

Lesson Planning for Student Participation in Language Classrooms

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Successful ESL Teaching is not about what you as a teacher knows, or even your own ability with the language that you teach, but rather more about your ability to manipulate learning.

Turn and Talk: How do you currently
manipulate learning?

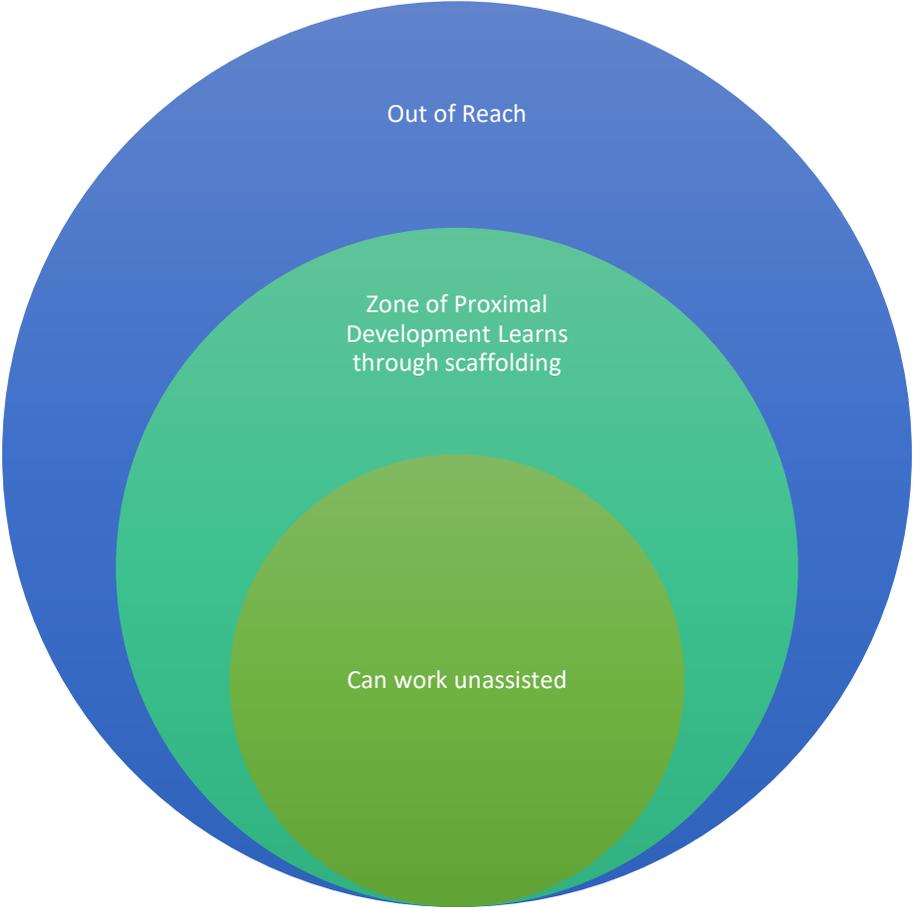
What We'll Cover Today

Seven scaffolding devices

Which are used in each phase of a lesson

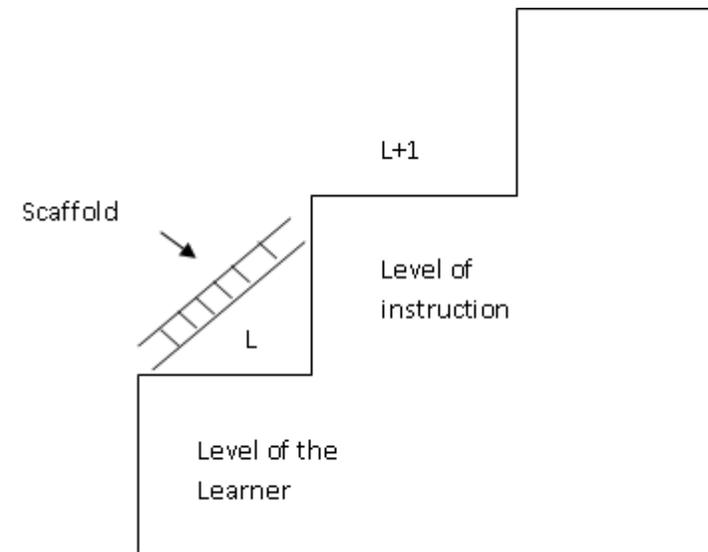
Choosing techniques and interaction frames to meet your objectives & outcomes

Zone of Proximal Development



Scaffolding

- Bruner (1974) introduced the term *scaffolding* to describe the adult structures built to support the learner's movement process so that full participation is achieved.



Scaffolding as Management

- Good classroom management also correlates to full participation.
- In full participation a teacher maintains the comprehensibility of the lesson through scaffolding content.
- Once the scaffold is no longer needed the scaffold is removed.

Seven Types of ESL Scaffolding

Walqui (2003); Fennema-Bloom (2008)

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Re-presentation
- Metacognition
- Code-Scaffolding

Modeling

- Walking students through interaction
- Doing a required task together first
- Providing students with clear, authentic examples

Bridging

- Forges connections between new concepts and language and previous knowledge
- Makes a connection between prior knowledge (background knowledge & experience) and new information
- Metaphoric teaching is one example of a bridging technique

Contextualization

- New concepts and language are decontextualized through graphic organizers, manipulatives, realia, and analogies (metaphoric teaching)
- Once concept and language is decontextualized and understood by part it is recontextualized with the text from part-to-whole.

Schema building

- Builds understanding by helping students weave new information into their existing meaning structures
- Use of previewing a text, graphic organizers, mini lessons

Text Re-presentation

- Is the recreation of concepts and language from one genre into another
 - From chart to text
 - From text to chart
 - From poster to letter....

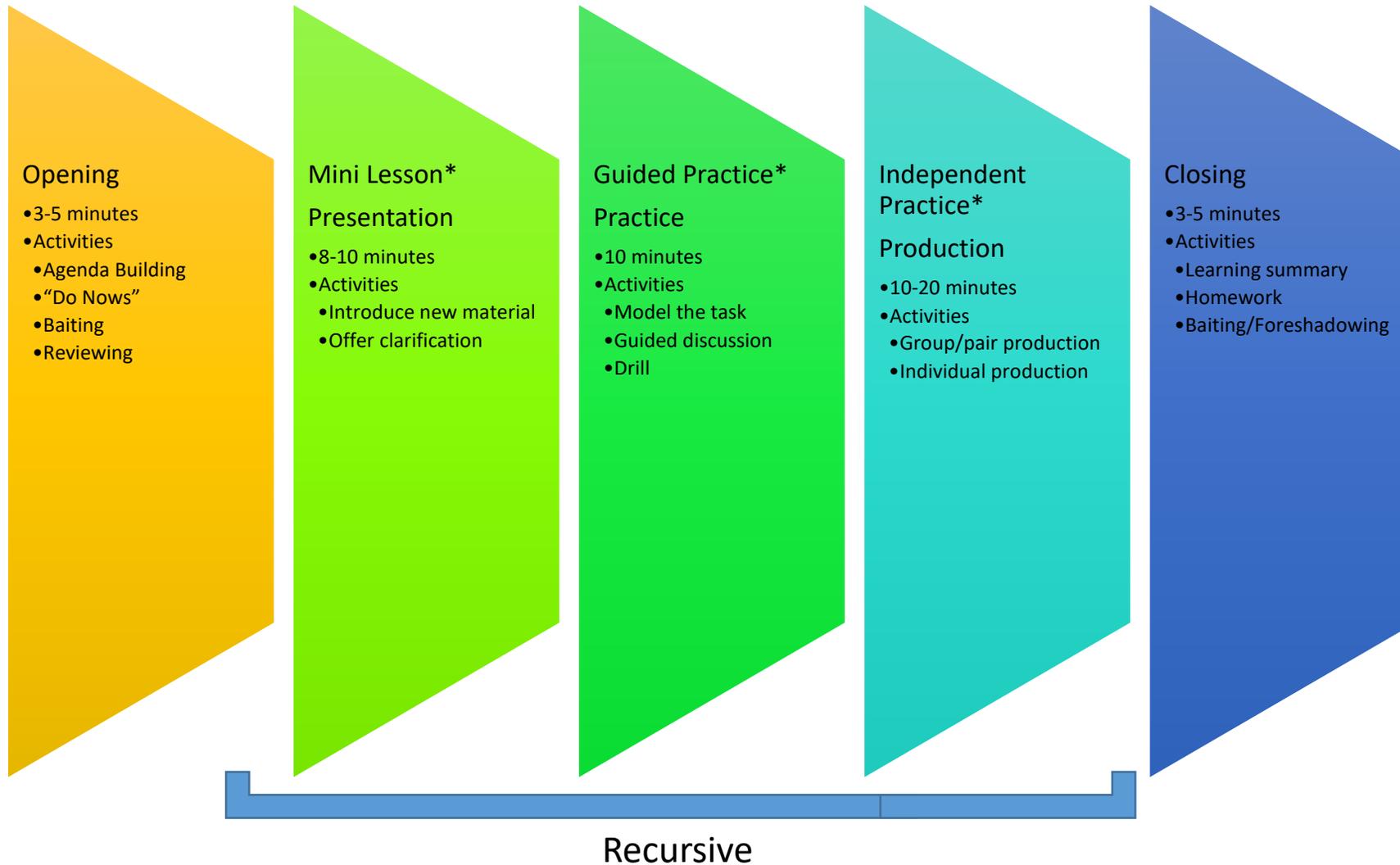
Metacognition

- The learner reflects on the processes involved in learning through the application of strategies, self monitoring, and planning

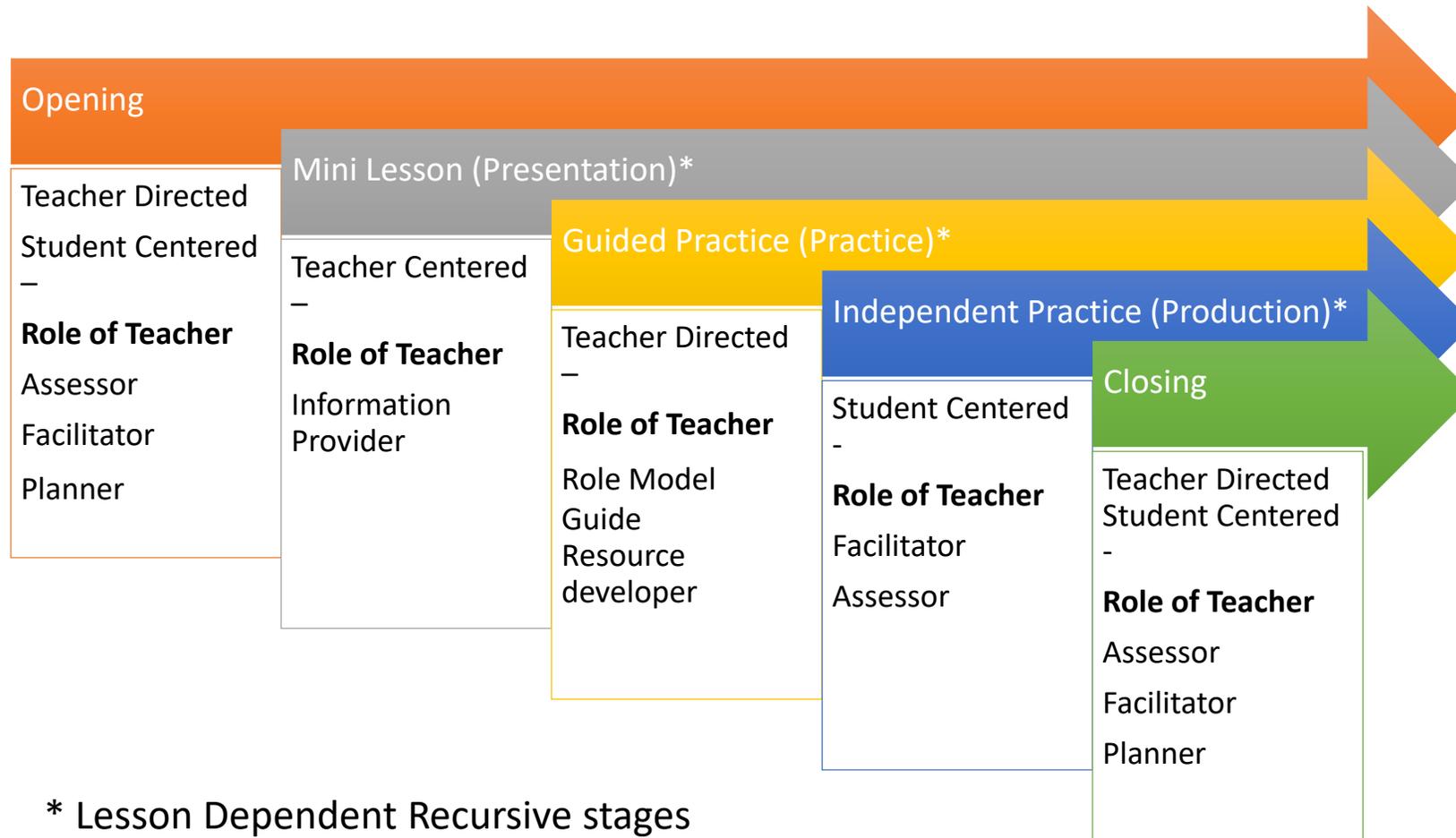
Code-Scaffolding

- Code-scaffolding is the switch between one or more linguistic codes (available to the teacher and emergent bilingual students) in order to facilitate the acquisition and/or comprehension of a concept or metalinguistic element in the continual progression of the structured or unstructured learning event.

Five Phases Lesson Plan



5 Phase lesson with possible recursive stages



Discussion: Where does each one of these scaffolds belong?

Seven Scaffolding Devices

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Re-presentation
- Metacognition
- Code-Scaffolding

Phases of a Lesson

- Opening
- Instructional
- Guided Practice
- Independent Practice
- Closing

Lesson Objectives vs. Outcomes

Lesson Objectives

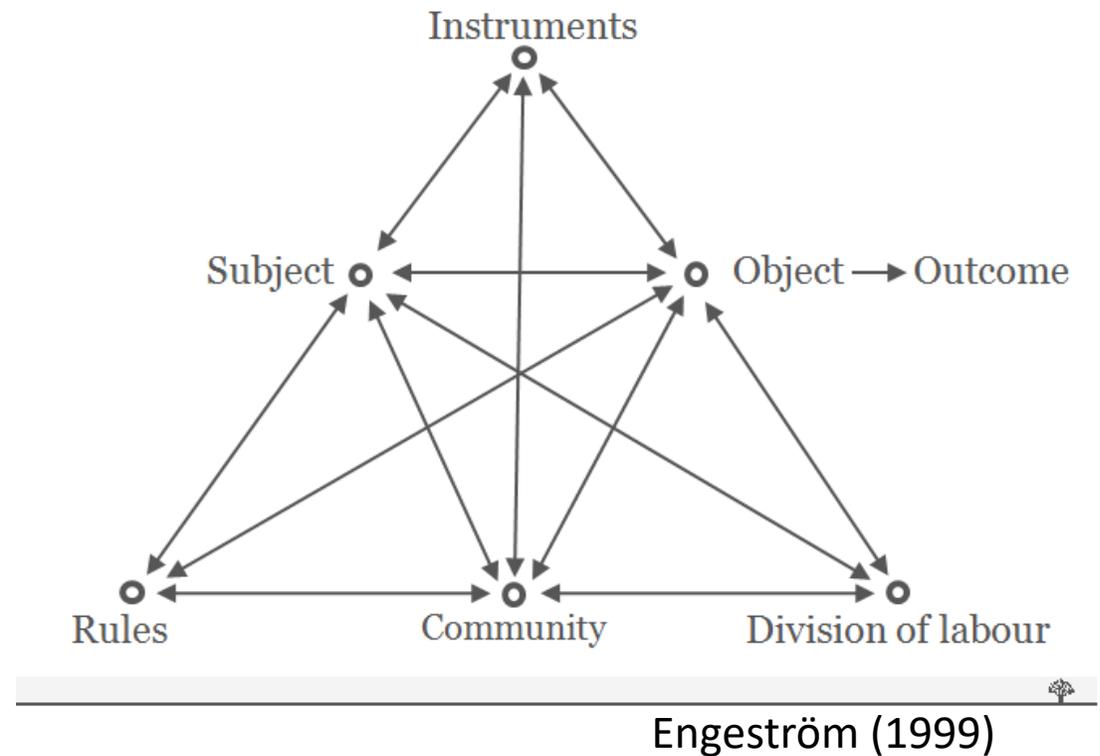
- A measurable statement of what the students will be able to do
- For ESL, lesson objectives are generally linked with one of the four skills: reading, writing, speaking and listening
- Completed within one instructional period.

Lesson Outcomes

- The product (tangible or intangible) that a student or group of students will have produced by the end of the lesson.
- The product is used as evidence to measure whether or not the objective of the lesson was met.

What is a technique?

- Any product of the teacher's planned or deliberate choice
 - Examples:
 - Activities
 - Tasks
 - Exercises
 - Games
 - Total Physical Response (TPR)



Activities:

- Activities – a reasonably unified set of student behaviors limited in time and delineated by directions or protocols given by the teacher
 - Examples: Role-plays, peer-editing, speed dating, small group discussion...

Protocols

- A formal description of message formats and the rules for exchanging those messages that assist the communication that you wish to occur in a group activity or discussion.

Tasks

- Tasks – a type of activity that promotes production and is designed for the authentic use of language for meaningful communicative purposes beyond the language of the classroom.
 - They may include a series of activities or exercises that will promote production of an end product.
 - They always include elements that will force participants to negotiate meaning within the target language.

Exercises

- Exercises – a series of drills within the six skills (phonics, grammar, reading, writing, speaking, and listening) that are used to promote rote learning, automatization, and increase fluency levels within one structured event
 - Choral response
 - Parroting
 - Written exercise sheets like cloze activities, matching, fill in the blank etc.

Games

- Games are delineated by rules and competitive outcomes created to practice a specific language structure or body of content information.
 - Bingo
 - Go fish
 - Line races
 - Relay races

TPR

- Total Physical Response is a type of activity that requires physical movement or tactile response such as dance, gestures, and hand movements.
 - Teacher says
 - Hokey-pokey – song/dance
 - Head shoulders knees and toes – song with movement
 - Finger plays

7 Considerations in Choosing a Technique

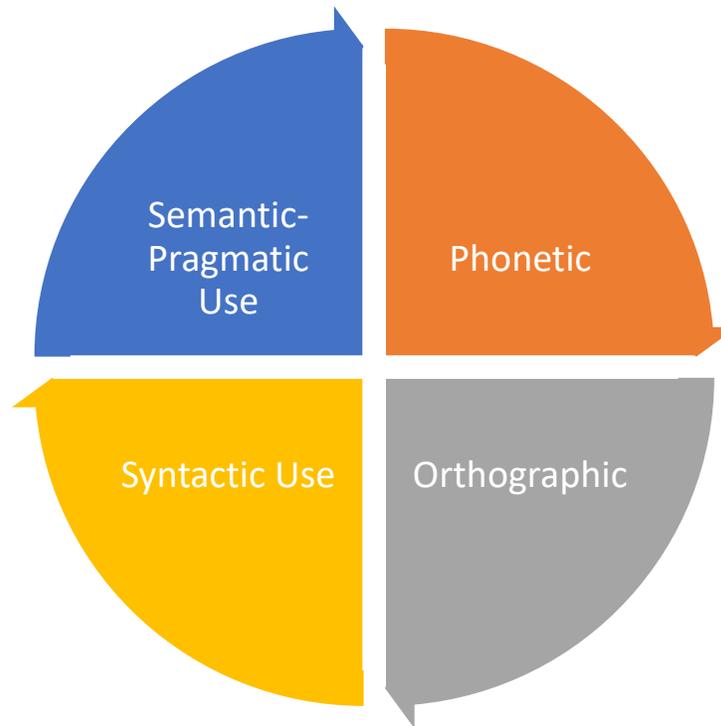
- Time – How much time do you have in your lesson to devote to a technique?
- Participant Framework – What participant framework or classroom organization is required?
- Lesson Sequence – Where would this technique fit into your lesson sequence?
- Practicality – Does this technique practice what you wish it to practice?

7 Considerations in Choosing a Technique

- Complexity – Are the directions/rules/protocols simple, direct and achievable?
- Engagement – What is the participation rate of the activity?
- Skills/Element – What skills or elements does this technique require within the six skill productions: phonetic, grammar, reading, writing, speaking and listening?

Common Mistake

- Vocabulary example:
 - Teaching vocabulary has four elements



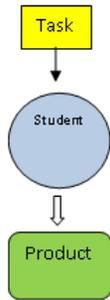
Common Mistake

- Teachers choose a series of techniques that only practice one element of vocabulary acquisition
 - Games
 - Word search – orthographic
 - Word scramble – orthographic
 - Hang man – orthographic
 - Exercises
 - Write the vocabulary word 10x – orthographic

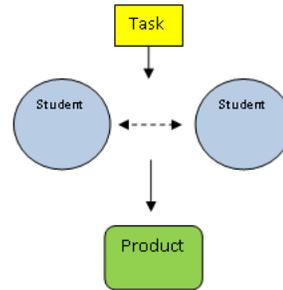
How would you fix this?

10 Interaction Frameworks

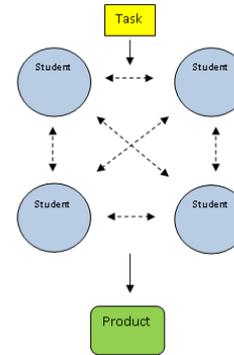
Individual



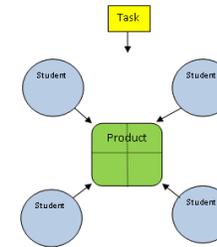
Pair Work



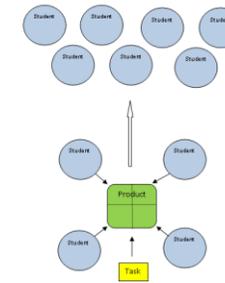
Collaborative Group



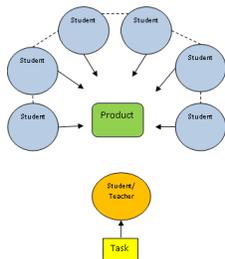
Divided Group



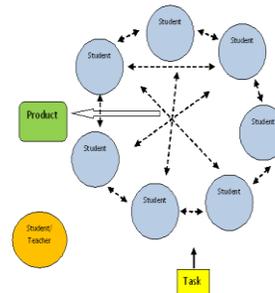
Group Presentation



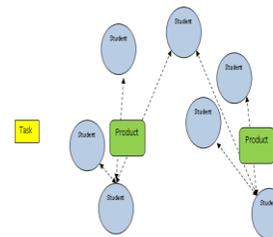
Horse Shoe



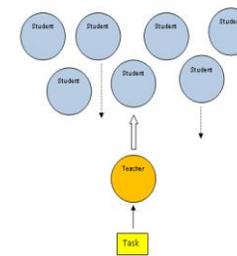
Circular Interaction



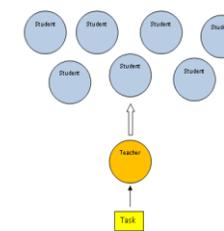
Roving



Teacher Centered



Traditional



Do Now

- Get into groups of 3-5 people
- **Objective:** Identify a learning objective
- **Outcome:** Identify a corresponding outcome
- **Technique:** Define the technique (activity, game, exercise, etc.)
- **Interaction framework:** identify an interaction framework for your technique
- **Phase of lesson:** identify what phase of a lesson best fits this technique
- **Protocol:** Identify protocol necessary for completing the technique

Example – Vocabulary Instruction

- **Objective:** to practice within the four skills: 1) listening for information; 2) reading and comprehending information; 3) speaking that may require extended explanation; 4) writing factual definitions.
- **Outcome:** to create a vocabulary definition sheet.
- **Technique:** Activity - dictionary work
- **Interactional Framework:** Pair work - to gather and share information, force language usage between two people
- **Phase of lesson:** Independent Practice – two people working without teacher assistance
- **Protocol:** 10 words to define, each pair is given one dictionary, one vocabulary sheet and one pencil. Person A is given the dictionary. Person B is given the vocabulary sheet and pencil. Person B has to read and/or spell the word. Person A is to look it up and read the definition aloud. Person B must write the definition on the sheet. After 5 words they change roles.

References

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Teaching English to Speakers
of Other Languages Program

Thank you!

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