# Foundations of Adult Education Tutoring

# Core Module 3
## Instructional Best Practices: Working with Learners

**Literacy Minnesota**

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Tutor Training Coordinator

Meghan Boyle
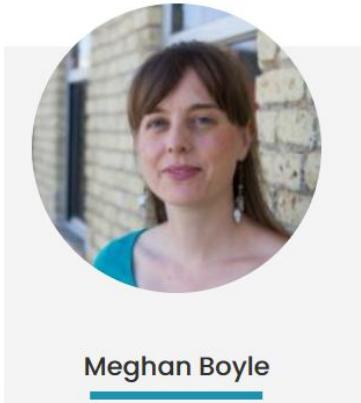
- Literacy Minnesota since 2014
- Beginning Literacy and Beginning English Teacher, Volunteer Coordinator and Curriculum Project Manager
- Experience teaching all levels of ELL beginning in 2009 (digital literacy and Citizenship too)
- MA in ESL from Hamline U

Literacy Minnesota

# Names and pronouns

- If your **first** name is one that people mispronounce often, send me a private or public chat with phonetic spelling and capitalize the syllable that is emphasized (Moira = MO-rah), or unmute to let us know how to pronounce it.
- If you prefer a nickname not shown in your Zoom name, please change it. I'll show you how.
- I encourage you to add your pronouns to your Zoom name, if you are comfortable doing so. This helps to create a welcoming and inclusive space for transgender, non-binary, gender non-conforming and intersex people who often share their pronouns. This is optional!

# How to change your name and add pronouns in Zoom
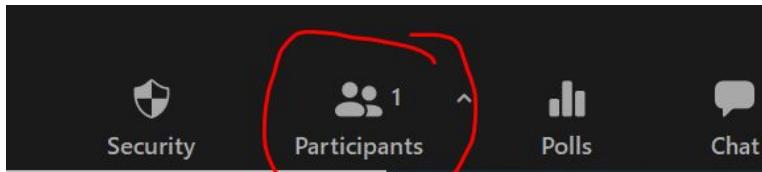


1. Click on "participants" in your toolbar.
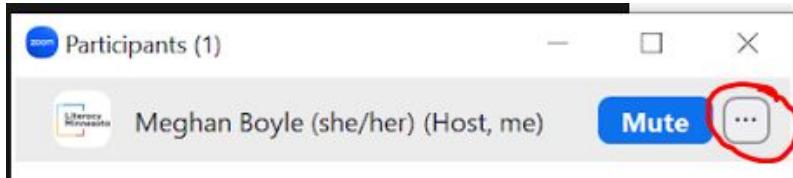


2. Click on the three dots.
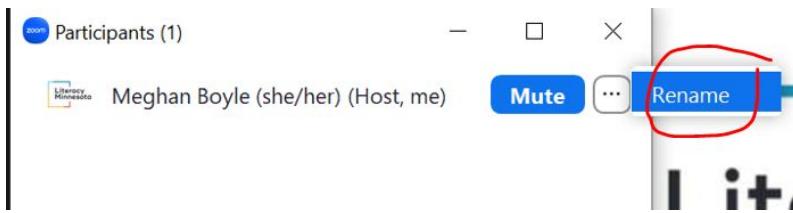


3. Click on "Rename" and type your preferred name and pronouns.

# Foundations of Adult Education Tutoring

**Training Module 1** Overview of Minnesota Adult Education and Program Accountability

**Training Module 2:** Understanding Adult Learners

**Training Module 3:** Instructional Best Practices: Working with Students

**Training Module 4:** Instructional Best Practices: Working with Materials

Plus two additional 2-hour targeted trainings for the 12-hour certification to lead a class. Read more here.

# After the session…

Follow-up email from me
- slides
- link to the evaluation
- optional training tracking s

CEUs
- must attend at least 105 minutes
- sent from Kelly Rynda

# Overview of Training

- Learner-Centered Instruction

- Teacher Talking Time (5 minute break)

- Error Correction

# Activity Expectations

This session will have breakout rooms, so be prepared to turn on your camera and your mic!

If you are unable, you can...
1. Join the breakout room but let your group know you'll be participating via chat, or

2. Stay in the main session and do a quiet reflection. Share your reflection with me in the chat.

# Warm Up, Part 1: Introductions

If you are tutoring, share a bit about that experience.

If you are not tutoring yet, share a bit about why you are interested.

# Warm Up, Part 2: Story Chain

1. Tallest person goes first.

2. First person begins with a story starter like "It was a dark and stormy night…" or "Last night when I was driving home from work…"

3. First person calls on someone to continue the story with a sentence or two. That person calls on someone to continue the story with a sentence or two…

4. Continue until you are called back to main room. If you end your story before that, start another story.

# Warm Up Parts 1 and 2

Learner-Centered Instruction

# What it's NOT

If it's not this, what is learner-centered instruction? Or, what does it look like in the classroom? Put your answer in the chat box.

*I believe teachers are doing too many learning tasks for students. We ask the questions, we call on students, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.*

- Maryellen Weimer, 2012

| Learner-Centered Instruction Principle | What it looks like |
| --- | --- |
| Learners have many **opportunities to practice** the language and skills they are learning. | Learners listen to teacher, but also have opportunities to do **pair work, small group work, and work on teams**. The teacher frequently elicits learner input. |
| Learners are **self-reliant** and **independent** in applying their knowledge and problem-solving skills. | Tutors and teachers **step back** and let learners **struggle** and come to their own answers. Lead, if needed, through prompting questions. |

| Learner-Centered Instruction Principle | What it looks like |
|---|---|
| Learners are given the **explanations, models, and support** that they need to master the language and skills taught during the lesson. | **Scaffolding**:  break learning tasks into right-sized chunks. **Check comprehension** regularly through planned questions and task-based informal assessments. |
| Learners produce language **without constant teacher monitoring**; teacher provides feedback focused on learning targets. | Have **selected strategies for error correction** and feedback that can be applied in various scenarios. |

# In Order to be a Learner-Centered Teacher...

## ...you need learner-centered students

- Class expectations
- Reading, writing, listening and speaking are skills that require practice
- Safety through routines
- Explanation of the effectiveness
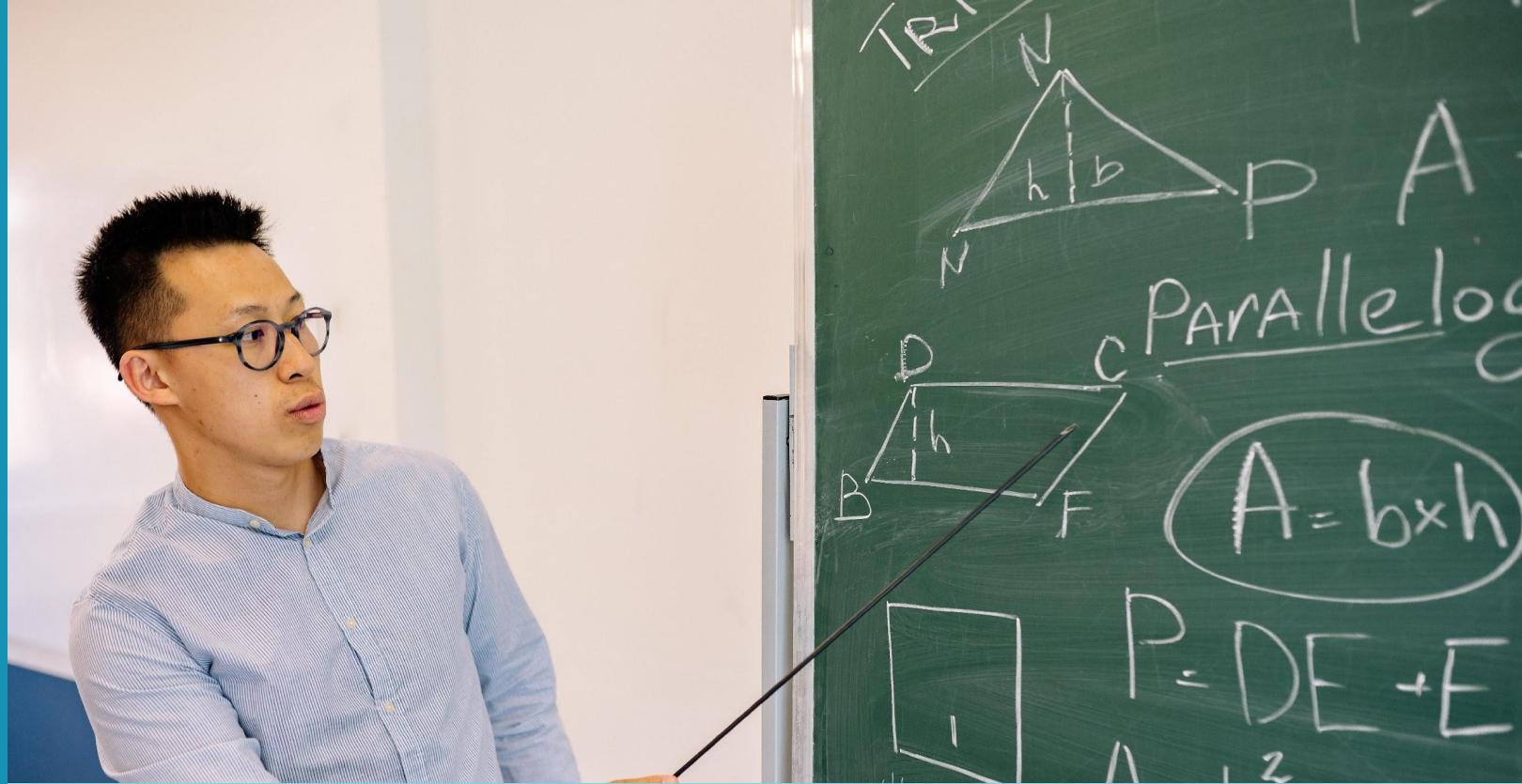
Teacher Talking Time

# Teacher Talking Time (TTT) is…

The amount of time a teacher spends talking during a lesson, such as when giving instructions or taking part in discussions.

# Why should we try to reduce it?

- Limits learner talking time
- Long periods of teacher-to-class lectures
- Teacher may be giving information learners could find out for themselves
- Learner's role is only the respondent

# Does this mean the teacher is silent?



No!

**Chat**:  When is it important for the teacher to talk?

# Strike a balance!

| Too much TTT when... | Balance between learners and tutors / teachers |
|---|---|
| Teacher stands at the front of the room and **lectures** for most of the class period. | Learners listen to teacher, but also have opportunities to do **pair work**, **small group work, and work on teams** |
| Teacher **tells learners** the meaning of vocabulary, describes grammar, gives instructions, etc. | Learners see content and skills **demonstrated** through modeling, pictures, real life items, and examples and provides opportunities for learners to ask questions and share knowledge |

| Too much TTT... | Balance between learners and tutors / teachers |
| --- | --- |
| Teacher asks a question, then **immediately rephrases, gives an example, or shares the answer** | Learners are given time to cognitively process content through **intentional pauses** (adequate wait time) |
| Teacher constantly **paraphrases and/or repeats learners' comments** and answers to the class | Learners are invited to **share what they heard their classmates say** and respond to each other |

What **specific technique** does Jessica describe to increase the use of this skill of restating or rephrasing?

*I believe teachers are doing too many learning tasks for students. We ask the questions, we call on students, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.*

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# Demonstration Lesson

Watch for **learner-centered principles** & strategies for **reduced Teacher Talking Time**

- Student-to-student interaction
- Learner input and experiences
- Teacher as question-asker
- Checking comprehension

- Additional examples
- Modeling
- Pictures or real-life items
- Pausing
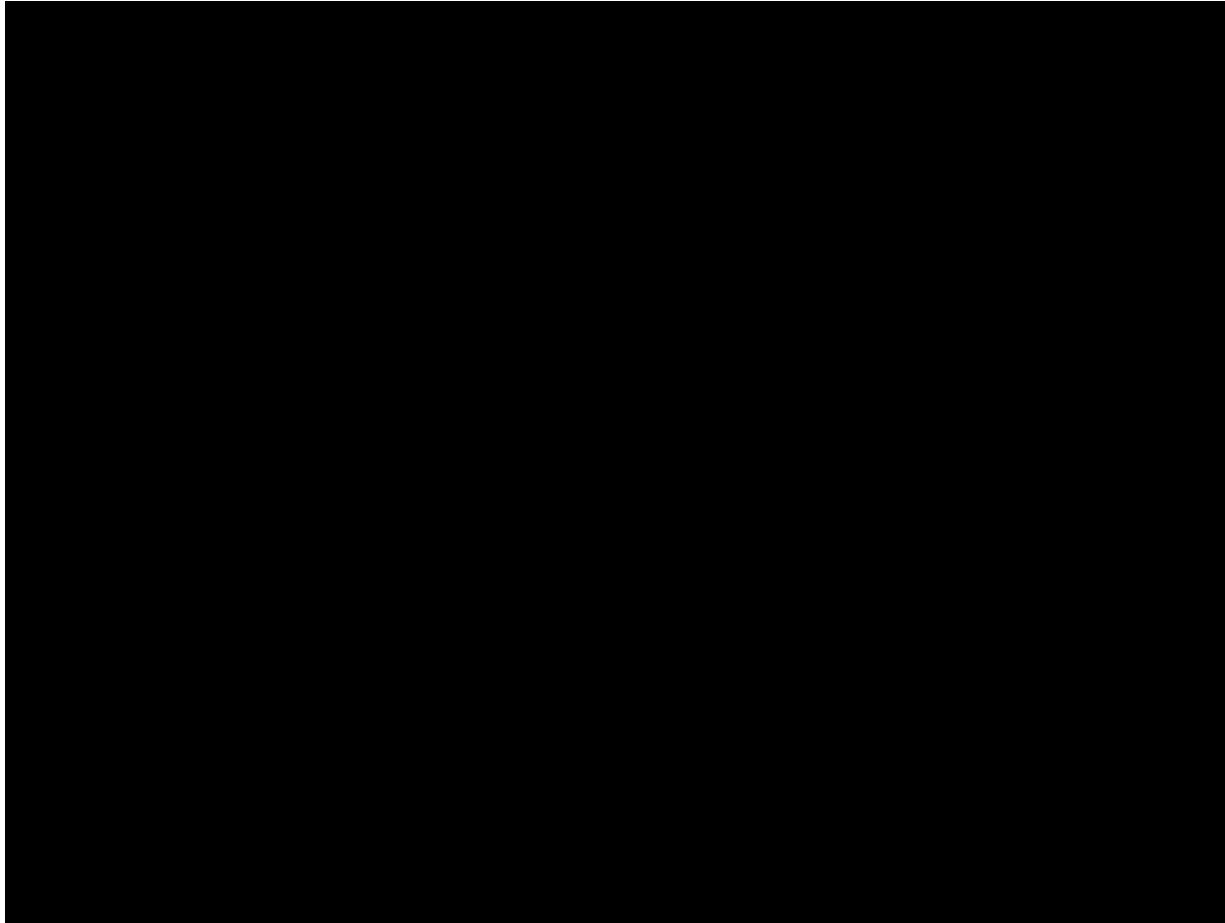
# Demonstration Lesson Reflection

In the chat, describe what you saw as it relates to each of the following:

- Student-to-student interaction
- Learner input and experiences
- Teacher as question-asker
- Checking comprehension

- Additional examples
- Modeling
- Pictures or real-life items
- Pausing

I removed a set of slides that was a demo lesson that took too much time and left participants not in the "class" feeling left out. Instead, I show a video of Barb. Those demo lesson slides are [here](#).

from survey feedback, people seemed to like seeing the video of Barb interacting with learners

# Breakout Room Activity:
## How would you make this more learner-centered?

1. What could the teacher change to have less **teacher talking time** and more **learner talking time?**
2. How could the teacher create more opportunities for active **learner-centered** participation?
3. Choose **one** activity, but do the other one if you have time.

| Learner-Centered Instruction Principle | What it looks like |
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| Learner-Centered Instruction Principle | What it looks like |
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| Learners are given the **explanations, models, and support** that they need to master the language and skills taught during the lesson. | **Scaffolding**: break learning tasks into right-sized chunks. **Check comprehension** regularly through planned questions and task-based informal assessments. |
| Learners produce language **without constant teacher monitoring**; teacher provides feedback focused on learning targets. | Have **selected strategies for error correction** and feedback that can be applied in various scenarios. |

**Activity 1:**

For each fruit and vegetable, the teacher shows a picture, says the vocabulary word, and asks learners to repeat.

The teacher shows the pictures, says the vocabulary word, and writes the word on the board, spelling out loud as they write.

The teacher spreads the pictures out on a table, calls a vocabulary word out and asks a learner to pick up the matching picture and put it on the board under the matching word.

This continues until all pictures are on the board.

## Activity 2:

The teacher shows the energy transformations illustration and explains each one, giving additional examples of each.

The teacher asks the learners if they have any questions.
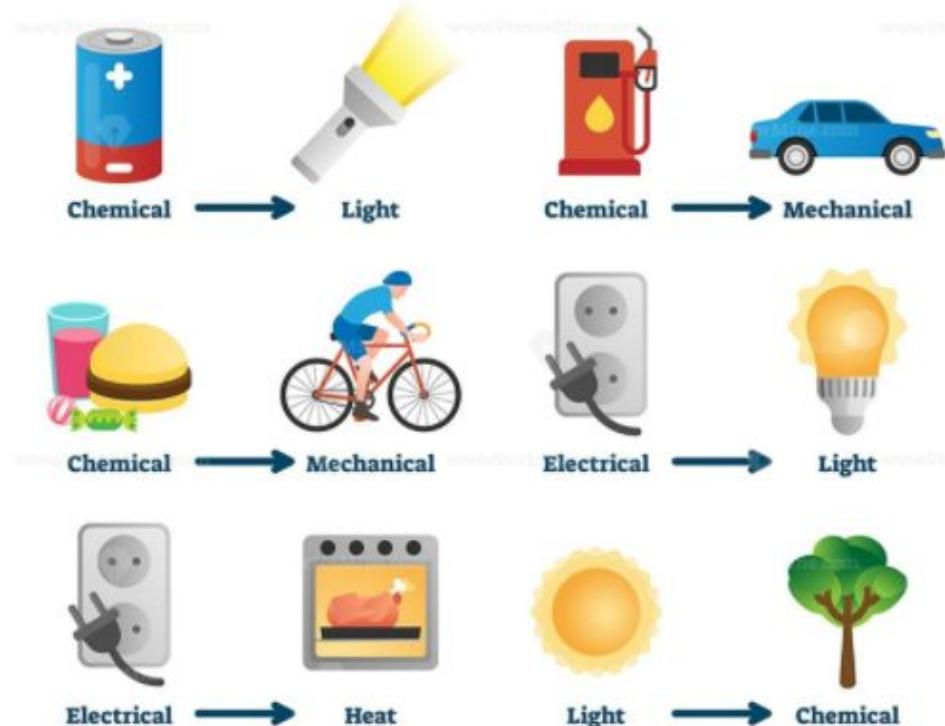
## Activity 2, cont.

The teacher shows this slide and has learners call out the matching numbers and letters.

| | |
|---|---|
| 1. Chemical energy into mechanical energy | A. burning wood in a fire |
| 2. Sunlight into chemical energy | B. swinging on a swing |
| 3. Electrical energy into kinetic energy | C. photosynthesis |
| 4. Chemical energy into light energy | D. electric fan blowing air |
| 5. Chemical energy into heat and light | E. battery-powered flashlight |
| | F. body digesting food |
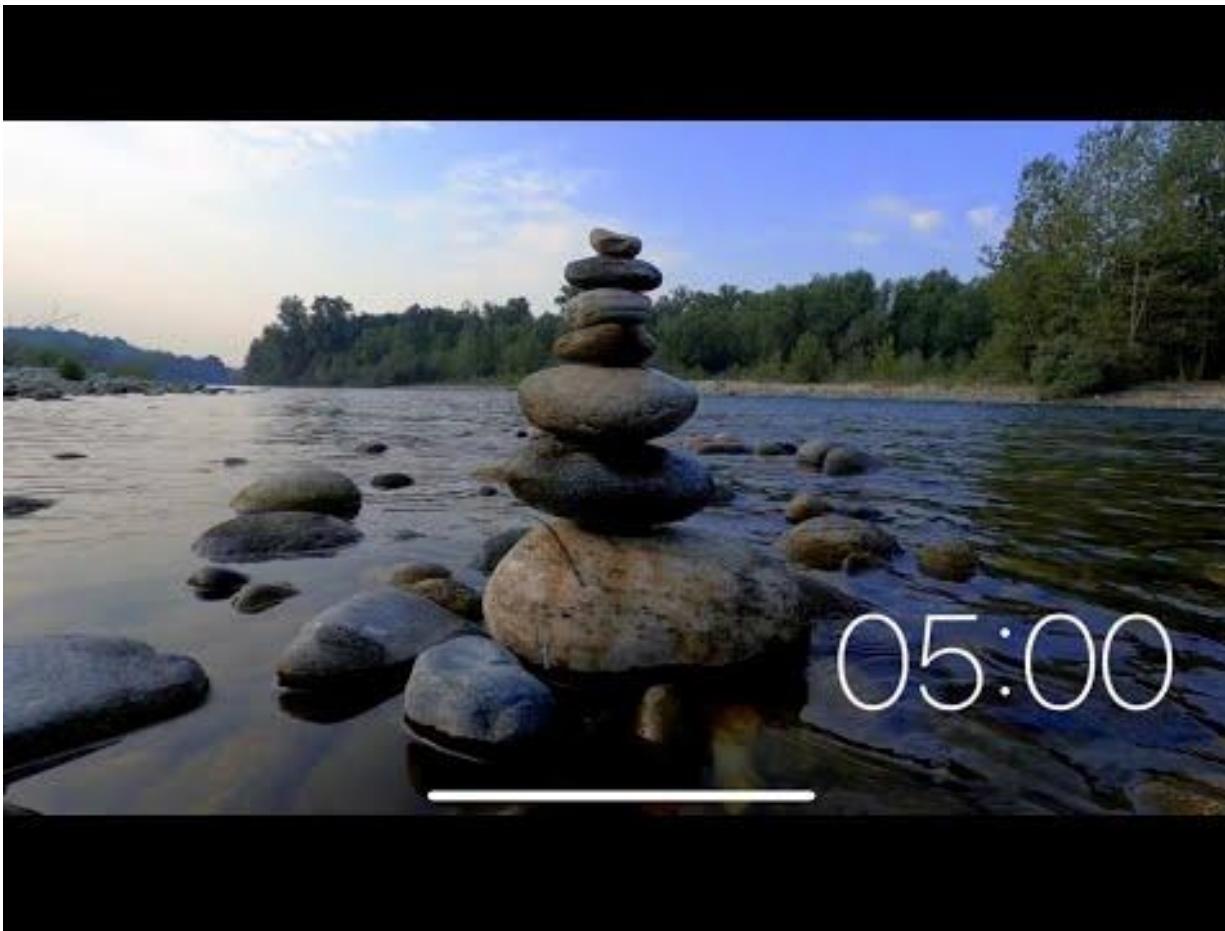
Learning Targets

# Learning Targets

- What is the learner supposed to do? (Task)

- Why is the learner doing the activity (Learning Objective)

- What isn't important?

# Learning Targets

1.  "Write an essay about winter in Minnesota. Use at least 7 adjectives in your description."

2.  "Write an essay about winter in Minnesota. Use 5 of this week's spelling words."

3.  "Write an essay about winter in Minnesota."

# Main Ideas

WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF A TEXT.

| STEP 1: Who or what is this article about? | STEP 2: What is the *most important* information about that person or thing? |
|---|---|
| | |

**STEP 3:** Write a main idea sentence of about 10 words, using your ideas above.

_____

_____

# Reading a Map Key



Name a neutral country.

European Alliances on the Eve of World War I. Alliance systems divided Europe into two great blocs with few countries remaining neutral.

# Learning Targets

- Learners, teachers and tutors can't focus on everything all at the same time.

- Not everything is a teachable moment.
- It's not always about pronunciation, spelling and grammar. Remember the target.
- Not everything needs to be perfect.

Error Correction

Errors are deviations from the expected language used that learners are unable to correct without support.

**Chat**:  Think about a time when someone was teaching you a new skill. How did they handle your errors? What was good or bad about how they did so?

What's the problem with over-correcting?

# Keep in mind...



- Keep the focus on connection.
- Choose your battles!
- Ask if they want help.
- Ask the learner to repeat/redo with the correction.
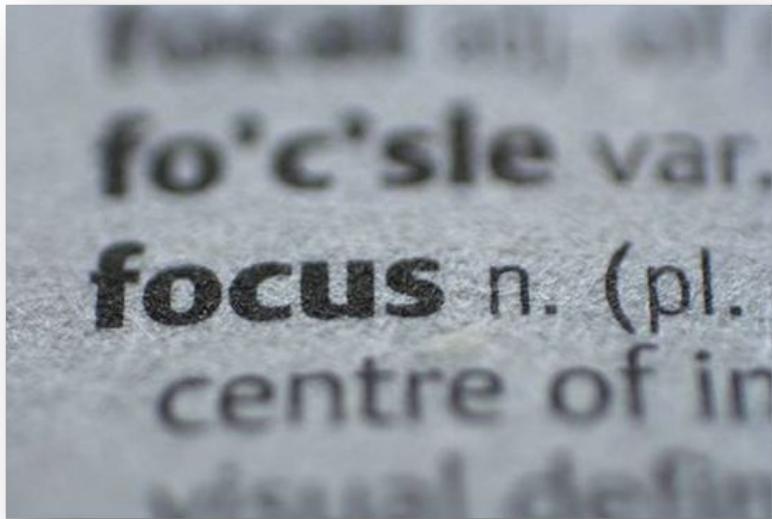
# What rephrasing or recasting do you hear?



- Family's in Africa.

Is this sentence the same or different than the example?
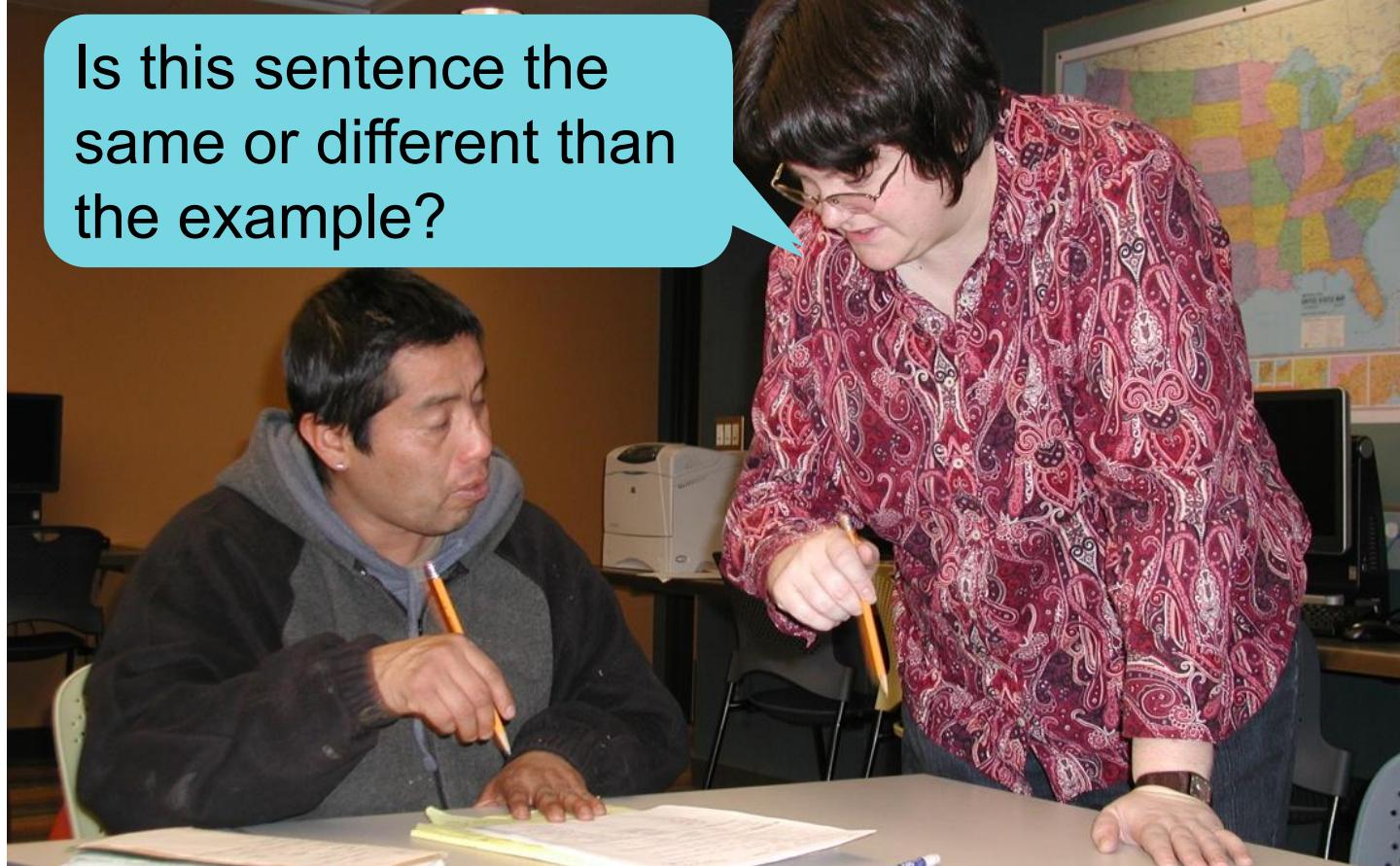
Prompting

# What examples of prompting do you hear?


She is eating.

# How do you decide which approach to use?

- Rephrasing

- Prompting

- Direct Error Correction

Why are the learners doing this activity?

# Let's practice!

Class: Level 1 English

Objective: Learners will be able to recognize and name rooms of a house and furniture

Activity: Look at a photo and name the room and the furniture

Errors: The learner says, "I see kitchen. Sink, stove...there is three chair, table. Many food."

What error/s do you correct? If you correct an error, would you use rephrasing, prompting, or direct correction?

# Let's practice!

Class: Level 1 English

Objective: Learners will be able to use "there is" and "there are" when describing singular vs. plural items

Activity: Look at a photo and name the room and the furniture

Errors: The learner says, "I see kitchen. Sink, stove...there is three chair, table. Many food."

What error/s do you correct? If you correct an error, would you use rephrasing, prompting, or direct correction?

# Let's practice!

Class: Beginning Math

Objective: Adding fractions with the same denominator. Convert to proper fractions, if necessary.

Activity: Add 5/7 + 6/7

Error: Student writes 11/7

What error/s do you correct? If you correct an error, would you use rephrasing, prompting, or direct correction?

# Let's practice!

Class: Academic Writing

Objective: to write a 5 paragraph essay with one topic sentence in each paragraph

Activity: Revising persuasive essays

Error: The second paragraph has two main topics: types of care available for the elderly in Vietnam and reasons why the writer prefers the option of adult children caring for elderly parents.

What error/s do you correct? If you correct an error, would you use rephrasing, prompting, or direct correction?

# Instructional Best Practices

- Learner-Centered Instruction
- Teacher Talking Time
- Error Correction and Feedback

# What are 1-2 of your key takeaways from today's session?

I am going to _____

I am not going to _____

# Questions?

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https://www.literacymn.org/educator-resources