

EBS 310 : Ghanaian Language as MoI

Unit 5: Effective Interactive Transition & Instruction Strategies

Dr. (Mrs.) Joyce Esi Tawiah-Mensah
Department of Basic Education
Faculty of Educational Foundations
College of Education Studies
University of Cape Coast

Outline

- Transition Strategies
 - Translanguaging
 - Signs and its Types
 - Labelling and its Types
- Interactive Instruction Strategies for Teaching
- Use of arts and music as ways of representing ideas and stimulus for language

Key Considerations

The choice of instructional strategies should take into consideration the following;

- Inclusivity,
- Gender,
- Equity,
- Reflexivity,
- ICT Integration (Multimedia), etc.

Appropriate Transitional Strategies

The following are effective practices during the transition period:

- Translanguaging
- Using Appropriate Signs for TLMs
- Appropriate Labelling Techniques

Translanguaging

Translanguaging according to Cenoz & Gorter (2017) is “...a pedagogical practice that alternates the use of Welsh and English for input and output in the same lesson. The idea is to get information in one language and to work with that information in the other language” (p. 311).

It is:

- Bilinguals/Multilinguals’ flexible use of their linguistic resources *to make meaning*.
- The ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system *to enhance the intended meaning*.
- The communication potential that enables bilinguals and/or multilingual to fluidly shuttle between the languages they know in order *to communicate comprehensibly*.

Using Appropriate Signs for TLMs

Teachers need to know the essence of the sign they draw/capture on the TLMs they use or display in their classrooms. Teachers need to use more Iconic signs to foster comprehension especially at the transitional class.

- **Types of Signs**
 - Iconic sign
 - Symbolic sign
 - Indexical sign

Types of Signs

- **Iconic sign:** The symbol resembles the object to which it refers e.g. icons used on computers. This assists students to comprehend what is captured with the associated text/print.
- **Symbolic sign:** With this sign the relation between symbol and object it refers to is purely *conventional and culturally specific*. Symbols may have no direct relationship to the object but refer to the object through traditions, rules or conventions. Words and numbers are the most common symbols we use.
- **Indexical sign:** The symbol is caused by the object it refers to. There is direct relationship between the symbol and the object it refers to e.g. *smoke could be an index of fire* or *dark clouds an index of impending rain*, therefore **smoke** could signify **fire** and **dark cloud** could signify **impending rain**.

Appropriate Labelling Techniques

- **Labelling** is the print attached to an object/display to name it or give information about it.
- Labelling is one thing some teachers take for granted but it is one of the tools that could be used to enhance language or literacy learning.
- In schools that practice bilingualism or multilingualism, labelling is key to classroom display.
- Labelling can be done in varied ways:
 - Monolingual (one language labelling)
 - Bilingual (two language labelling)
 - Trilingual, (three language language) etc.
- Sometimes, we can have TLM (e.g. picture, poster) without print. Such TLM have multipurpose use.

Types of Labelling



Bilingual Labeled Display



English Language Labeled Display



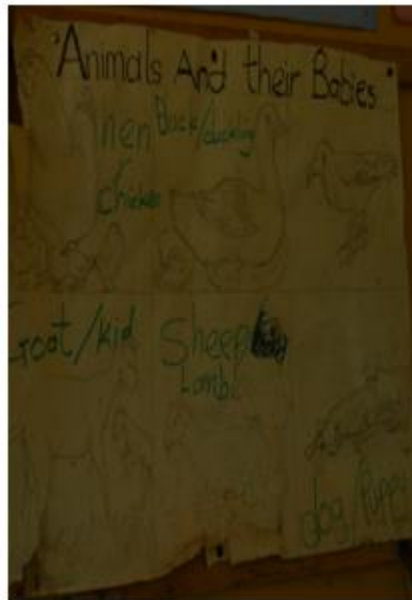
No Label Display

Things to Pay Attention to When Labelling

- Spelling
- Inconsistency or haphazard labelling
- Spacing out the displays (Obstruction issues), etc.

Classroom Displays with Labelling Issues

- *Examine the three classroom displays critically and share your observations*



Inconsistent/Haphazard Labeling



Spelling Mistake Labeling



Obstructed Label

Interactive Instruction Strategies for Teaching and Learning

Below are some interactive strategies that foster creative pedagogies which in turn promote early acquisition of language and literacy in the L2.

- **Picture Prompt:** Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from teaching/lecture, or to name the processes and concepts shown. Do not give the "answer" until they have explored all options first.
- **Empty Outlines:** Distribute a partially completed outline of the day's discussion/lecture and ask students to fill it in. This is *useful* at the start or at the end of the class.

Interactive Instruction Strategies for Teaching and Learning

- **Instructor Storytelling:** Instructor illustrates a concept, idea, or principle with a real-life application, model, or case-study.
- **Word of the Day:** Select an important term and highlight it throughout the class session, working it into as many concepts as possible. Encourage and challenge students to do the same in their interactive activities.
- **Board Rotation:** Assign groups of students to each of the boards you have set up in the room (four or more works best), and assign one topic/question per board. After each group writes an answer, they rotate to the next board and write their answer below the first, and so on around the room.
- **Variation:** pass around flipchart paper with the same task.

Interactive Instruction Strategies for Teaching and Learning

- **Application Cards:** After teaching about an important principle or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.
 - The teacher should quickly read through the applications and categorize them according to their quality. Pick out a broad range of examples and present them to the class.
- **Sneeze:** This is where the teacher asks students to write key ideas/points they have learnt in the lesson within 1-2 minutes. It is a type of quick writes in which students are made to write the main concepts they got from the lesson or the explanations or discussions in their own words.

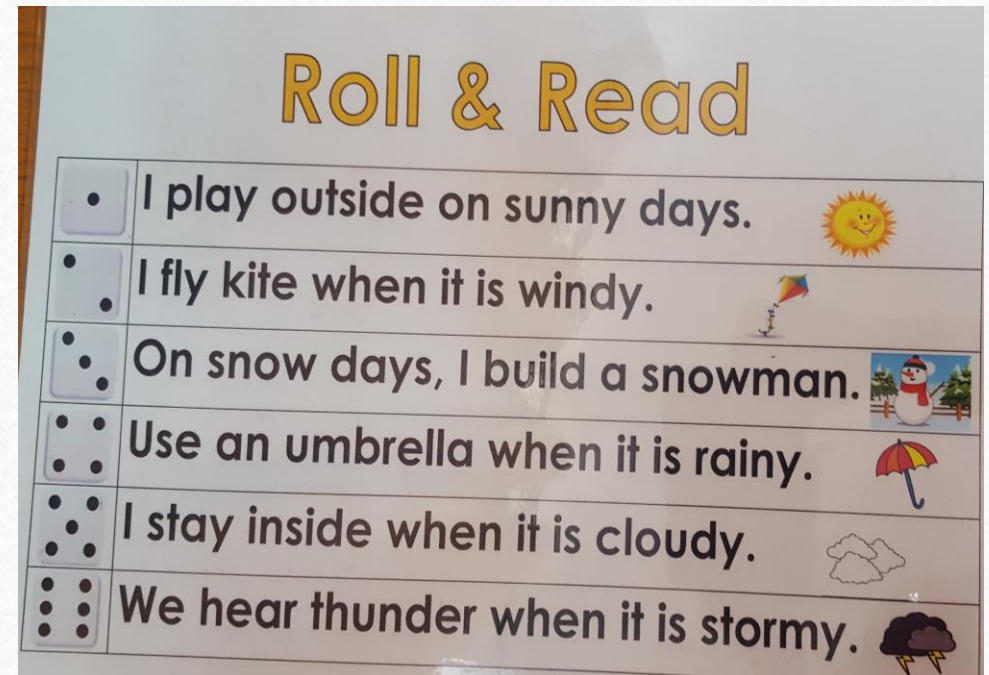
Interactive Instruction Strategies for Teaching and Learning

- **Two Stars and a Wish :** This is where learners are made to indicate two *concepts/ ideas/ aspects* they have understood well in the lesson and one concept/idea/area that they wish to have further explanation on. Teacher asks learners to give two stars and a wish
 - **Two stars** =Two (2) things that you understood well in the lesson
 - **A wish** = One (1) thing you wish to have further clarification or explanation on.
- **Wisdom of Another:** After any individual brainstorm or creative activity, partner students up to share their results. Then, call for volunteers of students who found their partner's work to be interesting or exemplary. Students are sometimes more willing to share in plenary the work of fellow students than their own work.

Interactive Instruction Strategies for Teaching and Learning

- **Roll & Read:** This is a game that makes language learning fun and interesting. It is played with a die.
- It is played in turns. Each player **rolls** a die and **reads** the sound/word/sentence that correspond to the number on the die. It could also be used for writing.
- This game could be used for all subjects.

- Sample Roll & Read









Sample Roll & Read/Write

Name _____

Roll and Read **Vowel Teams**









	seed weed need seen sleek feed fleet
	ray say way pay may day play hay
	boat goal foam load float toast cloak
	treat mead cream dream meal steam
	rain main strain trail braid maid raid
	mow grow sow low throw snow tow



ROLL & Write

Spelling Made FUN



ROLL & Write	
sentences with spelling words	
	Use 2 adjectives in your sentence.
	Ask a question. ?
	Use " " to show someone is talking.
	Add but , then make your sentence longer.
	Write a SILLY sentence.
	End with an !

Interactive Instruction Strategies for Teaching and Learning

- **Think-Pair-Share:** Students share and compare possible answers to a question with a partner before addressing the larger class.
- **Pair-Share-Repeat:** After a pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner.
- **Think-Ink-Pair-Share:** Pitch a prompt and provide learners wait time to reflect on it. Ask learners to jot their response on paper. Then pair them to share their jotted points

This is similar to the “Think-Pair-Share”. The key difference is that, this strategies is suitable for only students who can read and write.

Interactive Instruction Strategies for Teaching and Learning

- **Pass the Chalk:** Provide chalk or a soft toy; whoever has it must answer your next question, and they pass it on to the student of their choice.
- **Ask the Winner:** Ask students to silently solve a problem on the board. After revealing the answer, instruct those who got it right to raise their hands (and keep them raised); then, all other students are to talk to someone with a raised hand to better understand the question and how to solve it next time.
- **Concept Mapping:** Students write keywords onto sticky notes and then organize them into a flowchart. Could be less structured: students simply draw the connections they make between concepts.