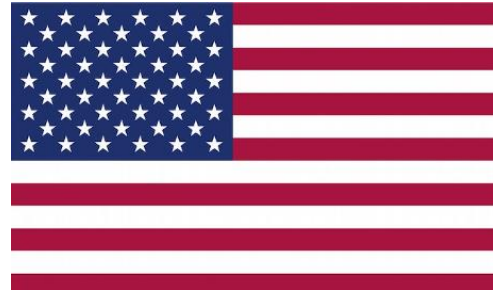


# The Importance of Community Building in an ESOL Classroom

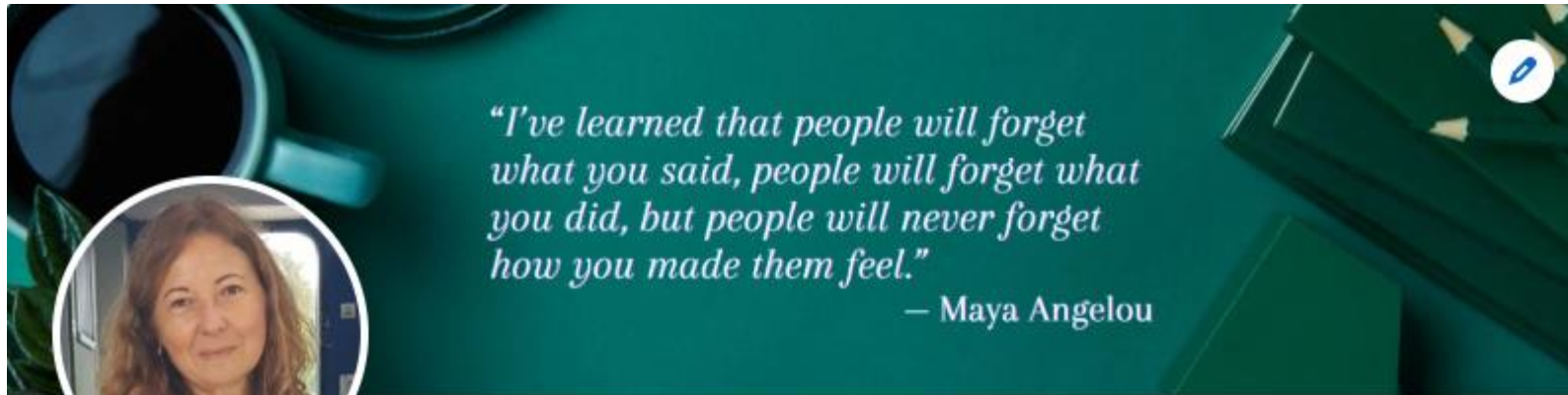
Katarzyna Helbin-Travis



# About me



Formerly Literacy Council of Northern Virginia



**Kasia Helbin-Travis** ✓

ESL and Literacy Instructor, CELTA-certified, Language Coach and Presenter, Curriculum Designer, Empowering students since 2008

Springfield, Virginia, United States · [Contact info](#)



# Introductions

- Your name
- Organization you work for/ who are your students
- Countries you lived in/ other languages you speak
- What about this workshop sparked your interest

# Today's Purpose

- To fully understand **WHY** feeling part of the community is essential in adult education.
- To brainstorm effective ideas **HOW** we can build a strong community
- To leave with tools that will help us create a strong community to develop learners' trust and better address their needs



**Why?**

*“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”*

*Maya Angelou*

# Finish this sentence

When you feel part of community, you  
are more likely to....



***“Culture hides much more than it reveals and, strangely enough, what it hides, it hides most effectively from its own participants.”***

*Edward T. Hall*

*Hall*



# Collectivism vs. individualism



# Collectivism vs. individualism



- Group over individual
- Interdependence
- Community
- Uniformity



- Individual over group
- Self-reliance
- Privacy
- Uniqueness

# Power distance



# ACTIVITY: Interpret the situation and suggest a solution

As a female European American teacher reports to an immigrant Latino father that his daughter is doing well in class – speaking out, expressing herself, taking an active role – he looks down at his lap and does not respond. Thinking that perhaps he has not understood, the teacher again praises his daughter’s ability to speak out in class and explains that it is very important for children to participate orally. Looking even more uncomfortable, the father changes the subject.

The teacher gets the impression that this parent is not interested in his daughter’s school success, and she feels frustrated and a bit resentful.

Toward the end of the conference, the father asks, with evident concern, "How is she doing? She talking too much?"

The teacher is confused. This parent does care whether his daughter is doing well, but why doesn’t he understand what she has been telling him?

# How to tap into students' cultural backgrounds

- Learn your students' names and details about their families
- Greet your students and have them greet each other
- If you don't understand, ask 'why'
- Allow students to form relationships with each other
- Talk about cultural differences during class
- Create a Whatsapp group for your class
- Create Google site for your class



# How?

# ACTIVITY: Practice a new phrase

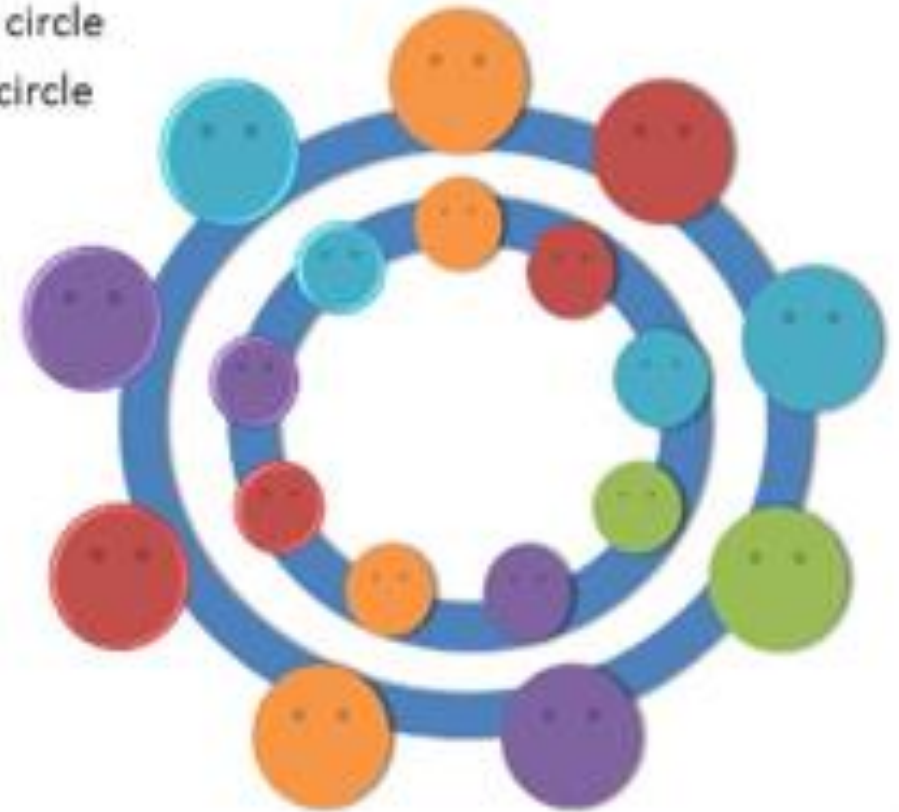
- Dzień dobry
- Nazywam się \_\_\_\_\_
- Bardzo mi miło

# ACTIVITY: Practice a new phrase

- Dzień dobry
- Nazywam się \_\_\_\_\_
- Bardzo mi miło

Let's move!

- Outer circle
- Inner circle





# A word about growth mindsets

- A theory developed by Carol Dweck, Professor of Psychology at Stanford University (2006)
- People fall into two categories: those with a growth mindset and those with a fixed mindset.
- They perceive intelligence/ skills and effort differently and they deal differently with challenges, mistakes and feedback.
- Every person is a combination of the two.

UPDATED EDITION

CAROL S. DWECK, Ph.D.

**mindset**  
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN  
LEARN TO FULFILL  
OUR POTENTIAL

2  
MILLION  
COPIES  
IN PRINT

\*parenting  
\*business  
\*school  
\*relationships

“Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life.”

—BILL GATES, *GatesNotes*

# How are they perceived?

## FIXED MINDSET

SET - YOU HAVE WHAT  
YOU HAVE

HOW THEY LOOK  
PERFORMANCE FOCUS

SOMETHING YOU DO  
WHEN YOU'RE NOT GOOD

GIVE UP / CHECK OUT

TAKE IT PERSONAL  
GET DEFENSIVE

HATE THEM / TRY  
TO AVOID MAKING THEM

## MINDSET CHARACTERISTICS

**SKILLS+INTELLIGENCE**

**MAIN CONCERN**

**EFFORT**

**CHALLENGES**

**FEEDBACK**

**MISTAKES**

## GROWTH MINDSET

CAN BE GROWN AND  
DEVELOPED

LEARNING / GETTING BETTER  
PROCESS FOCUS

AN IMPORTANT PART OF  
LEARNING

PERSEVERE / WORK THROUGH  
IT - SHOW MORE GRIT

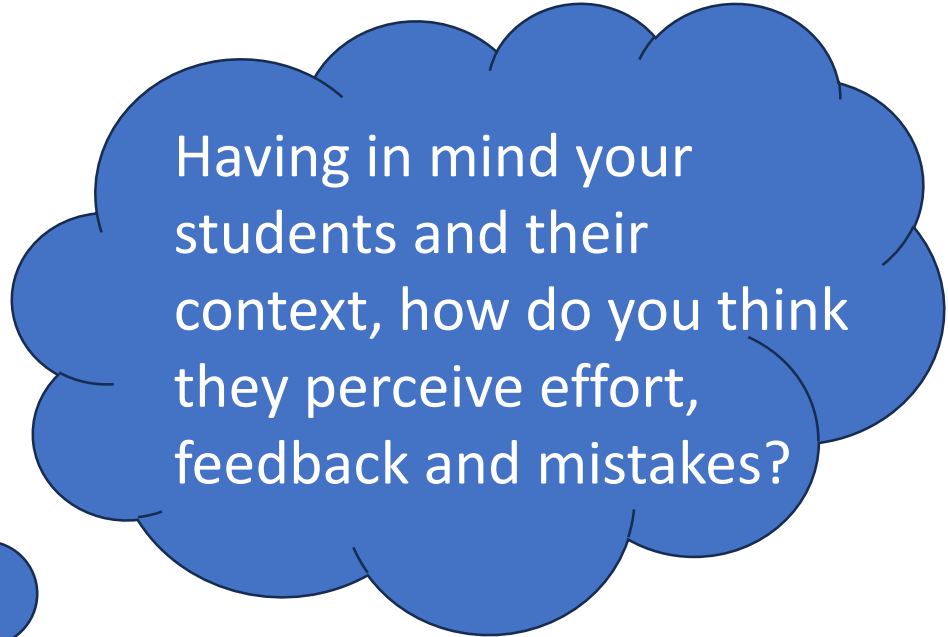
LIKE IT / USE IT TO LEARN

TREAT THEM AS A LEARNING  
OPPORTUNITY

**EFFORT is a part of learning**

**FEEDBACK helps us improve**

**MISTAKES are learning opportunities**



Having in mind your students and their context, how do you think they perceive effort, feedback and mistakes?

## **ACTIVITY:**

**Think of your students again. What can you do in the classroom to change the perceptions of effort, feedback and mistakes and promote growth mindset?**

**EFFORT** is a part of  
learning  
**FEEDBACK** helps us  
improve  
**MISTAKES** are learning  
opportunities

# EFFORT is a part of learning

- Model it – test yourself on students’ names at the end of the first lesson
- Emphasize process over result – praise for effort and strategy
- Instead of “I don’t know” make students say: ‘I don’t know it yet’ (the power of ‘YET’)
- Find something positive to say about effort even if the result is not correct
- Use activities which contain trial and error (trial and

# FEEDBACK helps us improve

- Model it – learn a phrase in student’s language and have them give you feedback
- Teach students to give peer feedback (one positive comment, one comment for improvement) from day one.
- Focus on error, not on the person - use delayed error correction (DEC)
- Focus on what strategies to use to improve not on what was done wrong

# MISTAKES are learning opportunities

- Model it – make a mistake on purpose and have students correct you
- Use DEC to track students' mistakes as proof of learning taking place
- Use 'good mistakes' as starter activities
- Encourage students to record themselves
- Ask students how they like to be corrected
- Say: 'What can we learn from this mistake?'





# Takeaways



From the presentation  
<https://bit.ly/48aftoZ>



Communicating learning goals and  
feedback tool  
<https://bit.ly/3UhFdKj>

# Contact information

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