



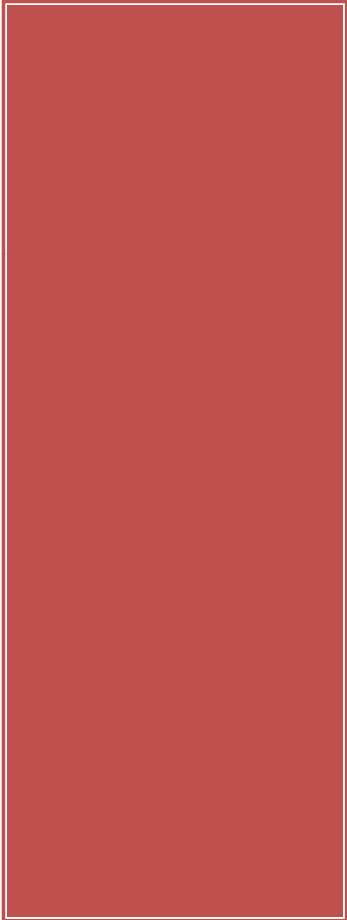
Inland Empire
CATESOL
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Effective Strategies with a Purpose

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Today's Goal



Discuss the principles that can improve student learning by identifying and meeting student needs, providing an atmosphere of success, and eventually developing a disposition toward independent learning.

Learning



Teaching is a byproduct of learning.

“When we focus on instruction rather than learning, we confuse the means with the ends.”

Barr and Tagg (1995)

Building a Community

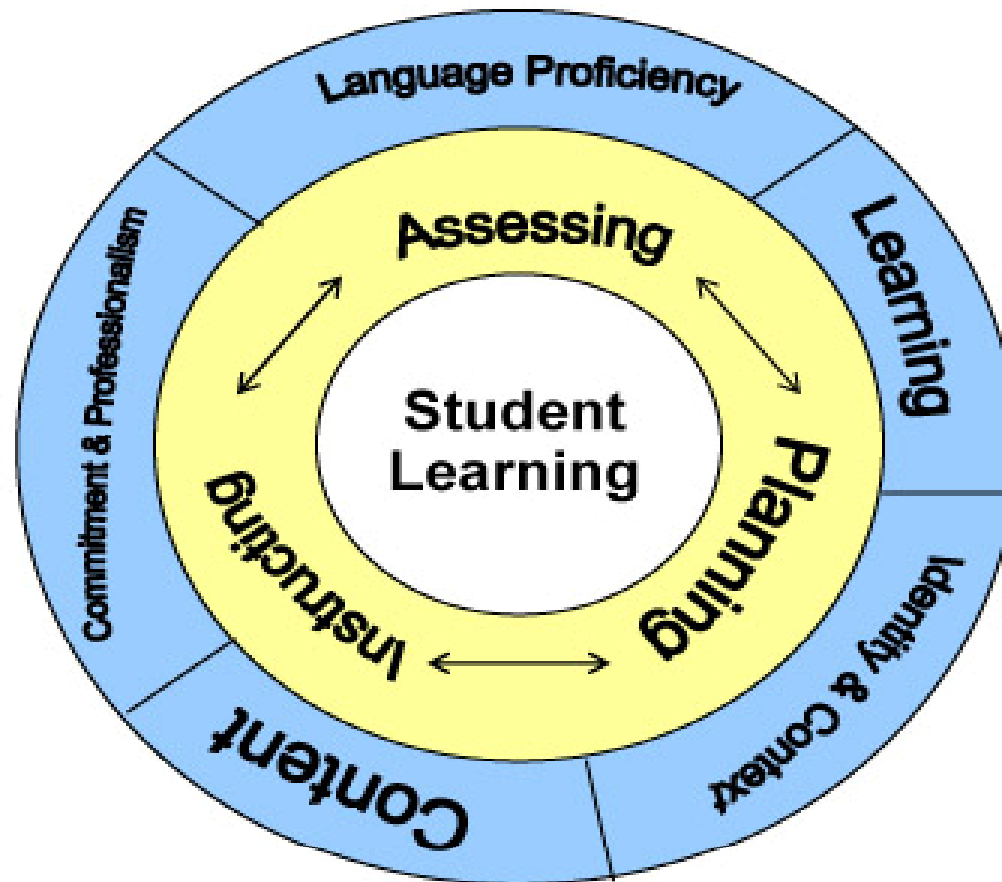
Ice Breakers

- Say every student's name every day.
- Line up
- Inside/Outside Circles
- Build Trust Through Sharing
- Corners
- Round Table
- Be part of the community!

Effective Teaching

Standards

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



Do strips first

Lesson Planning / Objectives!

1. Warm-up/Review
2. Introduction
3. Presentation
4. Practice
5. Evaluation
6. Application



It is all about
where you
are going!

Learner-centered Instruction

Think / Pair /
Share

What makes for good instruction?

What makes a good activity?



Learner-Centered Instruction

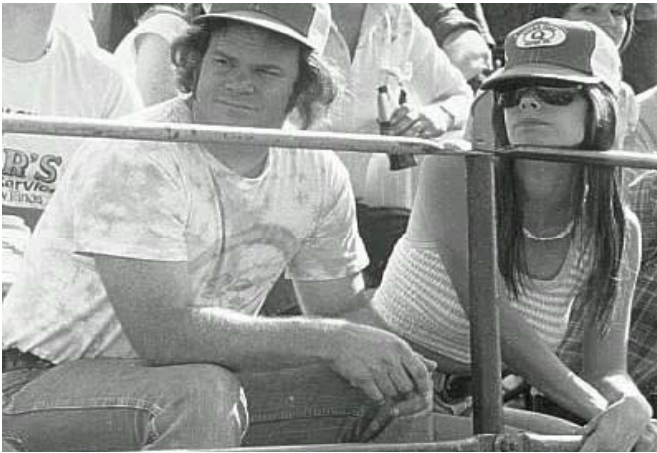


“Learning is more meaningful when topics are relevant to students’ lives, needs, and interests and when students are actively engaged in creating, understanding and connecting to knowledge”.

McCombs and Whistler (1997)

Next: Get Dirty

Learner-Centered Instruction



“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate to past experiences, and apply it to their daily lives. They must make what they learn part of themselves”.

Chickering & Ganimson (1987)

Critical and Creative Thinking

Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners.



Critical and Creative Thinking

CONSENSUS

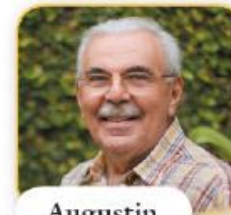
D

Augustin and his family don't eat together because they are very busy. Read what they eat.



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs and ice cream



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Gilberto

Breakfast: doughnut and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

Simple Present: *Have*

I **have** . . .

You **have** . . .

He/She **has** . . .

Listening

Focused Listening

- Light Switch
- Speed Talking
- English Only
- Is at a “normal pace”
- Is always accompanied by a task

Do task first

Steps to Listening Practice

- Do a pre-listening activity
- Describe the task
- Have students do the task (play the recording more than once if necessary)
- Have students share with one another between listenings
- Do a post-listening activity

Encourage students to take risks and make educated guesses.

Speaking

Put in order from least to most communicative.

- Dialog
- Drill
- Open-ended Conversations
- Problem Solving
- Role Play
- Simulation
- Substitution Dialogs

Speaking

Rob's Order

- Drill
- Dialog
- Substitution Dialogs
- Role Play
- Open-ended Conversations from Prompt
- Simulation / Problem Solving

Reading and Writing

Brainstorming

Predicting

Summarizing

Round Table

- Why is reading and writing important?
- Should they be taught together or separately?
- Do we need to prepare our students for reading and writing tasks?

Assessment (Multiple Measures)

Student

- Placement Test
- Student Survey (needs assessment)
- Portfolio
- 20-minute Write
- Informal Observation
- Spelling Test
- Unit Test
- 3x5 Card Assessment
- Student Personal Assessment (Learner Log)
- Post Test

Reflective Teaching

With a Purpose

My Mission Statement:

My goal is to give students challenging opportunities to be successful in their language-learning experience so they develop confidence and become independent, lifelong learners.

Adapted from
Stand Out: Standards-based English
(Jenkins and Johnson, 2009)



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