

Interaction

Plan and incorporate structured opportunities for students to use English in a variety of ways.



Final Questions: 16-19

Interaction Feature Components

- 16. Frequent Interaction
- 17. Grouping Configurations
- 18. Wait Time for Student Responses
- 19. Clarify Concepts in L1



The Lesson

Unit: Economics (Twelfth Grade)

Mr. Griffin works in a suburban high school that has a 24 percent EL population. His classes have an even distribution of English learners, each with approximately 10 percent ELs. Most of those students are at the intermediate level of English proficiency and still benefit from having teachers use SIOF techniques to increase their understanding of lessons.

Economics is a course requirement for high school graduation, and it also meets college admissions requirements. Therefore all teachers use a standard course outline that reflects state content standards. The lesson described in the scenario that follows is part of a unit on Labor Unions.



Teaching Scenario: Mr. Griffin

Mr. Griffin likes to begin class with a question on the board that students have to complete to settle them down. He gives students five minutes to complete their writing, and students receive 10 points for the correct answer. Since he is considered a strict teacher, students typically come in and start working immediately. The question for the day was: When was the American Federation of Labor founded and why? The history of the AFL-CIO was covered the previous day and the students' homework assignment was to read the chapter on labor unions. Most students began writing, but some were looking around to see what page in the text contained the information.

After five minutes, Mr. Griffin told students to pass their papers to the front of the class and he picked them up from the person at the front of each row. Calling for volunteers, Mr. Griffin selected a student to answer the question. Few hands went up to volunteer and Mr. Griffin reminded the class to do their homework so that they would be prepared for the daily question. He pointed to a sign on the bulletin board: "Doing homework is YOUR responsibility. You're not in elementary school and I'm not a babysitter—take responsibility for your grade and your graduation."



Mr. Griffin asked students to please open their textbook and he began his lecture on labor union activities, reminding students to take notes. As he spoke about a term, such as strike, open shop, closed shop, or Right-to-Work law, he wrote it on the board. As he explained each term, he paused to ask if there were any questions. Occasionally a student would ask a question and Mr. Griffin patiently answered, asking if everyone understood. When the period was almost over, he reminded students to place their notes in their Economics binder and review them along with the pages in the textbook they were assigned for homework. He mentioned that at the conclusion of the unit, they would watch a movie about labor unions called *Norma Rae*.