Scaffolding



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Supporting All Learners

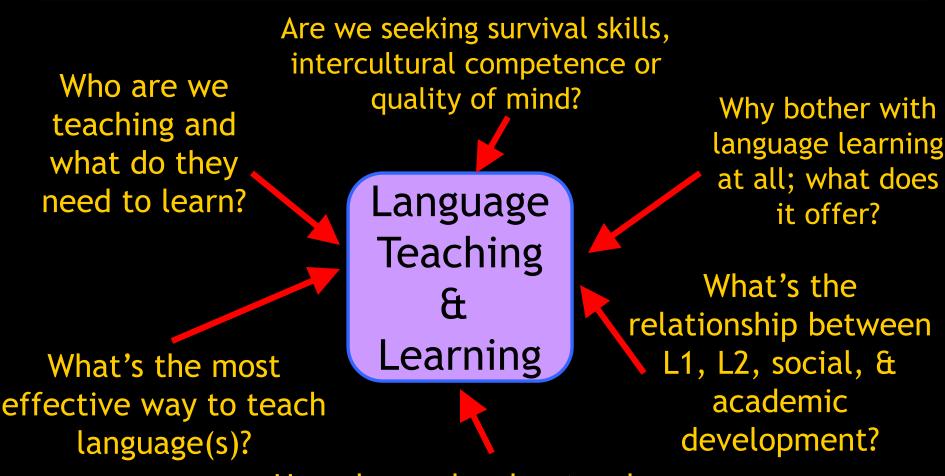
Provide support to allow child to be successful

Present a challenging task

Increase difficulty of task

Provide support to allow child to be successful

Language learning



How do we develop teachers to meet current demands?

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

The nature of useful evaluations

Action oriented:

Actions are taken based on evaluation findings

Manageable & feasible:

Adapted to available time and resources

Educational & Transformative:
Users learn by participating

Pragmatic:

Context relevant use & focus

Participatory:

Active involvement of key stakeholders

Democratic:

Negotiated decision making

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.



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