

Eight Great Practices for ESOL

Allies for Immigrants ESOL Corps

Thursday, September 20

6:00 -7:30 PM

Facilitator: Diana Satin

Training and Technical Assistance Coordinator, ENB

dsatin@englishfornewbostonians.org

617.982.6865

Resources: <https://a4itutor.weebly.com/>

Objectives

By the end of the workshop, you will be able to:

- describe eight best general practices for working with adult ESOL students
- choose one practice to implement at your next tutoring/teaching session

Introductions

- Name
- Role
- Program
- One question you have about working with students



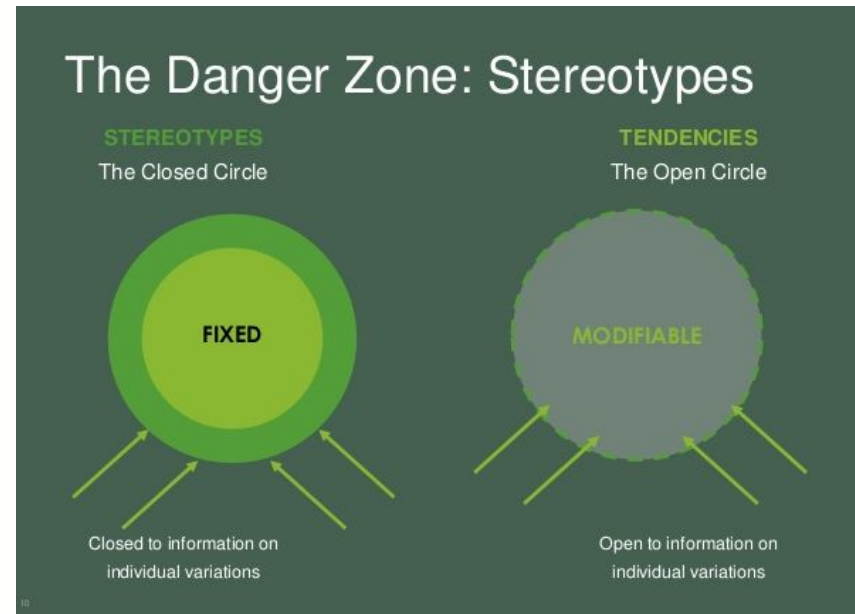
Hello
my name is

1. Culture Clash

Be sensitive to assumptions.

- Central tendencies with variation
- Culture and educational experience may impact learners' - and your - expectations and interactions.
- Example: Beliefs about student/teacher roles
- Example: Monochronic vs polychronic
- For more, see 'Like a Fish in Water'

<https://a4itutor.weebly.com/>



[Stella SIM](#)

2. We're All Adults Here

Adults learn differently from children in many ways.

Language Learners

How is language learning the same for children and for adults? How is it different?

3. What Do Ya Know?

Assess and build off of prior knowledge.

- Don't assume, assess
- Build off of prior knowledge to stimulate and motivate
- Example: Winter clothes activity
 - Group brainstorm - drawing
 - Add new words/phrases
 - [Padlet](#)
- Lapland
- Kitchen

4. Keep It Simple

Be mindful of your words and sentences.

- Utilizing reductions in your speech is gonna result in the student feeling clueless and embarrassed.
 - Multisyllabic words
 - Slang
 - Cognates sometimes work, sometimes don't
 - Sentence length
 - Recycle

[A little difficult](#)

[Easier](#)

Reflect

- Culture Clash
 - We're All Adults
 - What Do Ya Know?
 - Keep it Simple
1. In pairs, write, draw, or make a recording on your phone: summary of the four topics
 2. Think - pair - share:
 - a. Think: Review the four topics and choose one you'd like to implement
 - b. Pair - share: Turn to a participant and share your thoughts.

5. Slow Down, Give Pause

Give time for student to process.

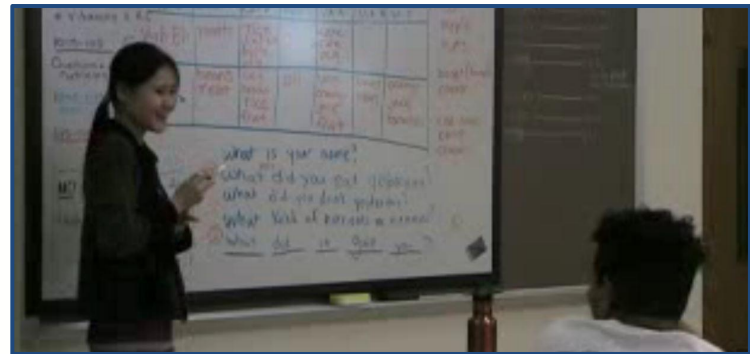
- When you speak, speak a little slowly to give time for student to understand.
- Separate words
- BUT too slow/too much enunciation turns into unnatural speech.
- When it's the students' time to speak, allow time for them to generate their answer.



6. I Do

I do, we do, you do

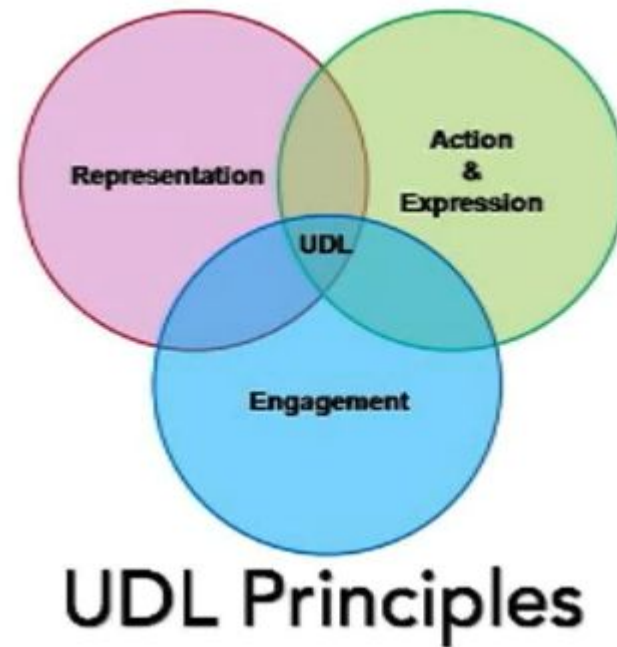
- I do - *sets up for success*
 - teach key vocabulary
 - demonstrate/model
 - give examples
- We do - *sets up for success*
 - students + tutor
 - higher level student gives example
- You do - *students' goal*
 - students independently



7. It Can Make All the Difference

Multimodal options

- Universal design in learning
 - Representation of teaching material: Visual, audio, kinesthetic
 - Engagement: Provide choice; relevance
 - Action/Expression: Multiple ways for student to respond & communicate



8. Reflect Back

- Check their understanding
- Have them review and reflect on their learning and performance



Reflect

- Slow Down, Give Pause
 - I Do
 - It Can Make All the Difference
 - Reflect Back
1. In pairs, write, draw, or make a recording on your phone: summary of the four topics
 2. Think - pair - share:
 - a. Think: Review the four topics and choose one you'd like to implement
 - b. Pair - share: Turn to a participant and share your thoughts.

Plan

- Today's resources: <https://a4itutor.weebly.com/>
 - Resources Blog
- Draft a plan ([handout](#))
 - Optional: in pairs/small group
- Share with group

Wrap Up

Evaluation: tinyurl.com/enbworkshopeval

Thank you for your participation!

