Instructional Strategies That Support Language Learning

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Instructional Strategies That Support Language Learning:
Session Goals

- Analyze current personal beliefs and classroom practices for Second Language Acquisition
Instructional Strategies That Support Language Learning:
Session Goals

● **Analyze** current personal beliefs and classroom practices for Second Language Acquisition

● **Explore** current research on Second Language Acquisition and strategies that develop proficiency
Instructional Strategies That Support Language Learning:
Session Goals

● **Analyze** current personal beliefs and classroom practices for Second Language Acquisition

● **Explore** current research on SLA and strategies that develop proficiency

● **Consider** implications of current research on SLA as the foundation for instructional practices
Essential Question:
How Does Second Language Acquisition Take Place?
Use your best “elevator speech” to answer the following questions:

1) What are the goals in your world language classroom?

Now select the top three.
Use your best “elevator speech” to answer the following questions:

2) Why have you selected these?
Use your best “elevator speech” to answer the following questions:

3) What are the three most important things you do or have students do in the classroom for acquisition to take place?
Use your best “elevator speech” to answer the following questions:

• Now select what you think is the **MOST** important thing you can do to facilitate your students acquisition of a second language.
SHARE YOUR “ELEVATOR SPEECHES”

Move around the room and give your speech to two other people.
In the same way you approached the previous set of questions, answer:

- How do you believe that acquiring a second language takes place?
- How did you develop your theoretical basis and philosophy for your teaching?
- What do you base your teaching strategies on?
SHARE YOUR “ELEVATOR SPEECHES”

Move around the room and give your speech to two different people.
Organizing Learning Strategies & Support
Now at your table, together arrange the activities in a way that makes sense to you.

You will present your group’s work in TEN minutes.
Principles of SLA

Krashen’s Theory of SLA

• Acquisition versus Learning
• Monitor
• Comprehensible Input
• Natural Order
• Affective Filter
Principles of SLA

Swain’s Theory

• Comprehensible Output
For consideration...

What are you already doing that aligns with current understanding of Second Language Acquisition?
Where might you be wasting your time on strategies that are less effective, or not firmly based on solid SLA understanding?
Strategies that Support SLA

Following are strategies that work to build proficiency and meet the state standards.
Themes and the Essential Question

• Develop units around an essential question or problem that grabs student interest.
• Use background planning techniques & authentic resources to select language functions, then select needed vocabulary & structures necessary to carry out the task.
• Build lessons on tasks and authentic materials that connect to the essential question.
Planning

Available at Actfl.org

Publications
Planning

Available at:
https://umanitoba.ca/admin/human_resources/change/media/the-art-of-powerful-questions.pdf
Advanced Placement Themes

Global Challenges
- Diversity Issues
- Economic issues
- Environmental issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

Personal and Public Identities
- Alienation and Assimilation
- Beliefs and Values
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

Science and Technology
- Current Research Topics
- Discoveries and Inventions
- Ethical Questions
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

Families and Communities
- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

Contemporary Life
- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel

Beauty and Aesthetics
- Architecture
- Contributions to World Artistic Heritage
- Ideals of Beauty
- Literature
- Music
- Performing arts
- Visual arts
Essential Questions: Examples

1. What inner and outer factors influence how we express ourselves artistically?
2. How is our perception of good and evil shaped by films, books, and video games?
3. In what ways does where you live influence how you live?
4. How can one individual’s experience reflect the struggles of an entire nation?
High-Leverage Teaching Practice #1
(What it is & Discussion)

1) Facilitating Target Language Comprehensibility:
   • Using the target language 90% of the time in purposeful communication, using frequent comprehension checks
   • Using supportive elements in meaningful contexts and interactions to make the language comprehensible: context, visuals, actions, manipulatives, scaffolds, tasks
   • Regulate rate of speech, paraphrase/define unknown language
   • Repeat and build on what students already know.
   • Creating comprehensible INTERACTIONS with learners.
High-Leverage Teaching Practice #2
(What it is & Discussion)

2) Building a Classroom Discourse Community
• Develop relationships with and among students
• Develop contexts for Interaction
• Use every available opportunity for Spontaneous Interaction
• Include humor - often based on shared experiences
• Use IRF interactional patterns
• Use essential questions to organize tasks and objectives as a means for using the language
High-Leverage Teaching Practices #3
(What it is & Discussion)

3) Guiding Learners to Interpret and Discuss Authentic Texts

• Use context-appropriate, age appropriate, linguistic-level appropriate texts
• Establish purpose
• Adjust task, not text
• Prepare students with background knowledge
• Collaborate with peers & engage in class discussions
• May assess in native language
High-Leverage Teaching Practice #4
(What it is & Discussion)

4) Focusing on Form in Dialogic Context Through Pace
   • Draw attention TO form used in this context and communicative function through inductive reasoning
     (Student Centered inquiry-based)
   • PACE -
     • Presentation
     • Attention
     • Co-Construction
     • Extension
5) Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context

- Cultural Perspectives, Practices, Products
- How to Be and Feel
- How to understand
- How to engage
- Discussions about in the established Discourse Community
High-Leverage Teaching Practice #6
(What it is & Discussion)

6) Providing Oral Corrective Feedback to Improve Learner Performance

• Scaffolded
• Graduated
• Contingent
• Dialogic
Strategies

Effective Strategies

1. Centering instructional units around a theme and an essential question, and planning tasks that use the language rather than focus on it.

Ineffective Strategies

1. Centering instruction around a textbook; learning about the language.
Strategies (2)

Effective Strategies

2. Lessons are based on tasks that use the language and come out of the theme, and essential question.

Ineffective Strategies

2. Lessons follow the textbook, grammar points, exercises, and activities.
Strategies (3)

Effective Strategies

3. Using Comprehensible Input or the target language 90% of the time.

Ineffective Strategies

3. Using English for instruction or translating more than 10% of the time.
Effective Strategies

4. Communication via conversations among students and teacher consistently occurs in the discourse community as part of the tasks.

Ineffective Strategies

4. Practicing language without communicating; using Evaluative phrases and Display questions.
Strategies (5)

Effective Strategies

5. Frequent formative assessments in a variety of contexts and forms with effective teacher feedback.
Focus on “I can…” statements.
Student ownership - Portfolios.

Ineffective Strategies

5. Evaluative phrases and Display questions.
Assessments based on discrete point elements
Students as objects of assessment.
Total perfection rather than growth.
Strategies (6)

Effective Strategies

Summative Evaluations following the Integrated Performance Assessment Model.

Ineffective Strategies

Traditional paper or computer generated discrete point tests, such as multiple choice Grammar-based Knowledge ABOUT the language rather than ability to communicate.
EFFECTIVE TEACHING

How do you see yourself engaging your students with these practices in the coming school year?
Where will you start?

• Comprehensible Input
• 90% of Language in Class in Target Language

• Tasks
• Authentic questions, conversations, materials
• Assessment philosophy
Do you have a growth mindset? Are you ready to help your students develop a growth mindset and take ownership of their learning?

“If we can all agree that education needs to be about preparing students to be successful in the present world, and we can also agree that the present world is grossly different than generations before in many ways, then how can we possibly keep doing things as we always have?”

Starr Sackstein, Author & Blogger for Education Week Teacher at "Work in Progress" where she discusses all aspects of being a teacher and education reform.
Obstacles?
RESOURCES

ISBN: 978-1-942544-54-8
RESOURCES

World Languages Core Practices, An Introduction. Eileen Glissan

https://www.pathlms.com/actfl/courses/2074

The Keys to Planning for Learning, (Second Edition - 2017), Donna Clementi and Laura Terrill
RESOURCES

ACTFL Learning Portal
(Video Modules)
RESOURCES

Advanced Placement Themes Poster available at:

https://www.google.com/search?rlz=1C1CHBF_enUS818US818&q=ap+themes+spanish&tbnm=isch&source=univ&sa=X&ved=2ahUKEwj0jbuXrODiAhUDR6wKHYJxDqsQSAR6BAqEEAE&biw=1267&bih=594&dpr=2#imgrc=GGorQ1fTBClh0M:
RESOURCES

The Art of Powerful Questions, [https://umanitoba.ca/admin/human_resources/change/media/the-art-of-powerful-questions.pdf](https://umanitoba.ca/admin/human_resources/change/media/the-art-of-powerful-questions.pdf)

While We’re on the Topic, Bill VanPatten (2017)
ISBN: 978-1-942544-57-9

Words And Actions (Second Edition - 2018), Cassandra Glynn, Pamela Wesely, and Beth Wassell
RESOURCES

Assessment:
The Keys to Assessing Language Performance: Teacher’s Manual, Paul Sandrock
Implementing Integrated Performance Assessment, Bonnie Adair-Hauck, Eileen W. Glisan, and Francis J. Troyan
LinguaFolio®: https://ncssfl.org/lfmodules/
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