

What makes a good Systematic ELD Lesson!

Planning and Practice are the critical elements of an effective ELD lesson.

When teaching the “forms” of English (grammar), as teachers we want to be sure to fully explain the grammatical structure to ensure full student understanding before practice. However, in our quest to seek full and complete understanding we often spend all of our time on the element of “teacher talk/explanation” leaving little time for student practice with language form.

However in constructing a good Systematic ELD lesson we need to consider what we know about language forms and “teacher talk”. First of all, it is important to remember that language forms cannot be understood in a single lesson. Trying to squeeze the full explanation into one lesson is pointless. Secondly, when “teacher talk” is lengthy student practice is often the portion of the lesson that is sacrificed.

The key to an effective “grammar” lesson is to set aside enough time for production of the target form without impacting practice time. This requires a well planned lesson with a well constructed but limited explanation and examples. The teacher must decide how much the student absolutely needs to know and stick with that! Even when students protest that they need more examples and have more questions, it is the teacher’s responsibility to help students recognize that they learn more by doing rather than by hearing extended explanations or examples.

A typical classroom	An ACCESS Classroom
talking is done by the Teacher: 85% of the time Student: 15% of the time English Learner: 2% of the time!	talking is done by the Teacher: 15% of the time Student: 85% of the time English Learner: 85% of the time

“Effective learning of high level tasks requires high quality student talk!”