

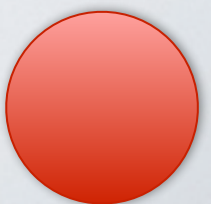


Listening & Speaking for Young Learners

- Review
- Speaking activity examples
- Modeling and scaffolding
- Bloom's Taxonomy
- Reading homework

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Edward Povey - Teaching TESOL

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Welcome To My Site!

Here you can find information, materials and downloads related to my classes at Hankuk University of Foreign Studies.

[HUFS Classes](#)



www.edwardtesol.com



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<p>7:25</p>	<p>9:35</p>	<p>14:42</p>	<p>22:10</p>
TESOL Target Language: Language functions 77 views · 3 months ago	TESOL Concepts: Formative and summative assessment 41 views · 3 months ago	Reading and listening strategies (TESOL) 217 views · 5 months ago	Top down vs. bottom up processing for receptive... 147 views · 5 months ago

General Tips and Concepts for TESOL ▶ PLAY ALL

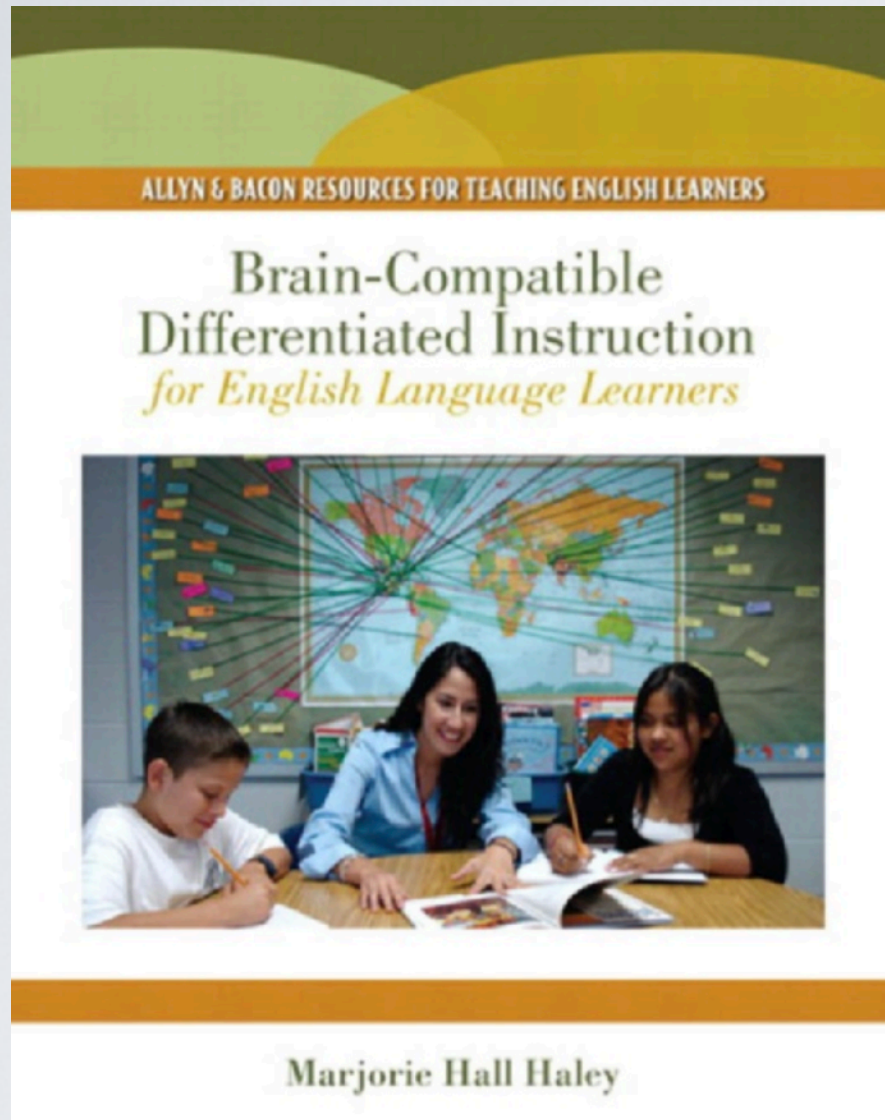
<p>11:43</p>	<p>10:01</p>	<p>26:46</p>	<p>14:44</p>
TESOL Activity Route Map - how to plan activities Edward TESOL	Information gap activities (TESOL) Edward TESOL	M-U-F framework for grammar teaching (TESOL) Edward TESOL	TESOL Teaching Tips: Giving Instructions Edward TESOL

My Youtube: youtube.com/edpovey
- or search for “Edward TESOL”

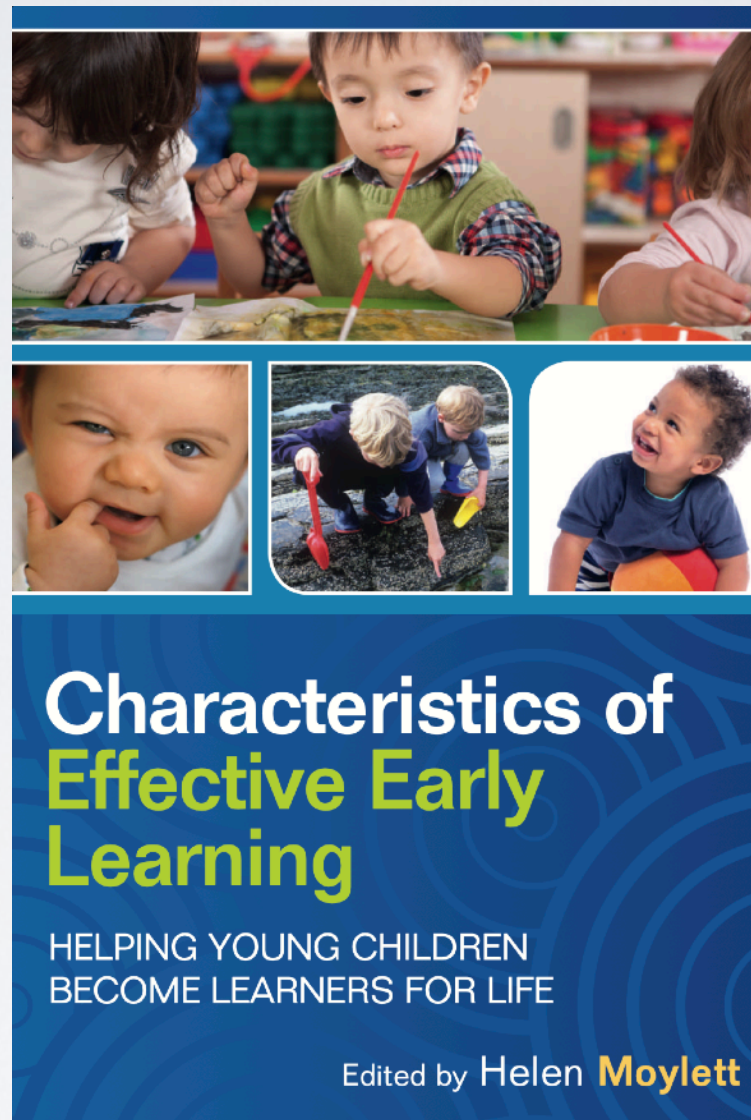
Schedule

Week	Contents
1st	Introduction week Introduction to the course, website Icebreakers for young learners
2nd	Listening & speaking lesson and activity demonstrations Bloom's Taxonomy
3rd	Brain-compatible teaching & learning theories Differentiated instruction Program models of instruction
4th	The Importance of self-regulation for learning from birth Supporting children's self-regulation in early childhood education
5th	Fostering young learners' listening and speaking skills Recommendations for listening and speaking tasks Future directions in teaching
6th	Materials for early language learning Evaluation of materials Future directions in materials
7th	Proactive classroom management Positive reinforcement and motivation
8th	(VR, AR, AI, metaverse) Gaming and young learners Mobile learning Classroom technology

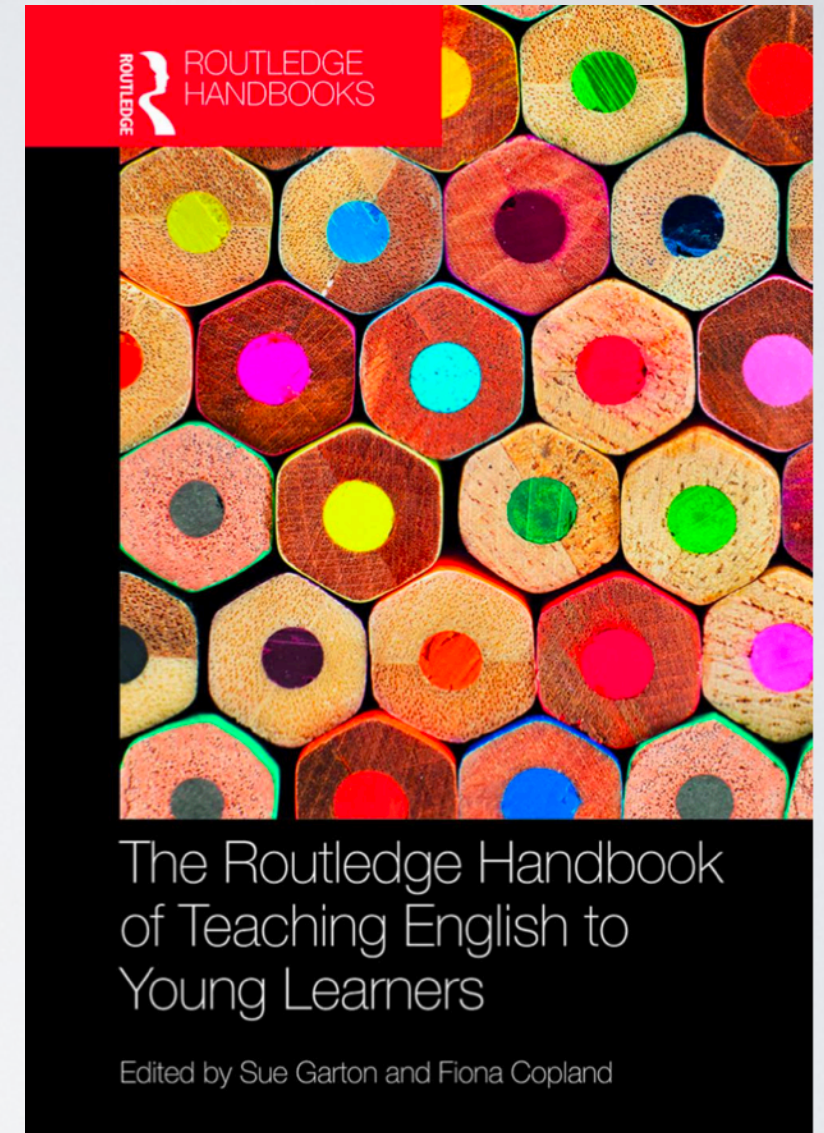
Reading assignments (3 examples)



Week 3



Week 4



Week 5

Icebreakers



An 'icebreaker' is an activity, game, or task that is used to warm up the conversation among learners and help them to introduce themselves.

Name Chain game
for remembering names

'English Edward',
'Pirate Peter'





Icebreakers



Line up game

Line up according to:

1. How long it takes you to get to HUFs.
2. The month of your birthday.
3. What time you went to bed last night.
4. How many years of teaching experience you have.
5. Which age Ss you usually teach / want to teach.

<http://myparadigmshift.org/101-ways-to-line-up-a-group-a-classic-team-building-and-icebreaker-activity/>

Mime Your Name

Think of something you can mime about each letter in your name. For example:

Monster

Ice

Kite

Eagle

= MIKE!

Mime each thing and other students will try to guess what it is.

E-D-W-A-R-D



What are some good questions to ask when we meet someone for the first time?



Icebreakers

Star Game

Here are 5 answers about me.
You need to guess the question!

What
Where
When
Who
Why
How
Which

riding a bike

Oliver

Gwangjang
market

pajeon

18 years



Questions

“Modeling” means to show or demonstrate.

What do we need to demonstrate for learners?
Make a list.

“Scaffolding” is the support that we provide for students.

What kind of support can we provide for learners?

There are two things teachers need to model.

Modeling



Language

Language input, Examples
Stories, TPR, Dialogues
Questions + Answers
Pronunciation, Spelling
Etc.

Activities

Steps
Materials
Instructions
Rules
Outcome
Etc.

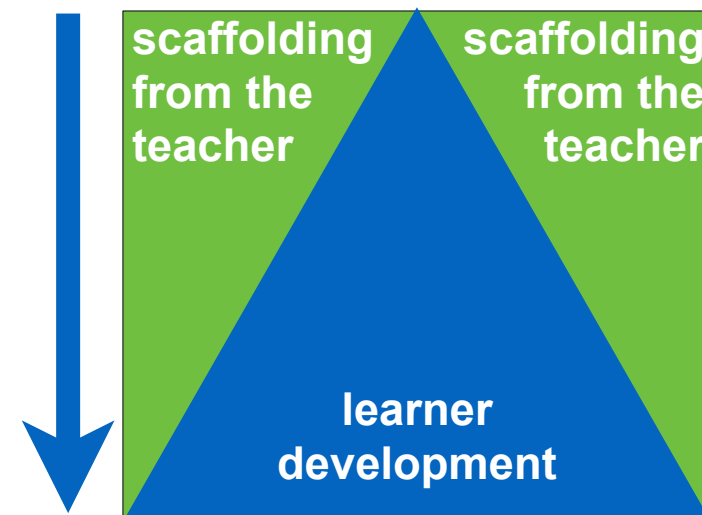


The teacher is a model (but not clothes!)

Scaffolding = support



**Scaffolding in
construction**

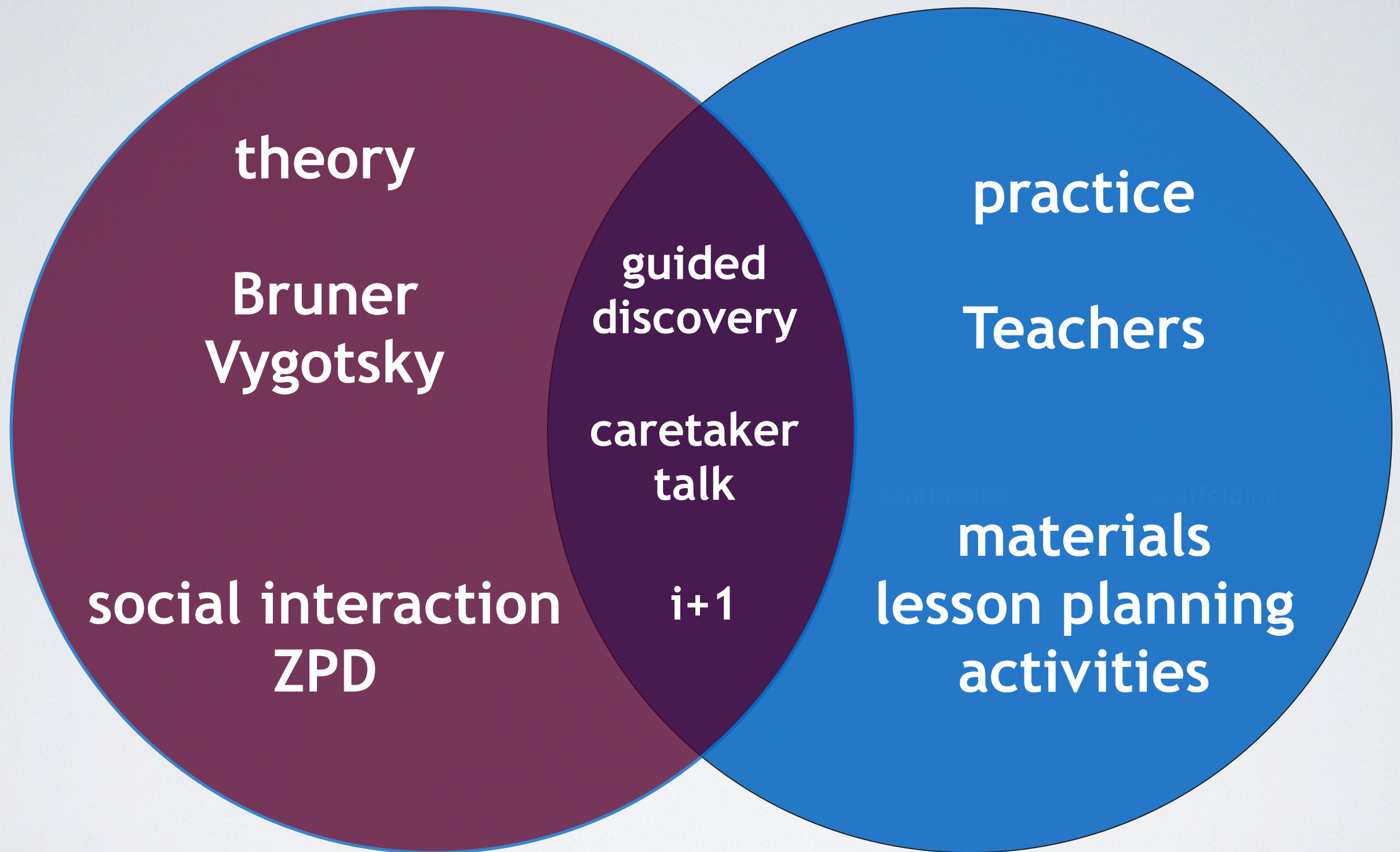


**Scaffolding in
education**

Scaffolding (in education) is the support the teacher provides for the learner. There are many ways to support learners.

- visual examples (images, diagrams...)
- positive feedback and encouragement
- pre-teaching vocabulary
- simplifying classroom language
- easy tasks —> difficult tasks
- using mimes to help comprehension
- ... and more!

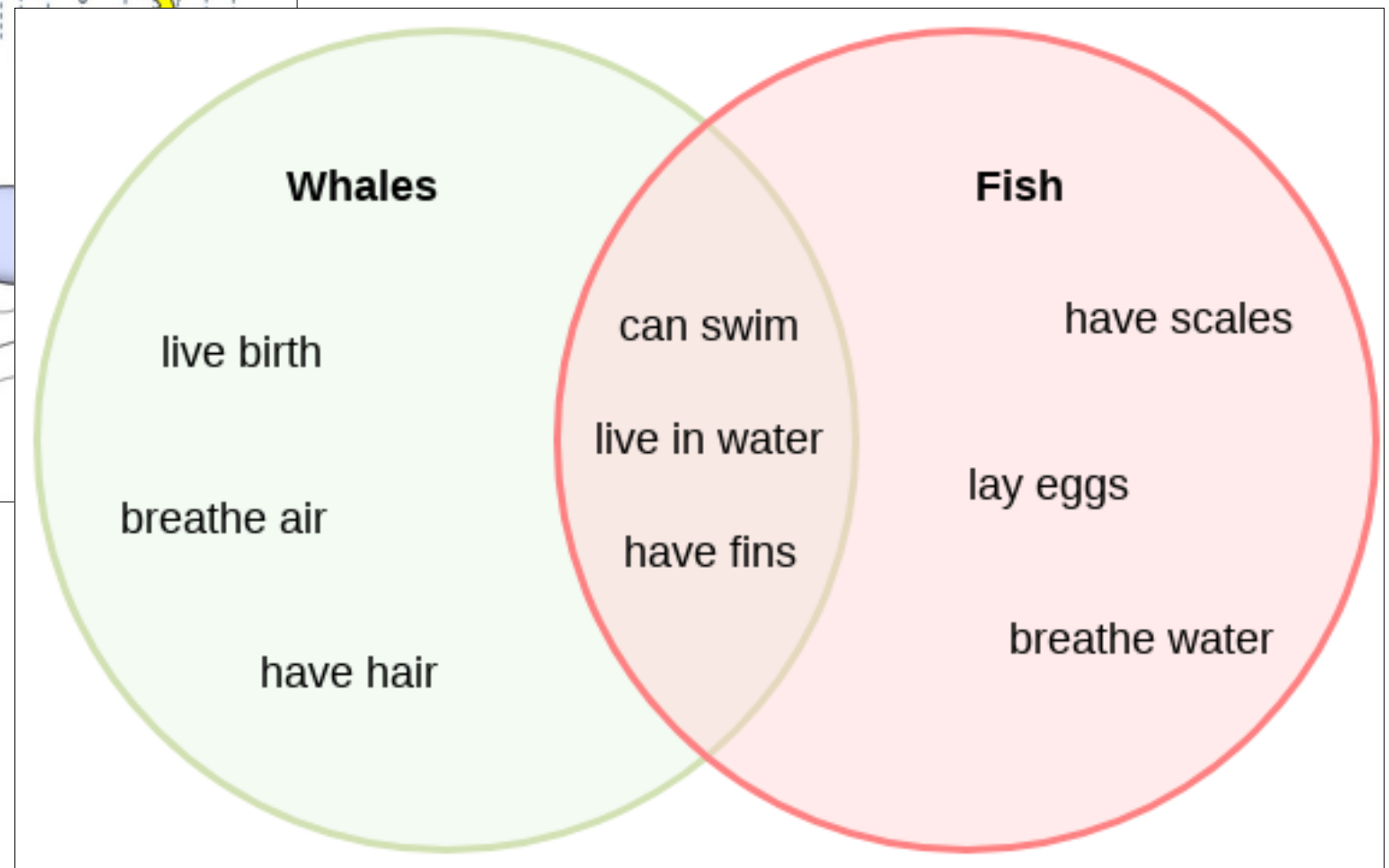
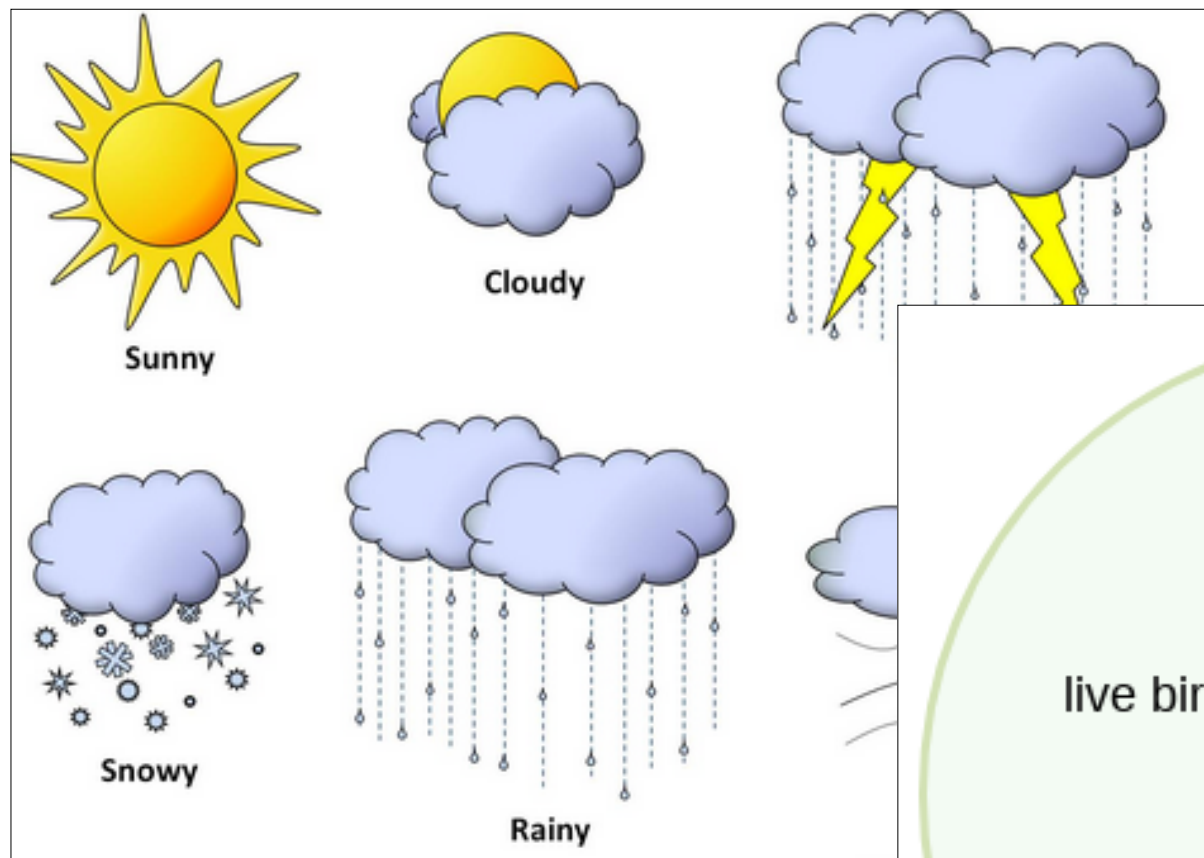
Viewpoints of “scaffolding”



Look at this diagram. What does it mean? Discuss with a partner.

Scaffolding

- visual examples (images, diagrams...)



Scaffolding

- positive feedback and encouragement

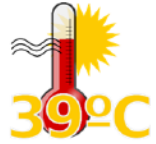



Encouraging Feedback

- ✔ I'm impressed!
- ✔ That's more like it.
- ✔ That's much better.
- ✔ You are doing well.
- ✔ You're getting there.
- ✔ I'm very proud of you.
- ✔ You've improved a lot.
- ✔ You've just about got it.
- ✔ Keep up the good work!
- ✔ That's coming along nicely.
- ✔ Nothing can stop you now.
- ✔ You're on the right track now.
- ✔ You're getting better every day.
- ✔ One more time and you'll have it.










Scaffolding

- pre-teaching vocabulary

hot	
sun	
sunny	
bright	

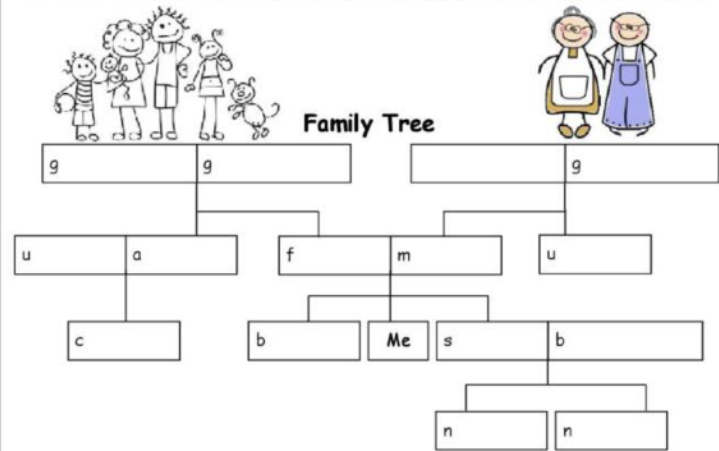
SCHOOL VOCABULARY

Match words to pictures

pen •	
pencil •	
ruler •	
paint brush •	
crayon •	
eraser • (rubber) 	

Vocabulary Worksheet: My Family

1. If I have a baby girl, she'll be my
2. My son calls me
3. My mother is my father's
4. My father is my mother's
5. My father has one sister. She's my
6. My mother has one brother. He's my
7. My grandfather is married to my
8. My grandparents call me their
9. My aunt's husband is my
10. My sister is married. Her husband is my
11. My sister has two children, a boy and a girl. Her son is my
and her daughter is my
12. My uncle and aunt's children are my
13. When I get married, my partner's mother will be my
14. My father has remarried. His new wife is my
15. When I break up with my boyfriend (girlfriend), (s)he'll be my



Scaffolding

- simplifying classroom language

CLASSROOM LANGUAGE

Can I go to the board?

Can I go to the toilet?

Can I switch on the lights?

Can I switch off the lights?

Can I open the window?

Can I come in?

Meaningful Discussion Stems

I have a question...



I noticed that...



I wonder...



I agree with _____ because...



I disagree with _____ because...



I can relate to that because...



That idea connects to...



I'd like to go back to what _____ said...



Scaffolding

- using mimes to help comprehension



Question

How are modeling and scaffolding related to each other?

Scaffolding

Modeling



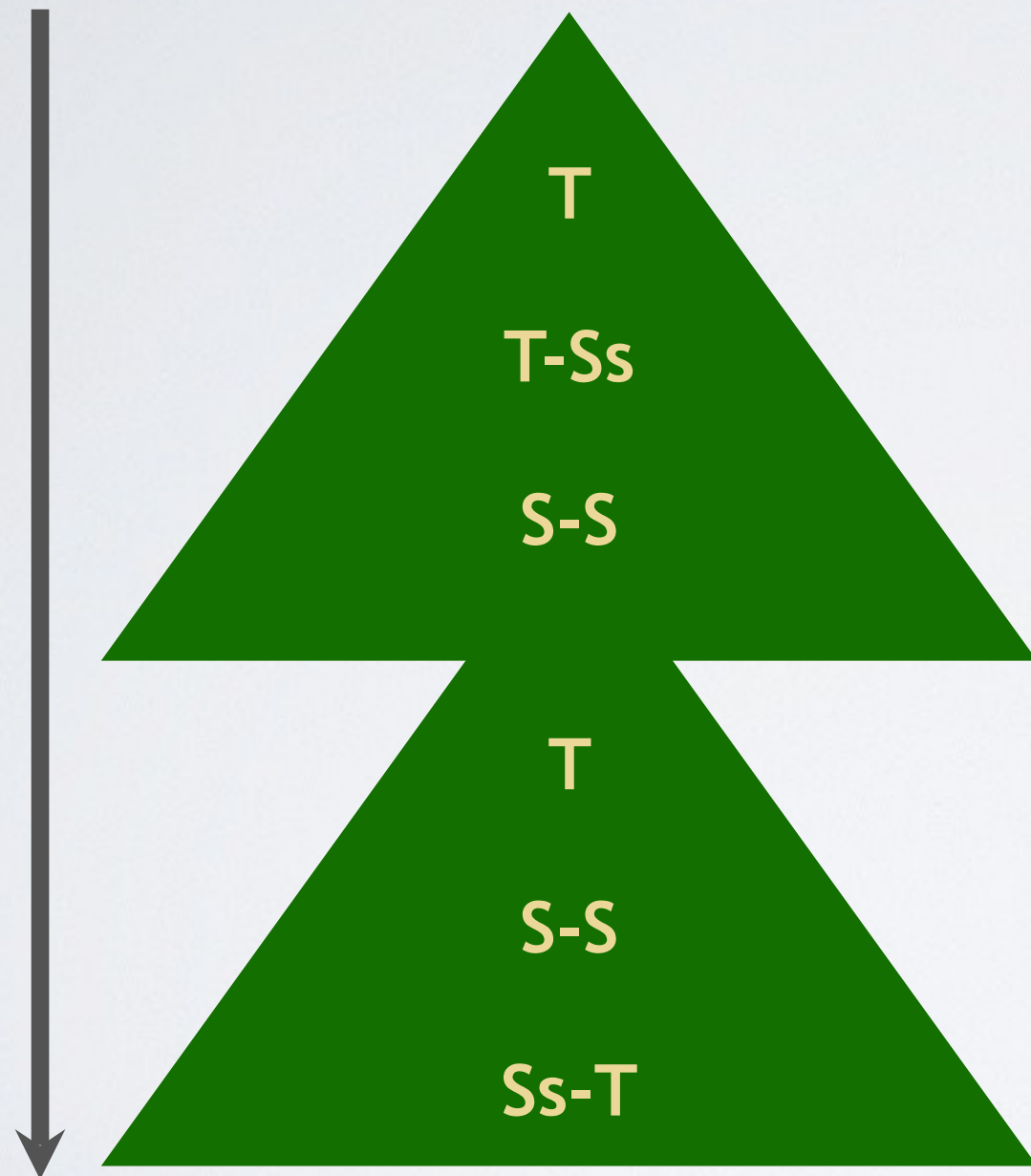
Scaffolding

The diagram consists of a large blue rounded rectangle containing a smaller orange rounded rectangle. The word 'Scaffolding' is centered in the blue rectangle, and the word 'Modeling' is centered in the orange rectangle. This visualizes that modeling is a subset or type of scaffolding.

Modeling

Modeling is a type of
scaffolding

Task sequencing. Example: **Star Game**



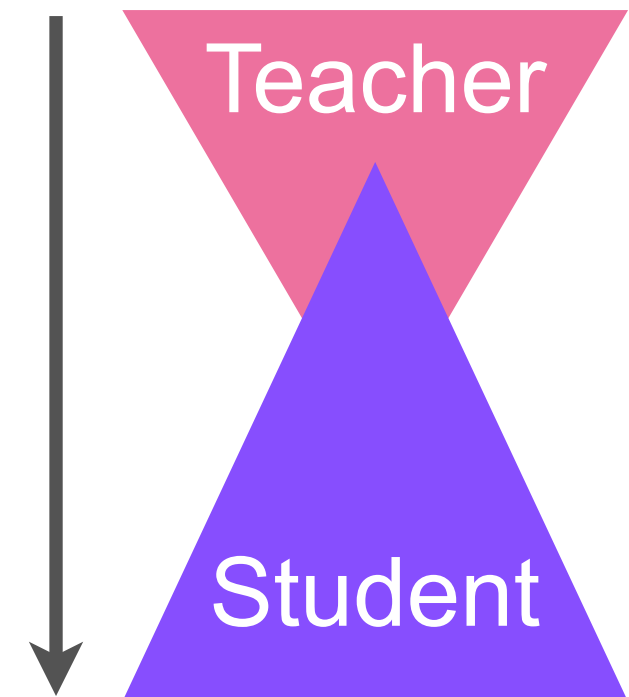
1. T explains
2. T models activity with Ss
3. students do the activity
4. T introduces Stage 2
5. students practice/prepare
6. students report to class

What does the triangle shape represent?

Responsibility

The key to **student-centered** teaching is getting the students involved.

A good teacher does **less work** than the students at the end of an activity or lesson.



Here is a famous quote.

“I” refers to the learner.

**“Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
Step back and I will act.”**

What can we learn from this?

- Telling/Explaining is not enough
- Showing (modeling) is an important step
- Move towards Ss independence
- Plan objectives from the Ss perspective

Bloom's Taxonomy is a classification of levels of thinking.
This is useful for designing activities, lesson plans, and asking questions.

Which is more difficult?

1. Remembering information or analysing information?
2. Evaluating information or understanding information?
3. Applying (using information) or creating new information?

**Bloom's
Taxonomy
of Learning**
(New Version)

Creating

Evaluating

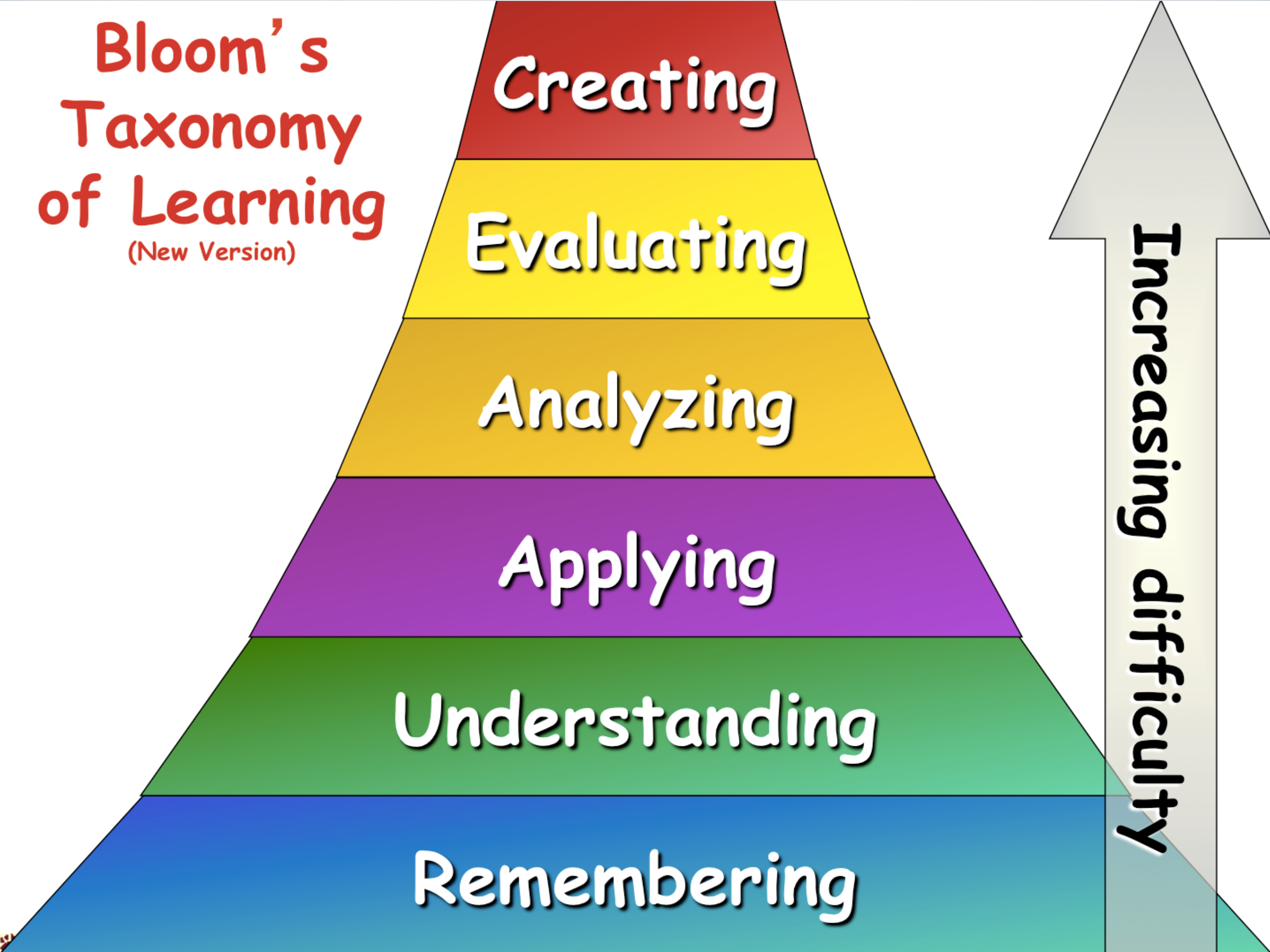
Analyzing

Applying

Understanding

Remembering

Increasing difficulty



Bloom's taxonomy of thinking skills

Reflection
(critical thinking)

Summary

CREATING

Putting information together in an innovative way

EVALUATING

Making judgements based on a set of guidelines

ANALYZING

Breaking the concept into parts and understand how each part is related to one another

APPLYING

Use the knowledge gained in new ways

UNDERSTANDING

Making sense of the material you have learned

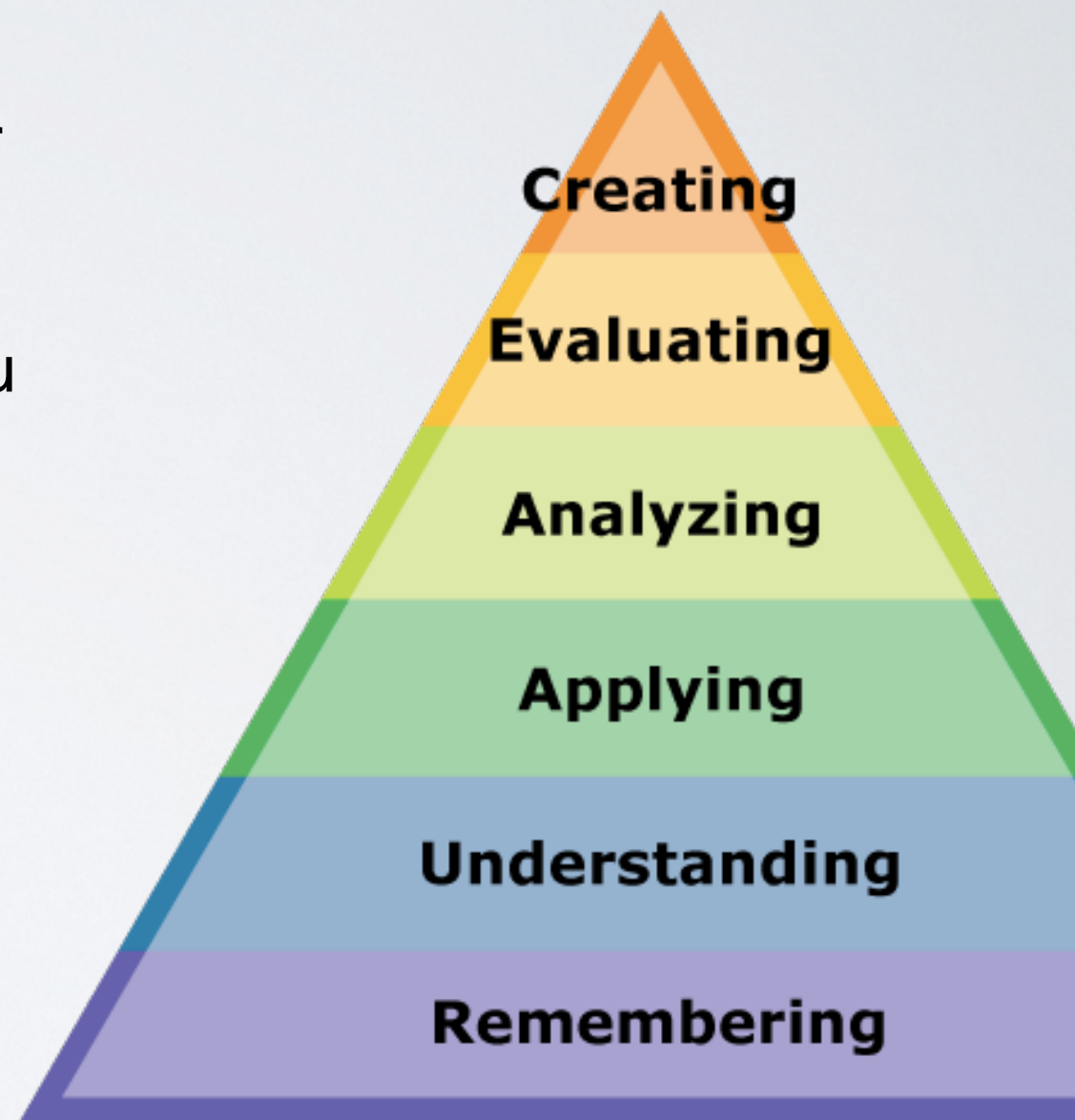
REMEMBERING

Recalling relevant knowledge from long term memory

Bloom's taxonomy of thinking skills

Which level of Bloom's Taxonomy is each of these tasks? Discuss with your partner.

1. Compare the sports player in the text with your favorite sports player.
2. Tell me the year of Yi Sun Shin's battle that you read in the text.
3. What does this word mean?
4. Can you write a new sentence using this word.
5. Do you agree with this opinion?
6. Make a new story with the same characters.



Bloom's Taxonomy

Following Bloom's Taxonomy, we can create authentic task sequences.

Remember > Comprehend

1. Input

Main Courses

- Cheese burger £4.39
- Double cheese burger £4.99
- Chicken curry with rice £3.99
- Macaroni cheese £4.19
- Seafood salad £4.49
- Egg salad £3.99
- Fish and mushroom pie £4.69

Pizza

- Chicken pizza £4.55
- Mushroom pizza v £4.60
- Four cheeses pizza v £4.10
- Meat pizza £4.75
- Seafood pizza £4.75

Desserts

- Ice cream £1.99 (vanilla, chocolate, strawberry)
- Banana cake £2.39
- Fruit cake £2.29

Fruit

- Apple £0.59
- Orange £0.59
- Banana £0.69
- Pear £0.69
- Mixed fruits £1.29 (3 fruits)

Drinks

- Orange juice £0.99
- Apple juice £0.99
- Tea £0.59
- Coffee £0.59
- Water £0.49

A menu

- prices
- sections
- food
- ingredients
- drinks

Flashcard game

Flashcards ©www.eslpages.blogspot.com

Food 1

salad	bread	steak
soup	fish	mashed potatoes

> Apply > Analyze

2. Process

What are the main sections of the menu?
 Where are the main meals?
 Which meals are expensive?

Categorize worksheet

Classifying Foods

Directions: Write the foods into the most logical groups below.

breakfast	lunch	dinner

> Evaluate > Create

3. Action

Make an order form with the foods you want to order.

Which foods on the menu are a good deal?

You only have \$10!

Recommend food for your friends.

AT THE RESTAURANT

Customer 1: Waiter! I'd like the menu, please.
 Waiter: Here you are, sir.
 Customer 1: Thank you. What would you like, Sir/ma'am?

Customer 2: Can I have _____ and _____, please?
 Customer 1: Well, I'd like _____ and I'd like _____.
 Waiter: Which vegetables would you like?
 Customer: I'd like some _____ and _____.
 Waiter: Do you want anything to drink?
 Customer 2: Yes, _____, please.
 Customer 1: _____, please.

MENU

Starters			
1. Caesar Salad	\$12		
2. Onion Blossom	\$2.50		
3. Vegetable soup	\$2		
4. Chicken soup	\$2.50		
Main course			
5. Fried chicken	\$5.10		
6. Roast beef	\$6		
7. Fried Shrimp	\$6.10		
8. Salmon	\$4.90		
Vegetables			

Bloom's Taxonomy

Following Bloom's Taxonomy, we can create authentic task sequences.

Remember > Comprehend

1. Input

's

Apostrophe (possession)

“This is Mike's book.”

Listen and point.

Read a short story and circle the apostrophes.

> Apply > Analyze

2. Process

Write 3 sentences about your friend's things.

This is Edward's book.

-

Find the differences

This is Peter's pen.

She's happy.

Mike's in the bedroom.

These are Jane's books.

> Evaluate > Create

3. Action

Write a story about Mike's room.



Bloom's Taxonomy

TASK

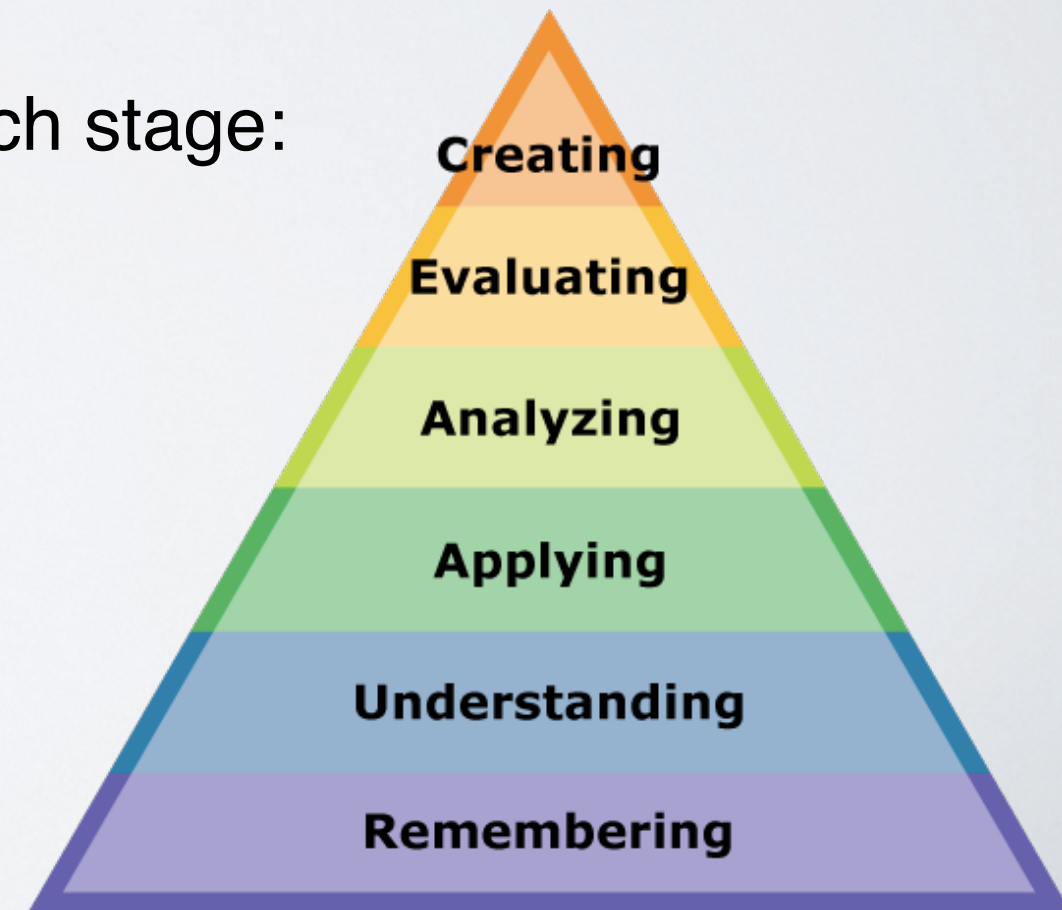
Choose a topic for your lesson. The topic could be:

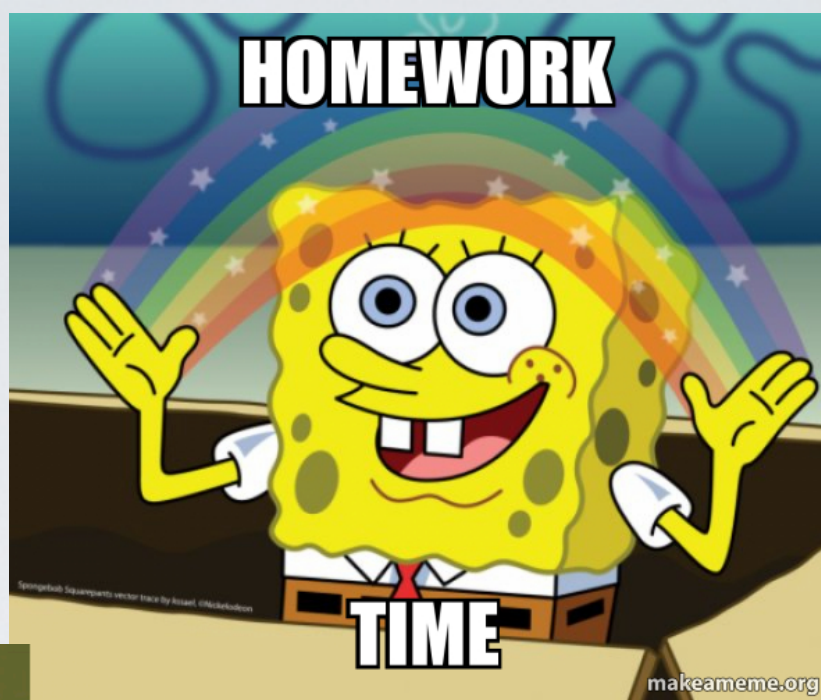
- a vocabulary set (example: colours - red, blue, yellow...)
- a grammar point (example: “to be” verb, comparative...)
- a story (example: Goldilocks, Cinderella...)
- an expression (example: “I want to be a pilot / doctor / vet”...)

Brainstorm how you would structure a lesson using Bloom's Taxonomy.

Think about the 3 stages and an activity for each stage:

1. Remember, Comprehend
2. Apply, Analyze
3. Evaluate, Create





ALYN & BACON RESOURCES FOR TEACHING ENGLISH LEARNERS

Brain-Compatible Differentiated Instruction *for English Language Learners*



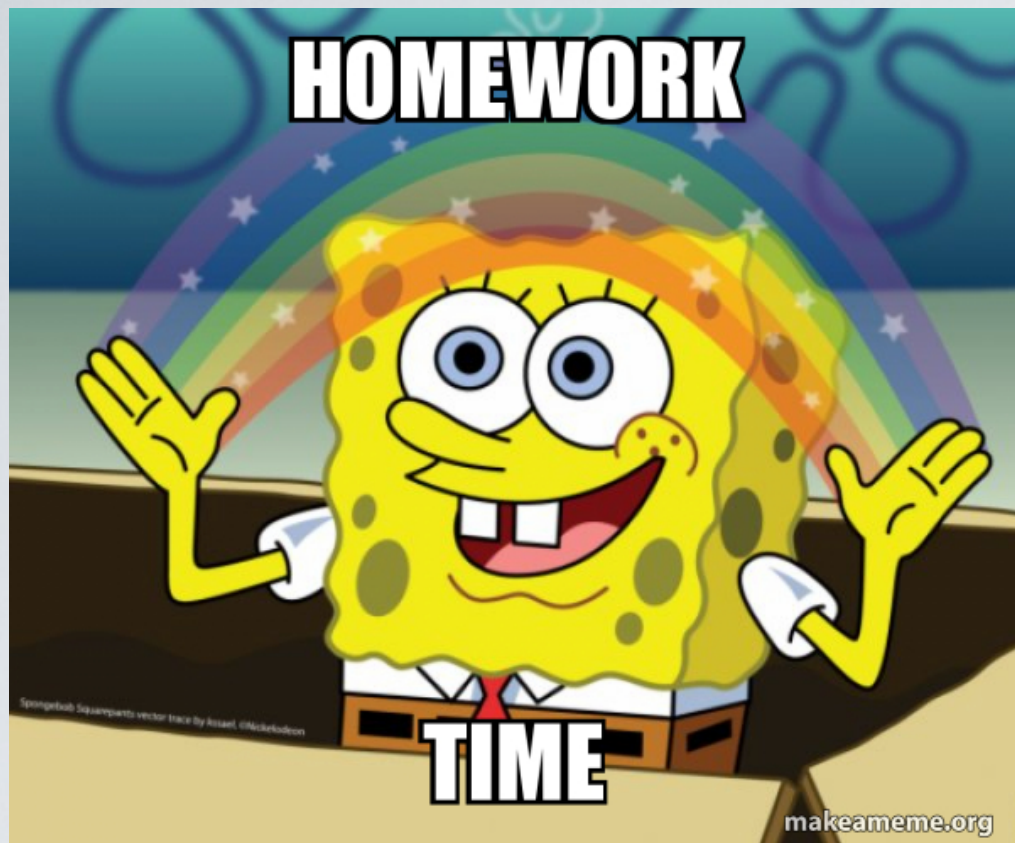
Marjorie Hall Haley

SECTION ONE

Theoretical Overview

Highlight or underline and important sections or concepts that you want to discuss in class.

- Brain-Compatible Teaching and Learning
- Brain-Compatible Theories of Teaching and Learning
- Differentiating Instruction
- Meeting the Needs of English Language Learners
- No Child Left Behind
- ESL Standards for Pre-K–12 Students and English Language Proficiency Standards
- TESOL Performance Indicators and How to Read Them
- World-Class Instructional Design and Assessment (WIDA)



Reading assignment due week 3 (March 21)

The reading includes many questions in red text. Choose any 2 questions and write your answers on the HUFS e-class discussion board. About 1-2 paragraphs for each answer is fine. Include your opinions, ideas and experiences.

Be ready to discuss the reading next week.