

Winter 2023 Roundtable

1) How do you set goals? Then, how do you measure progress?

- Balance **life goals** and **literacy/language goals**, balance **lesson-level goals with long-term goals**
- Note that there's a difference between **individual** goals and **class** goals (class might be more focus on textbook content)
- Recognize limitations of our set up (1x/week) and know that progress won't move as quickly as a formal classroom or other setting
 - GIVE STUDENTS A HUGE AMOUNT OF GRACE & CUT YOURSELF SOME SLACK
 - Look for subtle signs of progress (ex. A student is struggling less to understand what the tutor is saying), shake up language manipulation if there's a plateau (ex. Start incorporating dictation if a student feels comfortable with conversing), bring in materials in which students are learning stuff about the world (ex. News articles)
- Ask at intake
- The CASAS retesting & assigning activities based on results (LVCC)
- LVVS has a formal system for individual student goal setting that is captured in a database with the goal, date set and date met (e.g., differentiate b vs p, get a library card).
- [Goal Setting Sheets in this folder include:](#)
 - Choose a "[Word of the Year](#)" as a goal and check in at the beginning, middle, end of the year
 - [Set 2-3 New Year's Resolutions](#) (rebranded as GOALS), with 1 as a language goal
 - Student Literacy Volunteer Goals
- Career specific goals/vocabulary building
- Repetitive lessons - return to past topics to continue practicing and seeing improvement
- Have clear objectives for each lesson (I can: make an appointment, describe important dates, order food, fill out forms, refill prescriptions)
- Measure progress based on progress through workbooks and lesson plans

2) How do you practice hearing minimal pairs?

- *Well Said Intro* by National Geographic - check out a sample unit for a lot of activity ideas. (Note: They're not specifically minimal pair lessons, but the same type of activities can be done with minimal pairs)
 - [Well Said Intro](#)
 - [Well Said](#)
 - *Pronunciation Contrasts in English* textbook
- [Rachel's English](#) (also a YouTube channel) for explanations on sounds

- Minimal pairs [Pyramid activity](#) OR [Map](#) (this one is nice because it can be used with ANY set of words) (worksheet). To easily prep this activity, Google “minimal pairs b/p”
- Explicitly talk about sounds that don’t exist in the native language/ find out which sounds are interchangeable in their native language compared to English
- Teach how to move your mouth (Rachel’s English is great for this)
- Writing words side by side
- [Skip down to Pronunciation section of this resource list from LVGWA](#)
- Add movement to emphasize word stress or long vowels vs. short vowels
 - [Using rubber bands to emphasize word stress](#) (Marsha Chan is an amazing professor!) [Written instructions on how to do this technique](#)
- Use process when focusing on sounds that prohibit understanding by the listener.
- Practice sounds through a bank of words, go back and forth between the tutor and student to determine both listening and speaking comprehension
- **Limit this type of practice to 10-15 minutes per lesson**

3) How can I best correct students’ pronunciation as they read?

Know that pronunciation in everyday conversation is very different from **decoding** words as you read. Reading aloud doesn’t improve conversational pronunciation or reading comprehension. Instead, divide these into separate objectives:

- Activities to improve pronunciation
 - [10 Tips for Teaching Pronunciation](#)
- Activities to improve decoding/word recognition
 - [20 Activities](#)
 - [Teaching sight words](#)
- Focus on **reading comprehension &** Find alternatives to reading aloud aka Round Robin Reading
 - [11 Alternatives to Round Robin reading](#)
 - [An article about why Round Robin reading doesn’t work](#) and what we can do instead (I LOVE this blog)
 - Read the title or look at the picture to allow the student to have context clues to help with the reading and decoding.
- On error correction
 - [Overview & some activities](#)
 - [Correcting spoken errors](#)
 - Delayed error correction - take notes throughout the session or throughout an activity, write them on the board, and make corrections together as a group
 - Ask students when/how they prefer to be corrected
 - Prioritize correction based on language objective (for example - we’re working on Present Simple. Make sure students say “My son likes not My son *like*”)
 - [ATDN workshops](#)
 - Focus on correcting words that you are working on for the sound or decoding skills and not all the words that may have not been said

correctly. Stay focused on that decoding skill - and repeat across lessons.

- When the lesson is on ZOOM, highlight a word as the person reads then go back to the words as a group. If the student sees the word highlighted it may raise his/her awareness as they continue to read. In an in-person session, the tutor can underline the word.
- When in a verbal conversation, focus on comprehension by the listener. Use tools such as a translator, acting/pointing, or rephrasing to allow the student to complete their thought.
- Don not over correct and assess student's confidence levels.
- Helpful reading materials: Tana Reiff books, Easy English news, "I Survived" books, "Who Is" books, Wilson Reading System
- English listening comprehension YouTube videos - "Bob the Canadian"

4) How can I correct writing prompts?

- Assign a prompt that focuses on a certain language objective. For example, if you're working on adjective order (My sister has **blond** hair, not *hair blond*), have students write a description of their family members. ONLY correct mistakes with adjectives or errors that cause major misunderstandings (E.g. My sister **is** blond hair).
- Prioritize by error - capitalization, spelling, singular -s, 1 grammar feature, etc. & prioritize clear communication

5) What grammar teaching resources do you recommend?

- Elllo.org Grammar lessons - great examples embedded in relatable conversations, simple charts/explanations. I love this website because it does the following:
 - Models authentic/natural language use
 - Isolates grammar in way that you can teach it to students simply
 - Provides simple explanations that you can use to help students notice how the grammar works
 - The conversations become a model for tasks you can have students do (in a way that you can prioritize error correction)
- Textbook [Grammar Practice](#) for accuracy-focused worksheets designed for interactive classes