Language Instruction That Works

Marzano's Strategies for Effective Language Teaching

CEESA Conference
Istanbul, Turkey | March 2016
Presenter: Dr. Lori Langer de Ramirez
lori@miscositas.com | www.MisCositas.com

Visit the companion website for the PowerPoint and links to the resources from this workshop!
http://www.miscositas.com/strategies.html

Marzano's 9 Strategies:
1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Overview of each strategy (from: http://www.middleweb.com/MWLresources/marzchat1.html)

1. Identifying Similarities and Differences
- Use Venn diagrams or charts to compare and classify items.
- Engage students in comparing, classifying, and using webs to identify similarities and differences.

2. Summarizing and Note Taking
- Provide a set of rules for creating a summary.
- Use summary frames and other organizers to assist students who learn visually.
- Incorporate sequencing charts, informal outlines and webbing as a means of summarizing.

3. Reinforcing Effort and Providing Recognition
- Share stories about language learners who succeeded by taking risks and not giving up.
- Have students keep a log of their weekly efforts and achievements and reflect on it periodically. Student portfolios are another means of keeping track of work and effort.
- Find ways to personalize recognition. Give awards for individual accomplishments.
- Symbolic recognition is often as motivational as concrete rewards (but a nice sticker every now and again never hurt anyone!)
- Use class recognized gestures and lists of praise words to encourage classmates to provide recognition, not only the teacher.

4. Homework and Practice

- Establish a homework policy with advice such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.
- The purpose of homework should be identified and articulated.
- Design homework assignments that clearly articulate the purpose and outcome.
- Tell students if homework is for practice or preparation for upcoming units.
- If homework is assigned, it should be commented on. Maximize the effectiveness of feedback by varying the way it is delivered.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations

- A variety of activities to produce nonlinguistic representations should be used.
- Incorporate words and images using symbols, pictures and pictographs to represent relationships.
- Use physical models and physical movement to represent information.

6. Cooperative Learning

- When grouping students, consider a variety of criteria, such as common experiences or interests.
- Students of low ability perform worse when they are placed in homogeneous groups. Students of high ability perform only marginally better; middle ability students benefit most.
- Vary group sizes & objectives. Cooperative groups should be kept small in size: 3 or 4 members
- Design group work around the core components of cooperative learning-positive interdependence, group processing, and appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback

- Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
- Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.
- Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this
- Keep feedback timely and specific.

8. Generating and Testing Hypotheses

- Hypotheses generation and testing can be approached in a more inductive (use general rules to make prediction about specific event) or deductive (specific pieces of information lead to general conclusion) manner.
- Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers
- “Higher level” questions or advanced organizers produce deeper learning than “lower level” questions or advanced organizers.