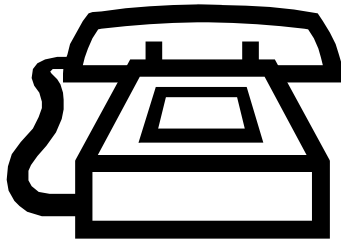


Telephone Skills Resource Kit: Evaluation Tools



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Telephone Skills Resource Kit

Introduction

Purpose: This resource kit is designed to help ESL instructors plan lessons to meet their learners' needs in the area of telephone skills. It provides a curriculum guide, goal setting tools, sample lesson plans, worksheets, assessment tools and an annotated bibliography of relevant resources.

Background: My students helped me see the need for a telephone skills resource for ESL instructors when they told me they wanted to work on telephone skills. I looked through books and searched the internet for some ideas. I found some lesson plan ideas, but everything seemed to cover telephone skills in one or two lessons. Most of the skills covered in these lessons were skills my intermediate students already had. I knew my students needed a more in-depth approach to telephone skills to help them solve more difficult problems.

How to use this kit: I have tried to make this kit easy for busy ESL instructors to use. The Kit is divided into 4 sections.

- **Curriculum Guide:** The curriculum guide is for instructors intending to work on telephone skills as a complete unit for several classes. It is a short guide that outlines the skills necessary for effective telephone communication. It includes some ideas for how these skills can be practiced in class and several brief descriptions of classroom activities.
- **Evaluation Tools:** The tools are designed to help instructors adapt the curriculum guide to their classes' needs. Instructors not using the curriculum guide may also find them useful.
- **Lesson Plans:** This section can be helpful for instructors who want to work on telephone skills for just one class and for instructors using the curriculum guide. They are arranged according to the skill topics in the curriculum guide. The lesson plans are examples of ways to practice the skills in the classroom, but they are not a full curriculum. Instructors using the curriculum guide will need to introduce the skills first with their own lessons.
- **Resources:** The Resource section includes descriptions of materials that instructors may find helpful while developing their own lesson plans for telephone skills. These resources are also arranged according to the skill topics in the curriculum guide for easy reference.

Special Thanks: I had a lot of help on this project and I want to thank Amanda Harrison-Perez for sharing her lesson plans with me, helping me edit my writing and giving me the time I needed for this project. Thanks also to Susan Reeve and Mary Lambert for their feedback on my ideas. Thanks to the participants at Telephone Connections workshop at the SEPDC Regional Conference in Reading, PA for their suggestions and feedback. Thanks to Eric Pauli for sharing his voice with us. And thanks to my husband Casey for recording the listening activities and sharing his voice.

Evaluation Tools

This section on evaluation provides tools that instructors can use for conducting goal setting with students and for documenting progress. Setting individual and class goals ensures that the content of the lessons is relevant to the students. This process helps instructors know which skills are most important to the students. It also helps the instructor determine the depth of the lessons and the length of time needed for each unit.

Each tool is described below. Samples of the tools are included at the end of this section.

Telephone Survey

Use a survey to find out what problems your students have with telephoning. On the survey, ask several questions related to telephone skills and have the students rate their own abilities using a scale. The students are able to identify and indicate their own strengths and weaknesses. Ask the students to complete the survey at the beginning of the unit and then again at the end. Compare the two surveys to detect areas of progress. Make sure the students are also aware of their own progress.

See Worksheet E.5 for an example.

Journal Writing

Ask students to write about their telephone experiences in a journal or in a free writing exercise. Have them write at the beginning of the unit, in the middle of the unit and at the end of the unit. Go over the entries with each student to find indications of progress.

Planning Guide

A planning guide helps the class decide what skills to cover during the unit, what activities to do and how to evaluate progress. The ideas should come from the students with guidance from the instructor when necessary. This can be completed as a class discussion and written on poster paper. The poster paper can be hung on a wall for reference and to add more ideas as the class suggests them throughout the unit.

To complete the planning guide, ask the class these questions:

- What skills do you need to use the telephone better?
- What activities can we do in class to help you learn those skills?
- How can you show that that you know the skills? (assessment)

The instructor may need to give the class some ideas to get them started, especially with the last question.

This planning guide comes from the EFF Teaching and Learning On-line Toolkit. See Resources p.11 for more information.

See Worksheet E.6 for a blank chart.

See Worksheet E.7 for a completed sample chart from an intermediate and advanced class.

Telephone Conversation Rubric

A rubric is an effective tool for observing and documenting students' abilities with structure and guidance. It can be used for pre and post performance based assessments to give constructive feedback to the students. It requires some time because each student is evaluated individually. A rubric also allows for some consistency in evaluation across multiple observers/evaluators.

To develop a rubric, consider the areas of performance that are most important for the skill being evaluated. Then think about different levels of performance within each area. Write a description of criteria for each level performance in each area. Whoever observes the skill can use the descriptions to evaluate the performance.

There are several ways to observe students' abilities. One possibility is to set up a role-play scenario. (See Lesson Plans p. 6-7 or 28-31 for sample role plays.) The students act out the scenario with the observer or with another student. The person observing evaluates the performance and marks the rubric. The observer can add additional comments about aspects of the performance not indicated in the rubric.

The rubric can also be a good teaching tool to present the qualities of a successful telephone conversation. In more advanced classes, the students may want to help develop the rubric and provide ideas for the descriptions of each level. Students can use the rubric to self-evaluate their work in class and their telephone calls outside of class. *See Worksheet E.8 for a sample rubric.*

Pronunciation Diagnostic

A pronunciation diagnostic helps pinpoint sounds and pronunciation problems that give students the most trouble on an individual level. It is easiest to do with small classes or one-on-one. In a larger class, the instructor can use a tape recorder and listen to the recordings at a later time.

Give the student a list of words and a simple dialog to read. As the student reads the list, the instructor or another observer marks any problems on a separate list.

If time allows, this can be done as a pre and post diagnostic to determine progress.

If the class is using a specific book or program for pronunciation, the list of words should be generated from that program for the most consistent evaluation. If the words are somewhat familiar to the students it helps eliminate some confusion between mis-reading and mispronouncing. The example worksheets use words from the *Master Spoken English* program (see Resources p. 4).

See Worksheet E.9 for a sample evaluator's form

See Worksheet E.10 for a sample word list

See Worksheet E.11 for a sample dialog

Name _____ Date _____

Telephone Skills

How are your telephone skills? Check the box that describes you.

| | Easy | OK | Difficult | Can't |
|--|------|----|-----------|-------|
| Use the telephone | | | | |
| Beginning a phone call | | | | |
| Ending a phone call | | | | |
| Making an appointment | | | | |
| Calling about a job | | | | |
| Calling my work | | | | |
| Calling a store for information | | | | |
| Calling my child's school | | | | |
| Calling when there is a problem with something | | | | |
| Leaving a message | | | | |
| Taking a message | | | | |
| Understanding an answering machine | | | | |
| Understanding the other person | | | | |
| Making the other person understand me | | | | |

What other problems do you have with using the telephone?

| Planning Guide | | |
|---|--|--|
| Goal: | Standard: | |
| What do we need to know? (Learning Checklist) | How can we learn it? (Learning Activities) | How will we show we know it? (Assessment Activities) |
| | | |

From the EFF Teaching and Learning On-line Toolkit

| Planning Guide | | |
|---|---|---|
| Goal: To use the telephone | | Standard: Listening & Speaking |
| What do we need to know? (Learning Checklist) | How can we learn it? (Learning Activities) | How will we show we know it? (Assessment Activities) |
| 1) How to ask questions (putting sentences together; making an appointment) 2) Pronunciation 3) Answering the telephone, beginning telephone calls 4) Understanding recorded messages 5) Phone etiquette 6) Descriptions* 7) Negotiate* | 1) Reading about using the telephone 2) Practice phone calls with role plays and real phone calls 3) Listening to recorded messages and others on the phone 4) Watch pronunciation videos 5) Get help from other students on pronunciation, shape of mouth 6) Practice pronunciation at home | 1) Phone call with teacher 2) Teacher observation of phone calls to other people 3) Pre-Post self assessment 4) Pre-Post pronunciation recording |

* denotes items added later, as the class progressed through the activities
 Chart from the EFF Teaching and Learning On-line Toolkit

Student Name _____

Date _____

Observed by _____

Telephone Skills

| Category | Needs Improvement | Satisfactory | Outstanding |
|------------------------------|---|---|---|
| Pronunciation | Student is difficult to understand | Can understand student with little to medium difficulty | No problems understanding student |
| Politeness | Student is rude, or uses no polite words | Student uses polite words like "Please" and "Thank you" | Student uses polite phrasing like "Could you please" |
| Sentence Structure | Student uses 1-3 word sentences | Student uses phrases or sentences with incorrect word order | Student uses full sentences with correct word order |
| Voice Volume | Listener couldn't hear student at all | Listener couldn't hear student, but student adjusted his/her voice or Student spoke too loudly | No problems with volume of voice |
| Strategies | Student used no strategies to help with listening or speaking | Student used 1-2 strategies to help with listening or speaking | Student used many strategies to help with listening or speaking |
| Overall Understanding | Phone call was not successful | Phone call accomplished most of the important tasks intended | Phone call accomplished all tasks intended, plus more |

Comments:

Student Name _____ Date _____
 Observed by _____

Listen to the student read these words. If the word is good, check **yes**. If the student has trouble pronouncing the word, check **no**. Check **?** if some sounds give the student trouble. For **No** and **?**, circle the sounds the student mispronounces. At the bottom of this sheet, make comments about the dialog pronunciation.

| Word | Yes | ? | No |
|----------|-----|---|----|
| Yellow | | | |
| Happy | | | |
| Tree | | | |
| Cheese | | | |
| Grapes | | | |
| They | | | |
| Father | | | |
| Star | | | |
| Shoe | | | |
| Moon | | | |
| Dollar | | | |
| Blonde | | | |
| Not | | | |
| Don't | | | |
| Now | | | |
| House | | | |
| Short | | | |
| Ball | | | |
| Long | | | |
| Boy | | | |
| Back | | | |
| Has | | | |
| I | | | |
| Toy | | | |
| Dime | | | |
| Five | | | |
| Work | | | |
| Thirty | | | |
| Pill | | | |
| Red | | | |
| Oven | | | |
| Sell | | | |
| Men | | | |
| Thirteen | | | |
| Fail | | | |

| Word | Yes | ? | No |
|----------|-----|---|----|
| Fell | | | |
| Cut | | | |
| Nut | | | |
| Full | | | |
| Beauty | | | |
| Run | | | |
| Leave | | | |
| Off | | | |
| Vest | | | |
| Best | | | |
| Paper | | | |
| Head | | | |
| Dog | | | |
| Wait | | | |
| Waited | | | |
| Kiss | | | |
| Kissed | | | |
| Hug | | | |
| Hugged | | | |
| Talk | | | |
| Bank | | | |
| Ring | | | |
| Hospital | | | |
| Water | | | |
| Onions | | | |
| Reporter | | | |
| Hat | | | |
| Shop | | | |
| Chop | | | |
| Church | | | |
| Job | | | |
| Bridge | | | |
| Foods | | | |
| Little | | | |
| Quick | | | |

Dialog:

Intonation of sentences

Intonation of questions

Rhythm

Sentence flow

Overall understandability

Pronunciation Words

Read this list of words slowly.

| | | |
|--------|----------|----------|
| Yellow | Pill | Ring |
| Happy | Red | Hospital |
| Tree | Oven | Water |
| Cheese | Sell | Onions |
| Grapes | Men | Reporter |
| They | Thirteen | Hat |
| Father | Fail | Shop |
| Star | Fell | Chop |
| Shoe | Cut | Church |
| Moon | Nut | Job |
| Dollar | Full | Bridge |
| Blonde | Beauty | Foods |
| Not | Run | Little |
| Don't | Leave | Quick |
| Now | Off | |
| House | Vest | |
| Short | Best | |
| Ball | Paper | |
| Long | Head | |
| Boy | Dog | |
| Back | Wait | |
| Has | Waited | |
| I | Kiss | |
| Toy | Kissed | |
| Dime | Hug | |
| Five | Hugged | |
| Work | Talk | |
| Thirty | Bank | |

Pronunciation Dialog

Read this telephone conversation.

A: Thank you for calling ABC Bookstore. May I help you?

B: Yes. Are you open on Sundays?

A: Yes, we are open on Sundays from 10:00 am to 6:00 pm.

B: And how late are you open on Saturdays?

A: We are open on Saturdays until 10:00 pm.

B: Thank you very much.

A: You're welcome. Have a nice day.