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PROMOTING ACCESS, EQUITY *and* MUTUAL UNDERSTANDING *for* LINGUISTICALLY *and* CULTURALLY DIVERSE PEOPLE AROUND *the* WORLD.

Exploring Fundamental Principles of Effective Adult Education

Center for Applied Linguistics

Mathilda Reckford & Dr. Kate Moran

mreckford@cal.org & kmoran@cal.org

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Principles 1-4

Effective instruction:

- Builds on adult learners' existing assets
- Is clearly relevant to adult learners' needs
- Connects its methods with adult learners' goals
- Integrates all communication modalities

Scaffolded Objectives

Student Facing

I can…	
	greet my partner.
	read a story.
	write a list.

Teacher Facing

Students will be able to…
introduce themselves to a partner and respond using sentence frames (or a script).
read a two-paragraph story with key vocabulary highlighted.
write a list of objects found in the classroom with a small group using a dictionary.

At the end of this webinar, participants will be able to:

- **Describe** principles 5-8 of effective adult education and **apply** them consistently in their teaching.

- **Plan** intentional groupings to foster language acquisition and create a supportive learning environment.

- **Create** scaffolded activities that help learners stretch beyond their current level.

OBJECTIVES

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Principle 5

Effective instruction provides input that is just above the learner's current level

i+1 and ZPD

- Comprehensible input: targeted input just above the level of acquisition promotes further acquisition (Krashen, 1985)

- Vygotsky's (1978) Zone of Proximal Development

  - Learning is a social process

  - The distance between independent problem solving and problem solving with more capable peers

Zone of proximal development
(Learner can do with guidance)

Learner can do unaided

Learner cannot do

Principle 5: Effective instruction provides input that is just above the learner's current level.
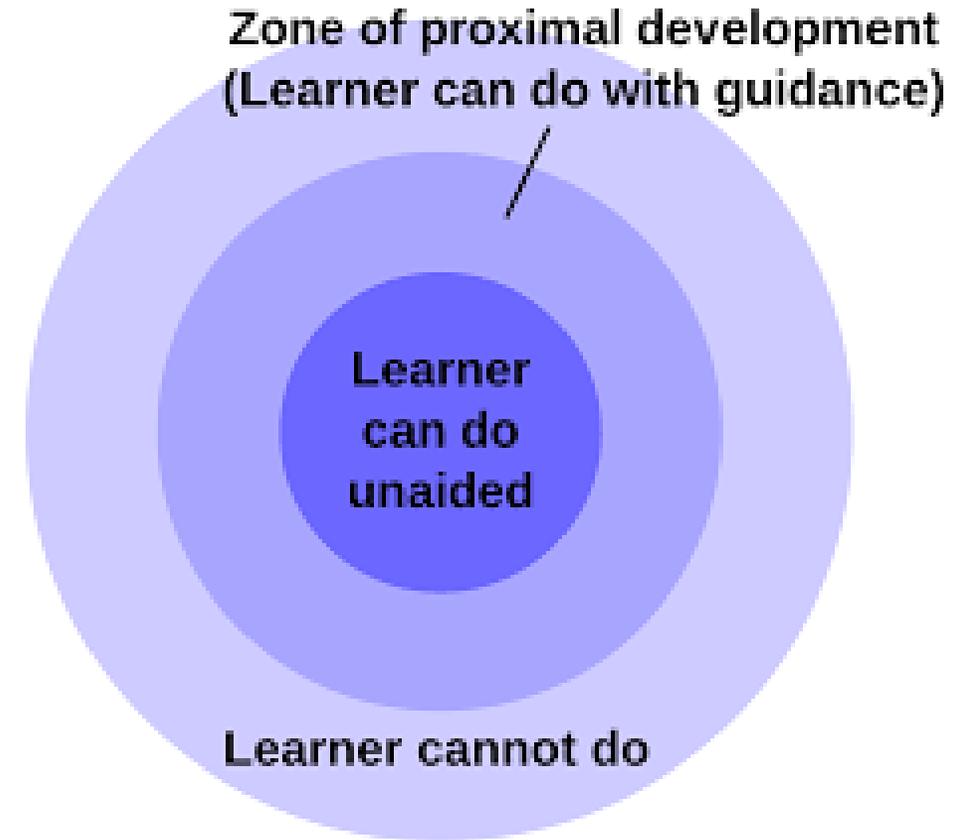
VIP Scaffolding

- **V**erbal: prompts, questions, & elaboration to facilitate students' movement to higher levels of language proficiency

- **I**nstructional**:** supports and tools that support learning

- **P**rocedural: grouping techniques and activity structures

Echevarria, J., Vogt, M., Short, D., and Toppel, K. (2024). Making Content Comprehensible for Multilingual Learners: The SIOP Model (6th Ed.). Boston, MA: Pearson Education.

Principle 5: Effective instruction provides input that is just above the learner's current level.

In the Classroom

- Plan for a variety of scaffolding types

    - Verbal, Instructional, Procedural

- Be strategic when grouping students for activities

- Remember to reduce and remove scaffolds as students progress

Principle 5: Effective instruction provides input that is just above the learner's current level.

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Activities to foster Principle 5

Talking chips
Graphic organizers

Principle 5: Effective instruction provides input that is just above the learner's current level.

Talking Chips Discussion

- Put students in groups of 3-5

- Each student gets a token.

- Students take turns contributing to the discussion

- When they speak, they put their token in the center

- No one can speak unless they have a token

- All students must use all their tokens

- Once all tokens are in the center, each student can take a token back and continue the discussion

Principle 5: Effective instruction provides input that is just above the learner's current level.

What do they talk about?

- The topic for discussion can be:

  - Content based

  - General ice-breaker, warm-up

- You could provide a question or image for discussion

  - Use care: images and questions can be triggering

  - Avoid sensitive topics or images
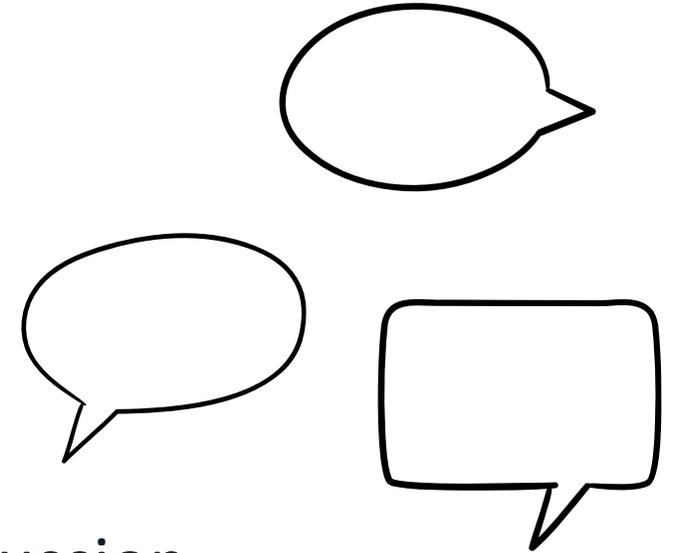
Example: Image

Via New York Times

What's happening in this picture?

- I think _____

- It looks like _____

- I agree with _____

- I don't think _____. I think ___

- I have another idea. I think ___

Example: Time is Money

"Time is money." Do you agree or disagree?

Sentence frames:

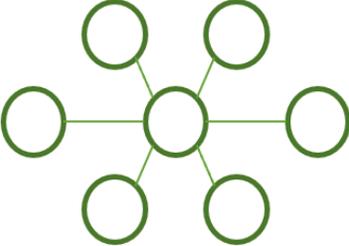I agree because _____

I disagree because _____

In my opinion _____

I agree with _____ and want to add _____
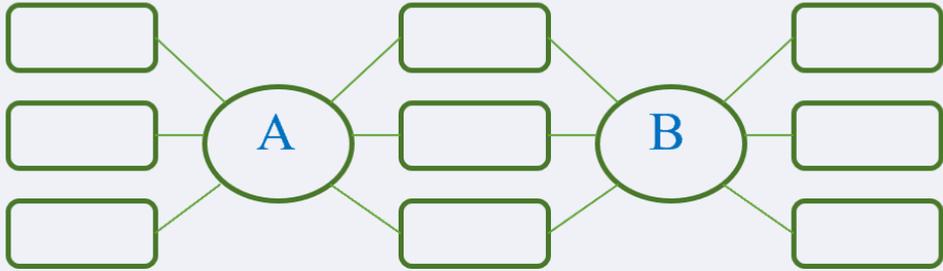
I have a different opinion. I think _____

To piggyback on _____'s idea, _____

As _____ said, _____

Principle 5: Effective instruction provides input that is just above the learner's current level.

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Graphic organizers: Language function (1/2)

Kind of Graphic Organizer	Kind of Language Needed	
Simple Listing What are the attributes of this object/person? _____ _____	such as include others for example some a few a, an the	
Cause and Effect What are the cause and effect of this event? _____ _____	**Cause** because due to since given that cause	**Effect** lead to result in because effect of as a result

Principle 5: Effective instruction provides input that is just above the learner's current level.

Graphic organizers: Language function (2/2)

Kind of Graphic Organizer	Kind of Language Needed	
Compare and Contrast	**Comparison**	**Contrast**
	and	however
	too	yet
	also	but
	similarly	although
	both	even though
	in the	on the
	same way	other hand
	as…as	in contrast
	like	rather
	alike	

Compare and Contrast

A   B

How are they similar?

_____

_____

A   A & B   B

How are they different?

_____

_____

Principle 5: Effective instruction provides input that is just above the learner's current level.

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Principle 6

Effective instruction includes direct teaching of specific features of the language

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In the Classroom

- Direct instruction on:

  - Grammar
  - Syntax
  - Vocabulary

- Within the context of the task and topic

- Use activities to practice and reinforce

 after teaching

Principle 6: Effective instruction includes direct teaching of specific features of the language.
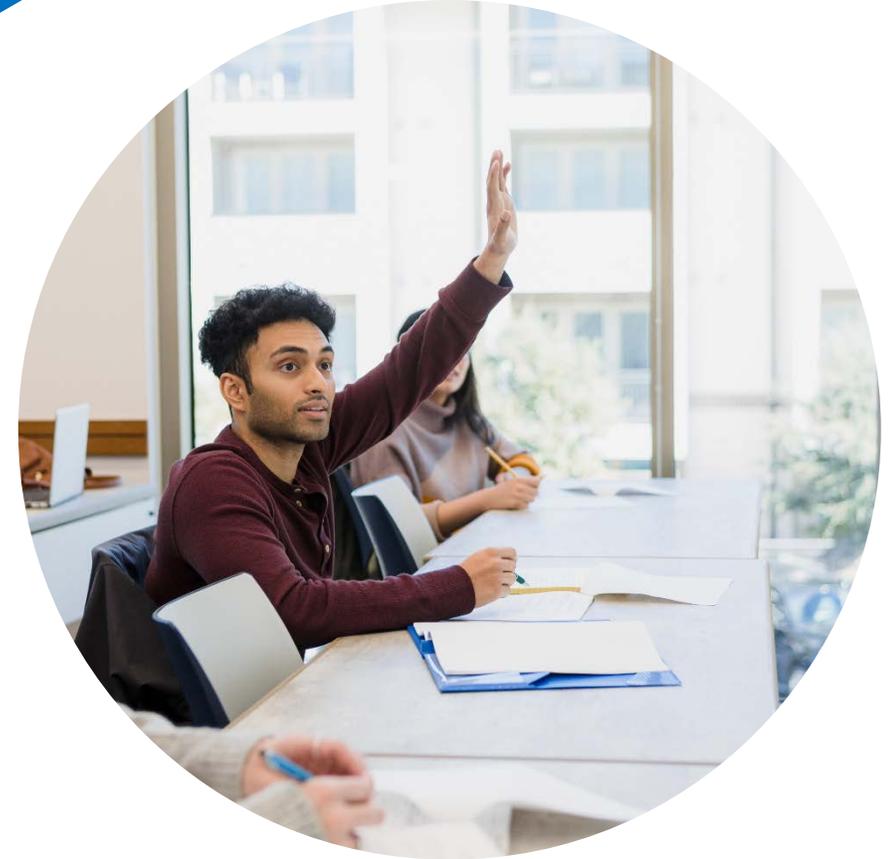
Activities to foster Principle 6

Battleship
Writing from boxes

Principle 6: Effective instruction includes direct teaching of specific features of the language.

Battleship: Can/Can't

- Each student has a grid with a grammar point to practice

- They mark their ships on their grid with X's

- They try to find their partner's ships by saying the construction represented by the grid.

- Support with images and sentence frames for lower proficiency levels

- Use more complex phrases with higher proficiency levels

BATTLESHIP

Can/Can't

1 battleship = XXXX

1 submarine = XXX

2 destroyers = XX

Mark your ships here:

	Cook	Write	Sing	Swim	Dance	Paint
You	x	x	x	x		
They					x	x
He						
She	x		x	x	x	
We	x					

Ask your partner: Answer your partner:

Can ___ ___?   No, ____ can't. / Yes, ___ can.

Example: Example:

Can he swim?   No, he can't/ Yes, he can.

Yes = **hit**, No = **miss**

When your partner finds all X's for your ship say: **You sunk my ship!**

Find your partner's ships here:

	Cook	Write	Sing	Swim	Dance	Paint
You						
They		H	H	M		
He						
She						
We						

Principle 6: Effective instruction includes direct teaching of specific features of the language.

Writing from Boxes

- Form sentences by choosing from words in each

  column
  - *You like to help others*.
  - *They are talking with an expert*.

- Can be used to scaffold writing

- Highlight different sentence structures
  - Practice syntax
  - Vocabulary
  - Grammatical forms

- Scaffold further with fewer choices and images.

She	like	to teach yoga.
He		to play piano.
You		to help others.
Alana	likes	to read books.
Nina and Amir		to take walks.

I	are	cooking	with	Sara
She		singing		our teacher
	am			the group
They		talking		
We	is	studying		an expert

Principle 6: Effective instruction includes direct teaching of specific features of the language.

Principle 7

Effective instruction creates and maintains a supportive learning environment

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In the Classroom

- Learn and use your students' names

- Check-in with students

- Engage in "small-talk"

- Aim to lower affective filter through confidence boosting activities

- Normalize mistakes while providing feedback

- Allow for think time and practice before sharing out

Principle 7: Effective instruction creates and maintains a supportive learning environment.

Activities to foster Principle 7

Think Pair Share
Song game

Principle 7: Effective instruction creates and maintains a supportive learning environment.

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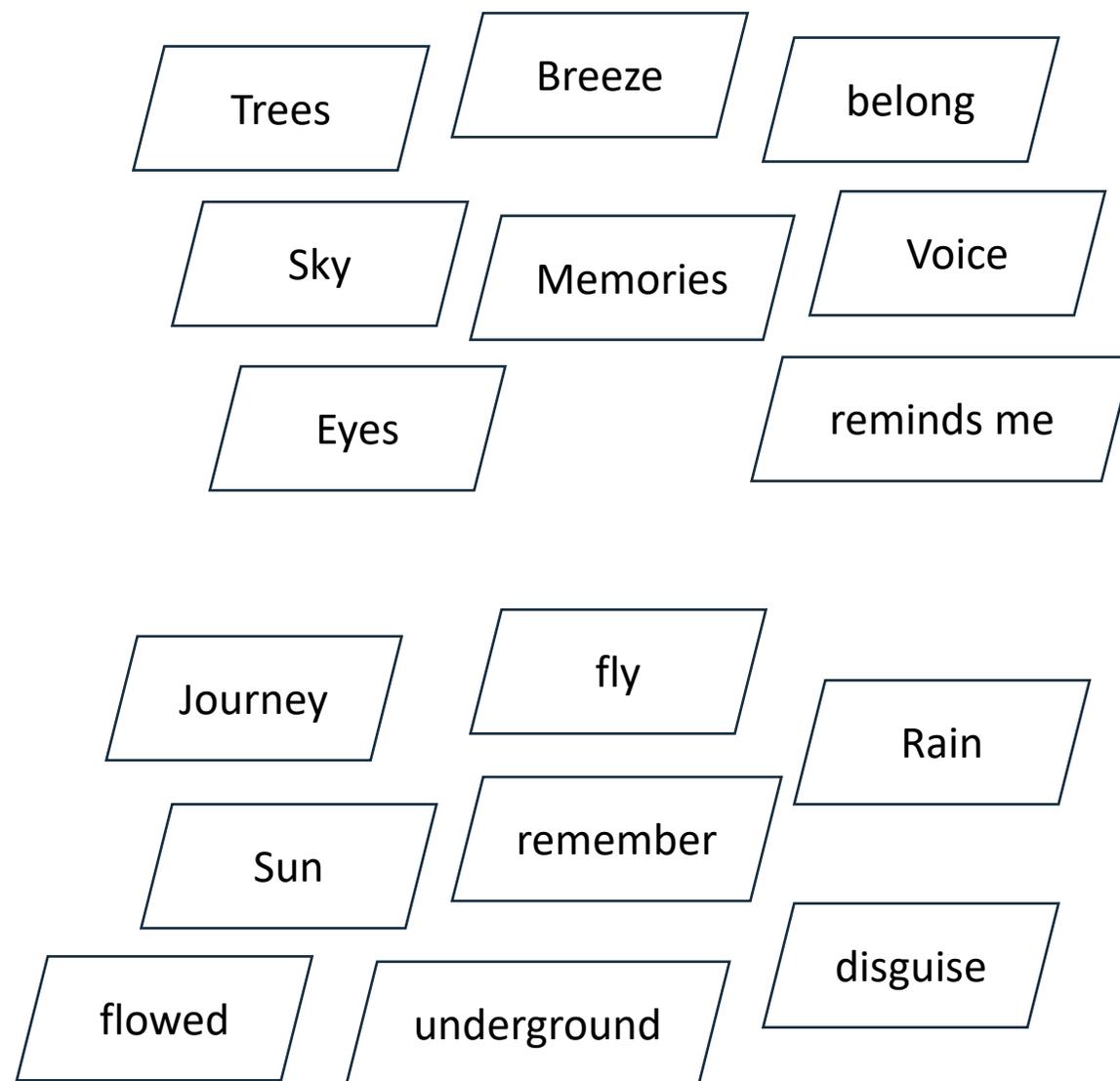FOR APPLIED
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Think-Pair-Share Activities

- Before students respond to a teacher prompt:

  - Think: work independently to answer the prompt

  - Pair: share answers with a partner and listen to partner's ideas

  - Share: pairs share out to the whole group

- Allows independent think time

- Allows practice with a partner

- Reduces anxiety

My ideas	My partner's ideas	Whole class ideas

Principle 7: Effective instruction creates and maintains a supportive learning environment.

Song Activity

- Students (~5) stand in a circle around a table with hands behind their backs

- Pieces of paper with vocabulary from a song are laid out on the table

- Students have to grab the word as quickly as possible when it comes up in the song

Trees

Breeze

belong

Sky

Memories

Voice

Eyes

reminds me

Journey

fly

Rain

Sun

remember

disguise

flowed

underground

Principle 7: Effective instruction creates and maintains a supportive learning environment.

Principle 8

Effective instruction encourages learners to take responsibility for their ongoing learning

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In the Classroom

- Teach learning strategies

- Provide opportunities to demonstrate critical thinking skills

- Encourage out of class learning:

  - Vocab notebook
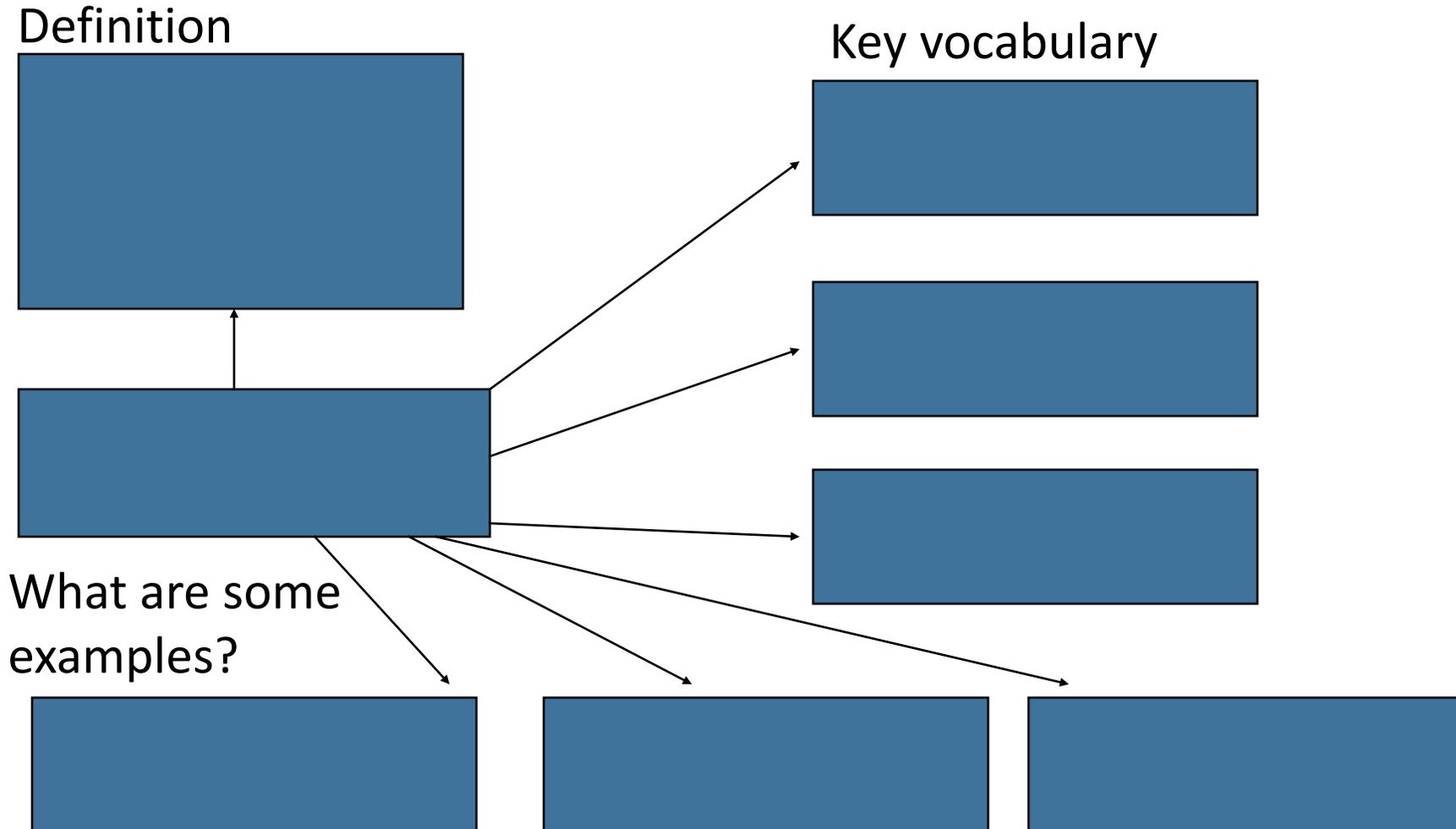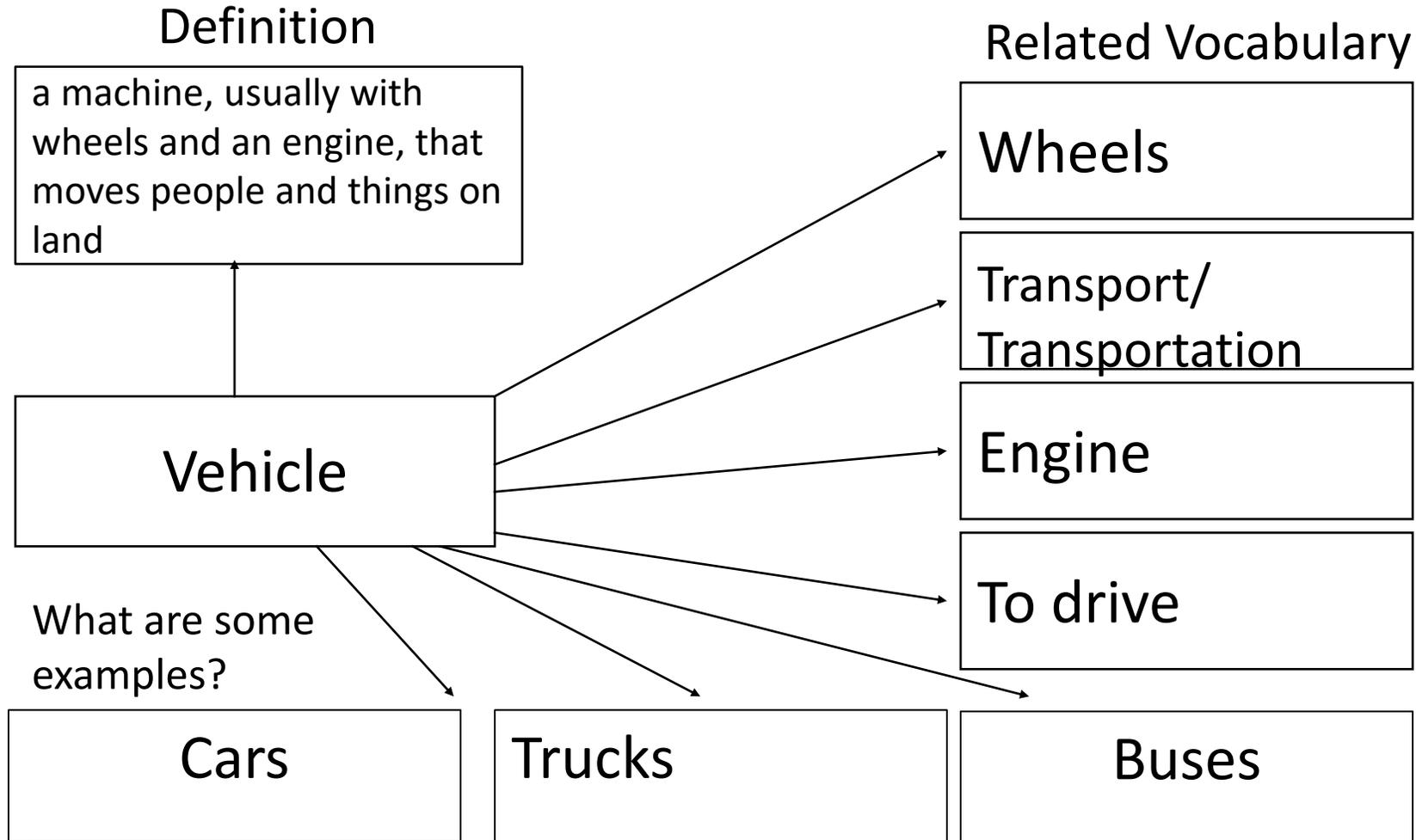 - Conversation log
  - Reading log
  - Journal

Principle 8: Effective instruction encourages learners to take responsibility for their ongoing learning.

Activities to foster Principle 8

Vocab Concept Map
Reading Log

Principle 8: Effective instruction encourages learners to take responsibility for their ongoing learning.

Concept Map

Definition

Key vocabulary

What are some examples?

Concept Map Example

Definition

a machine, usually with wheels and an engine, that moves people and things on land

Related Vocabulary

Vehicle

What are some examples?

Wheels

Transport/ Transportation

Engine

To drive

Cars

Trucks

Buses

Principle 8: Effective instruction encourages learners to take responsibility for their ongoing learning.

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Reading Log Example

- Students keep a notebook or digital record of reading

- Reading can be any print source:
  - Flyers
  - Emails
  - Websites
  - Magazines
  - News

- Keep entries standard and simple

I read:

My son's class newsletter

3 new words:

1. Evaluate

   Sentence: The student will evaluate the reasons the Jamestown site was chosen.

2. Characteristics

   Sentence: Students will compare and contrast plant characteristics.

3. Multiples

   Sentence: Can you count by multiples of 2, 3, and 4?

Something I learned:

My son has a test on Friday.

Principle 8: Effective instruction encourages learners to take responsibility for their ongoing learning.

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Thank you!

Mathilda Reckford

mreckford@cal.org

Dr. Kate Moran

kmoran@cal.org

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