Chapter 3

Classroom Practices
Effective Instruction (ESL +)

- Scaffolding (*dependence → independence teaching...*)
- Collaborative groups
- Assessment (formal and informal)
- Motivational activities
- Authentic purpose
TESOL Standards I

- **Goal 1:** To use English to communicate in social settings.

  - **Standard 1:** Students will use English to participate in social interaction.

  - **Standard 2:** Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

  - **Standard 3:** Students will use learning strategies to extend their communicative competence.

  [http://www.cal.org/eslstandards/](http://www.cal.org/eslstandards/)
TESOL Standards II

- **Goal 2:** To use English to achieve academically in all content areas.

  - **Standard 1:** Students will use English to interact in the classroom.

  - **Standard 2:** Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

  - **Standard 3:** Students will use appropriate learning strategies to construct and apply academic knowledge.
Goal 3: To use English in socially and culturally appropriate ways.

- **Standard 1:** Students will choose a language variety, register, and genre according to audience, purpose, and setting.

- **Standard 2:** Students will use non-verbal communication appropriate to audience, purpose, and setting.

- **Standard 3:** Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.


*Or buy the book from TESOL: My price = $13*
Sheltered Instruction

- AKA: SDAIE
  - Grade appropriate
  - Cognitively demanding
  - Intermediate (+) English Language Skills

- Goals
  - Teach core curriculum
  - Develop English skills
  - Encourage social integration in classroom
Implementation

- Adjust cognitive load
  - NOT cognitive level
- Attention to instructional language
- Language learning opportunities/demands
- Limited assessment points
- Overtly discuss social/affective issues
Hungry Caterpillar

- Page 84
  - What strategies from this chapter did Roberto use in this activity?
  - Did he use any strategies not explicitly discussed in the text?
  - What didn’t he do that he should have? i.e. *What would you do differently?*
Group Work

- Why is it important?
- What’s your favorite group activity?
- What dangers are there in group work?
  - How have you overcome them?
Benefits & Bad-guys…?

- Buddy system
- Writing response groups
- Literature response groups
- Cooperative groups
More on Groups

- Low Anxiety
  - Positive interdependence

- Heterogeneous
  - Avoid long-term skill-based groupings

- Jigsaw Approach
Stages in Group Work

- Getting to know you
- Developing relationships
- Production
- Autonomy

*Moral: Requires significant investment of time & effort, but yields great rewards...*
Thematic Instruction

- Meaning & Purpose
- Build on Experience
- Integrated Oral & Written Language
- Scaffolding *(more to come...)*
- Collaboration
- Variety

Personal experiences? *(SANNO)*
Evaluate Your (Theme) Plan

- Which jobs can be done by LEP Ss?
- Which aspects can be aided by scaffolding/ peer assistance?
- How can outside resources be used?
- How can this project lead to authentic & meaningful literacy projects inside or outside the classroom?
Literacy in Thematic Instruction

Variety, Variety, Variety
Scaffolding

- Vygotsky
- ‘What a learner can do today with help, he or she can do alone tomorrow....’
  - cf. Krashen’s $i = 1$
  - 1st steps ... balance beam
- Language Experience Activity (LEA)
  - Peanut butter & jelly sandwich...
Scaffolding Characteristics

- Provides clear directions
- Clarifies purpose
- Keeps students on task
- Offers assessment to clarify expectations
- Points students to worthy sources
- Reduces uncertainty, surprise & disappointment
- Delivers efficiency
- Creates momentum

“The search for understanding inspires and provokes. One loses sleep. One awakens in the middle of the night, wondering, pondering, considering.”

http://www.fno.org/dec99/scaffold.html
Scaffolding's Goal

Work themselves out of a job...
Assessment Should Be:

- Based on authentic tasks
- Tied to instructional goals/teaching
- Continuous – over time
- Consider students’ diversity
- Collaborative – incl. self assessment
- Multi-dimensional
- Current – founded in research & theory
Chapter 4: Oral Language