

Effective Strategies with a Purpose

Rob Jenkins

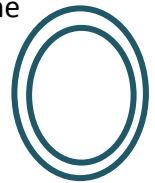
Inland Empire CATESOL

I. THE PURPOSE / COMMUNITY / LESSON PLANNING

9:15-10:30

1. **LINE UP:** What's in a name?

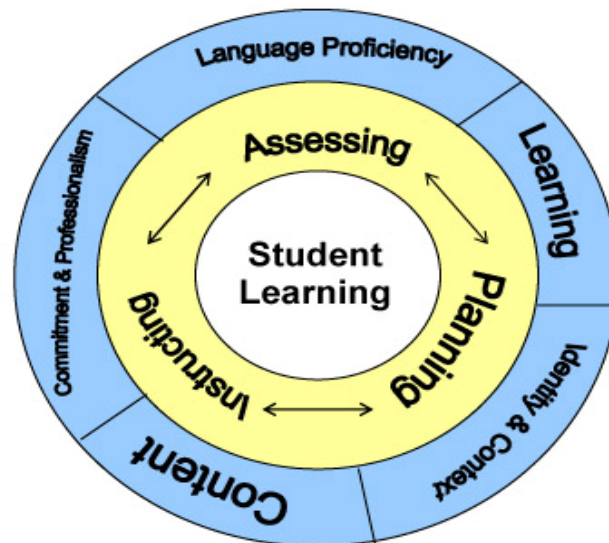
2. **INSIDE/OUTSIDE CIRCLES:** name, school, type of program, # of years teaching, one great moment in teaching



3. Presentation

Standards for ESL/EFL teachers of Adults¹ (applicable to all learners)

1. PLANNING
2. INSTRUCTING
3. ASSESSING
4. IDENTITY AND CONTEXT
5. LANGUAGE PROFICIENCY
6. LEARNING
7. CONTENT
8. COMMITMENT AND PROFESSIONALISM



1. TESOL (2008). *Standards for ESL/EFL Teachers of Adults* Teachers of English to Speakers of Other Languages, Inc.

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4. **RANKING:** With a group, rank the following standards based on which ones you think are *MOST IMPORTANT*. #1 is most important. (Standards for ESL/EFL teachers of Adults²)

_____ **PLANNING:** Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

_____ **INSTRUCTING:** Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

_____ **ASSESSING:** Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction “on the spot” and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

_____ **IDENTITY AND CONTEXT:** Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

_____ **LANGUAGE PROFICIENCY:** Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.

_____ **LEARNING:** Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

_____ **CONTENT:** Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

_____ **COMMITMENT AND PROFESSIONALISM:** Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

2. TESOL (2008). *Standards for ESL/EFL Teachers of Adults* Teachers of English to Speakers of Other Languages, Inc.

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5. **CORNERS:**

- A. Go to the corner where you feel the strongest as a teacher and discuss why with the group.
- B. Go to the corner where you feel weakest as a teacher and discuss why with the group.



6. **MATCHING:** With one of six stages, find 5 other participants with the other stages. Then put them in an order you think is appropriate as a group. (**ORDER STRIPS**)

Write the 6 stages below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. (Contingency) **ORDER STRIPS:** Put prewritten lesson plan strips in order.

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II. EFFECTIVE ACTIVITIES

11:00 – 12:00; 1:00 – 1:30

1. Learner-centered Instruction

Think/Pair/Share: What makes good instruction? What makes for a good activity?

2. Presentation – Critical/Creative Thinking

3. **CATEGORIZING:** Healthy / Unhealthy

4. **CONSENSUS/RANKING:** In groups, rank nutrition³

5. Presentation - Active Listening – Focused / Comprehension

6. **FOCUSED LISTENING:** Listen and write the orders⁴

7. Presentation – Speaking – Dialog Substitution / Role Play / Simulation / Problem Solving / Open-ended Conversations

8. **DIALOG CARDS (DRILL):** Give instructions to places in the room

S1: Excuse me, where's the door?

S2: It's over there?

S1: Over where?

S2: Over there.

S1: Can you give me directions?

S2: Sure ...



3. Jenkins/Johnson (2009). *Stand Out Standards-based English 2nd Ed.* Book 2, Pg 51, Heinle Cengage Learning

4. Jenkins/Johnson (2009). *Stand Out Standards-based English 2nd Ed.* Activity Bank CD ROM Book 2, Heinle Cengage Learning

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9. Presentation – Reading and Writing

10. **BRAINSTORMING/CLUSTERING:** Discuss what makes a home as a class.

11. **PREDICTING:** Home is Where the Heart Is⁵

11. **SUMMARIZING:** Read the story. Write one sentence about each paragraph.

12. **ROUND TABLE:** Finish the story below using connectors like *next*, *after that*, etc.

On the way to school today, I saw something incredible and a little bit scary...

III. ASSESSMENT

1:30 – 2:30

1. Presentation – Student, Teacher, Class

2. **3X5 CARD ASSESSEMENT:** Don't put your name on the card and answer the questions.

A. What activity was your favorite that you experienced today?

B. What activity(s) will you try in the class in the next three weeks?

C. From the activity list, what is an activity you would want to see demonstrated?

3. Assessment Tool: See handout.⁶

4. Self-Assessment of your skills as a teacher- go online – free from CALPRO with resources: <http://www.calpro-online.org/Assessmenttest/Login.aspx>

5. (Contingency) **SKIMMING:** Read the vignette⁶ and identify every type of assessment you can in 5 minutes and be prepared to share with the class.

5. Johnson/Jenkins (2010). *Stand Out Reading and Writing Challenge Book 5*, Heinle Cengage Learning

6. TESOL (2008). *Standards for ESL/EFL Teachers of Adults* Teachers of English to Speakers of Other Languages, Inc.