

# **ELL AT MERRYMEETING**

## **ADULT EDUCATION:**

### **MAXIMIZING ENGAGEMENT THROUGH “ZOOM BREAKOUT ROOMS” AND “CLASSWORK”**



## **IMPORTANCE OF DISCUSSION IN ONLINE LEARNING**

Engaging in discussions is crucial for online learning, particularly for Adult Education Immigrant TESOL learners seeking interactive and collaborative environments. It's a great way to boost engagement and foster collaborative learning, while also enhancing language skills, promoting cultural exchange, and overall skill development.

## **ZOOM BREAKOUT ROOMS FOR ENHANCED ENGAGEMENT**

Breakout rooms in Zoom are a game-changer for adult education, especially for TESOL learners. They provide a fantastic platform for small group discussions and collaborative activities, which are essential for language learning. The ability to strategically assign participants based on language proficiency and learning objectives is a huge advantage. Moreover, features like managing rooms, broadcasting messages, and monitoring participation significantly enhance the quality of language learning experiences. Overall, Zoom breakout rooms are a powerful tool for creating engaging and effective learning environments for adult education and TESOL learners.

## LEVERAGING “CLASSWORK ZOOM” FOR COMPREHENSIVE LEARNING

Classwork Zoom offers a wide range of opportunities for students, focusing on active participation, using language tools, and collaborating through chat features, group projects, and breakout rooms. It encourages exploring resources, reinforces learning beyond live sessions, and fosters a supportive learning environment, which enhances digital literacy and overall engagement.



## LESSON PLANNING AND INTEGRATION OF ONLINE DISCUSSION

Integrating interactive tools like Zoom Breakout Rooms and platforms such as Classwork Zoom into lesson planning can greatly enhance the learning experience for TESOL learners in online classrooms. The use of Breakout Rooms can optimize language practice and cultural exchange, but it requires effective planning, a supportive environment, and clear communication. By combining the benefits of Breakout Rooms with Classwork Zoom's multifaceted opportunities, teachers can create comprehensive and engaging lesson plans that cater to the specific needs of their students. These tools offer a modern approach to lesson planning, making it easier for educators to design dynamic and interactive lessons that promote effective learning.

THE IN-DEPTH LESSON PLAN THAT FOLLOWS UTILIZES THESE STRATEGIES TO CULTIVATE A DYNAMIC AND ENGAGING LEARNING ATMOSPHERE FOR ADULT EDUCATION IMMIGRANT TESOL LEARNERS IN ONLINE EDUCATIONAL SETTINGS.

## Lesson Plan

Teacher	Aron Farrar
Number of students	6
Proficiency level of ML students	Advanced
Class/Grade/Subject	Adult Education Class: TESOL
Unit/Theme	Empowering Advocacy: Language Skills for Emotional Expression & Supportive Communication

### Standards

<b>Content Area Standards</b> <i>(From State or Local Academic Content Standards, Next Generation Science Standards, NCTM Standards, etc.)</i>	<b>WIDA Language Expectations</b> <i>(From WIDA English Language Development Standards Framework, 2020-see appendix beginning on p.266)</i>
Standard 5: Professionalism and Leadership	Targeted Vocabulary Lists
Standard 1: Knowledge About Language	Assessment Strategies

### Objectives

<b>Content Objectives</b> <i>(SWBAT format...)</i>	<b>Language Objectives</b> <i>(SWBAT format...)</i>
Students will be able to identify, discuss, and utilize specialized vocabulary related to housing, food access, government benefits, and community resources in various language domains (speaking, listening, reading, writing) to effectively navigate a Community Resource Fair scenario and articulate emotions, advocate for themselves or others, and resolve conflicts in English.	Students will develop language skills in speaking, listening, reading, and writing to express emotions, advocate for themselves or others, and resolve conflicts in English within the context of exploring housing, food access, benefits, and community resources. They will demonstrate proficiency in using specialized vocabulary, engage in discussions, comprehend informational materials, and produce written reflections

	related to real-life scenarios encountered at a Community Resource Fair.
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## Key Vocabulary

Word	Rationale/Presentation <i>(Why did you choose this word for your group of learners? How will you teach/present this word to your students?)</i>
<b>Advocate</b>	This word is crucial as it embodies the action of speaking or acting on behalf of oneself or others to seek support or solutions. It will be presented through role-plays or scenarios where students practice advocating for specific needs or causes, ensuring they understand the concept and use it effectively.
<b>Support</b>	Understanding how to provide assistance or aid to oneself or others is vital in this scenario. It will be introduced through discussions on ways to offer help, exercises in providing supportive statements, or instances where support is needed within the community fair setting.
<b>Request</b>	Learning how to ask for assistance or guidance is fundamental. It will be presented through examples and discussions on when and how to seek help effectively in a respectful and clear manner.
<b>Assertiveness</b>	This skill enables individuals to confidently express their needs or opinions while respecting others. It will be presented through scenarios where students practice assertive communication in seeking information or assistance at the fair.

**Supplementary Materials** *(Examples-Hands-on manipulative, realia, pictures, visuals, multimedia, demonstrations, related literature, etc.)*

Item	<b>Rationale</b> <i>(Why did you choose this item for your lesson? How will it help to provide a scaffold for your students?)</i>
Sample brochures, flyers, or informational materials from community organizations	These sample materials serve as scaffolds by grounding students in the real-world context of a Community Resource Fair, aiding in vocabulary acquisition, fostering understanding of available resources, and providing a tangible basis for interactive language practice and role-playing scenarios.
Mock application forms or templates for various assistance programs.	The mock application forms provide a tangible representation of the paperwork involved in accessing community resources. They offer students an opportunity to practice language skills in context, prepare for real-life scenarios, and develop familiarity with the language used in applications for housing, food assistance, benefits, and other resources.

**Building Background** *(Examples-read aloud, Think-Pair-Share, word clouds, word sorts, word wall, etc.)*

*The teacher begins by selecting the specialized vocabulary aligned with housing, food access, benefits, and community resources from the lesson plan. Using Wordwall's interactive templates such as matching games or word searches, they integrate this vocabulary, enhancing activities with definitions and images to align with speaking, listening, reading, and writing skills. Once crafted, these activities are easily shared through links or embedded on a website, streamlining access via QR codes for students. Through setting assignments, the teacher tracks progress and comprehension, evaluating students' use of the vocabulary in expressing emotions, advocating, and resolving conflicts regarding community resources. These engaging word wall activities, adaptable based on student input, continually reinforce language skills relevant to the Community Resource Fair. Additionally, the teacher uses reflective prompts and sharing activities to bridge new vocabulary with students' experiences, fostering deeper understanding and inclusivity within the classroom while highlighting the relevance of the learned concepts in their lives.*

**Comprehensible Input** *(Examples-enunciate clearly, ask students to elaborate on their answers, modeling, paraphrasing, avoiding idioms, etc.)*

*To ensure clarity in conveying content concepts, a variety of techniques will be employed. Clear enunciation is key, emphasizing distinct pronunciation at a suitable pace to aid students in comprehending word structure and pronunciation. Encouraging students to elaborate on their answers fosters deeper understanding and reinforces their grasp of the material. Modeling concepts through examples, visual aids, and step-by-step demonstrations serves as a visual guide, reinforcing comprehension. Paraphrasing complex ideas into simpler language helps guarantee accurate*



understanding, while avoiding idioms or technical jargon prevents confusion. Visual aids like diagrams or charts will be integrated to cater to visual learners, and breaking down complex information into smaller segments will aid in better comprehension. Regularly checking for understanding through quizzes, discussions, or summaries ensures that students are following the material and comprehending the content concepts effectively. These combined techniques create an environment conducive to student engagement and comprehension, fostering confident learning and reinforcing understanding of the subject matter.

## Strategies

Engaging with visual aids and creating mental images linked to vocabulary words will assist in retention and understanding. Encouraging goal setting related to language acquisition and effective communication skills will enable them to monitor their progress actively. Additionally, prompting students to ask questions about the material or their learning process will enhance their ability to self-assess their understanding. Collaborative activities, fostering peer interaction through discussions or problem-solving tasks, will further strengthen language practice and learning through social engagement. This comprehensive approach encourages students to take charge of their learning, employing diverse strategies to enhance language proficiency and deepen their understanding of content and communication skills.

To cater to diverse levels of prior knowledge and language proficiencies, a range of scaffolding techniques will be integrated into the instruction. Verbal scaffolding will involve offering simplified definitions and explanations of specialized vocabulary during discussions, aiding comprehension for students with lower language proficiency. Clear and reiterated instructions, expressed in simpler terms, will ensure that all students grasp tasks, particularly beneficial for those with limited language skills. Procedural scaffolding will break down complex tasks into manageable steps, allowing students with varying prior knowledge levels to understand each segment before moving forward. Demonstrating activities step-by-step will provide a visual guide, supporting students with diverse proficiency levels. Instructional scaffolding will include tiered activities catering to different proficiency levels, offering challenges for higher-level learners and extra support for those needing it. Additionally, guided practice sessions will aid students in applying new language skills within a supported environment before independent application. In differentiating instruction, materials, tasks, and assessments will be adapted to suit diverse learners. Students with lower proficiency levels will receive additional visual aids, simplified explanations, and structured tasks, while higher proficiency students will face more complex challenges and opportunities for extended learning or peer tutoring. This comprehensive approach aims to provide tailored support for all students, ensuring equitable access to content and language learning while fostering individualized growth and progress.

The lesson plan integrates tasks and discussions prompting deeper analysis and critical evaluation. Students will engage in tasks such as comparative analysis, evaluating the strengths and limitations of different community resources, and exploring cause-and-effect relationships in government benefits and resource availability within communities. Additionally, they will tackle problem-solving scenarios related to housing or food access challenges, encouraging strategic thinking. Evaluative questions will prompt students to assess the effectiveness of advocacy strategies or community resource programs while delving into discussions about the ethical implications of resource allocation and government benefit policies. Furthermore, tasks involving proposal development and scenario role-plays will encourage students to synthesize information creatively, proposing innovative solutions and negotiating resource allocation as different stakeholders. Reflective discussions will focus on metacognitive reflections, prompting students to share strategies used during the Community Resource Fair and

assess the potential impact of accessing various resources on individuals and the wider community. Through these tasks and discussions, students will cultivate critical thinking, problem-solving abilities, and an in-depth understanding of complex benefit issues related to community resources.

## Interaction

Throughout the lesson, student interactions will be carefully structured and supported to maximize engagement and learning. Grouping strategies will vary, initially starting with whole-class discussions to introduce concepts and vocabulary. Following this, students will engage in small group activities, facilitating peer interaction and collaborative learning. Timings will be staggered to allow for both teacher-led and student-led segments. Teacher-led portions will involve providing instructions, modeling activities, and facilitating discussions to ensure clarity and guidance. As students progress, they'll transition to more student-led interactions, such as group problem-solving tasks or role-plays, fostering autonomy and encouraging active participation. Support mechanisms will include providing clear guidelines, offering assistance when needed, and encouraging students to take leadership roles within their groups. Additionally, periodic check-ins and discussions will ensure that all students are actively involved and benefit from the collaborative learning environment. This structured approach aims to balance teacher guidance with student autonomy, promoting meaningful interactions and fostering a supportive and inclusive learning atmosphere.

## Practice and Application

Students will have ample opportunities to practice and apply the skills introduced in various language domains: speaking, listening, reading, and writing. Through role-plays and discussions, students will actively engage in speaking and listening domains, practicing advocacy, expressing emotions, and negotiating scenarios related to community resources. Reading skills will be exercised as students review brochures, flyers, and informational materials from the Community Resource Fair, extracting relevant information and understanding different resource options. Additionally, writing skills will be honed as students jot down notes, summarize their findings, and reflect on their experiences, aiding in the consolidation of new vocabulary and concepts. To apply their new knowledge, students will partake in simulated scenarios where they navigate challenges related to housing, food access, or government benefits, employing their language skills to seek information, advocate for solutions, and communicate effectively. These tasks will require them to synthesize their learning, applying specialized vocabulary and language skills in practical, real-life contexts, effectively spanning all language domains while reinforcing their understanding of community resources and language usage.

## Lesson Delivery

What will the pacing of your lesson be like?

Timeframe	Activity
The lesson will be structured over two class sessions, each lasting 60 minutes, allowing for in-depth exploration and	Session 1 (60 minutes): <ul style="list-style-type: none"><li>Introduction and Vocabulary (15 minutes): Whole-class discussion introducing key</li></ul>

<p>application of concepts. The initial session will focus on introducing vocabulary, discussing community resources, and explaining the objectives of the Community Resource Fair. Students will engage in whole-class discussions, vocabulary activities, and guided reading of informational materials. The second session will involve interactive activities at the Community Resource Fair simulation, where students apply their language skills in real-life scenarios, engage in role-plays, gather information from booths, and practice advocating and negotiating.</p>	<p>vocabulary related to housing, food access, government benefits, and community resources.</p> <ul style="list-style-type: none"> <li>• Reading and Vocabulary Activities (20 minutes): Guided reading of brochures/flyers, vocabulary exercises, and discussions about resource options.</li> <li>• Discussion and Preparation (15 minutes): Discussing objectives for the Fair, role-plays, and scenarios students might encounter.</li> </ul> <p>Session 2 (60 minutes):</p> <ul style="list-style-type: none"> <li>• Community Resource Fair Simulation (40 minutes): Students actively participate in the Fair simulation, exploring booths, engaging in role-plays, gathering information, and practicing language skills in practical scenarios.</li> <li>• Reflection and Discussion (15 minutes): Reflecting on experiences, discussing challenges faced, sharing findings, and summarizing key takeaways.</li> <li>• Closure (5 minutes): Summarizing the session, highlighting learning points, and providing closure to the activity.</li> </ul>
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## Assessment and Review

*Students' proficiency in the presented objectives will be assessed through a multifaceted approach catering to various learning styles and skills. Observation during discussions and the Community Resource Fair simulation will gauge their engagement, language use, and negotiation abilities. Written assignments, such as reflective journals or summaries, will assess their comprehension of community resources and vocabulary application. Oral presentations or role-plays will evaluate their communication skills, emotional expression, and advocacy prowess. Problem-solving tasks related to housing, food access, or government benefit scenarios will test their critical thinking and application of language skills in resolving challenges. Employing rubrics will enable a structured evaluation of language proficiency, vocabulary accuracy, and the depth of understanding displayed in interactions and reflections. Encouraging peer and self-assessment will further empower students to reflect on their performance, enhancing their self-awareness and understanding of areas for improvement. This diverse range of assessment methods aims to holistically evaluate students' language proficiency, content understanding, and their practical application of skills in the context of community resources.*

*In the event that some students haven't met the learning objectives, a personalized approach to review and reteach will be adopted. Diagnostic assessments will pinpoint specific areas of difficulty, whether related to vocabulary, language application, or comprehension of community resources. Individualized*



*support will follow, offering extra sessions, tailored worksheets, or supplementary materials to address these challenges. Differentiated instruction will cater to diverse learning styles, incorporating varied strategies such as visual aids, simplified explanations, or peer-assisted learning to reinforce concepts. After the review phase, reassessment using modified tasks will ensure students grasp the material. Continuous monitoring and ongoing support will be provided, allowing for adaptations in instructional approaches to better meet the needs of these students. Throughout this process, motivation and encouragement will play a vital role in fostering a positive learning environment, recognizing students' efforts, and celebrating their progress to maintain their engagement and commitment to learning. Ultimately, this tailored approach aims to address individual learning gaps, ensuring every student has the opportunity to achieve the intended objectives.*

## **Next Steps**

*Following this lesson, the focus shifts to reinforcing the learned concepts and expanding their application within the broader unit of study. Reinforcement strategies will consolidate the vocabulary and skills gained, offering additional practice sessions or assignments that build upon the experiences at the Community Resource Fair. This lesson's outcomes will seamlessly intertwine with the unit's overarching themes, integrating the acquired vocabulary and communication skills into subsequent lessons exploring community engagement, social issues, or civic responsibilities. Encouraging students to apply their newfound knowledge in real-life contexts outside the classroom will solidify their understanding. Assessments will evaluate retention and application, while reflective exercises prompt students to consider the practical uses of their skills. Moreover, this lesson serves as a foundational step, setting the groundwork for more in-depth discussions about social services, civic engagement, and advocacy within communities, aligning cohesively with the unit's broader objectives of fostering community awareness and active participation.*