Classroom Instruction That Works

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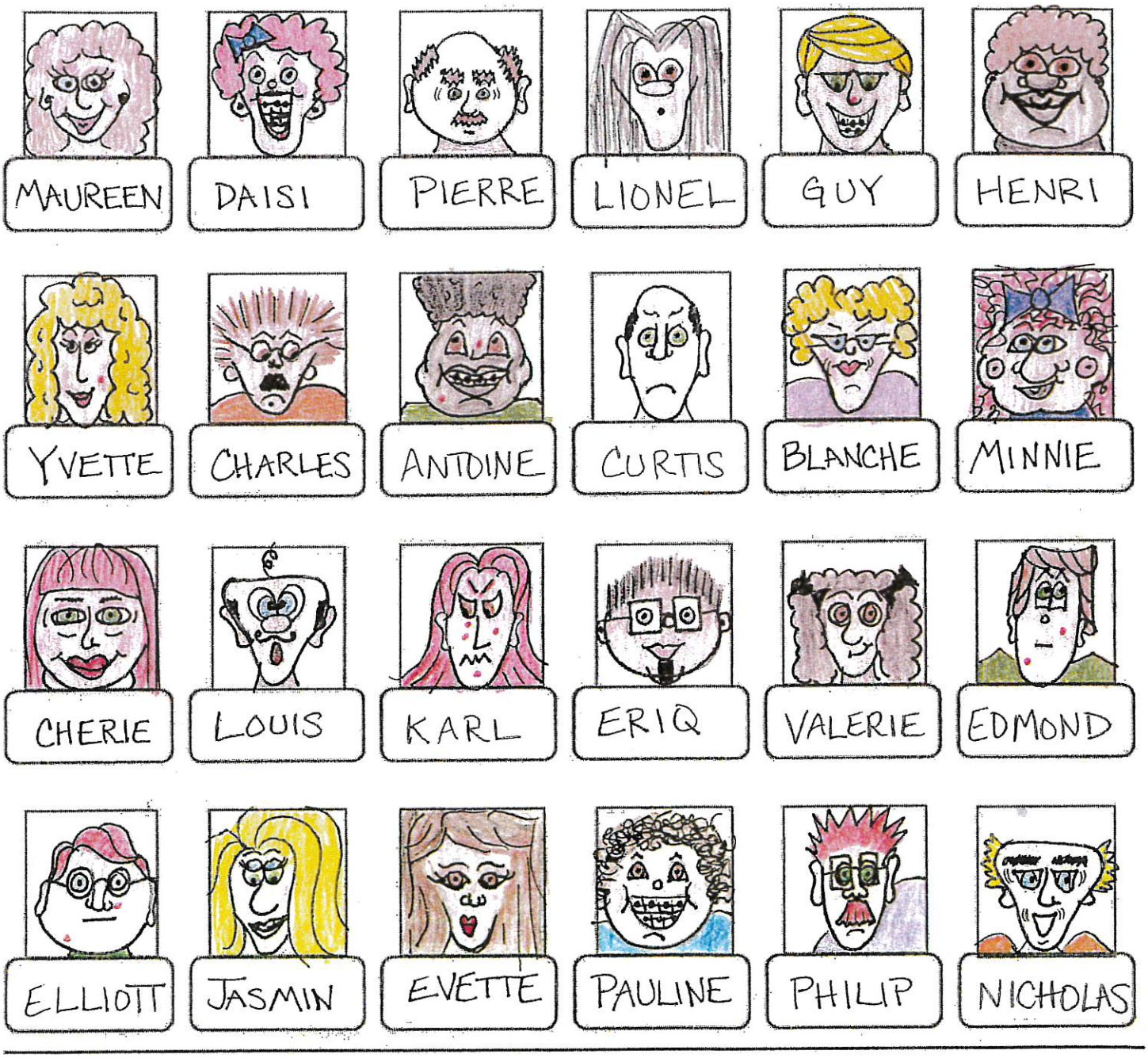
Strategies that Increase Student Learning (over 100 studies)

- Training Topics
- Identifying Similarities and Differences
- Nonlinguistic Representations
- Cooperative Learning/Paired and Group Practice
- Organization/Objectives/Class Routine

Category	***Effect Size***	***Percentile Gain***
Identifying Similarities and Differences	**1.61**	**45**
Summarizing & Note Taking	**1.00**	**34**
Reinforcing Effort & Providing Recognition	**.80**	**29**
Homework & Practice	**.77**	**28**
Nonlinguistic Representations	**.75**	**27**
Cooperative/Paired Learning	**.73**	**27**
Setting Objectives & Providing Feedback (Organization)	**.61**	**23**
Generating & Testing Hypotheses	**.61**	**23**
Questions, Cues, & Advance Organizers	**.59**	**22**


MAUREEN
DAISI
PIERRE
LIONEL
GUY
HENRI
YVETTE
CHARLES
ANTOINE
CURTIS
BLANCHE
MINNIE
CHERIE
LOUIS
KARL
ERIQ
VALERIE
EDMOND
ELLIOTT
JASMIN
EVETTE
PAULINE
PHILIP
NICHOLAS

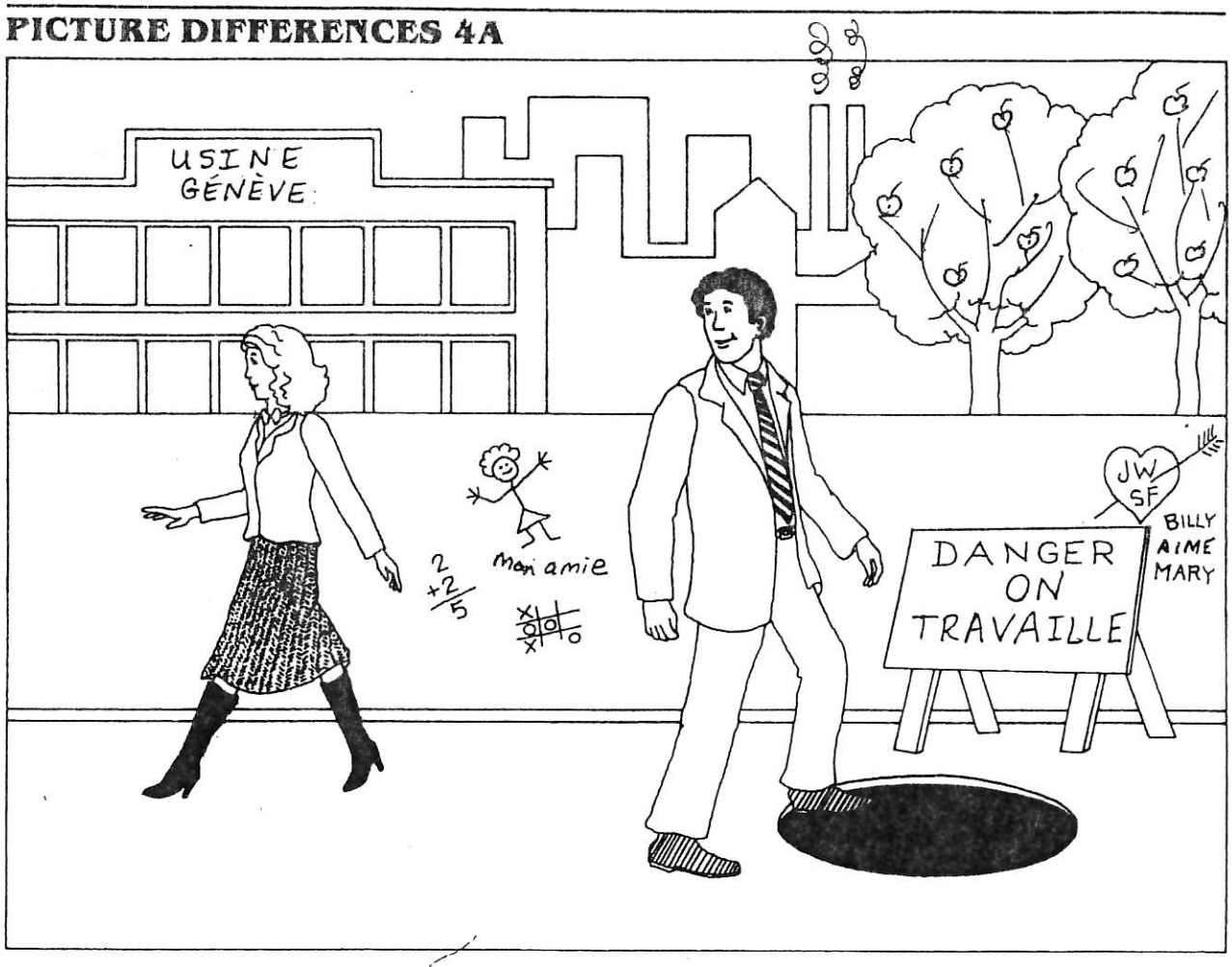
FOLD HERE

Je m'appelle_____

Trouvez les Différences et les Similarités

Directions: Trouvez les différences et les similarités de votre image et celle de votre partenaire. Ne montrez pas l'image à votre partenaire! Posez des questions à votre partnenaire afin de trouver les différences et les similarités. Ecrivez les différences et les similarités ci-dessous

PICTURE DIFFERENCES 4A



Les Différences	
1	13
2	14
3	15
4	16
5	17
6	18
7	19
8	20
9	21
10	22
11	23
12	24
	25

Je m'appelle_____

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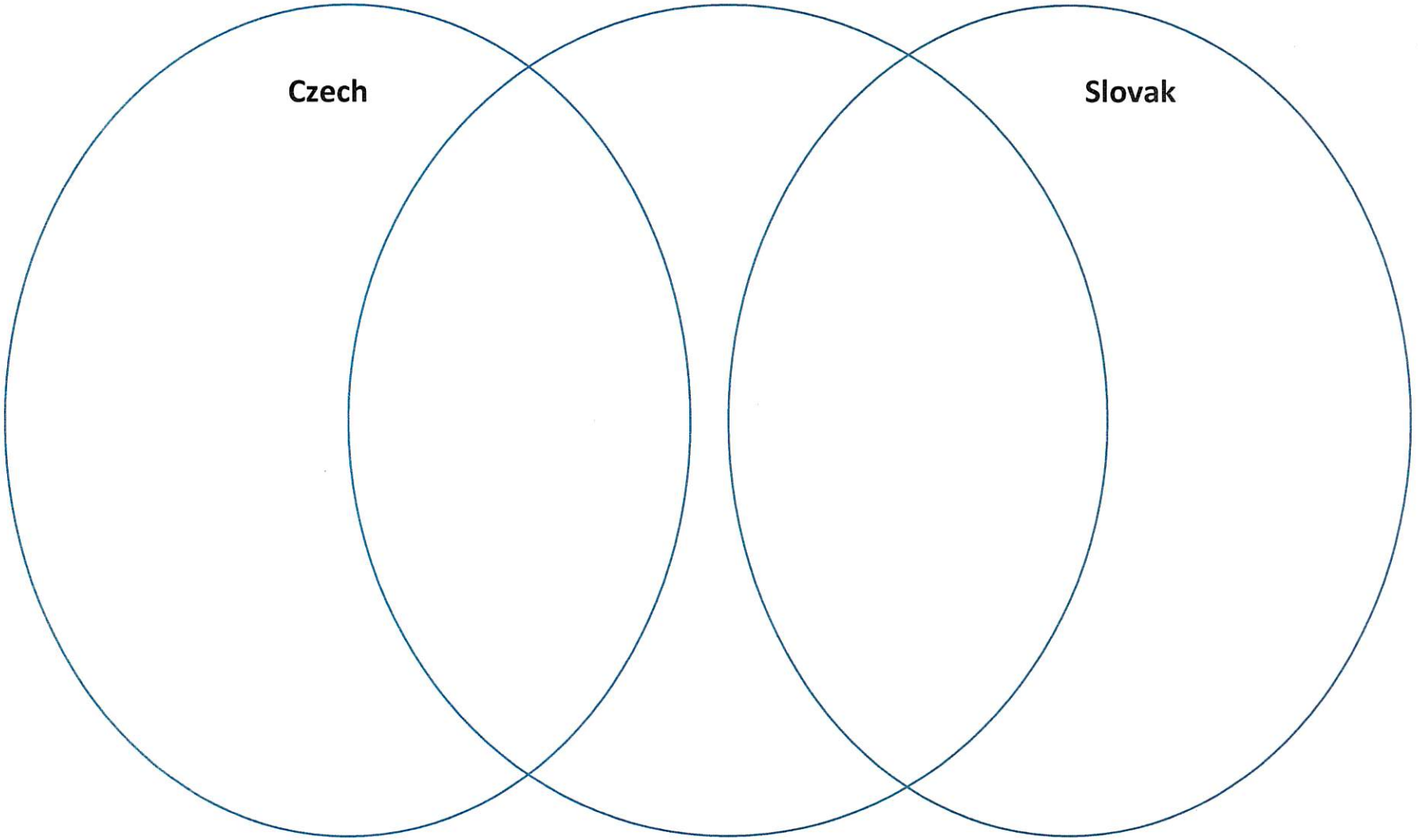
PICTURE DIFFERENCES 4B

Les Différences	
1	13
2	14
3	15
4	16
5	17
6	18
7	19
8	20
9	21
10	22
11	23
12	24
	25

Name_____ Date_____

Similarities & Differences Between Czech & Slovak

Directions: Write what is similar and different between Czech and Slovak in the appropriate ovals. The overlapping ovals share similarities.



Name_____ Date_____

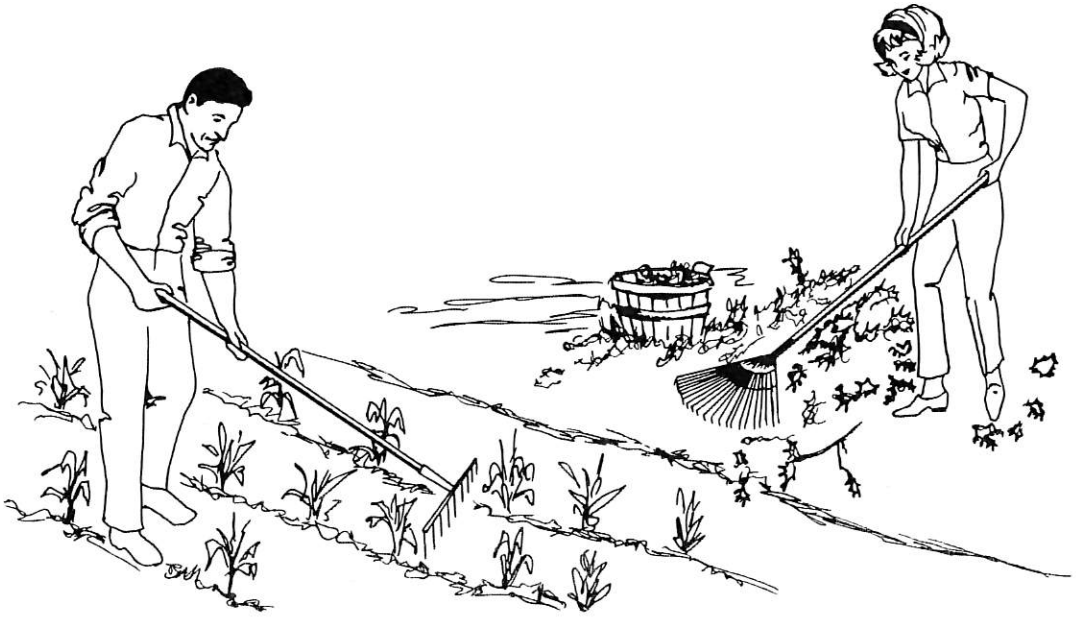
Compare/Contrast Famous People

Directions: Write an essay that describes what (native famous person) did that was noteworthy. Then compare and contrast that person with someone else in history who made a difference in the world. What were the differences and similarities between them? How would the world be different today if this person (along with their inventions/discoveries/contributions) had never lived. Tell why you think this person was a genius or not. Were they incredibly gifted, talented, or intelligent. Compare their contributions to society. Compared to curing cancer, what rating would you give them?

Historical figures that could be used include Mahatma Gandhi, Nelson Mandela, Joan of Arc, Martin Luther King, Thomas Becket, Joseph Smith, Nathan Hale, Socrates, and several others.

Birthday Party

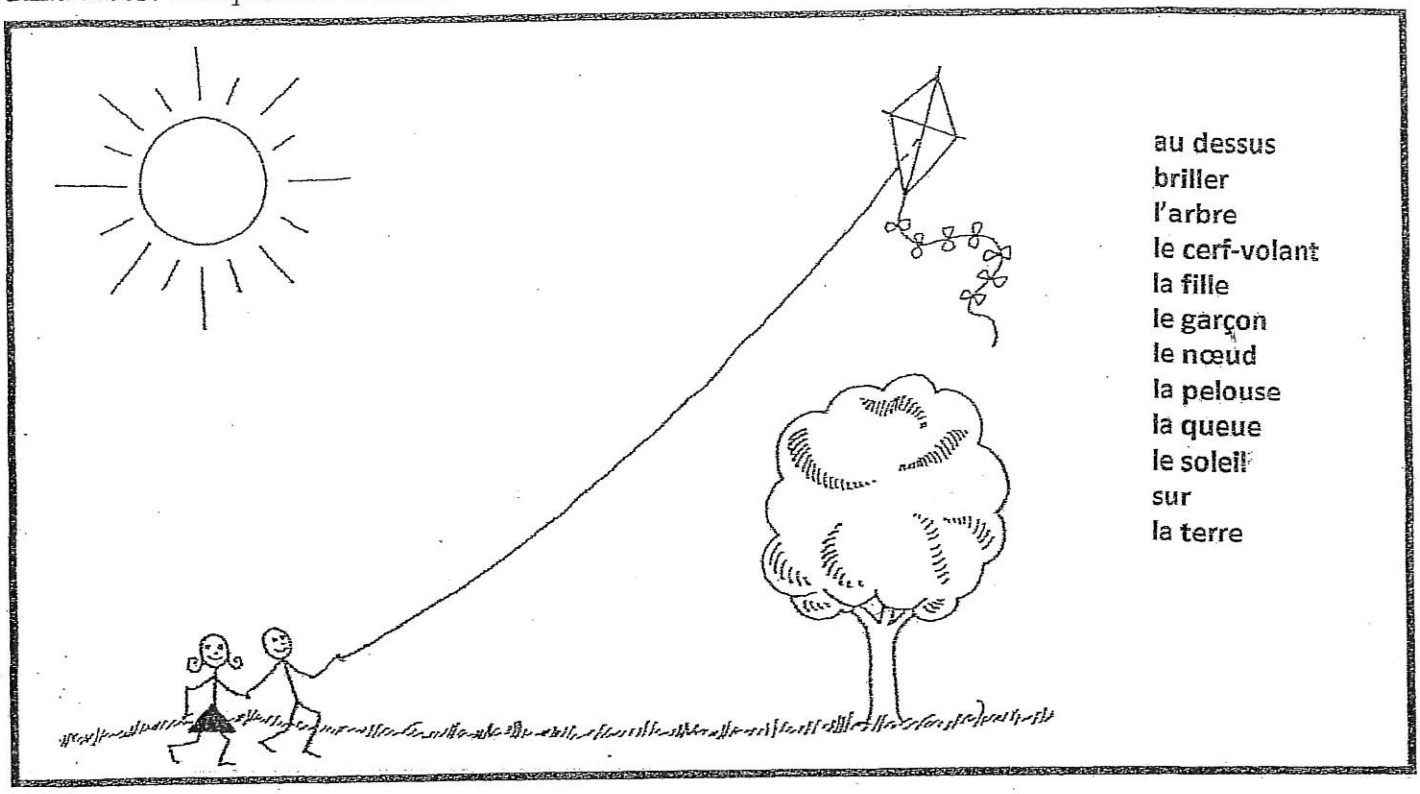
- Compare your birthday experiences
- Fill in the following chart as you interview a classmate
- Then write a paragraph in which you compare and contrast your two birthdays
- Then research & write a paragraph comparing your birthday traditions with the target culture



Partenaire A _____

Décrivez l'image

Directions: Décrivez l'image dessous à votre partenaire. Ne montrez pas l'image à votre partenaire! Votre partenaire va dessinner ce que vous décrivez. Votre partenaire peut demander des questions (MAIS EN FRANÇAIS!) Après le dessin, regardez l'image pour comparez l'image avec l'original. Est-ce qu'il y a des differences? Marquez-les ci-dessous.



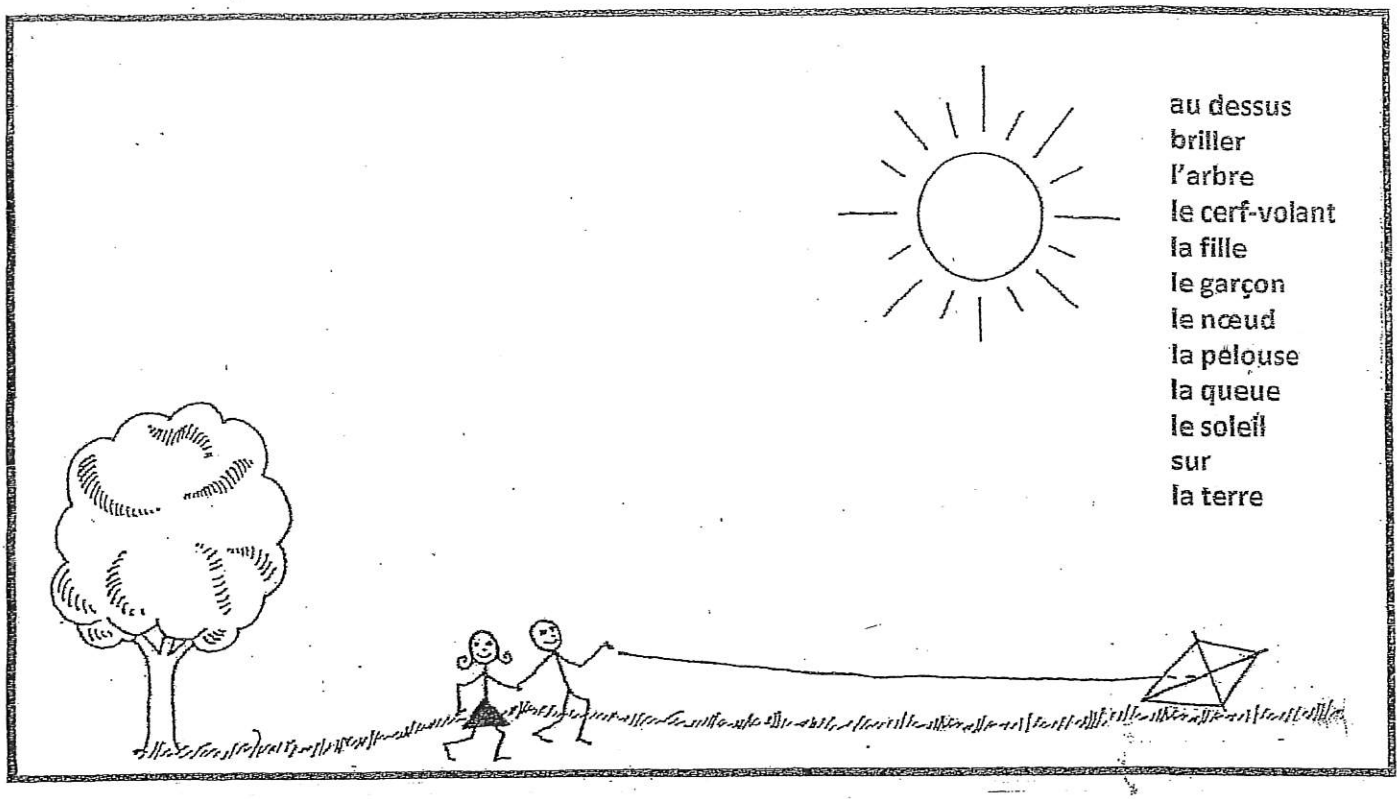
au dessus
briller
l'arbre
le cerf-volant
la fille
le garçon
le nœud
la pelouse
la queue
le soleil
sur
la terre

Dessiner

Partenaire B _____

Décrivez l'image

Directions: Décrivez l'image dessous à votre partenaire. Ne montrez pas l'image à votre partenaire! Votre partenaire va dessinner ce que vous décrivez. Votre partenaire peut demander des questions (MAIS EN FRANÇAIS!) Après le dessin, regardez l'image pour comparez l'image avec l'original. Est-ce qu'il y a des differences? Marquez-les ci-dessous.



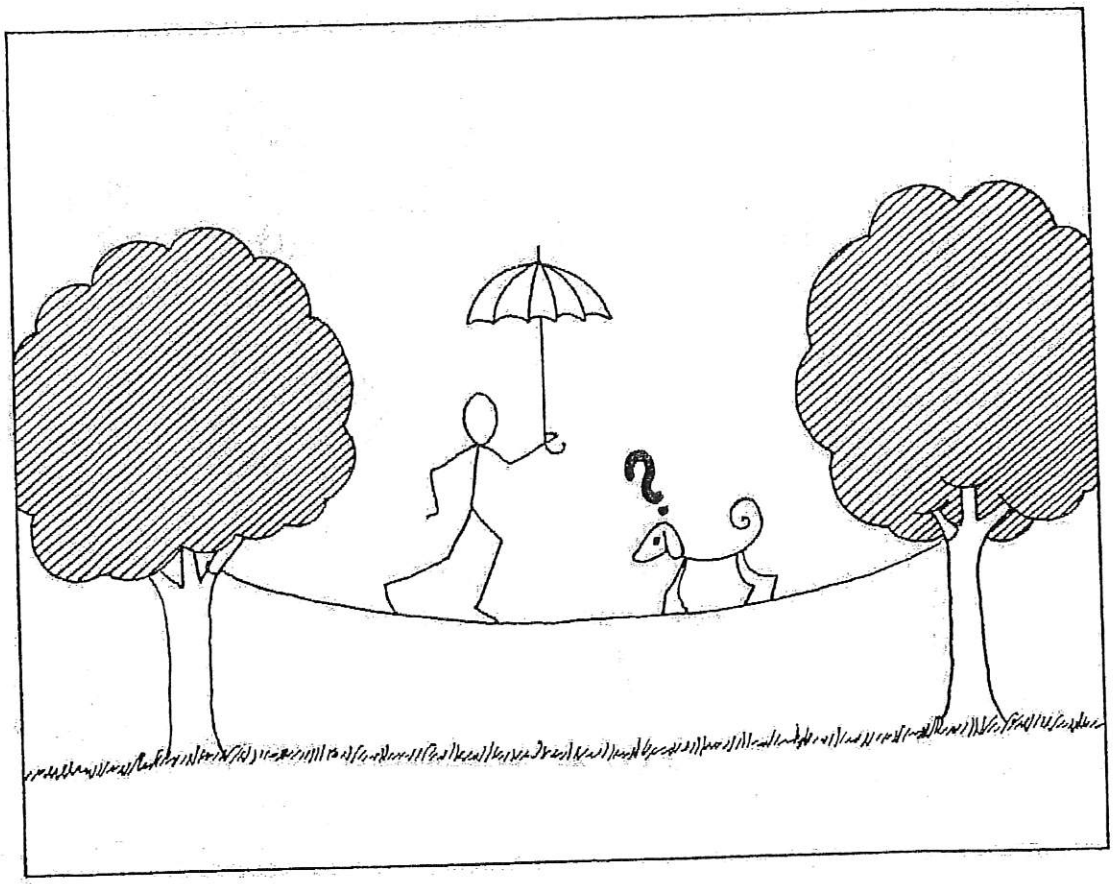
Dessiner

PICTURE THAT! (3)

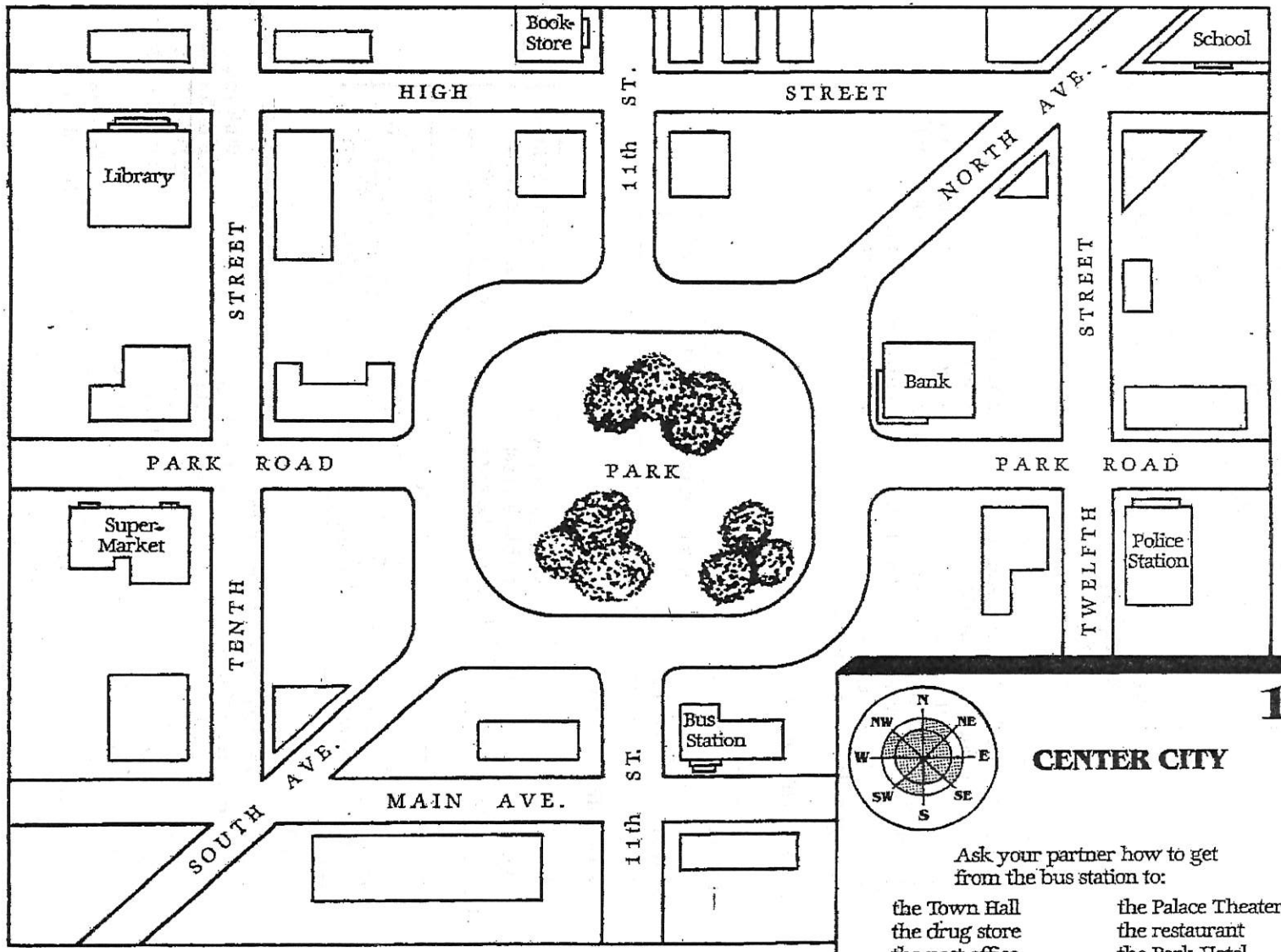
You will describe this drawing to your partner. *Do not show the drawing to your partner.* Just describe it. Your partner will try to draw a copy of the picture from your description of it, so be as clear and complete as you can.

If your directions do not seem clear, your partner may ask you questions. Answer them clearly and completely. Try to help your partner to make a drawing as much as possible like the one you are describing.

When your partner has drawn the picture, show him or her the one on this page. Compare the two of them and discuss any differences with your partner.



MAP ACTIVITY-1



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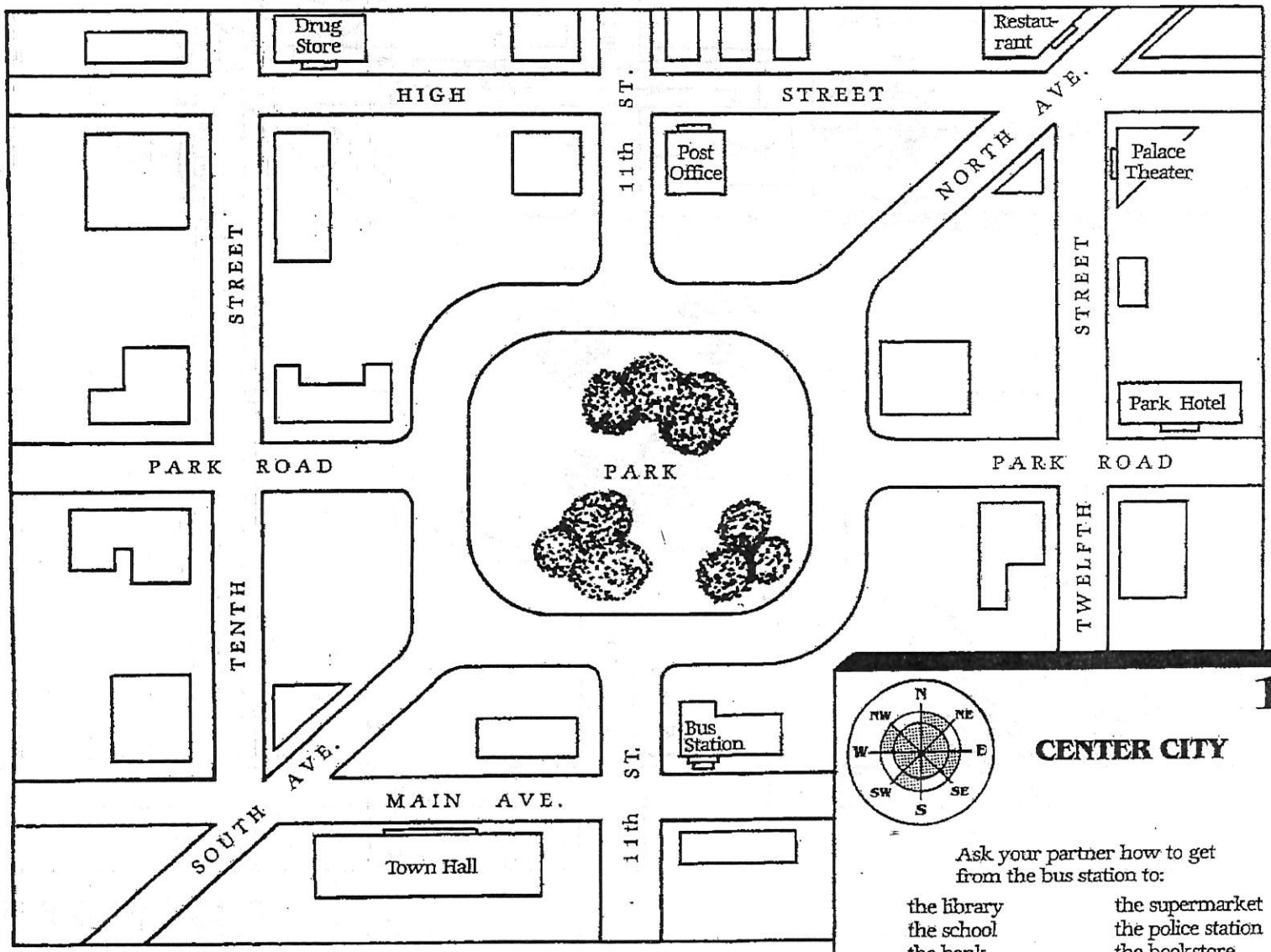


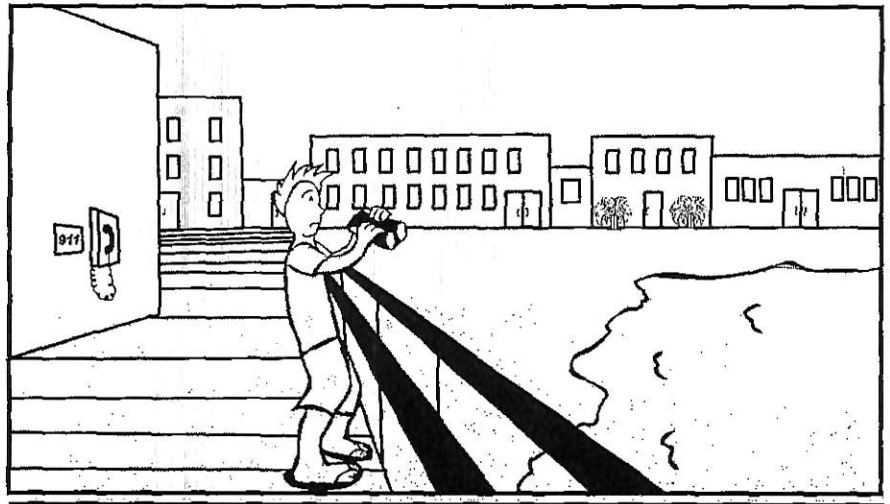
1B

CENTER CITY

Ask your partner how to get from the bus station to:

the library	the supermarket
the school	the police station
the bank	the bookstore

1.



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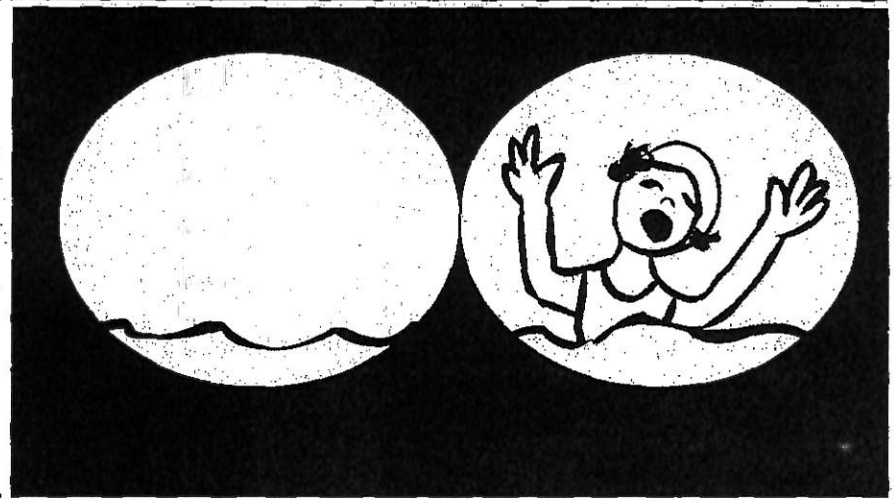

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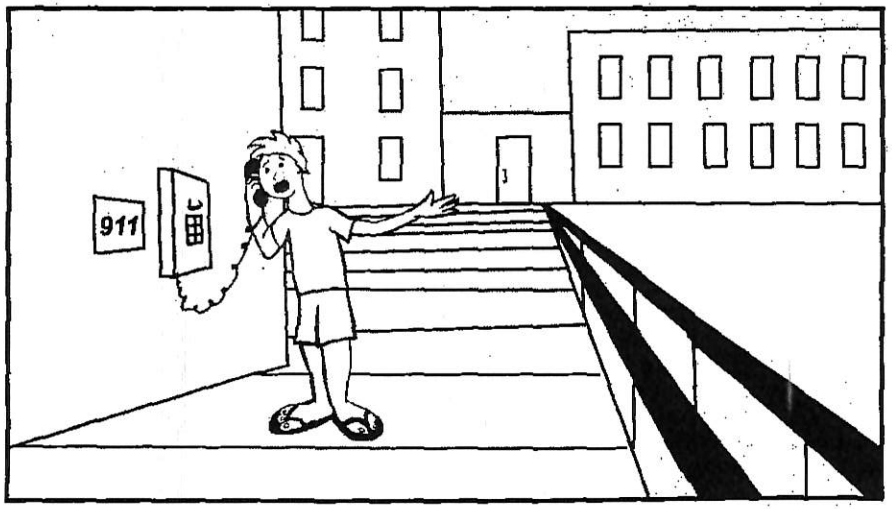
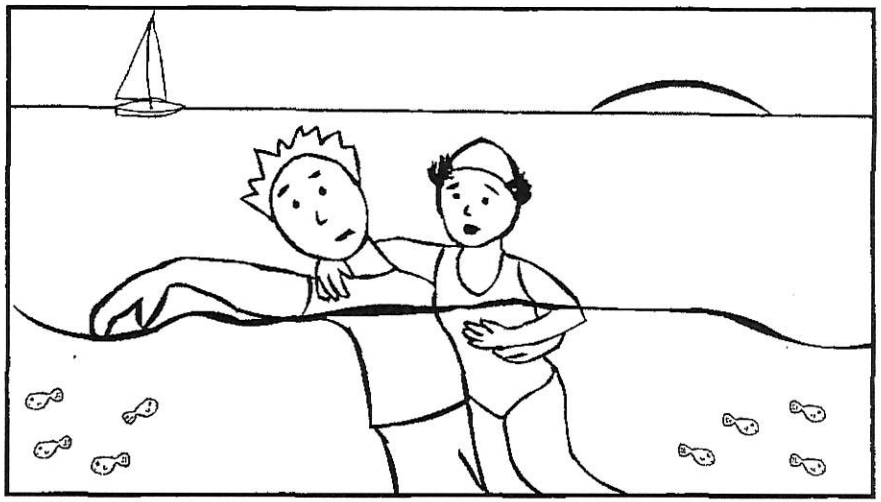


4.



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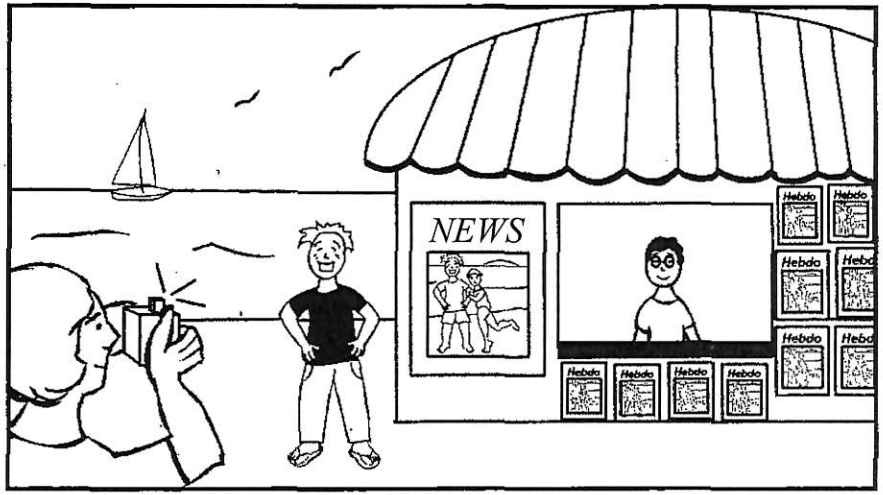
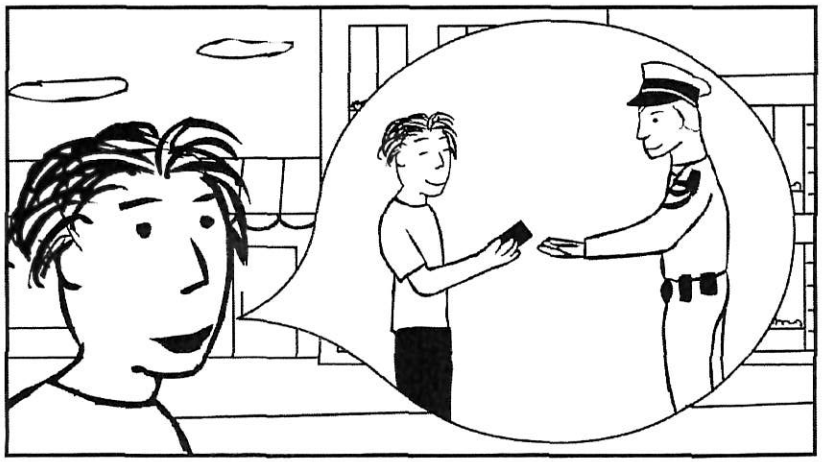


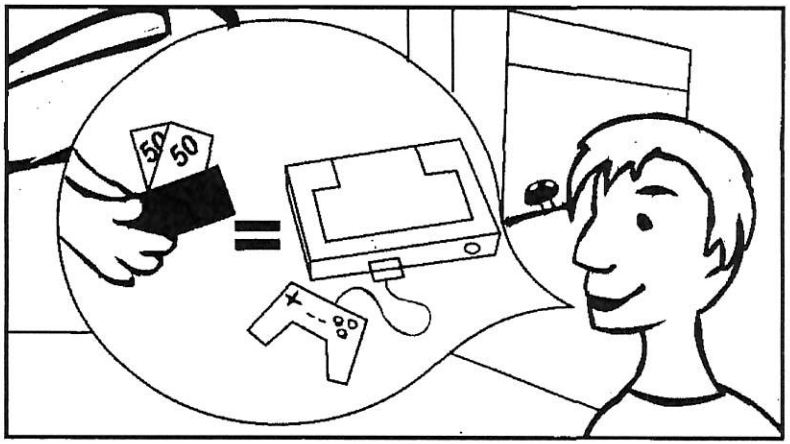
1.

2.

3.



4.



5.

You Be the Judge

When two people can't settle an argument by talking about it, they sometimes go to court. Each person tells his or her side of the argument to a judge. The judge then decides which one is right. This is a real case that was brought before a judge. But now, you will be the judge!

To Pass or Not to Pass

Directions: Read the following case. Then discuss it. Decide who you think was right, and be ready to tell why you think so. In other words—you be the judge.

Hortense Smith was driving behind a huge truck on a narrow, winding country road. Because she could not see ahead of the truck, she was afraid to pass it. The truck driver, looking in his mirror, noticed her difficulty. He signed with his hand that it was safe for her to pass.

Unfortunately, the truck driver misjudged the speed of an oncoming car. It crashed into Mrs. Smith's car and seriously injured her. She sued the truck company for damages.

"I relied on the driver's signal that it was safe to pass," she told the judge. "Because he was wrong to signal me to go ahead, he should pay for my accident that he caused."

"You should not have relied on our driver to tell you how to drive your car," argued the lawyer for the truck company. "After all, you yourself are responsible for your own safety."

You Be the Judge: Would you award damages to Mrs. Smith?

After you have discussed this case, write your decision and the reasons for it.

This activity will help you learn more about the people in your class.

Sign on the Dotted Line

Directions: Move around the room and talk with your classmates. Try to find someone who fits each of the following descriptions. (Make up your own descriptions for items 11–15.) When you find a person who fits one of the descriptions, ask that person to sign his or her name on the dotted line next to that description.

Find someone who . . .

has the same initials as yours.	1. _____
was born in August.	2. _____
is one of six children.	3. _____
can speak four languages.	4. _____
has visited New York City.	5. _____
doesn't like cats.	6. _____
can play the guitar.	7. _____
is older than you.	8. _____
can recite a poem in English.	9. _____
likes Madonna.	10. _____
_____	11. _____
_____	12. _____
_____	13. _____
_____	14. _____
_____	15. _____

Classroom Debate Rules

1-Introduce the topic

All debates start with a topic, or resolution. Often, this resolution is a proposed course of action that one team will argue for and another will argue against. Choose a topic to that is relevant to your country or culture and which your students can relate and perhaps one with practical application.

2-Assign the Affirmative and the Negative

There are two sides to any debate. Naturally, one will argue for and another against the resolution. With foreign language students, it is best to group your students into teams to research and argue the issue rather than expecting one student to do all the work. This way one student does not have all the pressure to perform, and the other members of the group can help with comprehension and strategy. Give them an assignment to come up with 3-5 arguments supporting their position. Each student receives a grade based on their 3-5 arguments and presenting them in class.

3-Give Time for Research

Your students will need time to research the issue. Not only that, they will also need additional instruction on the specific vocabulary that may be involved. Make sure all of your students understand any specialized vocabulary so the efficacy of their arguments does not depend on simple comprehension. Remind each group that all of them are expected to participate in the research and strategy of the debate. Then, during the preparation time in anticipation of the rebuttal, your students should discuss with their teams the points the opposition made and decide how to refute them.

4-Keep Track of Time

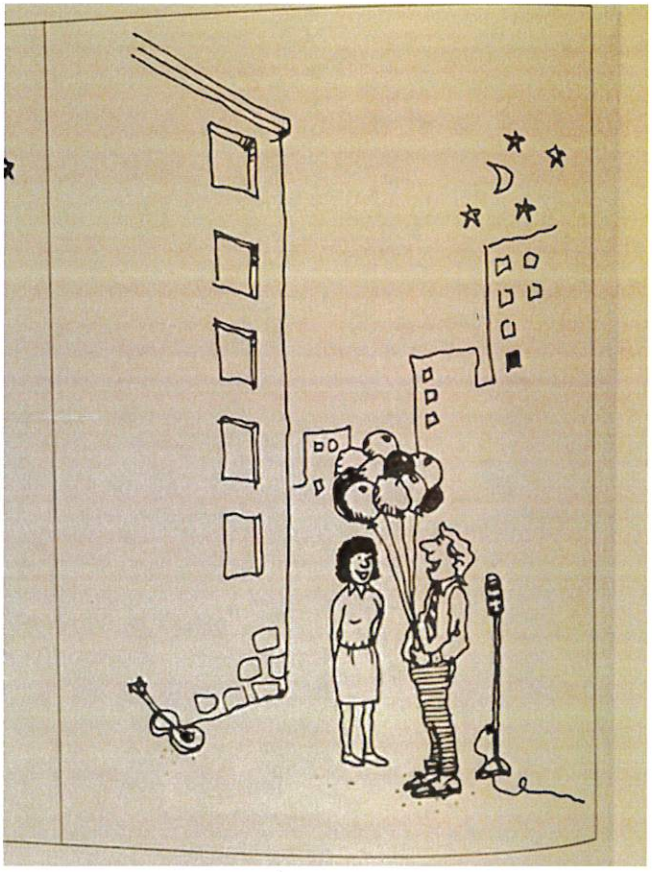
If you are unfamiliar with formal debate, the speakers follow a set order. The following is the most basic of debate structure.
First, the affirmative group receives two minutes to present their case to the audience.
The negative group then receives two minutes to present their case.
After both sides have a chance to speak, both teams receive two minutes to prepare a rebuttal and summary. The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes. This process can be repeated several times during the class. The last to speak is the affirmative team who then presents their rebuttal and summary for two minutes. The debate is now concluded.

5-Make a Judgment

Usually in debate, the winner is the one who has presented the strongest case. For foreign language classes, the overall purpose of speaking is more important than the specific outcome of the debate. Still, your students will probably want to know who won. To determine the winner, a TA or a "neutral" student could act as the moderator and/or judge and award points for each argument.

Balloons Popped-Partial Visual

If the balloons popped, the sound wouldn't be able to carry since everything would be too far away from the correct floor. A closed window would also prevent the sound from carrying, since most buildings tend to be well insulated. Since the whole operation depends on a steady flow of electricity, a break in the middle of the wire would also cause problems. Of course, the fellow could shout, but the human voices are not loud enough to carry that far. An additional problem is that a string could break on the instrument. Then there could be no accompaniment to the message. It is clear that the best situation would involve less distance. Then there would be fewer potential problems. With face to face contact, the least number of things could go wrong.
(Nishibayashi 2006, pp.51-52 from Bransford & Johnson, 1972)



Balloons Popped-Contextual Visual

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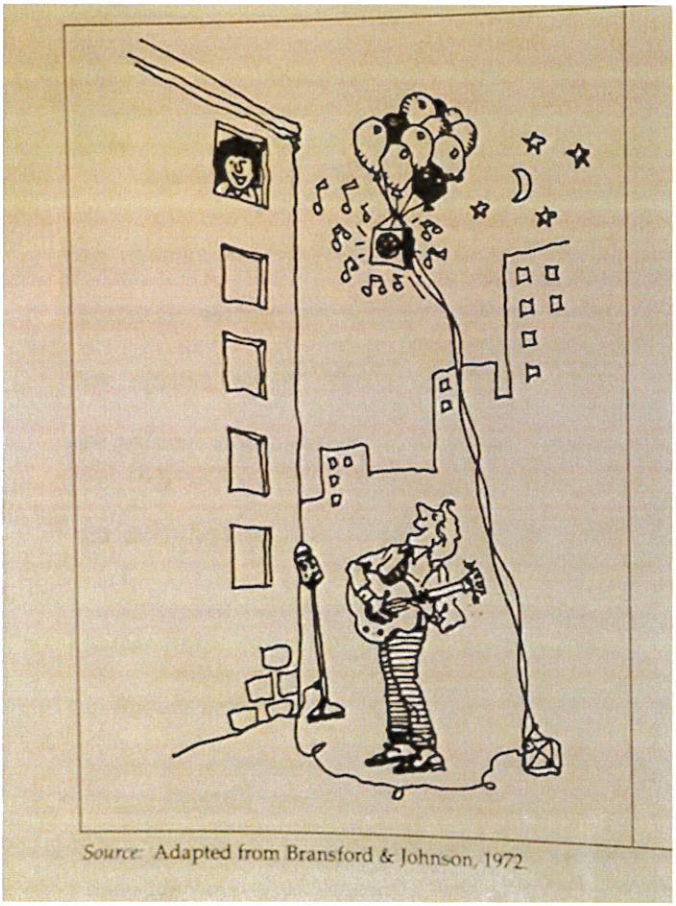


The Flashlight

This is a story written by Sempé and Goscinny about a small boy who bought a flashlight with some money his father had given him, played with it continuously, to the general annoyance of his parents, used it until the batteries ran down, and finally exchanged it with a friend for a police whistle. The story is appropriate in style and and content for adults readers.

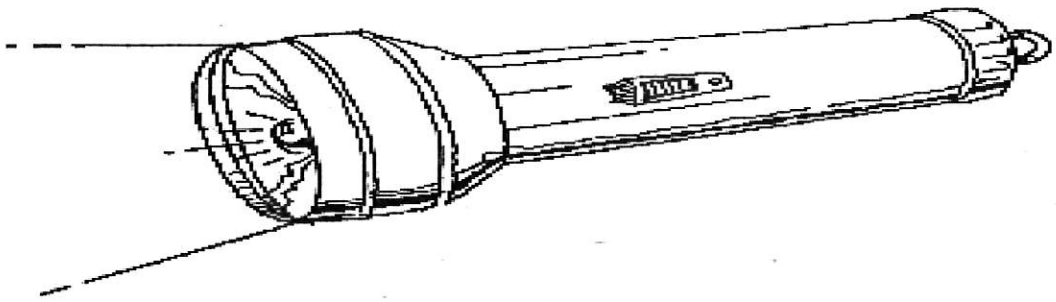


Illustration 4.4
Contextual picture depicting action from the beginning of the story

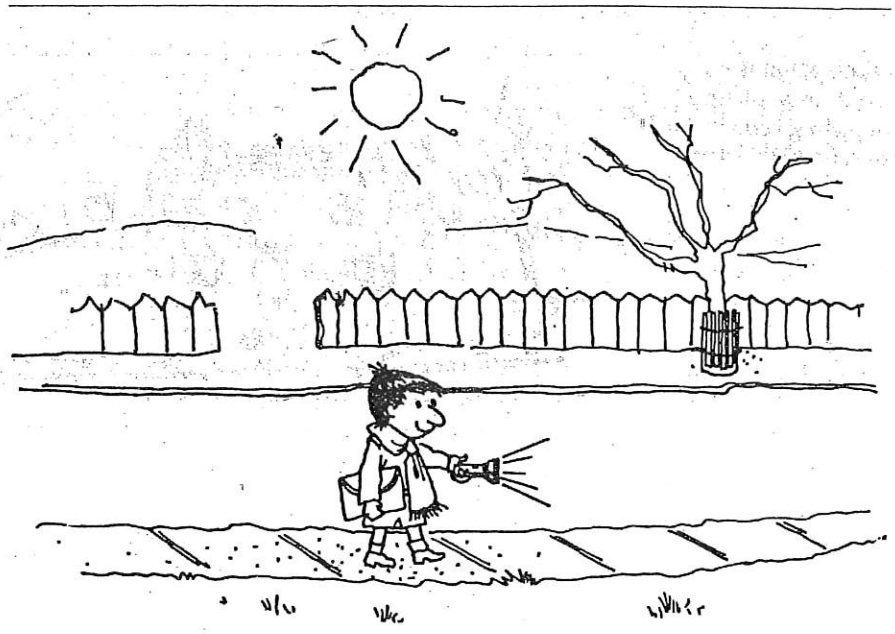


Illustration 4.5
Contextual picture depicting action from the middle of the story

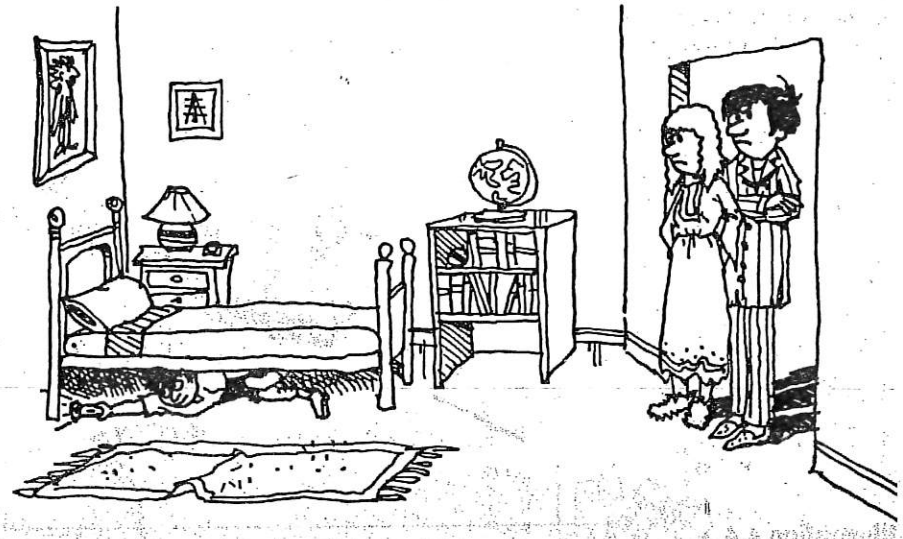
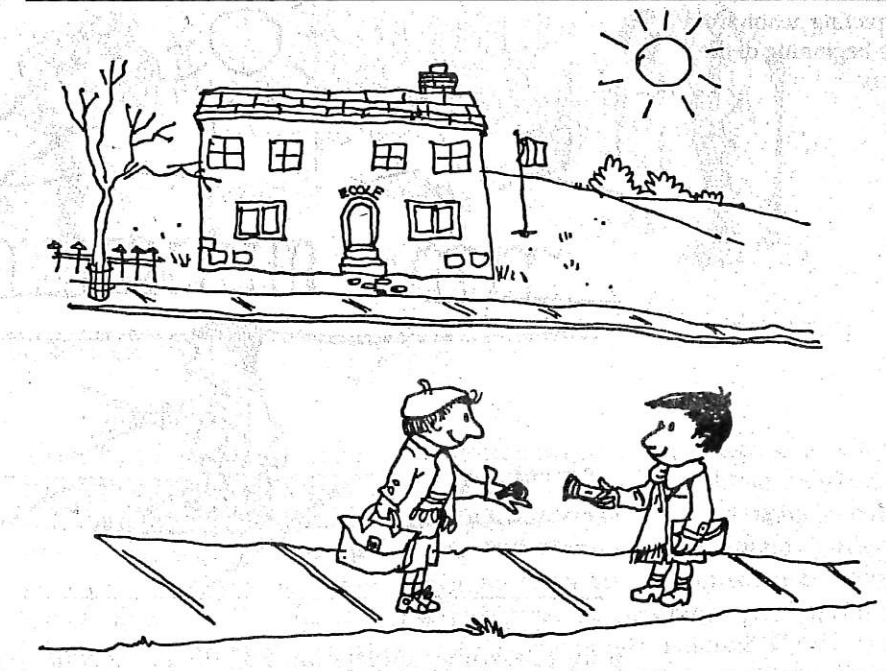


Illustration 4.6
Contextual picture depicting action from the end of the story



BASIC TEACHING FORMULA

- Warm-up-related to topic
- Present-Instructor generated
- Practice-Student practice (paired and group activities)
- Product-Student generated
- Wrap-up-Instructor reviews, summarizes

BEHAVIOR
Attendance
Technology
Mutual Respect

ASSESSMENT
Formative
Summative
Quizzes

SEQUENCE (WHEN)
WPPPW

INSTRUCTION (HOW)
Instructional Practices
Techniques
Methodology

CONTENT (WHAT)
CURRICULUM
iCANS
Topics/Units