TEACH THE LEARNER, NOT THE BOOK.

OUR GOAL:
Consider Ways to Ensure that Instructional Materials and Tasks Support Learner-Centered, Standards-Aligned Instruction

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This handout, slides and reproducible lesson materials are available at

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**TASK 1: PRIOR KNOWLEDGE BRAINSTORM**

- Form a team with two or three colleagues.
- Look at the image on the screen.
- Brainstorm ways to use the image to address your learners’ needs.
- Use this graphic organizer to record and categorize your team’s ideas.

**We could use the image to develop our learners’**

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<tr>
<th>listening skills by…</th>
<th>conversational skills by</th>
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<th>reading skills by</th>
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<th>vocabulary by</th>
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<th>pronunciation skills by</th>
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We could also use it to…
You could use the image to develop learners…

Listening skills by…
• Having Ss listen to discrete terms and point to them in the image.
• Having Ss listen to conversations and determine who is talking.

Conversation skills by…
• asking and answering questions about the picture
• roleplaying depicted situations

Reading skills (foundational) by…
• creating a Language Experience story
• reading and alphabetizing words from picture and/or wordlist.

Writing skills by…
• writing a sentence, sentences, a paragraph, paragraphs, or conversation based on the picture

Vocabulary by
• using a KWL chart
• categorizing workers, objects, and actions in the picture

Grammar by
• Asking questions that focus attention on a grammar element, e.g. tenses: What is the guest doing? What will he do next? What did the doorman just do?

Pronunciation by
• Listening and clapping out rhythm or stress in words
• Categorizing stress in two-word terms
• Having partners say and repeat the
• Partners take turns making T/F statements about the picture

Soft skills by
• Tackle any of the tasks in pairs or teams with a soft skill focus such as stating agreement or disagreement, building consensus, encouraging, clarifying, etc.

Numeracy/Math skills by
• counting items in the picture.
• charting male and female workers

Academic Discourse skills by
• using academic language frames to guide learners’ discussions of HOT* questions.

Critical Thinking/Problem Solving
• prompting discussion of HOT* questions that ask learners to make claims, infer or offer solutions to situations depicted and support their ideas with evidence from the picture or prior knowledge (from experience or lesson).

*HOT = higher order thinking and relates to the thinking learners have to do to analyze, evaluate and/or synthesize information, it includes deeper thinking tasks such as categorizing, comparing, contrasting, thinking strategically, problem solving, etc.
LOOKING AT LEARNER-CENTERED INSTRUCTION

“Students in learner-centered programs exhibit five valuable and distinguishing characteristics:

1. knowing why they need to learn the content;
2. understanding their learning abilities and how they acquire knowledge;
3. using knowledge for problem-solving;
4. engaging in life-long learning, and
5. communicating their knowledge outside the classroom.”

(Blumberg, 2009, cited in Briggs, 2014)

A Reflection Checklist to Help You Focus on the Learner
(adapted from Betsy Parrish’s post on the LINCS English Language Acquisition Group Discussion-What does learner-centered teaching mean to you? January, 8, 2018)
https://community.lincs.ed.gov/discussion/what-does-learner-centered-teaching-mean-to-you

☐ Does the lesson incorporate and validate learners’ funds of knowledge during the presentation of content, team tasks and discussions?
☐ Are the lesson’s content and rigor relevant to learners’ needs and interests?
☐ Do learners have an active role to play during the lesson?
☐ Do learners have the opportunity to make choices about the content, procedures, and/or types of activities during the lesson?
☐ Are the planned classroom interactions and tasks authentic?
☐ Will you be using authentic language when you interact with the class?
☐ Does the lesson provide learners with the opportunity to employ autonomous learning?
☐ Do classroom tasks promote higher-order thinking skills?
☐ Does the lesson include ongoing formative assessment in order to match instruction to learners’ needs?

TASK 2: LOOKING AT TEACHER-LEARNER TALK TIME

• Work on your own. Create a chart that represents a class you recently taught or observed.
• What percentage of the pie chart is time that the:
  ☐ teacher is talking?
  ☐ learners and teacher are talking together
  ☐ learners are talking together?
  ☐ learners are thinking?
**THOUGHTS ON AUTONOMY**

**Learner autonomy** refers to a student's ability to set appropriate learning goals and take charge of his or her own learning. However, **autonomous learners** are dependent upon teachers to create and maintain learning environments that support the development of **learner autonomy.** (2013) Faye Rollings-Carter, LinguaFolio Training Module, on Learn NC (School of Education, University of North Carolina at Chapel Hill) Retrieved from http://www.learnnc.org/lp(editions/linguafolio/5574


“Students may have **limited classroom contact time for learning English** but they may need to **rapidly increase their knowledge and skills**. It is therefore important for them to **become self-reliant language learners** who can continue learning efficiently outside the classroom.” (January 29, 2013) Janet Hardy-Gould, “Learner Autonomy.” In the *English Language Teaching Blog*, Oxford University Press ELT. Retrieved from https://oupeltglobalblog.com/2013/01/29/learner-autonomy/

Little (2008) believes that “our capacity for **autonomous behavior** in any sphere **develops** not in isolation, but **in interaction with others**. Thus ... growth of learner autonomy is **stimulated above all by interaction.**” (p. 256) Cited in Gunn, Cindy. *Promoting Learner Autonomy in Perspectives* (TESOL Arabia). 2011, Vol. 18 Issue 2, p. 20-23.

**REFLECT ON LEARNER AUTONOMY, CCRS & IELCE**

*How does learner autonomy support learners’ college and career readiness and civic engagement?*
## TASK 3: Scavenger Hunt for Options and Opportunities

- Work with your colleagues from Task 1.
- See how many of the opportunities below you could take advantage of or create with the lesson.

1. What elements in the lesson could you use to assess learners’ prior knowledge?

2. What opportunities are there for learners to work in pairs or teams to complete an exercise?

3. What opportunities are there for learners to make choices about how to learn the content?

4. What opportunities are there for learners to engage in rigorous, higher-order thinking?

5. What opportunities are there for learners and the instructor to assess progress and adjust the learning/instruction?

6. How could the lesson task(s) be customized for different learner’s needs or interests?
This office is a mess!

1. Work with 2 classmates.
2. Label what you see in the picture. Take turns.
3. Check your spelling in the OPD.

What’s Next? Work with a partner. You are an office manager for a big company. You have $100 for office supplies for a new employee. What do you buy? Tell your partner about the items you chose and why you chose them.
What’s your job?

1. Work with 3 classmates.
2. Label the jobs you see in the picture.
3. Check your spelling in a dictionary.

**KEEP GOING!**
Talk about other jobs. What jobs are interesting to you?
Looking for work

1. Work with 2 classmates. Say all the lines in the script.
2. Choose your character.
3. Finish the conversation. Write more lines for each character.
4. Practice the lines.
5. Act out the role-play with your group.

Scene

A restaurant

Characters

• Applicant
• Server
• Manager

Props

• A pad of paper
• A pen or pencil

The Script

Applicant: Excuse me. I’m here to apply for a job. Is the manager here?

Server: The manager is busy right now. Do you need an application?

Applicant: No, I already have one. Here it is.

Server: Oh, you’re from Costa Rica. So am I.

Applicant: I was a server in Costa Rica.

Server: So was I. Here comes the manager now.

Manager: Can I help you?

Server: This person is applying for a job.

Manager: That’s great. What work experience do you have?

KEEP GOING!

Watch your classmates’ role-plays. Write the answers to these questions:
What is the applicant’s work experience? Does the applicant get the job?
The right person for the job

The Project: Find a job ad and write a description of the right person for the job

Supplies: chart paper, tape, colored markers, pencils and pens, or use a tablet or computer (if they are available)

Resources: dictionaries, classified ads section of newspapers

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Help Wanted

DELIVERY PERSON
Busy Delivery Co.
F/T, M-F, License Req.
Must know area
Call (205) 555-9945

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<th>The right person</th>
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<tr>
<td>• is a good driver.</td>
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<tr>
<td>• has a driver’s license.</td>
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<tr>
<td>• is efficient.</td>
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<tr>
<td>• knows the neighborhood.</td>
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2. Choose your job.
   - **Leader:** Help your team work together and watch the time.
   - **Recorder:** Write the team’s ideas.
   - **Supplier:** Get the supplies and the resources.
   - **Researcher:** Find information to help your teammates complete the project.
   - **Reporter:** Tell the class about the project.

3. As a team, choose a job ad from the classified section of a newspaper.
   - **Supplier:** Get the supplies and the resources from your teacher.
   - **Team:** Choose a job ad. Talk about the ad with your team. Discuss the abbreviations.

4. Brainstorm ideas about the skills, experience, and personal qualities needed for this job.
   - **Leader:** Give the team 5 minutes. Ask each person for ideas.
   - **Recorder:** Write the name and ideas of each team member.

5. Write the description.
   - **Team:**
     - Cut out the job ad and put it at the top of the paper.
     - Write a description of the right person for the job.
   - **Researcher:** Use a dictionary to help your team with vocabulary and spelling.

6. Show your project to the class.
   - **Reporter:** Describe the job in the ad. Talk about the qualifications of the right person for this job.

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**KEEP GOING!**

Are you the right person for any of the jobs in the ads? Talk about your answer with the class.
Want to read more on this topic?


Want to see these principles in action in published materials?


