



# **From Novices to Navigators:** Cultivating Agency in Beginning English Language Learners

October 27, 2023

Sarah Lynn

# Welcome!

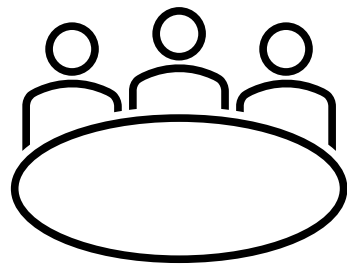
First Literacy Professional Development Workshop

# Our Session Objectives:

You will be able to:

- describe systems and routines that help your students to stay organized and focused on learning.
- identify the essential learning strategies you teach in your classes and ways to maximize those strategies.
- implement planning and self-assessment tools students can use in class

# What is learner agency? What does it look like?



# The learner's questions:

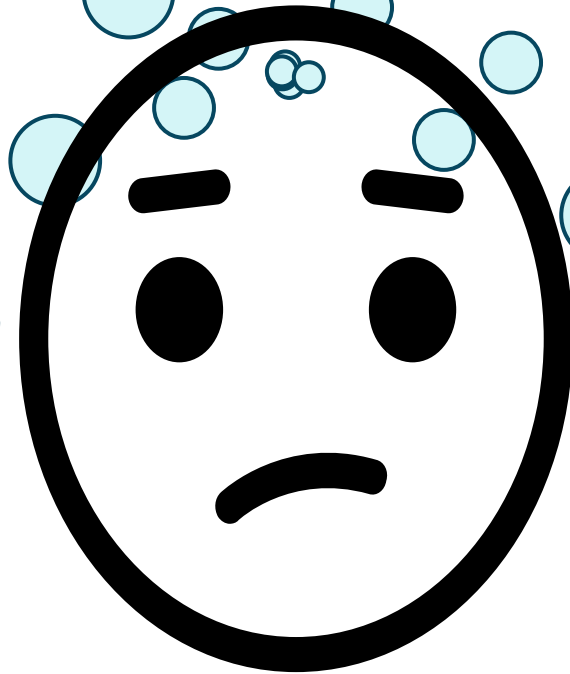
What do I need to practice more?

Am I doing it right?

What are we learning?

What is the plan?

How do I do this homework?



# From Novice To Navigator

**Part 1: Class Systems & Routines**

**Part 2: Teaching Learning Strategies**

**Part 3: Learner Awareness Activities**

**Part 4: Learner Self-Assessment Activities**

# Part I: Class Systems & Routines

This is a handout of the activities described in this workshop.



# The Power of Routines



# Class Systems & Routines

- a. Agenda Routines
- b. Homework Routines
- c. Feedback & Correction Routines

# Using a Class Agenda

1. What do you put in your agenda?
2. How do you use it?
3. How often do you refer to it?



**Time to Think**

# An Example of a Class Agenda

First Literacy Professional Development Workshop

# Today's Class

A. Folders: Corrections

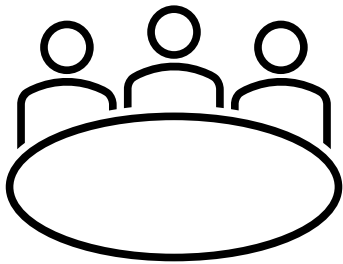
B. Learning English: Simple Present Tense Q, +, -

- Dictation
- Q & A
- Questionnaire
- Talking about the Graph
- Interviews
- Writing

C. Our Names: Simple Present Tense +, -

- Writing corrections.
- Audio recording.

1. What do you put in your agenda?
2. How do you use it?
3. How often do you refer to it?



# Class Systems & Routines

- a. Agenda Routines ✓
- b. Homework Routines
- c. Feedback & Correction Routines

# An Example of a Homework System



## Finding the Homework: Stickies!

- ▶ Students use the sticky as a tab in their book or on a handout.
- ▶ Students don't accumulate stickies! They move the stickies to the new assignment each class.



# Homework for Monday

**Grammar:** WordWall

**Reading:** Read about the name and answer the questions in complete sentences.

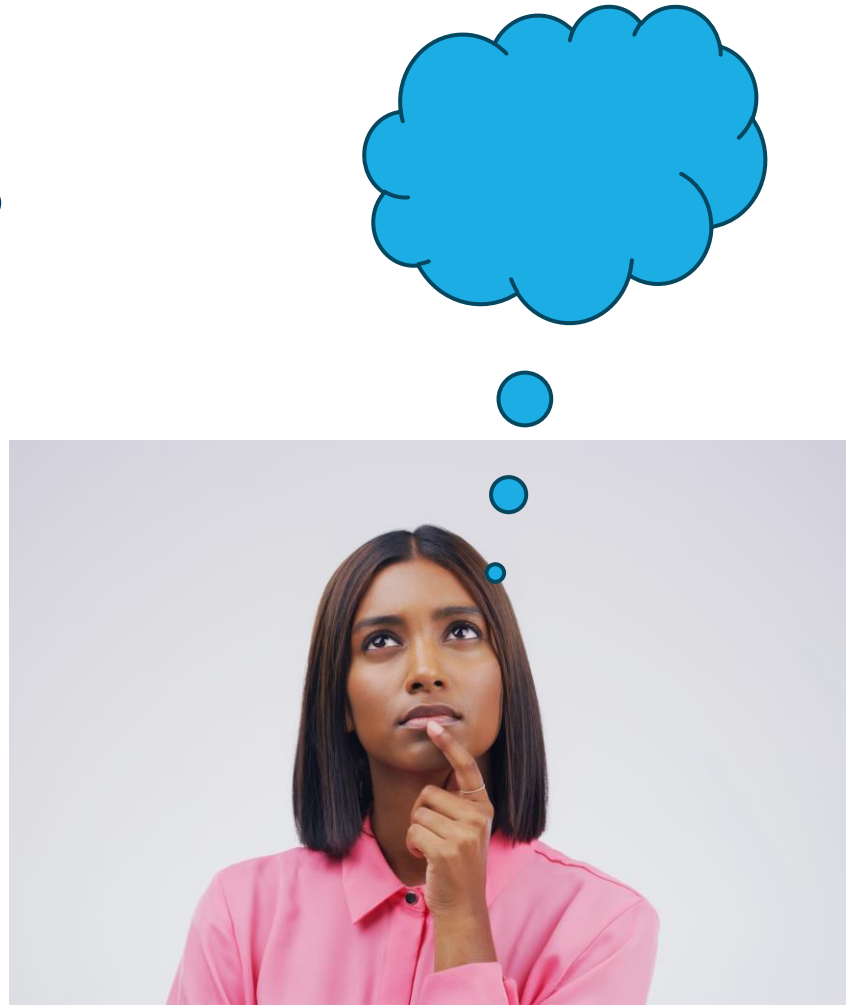
# The Homework Kit: aka *Book Bags*

Student Conversations:  
What's in your book bag?



# Homework Routines

1. Do you have a routine for assigning homework?
2. How do you model the homework, so students know how to do it?
3. How do you review the homework?



**Time to Think**

# Class Systems & Routines

a. Agenda Routines ✓

b. Homework Routines ✓

c. Feedback & Correction Routines

# An Example of a Feedback & Correction Routine



This also helps the teacher stay organized!

# Student Folders: *A Mailbox for Each Student*

1. Students put any work they want corrected in the folder.
2. I take the folders and add feedback on their work.
3. A star on the paper means its all set.
4. If there is no star, there is work to do.



# First Things First

1. Open your folder. 
2. Put all papers with a star in your binder. 
3. Read all the other papers and make corrections.
4. Put your corrected papers back in your folder.

## Tell me about your name. . .



Think about your name. Do you like it, or do you want to change it? Does your name **mean something special** in your language? When you were born, who **named** you? Is there an interesting or funny story about how you got your name? Maybe someone in your family has the same name as you. Is your name **popular** in your country? Maybe you use a **nickname** or a **middle name**. What do people call you?

My name is Kaltun. I am from Somalia.  
I like my name because my name <sup>is</sup> popular in my country. The prophet's his daughter name is Kaltun. This <sup>is</sup> why my family gave it to me. Someone in my family has same name. My grandmother name is Kaltun. But all my friends calls me <sup>by</sup> my nickname name or some my parantes call <sup>me</sup> Kunga too.  
I don't want to change my name.  
I remember my grandmother because I like here. My father calls <sup>me</sup> Kaha. That's all the my father call me. Kaha means light.

This is so beautiful!

This	her
But	only
relatives	means
because	



1. Interview a classmate.

Questions	Notes
a. Where do you study?	
b. When do you study?	
c. How long do you study?	
d. How often do you study?	
e. Do you study with someone? Who?	

2. Write about your partner.

My partner's name is marie. My partner studies English.

(a) she study in the home.

(b) she study in the morning.

(c) she study 1 hour everyday.

(d) she study 3 times a week.

(e) yes, their friend.

# The Answer Key in the Workbook Book

1. Where is the answer key in the workbook?
2. Where are the answers to the exercises on page 50?
3. Is it good to have the answers in the back of the book?

# How to Use the Answer Key

**Step #1:** \_\_\_\_\_ your homework.

**Step #2:** \_\_\_\_\_ your answers to the  
answer key.

**Step #3:** \_\_\_\_\_ your mistakes.

**Step #4:** Write the correct answer \_\_\_\_\_ to  
the mistake.

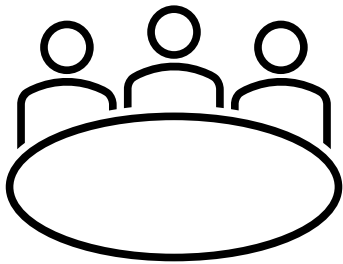
**Step #5:** If you do not understand the correction,  
\_\_\_\_\_ someone for help.

# Spelling Practice Sheet

1. Find the misspelled word and **highlight** it.
2. Write the correct word next to it.
3. Write the spelling word in your spelling practice sheet.
4. Cover the word and write it again.
5. Check your work.



1. How do you get students to pay attention to feedback?
2. How do you get students to self-correct?



# Classroom Systems & Routines

a. Agenda Routines ✓

b. Homework Routines ✓

c. Feedback & Correction Routines ✓

1. What did we talk about?

2. Do you have a takeaway?

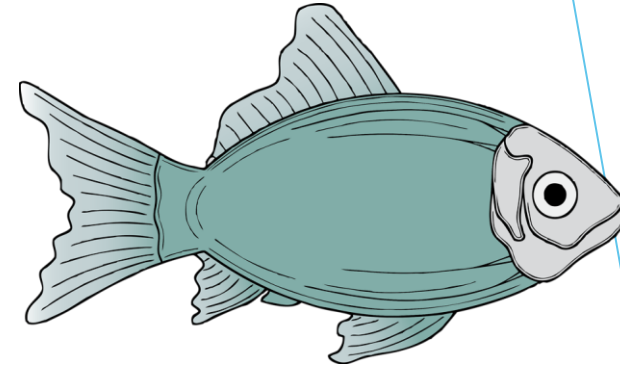
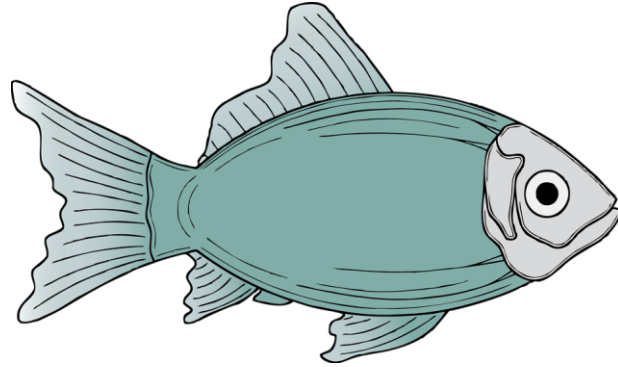
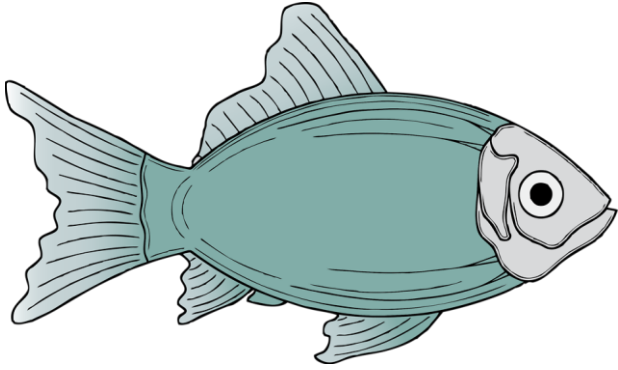
# From Novice To Navigator

**Part 1: Class Systems & Routines**

**Part 2: Teaching Learning Strategies**

**Part 3: Learner Awareness Activities**

**Part 4: Learner Self-Assessment Activities**

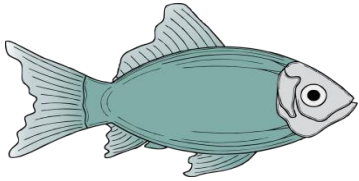


## Part II: Learning Strategies

Teach a person to fish . . .

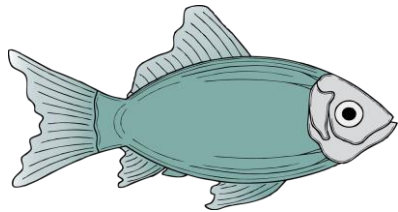


# Teach Learning Strategies



**What is a learning strategy?**

It's how you go about learning a *language* skill.



**Why teach learning strategies?**

So, students can be independent and effective learners beyond our classes.

# An Example of a Learning Strategy

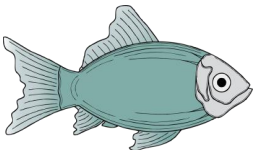
# Learning Strategy: Number the Syllables

**Strategy**

How do you say it?

How many syllables  
does it have? 3

Where is the  
stress? 3.1



# Teach Learning Strategies

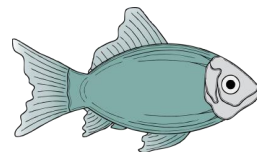
1. Name the strategy.

Number the  
syllables

Flashcards

Cover & Write

Total Recall



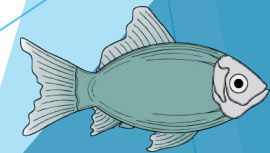
# Teach Learning Strategies

## 2. Explore the strategy

**Why did we just do that?**

**What are the steps?**

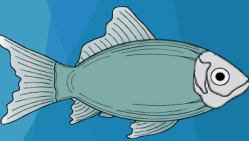
**Do you like this strategy?  
Why or why not?**



# Teach Learning Strategies

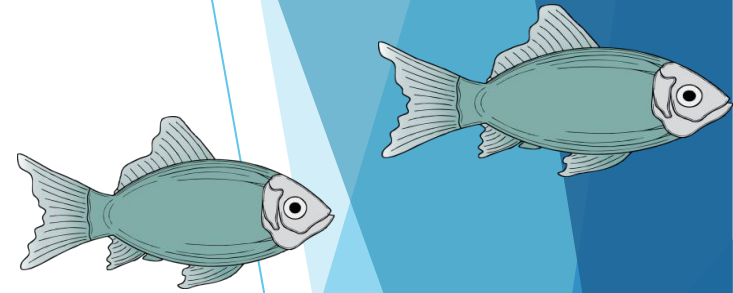
## 3. Apply the strategy.

**Which strategy will you use with this homework assignment?**



# Key Questions for Students:

- ▶ What is the strategy?
- ▶ Does it work for me?
- ▶ When do I use it?



# Correct Your Sentences

**Look for the:**

- verb
- subject
- complement
- punctuation
- capital letters



# Pronunciation Questions

1. How many syllables are there?
2. Where is the stress?
3. What are the important words in the sentence?

# Flashcards: Verb Practice

1. What is the verb?
2. How do you spell it?
3. What is the verb in the past tense?
4. How do you spell it?
5. How you say it? How many syllables does it have?

# A Running List of Learning Strategies

# Learning Strategies

What strategies do you teach to learn these language skills:

1. Vocabulary?
2. Pronunciation?
3. Spelling?
4. Reading?



# Reinforcing the Learning Strategy Conversations

An Example

# Gallery Walk

- ▶ Questions on poster-paper on walls:  
*How do you practice vocabulary?*  
*How do you study spelling?*  
*How do you practice pronunciation?*
- ▶ Students walk around room and write answers on the poster papers while in informal conversation.
- ▶ Class debriefs, reviewing all the ideas.
- ▶ Students choose a few practices they like. They commit with a contract.

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# Part III: Learner Awareness Activities

Who's learning?

Helping students become aware of themselves as learners.



# Activities to Foster Learner Awareness

1. Your English Skills
2. Study Needs: A Questionnaire
3. Study Habits: The Talk

# An Example of a Learner Awareness Activity

This also helps the teacher stay organized!

# Your English Skills

# Group Work



## Write a List



**Where do you  
use English?**

# 1. Where do you use English?

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---

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✓ I'm OK with my English.

☆ I need to improve my English.

# What are the different skills in English?

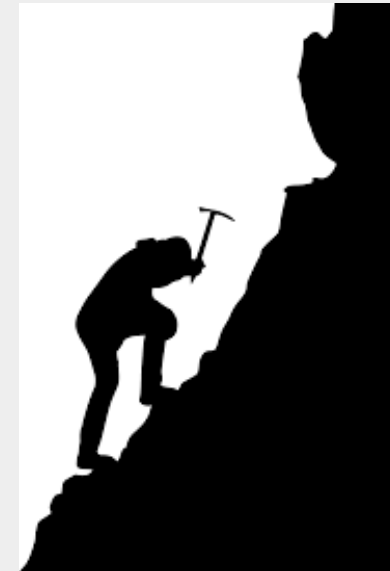
pronunciation

# English Skills

What are your strengths in English?



What is most difficult for you?





**2. What are your strengths in English?**

These skills are easier for me:

---

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---

---

**3. What is most challenging for you in English?**

These skills are more difficult for me:

---

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---

---



# My English Skills

Name Nathan C

Date 27/09/2023

## 1. Where do you use English?

\* Brother-in-laws.

I use xxx at home. ✓ I use xxx by coworkers. ✓  
I use xxx on the Aircraft. I use xxx in my work  
I use xxx with my friends. I use xxx on the street everyday  
★ I use xxx with my wife. \* I use xxx with my sister-in-law  
I use xxx with my son - \* I use xxx when I make a appointment  
sometimes. with someone.

✓ I'm OK with my English in this situation.

★ I want to improve my English in this situation.

## 2. What are your strengths in English?

These skills are easier for me:

Spelling

reading

write sentence

## 3. What is most challenging for you in English?

These skills are more difficult for me:

\* I need remember the use place verbs correctly.

\* Some vowels in the pronunciation.

\* Sometimes I lost vocabulary in conversation.

# My English Skills

Name Franklin Navarro  
Date 9/27/23

## 1. Where do you use English?

- At home with my sister
- In the work
- In the restaurant
- On the phone with my daughters.
- On the train
- In the Super Market

✓ I'm OK with my English in this situation.

★ I want to improve my English in this situation.

## 2. What are your strengths in English?

These skills are easier for me:

Read the newspaper  
Speak on the phone.  
Write sentence

## 3. What is most challenging for you in English?

These skills are more difficult for me:

Understanding Americans  
Speak in conversation.  
Listen to TV news

# My English Skills

Name Adanech

Date \_\_\_\_\_

## 1. Where do you use English?

\* Hospital  
\* Work  
\* School  
\* Shopping  
Travel

Make an appointment  
coworkers  
out side  
\* job interview

✓ I'm OK with my English in this situation.

☆ I want to improve my English in this situation.

## 2. What are your strengths in English?

These skills are easier for me:

Speaking in conversation  
Vocabulary  
Writing sentence  
Spelling

## 3. What is most challenging for you in English?

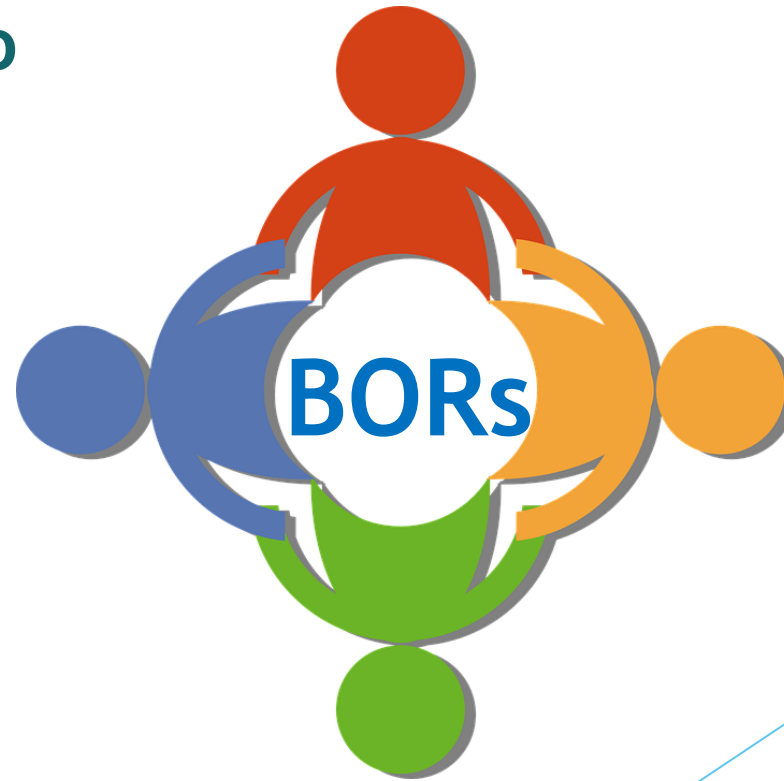
These skills are more difficult for me:

Grammar  
Pronouns verbs  
p

# Your English Skills

Is this something you could do  
in your class?

How would you adapt it?



# More Examples of Learner Awareness Activities

This also helps the teacher stay organized!

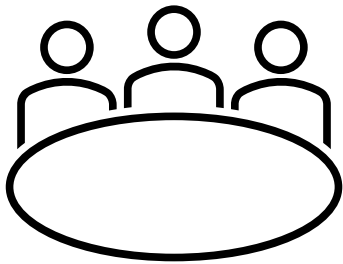
# A Study Needs Inventory

▶ What works for me?

# The Talk

- ▶ What?
- ▶ Where?
- ▶ When?
- ▶ How long?
- ▶ How often?
- ▶ With whom?

1. What did we look at?
2. Would you use any of these activities?
3. How would you adapt them?





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# Part IV: Learner Self-Assessment

True wisdom is knowing what you don't know.

~ Confucius

How am I doing? What do I need to practice more?

## Self-Assessment Tools

- reflection and recap
- retrieval
- exit ticket
- ▶

# Mark the Margins

For readings, homework assignments, and class notes:

- ✓ - I understand
- ? - I don't understand
- ! - That's surprising!

# TOTAL RECALL

## Remember your Learning!



1. Read.



2. Read again.



3. Close the book.



4. Write what you remember.



5. Open the book.



6. Check your work

## Review vs. Recall

1. When you \_\_\_\_\_ material, you are **recognizing** material that looks familiar.
1. When you \_\_\_\_\_ material, you are **remembering** it.

# Explain Your Thinking

*What is the answer?*

*How do you know?*

*Why do you think so?*

# Learning Log: Literacy Level

Today we did:

reading grammar spelling journals

I liked the \_\_\_\_\_.

I want more \_\_\_\_\_ practice.



# Class Recap & Reflection

Today in class we did:

- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_

I liked \_\_\_\_\_.

I want to practice more \_\_\_\_\_.

# The learner's questions:

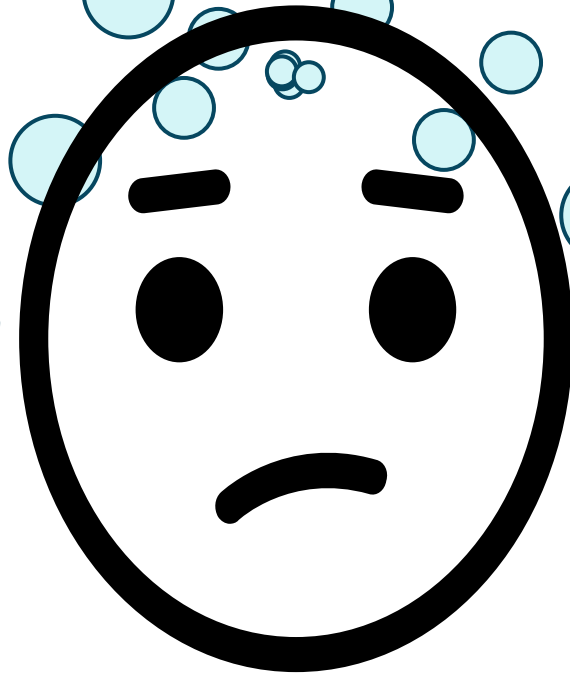
What do I need to practice more?

Am I doing it right?

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How do I do this homework?





# Thank you!

We want your feedback.

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