

# Foundations of Adult Education Tutoring

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



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# 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

# Overview of Training

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

# Warm Up



1. What does the term “learner-centered instruction” mean to you?
2. What might be important to know about teacher talking time?
3. When do you think teachers and tutors should correct learners’ errors?



## Learner-Centered Instruction

# What it's NOT



*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.

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 speaking 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!



# Strike a balance!



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



## Too much TTT...

Teacher asks a question, then **immediately rephrases, gives an example, or shares the answer**

Teacher constantly **paraphrases and/or repeats learners' comments** and answers to the class

## Balance between learners and tutors / teachers

Learners are given time to cognitively process content through **intentional pauses** (adequate wait time)

Learners are invited to **share what they heard their classmates say** and respond to each other

What **specific technique** does Jessica describe that teachers and tutors can do to increase the use of this skill of restating or rephrasing?



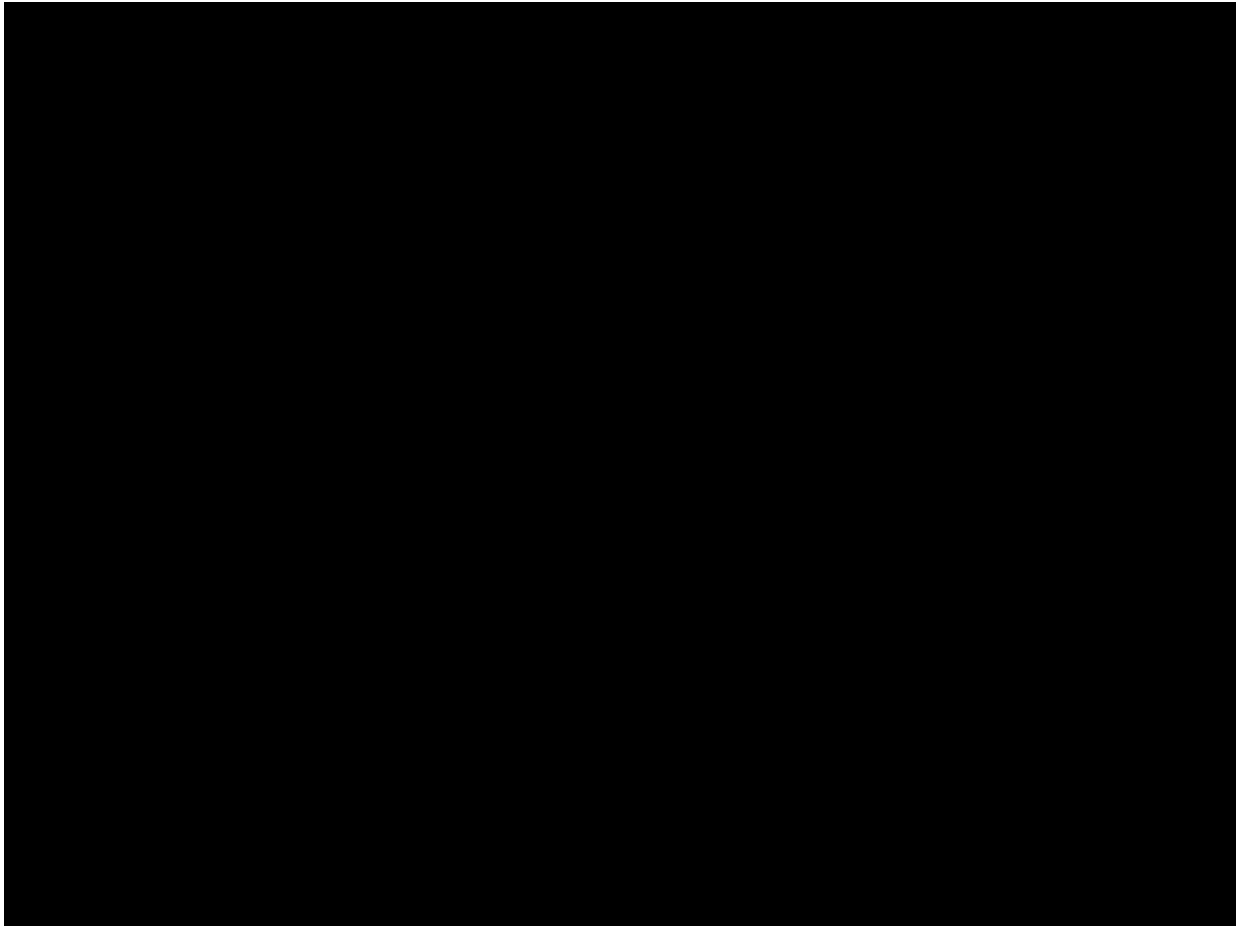
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# Learner-Centered Instruction Demonstration

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



# 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** in the activity?
1. How could the teacher create more opportunities for active **learner-centered** participation?



## **Learner-Centered Instruction Principle**

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## **Activity 1: Fruit and vegetable vocabulary**

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.

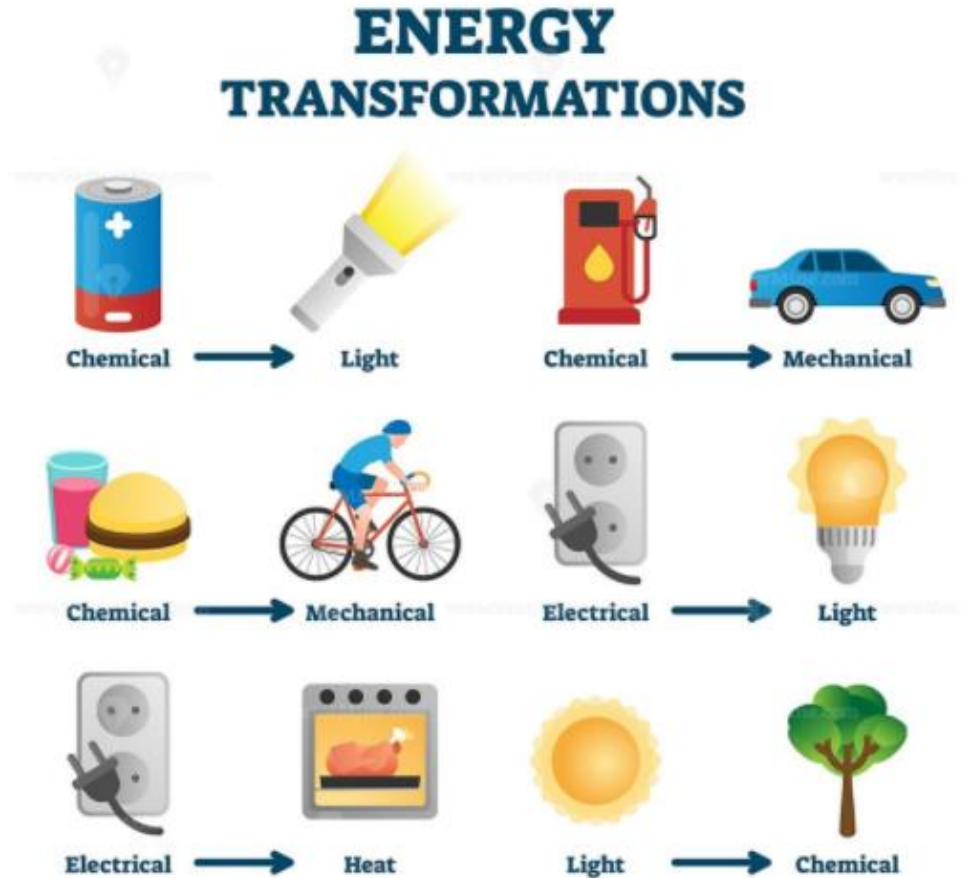
The teacher spreads the pictures out on a table, calls a vocabulary word out and asks a learner to pick up the matching picture and put it on the board under the matching word.

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
2. Sunlight into chemical energy
3. Electrical energy into kinetic energy
4. Chemical energy into light energy
5. Chemical energy into heat and light

- A. burning wood in a fire
- B. swinging on a swing
- C. photosynthesis
- D. electric fan blowing air
- 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 task (Learning Objective)
- What isn't important?

# Learning Targets

1. “Write an essay about winter in Minnesota. Use at least 7 adjectives in your description.”
1. “Write an essay about winter in Minnesota. Use 5 of this week’s spelling words.”
1. “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.


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# 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!
- 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.



**MISTAKES  
ARE  
GOOD**



(F) See me after class!

Billy Green  
Week 1  
Mary Richardson

The slightly purple parchment should be used only  
important. ~~the parchment should be used only~~ **B-15**  
because the sheet is comfortable, and appears spacious  
discomfortable. ~~the sheet is comfortable, and appears spacious~~ **B-22**  
only only time ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~

!   
The slightly purple parchment should be used only  
important. ~~the parchment should be used only~~ **W-8**  
because the sheet is comfortable, and appears spacious  
discomfortable. ~~the sheet is comfortable, and appears spacious~~ **B-21**  
only only time ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~  
**course & credits.**

The slightly purple parchment should be used only  
important. ~~the parchment should be used only~~ **Attitude**  
because the sheet is comfortable, and appears spacious  
discomfortable. ~~the sheet is comfortable, and appears spacious~~  
only only time ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~

!   
The slightly purple parchment should be used only  
important. ~~the parchment should be used only~~ **GO 2**  
because the sheet is comfortable, and appears spacious  
discomfortable. ~~the sheet is comfortable, and appears spacious~~  
only only time ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~  
**Why so many details?**

The slightly purple parchment should be used only  
important. ~~the parchment should be used only~~  
because the sheet is comfortable, and appears spacious  
discomfortable. ~~the sheet is comfortable, and appears spacious~~  
only only time ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~  
sufficient time. ~~the sheet is comfortable, and appears spacious~~

What's the problem with over-correcting?

## Keep in mind...



- Keep the focus on connection.
- Choose your battles!
- Ask if they want help / correction.
- Ask the learner to repeat/redo with the correction.



Oh, you don't have time.



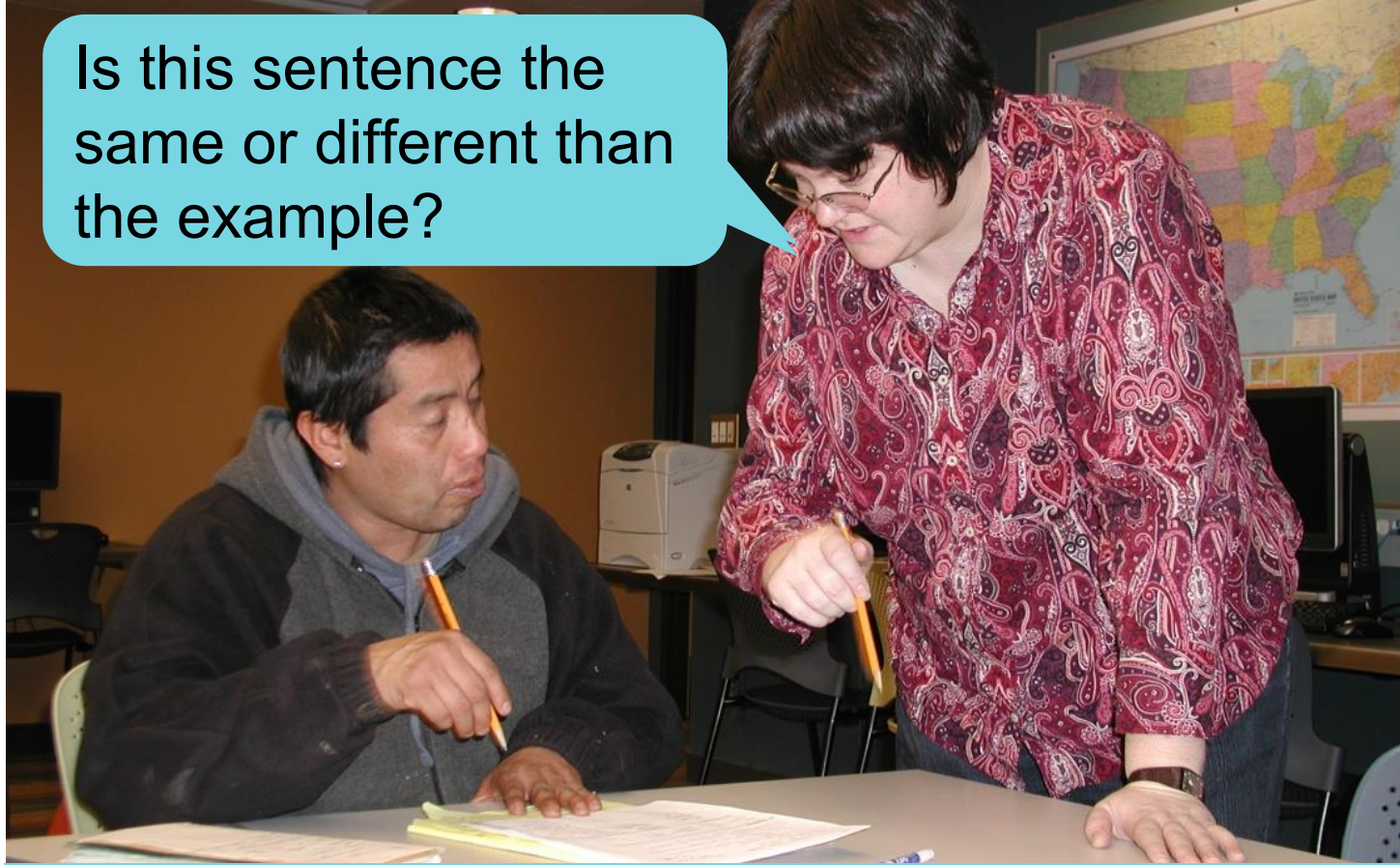
Rephrasing / Recasting

What rephrasing or recasting do you hear?





Is this sentence the same or different than the example?



Prompting

What examples of prompting do you hear?



Do you want help? It should be, “I don’t have time.”



**Direct Error Correction**

# 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  $\frac{5}{7} + \frac{6}{7}$

Error: Student writes  $\frac{11}{7}$

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 \_\_\_\_\_





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Questions? [mboyle@literacymn.org](mailto:mboyle@literacymn.org)

