Tic-Tac-Talk: Getting to Know You

1. Make your mark/type your name in a box and then answer the question.
2. Then your partner takes a turn to make a mark and answer a question.
3. 3 in a row wins the game!

Never played the original tic-tac-toe? Let's practice!

What is your favorite color?	Name a musician or song you like to listen to.	When is your birthday?
What is a food you don't like?	**Ask your partner a question.**	Are you a morning person or a night person?
How many siblings do you have?	Do you have a pet?	What is your favorite holiday?

Tic-Tac-Talk: Grammar Patterns and Vocabulary Practice

1. Make your mark/type your name in a box and then say the sentence.
   a. Example: The Windex is on the table/next to the vacuum/under the vinegar.
2. Then your partner takes a turn to make a mark and say the sentence.
3. 3 in a row wins the game!

Is or are?	On the table	Next to the	Under the

Handout: Goal Setting

Effective goal setting with students is the foundation of successful instruction. When students set their own learning goals and then are able to monitor and see progress toward those goals, they are more likely to persist in adult education programs. In addition, goal setting and monitoring provides valuable information to help tutors make instructional decisions about materials, methodology, and focus of instruction. Below are some tools and strategies you can use to help students set and monitor their goals.

Setting Short-Term Goals

Often, an adult ESL student will enter a program with very specific short-term survival English goals and vague or general long-term goals, or no long-term goals at all. To be able to accomplish these short-term goals, the student will need to clearly identify and articulate them, and they will need to be goals that can be accomplished in a short period of time and measured. To do this:

- Help the student identify his short-term goals with specificity. The goal of buying groceries is a good starting point, but the goal will need to be more specific. You will need to know the specific things the student needs to buy and do and the grocery store to be able to measure progress and determine success. What things does the student need to buy? What store staff does the student need to interact with?
- Help the student identify the language skills specific to the clearly defined short-term goal. What vocabulary does the student need to learn? What language structures? What words does the student need to recognize in print?
- Help the student identify the strengths and skills he already has in English that are relevant to that goal. What can the student build on?
- Discuss with the student what gives him trouble. Help him identify the specific areas he needs or wants to develop. Then measure progress in developing these skills.

Setting Long-Term Goals

As the student begins to develop his English language skills and makes progress toward some of his short-term goals, begin to show the student how these skills can apply to other aspects of the student's life. For example, the same language structure used to order lunch meat at the deli, "I would like a half pound of roast beef," can be used to request service anywhere: "I would like to cash a check," or "I would like mail this package."

As the student starts to see the many uses for the English he is learning, you can start to talk about some bigger things the student might like to do. As you have these conversations with the student, get the student to think about the "why" as well as the "what." Once the student can describe the big picture, begin to talk about how learning English fits into this big picture. These then become the student's long-term learning goals, and you can start to connect the student's short-term goals to them.

Monitoring Goals

Once you've worked with the student to set long-term and short-term learning goals, it is important to monitor the goals on a regular basis. Monitoring involves reviewing the long-term goals to see if they are still relevant to the student's life, and then reviewing the short- term goals related to them. During this review, you and the student want to identify the goals that have been accomplished and what progress he has made on the other goals. If the student has not made progress on a goal, discuss the reasons why and make adjustments in the strategies you both are using to achieve the goal. Setting and monitoring long-term and short-term learning goals helps the student see progress, avoid frustration, and remain motivated to continue his education.

Goal Setting

Goal Statement

I need to improve _____ so I can _____.

Goal Planning

Skill What do I need to learn?	Measurement How will I know I've learned?

Handout: Student Profiles

Student 1: Elena

Elana is a woman in her late 40s. She lives with her family in a small Greek community. Her family consists of two sons and a daughter. All three children are out of school and working. She has been in the United States for about a year and a half. She graduated high school in Greece, and took English classes but has not had much practice speaking English since she's been in the United States. She can read and write English rather well (low intermediate SPL), Her oral communication skills are lower. She speaks with a heavy accent and people have a difficult time understanding her (high beginning SPL)

She works at a restaurant owned by another Greek family. She works in the back in the kitchen. She is a naturally curious person and enjoyed going places and meeting people in Greece. She would like to improve her English, especially her accent, so she feels more comfortable talking with people. That would allow her to work in the front of the restaurant where she could talk to the customers. It would also make her feel better about meeting people and travelling and finding out more about the United States.

Notes

Student 2: Aimar

Aimar is a Syrian refugee who has been in the country less that three months. He and his family came to the U.S. through a local relief agency after an 18 month vetting process. Aimar did not learn English in Syria and speaks very little English now (low beginning SPL).

In Syria, Aimar owned an interior design shop. Since he has been in the U.S. he is unemployed. Eventually he would like to go to school in the U.S. and operate his own business again, maybe interior design or maybe something else. Right now he would be happy to find any job that would allow him to provide for his family. He feels pressure to find work because in Syria he worked while his wife took care of the children. He's not opposed to his wife working, but would prefer it if he could make enough money so that she could still stay home with the children. Their two children are young, not in school, and the move has been traumatic for them.

Notes:

Student 3: José

José is 25 years old. He came to the U.S. with his parents when he was 15. He graduated from a U.S. high school and has been working at an auto shop since he graduated. He speaks very fluently and has a minimal accent (advanced SPL).

José loves working on cars. Now he wants to go to college to become an engineer and design cars. Even though José speaks fluently, he has difficulty reading and writing in English (low intermediate SPL). He knows he will have to do a lot of reading and writing in college and he's worried he won't be able to do it. He will need to take out loans and apply for scholarships to attend college and he's worried about taking on debt and then not graduating. He also knows he needs to take the ACT to get into college and he's worried about the reading on that test.

Notes:

ESL Lesson Plan

<u>Lesson Objective:</u>

Segment	What and How? *Describe Activities…*	Materials *Realia*	Notes
1. Warm-up			
2. Review			
3. Presentation of New Material			
4. Structured Practice			
5. Free Practice			
6. Assessment			
7. Wrap-Up			

Format adapted from California Department of Education, Staff Development Institute and Dearborn Adult Education

Handout: The Language Experience Approach

The Language Experience Approach (LEA) involves using a story dictated by a student and written by the tutor to teach different components of language, primarily reading and writing. Using a learner's own experience and language as the basis for instructional material is an effective way of collaborating from the very first lesson. This approach gives immediate success and is an icebreaker in a new teaching situation. It also gives you insights into a learner's world that can be of great help in selecting materials for a series of lessons.

The Language Experience Approach emphasizes the connections between oral language and written language. This technique allows even beginning English language learners to create stories that can then be put into print. Language experience works well with students at any level and in individual and group settings. Eventually it can be the foundation on which students build and write their own stories.

Steps

1. **Converse with students to identify an experience or topic.** Begin the language experience approach by inviting the student or students to talk. The conversation will help you narrow the topic for the language experience story, and will help the student generate ideas. If you have trouble identifying a topic, see the suggestions below.
2. **Engage in the conversation.** Listen carefully. Ask for clarification in necessary. Identify key words the student uses and write them down.
3. **Ask the student to tell you a story.** After the conversation, narrow the topic and ask the student tell you a story, using the key words. If you're working with a group of students, you might rotate from student to student, with each student giving you one or two statements.
4. **Print exactly what the student says.** Use correct spelling and punctuation, but do not change any words. It is very important to maintain the integrity of the student's voice. Leave a blank line after each printed line in case you need to add sentences or make changes later. For beginning students, a story of 3-5 sentences is long enough. For more advanced students, a longer story is better. Ask the student or students to give the story a title.

   Note: if you are working with a group of students, they may have different levels of knowledge of the English language. If one student says something incorrectly, another student may question it. If students correct each other's work while writing, this is OK. Acknowledge the contributions of both the primary speaker and the person who corrected it. "That was a good sentence Jose. And Li, good job to make it better."

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5. **Read and verify the story.** Read the story back to the student and ask if it says what they wanted it to say. Ask if there are any changes the student would like to make to the story. Reread the story as many times as necessary for this process to complete.

6. **Read the story to the student.** Read the story to the student, tracking the words with your finger, while the student watches and listens.

7. **Ask the student to read the story.** After you have read the story, ask the student to read the story. For beginning students, you can combine steps six and seven. Read a sentence while tracking the words, and then ask the student to read that sentence back to you. Repeat the process until the student can read the entire story independently. Higher-level students may be able to read the story on their own after listening to you read it first. When working with a group of students, have the students read the story together and then give each student a chance to read parts or all of it alone.

8. **Identify reading and writing skills.** Now that you have a story, you can use the story to identify reading, writing, and other language skills for the student to work on. Based on the student's needs, here are some of the things you might do:

   - **Word study:** Review the story and identify words that reflect specific phonemic awareness and phonics skills the student needs to practice. For instance, you might select words that have a short /i/ and a short /e/ and practice distinguishing between the two sounds. You might select a word that uses a common word pattern and have the student use that pattern to form new words. You might select important words to write on flash cards and have the student practice recognizing them by sight.

   - **Vocabulary:** The student generated the vocabulary used in the language experience story, so he or she has some idea of what the words mean. However, people often don't have a complete understanding of the words they use regularly. Review the story and identify words that have complex, nuanced, or multiple meanings. Ask the student to tell you what one of these words means, then provide a more complete definition. Give the student examples of the word used in a variety of contexts. If a word has synonyms, such as policeman/ policewoman, officer, and cop, discuss when to use each word.

   - **Fluency:** You will have already worked on fluency as you read the story to the student and the student read it back to you. If there were phrases or portions of the story that gave the student problems when reading, use an activity such as phrase reading or pencil tracking to practice those phrases.

   - **Comprehension:** You may not be able to work on applying the broad comprehension strategies since the student already understands what he or she was trying to say. However, you can use the story to develop specific comprehension skills like reviewing how cause and effect or sequencing functions within the story.

   - **Grammar and Writing:** There will likely be grammatical errors in the story. You can use those to teach grammar lessons (oral and written). After a grammar lesson, give the student another opportunity to revise the story.

- **Pronunciation:** There will also likely be words or phrases the student had trouble pronouncing properly. Use these as the basis for the pronunciation segment of the lesson.

9. **Ask student to copy the final story.** Finally, ask the student to copy the story.

Generating Story Ideas

Use the questions and other ideas below to start conversations that will lead to the creation of a language experience story.

- Topics for the conversation might include family, school, work, trips, something the student is happy about or proud of, why their family came to the U.S., stories about their homeland, descriptions of people, or everyday routines. If you have trouble identifying a topic, use a picture or pictures to start the conversation.
- Tell me a story about someone in your family.
- What type of work do you do? What do you like and dislike about your work?
- What do you like most about school? What is difficult for you?
- What is something you do well? How would you tell someone else how to do it?
- What do you most like to do on your day off?
- Think about someone you know. Describe what he or she looks like.
- Tell me about coming to the U.S. Why did you come? What was it like when you first arrived?
- Tell me about life in your homeland. What was your day like?
- Tell me about a tradition your family has.
- Choose a photo depicting an odd situation. Ask the student to describe what they think happened just before the photo was taken and just after it was taken.
- Ask the student to bring in a photo and tell you what the photo represents.

Benefits of the Language Experience Approach

There are many benefits to using the Language Experience Approach with students:

- **It empowers students.** When students see a story about a personal experience, written in their own words, they are both empowered and motivated.
- **It emphasizes the connection between oral and written language.** As students tell you a story, you write the story down on paper. This immediately helps students make the connection between oral vocabulary and the same words in print.
- **It gives insight into the student's language and experience.** The language experience story gives you an opportunity to understand the extent of a student's vocabulary and command of English. It also gives you insight into the student's life experiences and possible topics for future lessons.
- **It allows beginning students to produce stories and see them in print.** This technique allows even beginning English language learners to create stories that can then be put into print.

- **It works well for individuals or groups.** It is a process that is easily adapted for individual or group learning.
- **It works well with new students.** This approach provides a new student with an immediate opportunity to experience success in speaking, reading, and writing English. It also gives the teacher an opportunity to establish rapport with a new student before delving into published instructional materials.