

## Spring 2023 Roundtable

### 1) What's going well? What are students' favorite topics or activities?

- Talking about **holidays, how they're celebrated, traditional foods**
- [Dictation activities](#) [More Dictation Activities](#)
  - Can still do dictation activities via Zoom—the tutor types the correct wording/answers in the Chat box so the students can check their work
- Dialogues!
  - Role-playing with situations that are relevant to the students' lives
  - Can use [ChatGPT](#) to generate role-play dialogues
- Focus on creating a safe & relaxed learning environment
  - Sharing personal info via ice breakers
  - Having a casual conversation before jumping into curriculum materials
- Flashcards
- [Easy English News](#)
- [NewsForYou online](#)
- The Week Jr.
- Poetry
- Life skills
- Reading - newspaper and books
- [Breaking News English](#)
- [NewsELA](#)
- [ELLLO](#)
- [ActivelyLearn](#)
- [Natural Reader](#)
- [Simple English News](#)
- [News in Levels](#)

### 2) How do you use the ESL 2000 Flashcards in tutoring sessions?

- Echo-reading
- Vocabulary
  - “Word walls” or “word journals”
- Pronunciation practice
- Conversation starters
- 5 words each day as a warm-up, make sentences, ask questions, students have the same flash card, so they can practice at home.
- Extend the conversation (writing or speaking)
  - The card says:
    - What did you do last weekend?
    - I went on a two-day trip with my friends.
  - We can add follow-up questions/reactions/rejoinders such as:

■ *Nice! How was it? Where did you go?*

- Dictation (word or dialogue)
  - Teacher reads the word, or dialogue and students write it
- Pronunciation Practice
  - Repeat for intonation or noticeable changes in sound (What did you do? can sound like What dijjoo do?)
- Substitution & Personalization
  - The card says:
    - Mary's husband is Sam.
    - Substitute: Sam's wife is Mary.
    - Personalize: My wife/husband is \_\_\_\_.
- Set the scene
  - Who is talking?
  - Where are they?
  - Why are they talking about this?/What's happening?
- Quizzing - Students read the sentences on the cards to each other, but don't say the vocabulary word. The other student has to guess which word it is without reading the sentences on the cards. Students can also use different sentences than the cards.
  - "My \*blank\* leaves at 5:00... Go to the airport now."
  - Plane? Flight?
- Use the words for any other vocabulary games: Catchphrase/Taboo, Charades, Pictionary, etc.

### 3) How do you approach correcting student writing?

- How did you set the standard?
  - Did students get to look at many examples?
  - Do students have the basic tools they need to do this type of writing?
- Before you do any editing - does the written piece achieve its goal? If not, there isn't much point in correcting mistakes.
- What have you worked on in class before? Some basics:
  - Capitalization
  - Basic tenses
  - Spelling of very frequent words
- What errors completely obscure meaning? (compared to, what is intelligible, but wrong because the structures are too high for the student's level?)
- Who is doing more work when it comes to fixing errors? It should always be the student
  - Provide opportunities to self correct
  - Provide opportunities to rewrite
  - Provide opportunities for students to share writing with EACH OTHER and not just the tutor

- 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
- Consider using [Error Correction codes](#) to prompt students into fixing their own mistakes, rather than writing out the corrections yourself
- [Whole Class Delayed Error Correction](#) - make a list of most common/most interesting mistakes and see if the class can fix them as a group (Team Editing on the white board)
- Practice with editing sheets NOT written by students
  
- Need to balance between helping the student learn/progress and not demoralizing them
  - Also similar challenge in correcting students when they are reading (e.g., mispronunciations)
    - Idea: Teacher/tutor reads the passage first, and then have the student read the passage
    - Idea: Use something like the Easy English News with the audio files
  - Maybe ask student how they would like you to correct her/him and then observe her/his reactions when you do offer corrections, and moderate your future approach to making corrections
- Let students reread what they wrote, have students read each other's work and use editing sheets with students.

#### 4) What else do you want to discuss?

- **How do you manage a student who dominates conversations?**
  - Set class expectations/norms (we're ALL here to talk and practice)
  - Task It Up! - Rather than starting a completely open discussion (Do you like to read? What's your favorite book?), try to give a slightly more structured activity with examples and preparation time. I.e. Tell the group about your favorite book/movie - you should say:
    - The name & genre (vocab lesson)
    - What it's about (Summaries are difficult - [here is a framework](#) you can teach to students to help them sum up stories/movies, etc.)
    - Who else might like it
    - THEN after students listen to each other, they can share which book/movie they might check out soon
- **How to get students to do their homework/practice on their own, especially if classes are not in person?**

- Maybe talk to the student and ask what is preventing her/him from working in between classes/lessons and try to come up with alternative activities that the student might be more likely to do
  - Suggest that the student listen to English radio programs, watch English TV shows—even just having this on in the background
  - Find subject matter/topics that are relevant and of interest to the students4
- How to make class interesting and fun? How do you end it well?**
- Games
  - Songs
  - Have students talk about their day at the beginning of the class