



# Brunswick County Literacy Council



# English for Speakers of Other Languages: *Independent Study*

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The best thing about  
Brunswick County

Two words to describe you

One important thing people  
should know about you

NAME

*DRAW* one thing  
you LOVE to do

## Roaming Through My Resource Book

Taking a quick “roam” through the text right off the bat, familiarizes you with its contents, just like you did for ABL.. Complete the six prompts below. Feel free to use the book’s Table of Contents starting on P. 3 (it will save you time). If it helps with your learning, write your completed responses in the spaces provided.



1. What makes learning to speak another language “the challenge of change”?
2. What are the four basic language skills?
3. What’s ONE (1) tip for being an effective culture guide?
4. Using ONLY the Table of Contents, select ONE (1) of the “Grammar” activities from the "Listening and Speaking” chapter that strikes you as interesting. Check it out.
5. Using ONLY the Table of Contents, select ONE (1) of the “Guided Writing” activities from the "Reading and Writing” chapter that strikes you as interesting. Check it out.
6. What are the four steps in “Lesson Planning”?

## Learner Profile #1

Name	Chun-Yun Wang
Homeland	China
How long in US	Five months
Family	Husband: graduate student One child: 5-year-old boy
Job in US	Not working outside the home
Work experience in homeland	Doctor (for 13 years)
Education	Graduated from Hunan Medical College
Personal interests	Sewing, traveling, singing
Goal	To practice medicine in the US
Reasons for learning English	To feel a part of the community. This is very important to her. Chun does not want to be so dependent on her husband to translate and to take care of tasks that require English.  To fulfill her goal of practicing medicine in the US
English ability	Chun is a lower-beginning English speaker. She knows a few phrases, but understands very little spoken English except those everyday phrases that she has heard repeated many times – for example, “How old is your son?”  Her reading and writing skills are a bit better because she studied some English in middle school in China.  Her pronunciation is surprisingly good for such a beginner. She has made a point of working on her pronunciation of English.

## Learner Profile #2

Name	Minh Doan
Homeland	Vietnam
How long in US	2 ½ months
Family	In US: mother and father, two brothers, one sister In Vietnam: one older brother, two older sisters Minh is single
Job in US	None. Minh is a student studying English.
Work experience in homeland	Cashier in store
Education	High school graduate
Personal interests	Singing – sings in his church choir
Goal	To go to college and study biology
Reasons for learning English	To be able to enter college
English ability	Minh is an upper-beginning learner. He studied English in Vietnam, but this was mostly written, not oral. His reading and writing abilities are much better than his speaking, although he does have a fairly good grasp of English grammar. He can understand some basic everyday English and can carry on a conversation around daily needs and everyday topics. His pronunciation is very poor, however. In addition, he is soft-spoken, which also makes him difficult to understand.

## Learner Profile #3

Name	Jose Pantoja
Homeland	Puerto Rico
How long in US	Four months (mainland)
Family	Jose's parents are in Puerto Rico. His father is disabled due to an industrial accident Jose is single.
Job in US	Industrial mechanic – repairs equipment in an industrial laundry
Work experience in homeland	Industrial mechanic in the irrigation industry
Education	High school graduate – some college
Personal interests	All sports, especially running and swimming
Goal	To spend four or five years working in the US. After that time he will return to Puerto Rico and find work as an industrial mechanic.
Reasons for learning English	To be better able to work with English speakers in Puerto Rico, i.e. those who own houses and run factories
English ability	Jose is an upper-beginning to low-intermediate speaker of English. He understands English well. His speech is quite fluent, but is marked by lots of errors. He is good with languages because he is unafraid to make mistakes when speaking. He has picked up a lot of English in the short time he has been here because he speaks with speakers of English every day.  Jose reads and writes some English and is studying to improve, but his oral ability is better than his written ability. His pronunciation and intonation are not very good, although his speech is understandable.

## Learner Profile #4

Name	Widens Noralusun
Homeland	Haiti
How long in US	Two years
Family	Mother and father in Haiti Eight brothers and sisters in Haiti One sister in the United States  Widens is not married, but his girlfriend and their three children live in Haiti with his parents.
Job in US	He has worked full-time at a furniture factory for 1-½ years. He operates a sanding machine
Work experience in homeland	Taxi driver in Port-au-Prince, Haiti
Education	High school graduate  Widens applied to college in Haiti, but did not attend. He is now a full-time student at a US community college
Personal interests	Bowling, movies, music, bicycle riding, walking
Goal	To finish college so he can get the power he needs to help others as well as himself
Reasons for learning English	Widens wants to improve his English so he can continue on in college. He has improved quite a bit since he came to the US but wants to increase his English skills so he can be more independent.
English ability	Widens is an intermediate to advanced ESL learner. He speaks and understands English well, although his pronunciation still needs improvement. He reads and writes English well enough to attend community college and get good grades.

## Lesson Planning Ideas

- Begin with a short discussion of what's new for each of you (new developments for the learner could lead to work on goals).
- Build on others; move from the simple to the complex and from the concrete to the abstract.
- End with encouragement by pointing to concrete evidence of improvement and growth; involve the learner in identifying examples.
- Ensure that learning is occurring by doing; make sure the student is doing the activity, not watching the tutor do it.
- Have a record of errors and difficulties to be used as the basis of future lessons.
- Include a planning process that includes deciding what will be taught, what materials will be needed, what activities/techniques will be used, how long it will take.
- Include some activities and instruction related to student goals.
- Include some time when student and tutor actually read!
- Introduce something new, leave time for practice, review and reinforcement, provide opportunities to apply and transfer skill(s) to real life and include adult reading and writing tasks.
- Make clear what will be taught, how, and WHY.
- Use real life materials related to student goals as much as possible.
- Vary the activities, have breaks, and vary the pace; work no more than 30 minutes on any one activity.

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See Pages 163 – 171 in Teaching Adults for MORE!

