

LA 5.3 Negotiating Meaning Through Interaction: Gallery Walk



Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and interaction patterns to promote language development. Assessment: 25 pts. TA: 20 Minutes	Teachers can use what they already know about input along with new learning about interaction to better understand how to create learning situations for the EL students that are facilitated through input and interaction.	Students have previously read five selections that highlight various aspects of the principle of interaction. Students are now prepared to solidify their understandings of interaction by discussing these readings.

Instructions

1. With a partner, share your summaries of the readings in HW 4.2, examine the back of the Second Language Acquisition Framework, and preview Classroom Observation Inventory.
2. Individually, record your responses to the three questions below which are posted on chart paper throughout the room:
 - a. How can classroom interaction support both content and language learning?
 - b. What is the student's work (student outcome) in interaction?
 - c. What is the teacher's work (teacher responsibilities) in interaction?
3. Then have a gallery walk so all can see the answers to all three questions.



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