

LA 4.4 Modifying Oral Input



Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and inter-action patterns to promote language development. Develop instructional alternatives to build second language learners' competence and performance in a variety of contexts.	Teachers delve more deeply through discussion and working with each other to discover strategies for improving input for their English language learners.	Students have learned about input by reading, teaching each other, and viewing video segments. They are prepared to discuss their understanding of some strategies for improving input and consider applications of those strategies.
Assessment: 25 pts.		
TA: 20 Minutes		

Instructions

Arrange the class into groups of 4.

- Referring to the [Making Text Comprehensible](#) reading use the [Input Summary](#), and discuss the following two strategies reviewing the Why it Works column:
 - Elaborative Modifications
 - Avoid Over-simplification
- How do these strategies relate to the Zone of Proximal Development (ZPD)? What do you know about the key concepts listed in the Why It Works column for these two strategies?
- Discuss possible applications of these two strategies. Come to a consensus on at least one application for each of these strategies. Record this group product on your Input Summary Worksheet.



This content is provided to you freely by Equity Press.

Access it online or download it at

https://equitypress.org/understanding_language_acquisition/la_44_modifying_oral.