

Models for the 20-Minute Meeting

Introduction:

Individual student needs and program needs are likely to cause each 20-minute meeting to be somewhat different. There are four basic elements to the 20-minute student meeting:

1. Review what has been studied (except in first meeting).
2. Respond to students' questions.
3. Introduce what is to be studied.
4. Administrative.

This is a lot to accomplish in 20 minutes. Reality will dictate the time spent in the different areas. Rarely does a meeting breakdown into evenly timed elements.

The 20-minute meeting with the student is critical to the success of the program. During the intake/placement/orientation, the student must learn to regard the meetings as an important appointment that must be kept, or rescheduled if the meeting can't be kept. There are several reasons for this:

- Every lost appointment is a lost opportunity to accumulate ADA. The reality is that Distance Learning, like other programs, is driven and maintained by the hours that are generated.
- IF an appointment can't be kept, insistence on early notice allows us to notify and schedule "floaters" who cannot meet a fixed weekly schedule.
- Consistent attendance is critical to progress. Without it, we are unable to monitor progress and we are less likely to be able to CASAS post test. Further, we are unable to answer questions or resolve problems.
- Contribute to the students' awareness of the importance the U.S. culture places on being on time.

We are flexible enough to, in some instances, allow the student to check in and check out materials and get their next assignment in a few minutes without extensive review or introduction.

Each of the Distance Learning instructors keeps a day planner. While each is responsible for their own students, we have been able to substitute for one another and to reschedule appointments for each other. Notes are kept in each student's file, which are frequently important for opening each meeting and can be critical in the instances where we are substituting for each other.

The First Meeting:

We have registered and placed the student and we are ready to introduce the student to the first tape and give the student the first assignment. Remember, *In-English, On Your Own* consists of 4 Units. Each Unit consists of 3 Videocassettes/CDs/DVDs.

Tape 1 - Volume 1, Unit 1, Lessons 1 & 2:

Tape 1 consists of:

Lesson 1:

- Scene
- Vocabulary (complete)
- Repeat of Scene
- Vocabulary (verbs and basic vocabulary)
- Homework

Lesson 2:

- Vocabulary (complete)
- Oral Questions regarding the Scene
- Repeat of the Scene
- Homework

Tape 1 is a listening, speaking and vocabulary acquisition exercise. You can see the repetitions built into the video above.

Put Tape 1 in the VCR. The teachers on the tape say and physically model “welcome” and “listen”. The student can see what is expected. Play all or part of the scene. After the scene begins, you may want to fast forward through it. The scene concludes and the vocabulary section begins. The student immediately recognizes the connection between the scene and the vocabulary.

If you have time, you may wish to show a few of the oral questions on the scene. We recommend you cue a second tape to the oral questions or get a set of CDs/DVDs from Video Language Products. You can get to the separate sections much faster with the CDs/DVDs.

The first assignment is for the student to learn all of the vocabulary and to be able to respond verbally to the oral questions on the scene in the present tense of the verb “to be”.

The first assignment is a listening, vocabulary acquisition, and speaking assignment. The student does not have to do any of the written exercises yet. (Video Language Products has a schedule of the breakdown of viewing hours and written hours per unit.)

The Second Meeting:

Review the oral questions to determine if the student can respond to the question in the present tense of the verb “to be”. Determine if they have mastered the vocabulary. You may want to model the prepositions and ask some basic what and where questions.

Introduce Tape 2.

Tape 2 - Volume 1, Unit 1, Lessons 3 & 4:

Tape 2 consists of:

Lesson 3:

- Pronunciation
- Questions on the Scene (written response required)
- Vocabulary (verbs through expression)
- Homework

Lesson 4:

- Dialog (listening/viewing work)
- Vocabulary (expressions)
- Dialog (open to page 10)
- Dialog (modeling by the teacher)
- Dialog (interaction)
- Writing
- Vocabulary (verbs through expression)
- Evaluation
- Homework

Put tape 2 in the VCR. You may want to fast forward through the sections. (Once again, you may want to cue a second tape or get a set of CDs/DVDs.)

The second assignment is to complete the written questions on the scene, be able to role play and read the dialog, complete the first writing exercises and complete the first one-half of the evaluation. Remember, for the entire first Volume and the first 4 Units, everything in the Workbook is on the videotape.

Do the administration of recording hours of study, checking in the first tape and checking out Tape 2.

The Third Meeting:

Review the second tape. Check the questions on the scene, the writing and the evaluation. You may want to role play the dialog with the student.

There is a lot on Tape 2. A really low student may need some more time, especially if they did not master the vocabulary in the first week. The higher level student has NOW had reading, listening, speaking, writing, and structure exercises and you will be able to pinpoint individual areas of need.

Check the return of Tape 2, record the study hours, make your notes and check out Tape 3.

Put Tape 3 in the VCR. Once again, fast forward through the sections, stopping or pausing on new exercises.

Tape 3 - Volume 1, Unit 1, Lessons 5 & 6:

Video consists of:

Lesson 5:

- Pronunciation
- Vocabulary in context (page 10)
- Dialog (page 10) teacher/student interaction
- Writing
- Vocabulary (nouns)
- Scene (captioned/scrolling)
- Evaluation
- Homework

Lesson 6:

- Scene
- Pronunciation
- Structure
- Vocabulary
- Test, Unit 1

The assignment is to practice the dialogs, complete the second portion of the writing, the second part of the evaluation and to master the vocabulary if the student has not.

The end of unit test appears on the video. If your program has a license to reproduce the Workbooks, the end of unit tests can be included or excluded from the Workbook.

This third tape completes Unit 1.

The Fourth Meeting:

Review the students' written work. You may want to role play the dialog again. You may want to ask them to read the scene and ask questions to check for comprehension and the ability to respond orally in the present tense of the verb "to be".

Give the student the end of unit test separately. We insist on 80% correct before the student proceeds to Unit 2.

Units 2, 3 and 4 follow the same pattern as Unit 1, with minor changes in the order of the sections.

Introduce Tape 4.

As with Tape 1, which introduces Unit 1, the first tape in Unit 2 is a listening and vocabulary acquisition exercise. The assignment for Tape 4 is the same as Tape 1. Tape 5 will be the same assignment as Tape 2. And Tape 6 will be the same as Tape 3. This pattern will follow for Units 3 and 4, which takes the student through Tape 12.

Future Meetings:

The student has now completed *In-English, On Your Own*, the first 12 tapes. If the student completes a videotape and the workbook exercises at the pace of one tape per week, we are ready for the thirteenth meeting and the thirteenth videotape. The thirteenth tape transitions to *In-English*. The format changes here at Volume 2, Unit 5 (Tape 13), and remains the same through Volume 5, Unit 12 (Tape 20).

Each video now consists of:

- Scene
- Vocabulary
- Dialog
- Pronunciation

The repetitions of the scene, the vocabulary and the dialog no longer are shown on the video. They each appear only once. In addition, neither the question nor the answer to the questions appear on the video. The same applies to the writing and the evaluation.

While there is usually a little "teacher, teacher, where are the answers?" response, all of the students adjust. Even our beginning students are now at a level where the format and lessons are explainable in English, perhaps with a little body language.

Beginning with Volume 2, Unit 5, the 13th tape, the students will usually take 3 weeks to complete a video/CD/DVD. Instead of 3 videos making up a unit, now only one tape makes up a unit. However, the student still must master the vocabulary, complete the exercises and pass the end of unit tests. In addition, the structures get gradually more complex. Once again, see the VLP schedule for the breakdown of viewing hours and written hours allotted per unit.