occasionally it's perfectly OK to speak Hebrew, especially if it's going to be time effective.
- Always be equipped with a portable whiteboard and erasable pens.**
Also bring pencils/ paper/ erasers/ Bristol paper/ scissors/ notebooks/ gold stars etc.
Don't expect your pupils to come with paper/ pencils etc.
- Keep a file for each pupil you tutor and make a note of what you do in each session.**
Don't expect pupils to remember everything they did in their last lesson with you.
If you use worksheets or notebooks, it's probably best that you keep them.
- Keep a diary of your tutoring experiences.**
Make a note of what you did and learned about the tutoring / learning process to share with other tutors. Ask your Branch Coordinator to organize networking sessions.

DURING YOUR SESSIONS

- Create a warm non-threatening environment.**
Find things to compliment them on, e.g: nice handwriting, clever idea, good answer.
It might be their first compliment ever.
 - Develop awareness that the direction of a text in English is from left to right.**
Ensure that they write in their notebooks from left to right!
 - Think of how important this is for reading. Sometimes a pupil will read the word 'saw' as 'was' and vice versa!
- Note**
- Always sit on the left side of your pupil.
Ask: *"Why am I sitting on your left?"* Ans: *"That's the direction of English"*
Then add this comment: *"So always think of English as coming from me to you."*
- Tip**
- Take advantage of technology especially smartphones. Ask your pupils to:**
 - show you pictures of their family when talking about themselves
 - take pictures of signs written in English in malls / on billboards
 - send you a text message in English if they aren't going to be in a lesson



- write your phone number in their phones and give you theirs. Do this in English!
- give you tips (in English) on how to improve what you do on your smartphone
- listen to songs from sites you give them (see B2 #3 p.23) or play their own
- use Google Translate to type in words in English if you don't know the translation
- use Google Translate to translate what you say in English into Hebrew, using the audio option
- play an episode from their favorite TV show
- in the 12th grade, record their prepared presentation on WhatsApp in preparation for this task in the Oral Bagrut.

4 **Your tutoring should be learner centered.**

In effect this means that as far as possible your pupil becomes an 'active' part of the learning process. e.g:

- Make them aware of what it is you are helping them with. e.g:
"Today we are going to learn to talk about xx."
- Challenge them to 'discover' rules themselves. Ask: *"WTD?" (What's the Difference?)*
- After you've asked a question or explained something, ask your pupils to play 'teacher' so they ask and explain.
- Ask your pupils to bring their own 'texts' to class e.g. songs / pictures / realia with English texts.
- Ask them to make up their own tests for stuff you've worked on together such as new vocabulary items.

5 **Be aware that pupils have different learning styles.**

- Don't insist that they write things down, because some pupils may learn just by listening.
- If they are hyperactive, introduce some physical activities in the session:
Play the game "Simon Says": *"SS put your hands on your head"* etc.
Play charades where they act out the name of a movie / book / pretend to be some animal and ask: *"What am I?"*
- Break routine. Walk and talk outside.

6 **Encourage pupils to GUESS meanings of words they don't know.**

Many of the pupils you will be tutoring have no confidence in their ability to understand English. So, it's really important to develop an awareness that, if they focus on context and world-knowledge, they may be able to understand the meaning of what they hear and read. Rather than explain immediately when they say: *"I don't understand"*, ask:
"What could this word possibly mean?"

7 **Develop pupils' confidence in expressing themselves using the words they already know.**

Pupils tend to look for a 1:1 translation of words from Hebrew to English. Encourage them to use words they already know as a strategy to improve fluency.



8 Be open to 'out of the box' answers.

Sometimes when you ask a question as a tutor, you anticipate what the 'correct' answer will be. However, there can often be more than one 'correct' answer to a question. e.g:
You ask: "Find the word that doesn't fit: **black** / **green** / **blue** / **big** / **brown**" and of course, you are expecting them to choose **big**. But if a pupil chooses **green**, because all the other words begin with the letter 'b', that too is a 'correct' answer.

9 It's OK for pupils to make mistakes in the work they do with you.

Some teachers will ask you to help pupils with homework or make-up tests, (a chance to do a test again.)

Remember, your role as a tutor is to assist the pupils do their own work and not to do the work for them.

10 Be selective and sparing when correcting grammar mistakes.

Sometimes tutors try to correct a grammar mistake by re-stating the sentence correctly. (As learners of Hebrew, tutors will understand how useless this strategy is.)

Remember, frequent correction of grammar mistakes may inhibit your pupils' fluency.

You can correct basic mistakes in various ways. e.g:

- repeat the sentence with its mistake and ask your pupil to correct it.
- make notes of basic mistakes and, before the end of the session, discuss them.

Ideally ask your pupil to make the corrections.

Generally, it's recommended that tutors ask the teacher to deal with issues of grammar.

At the end of the day, tutors are there to help pupils communicate and it's possible to do this even with grammar mistakes.

11 As tutors, you will be expected to help pupils with their schoolwork, so they can catch up with their classmates.

- Where possible, try to link what they have to learn to real-world spoken language needs. Offer survival language, e.g:
How to spell their names / Give a phone number / Ask for directions.
- Ask their teacher for the material ahead of a test.

Tip

- Encourage pupils never to hand in a blank test paper. e.g:
If a question has ten True / False options, by marking ALL ten options either True or False, your pupil will score 50%!

12 Be aware of how your use of language can become a model for your pupils.

Exposing your pupils to authentic spoken language is an invaluable contribution in delevoping their ability to communicate fluently.

- Use a cyclic approach: Model - Repeat - Correct - Apply e.g:
You ask a question. They repeat it. You correct their repetition (if necessary). They apply it in different contexts.
- With more advanced pupils you can ask: "How did I just express agreement / surprise / doubt / enthusiasm?" etc.

By using this strategy you can help sharpen their listening skills and enable them to repeat, and hopefully later use, some authentic language expressions.

(AKA Language Functions)



What to do in a first session

1 When you meet a pupil for the first time, you'd introduce yourself:

"Hi, I'm xxx." After you've introduced yourself, your pupil hopefully will respond and introduce himself / herself.

2 Thereafter, depending on the level, you could say or ask:

"Tell me about yourself." "What do you like to do after school?"

The ministry has dropped all questions related to family from the interview section of the Oral Bagrut. We recommend that our tutors avoid asking questions about family.

Tip

- They may have no idea how to answer. So, you can ask: "Where do you live?"
If they don't know the word 'where' or don't understand (and you can see this by the blank stare), add a prompt: "I live in xx. Where do you live?"
- If they don't respond to the second question, you can prompt them and ask:
"Play sport? Listen to music? Watch TV? Go to the mall? Play computer games?"
- Use this information to bring realia / introduce topics and vocabulary relevant to his / her interests / needs / wants.
- Encourage them to bring their own items of realia connected to their interests.
- If your pupil has zero English and no confidence, use the activities suggested in the worksheet "Yes, I can". (see p.12)
- If your pupil has minimal English, model an interaction using Stick Faces. (see p.14)

3 After about 5 minutes of 'Getting to know you talk', you could mention your bracelet:

- "Did you see my bracelet?", "Do you like the color?", "Why?" / "Why not?"
- "Can you read what's written on it?", "Do you think that's a good slogan?"
- "Do you have a bracelet?" "Which one?" "What is its message?"
"What do you think about wearing bracelets with slogans?" "Do you volunteer?" "Where?"

Tip

- They may not know the word 'slogan', so ask them to guess what it means.
- Depending on the level of the pupil, talk about ESRA and volunteering.

Note

- The font may be difficult for them to read but encourage pupils to try to identify even some of the letters. Doing this successfully (with your positive feedback) can reduce the 'pressure' they tend to feel in a real-world situation when the font in a text is different to what they have learned in class.
- All pupils are required to complete volunteering obligations in order to get their Bagrut certificate, so they know about volunteering.

4 Suggestions for closing off:

- "I'm going to help you with English." or you can ask: "What's hard for you in English?"
(You should realize that most often, they have no idea what they don't know.)
Then you will begin to do whatever the teacher has asked you to do or do what you have planned.

Rationale for the worksheet "Yes, I Can!"

The main idea behind this worksheet (see note on p.13) is to lower your pupils' **"affective filter"**. This is a term academics use to talk about the processes involved in learning a second language. When the affective filter is high, learners feel anxious and stressed. This emotional state creates a barrier which prevents them from participating in whatever is happening in the second language classroom. As a result, they fall behind and naturally become bored and even disruptive in a classroom. Very often these are the pupils tutors meet.

By using this worksheet, with weak pupils **at any level**, you will be offering them an opportunity to succeed when confronted with an English text. This is a first step in lowering their affective filter and building self-confidence. It proves to them that they already know a lot more than they think. It makes them believe that "Yes I can!".

It is **STRONGLY** recommended that you use it in a first lesson with pupils who believe they don't know any English.

Using the worksheet "Yes, I Can!"

- 1 Use this worksheet in your very first lesson if a pupil indicates he / she knows nothing:

TUTOR

אתה/אתה לא מבין/ה אנגלית? אתה/חושבת שאנגלית שפה קשה? יש לי חדשות טובות. אתה/כן יודעת/אנגלית

[At/atah lo mevin/mevinah anglit? At/atah choshev/ choshevet shanglit, safe kasha? Yesh li chadashot tovot. At/atah ken yodea/yodat anglit]

"You don't understand English? You think English is a difficult language? I've got good news. You DO know English".

PUPIL

לא מדברת/אנגלית / לא מבינה אנגלית!
[lo medaber/et anglit/lo mevin/ah anglit!]

"Don't understand, don't speak English!".

Then take out the worksheet and ask the questions suggested in #2. The look of amazement and even joy on the faces of pupils when they realize they can actually 'read' words on the page is wonderful to see. By demonstrating that they already know some English, and by making them aware that English is all around them, you are reducing their false belief that learning a 'foreign' language is an insurmountable obstacle.



Note

- The graphic part of this worksheet could not be included in the booklet for technical reasons. It depicts logos and images commonly seen in Israel like Google / soft drinks / names of stores, etc. Even the weakest pupil will be able to 'read' these logos and images whereas if they appeared in an English text, they would not be able to read them, e.g: 'Fuze Tea'

Please ask your Branch Coordinator for the graphic worksheet which accompanies these notes.

2 Ask any of the following questions:

a "What can you 'read' on the page?"

Let them 'scan' the page. Don't ask them to 'read' the items in sequence.

b "What can you buy in stores #1, 6, 7, 8, 9?"

c "What's #5?"

This is a good strategy since very often pupils can't use numbers out of sequence!

d "Where can you see a car on the page?" "What's the name of the car?"

"What other names of cars do you know?" "Does someone in your family drive a car?"

"Who?" "What kind of car is it?" "What color is it?"

e "What drinks can you see on the page?" "What other drinks do you know?"

"Do you drink these?" "Which is your favorite/best drink?"

f "Do you go to malls?" "Which ones?" "Why?" "How often?" "What do you do there?"

Tip

- After asking some / all of the above questions, ask pupils to make up questions of their own related to the worksheet.

Tip

- Encourage them to look for items / products / signs etc. written in English at home and in the malls. Ask them to take pictures of these with their phones and bring them to class for discussion. You could then switch 'roles' and have **them** ask you questions about the pictures they bring to your session.



Rationale for Stick Faces (SFs)

We believe that by using Stick Faces, tutors will enable pupils to speak more easily. When pupils who lack the confidence or ability to speak in English hold a SF and then talk as if it is the SF talking, puppet style, it's likely to reduce stress.

Moreover in 'playing' with the SFs, pupils will be learning how to **read** words with basic vowel sounds.

The SF names were intentionally chosen to represent the **short vowel sounds** a e i o u taught in the first grades of English learning. Hence **Pat / Ted / Liz / Bob / Gus** (These three letter words are sometimes called **CvC** words: Consonant-vowel-Consonant.)

The names are intentionally NOT Hebrew cognates like **Dan** because of differences in pronunciation. (In Hebrew **Dan** is pronounced [Dun].)

By using these SFs, tutors can help pupils hear / say / write these names, which will help their reading ability enormously. Unfortunately, we know that even in High Schools, there are pupils who cannot read words with short vowel sounds!

Using Stick Faces

1 Ask a pupil to find the SF **Pat** and say: "Hi, I'm Pat."

- By doing this they are in effect, reading words with short vowel sounds.

2 Choose a name. e.g: **Pat / Bob**.

Ask: "Who is this?"

Ans: "She is Pat?"

Ask: "Is he Gus?"

Ans: "No, He's Bob?"

Note

- This activity will give pupils the opportunity to use the very confusing pronouns 'she' and 'he' in a natural way and also to practise making negative sentences.

Tip

- If your pupil is very weak, model **both** the question and answer. Then ask just the question and have **him / her** answer.
- After you have practiced the interaction in #2, offer **your pupil** the opportunity to **both** ask and answer.

3 Write **CaC** words that rhyme with **Pat** on a whiteboard and ask pupils to read them.
(cap / bag / mat / hat / dad / fan)

4 Repeat steps 1-3 using **CeC CiC CoC CuC** words.

5 Ask your pupil to write **CvC** words on a white board and then read them.

They don't need to know what the words mean. They are learning to read words with short vowel sounds.

Note

- **CuC** words are particularly difficult for pupils to read. They pronounce **CaC** words as if they were **CuC** words. e.g:

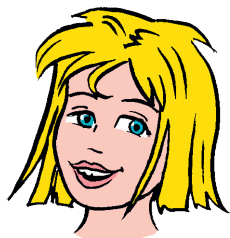
Bag is pronounced [bug]. Offer them many **CuC** words to read and write.

(bun / hut / sun / fun / nut / bug / mug / yum yum)

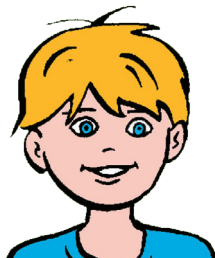
- For lower grade pupils, or weak pupils at any level, there are additional worksheets related to these SFs, which are available on request.



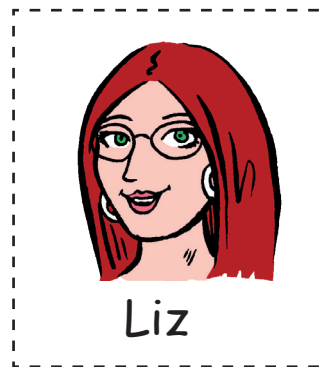
Stick Faces



Pat



Ted



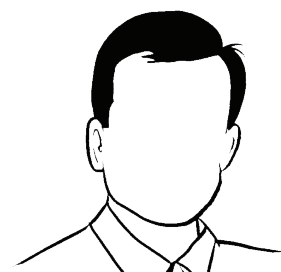
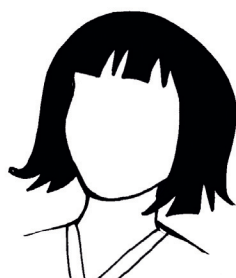
Liz



Bob



Gus



Note

- This page is available from your Branch Coordinators as a separate worksheet. We suggest that you cut out each face, stick it onto a square of Bristol paper and then onto a lolly stick. (50 for ₪1.50 at Max stores)



Using realia: T-Shirt Slogans

This worksheet can be used with pupils whose level of English ranges from intermediate to advanced. Depending on the questions you ask, you can stimulate discussion and also encourage your pupils to develop thinking skills.

Tip

- Let learners choose which slogan they want to talk about.

Ask any of the following questions:

- "Which would you wear?" "Which wouldn't you wear?" "Why?"*
- "When would you wear them?" "Why would you wear them?" "Would you wear them everywhere?"*
- T-shirts slogans #1 – 4 focus on different ways of using the negative.
Ask: *"What are the slogans actually saying and why?"*
"Who says 'Nope?' When could you use this word?"
"What does the slogan in #3 mean?" "Are you a morning person?" "Why?"
- T-shirts slogans #6 & #7 could lead to a discussion on feminism and environmentalism.
Ask: *"What does the slogan in #6 imply?" "Do you agree?"*
"The slogan in #7 refers to a well-known expression. What is it?" Ans: *"There is no plan B"*
"What does this slogan imply?" "Do you agree?" "What is being done to implement Plan A?" "Is it enough?"
- Ask them to discuss this statement:
"The slogans on the T-shirts aren't just words – they have a message".

Note

- This sort of discussion is an excellent way to develop thinking skills of inferring. It can help learners become aware that text can have both surface meaning (LOTS) and implied meaning (HOTS).
- Ask them to make-up their own slogan for a T-shirt.
 - Discuss the power of slogans in the real world.
Ask: *"Which slogans do you know about that have changed the world?"*
"Do you think they were effective?" (Let my People Go)
Ask them to look for slogans like this for your next session.
 - Discuss how protest placards which use slogans have become a phenomenon of recent political movements.



This page is available from your Branch Coordinators as a separate worksheet.



Using realia: A computer keyboard

When you choose an item of realia that is relevant to the real-world needs and world-knowledge of your pupils, your session with them will be both productive and memorable.

The graphic worksheet on p.19 can be used with pupils from 4th grade to 12th grade depending on their level. By following the suggested activities below, you can help them learn and use the letters of the alphabet in an authentic way. You can give them practical vocabulary and, most important, you will enable them to use the important reading strategy of scanning for information.

Tip

- If possible, use a REAL portable keyboard. The more authentic your realia is, the better it is!

Do any of the following activities:

- a Ask: "What's this?" Ans: "A keyboard" מקלדת [makledet]

Introduce other useful vocabulary related to computers and emails.

- b For weak pupils ask:

- "What letter does your first name / surname (family name) begin with?" "Find those letters"
- "Find the letter **A**" etc.
- "Where's the letter **M**?"
- "Write this letter on the white board".
- "Write the small letter for **A**" etc.

Tip

- Reverse roles. Ask **them** to play 'teacher'. This will give them practice in asking WH Questions in an authentic way.

- c For better pupils ask:

- "Find **ESC**. What does it mean? When do you use this key?"
- "Find **PgUp** / **PgDn**. What do these letters stand for? When do you use these keys?"
- "Find **Delete** and **Insert**. What do these keys do?"
- "Find **Ins** / **Del**. What do these letters mean?" "Are they connected to any other keys on the keyboard?"
- "How do you change a language on the keyboard?"
- "How do you copy / paste text?"
- What short-cut keyboard tips can you give me?

Tip

- Repeat the above for other keys e.g: **Home** / **Backspace** / **Enter** etc
- Ask pupils to ask **you** questions about the keyboard.

*The tasks suggested above could be modified to use with a smart phone. When pupils can show you what **they** know (and maybe **you** don't know) especially if they can do this in English, you are giving them the opportunity to build self-esteem and confidence.*



This page is available from your Branch Coordinators as a separate worksheet.



How tutors can help pupils develop speaking skills

The main objective of ESRA's ETP is to expose pupils to spoken English, to give them an opportunity to improve their ability in class and gain skills for real-world communication. The English Ministry has launched several initiatives to "to raise the level of oral proficiency in English among Israeli students, not only in preparation for the oral component of the matriculation exam, but also as preparation for active participation in today's global world". In 2018, they introduced three new programs: **Speak Up** (grades 3-6); **Let's Talk** (grade 7) and **Keep Talking** (grade 10). Ask your teacher for information about how you can help with these. For further information, you can go directly to the Ministry's Website <http://www.education.gov.il/english>. Click on any of the circles. Also scroll down to GENERAL and click on: **"Getting Students to Talk in English: A Practical Guide."**

This is an excellent overview of the topic (posted September 2018).

As a competent speaker of English, you are ideally equipped to assist in these initiatives. By exposing pupils to language that is a natural representation of how you communicate, you are giving them an opportunity to hear, absorb and reproduce English typical of real-world interaction.

1 Always use authentic language.

When we speak we don't answer in full sentences and we use the abbreviated form of the negative. e.g:

What's your name?" "Jane" (NOT: "My name is Jane")

"I don't know" (NOT: "I do not know")

Note

- The uncontracted form (I do not know), is used in formal written communication and in spoken communication when a speaker intends to add emphasis. Therefore incorrect use of the uncontracted form could cause misunderstandings in real-world communication.

2 Ask the teacher for a copy of the coursebook your pupil is using in class.

Almost every pupil you meet, at whatever level, will have a coursebook he / she is using in class. Most coursebooks have sections specifically intended to develop speaking skills. Use these in your sessions. They will be especially useful since very often the tasks or topics for discussion will include vocabulary used in class.

3 Use a picture to stimulate discussion.

There is a site <https://www.flickr.com/photos/eltpics/> from which you can download pictures to serve as a basic stimulus for discussion on any topic. e.g:

Use a scene of a restaurant: to introduce vocabulary / to role play ordering and serving a meal / to talk about pupils having jobs as waiters etc.



If you choose a scene with people, stimulate discussion by asking questions such as “Where are they?” “What are they doing / wearing / thinking / feeling?” “What’s the relationship between them?”

“What could they be saying to one another?” “Do you think there’s a problem?” “What would you do in this situation?” etc.

Note

- This is a good activity since you can use as much or as little vocabulary as you like. The added advantage is that you will be giving pupils practice in a task similar to that which they will need for the new Oral Bagrut Exam.

4 Introduce “Language Functions” and use them in role play situations.

- **Language Functions** is a term used in 2nd language learning to refer to chunks of language that are commonly used to achieve communicative goals. By giving your pupils a model of what expressions to use when they want to introduce themselves, apologize, say thank you etc., you are giving them language they need to communicate in the real world.

- Elicit and then suggest options for different situations.

- Ask: “How many ways do you know of saying hello?”

Ans: *Good morning / morning / How are you? / Hi / Hey / How’re you doing / What’s up? / Long time no see*

- Ask: “How many ways do you know of responding to someone who says “Hello?”

Ans: *Good morning / I’m fine thanks and you? / Cool / Great / Couldn’t be better/ So – so / Not bad / OK*

- Ask: “How many ways do you know of saying goodbye?”

Ans: *Goodbye / Bye for now / See you later, alligator / Ta ta / I’m off*

- Ask: “How many ways do you know of saying ‘I agree?’”

Ans: *Absolutely / Sure / Great minds think alike*

- Ask: “What’s the difference?” (WTD?). “When would you use which expression?”

With better pupils this is an ideal opportunity to introduce the concept of “**contextually appropriate speech**”. This term relates to the way we change the words we use in English depending on who we’re talking to. It would be contextually inappropriate for a pupil to say to a teacher “What’s up?” as a way of greeting although it would be quite appropriate to greet a friend like this.

- Repeat for other language functions e.g. Asking for help / Making suggestions / Giving advice / Apologising etc.

- Incorporate these language functions into role play situations.

Note

- The variety and level of sophistication will depend on the level of your pupil.



5 Plan and enact role play for everyday situations.

- Build the role play dialog with your pupil, introducing relevant language functions that are a natural part of such a situation e.g:

In a restaurant you would need to know what to say to realize the language functions of: *saying hello / asking for a table / asking for a menu / ordering food / expressing an opinion (positive / negative about the food) / asking for the bill / saying goodbye.*

- Choose situations and language relevant to the age, level of ability and relevance of interest to your pupil.

6 Offer idioms.

- Choose idioms relevant to their communicative needs. Choose 'positive' idioms e.g.

I'm over the moon I'm on cloud 9 It's a piece of cake It's easy peasy

- Pupils feel they are getting a grip on a language when they can use an appropriate idiom.
- Check for parallel idioms in Hebrew. e.g: *It's on the tip of my tongue.*
- Make sure to mention some expressions have no equivalents in English.

They cannot have a conversation 'with 4 eyes'. They cannot refer to people with 'small heads' and 'On the face' is not a response to the question: "How are you?"

7 Give them 'homework'.

- Ask them to watch one of their favorite English TV programs e.g: How I Met Your Mother
- Ask them to make a note of at least ONE English expression / language function which someone in the program uses. It can be the way in which they say *Hello or goodbye / Say they like or don't like something / Agree or disagree about something / Apologize for something / Ask for help / etc.*

Note

- This is an invaluable learning tool. The more pupils do this, the more they will get used to listening for typical expressions which they themselves will then be able to use to achieve communicative objectives.

Tip

- Encourage them to use masking tape to hide the Hebrew translation. This forces them to listen to the English used in the program.



Additional Material for Tutors

B INTEGRAL TUTORING MATERIAL

The worksheets in this list are available from your Branch Coordinator.

A1. Tutoring worksheets for the Oral Bagrut

1. The New Oral Bagrut iTest: A summary and topics for discussion
2. The Oral Bagrut: What it is and how tutors can help

All tutors helping pupils prepare for their Oral Bagrut **must** read this material before they begin tutoring. From 2018, in some schools, there will be a computerized format for the Oral Bagrut. If the school where you are volunteering is participating in the new format, request Worksheet #1. Otherwise request Worksheet #2.

A2. Graphic worksheets

1. Graphic worksheet: "Yes I Can"
2. Graphic worksheet: Stick Faces
3. Graphic worksheet: T-shirt slogans
4. Graphic worksheet: A computer keyboard

B SUPPLEMENTARY TUTORING MATERIAL

The worksheets in this list are available from ETP's Professional Consultant:

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B1. Tutoring worksheets

1. Learning the alphabet
2. Developing reading skills: General tips and guidelines
3. Vocabulary building activities
4. Reading comprehension: General tips and guidelines
5. Step-by-step guide for working with a Module A reading comprehension text (Unseen)
6. Grammar worksheets (Grades 4–12)
7. Planning role-play activities: A suggested template
8. Fun activities for advanced learners

B2. Reference Worksheets

1. Grammar Terminology: A Glossary
2. Authorized Ministry of Education Websites
3. Song sites to download from YouTube

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