TEACH THE LEARNER, NOT THE BOOK.

Say what now?

Presented by Jayme Adelson-Goldstein
CATESOL 2018
OUR GOAL:
Consider Ways to Ensure that Instructional Materials & Tasks Support Learner-Centered, Standards-Aligned Instruction

All workshop materials
(including sample lessons from Step Forward and OPD3e)
are available at
Who’s in the room?

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TASK 1 – PRIOR KNOWLEDGE

• Form a team with two or three colleagues.
• Introduce yourselves.
• Brainstorm ways to use an image to address your learners’ needs.
• Use a graphic organizer to record and categorize your team’s ideas.
1. doorman 4. concierge 7. bellhop 10. guest
2. revolving door 5. gift shop 8. luggage cart 11. desk clerk
3. parking attendant 6. bell captain 9. elevator 12. front desk

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<table>
<thead>
<tr>
<th>LISTENING</th>
<th>CONVERSATIONAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Having Ss listen to discrete terms and point to them in the image.</td>
<td>• asking and answering Q&amp;A about the picture</td>
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<tr>
<td>• Having Ss listen to conversations and determine who is talking.</td>
<td>• roleplaying depicted situations</td>
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<thead>
<tr>
<th>READING SKILLS</th>
<th>WRITING SKILLS</th>
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<tbody>
<tr>
<td>(foundational)</td>
<td></td>
</tr>
<tr>
<td>• creating a Language Experience story</td>
<td>• Writing</td>
</tr>
<tr>
<td>• reading and alphabetizing words from picture.</td>
<td>- a sentence, sentences</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• writing a paragraph, paragraphs</td>
</tr>
<tr>
<td></td>
<td>- conversation</td>
</tr>
<tr>
<td></td>
<td>based on the picture</td>
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<tr>
<td>VOCABULARY</td>
<td>GRAMMAR AWARENESS</td>
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<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------------------</td>
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<tr>
<td>• Using a KWL chart</td>
<td>• Asking questions that focus attention on a grammar element, e.g. tenses, <em>What is the guest doing? What will he do next? What did the doorman just do?</em></td>
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<td>• Categorizing workers, objects, and actions in the picture</td>
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<tr>
<th>PRONUNCIATION</th>
<th>SOFT SKILLS</th>
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<td>• Listening and clapping out rhythm or stress in words</td>
<td>• Tackle any of the tasks in pairs or teams with a soft skill focus such as</td>
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<td>• Categorizing stress in two-word terms</td>
<td>- stating agreement or disagreement,</td>
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<tr>
<td>• Having partners say and repeat the</td>
<td>- building consensus</td>
</tr>
<tr>
<td>• Partners take turns making T/F</td>
<td>- encouraging</td>
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<tr>
<td>statements about the picture</td>
<td>- clarifying</td>
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### NUMERACY/MATH
- Count items in the picture.
- Chart the male and female workers on staff.

### ACADEMIC DISCOURSE
- Use academic language scaffolds to support learners’ discussions of HOT questions

### HIGHER ORDER THINKING SKILLS/CRITICAL THINKING/PROBLEM SOLVING
Prompting discussion with 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*
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*HOT = higher order thinking*
Questions we can ask that target our learners’ needs:

What do you see?
Who is _____?
Where is____?
What time is it?
What’s happening?

How do you know?

What will ___ do next?
What will happen next?

What makes you say that?

What’s good/bad/interesting about ________?
Explain your answer. Tell me more about that.

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VISUAL NEEDS ASSESSMENT

SAMPLE PROMPTS: FIND...

...5 topics you want to study.

...5 topics with words you know

...pictures of 3 things you like to do.

...pictures of 5 things you want to do in the future.

...pictures of your past jobs.

...pictures that show your skills.

...pictures of things you don’t like to do.
Looking at Learner-Centered Instruction
PRINCIPLES OF LEARNER-CENTERED, STANDARDS-ALIGNED INSTRUCTION

Adult English learners can handle rigorous standards

Adult English learners have funds of knowledge that support their learning

Social language builds fluency and can be a foundation for academic discourse

Scaffolding is essential to our learners’ acquisition of academic content

Scaffolding is Our Super Power

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PRINCIPLES OF
LEARNER-CENTERED, STANDARDS-ALIGNED INSTRUCTION

Incorporate and validate

Create choices

Ensure relevance

Plan to be authentic 😊

Keep checking in

Encourage autonomy

Make time to think

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PRINCIPLES OF LEARNER-CENTERED, STANDARDS-ALIGNED INSTRUCTION

"What did you do in the lesson that the learners could have done?"

Cited by Betsy Parrish in a LINCS post on January 8, 2018

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TIME IN THE LESSON WHEN THE...

- Teacher is talking
- Teacher and Learners are talking
- Learners are talking together
- Learners are thinking

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TIME IN THE LESSON WHEN THE...

- Teacher is talking: 25%
- Teacher and Learners are talking: 20%
- Learners are talking together: 50%
- Learners are thinking: 5%
THOUGHTS ON LEARNER AUTONOMY

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How does learner autonomy support learners’ college and career readiness and civic engagement?
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 learners' needs or interests?
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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?
Did we get here?

Do you feel you are better able to ensure that YOUR instructional materials & tasks support learner-centered, standards-aligned instruction?

So I can still be of use? Whew!
Please visit the Oxford Booth to see the Source of the Today’s Materials