

# Scaffolding



# Supporting All Learners

Provide support  
to allow child to  
be successful

Present a  
challenging task

Increase difficulty  
of task

Provide support  
to allow child to  
be successful

# Language learning

---



# Language learning continued

---

In the  
U.S. ...



High-quality teachers

NCATE - TESOL/ACTFL  
Teacher Development  
Program Standards

MLA White Paper

Foreign Languages and Higher  
Education: New Structures for a  
Changed World

# Traditions of language program evaluation

---

...but **why** did the program fail (or succeed)?

...but how can you conduct a rigorous experiment on actual classrooms, teachers, and learners?

...but you cannot compare our program with their program—they are so different!

...but you don't really understand our program—you were just here for a week!

...but that test really doesn't measure what we teach!

...but what can you tell me about what language teaching method really works the best for my learners in my school?

...but what if we don't have the option of closing down the program—how do we make improvements and what do we need to improve?

# Traditions of language program evaluation

---

## Proliferation of language program evaluators (and texts)...

- Alderson & Beretta (1992) *Evaluating second language education*
- Rea-Dickins & Germaine (1992) *Evaluation*
- Brown (1994) *The elements of language curriculum*
- Weir & Roberts (1994) *Evaluation in ELT*
- Lynch (1996) *Language program evaluation*

## Changing emphases in evaluation practice...

- Focus on formative (improvement) purposes
- Attention to process of language teaching/learning
- Use of multiple methods (qualitative + quantitative +...)
- Pragmatic problem-solving approach
- Integration into curriculum and context

# The nature of useful evaluations

---

## **Pragmatic:**

Context relevant  
use & focus

## **Action oriented:**

Actions are taken based on  
evaluation findings

## **Participatory:**

Active involvement of  
key stakeholders

## **Manageable & feasible:**

Adapted to available  
time and resources

## **Democratic:**

Negotiated  
decision making

## **Educational & Transformative:**

Users learn by participating

## **Responsive:**

Evaluation responds to  
primary intended users'  
purposes

## **Clear & understandable:**

Transparent processes  
and outcomes

# *Language Experience Approach*

- discussion bases on the content of the text
- review vocabulary found in the reading
- students summarize the reading or story for the teacher, who acts as a scribe and writes sentences on the board or chart paper.





# *Language Experience Approach*

---

- discussion bases on the content of the text
- review vocabulary found in the reading
- students summarize the reading or story for the teacher, who acts as a scribe and writes sentences on the board or chart paper.