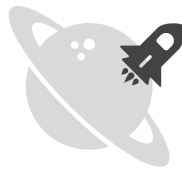




Delivering and Differentiating Instruction for OSY

January 2025
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 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 these lessons can be applied to everyday life.
- Use different teaching methods and activities as described in the lesson plans, or 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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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.
- Consider delivering one of the recruiter mini-lessons that the student hasn't already received- these lessons have already been modified to be deliverable in just 15-30 minutes!
- Always be prepared!

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Quality Over Quantity- Making an Impact with Limited Time

Strategies for modifying lessons:

- What does the student want to learn, and why?
- What specific piece of information could make an impact in the student's life?
- If teaching a quick ESL lesson, 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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Delivering Instruction to English Language Learners

- 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 lesson plans, others can be found online and used to supplement the lesson.
- Modeling- Show, don’t just tell!
- Speaking, Writing, Reading, Listening



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Addressing Low Literacy Levels

My student doesn't know how to read or write! Can I still deliver a lesson?



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Addressing Low Literacy Levels

My student doesn't know how to read or write! Can I still deliver a lesson? **Absolutely!**

- Consider starting by offering the student a life skills lesson. OSY may need to work on reading and writing in their first language before learning English.
- Read the lesson content aloud to the student.
- Consider asking the student to follow along with his/her finger as you read, and point out words that he/she does not recognize.
- Discuss and complete activities orally.

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Addressing Low Literacy Levels

My student doesn't know how to read or write! Can I still deliver a lesson? **Absolutely!**

- If the student really wants to do an English lesson, that's fine! There are many speaking and listening activities that you can still do.
- Focus on pronunciation and repetition.
- Use pictures, discussion, conversation activities, etc. in place of reading and writing activities.

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Refusal of Services

My student refused services. Now what?



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Refusal of Services

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?*
 - 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.

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Refusal of Services

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

- 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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Let's Discuss!

What obstacles do you encounter in the field that make delivering instruction difficult?

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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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What Lessons Should I Use?

- There are so many English language learning lessons and options out there that it can seem overwhelming.
- A full ENL curriculum may work well for some of your long-term students.
- Students who will be here for a shorter period of time, or that you will only be able to meet with for a few sessions, may need more personalized lessons, or may want to focus on a few basic survival English lessons.
- Other questions to consider: Will you be meeting with the student in-person or online? One-on-one or in a group setting? Will they be doing the lesson together with you, or are you providing them with self-guided instruction?



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Tips for Selecting Lessons

- 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 selection of **five** 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, Ordering Food, Greetings, Communicating at Work, Numbers, Money, Food and Grocery Store Phrases, etc.)
- As you gain more experience and find more lessons and 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 lessons to search for/create.

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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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Sample Lesson Outline

- Remember to SWRL- Speak, Write, Read, and Listen!
- Introduce a short list of new vocabulary words or phrases to your student. Write the word down 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.
- Bring a worksheet or give the student a task that will 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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Group Activity

Let's look at a single lesson. We will discuss how we would differentiate instruction of the same lesson for different students with different needs.

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Simply Speaking: Maps Lesson

How would you deliver to this lesson to an OSY who:

1. Is a brand-new English language learner.
2. Is an advanced English language learner who can hold a basic conversation in English with minimal mistakes.
3. You will only be meeting with one or twice before they leave.
4. Only has 20 minutes to spend on this lesson with you.
5. Is part of a group of OSY that you are teaching on Zoom for a 90-minute class.

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Group Activity

We will split into breakout groups for 10-15 minutes. Each group will talk about how they would deliver this lesson to the student they were assigned. What parts of the lesson would you prioritize? How would you deliver instruction of the lesson content? What supplemental materials or activities would you use?

Be sure to take notes, and choose someone from your breakout group to share with the whole group when we come back together.

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