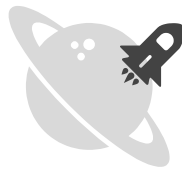




Adapting Simply Speaking to Meet Individual OSY Needs

March 2024
NYS Migrant Education Statewide PD

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Let's Discuss!

How do OSY learn differently than K-12 students?

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What Should We Consider When Delivering Instruction to OSY?

- OSY are young adults, and adults learn differently than children do.
- Many OSY are English Language Learners.
- Some OSY may have low literacy in their first language.
- We may deliver instruction to OSY in environments where learning is more difficult due to different challenges.
- OSY (and educators!) may have limited time to complete the lesson.



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Delivering Instruction to Adult Learners

Things to keep in mind:

- OSY have adult responsibilities, and often identify as adults (versus teenagers). Therefore, we need to consider what adult learners need. They...
 - Are self-motivated to learn.
 - Bring their own knowledge and experiences into the learning environment.
 - Need to understand the relevance of what they are learning.
 - Have their own individual learning styles and needs.
 - Prefer to be guided in their learning rather than told.

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Delivering Instruction to Adult Learners

What You Can Do:

- Allow the OSY to choose the lesson or topic they want to learn.
- Use introductory questions to talk to the student about their experiences, and what they already know.
- Explain to the OSY how what you are teaching them can be applied to everyday life.
- Use different teaching methods and activities to supplement the lesson.
- Allow time for questions and discussion.
- Build an open and trusting relationship with the OSY to facilitate teaching and learning.

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Delivering Instruction to English Language Learners

- Give students enough time to think and respond.
- Break information into small chunks. (Step-by-step)
- If a student doesn't understand, rephrase (louder isn't better!)
- Don't wait until the end to check for understanding, do multiple comprehension checks throughout (you can't overdo this!) Use assessment questions.
- Quality of information, not quantity- what are the most important parts?

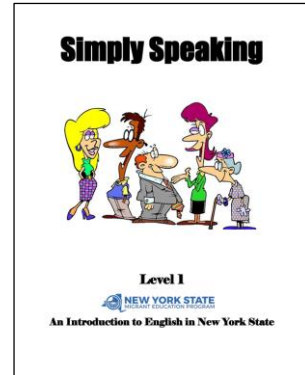


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Simply Speaking

- Basic English booklet that was created for beginner-level English Language Learners.
- 18 lessons that were created specifically for farmworkers living in New York State.
- OSY receive a physical copy of this book in the backpacks they receive from recruiters.
- Virtual version of the book online that is fillable, along with 8 supplemental fillable worksheets.



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Who Should I Use Simply Speaking With?

- Stand-alone lessons with beginner-level students who you know you will have limited contacts with.
- A series of lessons for beginner-level students who you are planning on tutoring regularly, along with supplemental visuals, hands-on activities, conversation practice, etc.
- Classes that you are teaching online- use the virtual copy and supplemental worksheets, ask students to complete activities while sharing their screen.
- A self-guided book for students interested in independent study. Check in regularly to answer questions and assess student progress.

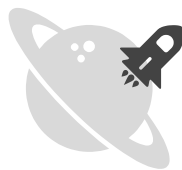
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How Can I Use Simply Speaking With My OSY?

- Multiple lessons for students to choose from. They can select the lessons they are most interested in learning.
- Topics are relevant to life in the United States and can spark conversation that will help you get to know your students. *“Tell me more about where you are from.” “What foods do you like to prepare? What items are usually on your grocery list?” Etc.*
- Each lesson contains a vocabulary list and examples of important phrases. These lessons can be broken into chunks and taught over multiple sessions.
- Quality over quantity- If you have students who are here for a limited amount of time, focusing on these survival English topics may be key.

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Let's Discuss!

If you are already using Simply Speaking- What is your favorite lesson to use with students? How do you use this lesson in an in-person or online learning environment?

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Using Simply Speaking In-Person

- What does the student want to learn, and why?
- What specific piece of information could make an impact in the student's life?
- Ask the student questions to gauge what they need to learn: For example, what are some words or phrases that you would like to learn to be able to talk to your boss at work? What English words or phrases would make going to the store easier for you?
- Have a white board on hand to teach simple English words and phrases. Or, have blank sheets of paper on hand that you can write on and then leave with the student to review later. ***Tip-** Large sticky note sheets are useful for instruction and can be easily left behind!

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Creating a Conducive Learning Environment

- Ask the OSY to turn down music or turn off the TV.
- If there are other people in the home, ask them to participate in the class.
- Try to create a quiet space in the home and eliminate distractions.
- If the weather is nice, consider delivering the lesson outside.
- If you are at a student's workplace and they have time to participate in the lesson, ask the farmer if there is a quiet office space you can use.
- Remember, even if you can't eliminate all distractions, you can still deliver effective instruction!

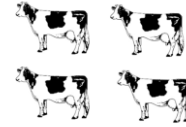


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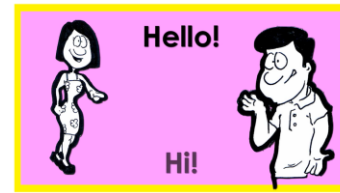


Supplementing Simply Speaking Lessons

- Use a variety of media in your lesson.
 - Visuals, sketches, multi-media, manipulatives, video clips, other authentic visuals- “Hook” them!
 - Some of these examples are included in the book, others can be found online and used to supplement the lesson.
- Modeling- Show, don’t just tell!
- Speaking, Writing, Reading, Listening



There are _____ cows.



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Activities: Learn By Doing!

- Fun, interactive activities that allow students to actively use the English skills that you are teaching them are a fun and effective way to learn.
- **Flashcards**- Use words and images
- **Games**- Jenga, playing cards, matching, labeling
- **Role Playing**- Use greeting phrases to have a conversation like you are meeting for the first time, bring coins/money and pretend the student is making a purchase at the store, etc.
- **YouTube Videos, songs, podcasts**- Watch or listen and discuss.
- **Online Resources**- Where are you from? Where do you live? Let’s use Google Maps to explore. You can practice new English phrases and get to know your student along the way!

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Tips for Selecting Lessons to Supplement

- If you are a new educator, or are an experienced educator planning for a busy time of year (e.g. summer service), start off with a selecting **five** of the Simply Speaking lessons. Prepare high-quality lessons with supplemental activities, that are relevant to some of the most popular survival English skills that OSY request to learn (Personal Information, Greetings, Numbers, Maps, Food, Dairy and Agriculture Words and Phrases, etc.)
- As you gain more experience and find more activities that you and your students like, add these to your lesson “bank.”
- Continue to ask your students what they want to learn. This will help you narrow down which materials to search for/create.

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Quality Over Quantity- Making an Impact with Limited Time

- Only have 15-30 minutes to deliver instruction? Prioritize the most important part(s) of the lesson!
- It is more beneficial to the student to focus on one or two parts of the lesson and ensure they understand them very well, rather than trying to rush through the entire lesson and leaving the student confused.
- Always be prepared! If you run into a student while in the field and don't have too many lesson materials on hand, a copy of Simply Speaking and a paper and pen can go a long way!

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Simply Speaking Sample Lesson Outline

- Remember to SWRL- Speak, Write, Read, and Listen!
- Introduce some new words or phrases from the lesson to your student. Write the word down, circle, or highlight it so the student can **read** it. Say the word out loud so that they can **listen** to what it sounds like. Ask them to say the word out loud multiple times to practice **speaking**. Repetition is key!
- Are you introducing a new pronunciation or grammar rule that is important for your student to understand? Make sure to give a brief explanation. How can this rule be applied to other words or phrases?
- Use the word or phrase in several different ways. Build off past lessons you have done with the student.
- Complete the book activities with the student to allow them to practice **writing** the new word or phrase.
- Plan a hands-on activity that will allow your student to practice **reading, writing, speaking, or listening** to the new words or phrases in a more natural way.

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Refusal of Services

My student refused services. Now what?



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Refusal of Services? Simply Speaking Can Help!

My student refused services. Now what? **Think outside of the box!**

- The student may not be interested in formal lessons, but there is always something that can be taught/learned. Turn a conversation into a lesson!
 - *Have you ever thought about getting your driver's license? Do you know what your address is? What has been the most difficult part about adjusting to life in New York State for you? Have you heard of this cool English learning app? Have you seen the English book that is in your backpack?*

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Refusal of Services? Simply Speaking Can Help!

My student doesn't have time to study. OR my student does have time to study, but our schedules don't align in a way where I can meet with them for regular classes. What can I do?

- Encourage independent study with Simply Speaking!
 - Grab the Simply Speaking book that the student received in their OSY bag from the recruiter. Take 15 minutes to show them the lessons available and how they can use it to study on their own.
 - Check in by stopping by or sending a Whatsapp message. Does the student have any questions? Can you practice having a conversation with them based on the words and phrases they are learning in the book?

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Refusal of Services- Difficult to Reach Students

- Is your student refusing services, or are they just difficult to reach?
 - If you are calling or texting, they may not recognize your phone number. Try sending a Whatsapp message, and drop your recruiter's name.
 - Ask your recruiter for help making the connection.
 - If you can't get ahold of the student by phone, try going in-person. Think about the time of day you are visiting- when is the student most likely to be home?
 - If a student is not home when you visit, try another day and time.

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Using Simply Speaking Online

- Use many of the same strategies that we have talked about previously to work with your student online.
- Use Zoom or Whatsapp to share your screen. Focus on the fillable version of the book and the worksheets.
- Share other visuals on your screen. Use Canva, PowerPoint, Microsoft Word, Zoom Whiteboard feature, or other programs to create visuals, write down words or phrases that your student wants to learn, etc.
- Take advantage of online resources! Use Google Maps while reviewing the Maps lesson. Watch some dairy videos from the Cornell Dairy curriculum while reviewing the Dairy lesson. Show your student how to search for grocery items on the Walmart website or app while reviewing the Food lesson.

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Scenarios

How would you use Simply Speaking in these situations? Let's split up into Breakout Rooms to discuss!

Things to think about: What lesson(s) would you use? What supplemental activities would you incorporate? How would you deliver instruction?

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Scenario 1

You are visiting a new student named Alondra who has just been enrolled in your area. Alondra only went to school for three years in Guatemala. When you ask her if she wants to learn English, she eagerly says yes. However, when you ask if she would like to participate in a lesson and talk to her about the different lesson options that you have on hand, she gets nervous and says she's not very good at reading. What would you do?

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Scenario 2

You visit a camp in your area to meet with two new OSY, cousins Juan and Miguel, who just arrived from Michoacan to work the apple harvest. After talking to the students about what they are interested in learning, they tell you they would like to learn about numbers. This is Juan's first year working in the United States, and he does not speak a word of English. Miguel has been traveling to New York for the apple season for the past 4 years, and already knows most of the basic numbers. However, he struggles with the pronunciations of bigger numbers, and has some specific questions for you about how to say what time it is, what is the date, etc. Both you and the cousins only have an hour to complete the lesson. What would you do?

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Scenario 3

You just received an intake form for Raul, an 18-year-old OSY. Raul does not speak any English, and is really interested in taking English classes. Because he lives so far away from you, you reach out to Raul via Whatsapp to have a conversation about potentially scheduling classes with him. Raul works until very late every night, and only has Sundays off. Your schedule is already very full on Sundays. Although it looks like scheduling regular classes with Raul is not going to be possible, he still wants to learn and asks if you can help him. What would you do?

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Scenario 4

Martin, a 17-year-old OSY, didn't have time to study when you visited him for the first time a few weeks ago. However, when you stop in to drop off some items for him today, he asks if you can do a lesson with him now. You have a little time before your next visit, but you don't have a lesson prepared. You decide to show him the lesson options from the Simply Speaking book that you have on hand. Martin shakes his head and says he wants you to choose the lesson for him. What would you do?