

PRESENTATION

Part 1



PPT 139

Chapter 10

Tutoring English-as-a-Second Language Students

NOTE TO WORKSHOP LEADER:

Do not introduce this activity. Simply begin with the TPR as instructed on the next slide.

This is a very important exercise because it allows participants to experience the feelings associated with learning to **speak** a second language. It also helps them to see and feel important principles of language learning: listening, repetition, total absorption in the target language (English), stress, etc.

Gibberish was selected because the U.S. and Canada are so multi-language that eventually you might have someone in your workshop that speaks another foreign language that you selected.

This exercise will make it easier for them to understand the principles of learning a second language that will be taught later in this section.

Notice that you are teaching 5 drills (TPR, repetition, substitution, question and answer, and chain). Later, when you teach these same drills in English, participants will have greater understanding of language learning and the importance of drill work.

Phonetic spelling of the *Gibberish* is printed. Correct pronunciation on your part is not critical. You only need to **be consistent in your pronunciation**. The objective is simply for them to hear "strange" words and sentences and make meaning from them.

Do not speak any English and do not tell them the "language" they are learning while you are demonstrating this exercise. Use your gestures to convey instructions. Teach each drill to the entire class and then with two or three individuals. Going to the individual creates much stress, which is your aim.

Practice this exercise until you can demonstrate it smoothly. A helpful suggestion is to write the words of the exercise on the back of the illustration cards so that you can easily read the words until you memorize them.



PPT 140

Challa Kehinday

Conduct the Gibberish sensitivity exercise. (20 minutes)

ENGLISH WORD

Greetings

hello

Encouragement

wonderful

great

Preparation

Ready

Listen

JIBBERISH WORD

Ginrom

Potomich

Sooga

Mahlah

Danameesee

1. TPR Drill:

Workshop leader holds up each flash card or visual and says the word in Gibberish several times. Participants listen.

book **goota**

chair **alay**

clock **yoma**

calendar **lemeechga**

computer **etoomba**

Workshop leader gives the command in Gibberish and models the action.
Participants listen.

ENGLISH

GIBBERISH

Point to the book.

Goota et lenga.

Point to the chair.

Alay et lenga.

Point to the clock (or watch).

Yoma et lenga.

Point to the calendar.

Lemeechga et lenga.

Point to the computer.

Etoomba et lenga.

Point to the book,
calendar and computer.

**Goota ott lemeechga ott
etoomba et lenga.**

Workshop leader gives the above commands and models the actions; class performs the actions with the leader.

Workshop leader gives the commands but does not model the actions; class performs the actions after the command.

2a. Repetition drill with single vocabulary word

T. models word several times.

T: goota, goota, goota, goota, goota

T. models T. saying the word and S. repeating.

T: (*points to self*) goota (*points to S.*) goota

(*points to self*) goota (*points to S.*) goota

T. says ready and then models the word and S. repeats. Repeat several times.

T: mahlah?

T: goota S: goota

T: goota S: goota

T: goota S: goota

Repeat the procedure with the remaining vocabulary words.

alay

yoma

lemeechga

etoomba

2b. Repetition drill using vocabulary words in a sentence

T. models word in sentence . (Translation: *It's a book.* DO NOT TRANSLATE.)

T: (*points to self*) Nemka ich goota dook.

(*points to S.*) Nemka ich goota dook.

T: (*points to self*) Nemka ich goota dook.

(*points to S.*) Nemka ich goota dook.

T. says ready and repeats model. S. repeats sentence.

T: mahlah?

T: Nemka ich goota dook.

S: Nemka ich goota dook.

T: Nemka ich goota dook.

S: Nemka ich goota dook.

Follow the same pattern using the remaining vocabulary words in the same sentence.

Nemka ich alay dook.

Nemka ich yoma dook.

Nemka ich lemicha dook.

Nemka ich etoomba dook.

3. Substitution drill

T. models a single word and the sentence S. will repeat.

T. models all of the vocabulary words and sentences before S. is asked to repeat the sentences.

T: (*points to self*) goota
(*points to S*) Nemka ich goota dook

(*points to self*) alay
(*points to S*) Nemka ich alay dook.

(*points to self*) yoma
(*points to S*) Nemka ich yoma dook.

(*points to self*) lemeechga
(*points to S*) Nemka ich lemeechga dook.

(*points to self*) etoomba
(*points to S*) Nemka ich etoomba dook.

T. says ready and says a single word. S. repeats sentence using that word.

T: mahlah?

T: goota

S: Nemka ich goota dook.

T: lemeechga

S: Nemka ich lemeechga dook.

T: etoomba

S: Nemka ich etoomba dook.

T: yoma

S: Nemka ich yoma dook.

T: alay

S: Nemka ich alay dook.

Repeat, varying order of words

4. Question and answer drill:

T. models asking a question using a repetition drill. (What's this?)

Hold up picture of vocabulary word. Use nonverbal clues to show you are asking a question: scratch your head, make your face look like you are asking a question. If participants answer, say **danamese** (listen). You just want them to repeat the question, not give the answer.

T: (points to self) Nemka ich nan dooka?
(points to S) Nemka ich nan dooka?

T: (points to self) Nemka ich nan dooka?
(points to S) Nemka ich nan dooka?

T. says ready, models sentence and S. repeats.

T: mahlah?
T: Nemka ich nan dooka?
S: Nemka ich nan dooka?

T: Nemka ich nan dooka?
S: Nemka ich nan dooka?

T. models asking and answering a question. (What's this? It's a book.)

T: (points to self) Nemka ich nan dooka?
(point to S) Nemka ich goota dook.

T: (points to self) Nemka ich nan dooka?
(point to S) Nemka ich goota dook.

T. says ready, asks the question, and S. gives the answer.

T: mahlah?
T: Nemka ich nan dooka?
S: Nemka ich goota dook.

T: Nemka ich nan dooka?
S: Nemka ich goota dook.

Repeat question answer process with remaining words. Hold up the picture of each vocabulary word.

T: Nemka ich nan dooka?
S: Nemka ich yoma dook.

T. holds up a picture and models S. asking the question and T. answering. The student must be able to both ask and answer the question. Use all of the vocabulary pictures.

T: (points to S) Nemka ich nan dooka?
(points to self) Nemka ich lemeechga dook.

T: (points to S) Nemka ich nan dooka?
(points to self) Nemka ich etoomba dook.

T. holds up a picture, says ready, points to students to ask the question, and then answers the question. Use all of the vocabulary pictures.

T: mahlah?

S: Nemka ich nan dooka?

T: Nemka ich lemeechga dook.

5. Chain drill

T. holds up a picture and directs one student to ask the question and another to answer.

T: Bill, teejay (ask) Sarah, Nemka ich nan dooka?

Bill: Nemka ich nan dooka?

Sarah: Nemka ich alay dook.

If Sarah doesn't respond:

T: Sarah, Nemka ich alay dook.

Sarah: Nemka ich alay dook.

T: Sarah, teejay Sam, Nemka ich nan dooka?

Follow this procedure until each participant has asked and answered the question.